

COURSE SYLLABUS**Reading Foundational Skills Across Content Areas Pre-K – 12**

TERG 2605 Early – 3 s.h.

Prerequisite(s): Education as a declared major

Terms Offered: **SPRING 2022**
Beeghly College of Liberal Arts, Social Sciences and Education
9:30-10:45 CRN 23856 / 12:30-1:45 CRN 23857
 Beeghly Hall Room 2305

**Syllabus revised by Literacy Leadership Team to align to the Science of Reading S2020*

Instructor: **Ms. Kristen Italiano M.Ed.**
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 Office hours:
 Phone:
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Text/Resources:

Core Literacy Library (2018). *Teaching Reading Sourcebook: For All Educators Working to Improve Reading Achievement, 3rd Edition*. Berkeley, CA: Arena Press. **(foundational skills)**

Kane, S. (2011). *Literacy & learning in the content area*, 4th ed. Holcolm- **Hathaway, Pub. (content area reading strategies)**

The Science of Reading Repository; YSU <https://sites.google.com/view/thescienceofreading/home>

The repository is a website brought to you by the department of teacher education through funding from the Ohio Dean's Compact for Exceptional Children. The site contains numerous recourses to support the knowledge and research related to the Science of Reading and to assist in embedding the science behind how student learn to read into lesson and classroom preparations.

IDA. (2008). *Just the facts: Definition of dyslexia, Dyslexia basics, Understanding dyslexia, Multisensory structured language teaching.*

[Dyslexia Fact Sheets](#)

<https://dyslexiaida.org/fact-sheets/>

Research and Articles:

Farrell, L., Davidson, M., Hunter, M., & Osenga, T. (2010). *The Simple View of Reading: Research of Importance to All educators*. Readsters, LLC.

<https://www.cdl.org/articles/the-simple-view-of-reading/>

Shanahan, Timothy (2018). *Is There Really a 30 Million Word Gap?* <https://www.readingrockets.org/blogs/shanahan-literacy/there-really-30-million-word-gap>

Shanahan, Timothy (2020). *Disciplinary Literacy for Elementary School*

<https://www.shanahanonliteracy.com/publications/disciplinary-literacy-for-elementary-school>

Hirsch, E.D., (2001). *Overcoming the Language Gap*

<https://www.aft.org/periodical/american-educator/summer-2001/overcoming-language-gap>

Brady, S. & Moats, L. (May, 1997). *Summary of Position Paper, Informed Instruction for Reading Success: Foundations for Teacher Preparation*. International Dyslexia Association.

<https://www.readingrockets.org/article/what-teachers-need-know-informed-reading-instruction>

Moats, L. C. (June, 1999). *Knowledge and Skills for Teaching Reading: A Core Curriculum for Teacher Candidates. Teaching Reading is Rocket Science: What Expert Teachers of Reading Should Know and Be Able to Do, Appendix A*. American Federation of Teachers.

<https://www.readingrockets.org/article/knowledge-and-skills-teaching-reading>

National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. Reports of the subgroups*. Washington, DC: National Institute of Child Health and Human Development.

<https://www.nichd.nih.gov/sites/default/files/publications/pubs/nrp/Documents/report.pdf>

Read Naturally. (2020) Essential Components of Reading <https://www.readnaturally.com/research/5-components-of-reading>

Catalog Description:

A study of the development of Ohio Academic Content Area Standards, comprehension skills, work attack skills, pre-reading strategies, study skills, and writing development as they relate to reading in the content area. The role of oral language and content literature in the early, middle, secondary, and special education content area classroom is included. Foundational skills aligned to the scientifically-based foundation in the cognitive, socio-cultural, linguistic, and motivational influences on literacy and language development are provided. Topics in the course include understanding foundational literacy skills, strategies for building rich background knowledge, relating lessons to research and best practices, and identifying how to address individualized literacy needs across content areas.

Course Fees: \$20.00

Clinical Field Hours:

This course includes **25 hours** of field experience in a school setting utilizing small group literacy tutoring; each hour of tutoring is worth one point. A log is kept of each session with a description of the materials and activities to be used as well as a reflection on the session. A criteria sheet is used to score the quality of the logs. The logs are worth up to 25 points. *A modification of 20 hours is in effect for Spring 22*

****The required 20 hours reflects a temporary reduction in hours due to Covid19.**

Fieldwork requirements on TaskStream:

Completion of the fieldwork requirements is considered a critical task in the course. Please review the expectations for all critical tasks as it applies to the fieldwork requirements as well. The fieldwork verification form will be completed on TaskStream. The fieldwork tracking sheet will be submitted to the Project PASS office AND submitted to TaskStream.

Critical Task and Essential Tasks (Can be included in appendices.)

***Critical Tasks** are performance-based assignments that reflect a candidate's knowledge, skills and/or dispositions aligned with the standards for teacher preparation of the licensure area. These tasks assess a candidate's ability to move through the teacher preparation program in an effective way, meeting and/or exceeding expectations in these professional standards. Therefore, candidates must effectively pass a critical task to pass the course. Failure to effectively pass the critical task(s) will result in remediation through

repetition of the course to guarantee that all teacher candidates are prepared to be an effective educator once they leave Youngstown State University. **Critical Tasks are to be submitted through TaskStream.**

Critical tasks include: lesson plan, content map, fieldwork (hours and logs)

****Clinical Field Hours:** This course includes 20 hours of field experience through Project Pass in a school setting utilizing one-on-one tutoring; each hour of tutoring is worth one point. The Project Pass tracking sheet will be turned in at the end of the course to your instructor and to the Project Pass office.

****Field Logs:** A log is kept of each tutoring session (20) with a description of the materials and activities to be used as well as a reflection of the session. A checklist or rubric is used to score the quality of the logs. Logs will be collected throughout the semester by your instructor.

****The required 20 hours reflects a temporary reduction in hours due to Covid19**

TaskStream Coordinator: A TaskStream account is required for all students in the Beeghly College of Education. You will be required to use TaskStream to upload assignments and other documents in this course and other courses you will take in the Department of Teacher Education.

If you have already purchased a TaskStream account, you may be eligible for a one-year extension. When your current TaskStream account expires, email Mrs. Therese Kightlinger with "TaskStream renewal" in the subject line and your name, Banner #, and current TaskStream login in the body of the message.

TaskStream Coordinator:

Therese Kightlinger, TaskStream Coordinator
Beeghly Hall room 3310
330.941.3735 takightlinger@ysu.edu
F22Cor

COVID STATEMENT:

Academic Senate Approved Policy-The following policy applies and shall be enforced during the current coronavirus pandemic as recognized by the State of Ohio <https://ysu.edu/institute-teaching-and-learning/syllabus-university-policies>

Knowledge Base Rationale:

Since reading and the language arts are an integral part of instruction in the content areas, teachers at all levels, from early childhood through adolescence, need to know how to achieve maximum results from students' literacy experiences in each individual content area cluster of subjects. In subjects such as science, mathematics, literature, and social studies, reading and the language arts serve as tools for learning. Teacher candidates must become aware of developmentally appropriate teaching strategies required to assist readers who are reading widely diverse content subject textbooks. The course content stresses the need for consistently applying sound development of reading strategies whenever content reading and writing are occurring. Thus, the integration of reading and literacy instructional and foundational strategies into all content areas is the challenge. Various strategies for developing and enhancing reading comprehension and reading pleasure will be presented, shared, practiced, discussed, and critiqued, noting the implications in relation to teaching and learning with diverse student populations.

The purpose of the course is to broaden perspectives about reading and about how, why, and when teachers and students read or choose not to read. The course will also provide a foundation from which to develop current thinking about reading. With that foundation, teacher candidates can begin to build a repertoire of strategies and practices to assist, entice, encourage, and inspire students to take advantage of optimal literacy opportunities that will give them greater options in making sense of their own lives in a complex society.

The course content and activities contribute to the development of the reflective, critically thinking teacher who is able to analyze instructional problems, make positive instructional decisions for action, apply appropriate strategies to solve

the problem and critically evaluate the overall effectiveness of the solution. The topics explored, cooperative learning experiences and practice opportunities for application of strategies are derived from the following knowledge bases used in setting the course objectives –

1. There are **compelling reasons for content area literacy instruction**, which transcend the teaching and learning of specific content area information. (Alvermann & Gillis, 2012; Kane, 2010; Vacca & Vacca, 2016)
2. Participating in **planned, reflective and inquiry-based professional development** in content area reading leads to professional growth and improved instruction. (Farstrup & Samuels, 2011; Vacca & Vacca, 2016)
3. The encouragement of **active, meaningful learning** is central to good teaching. (Kane, 2010; Krauss & Boss, 2013)
4. Reading, writing and other language arts are **inextricably interrelated**. (Cooper, 2014; Kane, 2010; Reutzel & Cooter, Jr., 2014, Vacca & Vacca, 2016)
5. Since learning to read is a continuing process, the stage of a learner’s literacy development should be considered for all instructional activities throughout the grades. Thus, **assessment of readiness and provision of developmentally appropriate content area activities** are important concerns for all teachers. (Cooper, 2014; Opitz & Ereckson, 2014; Reutzel & Cooter, Jr., 2014)
6. Reading is an **integral part of all content area instruction, which is in the curriculum**. Thus, good reading practices must be applied to all lessons in which students read and write no matter what the subject matter. Teachers will provide purpose and modeling to demonstrate critical thinking regarding how good readers always know why they are reading. (Alvermann & Gillis, 2012; Cooper, 2014; Farstrup & Samules, 2011; Kane, 2010; Vacca & Vacca, 2016)
7. Instruction in study skills must begin in the primary grades and continue throughout a students’ education career. Such instruction **helps students cope with reading assignments** and writing they will need to do throughout their lives. (Reutzel & Cooter, Jr., 2014; Krauss & Boss, 2013; Tomlinson, 2014)
8. The variety of reading achievement levels among students within a classroom makes it important for teachers to know how and when to group students for motivational purposes and for differentiated assignments. Assignment differentiation can be accomplished in a variety of ways, such as pre-reading activities, study guides, DRTA, alternate textbooks or trade books, language experience materials and computer application. (Krauss & Boss, 2013; Tomlinson, 2014, Vacca & Vacca, 2016)
9. **Cooperation and collaboration** foster social, emotional and attitudinal dispositions along with academic achievement. Students who work together as equals to accomplish something frequently **improve self-esteem, tolerance of racial and ethnic differences** and enjoyment of content learning. (Krauss & Boss, 2013; Tomlinson, 2014; Tomlinson & Murphy, 2015)
10. In all content areas, new concepts are sequentially introduced and defined using vocabulary concepts presented earlier. As students’ progress through texts, their efforts to construct meaning and to write about the content will result in a low level performance if they have failed to master the words, which symbolize the concepts. (Cooper, 2014; Kane, 2010, Vacca & Vacca, 2016)
11. A variety of assessment measures, authentic as well as standardized, must be used in tandem to **measure student progress** toward attaining the learning goals. Teachers will offer feedback and provide assessments that help students demonstrate understanding of text in authentic ways and play instruction based on student understanding. (Opitz & Ereckson, 2014; Reutzel & Cooter, 2014)

12. Today's teachers need to be prepared to meet the range of individual needs within a diverse student population. For promoting diversity understanding and appreciation, teachers must be committed to the selection and integration of materials in the curriculum that reflect a range of ethical and cultural perspectives, languages and special needs. (Alvermann & Gillis, 2012; Tomlinson, 2014; Tomlinson & Murphy, 2015)
13. Children/adolescent literature serves as a springboard for students to explore and grow in all aspects of the language arts. Teachers will provide more challenging books and materials, along with strategic instruction, to foster metacognitive awareness. (Cooper, 2014; Kane, 2010; Vacca & Vacca, 2016)
14. Teacher candidates need to become learner-centered as they consider how to provide for **active learning**. **Technology can support this goal of active learning**. Thus, candidates should learn to manage a classroom program that integrates computer use. (Kane, 2010; Krauss & Boss, 2013; Vacca & Vacca, 2016)

Course Objectives:

A. Knowledge

The candidate(s) will:

1. identify factors that contribute toward creating a non-threatening classroom environment in which students feel free to take risks and experiment (RC 3.4; OSTP 5.2, 5.5)
2. state the significant features of the various reading approaches and theoretical models of reading with an emphasis on the Simple View of Reading/ reading ropes model. Understand the importance of scientifically-based reading research, different types of research methods and designs. (RC 1.1, 1.2, 1.4, 3.1; OSTP 5; 2.1, 2.2, 2.4, 4.2, 4.5)
3. identify and describe how to use the directed reading thinking activities (DRTA) and the language approach (LEA) with both narrative and expository text as it relates to the Science of Reading (RC 3.1, 7.1, 7.3, 7.5; OSTP 2.1, 2.2, 2.4, 4.2)
4. identify various strategies for developing study skills for different types of comprehension (RC 5.4; OSTP 2.1,)
5. know what metacognitive strategies are appropriate for reading in the content areas (RC5.1; OSTP 4.4, 4.5)
6. understand the importance of building rich background knowledge for all students and recognize the role of prior knowledge and schemata on learning and study in the content areas and in foundational literacy skills(RC 1.4, 1.5, 4.6; OSTP 4.2, 4.6)
7. describe different content text structures and several effective instructional strategies for enhancing students' comprehension of content area materials written in different text structures and explain how strategies can be modified for diverse students using the MTSS framework (RC 3.3, 5.7, 7.1, 7.3; OSTP 2.2, 4.5, 4.6, 4.7)
8. define critical thinking as it relates to content area instruction/learning, explain tiered questioning strategies and DOK-Depth of Knowledge as it aligns with vocabulary and comprehension (RC 5.1, 5.4; OSTP 2.2)
9. identify strategies designed to improve teaching and learning in a diverse classroom, understand that literacy connections are influenced by students' schema, socioeconomic status, community, connection to literacy at home, and culture (RC 4.3, 4.4; OSTP Standard 4.5;)
10. discuss the role of technology in the early childhood, middle childhood, or adolescent classroom. (RC 7.4, 8.9, 9.8; OSTP 4.7)

11. recall alternative procedures for integrating the language arts throughout content area instruction, understand that reading inventories and strategies for comprehension can be applied to each content area before, during and after reading using the MTSS model and core content or disciplines (RC 7.1, 7.6; OSTP 2.1, 2.2)
12. Understand the role of academic language in the learning process. Define and describe academic language, content specific vocabulary, general vocabulary and the role each play in instruction (RC 6.6)
15. explain several authentic and informal assessment procedures that can be effectively used to assess instruction in literacy and content reading programs (RC 8.1, 8.3; OSTP 3.1, 3.2, 3.3)
16. Know the five essential components of reading instruction and the effective instructional elements involved with each area of reading. Know the Simple View of Reading formula.
 - a. Understand the contributing role of automaticity to fluent reading.
 - b. Understand how oral reading fluency is related to other major components.
 - c. Understand the role of vocabulary in text comprehension and decoding.
 - d. Describe the various reasons why students might not comprehend text.
 - e. Understand the role oral language plays in reading, comprehension and vocabulary (RC 1.2, 2.1, 2.5, 2.6, 5.4, 5.5, 6.1, 6.2; OSTP 2.1, 2.4)

B. Skills

The candidate(s) will:

1. construct a comprehensive lesson incorporating aligned strategies and research content from the Simple View of Reading and research-based approaches for teaching literacy (RC 3.1, 7.1, 7.3, 7.6, 7.8; OSTP 2.1, 2.2, 2.4)
2. reflect on the stages of language development when planning and constructing lesson plans, in the construction of curricular materials, and in the designing of learning environment(RC 7.2, 7.3; OSTP 1.1, 1.2, 1.5)
3. develop charts, graphs, tables, quizzes, rubrics, and checklists related to literacy and content area materials, align lessons to assessment tools and data(RC 8.7; OSTP 3.1, 3.2)
4. plan pre-reading activities for content area narrative and expository text to activate rich background knowledge and connection through the reader response theory (RC 1.7, 7.6; OSTP 4.4)
5. reflect upon and communicate with peers about resources related to content area reading instruction and research-based approaches to teaching the foundational skills of reading (RC 10.2, 10.3; OSTP 5.3, 5.4, 6.3)
6. identify various print and non-print resources, technology tools and digital elements to model and scaffold the use of a wide variety of literacies(RC 5.6; OSTP 4.7)
7. research and develop effective teaching procedures for vocabulary instruction in a content area using text sets and language comprehension strategies aligned to the Simple View of Reading and foundational literacy skills (RC 5.2, 5.4, 6.1, 6.5; OSTP 4.2)
8. develop lessons and align with state standards and research/best practices on teaching reading using a scientific approach (RC 7.8, 10.1; OSTP 2.3, 4.1, 4.3)
9. develop a lesson using foundational literacy strategies and differentiate instruction/ MTSS framework for content area reading (RC 1.7, 4.5, 7.8; OSTP 4.5, 4.7)
10. utilize technology in foundational and content area literacy instruction (RC 7.1, 7.2, 8.9; OSTP 4.7)

11. demonstrate the use of higher level questioning through DOK and building connections to text through rich background knowledge exposure to ensure students have a deep understanding of the text (RC 5.1, 5.4; OSTP 4.6, 4.7)
12. identify key characteristics of good and poor readers including students with reading disabilities (RC 1.1, 1.6, 4.4, 7.5; OSTP 1.2, 1.5, 4.2, 4.5, 5.5)
13. demonstrate an understanding of dyslexia, including the definition, signs of dyslexia, and modifications and accommodations to support students with dyslexia (RC: 7.1, 7.2; OSTP 1.5, 4.5)
14. demonstrate an understanding that a value-added measure provides educators with information on how they can use data to focus instruction. (OSTP: 3.1, 3.3, 4.2, 4.5)

C. Dispositions

The candidate(s) will:

1. appreciate that factors such as social experiences, cognitive capacities, sense of self-efficacy, vocabulary development and background knowledge influence one's ability to think critically and relate to content on a deeper level (RC 5.1, 5.4; OSTP 2.2)
2. increase willingness to experiment and change one's habitual way (teaching as one has been taught) of approaching and carrying out instructional tasks, learn scientifically based reading approaches that are supported with research and respect the views and strategies learned. (RC 10.1, 10.2, 10.3; OSTP 7.1, 7.2, 7.3)
3. appreciate the importance of integrating the science of reading and foundational literacy skills with all content areas and believe that foundational reading skills are required skills in all content areas success (RC 1.7; OSTP 2.1, 2.2, 2.4, 2.5)
4. increase willingness to meet individual academic, social, and cultural needs in various content areas, utilize early phonological awareness and phonemic awareness skills to address learning gaps in reading (RC 1.1, 1.5, 1.6; OSTP 1.1, 1.2, 1.4, 1.5, 4.2)
5. respect the dignity and worth of every student as it relates to cultural background, academic ability or exceptionality (RC 1.5, 1.6, 1.8; OSTP 1.2, 1.3, 1.4)
6. value the role of listening and speaking and appreciate the engagement of student conversation and discussions as a mode to increase comprehension, vocabulary and point of view (oral protocols), consider the importance that oral language has in the development of foundational skills and direct impact oral language has on the achievement gap and word gap (RC 5.8, 6.4; OSTP 1.1, 2.2, 2.5)
7. respect the role writing, viewing and reading hold in experiencing and learning foundational skills and content material (RC 5.8, 5.9, 9.2, 9.3; OSTP 2.2, 2.4, 2.5)
8. value the importance of teacher self-evaluation and reflections in meeting the needs of diverse populations and learning new skills on teaching reading (RC 10.1, 10.2; OSTP 1.1, 1.2, 1.4, 7.1, 7.2, 7.3)
9. increase willingness to seek continued professional growth, respect the concept of being a life-long practitioner of literacy and be willing to continue learning literacy best practices, implement self-reflection as a tool for professional growth (RC 1.3, 10.1, 10.2; OSTP 7.1, 7.2, 7.3)

10. Respect and value that the evidence supports reading is learned skill and a difficult task to achieve without specific explicit instruction (RC 1.2, 1.4, 1.7, 1.8; OSTP 1.1, 4.4, 4.6)

Critical Tasks and TASKSTREAM:

Critical Tasks: Critical Tasks are performance-based assignments that reflect a candidate's knowledge, skills and/or dispositions aligned with the standards for teacher preparation in the licensure area. These tasks assess a candidate's ability to matriculate through the teacher preparation program in an effective way, meeting and/or exceeding the expectations of these professional standards. Therefore, candidates must effectively pass a critical task to pass the course. Failure to effectively pass the critical task(s) will result in remediation through repetition of the course to guarantee that all teacher candidates are prepared to be effective educators once they leave Youngstown State University. Critical Tasks and Essential Tasks are to be submitted through TaskStream.

