EDUC611

Course Summary

Course : EDUC611 **Title :** Identifying and Diagnosing Reading Difficulties
Length of Course : 8
Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: This course is designed for general education classroom teachers and focuses on classroom reading assessment. Participants will learn how to administer formal and informal measures of reading assessment, including screening, diagnostic, and progress monitoring measures. The assessment to instruction link will be emphasized during each session. Educators will use a variety of assessment tools and practices to plan and evaluate effective reading instruction.

Course Scope:

This course focuses on the skills needed to assess the reading levels of young students. Other courses will provide you with knowledge of what to do when you locate a reading deficiency, but this course's focus on the "assess" portion of the "assess-plan-teach", cycle.

This course provides a scientifically based reading research (SBRR) foundation for understanding how assessment can be used effectively to improve student literacy. The course helps develop teachers who are knowledgeable of the foundations and theoretical basis for literacy education, the developmental characteristics of students as readers and writers, and the instructional practices and strategies that best serve them. The coursework reflects standards advocated by the National Council for Accreditation of Teacher Education (NCATE), and the International Reading Association (IRA).

Using the diagnostics embedded in the Assess-Plan-Teach instructional cycle, students will learn fundamentals of literacy assessment and apply it to the five essential components of an effective reading program (NRP, 2000): Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension. There is an old expression, "If all you have is a hammer, every problem starts to look like a nail." This course gives you the assessment strategies necessary to have a full set of tools when dealing with the varied and often complex problems of student literacy.

Courses containing assignments that are field based require candidates to be in an instructional setting. The amount of time completing these tasks will vary, but may typically require approximately 10 hours of access time per course to classroom contexts. See specific assignment descriptions and speak with your instructor for further clarification should you have any questions.

Objectives

After successfully completing this course, you will be able to:

Lesson 1 Foundations of Literacy Assessment
1.1 Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction.
1.4 Demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.
Lesson 2 Informal Reading Inventories
1.4 Demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.
3.1 Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.
Lesson 3 Fluency
2.1 Use instructional grouping options (individual, small-group, whole-class, and computer-based) as appropriate for accomplishing given purposes.
2.2 Use a wide range of instructional practices, approaches and methods, including technology-based practices, for learners at different stages of development and from differing cultural and linguistic backgrounds.
2.3 Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.
Lesson 4 Emergent Literacy
3.1 Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.
3.2 Place students along a developmental continuum and identify students' proficiencies and difficulties.
3.3 Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from differing cultural and linguistic backgrounds.
Lesson 5 Word Recognition and Spelling
2.2 Use a wide range of instructional practices, approaches and methods, including technology-based practices, for learners at different stages of development and from differing cultural and linguistic backgrounds.
2.3 Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.
3.2 Place students along a developmental continuum and identify students' proficiencies and difficulties.
3.3 Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from differing cultural and linguistic backgrounds.
Lesson 6 Comprehension
2.2 Use a wide range of instructional practices, approaches and methods, including technology-based practices, for learners at different stages of development and from differing cultural and linguistic backgrounds.
2.3 Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.
3.3 Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from differing cultural and linguistic backgrounds.
Lesson 7 Strategic Knowledge
2.2 Use a wide range of instructional practices, approaches and methods, including technology-based practices, for learners at different stages of development and from differing cultural and linguistic

backgrounds.
3.1 Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.

<u>Lesson 8 Affective Factors</u>
3.4 Effectively communicate results of assessments to specific individuals (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.).
4.1 Use students' interests, reading abilities, and backgrounds as foundations for the reading and writing program.
4.3 Model reading and writing enthusiastically as valued lifelong activities.
4.4 Motivate learners to be lifelong readers.

Outline

Week 1: Foundations of Assessment

Learning Objectives

• Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction.
• Demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.

Readings

Text: "Assessment for Reading Instruction". McKenna & Stahl.
Chapter 1, Introduction to Reading Assessment, pp. 1-23, and
Chapter 2, General Concepts of Assessment, pp. 24-40.
Review the Additional Resources to supplement your learning.

Assignments

Forum Post 1: Photo Introduction

Assignments:
• **Assignment 1:** Teacher Invaders Assessment Vocabulary Game
• **Observation Assessment Activity 1**

Week 2: Informal Reading Inventories

Learning Objectives

• Demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.
• Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.

Readings

Text: McKenna & Stahl. Chapter 3, Informal Reading Inventories and Other Measures of Oral Reading, pp. 41-74.
Review the Additional Resources to supplement your learning.

Assignments

Forum Post 2: Informal Reading Inventory

Assignments:
• **Assignment 2:** Informal Reading Inventory
• **Observation Assessment Activity 2**

Week 3: Fluency

Learning Objectives

• Use instructional grouping options (individual, small-group, whole-class, and computer-based) as appropriate for accomplishing given purposes.
• Use a wide range of instructional practices, approaches and methods, including technology-based practices, for learners at different stages of development and from differing cultural and linguistic backgrounds.
• Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.

Readings

Text: McKenna & Stahl. Chapter 6, Fluency, pp. 148 – 159.
Review the Additional Resources to supplement your learning.