Candidate Disposition Alert Process (Required for all courses taken by BCOE candidates)

Candidate Disposition Alert Process: The purpose of this alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with professionalism, inclusivity and collaboration determined by the BCOE faculty as necessary standards to effectively serve all students or clients. The Candidate Performance Alert form is completed when a concern is raised about a candidate's performance during any class, sponsored activity by the Beeghly College of Education, or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate's ability to perform his or her role as an educational professional. The Candidate Performance Alert Form can be used by university faculty, staff, supervisors, cooperating teachers, or other school personnel when they have a concern, other than one that can be effectively addressed through routine means of supervision.

Academic Dishonesty: Please refer to student handbook, The Code of Student Rights, Responsibilities and Conduct p. 30, noting sections on plagiarism and dishonesty. Failure to comply with these standards may result in an "F" for the course.

Specific to the BCOE Department of Teacher Education, academic dishonesty includes, but is not limited to, cheating, plagiarism, fabrication of information or references, facilitation of acts of academic dishonesty by others, unauthorized possession of examinations, submitting work of another person, i.e., presentations, programs, spreadsheets, and information from the internet, tampering with the academic work of other students, and lying, deceit, or fraud in oral or written statements relating to academic work. In addition any violation will result in a Candidate Performance Alert form being automatically completed and inserted in the candidate's file in the Office of Student Teaching.

Americans with Disabilities Act Statement (Official YSU Policy)

Americans with Disabilities Act: In accordance with University procedures, if you have a documented disability and require accommodations to obtain equal access in this course; please contact me privately to discuss your specific needs. You must be registered with the Center for Student Progress Disability Services, located in Kilcawley Center, room 2082, and provide a letter of accommodation to coordinate reasonable accommodations. You can reach CSP Disability Services at 330-941-1372.

Non-discrimination Statement (Official YSU Policy)

Youngstown State University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity and/or expression, disability, age, religion, or veteran/military status in its programs or activities. Please visit www.ysu.edu/ada-accessibility for contact information for persons designated to handle questions about this policy.

In-Class Technology Policy:

Please silence cell phones during class meetings. Relatedly, no text messaging is permitted during class. If you are anticipating a potential emergency situation, consult with your instructor before class begins to determine the appropriateness of using electronic forms of communication in the class.

YSU E-Mail:

Each student at YSU has access to an individual e-mail account through the university e-mail system. All students are expected to activate this e-mail account and to check messages on a regular basis. Announcements and attachments as

supplements to the textbook may be sent periodically to class members. Students will be held responsible for accessing any e-mail sent out for this course.

Incomplete Grade Policy: An incomplete grade of an “I” may be given to a student who has been doing satisfactory work in a course but, for reasons beyond control of the student and deemed justifiable by the instructor, had not completed all requirements for a course when grades were submitted. A written explanation of the reason for the “I” and a date by which all course requirements will be completed, must be forwarded to the Ohio Registrar for inclusion in the student’s permanent record, with copies to the student and department chairperson. For fall semester courses a “Change Grade Form” must be submitted no later than March 1 of the following year. For spring semester courses a “Change Grade Form” must be submitted by September 1 of that year. For summer term courses a “Change Grade Form” must be submitted by October 1 of that year. The instructor will initiate a grade change upon completion of the course requirements. If no formal grade change occurs during the time period specified above, the “I” automatically converts to an “F”. If graduation occurs within the time period specified above, the “Incomplete” grade will be converted to an “F” prior to graduation. Department chairs are granted authority to convert grades of “I” into final grades in cases where instructors may have severed connections with the University or have become incapacitated before converting the grade.

NAF Guidelines. A nonattendance F (NAF) indicates that a student received an F in the course because he/she did not attend and/or participate in the class for more than 60% of the term. See NAF guidelines adopted by YSU to comply with federal regulations at YSU website: <http://cms.ysu.edu/administrative-offices/registrar/guidelines-reporting-nonattendance-f-naf>

References:

Alvermann, D. E. & Gillis, V. R. (2012). *Content area reading and literacy: Succeeding in today’s diverse classroom*, (7th ed.). Pearson.

Kane, S. (2010). *Literacy and learning in the content areas*. (3rd ed.). Holcolm-Hathaway.

Cooper, J. D. (2014). *Literacy: Helping children construct meaning* (9th ed.). Boston: Houghton Mifflin.

Farstrup, Alan E & Jay Samuels (2011). *What research has to say about reading instruction*, 4th. Newark, Delaware: International Reading Association.

Opitz, M. & Ereckson, J. (2014). *Understanding, assessing and teaching reading: A diagnostic approach*. (7th ed.). Pearson.

Kane, S. (2010). *Literacy and Learning in the Content Areas*. (3rd ed.). Holcomb Hathaway Publ.

Krauss, J. & Boss, S. (2013). *Thinking through project-based learning: Guiding deeper inquiry*. Corwin Press.

Reutzel, D. R., & Cooter, R. B., Jr. (2014). *Teaching children to read: From basals to books* (7th ed.). Columbus, Ohio: Merrill.

Tomlinson, C. A. (2014). *The differentiated classroom: Responding to the needs of all learners*, 2nd ed., ASCD.

Tomlinson, C. A. & Murphy, M. (2015). *Leading for differentiation: Growing teachers who grow kids*. ASCD.

Vacca, R.T., Vacca, J.A., Mraz, M. (2013). *Content area reading: Literacy and learning across the curriculum* (11th ed.). Boston: Pearson.

Vygotsky, L. S. (1978). *Making society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

Vygotsky, L. S. (1986). *Thought and language*. Cambridge, MA: MIT Press.

Course Requirements:

Course Requirements: TERG 2601	
1.	<p>Field Experience: 40 points total</p> <ul style="list-style-type: none"> ● The teacher candidate is expected to meet with assigned students for at least two hours each week of the semester in a small group (2-to-1) literacy tutoring experience. The tutoring sessions will focus on course strategies aligned to elements of the reading rope model. ● The teacher candidate will prepare individualized lessons, gather materials, and develop strategies that provide opportunities for academic growth in reading. Strategies from the course will be used to build the lessons. ● The teacher candidate will record the specifics of each session and complete a formal reflection on the field experience log. Teacher candidates will use data to drive interventions for future sessions. ● Up to 20 points tutoring hours (10 interactive videos/ 10 face -to- face tutoring) ● Up to 20 points logs- review the criteria sheet for logs ● Read and sign the understanding and agreement electronic form for field work- Logs will be due per instructor's directions. ● The tracking sheet MUST be submitted to TASKSTREAM and is considered a component of the critical task in the course
2.	<p>Simple View of Reading Show and Share: 15 points X 2= 30</p> <p>Model two lessons reflecting a successful tutoring session using connections to the Simple View of Reading.</p> <ul style="list-style-type: none"> ● Complete the show and share rubric ● Provide hands-on/ student-centered activities that directly align to the components taught in the simple view of reading ● Share student work ● Summary paper of the lesson aligned to objectives
3.	<p>Ohio Standards for the Teaching Profession : in-class assignment (15 pts)</p> <ul style="list-style-type: none"> ● in class activity ● OSTP booklets and discussion of standards
4.	<p>Value-Added: (10 points)</p> <ul style="list-style-type: none"> ● Using the documents and websites on Blackboard, you will respond to questions related to Value-Added then upload your answers to TaskStream. ● Must complete on TaskStream to get credit for the assignment ● Value added link
5.	<p>Building Rich Background Knowledge through- An Interactive Read Aloud: (15 points)</p> <p>Using a grade level appropriate book plan an interactive read aloud Briefly describe an interactive read aloud and how it would be used in a PK-5 classroom</p> <ul style="list-style-type: none"> -identify stopping points/ conversation prompts - questions before/during/ after - create open ended writing prompt that aligns with the book -identify 2-5 vocabulary words/ their importance and strategies on how they would be taught - story objective - cross-content applications
6.	<p>Dyslexia Standards Quiz: (20 points)</p> <p>relate dyslexia to the research learned in the Science of Reading</p>

	<ul style="list-style-type: none"> ● <u>Dyslexia Standards Fact Sheets</u> -Understand modifications for students with dyslexia -Understand specifics about the disability/accommodations and modifications - Identify the difference between an accommodation and a modification - Research connecting Science of Reading to dyslexia 	
8.	<p>Concept map TEXT SETS across all content areas (30 points) using nonfiction to drive background knowledge and comprehension:</p> <p>Concept/curriculum map / Thematic Topic</p> <ul style="list-style-type: none"> ● Create a detailed concept map around your topic/grade level ● The map could be in the form of a poster, trifold board, electronic display, time-line, graphic organizer... ● Have a clear flow and represent ideas/lessons/ strategies on how to incorporate reading across content areas ● Be visually appealing, typed, professional and organized 	<p>The concept map TEXT SET map should address:</p> <ul style="list-style-type: none"> ● 6 areas ● Brief description of the lesson or strategy ● Alignment with standards (<u>ELA and the cross content standard</u>) Each content/topic area will have 2 standards ● Relate to reading across content areas ● List resources/materials that could be used
9.	<p>Cross-Content Lesson Idea: Critical Task 30 Points (Standards / learning objectives / Essential Question)</p> <ul style="list-style-type: none"> ● Hook (creative and engaging): demonstrate to class ● Assessment (ongoing) beginning-middle-end ● Vocabulary activity: research-based ● Comprehension activity: research-based ● Instructional strategies/ learning tasks ● Modifications for various learners ● Technology activity (see below) scored within the technology assignment <p>Completed Cross- Content Lesson plan/ Additional resources: (must be uploaded to TaskStream)</p>	<p>Assignment: Cross- Content lesson</p> <p>Thematic Topic: Create a comprehensive lesson focusing on a topic and reading across content areas</p> <p>Description of activity</p> <p>Content standards (reading, writing, speaking, listening, ISTE)</p> <p>Materials and/or technology (teacher/students)</p> <p>Instructional strategies (teacher/students)</p> <p>Assessment</p>
10.	<p>Chapter Checkpoint quizzes/ Chapter Study guides= 50 points total) 10 @5 points each</p> <ul style="list-style-type: none"> ● Short quiz after chapter readings based on the content in the chapters and class discussions OR Study guides due in BB related to chapter readings ● Study guides MUST be submitted on time in BB on the noted due dates to receive credit <ul style="list-style-type: none"> ○ Late submissions on this assignment are not accepted. <u>Late submissions will earn a zero.</u> <p>Study guides will reflect readings from both the KANE and Teaching Reading Source Book text</p>	
11.	<p>Mid-Exam (50 points)</p> <ul style="list-style-type: none"> ● During the course of the semester, you will be given a mid-term exam covering the information and materials discussed during the previous weeks. You will be expected to respond through knowledgeable discourse concerning the topics covered. ● Formal midterm composed of short answer, T/F, multiple choice, essay and real-world applications of learning ● Mid-term covers Ch. 1-5, class notes, discussions, application of strategies, ppt, lecture and text 	
15.	<p>Final Exam: (50 points)</p> <ul style="list-style-type: none"> ● This comprehensive exam will cover class discussions and text readings. In your written responses, you will be expected to present a balanced discussion involving new knowledge, personal experience, and supported opinions of the key concepts from this course. 	

	<ul style="list-style-type: none"> • The formal final will be composed of short answer, T/F, multiple choice, essay and real-world applications of learning • Application of content from the course, vocabulary and strategies will be included in the final exam • Final covers Ch. 6-11, class notes, discussions, forms of assessments, application of strategies, ppt, lecture and text
16.	<p>Participation, Attendance and Professionalism (30 points)</p> <ul style="list-style-type: none"> • Class participation is central to this course and active participation in this course is an expected behavior. A demonstration of the principles of content reading instruction through oral comments will enhance the class during class discussion and collaborative in-class activities. • Completion of in-class and take home activities such as; chapter study guides/exit slips/ graphic organizers/ group notes • Reading articles and viewing videos as related to the Science of Reading as assigned • Completion of the field verification form on TASKSTREAM • Attendance records will be kept for each class session. • Completing required BB9 assignments, postings and discussions • Use of cell phone during class constitutes unprofessional behavior • Missing two unexcused classes will result in a letter grade drop of your final course grade; Missing 3-4 classes will result in a two-letter grade drop. The professor reserves the right to determine the meaning of 'excused'. • Late assignments (Except for the study guide which will be a zero if late) will receive a 20% point deduction if not completed and turned in on the date it is due. An additional 20% deduction is given for every 2 days the assignment is late after it is due.

Grading Policy:

There will be a total of **370** points available for the course, as distributed below.

(Grades will be based on the scale noted.)

Assignment	Points	Your Points	Assignment	Points	Your Points
Interactive read aloud	15		Chapter quizzes/study guides	50	
Dyslexia Quiz	20		OSTP in-class	15	
Fieldwork Experience	20		Simple View of Reading Show and Share 15x2	30	
Fieldwork Log	20		Mid-term Exam	50	
Text sets Concept Map/ Curriculum Map	30		Final Exam	50	
Cross- Content lesson - Upload to TASKSTREAM	30		Attendance, participation, discussions and professionalism <i>Attendance counts and is tracked</i>	30	
Value-Added on TaskStream -TASKSTREAM	10		TOTAL POINTS:	370	

Grading Scale: A = 94% -100% B = 84% - 93% C = 74% - 83% D = 68% - 73% F = Below 68%

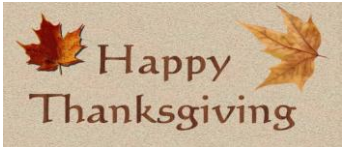
THE PROFESSOR RESERVES THE RIGHT TO CHANGE THE COURSE CALENDAR AS NEEDED

Dates are tentative and will be adjusted as material is covered

Wk.	Date	Topics / Activities / Assignments
1	Aug. 30	Introduction to course Syllabus & assignments Interactive read-alouds/ meaningful questioning Discuss Fieldwork component / LOGS/ tutoring lessons
	Sept. 1	Quote that represents your philosophy of reading Model interactive read aloud READ CORE Teaching Reading Sourcebook: Page 1-18
2	Sept. 6	OSTP Learning Standards 1-7 Common Core State Standards (CCSS) / Ohio Learning Standards Discuss critical task and TaskStream / Cross-Content Lesson Plan/ Curriculum map Interview forms OSTP LINK INTRO PD FOR PROJECT PASS
	Sept. 8	Read Kane: Chapter 1: Reading, Literacy, and Teaching in the Content Areas READ CORE Teaching Reading Sourcebook: Page 436-454 Complete the study guide for chapter 1. CRC walkthrough
3	Sept. 13	Interactive read-alouds Chapter 1 ppt. Discuss critical task and TaskStream /Value Added
	Sept. 15	Read Kane: Chapter 2: Affective and Social Aspects of Content Area Learning and Literacy Interest and Motivation for Reading Complete the study guide
4	Sept. 20	Kane: Chapter 2: Affective and Social Aspects of Content Area Learning and Literacy Interest and Motivation for Reading Review Interactive Read Aloud

	Sept. 22	<p>Select a topic/grade level for Cross-Content Lesson Plan</p> <p>Read Kane: Chapter 3: The Role of Texts in Content Area Learning; Trade books and Primary sources Using Textbooks Creatively /complete the study guide</p>
5	Sept. 27 Sept. 29	<p>Kane: Chapter 3: The Role of Texts in Content Area Learning; Trade books and Primary sources Using Textbooks Creatively Using Multiple Genres to Study a Topic Value-Added Scavenger Hunt due on TaskStream</p> <p>Read Kane: Chapter 4: The Role of Knowledge in Comprehension/Complete the study guide Read Dyslexia information, The Dyslexia standards Prior Knowledge Instructional Techniques Interactive Read Aloud Due Study guide due</p>
6	Oct. 4 Oct. 6	<p>Review ch 4 dyslexi- videos, discussion, simulations</p> <p>Dyslexia Quiz / Complete on Blackboard</p> <p>Read Kane: Chapter 5: Metacognition and Critical Thinking/Complete the study guide READ CORE Teaching Reading Sourcebook: Page 609-632 Helping Students Think and Read Critically Strategies of Critical Thinking 5 Fieldwork LOGS due</p>
7	Oct. 11 Oct. 13	<p>Kane: Chapter 4: The Role of Knowledge in Comprehension Dyslexia Discussion Kane: Chapter 5: Metacognition and Critical Thinking Discussion of TEXT SET/ Concept map requirements</p> <p>Begin work on the TEXT SET/concept map REVIEW CCSS/ Ohio Learning standards READ CORE Teaching Reading Sourcebook: Page 682-710 Study guide due</p>

8	<p>Oct. 18</p> <p>Oct. 20</p>	<p>Kane: Chapter 5: Metacognition and Critical Thinking Discussion of Concept Map requirements</p> <p>READ CORE Teaching Reading Sourcebook: Page 710-742 MIDTERM continue work on the concept map</p>
9	<p>Oct. 25</p> <p>Oct. 27</p>	<p>Read Kane: Chapter 6: Vocabulary Development and Language Study/Complete the study guide READ CORE Teaching Reading Source Book: Page 407-419 Lesson plan format- review template Vocabulary strategies and activities</p> <p>5 Fieldwork LOGS due Read Kane: Chapter 6: Vocabulary Development and Language Study/Complete the study guide READ CORE Teaching Reading Sourcebook: Page 407-419 Lesson plan format- review template Vocabulary strategies and activities</p>
10	<p>Nov. 1</p> <p>Nov. 3</p>	<p>Study guide due Kane: Chapter 6: Vocabulary Development and Language Study/Complete the study guide Lesson plan format- review template</p> <p>Read Kane: Chapter 7: Writing in the Content Areas Lesson plan format- review template READ CORE Teaching Reading SourceBook: page 420-446 Complete the study guide Concept Maps Due In Blackboard</p>
11	<p>Nov. 8</p> <p>Nov. 10</p>	<p>Kane: Chapter 7: Writing in the Content Areas Review lesson plan Begin working on cross content unit lesson plan Read Kane: Chapter 8: Speaking and Listening: Vital Components of Literacy READ CORE Teaching Reading Sourcebook: 695-719 Complete the study guide</p> <p>Show and Share</p>
12	<p>Nov. 15</p>	<p>Kane: Chapter 8: Speaking and Listening: Vital Components of Literacy Formative/ summative assessments 5 Fieldwork LOGS due</p>

	Nov. 17	<p>Read Kane: Chapter 9: Multi-literacies: Visual, Media, and Digital Complete the study guide Post to the Discussion Board on Blackboard using the thread provided.</p>
13	Nov. 22 Nov. 24	 <p>THANKSGIVING BREAK</p>
14	Nov. 29 Dec. 1	<p>Kane: Chapter 9: Multi-literacies: Visual, Media, and Digital Formative and summative assessments Read Chapter 10: Assessment of Content Area Literacy Complete the study guide Chapter 10: Assessment of Content Area Literacy/ Show and Share</p> <p>READ CORE Teaching Reading Sourcebook: Page 1-18 Lesson plan & activities due and uploaded to TaskStream by midnight Dec. 6th Copy of lesson plan submitted to BB as well</p>
15	Dec. 6 Dec. 8	<p>Chapter 11 Personal philosophy of education Embedded literacy in all aspects of teaching</p> <p>5 Fieldwork LOGS due STUDY FOR FINAL Fieldwork tracking sheets due to Project PASS by TaskStream</p>
16	Dec 12-16	Final Exam Week

Please note * **THE PROFESSOR RESERVES THE RIGHT TO CHANGE THE COURSE CALENDAR AS NEEDED**

Dates are tentative and will be adjusted as material is covered

COURSE SYLLABUS
Phonological Awareness and Phonics, Pre K-5 (3 s.h.)
TERG 3700

- Prerequisites:** Determined by the Department of Teacher Education
- Class Meetings:** CRN: 23860 Thursday 5:10-7:50PM Beeghly Hall Room: Rm. 2316
- Text/Resources:** Core Literacy Library (2018). *Teaching reading sourcebook: For all educators working to improve reading achievement.* (3rd Edition). Berkeley, CA: Arena Press.
- Kilpatrick, D., (2019). *Equipped for Reading Success: A Comprehensive, Step-by-Step Program for Developing Phonemic Awareness and Fluent Word Recognition.* Syracuse, NY: Casey & Kirsch Pub.
- Instructor:** Mrs. Julie Cheslik
jacheslik@ysu.edu
 Office: Room 2401 Office Hours: TH 4:10-5:10 or by appointment

Catalog Description: Phonics subject matter, instructional strategies and applications, and planning for intensive, phonic-based word analysis in the early and middle stages of literacy acquisition. Field hours required.

This course was developed by: Mrs. Cheryl Borovitcky and Mrs. Mary Ann Davis and shared with members of the reading faculty.

Critical Tasks: Critical tasks are performance-based assignments that reflect a candidate's knowledge, skills and/or dispositions aligned with the standards for teacher preparation of the licensure area. These tasks assess a candidate's ability to matriculate through the teacher preparation program in an effective way, meeting and/or exceeding expectations in these professional standards. Therefore, candidates must effectively pass a critical task to pass the course. Failure to effectively pass the critical task(s) will result in remediation through repetition of the course to guarantee that all teacher candidates are prepared to be an effective educator once they leave Youngstown State University. **Critical Tasks are to be submitted through TaskStream.** The Critical Tasks for this course are as follows:

Critical Task: Clinical Field Hours: This course includes 20 hours of field experience through Project PASS in a school setting utilizing one-on-one tutoring; each hour of tutoring is worth one point. A log is kept for each tutoring session for up to an additional 20 points.

**The required 20 hours reflects a temporary reduction in hours due to Covid19.

Critical Task: Assessment of Phonics: The teacher candidate will administer, score, and analyze a phonics assessment, evaluate the results based on an analysis of phonics features, write up a summary to include contextual

factors (student behaviors and test setting observations), test data, student strengths and weaknesses, and suggested strategies for instruction. 50 pts.

TaskStream:

A Task Stream account is required for all students in the Beeghly College of Education. You will be required to use TaskStream to upload assignments and other documents in this course and other courses you will take in the Department of Teacher Education. For this semester the TaskStream Code is _____

TaskStream Coordinator: A TaskStream account is required for all students in the Beeghly College of Education. You will be required to use TaskStream to upload assignments and other documents in this course and other courses you will take in the Department of Teacher Education.

If you have already purchased a TaskStream account, you may be eligible for a one-year extension. When your current TaskStream account expires, email Mrs. Therese Kightlinger with “TaskStream renewal” in the subject line and your name, Banner #, and current TaskStream login in the body of the message.

Task Stream Coordinator:

Therese Kightlinger, TaskStream Coordinator
Beeghly Hall room 3310
330.941.3735 takightlinger@ysu.edu

Knowledge Bases Rationale:

Since effective, personally satisfying reading depends upon efficient, automatic word recognition, pre-service teachers must acquire the requisite knowledge and skills to enable all learners to develop efficient and automatic word recognition, which is critical for accessing complex texts, building fluency in reading, and ultimately improving reading comprehension. These pre-service teachers must recognize the grapheme-phoneme relationships used in the alphabetic code in written English and understand how these letter-sound relationships affect printed words. Course content considers the important function of and need for evidence based systematic and explicit decoding instruction, the identification of salient characteristics of dyslexia, and the demonstration of teaching techniques involved in multimodal instruction within the total early and middle childhood literacy curriculum. Discussion of the neurological development of word recognition is essential to the development of reflective reading and language arts professionals who are able to problem solve, think critically, and make appropriate instructional decisions in the area of word recognition as illustrated in the following knowledge bases used in setting course objectives:

1. The goal of effective reading instruction is to enable all learners to become readers who can, for any literacy purpose, select, read, respond to, and appreciate a wide variety of texts, whether fiction or nonfiction. Thus, active, effective comprehension seems to be paramount in mature readers at any stage of literacy development. What cannot be ignored, however, is the fact that for active, effective comprehension to occur, a high degree of automaticity of word recognition must be present. (Fisher, Frey, & Lapp, 2009; The International Dyslexia Association, 2010)
2. The study of phonics, or the ability to work out the pronunciation of an unknown word, is important for children who learn to read a language written in an alphabet. Phonological and phonemic awareness are prerequisite skills that are needed for successful application of phonics. Teacher candidates must be able to plan and execute visual, auditory, and blending drills demonstrating knowledge of the phoneme/grapheme relationships of the English language. (The International Dyslexia Association, 2010)

3. Automaticity of word recognition depends upon possession of a large, serviceable sight vocabulary. Thus, pre-service candidates must understand the significance of orthographic mapping to achieve automatic word recognition. The word recognition goal is to make the new words part of the learners' sight vocabulary as quickly as possible, requiring teacher candidates to know sources of instructional activities and approaches that are most likely to improve fluency outcomes. (E.3.5) (The International Dyslexia Association, 2010)
4. How phonics instruction is taught, should be based on neuroscience and knowledge of the processing systems in the brain. (Deheane, 2009 and Seidenburg, 2017)
5. Efficient word recognition for all students requires direct instruction following a scope and sequence. This direct/explicit phonics instruction should occur daily and utilize connected texts (decodable texts), dictation, judicious practice, and connection to phonemic awareness. In addition, students require phonemic awareness instruction, leading to the ability to manipulate phonemes. Teacher candidates must be able to understand the role and characteristics of direct phonics, phonemic awareness, and vocabulary instruction and understand the principles of explicit and direct teaching. (E.2.2, E 4.2)) (Bear, Invernizzi, Templeton, & Johnston, 2008; The International Dyslexia Association, 2010)
6. All students benefit from phonics instruction, though some may learn to read without it. Word recognition is dependent upon other important factors, including, but not limited to the components of phonological and phonemic awareness and ability to match phonemes to their related graphemes, sound blending, phonemic segmentation, and recognizing familiar "chunks" which requires teacher candidates to know the structure of language including phonology, orthography, morphology, semantics and syntax. (B.1-13) (The International Dyslexia Association, 2010)
7. Effective phonics instruction involves teaching students a systematic plan for analyzing and pronouncing unknown words that includes efficient mapping of phonemes to identified graphemes, connecting the decoded word to oral lexicons. Teacher candidates need to know the structure of language including phonology, orthography, morphology, semantics and syntax. (B.1-13) (The International Dyslexia Association, 2010)
8. Language characteristics vary across cultural groups and these differing sociolinguistic characteristics may affect how phonics instruction is presented to and applied with students, especially in the early stages of reading and writing development which requires teacher candidates to understand the phonological features of a second language and how they interfere with English pronunciation and phonics. (E.1.6) (The International Dyslexia Association, 2010)
9. The ability to assess students' word recognition strengths and needs is essential for prescribing appropriate interventions in phonology, orthography, or both processing systems. This requires teacher candidates to understand developmental progression of phonology and orthography, administer appropriate assessments, and analyze assessment data. (The International Dyslexia Association, 2010)
10. Technology, especially the computer, can serve as a valuable aid in classroom instruction for teachers who are knowledgeable about the selection and most effective use of high quality appropriate software and who have mastered the necessary computer skills to use computers effectively requiring teacher candidates understand appropriate uses of assistive technology for students with serious limitations to reading fluency. (E.3.7) (The International Dyslexia Association, 2010)

“Literacy skills lay the foundation upon which every individual’s education rests. When a learner receives the necessary tools to develop strong language and literacy skills, he or she becomes able to achieve personal autonomy and pursue aspirations. Ohio is committed to supporting an education system that prioritizes the language and literacy development of **all** learners in keeping with its overarching strategic plan for education, *Each Child, Our Future*. That plan promotes the importance of early learning and expanding access to quality early learning experiences. Further, it calls for Ohio and its schools to develop literacy skills in all age groups, grades and subjects.

Ohio's Plan to Raise Literacy Achievement serves as a guide to evidence-based language and literacy teaching and learning for all learners from birth through grade 12. Acquiring language and literacy skills affects learners' access to, and interest in, content materials and instruction at all grade levels and all aspects of their lives. Thus, Ohio does not treat language and literacy as a separate field of study or course, but layers them over all aspects of education. It is critical that every educator and educational activity promote language and literacy development.

This plan articulates a state literacy framework aimed at promoting proficiency in reading, writing and communication for all learners. It is driven by scientific research and encourages a professional movement toward implementing data-based, differentiated and evidence-based practices in all manners of educational settings. Specifically, this plan illustrates the strong language and literacy efforts in place in Ohio and the state's vision to expand and strengthen them to support improvement." (*Ohio's Plan to Raise Literacy Achievement, January 2020, p. 4*)

Understand and explain *Ohio's Plan to Raise Literacy Achievement*, including the evidence-based practices that lead ALL learners to success. (RC 1.2, 1.4; OSTP 1.1, 4.5)

Youngstown State University supports this effort and has aligned TERG courses to enable our teacher candidates to actively promote language and literacy development in their classrooms.

Course Objectives:

Knowledge—The candidate(s) will:

1. understand the range of early phonological awareness and both basic/advanced phonemic awareness and identify instructional activities for developing each of these essential pre-phonics instruction concepts in learners at differing stages of development including understanding foundational concepts about oral and written language learning as they relate to the Simple View of Reading. (RC 2.2, 2.3, 2.6; OSTP 1, 2, 4, 5)
2. identify basic phonics decoding including silent consonant combinations, consonant blends, consonant digraphs and vowel phoneme units (e.g. long and short vowels, vowel digraphs, vowel diphthongs) and understand the phonology and orthography of language represented by the phoneme/grapheme correlation. (RC 2.4, 2.5; OSTP 2)
3. demonstrate knowledge of advanced decoding by recognizing the components such as when the spellings of words must be changed in order to accommodate the addition of a suffix or inflectional ending, or when applying various syllabication generalizations including recognizing and explaining common orthographic rules and patterns in English when applying this to reading and writing instruction. (RC 2.5, 2.9, 2.10; OSTP 2)
4. explain the importance of sight recognition and automaticity of word recognition to effective comprehension and how to support the diverse needs of learners (e.g. students with dyslexia, students identified as gifted, or students with disabilities) at differing stages of development and different cultural and linguistic backgrounds (RC 2.1, 2.8, 7.1; OSTP 1, 2, 4)
5. recognize how phoneme grapheme correspondences, syllabication, morphology, and language of origin contribute to efficient, effective word recognition. Students will recognize all layers of language that contribute to decoding and word meanings (phonology, orthography, morphology, semantics, syntax, discourse) including understanding and identifying examples of meaningful word relationships or semantic organization. (RC 2.5; OSTP 2)
6. demonstrate an understanding of the wide range of phoneme manipulations as they relate to pre-phonics instruction. Student will differentiate and explain the relationship between phonological awareness and phonics. (RC 2.3, 2.4, 2.5, 2.6, 2.9; OSTP 2, 4)
7. relate how reading difficulties, including dyslexia, dialects/speech articulation difficulties, and being an English Language Learner (ELL) may affect success in learning phonics including understanding the phonological features of a second language and how they interfere with English pronunciation and phonics. (RC 2.8; OSTP 1, 2, 4)

8. recognize that the theoretical model of reading instruction can affect how word recognition skills are taught and practiced including understanding the principles of explicit routines, direct teaching and effective strategies. (RC 10.1; OSTP 1, 2, 4)
9. recognize the role of the teacher as a motivator who stimulates excitement about word learning, encourages curiosity about words and their meanings, models appropriate decoding techniques, provides positive verbal reinforcement, and arranges for concrete proof of progress including understanding aspects of cognition and behavior that affect reading and writing. (RC 2.3; OSTP 5, 6, 7)
10. identify and explain the Multi-Tiered Systems of Support (MTSS) components and Big Ideas of Reading/Five Essential Components of Reading Instruction. (RC 2.10, 8.1; OSTP 2, 3, 4, 5)
11. meaningfully determine and measure phonological awareness skills including the interpretation and administration of assessments for planning instruction. (RC 8.1, 8.2, 8.4, 8.5, 8.7, 8.8; OSTP 3)
12. discuss appropriate ways to build home and community to school connections, especially in the early stages of literacy when extended practice in recognizing words is needed. (RC 10.3; OSTP 6)
13. explain the Simple View of Reading/Scarborough's Rope and understand that language comprehension and fluent word recognition is a vital aspect of skilled reading. (RC 2.10; OSTP 2)
14. describe how scientific research has affected the practice of teaching reading, spelling and writing and how to recognize effective research. (RC 2.1; OSTP 2)
15. recognize the need to administer, analyze and interpret a variety of informal assessments to reveal student strengths and weaknesses in word recognition and provide appropriate instruction based on assessment results including the interpretation and administration of assessments for planning instruction followed by the need to monitor progress of student reading development. (RC 8.1, 8.2, 8.4, 8.5, 8.7, 8.8; OSTP 3)

Skills—The candidate(s) will:

1. demonstrate knowledge of phonological/phonemic awareness, basic and systematic phonics and sight word knowledge through word recognition instruction and on course examinations. (RC 2.3, 2.6, 2.7, 2.10; OSTP 2)
2. design hands-on engaging learning activities that are well-constructed, accurate, and motivating for students in various stages of development. (RC 2.3, 2.6, 2.9, 2.10; OST4, 5)
3. write creative lesson plans designed to teach a particular phonics sub skill that include scaffolding options to fit the needs of diverse needs of learners (e.g. students with dyslexia, students identified as gifted, or students with disabilities) at different stages of development aligned to the Simple View of Reading and Ohio Content Standards. (RC 2.3, 2.6, 2.9, 2.10, 7.1, 10.1; OSTP 1, 2, 4, 5)
4. explore a wide range of instructional practices including technology-based practices and websites, to support phonics instruction and fluency for the diverse needs of learners (e.g. students with dyslexia, students identified as gifted, or students with disabilities) (RC 2.6, 7.1, 8.9; OSTP 1, 2, 4, 5)
5. administer, analyze, and interpret an informal phonics assessment/developmental spelling assessment in order to suggest instructional activities to review, reinforce, and grow decoding abilities for learners at differing stages of development. (RC 8.2, 8.4, 8.5, 8.7, 8.8; OSTP 2, 3, 4)
6. collaborate with peers to research, plan, and present an appropriate instructional sequence/activity to address a specific phonics subskill. (RC 2.3, 2.6, 2.9, 2.10; OSTP 4, 6, 7)

Dispositions: The candidate(s) will:

1. show a desire to interact with and guide students enthusiastically, no matter what their developmental stage, cultural, or linguistic backgrounds, to gain confidence as they attempt to work out the pronunciations of unknown words including striving to do no harm, supporting just treatment of individuals, and respecting confidentiality. (RC 2.1, 10.3; OSTP 1, 4, 5)
2. value the personal need to acquire continuing knowledge about various word recognition skills and strategies that are important to effective reading and writing instruction as they relate to the Simple View of Reading. (RC 10.1; OSTP 2, 7)
3. recognize the complexity that is involved in successfully applying phonics and other word recognition strategies and be willing to scaffold each learner to achieve success in independent word recognition. (RC 2.2; OSTP 1, 4, 5)
4. exhibit willingness to identify technology-based tools to support developmentally appropriate practices in phonics instruction and other word analysis skills. (RC 8.9; OSTP 4, 6)
5. demonstrate willingness to assess and monitor students' word recognition strengths and weaknesses including the interpretation and administration of assessments for planning instruction. (RC 8.2, 8.5, 8.7; OSTP 1, 3, 4)
6. appreciate the importance of relating the science of reading to early foundational literacy skills. (RC 2.1, 10.1; OSTP 2)

Course Policies:

Americans with Disabilities Act: *In accordance with University procedures, if you have a documented disability and require accommodations to obtain equal access in this course; please contact me privately to discuss your specific needs. You must be registered with the Center for Student Progress Disability Services, located in Kilcawley Center, room 2082, and provide a letter of accommodation to coordinate reasonable accommodations. You can reach CSP Disability Services at 330-941-1372.*

Non-discrimination Statement: *Youngstown State University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity and/or expression, disability, age, religion or veteran/military status in its programs or activities. Please visit www.yosu.edu/ada-accessibility for contact information for persons designated to handle questions about this policy."*

Candidate Performance Alert Process: *The purpose of this alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with professionalism, inclusivity and collaboration determined by the BCOE faculty as necessary standards to effectively serve all students or clients. The Candidate Performance Alert form is completed when a concern is raised about a candidate's performance during any class, sponsored activity by the Beeghly College of Education, or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate's ability to perform his or her role as an educational professional. The Candidate Performance Alert Form can be used by university faculty, staff, supervisors, cooperating teachers, or other school personnel when they have a concern, other than one that can be effectively addressed through routine means of supervision.*

Incomplete Grade Policy: *An incomplete grade of an "I" may be given to a student who has been doing satisfactory work in a course but, for reasons beyond control of the student and deemed justifiable by the instructor, had not completed all requirements for a course when grades were submitted. A written explanation of the reason for the "I" and a date by which all course requirements will be completed, must be forwarded to the Ohio Registrar for inclusion in the student's permanent record, with copies to the student and department chairperson. For fall semester courses a "Change Grade Form" must be submitted no later than March 1 of the following year. For spring semester courses a "Change Grade Form" must be submitted by September 1 of that year. For summer term courses a "Change Grade Form" must be submitted by October 1 of that year. The*

instructor will initiate a grade change upon completion of the course requirements. If no formal grade change occurs the time period specified above, the “I” automatically converts to an “F”. If graduation occurs within the time period specified above, the “Incomplete” grade will be converted to an “F” prior to graduation. Department chairs are granted authority to convert grades of “I” into final grades in cases where instructors may have severed connections with the University or have become incapacitated before converting the grade.

NAF Guidelines: *A non-attendance F (NAF) indicates that a student received an F in the course because he/she did not attend and/or participate in the class for more than 60% of the term. See NAF guidelines adopted by YSU to comply with federal regulations at YSU website: <http://cms.ysu.edu/administrative-offices/registrar/guidelines-reporting-nonattendance-f-naf>.*

Critical Tasks: *Critical Tasks are performance-based assignments that reflect a candidate’s knowledge, skills and/or dispositions aligned with the standards for teacher preparation in the licensure area. These tasks assess a candidate’s ability to matriculate through the teacher preparation program in an effective way, meeting and/or exceeding the expectations of these professional standards. Therefore, candidates must effectively pass a critical task to pass the course. Failure to effectively pass the critical task(s) will result in remediation through repetition of the course to guarantee that all teacher candidates are prepared to be effective educators once they leave Youngstown State University. Critical Tasks are to be submitted through TaskStream.*

Academic Dishonesty: *Please refer to student handbook, The Code of Student Rights, Responsibilities and Conduct p. 30, noting sections on plagiarism and dishonesty. Failure to comply with these standards may result in an “F” for the course.*

Specific to the BCOE Department of Teacher Education, academic dishonesty includes, but is not limited to, cheating, plagiarism, fabrication of information or references, facilitation of acts of academic dishonesty by others, unauthorized possession of examinations, submitting work of another person, i.e., presentations, programs, spreadsheets, and information from the internet, tampering with the academic work of other students, and lying, deceit, or fraud in oral or written statements relating to academic work. In addition, any violation will result in a Candidate Performance Alert form being automatically completed and inserted in the candidate’s file in the Office of Student Teaching.

Field Verification Form: *A field verification form is to be completed on TaskStream after completion of field work. Grades WILL NOT be released without this form being completed and submitted.*

Updated 01022019

Other Course Policies:

Participation and Attendance Policy: Participation and attendance are essential components of this class. Students are expected to come to class on time, fully prepared, and actively participate in class activities and discussions. During class, students will be provided with opportunities for dialogue, questions, and interactions related to the class material. Students will be free to share personal thoughts, feelings, and opinions regarding in-class topics. Consequently, students are required to demonstrate respect for others. Points will be deducted from the student’s grade if he/she does not demonstrate the professionalism and preparedness that is necessary within an educational environment. You must also demonstrate reflectivity---reflectivity in relation to your work with clients and in relation to who you are as a person. Reflectivity is a critical part of becoming a professional counselor, and a lack of reflectivity will impact your final grade and may impede you from progressing in the program. Students enrolled in this course will be evaluated based upon the quality and satisfactory completion of all course requirements. To achieve the above objectives, a variety of approaches will be used including lectures and in class activities. Lectures will not necessarily cover only/all material from the texts. However, you

will be responsible for knowing textbook material. Class participation includes regular attendance, preparation for class and engaging in class activities.

Late Assignments: All assignments are due on the course calendar dates listed unless you are ill, attending a funeral, or experiencing a personal hardship that you have little or no control over (i.e., auto accident, parent or child's illness). If ill, a valid doctor's excuse must be shown to the instructor; if attending a funeral, evidence that documents that fact must be shown to the instructor; if experiencing a personal hardship that you have little or no control over, a conversation with the instructor is necessary. Failure to comply with this requirement will result in a deduction of points for the assignment.