Assignments

Forum Post 3: Readers Theater

Assignments:
• **Assignment 3:** Fluency Lesson Rewrite
• **Observation Assessment Activity 3**

Week 4: Emergent Literacy

Learning Objectives

• Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.
• Place students along a developmental continuum and identify students' proficiencies and difficulties.
• Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from differing cultural and linguistic backgrounds.

Readings

Text: McKenna & Stahl. Chapter 4, Emergent Literacy, pp. 75-99.
Review the Additional Resources to supplement your learning.

Assignments

Forum Post 4: Phonological Awareness

Assignments:
• **Assignment 4:** Synthesis of Phonemes
• **Observation Assessment Activity 4**

Week 5: Word Recognition and Spelling

Learning Objectives

• Use a wide range of instructional practices, approaches and methods, including technology-based practices, for learners at different stages of development and from differing cultural and linguistic backgrounds.
• Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.
• Place students along a developmental continuum and identify students' proficiencies and difficulties.
• Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from differing cultural and linguistic backgrounds.

Readings

Text: McKenna & Stahl. Chapter 5, Word Recognition and Spelling, pp. 100-147.

Review the Additional Resources to supplement your learning.

Assignments

Forum Post 5: Spelling City.com

Assignments:
• **Assignment 5**: Fry Sight Word Inventory
• **Observation Assessment Activity 5**

Week 6: Comprehension

Learning Objectives

• Use a wide range of instructional practices, approaches and methods, including technology-based practices, for learners at different stages of development and from differing cultural and linguistic backgrounds.
• Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.
• Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from differing cultural and linguistic backgrounds.

Readings

Text: McKenna & Stahl. Chapter 7, Comprehension, pp. 160-185.

Assignments

Forum Post 6: Comprehension Assessment.

Assignments:
• **Assignment 6:** Creating Reading Guides and a Cloze
• **Observation Assessment Activity 6**

Week 7: Strategic Knowledge

Learning Objectives

• Use a wide range of instructional practices, approaches and methods, including technology-based practices, for learners at different stages of development and from differing cultural and linguistic backgrounds.
• Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.

Readings

Text: McKenna & Stahl. Chapter 8, Strategic Knowledge, pp. 186 – 203.

File Download: Adaptations are Essential: Early Years Reading.

Website: Improving Outcomes for all K-8 Students. (Or see PDF attachment in Announcements)

Assignments

Forum Post 7: Adaptations Review

Assignments:
• **Assignment 7:** Burke Reading Interview
• **Observation Assessment Activity 7**

Week 8: Affective Factors

Learning Objectives

• Effectively communicate results of assessments to specific individuals (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.).
• Use students' interests, reading abilities, and backgrounds as foundations for the reading and writing program.
• Model reading and writing enthusiastically as valued lifelong activities.
• Motivate learners to be lifelong readers.

Readings

Text: McKenna & Stahl. Chapter 9, Affective Factors, pp. 204-245.
Review the Additional Resources to supplement your learning.

Assignments

Forum Post 8: Favorite Book

Assignments:
• **Assignment 8:** Booktrailer/Booktalk
• **Final Project Assignment**
• **Observation Assessment Activity 8**

Evaluation

Grading:

Name	Grade %

Materials

Book Title: Assessment for Reading Instruction, 3rd ed.

Author: McKenna and Dougherty Stahl

Publication Info: Guilford

ISBN: 9781462521043

Additional Course Materials

All the following are Adobe PDFS and are found with the course materials:

- R4 - How to Create a Successful At-Home Reading Program
- An "Exploded View" of Five Essential Steps to Preventing Reading Difficulties in Young Children
- Reading Development & Assessment of Early Literacy: A Review of the Literature
- Creating a Culture of Literacy: A Guide for Middle School and High School Principals
- Put Reading First: The Research Blocks for Reading Instruction

References for each lesson/module are listed at the end of the syllabus document.

Websites

In addition to the required course texts the following public domain Websites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note Web site addresses are subject to change.

Site Name	Website URL/Address
Diagnostic Test Support from the Ohio Department of Education	http://www.diagnostictestsupport.org/
Doing What Works for English Language Learners from Research Based Educational Practices Online	http://dww.ed.gov/practice/practice_landing.cfm?PA_ID=6&T_ID=13&P_ID=20#
Effective Literacy Instruction for Adolescents from the Executive Summary and Paper Commissioned by the National Reading Conference	http://www.nrconline.org/publications/alverwhite2.pdf
International Reading Association	http://www.reading.org/General/Default.aspx
Scientifically Based Research from the National Institute for Literacy	http://www.nifl.gov/partnershipforreading/publications/science_re

| Standardized Administration DOES Matter from the Get It Got It Go website | http://ggg.umn.edu/get/standardization.html |
| Teaching Reading Video How to Teach Children to Read: Reading Comprehension for Children | http://www.youtube.com/watch?v=5HDkqGZc9o0&NR |

Course Guidelines

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University Policies

Student Handbook

- Drop/Withdrawal policy
- Extension Requests
- Academic Probation
- Appeals
- Disability Accommodations

The mission of American Public University System is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.