Writing Standards: Class participants are undergraduate candidates from whom effective written communication skills are demanded in today's world. Thus, high written standards are expected. The quality of written documents will be evaluated for correctness as well as the content.

YSU is committed to your academic success. As a student, you have access to these learning support programs at no charge.

Center for Student Progress

What: Academic Coaching, Supplemental Instruction, and Tutoring in a variety of courses. **When:** By appointment. Monday thru Thursday 8:00 am – 6:00 pm, and Friday 8:00 am – 4:00 pm. **Where:** Kilcawley Center West (near Dunkin Donut entrance) **E-mail:** blvarioan@ysu.edu

Math Assistance Center

What: Drop-in group tutoring, homework assistance, computers, reviews and formula sheets. **When:** Monday thru Thursday 9:00 am – 6:00 pm, and Friday 9:00 am – 3:00 pm. **Where:** Lincoln Building, room 408. **Email:** mathassist@ysu.edu.

Writing Center

What: Writing consultations for any discipline, Linguistics tutoring, Basic computer literacy. **When:** Monday thru Thursday 9:00 am – 5:00 pm, Friday 10:00 am – 1:00 pm, and Sunday 4:00 – 7:00 pm (appointments or walk-ins). **Where:** Maag Library, Lower Level, room 171. **Email:** wcenter@ysu.edu

In-Class Technology Policy: Please silence cell phones during class meetings. Relatedly, no text messaging is permitted during class. If you are anticipating a potential emergency situation, consult with your instructor before class begins to determine the appropriateness of using electronic forms of communication in the class.

YSU E-Mail: Each student at YSU has access to an individual e-mail account through the university e-mail system. All students are expected to activate this e-mail account and to check messages on a regular basis. Announcements and attachments as supplements to the textbook may be sent periodically to class members. Students will be held responsible for accessing any e-mail sent out for this course.

BCOE Disposition Statement: In reflecting on the dispositions that Beeghly College of Education candidates should strive for and exhibit, it is important to acknowledge the formal skills, knowledge, and competencies acquired through the bachelor's, master's, and doctoral level programs. Candidates can reasonably be expected to have received a range of courses, instruction, and experiences that will prepare them to effectively meet the challenges in the schools and community. It is also critical to note that learning how to teach, counsel, and/or provide leadership, as well as learning about others involved in education, is an evolutionary process; we continually learn through education and from experience. Lastly, understanding, appreciating, and being engaged in the learning process of others, especially those from different backgrounds, origins and experiences, requires a conscientious commitment to accepting and working with all students. Having high expectations and being attuned to the social context from which students derive is crucial to the educational success of the diverse student population in our schools. Attaining the essence of the content of the dispositions described below requires a multi-layered, multi-participant approach to supporting those involved in the field of education. The Beeghly College of Education teacher preparation, counselor preparation, and administrator preparation programs seek to produce candidates who are:

Collaborative: *Candidates who exhibit a collaborative nature* demonstrate an ability to work with others, accept responsibility as required, respect different thoughts and opinions, and contribute to efforts to examine and enact productive

solutions. Candidates exhibit these behaviors towards colleagues, school personnel, clinical personnel, students, and mentors.

Inclusive: *Candidates who exhibit an inclusive nature* demonstrate respect, empathy, open-mindedness, flexibility in thought, and the ability to anticipate and understand diverse and/or conflicting views, ethnicities, exceptionalities, etc. Candidates exhibit these behaviors towards colleagues, school personnel, clinical personnel, students, and mentors-

Professional: *Candidates who exhibit a professional nature* demonstrate principled behaviors including ethical conduct, knowledge, respect, inclusiveness, confidence, appropriateness in the context of one's workplace; competence in translating knowledge into effective teaching/learning, counseling, and/or administrative practices and a propensity for both demonstrating and encouraging excellences in self and others. Candidates exhibit these behaviors towards colleagues, school personnel, clinical personnel, students, and mentors.

Course Requirements:

Dispositions (Class Participation/Attendance/Professionalism): Candidates will demonstrate professional dispositions. Candidates are expected to attend all class sessions. Attendance will be taken each session with one point deducted for each absence. Tardiness will be noted, with one-half point deducted for each late arrival. In-class, collaborative engagements occur frequently in this course. Full participation in group work and class discussions are expected. The degree to which one participates will determine whether participation points are deducted. Professional behavior is expected at all times. Infractions will warrant a deduction of points. **30 pts.**

*Critical Task:

Field Experience Hours: The teacher candidate is expected to meet with an assigned student(s) each week of the semester for a total of 20 hours in a one-on-one tutoring experience. **20 pts.**

Field Experience Logs: The teacher candidate will prepare lessons, gather materials, execute the lessons, and reflect upon the experience. One field log is required for each field experience hour. **20 pts.**

***Critical Task: Assessment of Phonics:** The teacher candidate will administer, score, and analyze a phonics assessment, evaluate the results based on an analysis of phonics features, write up a summary to include contextual factors (student behaviors and test setting observations), test data, student strengths and weaknesses, and suggested strategies for instruction. **50 pts.**

Exams: The teacher candidate will complete examinations of concepts addressed in the course. **100 pts.**

Journal Article Summary/Project: The teacher candidate will read, summarize, and respond to article(s) on phonics including how phonics relates to dyslexia from professional sources. **25 pts.**

Word Study Activity/Word Building Activity: The teacher candidate will design an example of an activity to address a specific phonics skill. (ex. word sort) **30 pts.**

Phonics Presentation: The teacher candidates will work with partners or in groups to prepare a presentation describing one phase of word recognition development. The presentation will include a game/activity to support instruction of the chosen phase. Each group will have 20-30 minutes to present the lesson/activity to the class and will follow the presentation format provided by the instructor. **40 pts.**

Phonics Lesson Plan: Based on assessment data and using the lesson plan format 1 provided, the teacher candidate will develop a lesson plan to address instructional needs in the area of phonics/word analysis. **25 pts.**

Interactive Notebook/Reflection Journal: The teacher candidate will build a collection of examples and/or personal reflections/responses to instructional practices, articles, current events, strategies, field experience, concepts and vocabulary that are discussed throughout the semester. **40 pts.**

Vocabulary Ring: The student will complete a list of key terms generated by the instructor to support their understanding of the course content. **10 pts.**

Field Experience Summary/Reflection: Students will provide a summary/reflection of the field experience including an overview of teaching practices, management, and student progress/learning. **10 pts.**

Grading Policy

Assignment	Points
Exams	100 pts.
Journal Article/ Summary Project: Dyslexia	25 pts.
Word Study/Word Building Activity	30 pts.
Phonics Presentation	40 pts.
Phonics Lesson Plan	25 pts.
Interactive Notebook/Reflection Journal	40 pts.
Vocabulary Ring	10pts.
Field Experience Summary/Reflection	10 pts.
Class Participation/Attendance/Dispositions	30 pts.
**Critical Task: Assessment of Phonics	50 pts.
**Critical Task: Clinical Field Experience Hours	20 pts.
**Critical Task Clinical Field Experience Logs	20 pts.
TOTAL POINTS	400 pts.

Grading Scale:

A = 94% -100%	376 – 400 A
B = 87% - 93%	348 – 375 B
C = 80% - 86%	320 – 347 C
D = 72% - 79%	288 – 319 D
F = Below 72%	0-287 F

Suggested Resources:

Archer, A.L., Hughes, C.A. (2011) *Explicit instruction: Effective and efficient teaching*. New York: The Guilford Press.

Beck, I.L., & Beck, M.E. (2013). *Making sense of phonics: The hows and whys* (2nd ed.) New York, NY: Guilford Press.

Blevins, W. (2017). *A fresh look at phonics: Common causes of failure and 7 ingredients for success*. Thousand Oaks, CA: Corwin.

Center for Early Reading Amplify. *Learning to Read; A Primer Part One*

Ehri, L. (2014). Orthographic Mapping in the Acquisition of Sight Word Reading, Spelling Memory, and Vocabulary. *Scientific Studies of Reading* (18-1)

International Reading Association. (2020) *Phonological Awareness in Early Childhood Literacy Development*

International Reading Association. (2019) *Meeting the Challenges of Early Literacy Phonics Instruction*
TERG 3700
Spring 2023

Kilpatrick, D., (2015). *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties*.

Invernizzi, M. A., Johnston, F., Templeton, S., & Bear, D. R. (2017). *Words their way (3rd ed.)*. Pearson.

Leu, D., Kinzer, C., Wilson, R., and Hall, M.A., (2017). *Phonics, phonemic awareness, and word analysis for teachers: An interactive tutorial*. (10th ed.). Columbus, OH: Merrill Prentice-Hall.

Moats, L.C., (2005) *Language Essentials for Teachers of Reading and Spelling (LETRS)*. Longmont, CO: Sopris West Educational Services.

Ohio's Plan to Raise Literacy Achievement, January 2020, p. 4.

Yopp, Hallie K., Ruth H. (2000) *Supporting phonemic awareness development in the classroom*. *The Reading Teacher* Vol. 54, No. 2 October

Web Resources:

Anita Archer (videos, explicit instruction)

Archer, Anita: videos demonstrating systematic and explicit instruction. Grade 2 [https://explicitinstruction.org/video-elementary/elementary-video 5](https://explicitinstruction.org/video-elementary/elementary-video-5)

Anita Archer systematic and explicit instruction- <https://explicitinstruction.org> –

Word Dictation - Grade 2:

<https://explicitinstruction.org/video-elementary/elementary-video-5/> -Decoding Instruction – Grade 1:

<https://explicitinstruction.org/video-elementary/elementary-video-10/> -Decoding Instruction –

Kindergarten: <https://explicitinstruction.org/video-elementary/elementary-video-11/>

Decoding Instruction Grade 1: [https://explicitinstruction.org/video-elementary/elementary-video 10](https://explicitinstruction.org/video-elementary/elementary-video-10)

Decoding Instruction Kindergarten: [https://explicitinstruction.org/video-elementary/elementary-video 11](https://explicitinstruction.org/video-elementary/elementary-video-11)

Anita Archer- Multisyllabic word pronunciation: <https://explicitinstruction.org/video-secondary-main/secondary-video-2>

Dyslexia

[Keys to Literacy Understanding Dyslexia](#)

[Understanding Dyslexia- Part 1 \(webinar\)](#)

[Understanding Dyslexia- Part 2 \(webinar\)](#)

<https://dyslexialibrary.org/>

MTSS and Core Instruction: “You Can’t Intervene Your Way Out of a Tier 1 Problem” Michelle Elia, Read-a-Palooza

Phonological Awareness

EFRS-(Ch. 7,8, 9,10)

<https://vimeo.com/134856929>

<https://youtube.com/watch?v=74WdYxBczak>

<https://www.readingrockets.org/teaching/reading-basics/phonemic>

Kilpatrick (Ch.14)

<https://www.readingrockets.org/article/english-language-learners-and-five-essential-components-reading-instruction>

www.sstr5.org (Literacy Tab)

<https://www.youtube.com/watch?v=54J5llogLuc>

Kilpatrick "How we remember Words"- Walsh University Read-a-Palooza

Moats, L., Tolman, C. (n.d) *Why phonological awareness is important for reading and spelling.*/Retrieved from <https://www.readingrockets.org/article/why-phonological-awareness-importand-reading-and-spelling>

<https://education.ufl.edu/ufl/virtual-teaching/main/instructional-activities/phonemic-awareness/>

<https://padlet.com/pkastner/yz8tzjizxl3g34vz>

Phonics

101: Introduction

<https://www.readingrockets.org/teaching/reading-basics/phonics>

<https://flyleafpublishing.com/model-lesson-videos/>

Ehri, L. (2014). -Watch: The Reading League. (2018). Orthographic mapping: What it is and why it's so important. Retrieved from <https://www.youtube.com/watch?v=XfRHcUeGohc>

<https://vimeo.com/134227504>

<https://sitesed.cde.state.co.us/mod/book/view.php?id=3354&chapterid=4177>

Sound Walls-<https://www.readingrockets.org/article/transitioning-word-walls-sound-walls>

Scope and sequence

<https://284ivp1abr6435y6t219n54e-wpengine.netdna-ssl.com/wp-content/uploads/2019/10/Systematic-Phonics-Scope-and-Sequence.pdf>

<https://youtu.be/74WdYxBczak>

<https://www.reallygreatreading.com/diagnostics>

<https://www.thereadingleague.org/wp-content/uploads/2020/11/Decodables-Update-November-2020.pdf>

Spelling

(Moats) https://www.youtube.com/watch?v=Yhl3_eqKoWI

Orthography (Cooke) <https://www.youtube.com/watch?v=0mbuwZK0Ir8&t=7s>

Morphology (Moats) <http://youtu.be/oOAYzNAUL9U> Explore word origins using

<https://www.etymonline.com>

<https://vimeo.com/138815258>

YSU Repository

<https://sites.google.com/view/thescienceofreading/home?scrybrkr=bb45be9b>

<https://www.youtube.com/watch?v=iIBDVpeEcpl>

From Babbling to Books: Building Pre-Reading Skills <https://www.readingrockets.org/webcasts/1002>

See attached Course Calendar.

Date	Anticipated Calendar of Topics/Assignments:
Week 1	<p>Introduction to Course/Syllabus Review-Requirements/Get Acquainted Intro: Interactive Journal/Literacy Reflection Review: The Science of Reading, The Simple View of Reading, Scarborough's Rope, Five Essential Components of Reading Instruction CORE: Intro The BIG Picture EFRS: p. 7-11 Intro: <i>What is Dyslexia?</i></p> <p>Due: Set up Interactive Journal, Vocabulary Ring</p>
Week 2	<p>cont. CORE: The Big Picture The Brain and Reading, Dyslexia (EFRS-p.117-121) EFRS: Ch. 1: Fluent Word Recognition and Phoneme Awareness</p> <p>Field Experience Overview/Field Logs</p>
Week 3	<p><i>CORE Section I: Word Structure</i> CORE: Ch. 1 Structure of English Phonemes, consonant phoneme classifications, sound/spellings, syllables, onset-rime, morphemes make connection to (CORE Ch. 2) EFRS: Ch. 12, Appendix E</p> <p>Due: Journal Article Summary: Dyslexia</p>
Week 4	<p>cont. CORE Ch. 1 (Phonic Elements) <i>CORE Introduction Early Literacy Section II: p.69-70</i> CORE: Ch. 3 Understanding Print Awareness Print Referencing</p>
Week 5	<p>CORE Ch. 4 Letter Knowledge Letter-Name Iconicity, Letter Characteristics, Handwriting</p> <p>Intro: Phonological Awareness/Phonemic Awareness CORE: Ch. 5 Phonological Awareness</p> <p>Due: Test #1</p>
Week 6	<p>cont. CORE Ch. 5 Phonological Awareness</p>

	<p>EFRS Ch. 2 Understanding Phonological Awareness Ch. 3 Levels of Phonological Awareness Phonological Awareness Activities Phoneme Manipulations (Put Reading First- CORE p. 191, EFRS Ch. 7)</p> <ul style="list-style-type: none"> - Blending syllables - Segmenting syllable - Alliteration categorization - Onset/Rime - Blending/Segmenting phonemes - Manipulation of phonemes
Week 7	<p>Becoming Proficient in Phonological Awareness/Effective Instruction</p> <p>Intro: PAST Assessment (EFRS Ch. 11, Appendix C) Using One Minute Activities (EFRS Ch.8-10)</p> <p><i>CORE Introduction Section III: p. 161-167</i> Decoding and Word Recognition Ehri's Phases 4 Part Processor Model</p> <p>EFRS Ch. 4 Orthographic Mapping</p> <ul style="list-style-type: none"> - Ehri's theory (orthographic mapping, which bonds the sounds in spoken words to their spellings) - Written words are anchored mainly to their sounds, not their meanings - Storing written words in long-term memory requires sound proficiency - Works from pronunciation to spelling
Week 8	<p>cont. Orthographic Mapping CORE Ch. 6 Phonics</p> <ul style="list-style-type: none"> -Major phonics content (consonant, vowels, blends, etc.) -Scope and sequence <p>Consonants, digraphs, vowels (EFRS Appendix E) Systematic and Explicit Instruction</p> <ul style="list-style-type: none"> - Focus on critical skills - Logical Sequence - Small steps, organized and focused - Pacing <p>Decodable Texts Alphabetic Principle</p> <ul style="list-style-type: none"> - Words are composed of sounds that are represented by symbols - Speech sounds are represented by writing (letters of the alphabet)

	Due: Min. 8 Field Logs
Week 9	<p>cont. Phonics Approaches to Phonics Instruction EFRS Ch. 6 Word Study Activities That Promote Orthographic Mapping- Appendix D p. 246, Sample Lesson Plan p. 70-72 Word Sorting (CORE Ch. 6)</p> <p>Assessment: Administering the LETRS Spelling Assessment Critical Task Write-up Format</p> <p>Due: Word Sort</p>
Week 10	<p>CORE Ch. 7 Irregular Word Reading High-Frequency Irregular Words Instruction/connection to Decodable Text</p> <p>Due Test #2</p>
Week 11	<p>Phonics Lesson Plan- Format 1-Instruction CORE Ch. 8 Multi-Syllabic Word Reading Syllabication Open/Closed Syllables Phonics Presentation Groups</p> <p>Due: Critical Task</p>
Week 12	<p>CORE Ch. 12 Word Learning Strategies Morphemic Analysis Dictionary Word Parts: affixes, roots, cognates Context</p> <p>Due: Phonics Lesson Plan</p>
Week 13	<p>EFRS Ch.13-14 Addressing Compensating Students- Remediation, Learning Disabilities, Dyslexia and MTSS/RTI</p>

	Due: Vocabulary Ring, Interactive Journal
Week 14	Student Presentations/Demonstrations Field Experience Wrap-up
Week 15	Student Presentations/Demonstrations Due: Field Summary-Reflection, Final Field Logs with Tracking Sheet
Week 16	Finals Week

Disclaimer: Calendar may be adjusted at the discretion of the Instructor.

Syllabus: TERG 3711: Reading Application in Content Areas, Secondary Years

Spring 2023

Prerequisites:

Education as a declared major
At least sophomore status of 50 hours
Concurrent with SED 3706 (for content area teachers)

Class Meetings:

Spring Semester 2023 ~ Wednesday 5:10-7:50pm

Location: Beeghly Hall Room 2316

Text/Resources

Vacca, Vacca, & Mraz (2021). *Content area reading: Literacy and learning across the curriculum* (13th ed.). New York, NY: Pearson.

Hinchman & Sheridan Thomas (Eds.) (2022). *Best practices in adolescent literacy instruction* (3rd ed.).

Additional Resources Provided by the Instructor:

- [Decoding dyslexia](#) video: Learn what dyslexia is all about.
- IDA. (2008). *Just the facts: Definition of dyslexia, dyslexia basics, understanding dyslexia, multisensory structured language teaching* [International Dyslexia Association](#)
- Sandman-Hurley, K. [What is dyslexia?](#) video
- University of Michigan. (2016). [Debunking the myths about Dyslexia](#)

Contact Information:

Instructor: **Mrs. Michele McCaughtry, M.Ed.**

Dept. of Teacher Education

Beeghly College of Education (BCOE)

Youngstown State University

Youngstown, OH 44555-0001

Office: BCOE Room #3301

Office Hours: T 4:30-5:10, after class, or by appointment

Phone: (330)509-8334

E-mail: mlmccaughtry@ysu.edu

Taskstream: A Taskstream account is required for all students in the Beeghly College of Education. You will be required to use Taskstream to upload assignments and other documents in this course and other courses you will take in the Department of Teacher Education. If you have already purchased a Taskstream account, you may be eligible for a one-year extension.

TaskStream Contact: Therese Kightlinger, M.S.Ed.

Email: takightlinger@ysu.edu

Phone: 330.941.3735

Office: Beeghly Hall Room 3310

Catalogue Description

Study of Ohio's Learning Standards for English Language Arts, comprehension skills, word attack skills, study skills, pre-reading strategies, and writing development as they relate to content area reading in secondary years. The role of literature in the content-area classroom. Field hours required. Course fees apply. **25 hours of field experience tutoring young people in literacy skills in addition to course responsibilities.**

Prereq.: 50 semester hours completed.

Critical Task: 3 Day Learning Segment

The Learning Segment project is a representation of a few days of lesson planning/instructional design. You will be planning for 3 consecutive days of instruction, and you will do this by creating a classroom context, goals and objectives, assignments, lesson plans, assessments, rubrics, and other related materials. We will discuss all required parts of this assignment in class. **This is a Critical Task. You must successfully complete this requirement and upload it to Taskstream in order to pass the course.**

Field and Clinical Experiences:

There are 25 field experience hours required for this course during which time students serve as literacy tutors and classroom assistants. Required documents include: Field Hours and Documentation Log, Fieldwork Journal, and Field Verification Form. Field Experience Plan is attached. **This is an Essential Task. You must successfully complete this requirement in order to pass the course.**

Course Fees

A \$20 technology fee is assessed for TERG 3711 due to lab and software usage for projects and assignments, email, technology, fingerprinting, and materials.

Knowledge Base Rationale

Since reading and the language arts are an integral part of instruction in the content areas, teachers at all levels...need to achieve technical competence in knowing how to achieve maximum results from students' literacy experiences in each individual content area cluster of subjects. In subjects such as science, mathematics, literature, social studies, art, music, and physical education reading and the language arts serve as tools for learning. The course content stresses the need for consistently and critically applying sound development of reading strategies whenever content reading and writing are occurring. Thus, the integration of reading and literacy instructional strategies into all content areas is the challenge. Various strategies for developing and enhancing reading comprehension and reading pleasure will be presented, shared, practiced, discussed, and critiqued noting the implications in relation to teaching and learning with diverse student populations.

Helping teacher candidates develop reflective practice that is technical, inferential, intuitive, dialectical, critical and ethical is the purpose of the course. The course broadens perspectives about reading and about how, why, and when teachers and students read or choose not to read. The course will provide a foundation from which to develop thinking about reading and language arts that reflects current research. With that foundation, teacher candidates can begin to build a repertoire of strategies and practices to assist, entice, encourage, and inspire students to take advantage of literacy opportunities that will give them greater options in making sense of their own lives in a complex society.

The topics explored, cooperative learning experiences, and practice opportunities for application of knowledge, skills and dispositions are derived from the following knowledge bases:

1. Reading, writing and other language arts are inextricably interrelated. (Bus, K. & Karnowski, 2000; Kristo & Bamford, 2004; Shanahan, 1990; Tompkins, 1997)
2. Reading is an integral part of all content area instruction, which is in the curriculum. Thus, good reading practices must be applied to all lessons in which students read and write no matter what the subject matter. (Block & Pressley 2002; Durkin, 1989)

Syllabus: TERG 3711: Reading Application in Content Areas, Secondary Years

3. Knowing what metacognitive strategies are appropriate for reading in the content areas including being familiar with teaching strategies that are appropriate before, during and after reading and promote reflective reading are necessary for teachers of students at all levels (University of Michigan, 2016).
4. The variety of reading achievement levels among students within a classroom makes it important for teachers to know how and when to group students for motivational purposes and for differentiated assignments. Assignment differentiation for diverse learners can be accomplished in a variety of ways, such as pre-reading activities, study guides, DRTA, alternate textbooks or trade books, language experience materials and computer application. (Gardner, 1999; Guskey 2003; Readence, et. al., 2000; Roe, Stoodt & Burns, 2001)
5. Cooperation and collaboration foster social, emotional and attitudinal dispositions along with academic achievement. Students who work together as equals to accomplish something frequently improve self-esteem, tolerance of racial and ethnic differences and enjoyment of content learning. (Bean & Lipka, 1984; Jacobson, 1998; Johnson & Johnson, 1985; Slavin, 1990)
6. In all content areas, new concepts are sequentially introduced and defined using vocabulary concepts presented earlier. As students' progress through texts, their efforts to construct meaning and to write about the content will result in a low-level performance if they have failed to master the words, which symbolize the concepts. (Davis, 1994; Jacobson, 1998; Stephens & Brown 2000)
7. Today's teacher candidates need to be prepared to meet the range of individual needs within a diverse student population. For promoting diversity, understanding and appreciation, teachers must be committed to the selection and integration of materials in the curriculum that reflect a range of ethical and cultural perspectives, languages and special needs. (Allen, 1993; Corson, 2001; Finders, 1997; Nieto, 2001; Roe, Stoodt, Burns, 2001)
8. Teacher candidates need to become learner-centered as they consider how to provide for active learning. Technology can support this goal of active learning. Thus, candidates should learn to manage a classroom program that integrates computer use. (Henderson, 1992; Leu, 2000; McCormick, 1995; Willis, 1996)

Course Objectives:

Knowledge

The candidate(s) will:

1. state the significant features of the various reading approaches including knowing which instructional activities and approaches are most likely to improve fluency outcomes. (IRA 2.1, 2.2, 2.3; IDA E.3.4, E.3.5; OSTP 4.3, 5.6; CF R4)
2. know what metacognitive strategies are appropriate for reading in the content areas including being familiar with teaching strategies that are appropriate before, during and after reading and promote reflective reading. (IRA 2.1, 2.2, 2.3; IDA E.3.4, E.3.5, E.5.1, 5.2, 5.5, 5.6; OSTP 2.2; CF R4)
3. recognize the role of prior knowledge and schemata on learning and study in the content areas including being familiar with teaching strategies that are appropriate before, during and after reading and promote reflective reading. (IRA 2.1, 2.2, 2.3; IDA E.3.4, E.3.5, E.5.1, 5.2, 5.5, 5.6; OSTP 1.2.; CF R1)

Syllabus: TERG 3711: Reading Application in Content Areas, Secondary Years

4. describe different content text structures and several effective instructional strategies for improving students' comprehension of content area materials written in these different text structures and explain how these strategies can be modified for diverse students including identifying and constructing expository paragraphs of varying logical structures (e.g., classification, reason, sequence). (IRA 2.1, 2.2, 2.3; IDA B.11, 12, 13, E.2.5, E.3.4, 3.5; OSTP 2.1, 2.2, 4.5; CF R4)
5. define diversity in terms of either early childhood, middle childhood or adolescent level learners and identify a variety of strategies designed to improve teaching and learning in these diverse classrooms. (IRA 4.1, 4.2, 4.3; OSTP 1.1, 5.5; CF R 4)
6. describe ways of incorporating literature and writing into the content classroom. (IRA 2.2, 2.3; OSTP 2.2; CF R 4)
7. discuss the role of technology in the early childhood, middle childhood, or adolescent classroom. (IRA 2.3; OSTP 4.7; CF R 1)
8. explain several authentic and informal assessment procedures that can be effectively used to assess instruction in literacy and content reading programs. (IRA 3.1, 3.2, 3.3; IDA D.1, D.3, D.6.4; OSTP 3.1, 3.2, 3.3; CF R 1)

1. Skills

The candidate(s) will:

1. illustrate comprehension and creative reflection about information that is appropriate for early childhood, middle childhood or adolescent students in terms of physical, psychological, socio-emotional, and learning characteristics as well as their stage of language development in writing of lesson plans, in the construction of curricular materials, and in the designing of learning environments. (IRA 1.3, 2.1, 2.2, 2.3, 5.1, 5.2, 5.3; IDA E.5.1, 5.2, 5.5, 5.6; OSTP 1.3, 1.2, 1.3, 4.2, 4.6; CF R 2)
2. plan pre-reading activities for content area narrative and expository text. (IRA 2.1, 2.2, 2.3; OSTP 1.2, 1.3; 2.1, 2.2, 2.4; CF R 1)
3. identify and categorize common morphemes in English, including Anglo-Saxon compounds, inflectional endings, and derivational suffixes; Latin-based prefixes, roots, and derivational suffixes; and Greek-based combining forms. (IRA 2.1, 2.3; OSTP 2.2, 2.4, 3.6; B.2, B.6, B.7, B.8; CF R 1)
4. use a simple lesson plan format in all lesson construction. (IRA 2.1, 2.2, 2.3; IDA E-2.4; OSTP 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7; CF R 1)
5. research and develop effective teaching procedures for vocabulary instruction in a content area. (IRA 2.1, 2.2, 2.3; IDA E-4.1, E-4.2, E-4.3, E-4.5; OSTP 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7; CF R 1, 4)
6. develop lesson plans that incorporate content area literacy strategies and differentiate instruction (IRA 2.1, 2.2, 2.3; IDA E-2.4; OSTP 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7; CF R 4)
7. utilize technology in content area literacy instruction. (IRA 2.3; OSTP 4.7; CF R 1)

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8. demonstrate the use of levels of questioning when helping students develop understandings from text. (IRA 2.2; OSTP 4.6; CF R 1)

Dispositions

The candidate(s) will:

1. value critical thinking for self and for learners. (IRA 1.3, 2.2; OSTP 1.2, 1.3, 4.2; CF R 1)
2. increase willingness to experiment and change one’s habitual way (teaching as one has been taught) of approaching and carrying out instructional tasks. (IRA 1.1, 1.2, 1.3, 2.2; OSTP 1.2, 1.3, 4.2; CF R 1)
3. appreciate the importance of integrating reading and the language arts with subject matter content. (IRA 1.3, 2.2, 2.3; IDA E-4.1, E-4.2, E-4.3; OSTP 2.1, 2.2; CF R 7)
4. increase willingness to meet individual academic, social, and cultural needs in various content areas. (IRA 1.1, 1.3, 2.2, 2.3, 4.1, 4.2, 4.3; IDA A.7, E-2.5; OSTP 1.1, 1.2, 1.3, 1.4, 1.5; CF R 7)
5. respect the dignity and worth of every student regardless of the students’ cultural background, academic ability or exceptionality. (IRA 1.1, 1.3, 2.2, 2.3, 4.1, 4.2, 4.3; IDA A.7, E-2.5; OSTP 1.1, 1.2, 1.3, 1.4, 1.5; CF R 7)
6. value the role of listening, speaking (oral protocols), writing, viewing and reading in experiencing and learning content material. (IRA 1.1, 1.3, 2.2, 2.3; IDA A.1, A.3, A.4, A.7, E-2.5; OSTP 2.1, 4.5; CF R 7)
7. value the importance of teacher self-evaluation in meeting the needs of diverse populations. (IRA 1.3, 2.2, 4.1, 4.2, 4.3, 6.2; OSTP 7.1, 7.2, 7.3; CF R 7)
8. increase willingness to seek continued professional growth, an attitude of life long learner of the profession. (IRA 6.1, 6.2, 6.3, 6.4; OSTP 7.1, 7.2, 7.3; CF R 4)

Course Calendar

Note: The instructor reserves the right to change the course calendar as needed.

Assigned readings must be read before class on the day indicated in the syllabus.

Note: All assignments are due for submission through Blackboard on the day indicated in the calendar by 11:59 p.m. The Critical Task is submitted through Blackboard AND Taskstream.

Week	Dates	Topics / Assignments
1	Wednesday, January 11	Introduction and Syllabus Overview → Value-Added

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		<p>→ Ohio Standards for the Teaching Profession (OSTP) and Ohio Teacher’s Evaluation System (OTES 2.0) - (in-class assignment)</p>
2	Wednesday, January 18	<p>Vacca, Vacca, & Mraz, Chapter 1: “Literacy Matters”</p> <p>Topics for Discussion/Activity Generation:Effective teaching in the content areas (standards-driven instruction and differentiated instruction for a wide range of students); 21st-century literacy (new literacies, adolescent literacies, and disciplinary literacy); reading to learn (the role of prior knowledge in reading, reading as a meaning-making process, reading as a strategic process, and reading comprehension).</p> <p>→ Discuss Fieldwork component / LOGS / placements</p> <p>**Value-added Quiz Due (Upload to Blackboard & TaskStream January 18th by 11:59pm ~ after class discussion)</p> <p>Taskstream Spring 2023 code: S23COR</p>
3	Wednesday, January 25	<p>Vacca, Vacca, & Mraz, Chapter 5: “Planning Instruction for Content Literacy”</p> <p>Topics for Discussion/Activity Generation: Explicit strategy instruction (awareness and explanation, demonstration and modeling, guided practice, and strategy application); planning lessons (LP formats, B-D-A instructional framework [before-during-after reading], and examples of B-D-A-centered lessons); planning units of study (components of units, inquiry/research-based units of study, and multiple-text emphasis in units of study); planning collaborative interactions (cooperative learning, small group processes, and planning discussions).</p> <p>→ Introduce Textbook Analysis (CRC or consult cooperating teacher) - Content area textbook</p>
4	Wednesday, February 1	<p>Vacca, Vacca, & Mraz, Chapter 6: “Activating Prior Knowledge and Interest”</p> <p>+Article from <i>Best Practices</i> anthology: O’Brien, Dillon, Lee, & Norton, “The Role of Motivation in Engaged Literacy Practices of Adolescents” (Chapter 3)</p> <p>Topics for Discussion/Activity Generation: Self-efficacy and motivation (supporting ELLs and using vocabulary to help students prepare to read); catalyzing curiosity and interest (story impressions, problematic perspectives, and guided imagery); making predictions (anticipation guides, adapting anticipation guides in the content areas,</p>

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		<p>and the imagine, elaborate, predict, and confirm strategy [IEPC]); and question generation (active comprehension and ReQuest)</p> <p>→ Preview YA-nonfiction booklist related to the Critical Task.</p> <p>→ Students are advised to select a book and begin reading ASAP.</p>
5	Wednesday, February 8	<p>Vacca, Vacca, & Mraz, Chapter 7: “Guiding Reading Comprehension”</p> <p>+Article from <i>Best Practices</i> anthology: Fisher, Frey, & Almarode, “Comprehension in Secondary Schools” (Chapter 8)</p> <p>Topics for Discussion/Activity Generation: Modeling comprehension strategies (think-alouds to model comprehension strategies, using reciprocal teaching to model comprehension strategies, using question-answer relationships [QARs] for modeling comprehension strategies, and questioning the author); instructional strategies (KWL, discussion webs, guided reading procedures [GRP], Intra-Act, and directed reading-thinking activity [DR-TA]), and reading guides (comprehension levels and 3-level comprehension guides)</p> <p>→ Introduce Digital Dyslexia Project Assignment</p> <p>**Textbook Analysis Due (Upload to Blackboard on or before February 8th by 11:59pm)</p>
6	Wednesday, February 15	<p>Vacca, Vacca, & Mraz, Chapter 8: “Developing Vocabulary and Concepts”</p> <p>+Article from <i>Best Practices</i> anthology: Kucan, “Academic Language Development for Adolescents: Multiple Contexts/Multiple Opportunities” (Chapter 7)</p> <p>Topics for Discussion/Activity Generation: Concepts and words (concepts and concept relationships); using graphic organizers to make connections among concepts (graphic organizer procedures and demonstrations of how to make connections); activating what students know about words (word exploration, brainstorming, list-group-label, word sorts, and knowledge ratings); defining words in context (vocabulary self-collection strategy and concept of definition word maps); reinforcing and extending vocabulary knowledge and concepts (semantic feature analysis, categorization activities, concept circles, and vocabulary triangles and squares); vocabulary building strategies (using context to approximate meaning, context-related activities, word structure, dictionary use).</p> <p>→ Introduce Context for Learning Assignment</p>

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		<p>**Morphological & Semantic Analysis due (in-class activity ~ Upload to Blackboard on February 15th by 11:59pm)</p>
7	Wednesday, February 22	<p>Vacca, Vacca, & Mraz, Chapter 2: “Learning with New Literacies”</p> <p>Topics for Discussion/Activity Generation: New literacies and multiliteracies (characteristics of new literacies, inside and outside of school literacies, and new literacies and content standards); engaged/empowered learning (ISTE standards, literacy and learning in multimodal environments, frameworks for new literacies, and engaging teachers and students in evaluating technology use); strategies for writing to learn (blogs, websites, wikis, and online discussions); and approaches to multimodal learning (blended, hybrid, and Internet inquiries)</p> <ul style="list-style-type: none"> → Preview Lesson Plan Format 1 and the 3-Day Learning Segment → Introduction to ELA Ohio Content Standards Analysis (in-class activity based on grade-level placement for fieldwork) <p>**ELA Content Standards Analysis due (in-class activity ~ Upload to Blackboard on February 22nd by 11:59pm)</p>
8	Wednesday, March 1	<p>Vacca, Vacca, & Mraz, Chapter 4: “Assessing Students and Texts”</p> <p>Topics for Discussion/Activity Generation: Approaches to assessment (high-stakes, standardized, and authentic); digital portfolio assessment (adapting portfolios to content areas, procedures for implementation, data collection and instructional decision-making, rubrics, and self-assessments); and assessing text complexity (reading inventories, reading rates, and readability)</p> <p>**Digital Dyslexia Project Due (Upload to Blackboard on or before March 1 by 11:59pm)</p>
9	Wednesday, March 8	No Class: Spring Break
10	Wednesday, March 15	<p>Vacca, Vacca, & Mraz, Chapter 9: “Writing Across the Curriculum”</p> <p>+ Article from <i>Best Practices</i> anthology: Ripley Crandall, Chandler-Olcott, & Lewis, “Creating and Sustaining Inclusive Writing Communities for Adolescents” (Chapter 9)</p> <p>Topics for Discussion/Activity Generation: Writing to read/reading to write (reading and writing as composing processes and reading and writing as exploration, motivation, and clarification); writing to learn</p>

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		<p>(micro-themes, point of view guides, unsent letters, bio-poems, text response task cards, and admit/exit slips); academic journals (response journals, double-entry journals [DEJs], and learning logs); writing in disciplines (RAFT writing, research-based writing, and guiding the research process).</p> <p style="text-align: center;">→ Introduce Annotated Bibliography</p> <p>**Context for Learning Due (Upload to Blackboard on or before March 15 by 11:59pm)</p>
11	Wednesday, March 22	<p>Vacca, Vacca, & Mraz, Chapter 10: “Studying Text”</p> <p>+Article from <i>Best Practices</i> anthology: Comperatore & Hall, “Teaching Literacy to Youth Who Struggle with Academic Literacies” (Chapter 5)</p> <p>Topics for Discussion/Activity Generation: The importance of text structure (external and internal structure and signal words in text structure); graphic organizers (using the brief outline, using graphic organizers to reflect text patterns, using questions with graphic organizers, and semantic/cognitive mapping); writing summaries (composing and polishing summaries and using digital storytelling with ELLs); making/taking notes (text annotations and note-taking procedures); and study guides (text pattern guides, selective reading, and texted reading guides)</p> <p>--Introduce Presentation & Article Facilitation</p>
12	Wednesday, March 29	<p>Vacca, Vacca, & Mraz, Chapter 3: “Culturally Responsive Teaching in Diverse Classrooms”</p> <p>Topics for Discussion/Activity Generation: Culturally relevant pedagogy (teaching for understanding and integrating multicultural literature across the curriculum); ways of knowing in a culturally responsive classroom (funds of knowledge, drawing on students’ funds of knowledge, and characteristics of culturally responsive instruction); linguistic differences (Standard English and dialect use in the classroom, English language learning, and books for ELLs); Sheltered Instruction for English Learners (the SIOP model and adapting instruction in content classrooms)</p> <p>**Annotated Bibliography due (Upload to Blackboard on or before March 29th by 11:59pm)</p>
13	Wednesday, April 5	<p>Vacca, Vacca, & Mraz, Chapter 11: “Learning with Multiple Texts”</p> <p>+Article from <i>Best Practices</i> anthology: Cho, Woodward, & Kim, “Engaging Adolescents with Multiple Texts in Literacy Instruction” (Chapter 10)</p>

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		Topics for Discussion/Activity Generation: Rationale for using trade books and multiple texts (learning with trade books and articles and books for reluctant readers); instructional strategies for using trade books and articles (creating classroom libraries and text sets, sustained silent reading, teacher read-alouds, and group models for studying trade books); reader response strategies (writing as reader response, expository texts as models for writing, process drama as a heuristic, idea circles, and using technology to respond to literature)
14	Wednesday, April 12	Presentation and Article Facilitation: Articles from <i>Best Practices Anthology</i> **If your group is presenting today ~ Upload to Blackboard by April 12th
15	Wednesday, April 19	Presentation and Article Facilitation: Articles from <i>Best Practices Anthology</i> **If your group is presenting today ~ Upload to Blackboard by April 19th **Critical Task completed 3-Day Learning Segment Due: Upload to Blackboard AND Taskstream on or before April 19th.
16	Wednesday, April 26	Presentation and Article Facilitation: Articles from <i>Best Practices Anthology</i> **If your group is presenting today ~ Upload to Blackboard by April 26th **Log Sheet for Field Hours and Fieldwork Narrative Log Due (Upload to Blackboard on or before April 26th) +Complete Field Verification Form on Taskstream
17	Wednesday, May 4	Finals Week

Critical Task: 3 Day Learning Segment (50 Points)

- The Learning Segment project is a representation of a few days of lesson planning/instructional design. You will be planning for 3 consecutive days of instruction, and you will do this by creating a classroom context, goals and objectives, assignments, lesson plans, assessments, rubrics, and other related materials. We will discuss all required parts of this assignment in class. ***This is a Critical Task. You must successfully complete this requirement with a grade of “C” or better and upload it to Taskstream to pass the course. Failure to successfully complete this requirement means you will fail the course.**

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- ◆ **Note:** The Learning Segment requires selection of a content area related trade book, which will serve as the centerpiece for a text set directing lesson plan design. A list of possible trade book selections will be provided by the instructor.

Fieldwork: Field Hours and Documentation Log, Fieldwork Journal, and Field Verification Form (50 points):

- The teacher candidate is expected to be in their assigned classroom with the assigned teacher for at least two hours each week throughout the semester after placements have been assigned.
- Successful completion of fieldwork consists of maintaining documented attendance in the field for a total of 25 clock hours, during which time students will serve as literacy tutors and classroom assistants. **Log of Hours: 25 points**
- Additionally, students will maintain a digital journal throughout the fieldwork assignment and describe and reflect on the experience through completion of a **Fieldwork Verification Form** on Taskstream. Individual journal entries (1 paragraph) should consist of the following content: 1) Note the material(s) used in the activity using proper citation format where appropriate; 2) Describe the activity undertaken (who did what and the expectation in terms of an outcome); and 3) Reflect on the activity in terms of what worked / did not work well, next steps, and/or how the activity might be revised to enhance student understanding and/or performance.
 - ◆ 25 hours of entries written in Google Docs (template provided on Blackboard)
 - **Documentation Log: 25 points**

Fieldwork Details:

The field experience attached to TERG 3711 does not require the YSU teaching candidates to teach lessons. Instead, teacher candidates will be observing and serving as literacy tutors for a total of 25 hours as part of a fieldwork requirement attached to their reading methods course (TERG 3711), and they will be able to serve in an assistive capacity as it suits your needs. For example, the YSU students might perform any of the following tasks:

- Support secondary students in ongoing coursework (e.g., one-on-one assistance with reading and writing assignments, classwork/homework, study skills, etc.).
- Help to facilitate individual and collaborative learning activities designed by the content area teacher.
- Support skill building related to academic language and writing to learn.
- Support skill building related to strengthening cognitive processes applied in reading varied print, visual, and digital texts.
- Support skill building related to test preparation (e.g., passage analysis, prompt decoding, and close reading and writing for standardized tests).

Additionally, in the capacity of classroom/teacher assistants, the YSU students might perform any the following functions according to the needs of the cooperating teacher:

- Research/resource gathering of materials related to unit planning

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- Writing prompt/project design
- Assistance with record-keeping [in accordance with school policy]
- Assistance with grading [in accordance with school policy]

Weekly Reading/Responses (40 points)

- Students will participate and complete in-class and out-of-class readings and activities based on the textbook. Activities will be based on instructional strategies that are research-based, best practice, and applicable to all content and specialized areas.

Value-Added (10 points)

- Students will respond to questions concerning value-added using the text, quiz and website on Blackboard. Students will then upload your answers to TaskStream after they are discussed in class.

Textbook Analysis (20 points)

- Students will analyze a content-area related textbook for its “considerateness” in terms of specific evaluative criteria provided.

ELA Content Standards Analysis (10 points ~ in-class activity)

- Students will analyze the Ohio ELA content standards and determine standards that will align to their specialized content standards.

Annotated Bibliography (20 Points): Part of the Critical Task

- Instructors often compile a resource bank of materials to be used in planning and instruction. Toward that end, students will collect 6 supplemental resources that align to the lesson plan/topic (NOT counting your course textbooks). Two traditional/print sources (e.g., fiction, nonfiction, journalism, poetry, criticism, etc.), two visual sources (e.g., photo, painting, film, map, chart, artifact, etc.), and two digital sources (e.g., website, podcast, video, musical recording, game, app, etc.) that will aid—implicitly or explicitly—in teaching your lesson plan and topic. Annotations should consist of 1 paragraph comprised of the following information: 1) A summary of the source, and 2) an explanation of the source’s utility for teaching the unit. The list of resources should be formatted correctly according to MLA/APA guidelines.

Context for Learning (20 Points): Part of the Critical Task

- The context for learning is a description of a particular class (select the grade level/most appropriate audience for your book, 7-12) in the context of a specific school (the school you are attending for fieldwork). In order to obtain specific demographic information about the school, in addition to the district website, you might consult the following sources: U.S. Census information from the www.census.gov website (State and County Quick Facts and the American Fact Finder) and GreatSchools.org, and the district report card available on ODE (Ohio Department of Education). These websites will enable you to account for specific descriptive categories of communities—by city and county—such as socio-economic status, race/ethnicity, gender, language, and parental attainment. Other features of the classroom context include enrichment opportunities offered by the school (e.g., extra-curricular activities, tutoring, etc.), material and technological resources, and standardized test scores.

- The second part of the discussion on context should account for features of the environment that will affect your instructional choices. In other words, you should explain how contextual factors (like the ones you investigated above) will shape your approach to planning and teaching. Put simply: How will features of context influence what (and how) you intend to teach? Context plays a role in instruction—so you will account for that role by discussing a particular setting.

Digital Dyslexia Project (20 Points)

- Students will collaboratively assemble an informational document on selected topics related to dyslexia utilizing resources provided as well as original sources. Product may be completed in any digital form. Suggestions include: Padlet, Prezi, Bitmoji Classroom, Interactive bulletin board, brochure, etc...

Presentation and Article Facilitation (30 points)

- Each student will select and formally present on one scholarly article from the methods text, *Best Practices in Adolescent Literacy Instruction*, and should use the presentation tool of choice (e.g., PowerPoint, Prezi, etc.). Presentations should be 20-25 minutes and ought to be comprised of the following: 1) A brief overview of chapter content; 2) commentary on points of agreement and disagreement; 3) an argument for the utility of specific strategies indicated in the article for teaching ELA; and 4) creation and facilitation of 2 discussion questions related to the chapter. *Students are required to present on the designated day for the article selected—no exceptions.
- **Note:** Presentations may be delivered individually, in pairs, or in small groups contingent upon numbers.

Attendance, Participation and Professionalism (20 points)

Weekly points are given for attendance and participation in in-class activities.

- Class participation is central to this course and active participation in this course is an expected behavior. A demonstration of the principles of content reading instruction through oral comments will enhance the class during class discussion and collaborative in-class activities.
- **Attendance records will be kept for each class session.**
- Completion of the field verification form on TASKSTREAM
- Use of cell phone/texting during class constitutes unprofessional behavior
- Keeping earbuds in during class is considered unprofessional behavior
- **Missing two unexcused classes will result in a letter grade drop of your final course grade; missing 3-4 classes will result in a two-letter grade drop. The professor reserves the right to determine the meaning of ‘excused’.**

Grading: Course Assignments and Points

A = 94% - 100%	B = 84% – 93%	C = 74% - 83%	D = 65% - 73%	F = Below 64%
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Assignments	Points	Assignments	Points
Weekly Readings/Responses	40	Ohio Standards for the Teaching Profession and OTES 2.0 (in-class activity)	10

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Value Added	10	Textbook Analysis	20
Annotated Bibliography (part of the Critical Task: upload with Lesson Plan to Taskstream)	20	ELA Content Standards Analysis (in-class activity)	10
Morphological & Semantic Analysis (in-class activity)	10	Digital Dyslexia Project	20
Critical Task:3-Day Learning Segment - completed (Upload to TaskStream)	50	Fieldwork Narrative Log	25
Fieldwork Experience Documentation Log (Hours & Signatures)	25	Context for Learning (part of the Critical Task): upload with Lesson Plan to Taskstream)	20
Presentation & Article Facilitation	30	Attendance, participation and professionalism	20
		TOTAL POINTS:	310

TELS Policies

Critical Tasks: Critical Tasks are performance-based assignments that reflect a candidate’s knowledge, skills and/or dispositions aligned with the standards for teacher preparation in the licensure area. These tasks assess a candidate’s ability to matriculate through the teacher preparation program in an effective way, meeting and/or exceeding the expectations of these professional standards. Therefore, candidates must effectively pass a critical task to pass the course. Failure to effectively pass the critical task(s) will result in remediation through repetition of the course to guarantee that all teacher candidates are prepared to be effective educators once they leave Youngstown State University. **Critical Tasks must be submitted through Taskstream.**

Candidate Performance Alert Process: The purpose of this alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with professionalism, inclusivity and collaboration determined by the BCOE faculty as necessary standards to effectively serve all students or clients. The Candidate Performance Alert form is completed when a concern is raised about a candidate’s performance during any class, sponsored activity by the Beeghly College of Education, or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate’s ability to perform his or her role as an educational professional. The Candidate Performance Alert Form can be used by university faculty, staff, supervisors, cooperating teachers, or other school personnel when they have a concern, other than one that can be effectively addressed through routine means of supervision.

Additional Policies

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Attendance/Participation: Because a large part of our learning depends on the consistent and reliable contributions of all members of the class, regular attendance is critical to the success of all class participants. Excessive absence from or tardiness to class—regardless of reason—will lower your final grade. If you know you're going to be absent, please notify the instructor ahead of time. **Documentation is required for an absence to be excused, which will enable a student to submit make-up work.**

Participation is defined as: completing all reading and writing assignments on time, talking in and being attentive to class discussion, reflecting on readings and on discussion, respecting others' opinions and their right to express them, cooperating and collaborating with your peers, and engaging all in class activities, including the completion of in-class writing assignments.

--Please follow this link to the [YSU Attendance Policy](#) which addresses excused absences for participation in university-sponsored events, government-related activities, religious observances, death of a family member, and documented personal illness.

Assignment Submission: All students are required to use the Blackboard course management system, and to submit assignments through Blackboard's assignment tool on or before the assigned due date and time. In the event of an emergency, the student must contact the instructor regarding alternative submission approval. Documentation will be requested. *The Critical Task is submitted through Taskstream and Blackboard.

Late Work:

All assignments are due on the course calendar dates listed unless you are ill, attending a funeral, or experiencing a personal hardship that you have little or no control over (i.e., auto accident, parent or child's illness). If ill, a valid doctor's excuse must be shown to the instructor; if attending a funeral, evidence that documents that fact must be shown to the instructor; if experiencing a personal hardship that you have little or no control over, a conversation with the instructor is necessary. Failure to comply with this requirement will result in an automatic deduction of 1 point for each day the assignment is late. After one week, the assignment will not be accepted.

YSU E-Mail: Each student at YSU has access to an individual e-mail account through the university e-mail system. All students are expected to activate this e-mail account and to check messages on a regular basis. Announcements and attachments may be sent periodically to class members. Students will be held responsible for accessing any e-mail sent out for this course.

University Policies

Statement of Non-Discrimination from the University

Youngstown State University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity and/or expression, disability, age, religion or veteran/military status in its programs or activities. Please visit the [Equal Opportunity and Policy Development & Title IX website](#) for contact information for persons designated to handle questions about this policy.

Academic Integrity/Honesty

As outlined in [The Student Code of Conduct](#), all forms of academic dishonesty are prohibited at Youngstown State. This includes plagiarism, the unauthorized use of tools or notes in taking tests or completing assignments, fabrication of data or information used for an assignment, working with others without

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permission from the instructor, and more. A student who is believed to have violated the academic integrity policy will meet with the instructor to discuss the allegations. The student may accept responsibility for the violation and any sanctions selected by the instructor, or they have the right to ask for a hearing before a hearing panel. The full Academic Integrity Policy can be found in Article III of [The Student Code of Conduct](#), while further information on University procedures for alleged academic integrity violations can be found in Article V.

Please refer to Student Handbook, Code of Student Rights, Responsibilities, and Conduct p. 30, noting sections on plagiarism and dishonesty. Failure to comply with these standards may result in an "F" for the course.

--Specific to the Department of Teacher Education, academic dishonesty includes, but is not limited to, cheating, plagiarism, fabrication of information or references, facilitation of acts of academic dishonesty by others, unauthorized possession of examinations, submitting work of another person, i.e., presentations, programs, spreadsheets, and information from the internet, tampering with the academic work of other students, and lying, deceit, or fraud in oral or written statements relating to academic work. Any violation will result in automatic completion of a Candidate Performance Alert and insertion in the candidate's file in the Office of Student Teaching.

Student Accessibility

In accordance with university procedures, if you have a documented disability and require accommodations to obtain equal access in this course; please contact me privately to discuss your specific needs. To coordinate reasonable accommodations, you must be registered with [Accessibility Services](#), located in Kilcawley Center Room 2082. You can reach [Accessibility Services](#) at 330-941-1372.

Incomplete Grade Policy

An incomplete grade of "I" may be given to a student who has been doing satisfactory work in a course, but, for reasons beyond the control of the student and deemed justifiable by the instructor, has not completed all requirements for a course when grades were submitted. A letter grade MAY NOT be changed to an "I" (Incomplete) after the term has ended and grades have been recorded. For **Fall Term** courses, the final date to complete an "I" will be *March 1* of the following term; for **Spring Term** courses, *September 1*; for **Summer Term** courses, *October 1*. These dates can only be extended with the approval of the instructor and the Dean of the College where the course is taught. Forms for extension of the deadline may be obtained and after obtaining the proper signatures, this form must be submitted to the University Records office 24 hours before the original deadline (i.e. for Fall Term courses, March 1 of the following term).

If an incomplete is granted, all work must be completed by **September 1, 2023**; otherwise, the grade of incomplete automatically turns into an "F". The last day to withdraw with a grade of "W" **March 22, 2023**.



Beeghly College of Education

COURSE SYLLABUS

Developmental Reading Instruction: Vocabulary, Comprehension, and Writing TERG 3720 – three semester hours

Prerequisites: Completion of TERG 2605 and TERG 3700

Class Meetings: Mondays and Wednesdays (12:30-1:45) CRN 23863

Texts/Resources: **Core Literacy Library.** (2018). *Teaching reading sourcebook: For all educators working to improve reading achievement*, 3rd ed. Berkeley, CA: Arena Press.

Klingner, J. K., Vaughn, S., & Boardman, A. (2015). *Teaching reading comprehension to students with learning difficulties*, 2nd ed. New York: The Guilford Press.

Science of Reading Repository

<https://sites.google.com/view/thescienceofreading/home>

Instructor: Dr. Mandy L. Wallace	
Office Hours	
On Campus ROOM 2323	Mondays (10:45-12:15) (1:45-5:00) Wednesdays (10:45-12:15) (1:45-3:00)
Email	mlwallace06@ysu.edu
Virtual	By Appointment (Monday-Friday)
*Please don't hesitate to contact me. I am here to support your growth as a student through this course, through your time at YSU, and beyond.	

Catalog Description:

An exploration of developmental and instructional implications related to reading in the elementary and middle grades, including vocabulary acquisition, comprehension, and writing instruction. Principles of explicit and systematic instruction and using evidence-based strategies to meet the diverse learning needs of all students are studied and practiced. Field hours are required.

***Critical Tasks:** Critical tasks are performance-based assignments that reflect a candidate’s knowledge, skills and/or dispositions aligned with the standards for teacher preparation of the licensure area. These tasks assess a candidate’s ability to matriculate through the teacher preparation program in an effective way, meeting and/or exceeding expectations in these professional standards. Therefore, candidates must effectively pass a critical task to pass the course. Failure to effectively pass the critical task(s) will result in remediation through repetition of the course to guarantee that all teacher candidates are prepared to be an effective educator once they leave Youngstown State University. Critical Tasks are to be submitted through TaskStream. **Critical Tasks for this course are as follows:**

Clinical Field Hours: This course includes **20 hours** of field experience through Project Pass in a school setting utilizing one-on-one tutoring; each hour of tutoring is worth one point. The Project PASS tracking sheet will be turned in at the end of the course to your instructor and to the Project PASS office.

Field Logs: A log is kept of each tutoring session (20) with a description of the materials and activities to be used as well as a reflection of the session. Logs will be collected throughout the semester by your instructor.

***The required 20 hours reflects a temporary reduction in hours due to Covid19.**

Themed Unit for Teaching Comprehension, Vocabulary, and Writing (50 points): The unit will be based on a text set that is created to support Science or Social Studies content for Ohio. The unit will include specific strategies that support vocabulary, comprehension and writing that will be presented throughout the course. Please see below for more detailed requirements of this task.

TaskStream:

A Task Stream account is required for all students in the Beeghly College of Education. You will be required to use TaskStream to upload assignments and other documents in this course and other courses you will take in the Department of Teacher Education. For this semester the TaskStream Code is S22RDG

TaskStream Coordinator: A TaskStream account is required for all students in the Beeghly College of Education. You will be required to use TaskStream to upload assignments and other documents in this course and other courses you will take in the Department of Teacher Education.

If you have already purchased a TaskStream account, you may be eligible for a one-year extension. When your current TaskStream account expires, email Mrs. Therese Kightlinger with “TaskStream renewal” in the subject line and your name, Banner #, and current TaskStream login in the body of the message.

Task Stream Coordinator:

Therese Kightlinger, TaskStream Coordinator
Beeghly Hall room 3310
330.941.3735 takightlinger@ysu.edu

Knowledge Base Rationale:

Since effective reading instruction provides the keys for pupils to achieve success in other areas of academic endeavors, teacher candidates must acquire the requisite knowledge and skills for planning and implementing a high quality, systematic reading instructional program. To accomplish this goal, candidates must understand the nature of the reading process, the factors involved in the development of reading ability, the paramount function of reading in the language arts program, and the importance of providing differentiated, developmentally appropriate reading activities in the total elementary, middle childhood, and special education curriculum. Discussion of evidence-based approaches to reading instruction and assessment-driven instruction contributes to the development of effective reading and language arts teachers as illustrated in the following knowledge bases used in setting the course objectives –

1. “Literacy skills lay the foundation upon which every individual’s education rests. When a learner receives the necessary tools to develop strong language and literacy skills, he or she becomes able to achieve personal autonomy and pursue aspirations. Ohio is committed to supporting an education system that prioritizes the language and literacy development of **all** learners in keeping with its overarching strategic plan for education, *Each Child, Our Future*. That plan promotes the importance of early learning and expanding access to quality early learning experiences. Further, it calls for Ohio and its schools to develop literacy skills in all age groups, grades and subjects.

Ohio’s Plan to Raise Literacy Achievement serves as a guide to evidence-based language and literacy teaching and learning for all learners from birth through grade 12. Acquiring language and literacy skills affects learners’ access to, and interest in, content materials and instruction at all grade levels and all aspects of their lives. Thus, Ohio does not treat language and literacy as a separate field of study or course, but layers them over all aspects of education. It is critical that every educator and educational activity promote language and literacy development.

This plan articulates a state literacy framework aimed at promoting proficiency in reading, writing and communication for all learners. It is driven by scientific research and encourages a professional movement toward implementing data-based, differentiated and evidence-based practices in all manners of educational settings. Specifically, this plan illustrates the strong language and literacy efforts in place in Ohio and the state’s vision to expand and strengthen them to support improvement.” (*Ohio’s Plan to Raise Literacy Achievement, January 2020, p. 4*)

Youngstown State University supports this effort and has aligned TERG courses to enable our teacher candidates to actively promote language and literacy development in their classrooms.

2. Although there are many different ways to teach reading utilized in schools today, recent data from international and national assessments indicate a widening gap in students’ abilities to become proficient readers. Therefore, it is paramount that teachers are knowledgeable about the most current information on the science of reading and the methods of teaching reading that positively impact the majority of students. (Honig, Diamond, & Gutlohn, 2018)
3. Brain research, incorporating functional magnetic resonance imaging, has provided scientists with knowledge about the brain activation patterns of good and poor readers. Utilizing this knowledge base, evidence-based reading instruction can alter brain activity and positively impact the development of

reading skills. (Shaywitz, 2005; Shaywitz et al. 2004; Aylward et al., 2003; Honig, Diamond, & Gutlohn, 2018)

4. The Simple View of Reading states that reading comprehension is the product of word-level reading and language comprehension. Word-level reading is based on the cipher skills of phoneme awareness and letter-sound skills, as well as word-specific knowledge. Current research has added inferencing, background knowledge, and attention to vocabulary, grammar, and verbal intelligence as the foundation for language comprehension. (Gough, 1993; Kilpatrick, 2016)
5. The five essential components or big ideas of reading instruction include phonemic awareness, phonics, vocabulary, comprehension, and fluency. (NICHD, 2000; Honig, Diamond, & Gutlohn, 2018; Reutzel & Cooter, 2016)
6. A sight vocabulary refers to the body of words a reader recognizes instantly, automatically, and effortlessly without decoding or guessing. Orthographic mapping, the mental process that readers use to store sight words, is critically important for the development of reading fluency and comprehension. (Kilpatrick, 2016; Ehri 1995, 2002).
7. Reading involves the interpreting of the meaning of printed symbols and from these symbols, constructing the meaning of a written passage. Evidence-based comprehension strategies used before, during, and after reading assist readers in understanding and remembering text content. Readers develop as active, metacognitive comprehenders who interact with the text (i.e., the author) personally and in a variety of contexts. (Harvey & Goudvis, 2007; Saunders-Smith, 2009; Tompkins, 2009; Klingner, Vaughn, & Boardman 2015)
8. The National Reading Panel found that comprehension monitoring, question answering, question generation, summarization, graphic organizers, and cooperative learning enhance comprehension. (NICHD, 2000).
9. A knowledge of text structures enables readers to identify key information in both narrative and expository texts. (Klingner, Vaughn, Boardman, 2015)
10. The language arts are interrelated and connections between reading and writing are strong, particularly in the development of reading comprehension. Summary writing, asking and answering questions, note taking, essay writing, and journaling enhance reading comprehension. (Graham & Hebert, 2011; Klingner, Vaughn, & Boardman, 2015)
11. Explicit instruction is a structured, direct approach to teaching that includes instructional design and delivery procedures and provides a series of supports or scaffolds that guide students through the learning process. Using an explicit vocabulary instructional routine optimizes student learning. (Archer & Hughes, 2011)
12. Involving diverse students in literature response groups provides opportunities for students to engage naturally in listening, speaking and writing, as well as reading, and to interact daily with peers who represent diverse views. (Gipe, 2013)

13. The use of good literature while reading to students, as well as the use of good, culturally appropriate literature with and by students, strengthens the desire to read. The amount of independent, silent reading in and out of school is significantly related to a child's gains in reading achievement. (McClure, Garthwait, & Kristo, 2013)
14. Technology can serve as a valuable aid in classroom instruction for teachers who are deliberate about the selection and most effective use of high-quality software and who possess the necessary technology skills to use computers effectively. (Rasinski, Pytash & Ferdig, 2015)

Course Objectives:

A. Knowledge The candidate(s) will:

1. Understand and explain *Ohio's Plan to Raise Literacy Achievement*, including the evidence-based practices that lead ALL learners to success (RC 1.2, 1.4; OSTP 1.1, 4.5)
2. Investigate and describe various approaches to teaching reading in terms of theoretical framework, purpose, instructional context, content, and materials and compare/contrast the efficacy of these approaches in meeting the needs of all students. (RC 1.3; OSTP 2.1, 2.2)
3. Explore the current research findings on the most effective ways to teach vocabulary, comprehension and writing that meets the needs of all students. (RC 1.2, 1.3; OSTP 2.1)
4. Understand and explain how phonology, orthographic mapping, meaning, and context work together to support strong word recognition and comprehension skills. (RC 6.2, 6.3; OSTP 2.2)
5. Understand and explain the Simple View of Reading and the formula Decoding x Language Comprehension = Reading Comprehension as it relates to reading challenges. (RC 5.1; OSTP 2.2)
6. Explain the five essential components of reading (phonemic awareness, phonics, vocabulary, comprehension, fluency) and how these components impact a student's ability to comprehend text. (RC 5.5, 5.10; OSTP 2.1)
7. Identify the diverse characteristics of emergent readers and writers. (RC 4.4; OSTP 1.4, 1.5)
8. Understand and define the use of explicit, evidence-based practices in teaching vocabulary and comprehension strategies. (RC 6.1, OSTP 2.1)
9. Explain differentiated, developmentally appropriate instructional activities that integrate listening, speaking, reading, and writing, thereby contributing to deeper comprehension of text. (RC 5.6, 5.8, 6.4; OSTP 4.5)
10. Explore applications for technology, including appropriate uses of assistive technology, that enhance the literacy development of all students. (RC 7.2, 8.9, 9.8; OSTP 4.7)
11. Align specific lesson plan goals and instructional strategies to appropriate Ohio Academic Content Standards to meet state requirements. (RC 7.8; OSTP 2.3)
12. Demonstrate an understanding of developmental writing and apply this knowledge to writing instruction. (RC 9.2, OSTP 1.1, 1.2, 1.5, 2.1)
13. Explore the Simple View of Writing to better recognize the complexity of the writing process. (RC 9.1, 9.2; OSTP 2.4)
14. Demonstrate specific research-based instruction to improve writing. (RC 9.1, 9.2, 9.4, 9.5, 9.6; OSTP 1.1, 1.2, 1.5, 2.1)

B. Skills The candidate(s) will:

1. Effectively put into practice the formula for the Simple View of Reading to assess the root causes of students' challenges with reading comprehension. (RC 8.8; OSTP 3.1, 3.3)
2. Describe in detail the components of Scarborough's Rope and how these components interact to impact vocabulary and comprehension development. (RC 5.1; OSTP 2.1)
3. Select and administer appropriate informal assessments that inform literacy instruction and interventions. (RC 8.2, 8.7; OSTP 3.2, 3.3)
4. Accurately utilize the Four Part Processing System (Seidenburg & McClelland, 1989) to teach students to decode unfamiliar words. (RC 6.2, 6.3; OSTP 2.2, 4.2)
5. Demonstrate a variety of vocabulary and comprehension strategies, using explicit modeling and scaffolding, that actively engage students and lead to deeper levels of understanding. (RC 5.4, 5.6, 6.1; OSTP 4.5)
6. Integrate writing in response to reading. (RC 3.2, 5.9, 9.1; OSTP 2.4)
7. Develop lessons incorporating grade-level texts, utilizing appropriate scaffolds and differentiated instruction designed to support all students. (RC 5.2; OSTP 4.5)
8. Develop a Scaffolded Reading Lesson for individual students and/or small groups. (RC 3.5, 7.4; OSTP 4.5)
9. Formulate text dependent questions from selected reading passages on various levels that contribute to deep understanding of the text and require use of evidence from the text. (RC 5.4; OSTP 4.6)
10. Provide evidence-based interventions to individual students and small groups of students aligned with needs identified by assessments. (RC 8.7; OSTP 3.3; 4.5)
11. Identify and teach text structures that facilitate comprehension of various genres. (RC 5.7; OSTP 2.2)
12. Create classroom environments that motivate students to engage in reading and writing by providing a plethora of books, digital media, and other resources that address diverse interests, cultures, and reading abilities. (RC 3.3, 5.3, 6.5, 9.8, OSTP 4.7, 5.3)
13. Identify and incorporate accommodations and modifications that can be utilized with students who have reading disabilities, including students who have dyslexia, into lesson plans (RC 7.1, 7.2; OSTP 1.5, 4.5)

C. Dispositions The candidate(s) will:

1. Value the role of research in identifying the most effective evidence-based practices that contribute to students' literacy development. (RC 1.4; OSTP 2.1)
2. Appreciate the complexity of the reading process and the critical importance of supporting all learners in the development of literacy skills that result in competent readers and writers. (RC 1.8; OSTP 1.2)
3. Create a classroom environment that is respectful and supportive of diverse needs, optimizing opportunities for all learners to become proficient readers and writers. (RC 3.4; OSTP 5.2, 5.5)
4. Recognize the need to support the literacy learning of all students through appropriately differentiated instruction. (RC 3.5; OSTP 4.5)
5. Acknowledge the role of writing as a tool for constructing meaning during and after reading. (RC 9.1; OSTP 2.4)
6. Appreciate the role of evidence-based instruction, data analysis, and reflecting on the implementation of the science of reading for improving teaching and as an avenue for continued professional development. (RC 10.2; OSTP 7.2, 7.3)

List of Course Requirements/Assignments:

Dispositions: *Attendance, Participation and Professionalism* Teacher candidates will demonstrate a professional disposition. Candidates are expected to attend all class sessions. Attendance will be taken each class session and one point will be deducted for each absence. Tardiness will be noted as well; one-half point will be deducted for each late arrival. Excused absences must be backed with paperwork. Example: Doctor's note.

In-class, collaborative engagements occur frequently in this course. Full participation in group work and class discussions is expected. The degree to which one participates will determine whether participation points are deducted.

Professional behavior is expected, including not talking while others are speaking, not using a cell phone for calls or text messages, and maintaining a professional attitude. Infractions will warrant a deduction of points. **(30 points)**

Project PASS Field Hours – Teacher candidates are expected to meet with an assigned student for the semester in a one-on-one, school-based tutoring experience. You must complete a total of **20 hours** for this course, comprised of in-school tutoring sessions and Professional Development sessions. Logs will be turned in to Blackboard and the Project Pass office. **(20 points)**

Field Experience Logs – Teacher candidates will prepare lessons, gather materials, execute the lessons, and reflect upon the experiences. These logs must be typed and DETAILED! This includes APA format for resources such as books and games. Field Logs will be reviewed 4 times during the semester **(20 points)**.

Text Set: Annotated Bibliography: Select and create a text set (**10+ texts**) in **APA 7 format** on your theme using a variety of genres. The text set should include expository/informational books/articles on various reading levels so your student can engage with texts on their independent, instructional, and possibly frustration levels. You should also select from narrative texts, poetry, a play or reader's theater, a graphic novel, songs, images, video clips, and technology resources aligned with your theme. Annotations will provide a synopsis of the text.

Text Set Questions: Construct one literal, one inferential, and one critical/evaluative question per text. **(25 points)**

Teaching of Tier 2 Vocabulary Words (adapted from Beck, McKeown & Kucan's *Bringing Words to Life: Robust Vocabulary Instruction*, 2nd Ed., 2013) **(25 points)**

1. **Select a narrative text from your text set** on the grade level of the student(s) you are tutoring. Since it is a text from your text set, it should already align with units/themes within the grade level standards for Science and Social Studies.
2. Read the book you plan to use for your lesson.
3. Explain how you will support the students' understanding of the text by activating/building background knowledge on the story excerpt as deemed necessary for comprehension. You may use an additional text, video, infographic, or visual aid as a tool to build knowledge before reading the text. **(2 points)**

4. Using the information provided in class on teaching Tier 1, 2, and 3 words, identify 8-12 possible Tier 2 words from the narrative text. **(1 point)**
5. Select 3 Tier 2 words from the text that are necessary for comprehending the text. **(2 points)**
6. Write questions to ask during the read aloud. **(5 points)**
7. Use an explicit vocabulary routine to teach each word **(7 points)**
 1. Contextualize the word within the story
 2. Have children say the word.
 3. Provide a student friendly definition
 4. Present the word in different contexts from the story context
 5. Engage children with activities that get them to interact with the words.
 - i. Use 2 instructional activities from Appendix A handout
 6. Have children say the word.
8. Have students place words in their Vocabulary Notebook
9. Explain how the explicit vocabulary routine aligns to each part of the Four-Part Processing Model (Seidenberg & McClelland, 1989). **(4 Points)**
10. Explain how you will support the students' understanding of the text by activating/building background knowledge on the story excerpt as deemed necessary for comprehension. You may use an additional text, video, infographic, or visual aid as a tool to build knowledge before reading the text. **(1 points)**
11. Reflect on this lesson by providing 1 thing that went well, 1 thing that you would change, and 1 thing you want to improve on. **(3 points)**

Vocabulary Student Notebook: Project PASS students will keep a vocabulary notebook of the Tier 2 and Tier 3 words (10-12 words) that have been studied during the unit. The teacher candidate is responsible for turning in a model notebook as well as student examples. Notebook format options will be provided by the instructor. **(15 points)**

Narrative Text Structure Lesson: Teacher candidates will create a lesson based on a narrative text from their text set for their Project PASS students that includes 1) an ELA standard 2) Objective 3) Procedures 4) Assessment using a written response to reading and 5) Reflection and 6) Student artifacts **(30 points)**

Informational Text Structure Lesson: Teacher candidates will create a lesson based on an informational text from their text set for their Project PASS students that includes 1) an ELA standard 2) Objective 3) Procedures 4) Assessment using a written response to reading and 5) Reflection and 6) Student artifacts **(30 points)**

Comprehension Strategy Lesson: Teacher candidates will create a lesson using QAR based on a grade level **article** from their text set for their Project PASS students that includes 1) an ELA standard 2) Objective 3) Procedures 4) Assessment using a written response to reading and 5) Reflection and 6) Student artifacts **(30 points)**

Scaffolded Reading Lesson: One formal lesson plan will be written. The lesson **MUST** be used with your student(s) in your tutoring session as part of your Critical Task. The lesson plan format required by the Department of Teacher Education (Lesson Plan Format 1) **MUST** be used for these plans. The template will be provided. **(35 points)**

Article Summary/Analysis: Teacher candidates will complete a summary/analysis of 2 articles throughout the semester. **(20 points)**

Critical Task: Themed Unit for Teaching Comprehension, Vocabulary, and Writing (50 points)

1. **Introduction: Select a theme** based on a social studies or science topic. Use the Ohio Academic Content Standards for ideas on appropriate themes for your student's grade level, and **provide the standard** that would align to your unit. **Provide a rationale** of why you chose this theme **(2 points)**
2. **Text Set Questions and Annotated Bibliography (1 Point)**
3. **Vocabulary:** List and categorize (Tier 2 or Tier 3) the vocabulary words that were chosen for the student notebook. Provide 2 artifacts that you collected from the students. **(3 points).**
4. **3 Informal Lesson Plans showing comprehension strategies and writing strategies used to respond to reading** **(3 points)**
5. **Revised BCOE Lesson Plan with materials and reflections (2 points)**
6. **Reflect on your students' progress** over the semester making sure to address:
 - their knowledge of vocabulary **(5 points)**
 - use of comprehension strategies **(5 points)**
 - use of writing strategies to respond to reading. **(5 points)**
7. **Reflect on your growth this semester** making sure to address:
 - your knowledge of specific vocabulary strategies and how to implement them in your lessons **(6 points)**
 - use of specific comprehension strategies and how to implement them in your lessons **(6 points)**
 - use of specific writing strategies to respond to reading and how to implement them in your lessons **(6 points)**
 - What are at least 2 things you would do differently next time when planning or teaching? Explain **(6 points)**

Exams – Candidates will complete two exams to reflect comprehension of class materials. One will be given at midterm and the other during finals' week. Both exams will emphasize knowledge and **application** of the academic language pertinent to this course. **(100 points)**

TERG 3720
Anticipated Course Schedule

Week 1: Course Introduction	
Essential Question: How does your previous learning come together to support vocabulary, comprehension and writing development?	
Topics for Discussion	Assignments
<p>Syllabus Overview</p> <p>Review Topics</p> <ul style="list-style-type: none"> • The Big Picture (Sourcebook, pp. 2-18) • The Simple View of Reading • Scarborough’s Rope • Ehri’s Phases of Word Recognition (Sourcebook, pp.163-167) 	<p style="text-align: center;">DUE:</p> <hr/> <p style="text-align: center;">Homework:</p> <p>READ Kucan, L. (2012). What is most important to know about vocabulary. <i>The Reading Teacher</i>, 65(6), 360-366.</p> <p>COMPLETE Turning Headings into Questions</p>
Week 2: Vocabulary	
Essential Question: What are strategies for teaching specific words?	
Topics for Discussion	Assignments
<p style="text-align: center;">VOCABULARY</p> <p>Review Kucan’s article (Group Discussion)</p> <p>Chapter 11: Specific Word Instruction (Sourcebook, pp. 420 – 435)</p> <p style="text-align: center;">Critical Task</p> <ul style="list-style-type: none"> • What are Text Sets? • Why do we use Text Sets? • Science and Social Studies Topics for Ohio 	<p style="text-align: center;">DUE:</p> <p>Kucan, L. (2012). What is most important to know about vocabulary. <i>The Reading Teacher</i>, 65(6), 360-366.</p> <p>Turning Headings into Questions</p> <hr/> <p style="text-align: center;">Homework:</p> <p>Decide on a Science or Social Studies Topic for your text set/critical task</p> <p>Select your Text Set and Begin Annotated Bibliography</p>

Week 3: Vocabulary: A Vocabulary Lesson	
Essential Question: Why use a direct, explicit routine to teach vocabulary?	
Topics for Discussion	Assignments
<p>Writing Literal, Inferential and Evaluative Questions (Sourcebook p. 621)</p> <p>Four-Part Processing Model (Seidenberg & McClelland, 1989)</p> <p>Dr. Anita Archer’s explicit vocabulary lesson www.explicitinstruction.org</p> <p>Choosing Tier 2 Words</p> <p>Text Talk Example Lessons</p> <p>Appendix A: Vocabulary Activities</p>	DUE:
	Homework:
	<p>Complete Annotated Bibliography and Questions</p> <p>Begin Text Talk Lesson</p> <p>Bring Sourcebook to class (Week 4)</p>
Week 4: Vocabulary: A Student’s Role	
Essential Question: Why is it important to teach students independent word learning strategies?	
Topics for Discussion	Assignments
<p>Word Consiousness Ch. 13 (pp.570-606)</p> <ul style="list-style-type: none"> Language play (i.e. alliteration, categories) 	DUE:
	<p>Annotated Bibliography and Questions</p>

<ul style="list-style-type: none"> • Word associations (synonyms, antonyms, homographs and homophones) <p>Sourcebook Chapter 12 Word Learning Strategies (pp.506-568)</p> <ul style="list-style-type: none"> • Morphemic Analysis • PAVE (Grade 3 and Above) • Concept Definition Map <p>Vocabulary Notebook Assignment</p>	<p style="text-align: center;">Homework:</p> <p>Complete Vocabulary Text Talk Lesson Begin Vocabulary Notebook Assignment</p>
<p>Week 5: Comprehension</p> <p>Essential Question: What is Comprehension?</p>	
<p>Topics for Discussion</p>	<p>Assignments</p>
<p>Chapter VI Comprehension Introduction: pp. 609-632 (Sourcebook)</p> <ul style="list-style-type: none"> • Fundamentals • “Good Readers” p. 624 • Explicit Instruction p. 625 • Reader Response p. 629 <p>Ohio Standards for ELA</p>	<p style="text-align: center;">DUE:</p> <p>Vocabulary Text Talk Lesson</p> <hr/> <p style="text-align: center;">Homework:</p> <p>READ Duke N. K. Ward A. E. Pearson P. D. (2021). The science of reading comprehension instruction. <i>The Reading Teacher</i>, 74(6), 663–672.</p> <p>Complete Triangle, Square, Circle</p>

Week 6: Comprehension: Literary Texts

Essential Question: Why is story structure important to understanding literary text?

Topics for Discussion	Assignments
Continue to look at Ohio Standards specifically for Literary Text Narrative Story Structure Focus <ul style="list-style-type: none"> • Sourcebook Ch. 14 (pp. 634-651) • Klingner Chapter 4 • Strategies for Narrative Text (pp.96-104) 	<p style="text-align: center;">DUE:</p> Duke N. K. Ward A. E. Pearson P. D. (2021). The science of reading comprehension instruction. <i>The Reading Teacher</i> , 74(6), 663–672. Triangle, Square, Circle
Writing and Aligning Parts of a Lesson Discuss/Begin Narrative Text Structure Lesson	<p style="text-align: center;">Homework:</p> Begin Narrative Text Structure Lesson

Week 7: Comprehension: Response to Reading

Essential Question: How can students respond to text?

Topics for Discussion	Assignments
Response to Reading (Discussion/Writing) <ul style="list-style-type: none"> • Sourcebook (pp.648-680) 	<p style="text-align: center;">DUE:</p>
Sentence activities as a response to reading <ul style="list-style-type: none"> • Distinguishing between Sentences and Fragments • Unscrambling scrambled sentences • Because, But, So Conjunctions 	<p style="text-align: center;">Homework:</p> Study for your midterm Complete Narrative Text Structure Lesson

Week 8: Comprehension: Expository/Informational Texts	
Essential Question: How is the structure of informational text different from literary or narrative text?	
Topics for Discussion	Assignments
Chapter 15 Informational Text (Sourcebook, pp. 682-742) <ul style="list-style-type: none"> • Explicit instruction of text structure and author’s craft • Engaging students in rich discussion using text evidence to support conversations 	DUE:
	MIDTERM
	Narrative Text Structure Lesson
	Homework:
Week 9: Comprehension: Expository/Informational Texts	
Essential Question: How is the structure of informational text different from literary or narrative text?	
Topics for Discussion	Assignments
Informational Text Structure Continued Ohio Standards for Informational Text Discuss/Begin Informational Text Structure Lesson Plan:	DUE:
	Homework:
	Begin Informational Text Structure Lesson Plan
	Bring an article from your text set
Week 10 Comprehension: Response to Reading	
Essential Question: How can students respond to text?	
Topics for Discussion	Assignments
Review Week 7 response to reading writing activities More Sentence activities as a Response to Reading <ul style="list-style-type: none"> • Using 4 sentence types • Develop questions • Using coordinating conjunctions (although, unless) • Inserting appositive to describe a noun 	DUE:
	Bring an article from your text set
	Homework:
	Complete Informational Text structure lesson

<p>Week 11: QAR Strategy</p> <p>Essential Question: What is the QAR strategy and how does it support comprehension of both narrative and informational text?</p>	
<p>Topics for Discussion</p>	<p>Assignments</p>
<p>QAR Strategy</p> <ul style="list-style-type: none"> • Sourcebook (p. 691) Lesson Example (pp.702-710) • Example lessons <p>Discuss/Begin QAR comprehension strategy lesson based on an article</p>	<p>DUE:</p> <p>Informational Text Structure Lesson Plan</p>
	<p>Homework:</p> <p>QAR Comprehension Strategy Lesson</p>
<p>Week 12: Retelling and Summarizing Texts</p> <p>Essential Question: Why is it important to be able to retell and summarize a text?</p>	
<p>Topics for Discussion</p>	<p>Assignments</p>
<p>BCOE Lesson Plan Format</p> <p>Retelling (Sourcebook, p. 641, p.701)</p> <p>Summarizing (Sourcebook, p. 614, p. 642, lesson pp.711-719)</p> <p>Retelling vs. Summarizing</p>	<p>DUE:</p> <p>QAR Comprehension Strategy Lesson</p>
	<p>Homework:</p> <p>BCOE Lesson Plan focused on Retelling or Summarizing dependent on tutee grade level</p>

Week 13: Supporting Diverse Learners

Essential Question: What strategies can be utilized with students with significant comprehension difficulties?

Topics for Discussion	Assignments
<p>Supporting Diverse Learners (ELL, students with dyslexia, students with significant reading comprehension difficulties)</p> <ul style="list-style-type: none"> • Klingner pp 140-171 • Review Multi-Tiered system of supports • The Dyslexic Handbook <p>In class, determine accommodations and modifications that can be used to support diverse learners including students with dyslexia (10 points)</p> <p>CRITICAL TASK DISCUSSION</p>	<p>DUE: BCOE lesson Plan</p> <hr/> <p>Homework: Gather materials and begin critical task</p>

Week 14: Writing Standards

Essential Question: How should I teach writing?

Topics for Discussion	Assignments
<p>Lesson Plan Feedback</p> <p>Writing Standards</p> <p>Simple View of Writing</p> <p>What to Teach</p> <ul style="list-style-type: none"> ○ Writing process ○ Text Structures ○ Sentence and Paragraph Construction ○ Spelling Skills ○ Grammar is taught in the context of writing 	<p>DUE: Vocabulary Notebook</p> <hr/> <p>Homework: Critical Task Lesson Plan Revisions</p>

Week 15: Putting it all Together

Essential Question: What is comprehension?

Topics for Discussion	Assignments
Scarborough's Rope Simple View of Reading Comprehension Strategies Responses to Reading Review for Final Exam	<p style="text-align: center;">Due:</p> Critical Task Remaining Logs Project PASS Tracking Sheet <hr/> <p style="text-align: center;">Homework:</p> Study for Final
Week 16: Final	

Please note * THE PROFESSOR RESERVES THE RIGHT TO CHANGE THE COURSE CALENDAR AS NEEDED

Dates are tentative and will be adjusted as material is covered

Course Assignments	Points
Dispositions: Attendance, Participation, Professionalism	30
Field Experience Hours	20
Field Experience Logs	20
Vocabulary Notebook	15
Narrative Text Structure Lesson	30
Information Text Structure Lesson	30
Comprehension Strategy Lesson (QAR)	30
Exams (Midterm and Final)	100
Adapted Text Talk Lesson	25
BCOE :Lesson Plan	35
Article Summaries/Analysis	20
Dyslexia: Accommodations and Modifications	10
Critical Task	50
TOTAL POINTS	415

Grading Scale and Policies

A	390-415	94%-100%	Late assignments will be penalized. Points will be deducted for grammatical and spelling errors. PLEASE proofread carefully!
B	389-361	87% - 93%	
C	360-332	80% - 86%	
D	331-295	71% - 79%	
F	Below 295	Below 71%	

Statement of Non-Discrimination from the University

Youngstown State University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity and/or expression, disability, age, religion or veteran/military status in its programs or activities. Please visit the [Equal Opportunity and Policy Development & Title IX website](#) for contact information for persons designated to handle questions about this policy.

Academic Integrity/Honesty

As outlined in [The Student Code of Conduct](#), all forms of academic dishonesty are prohibited at Youngstown State. This includes plagiarism, the unauthorized use of tools or notes in taking tests or completing assignments, fabrication of data or information used for an assignment, working with others without permission from the instructor, and more. A student who is believed to have violated the academic integrity policy will meet with the instructor to discuss the allegations. The student may accept responsibility for the violation and any sanctions selected by the instructor, or they have the right to ask for a hearing before a hearing panel. The full Academic

Integrity Policy can be found in Article III of [The Student Code of Conduct](#), while further information on University procedures for alleged academic integrity violations can be found in Article V.

Specific to the BCOE Department of Teacher Education, academic dishonesty includes, but is not limited to, cheating, plagiarism, fabrication of information or references, facilitation of acts of academic dishonesty by others, unauthorized possession of examinations, submitting work of another person, i.e., presentations, programs, spreadsheets, and information from the internet, tampering with the academic work of other students, and lying, deceit, or fraud in oral or written statements relating to academic work. In addition, any violation will result in a Candidate Performance Alert form being automatically completed and inserted in the candidate's file in the Office of Student Teaching.

Student Accessibility

In accordance with University procedures, if you have a documented disability and require accommodations to obtain equal access in this course; please contact me privately to discuss your specific needs. To coordinate reasonable accommodations, you must be registered with the [Accessibility Services](#), located in Kilcawley Center Room 2082. You can reach [Accessibility Services](#) at 330-941-1372

Incomplete Grade Policy

An incomplete grade of "I" may be given to a student who has been doing satisfactory work in a course, but, for reasons beyond the control of the student and deemed justifiable by the instructor, has not completed all requirements for a course when grades were submitted. A letter grade MAY NOT be changed to an "I" (Incomplete) after the term has ended and grades have been recorded. For **Fall Term** courses, the final date to complete an "I" will be *March 1* of the following term; for **Spring Term** courses, *September 1*; for **Summer Term** courses, *October 1*. These dates can only be extended with the approval of the instructor and the Dean of the College where the course is taught. Forms for extension of the deadline may be obtained and after obtaining the proper signatures, this form must be submitted to the University Records office 24 hours before the original deadline (i.e. for Fall Term courses, March 1 of the following term).

Candidate Performance Alert Process:

The purpose of this alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with professionalism, inclusivity and collaboration determined by the BCOE faculty as necessary standards to effectively serve all student or clients. The Candidate Performance Alert form is completed when a concern is raised about a candidate's performance during any class, sponsored activity by the Beeghly College of Education, or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate's ability to perform his or her role as an educational professional. The Candidate Performance Alert Form can be used by university faculty, staff, supervisors, cooperating teachers, or other school personnel when they have a concern, other than one that can be effectively addressed through routine means of supervision.

NAF Guidelines

A non-attendance F (NAF) indicates that a student received an F in the course because he/she did not attend and/or participate in the class for more than 60% of the term. See NAF guidelines adopted by YSU to comply

with federal regulations at YSU website: <http://cms.ysu.edu/administrative-offices/registrar/guidelines-reporting-nonattendance-f-naf>.

Critical Tasks

Critical Tasks are performance-based assignments that reflect a candidate's knowledge, skills and/or dispositions aligned with the standards for teacher preparation in the licensure area. These tasks assess a candidate's ability to matriculate through the teacher preparation program in an effective way, meeting and/or exceeding the expectations of these professional standards. Therefore, candidates must effectively pass a critical task to pass the course. Failure to effectively pass the critical task(s) will result in remediation through repetition of the course to guarantee that all teacher candidates are prepared to be effective educators once they leave Youngstown State University. Critical Tasks are to be submitted through TaskStream.

Field Verification Form: *Field verification form is to be completed on TaskStream after completion of field work. Grades WILL NOT be released without this form being completed and submitted*

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- Wright, T.S., Neuman, S.B. (2015). The power of content-rich vocabulary instruction. *Perspectives on Language and Literacy* pp. 29-32.

Web Resources:

Repository Link: <https://sites.google.com/view/thescienceofreading/home>

Our Dyslexic Children: <https://www.youtube.com/watch?v=oJ7xa6meD2Q>

www.etymonline.com

Core Language Curriculum Language Arts www.coreknowledge.org/curricular/language-arts

Read Works

Simple View of Writing Lyn Stone Webinar: <https://www.youtube.com/watch?v=JqXBITI3K7g>

www.explicitinstruction.org

Dr. Anita Archer---Vocabulary Instruction <https://www.youtube.com/watch?v=DC0HNtvxuRg>

Emily Hanford, What Words Say: <https://www.apmreports.org/episode/2020/08/06/what-the-words-say>

Learning to Read: <http://www.readingrockets.org/teaching/reading101-course/introduction-how-children-learn-read>

Teaching Tier 2 Words <https://www.youtube.com/watch?v=p9DPKgBrJQE>

Reading Rockets: Anticipation Guides https://www.readingrockets.org/strategies/anticipation_guides

Reading Rockets: Stages Part 1: <https://www.readingrockets.org/article/stages-reading-development>

Reading Rockets: Stages Part 2: <https://www.readingrockets.org/article/what-should-be-emphasized-each-stage-reading-development>

Reading Rockets: Choosing Words to Teach <https://www.readingrockets.org/article/choosing-words-teach>

Reading Rockets: Teaching Elementary School Students to Be Effective Writers
<https://www.readingrockets.org/article/teaching-elementary-school-students-be-effective-writers>

Research: <http://www.readingrockets.org/article/what-research-tells-us-about-reading-comprehension-and-comprehension-instruction>

Scarborough's Reading Rope: A Groundbreaking Infographic Dyslexiaida.org

Simple View of Reading: <https://courses.lumenlearning.com/suny-hccc-childrenslit/chapter/the-simple-view-of-reading/>

Righttoreadproject.com

Science of Reading Youtube videos

Literacy blog: Shanahan on Literacy <https://www.shanahanliteracy.com/blog/prior-knowledge-or-he-isnt-going-to-pick-on>

TERG 3730: Reading Assessment, Instruction, and Intervention Course CRN:

Prerequisites: TERG 2605, 3700, 3720, or special approval

Class Time: Monday Evenings (5:10-7:50)

Course Texts/Resources:

***Spear-Swerling, L. (2022). *Structured literacy interventions: Teaching students with reading difficulties, grades K-6*. The Guilford Press. (Please Purchase)

Core Literacy Library (2018). *Teaching reading sourcebook: For all educators working to improve reading achievement (3rd Ed.)*. Berkeley, CA: Arena Press.

Stahl, K. A. D., Flanigan, K., & McKenna, M. C. (2020). *Assessment for reading instruction (4th Ed.)*. New York: Guilford Press.

[International Dyslexia Association: Structured Literacy](#)

Instructor:

Instructor: Dr. Mandy L. Wallace	
Office Hours	
On Campus ROOM 2323	Mondays (10:45-12:15) (1:45-5:00) Wednesdays (10:45-12:15) (1:45-3:00)
Email	mlwallace06@ysu.edu
Virtual	By Appointment (Monday-Friday)
*Please don't hesitate to contact me. I am here to support your growth as a student through this course, through your time at YSU, and beyond.	

Catalog Description

Administration and interpretation of selected formal and informal assessment measures. Strategies for ensuring diverse students' growth in literacy through ongoing assessment and progress monitoring. Field hours required.

Critical Tasks: Critical tasks are performance-based assignments that reflect a candidate's knowledge, skills and/or dispositions aligned with the standards for teacher preparation of the licensure area. These tasks assess a candidate's ability to matriculate through the teacher preparation program in an effective way, meeting and/or exceeding expectations in these professional standards. Therefore, candidates must effectively pass a critical task to pass the course. Failure to effectively pass the critical task(s) will result in remediation through repetition of the course to guarantee that all teacher candidates are prepared to be an effective educator once they leave Youngstown State University. **Critical Tasks are to be submitted through TaskStream. The Critical Tasks for this course are as follows:**

Critical Task: Clinical Field Hours: This course includes 20 hours of field experience (Project PASS) in a school setting utilizing one-on-one tutoring; each hour of tutoring is worth one point. A log is kept of each tutoring session.

Critical Task: Literacy Profile/Case Study/Impact Analysis

A critical facet of 3730 is working with a student who is experiencing difficulties with literacy skills. Select one of your Project PASS tutees to develop your Literacy Profile and Case Study. Your tutoring sessions will involve gathering information about your student, administering a series of assessments, and helping the student grow as a reader and writer. Specific directions for administering and reporting results for the assessments/inventories will be provided in class.

TaskStream:

A Task Stream account is required for all students in the Beeghly College of Education. You will be required to use TaskStream to upload assignments and other documents in this course and other courses you will take in the Department of Teacher Education. For this semester the TaskStream Code is _____

TaskStream Coordinator: A TaskStream account is required for all students in the Beeghly College of Education. You will be required to use TaskStream to upload assignments and other documents in this course and other courses you will take in the Department of Teacher Education.

If you have already purchased a TaskStream account, you may be eligible for a one-year extension. When your current TaskStream account expires, email Mrs. Therese Kightlinger with “TaskStream renewal” in the subject line and your name, Banner #, and current TaskStream login in the body of the message.

Task Stream Coordinator:

Therese Kightlinger
Beeghly Hall room 3310
330.941.3735 takightlinger@ysu.edu

Course Fees: \$35.00

Knowledge Base Rationale:

Ongoing assessments integrated with developmentally appropriate instruction and interventions serve to inform practices in the reading and language arts curriculum. Within a theoretical framework, candidates become aware of formal as well as authentic, naturalistic, and informal assessment tools and strategies to effectively guide student learning, inform their own practices, and assist learners in self-evaluation. The following are knowledge bases used in setting the course objectives:

1. “Literacy skills lay the foundation upon which every individual’s education rests. When a learner receives the necessary tools to develop strong language and literacy skills, he or she becomes able to achieve personal autonomy and pursue aspirations. Ohio is committed to supporting an education system that prioritizes the language and literacy development of **all** learners in keeping with its overarching strategic plan for education, *Each Child, Our Future*. That plan promotes the importance of early learning and expanding access to quality early learning experiences. Further, it calls for Ohio and its schools to develop literacy skills in all age groups, grades and subjects.

Ohio’s Plan to Raise Literacy Achievement serves as a guide to evidence-based language and literacy teaching and learning for all learners from birth through grade 12. Acquiring language and literacy skills affects learners’ access to, and interest in, content materials and instruction at all grade levels and all aspects of their lives. Thus,

Ohio does not treat language and literacy as a separate field of study or course, but layers them over all aspects of education. It is critical that every educator and educational activity promote language and literacy development.

This plan articulates a state literacy framework aimed at promoting proficiency in reading, writing and communication for all learners. It is driven by scientific research and encourages a professional movement toward implementing data-based, differentiated and evidence-based practices in all manners of educational settings. Specifically, this plan illustrates the strong language and literacy efforts in place in Ohio and the state's vision to expand and strengthen them to support improvement." (*Ohio's Plan to Raise Literacy Achievement, January 2020, p. 4*)

Youngstown State University supports this effort and has aligned TERG courses to enable our teacher candidates to actively promote language and literacy development in their classrooms.

2. Assessment is a broad term, defined as the systematic process of gathering information about students. Four types of assessments—screening, diagnostic, progress monitoring, and outcome---provide a plethora of data that should be used to make instructional decisions. (Honig, Diamond, Gutlohn, 2018; Cooper & Kiger, 2008; Lipson and Wixson, 1997; Duffey and Roehler, 1989; Berdine and Meyer, 1987)
3. Assessment is ongoing in all classrooms for all children throughout the school year. The results of assessment, an intensive examination that identifies students' strengths and weaknesses, assist teachers in addressing the identified strengths and weaknesses. Teachers use this data to plan appropriate instruction and monitor student progress. (Guskey, 2003; Gambrell et al. 1999; Lipson and Wixson, 2013; Rubin, 1997; Diamond & Thorsnes, 2018)
4. Assessment is complex, multidimensional, and multidisciplinary, based upon data of various types. Those individuals involved in the assessment -- general classroom teachers, intervention specialists, administrators, students, parents, and other related service professionals -- must look not only at the products the learners have produced, but also at the students' processes of reading, writing and learning. (Bus & Karnowski, 2000; Lipson, 1997; Weaver, 1994; Kirk, Gallagher, and Anastasiow, 1996)
5. Brain research, incorporating functional magnetic resonance imaging, has provided scientists with knowledge about the brain activation patterns of good and poor readers. Utilizing this knowledge base, evidence-based reading instruction can alter brain activity and positively impact the development of reading skills (Shaywitz, 2005; Shaywitz et al. 2004; Aylward et al., 2003; Honig, Diamond, & Gutlohn, 2018)
6. The Simple View of Reading states that reading comprehension is the product of word-level reading and language comprehension. Word-level reading is based on the cipher skills of phoneme awareness and letter-sound skills, as well as word-specific knowledge. Current research has added inferencing, background knowledge, and attention to vocabulary, grammar, and verbal intelligence as the foundation for language comprehension. (Gough, 1993; Kilpatrick, 2016)
7. The five essential components or big ideas of reading instruction include phonemic awareness, phonics, vocabulary, comprehension, and fluency. (National Reading Panel, 2000; Honig, Diamond, & Gutlohn, 2018; Reutzel & Cooter, 2016)
8. Multi-Tiered Systems of Support (MTSS) is a unified framework that coordinates academic and behavioral supports designed to ensure students' success in school. Tier 1 Universal Instruction, Tier 2 Targeted Intervention, and Tier 3 Intensive Intervention represent levels of prevention and support. (McIntosh & Goodman, 2016)

9. In addition to tiered instructional supports, MTSS relies on evidence-based programs coupled with high quality instruction, assessment that is ongoing, and data-based decision-making and problem solving. (McIntosh & Goodman, 2016; Honig, Diamond, & Gutlohn, 2018)
10. Developmentally appropriate language environments for diverse readers, English language learners, and individuals with exceptionalities and different home cultures depend upon the concept of the learners' zone of proximal development. (Garcia, 2002; Gunning, 1998; Johnson, 1996; Wakefield, 1993; Vygotsky, 1978)
11. A clear and consistent theme across recent national and international reports is that “teachers---not the method, materials, or approach---make the critical difference” in students' reading success. (Reutzel & Cooter, 2016, p. 11; Snow et al., 1998).
12. Analysis of reading errors, i.e., miscue analysis, suggests the kind of processing taking place on the part of the reader. The pattern of errors provides important clues in the evaluation of reading problems and may be the result of dialectical or English as a second language differences. The informal reading inventory provides one assessment tool for gathering this important information. (Cooper & Kiger, 2008; Risko & Kinzer, 1999; Rubin, 1997; Johnson, 1992)
13. Reading and writing are intertwined with all other forms of thinking. They can never be separated from the purpose, prior knowledge, and feelings of the person engaged in the activity or from the nature of the text being read. The conventions of the texts permit the expectations that readers have comprehended, and writers have communicated. Thus, success in reading and writing reflect successful thinking. (Rutman, 1996; Richek, Caldwell, Jennings, and Lerner, 1996; Smith, 1994)
14. When candidates and learners reflect on their learning and information gathered from texts, teacher candidates employ reflective professional judgment that results in appropriate teaching and learning decisions. (Seifert 1999; Rubin, 1997; Weaver, 1994; Henderson, 1992; Mann, Suiter, and McClung, 1987)
15. Effective reading teachers assess students in terms of their reading development, identify an appropriate sequence of skills, and select the skills students need to further their literacy growth in their ZPD. All students should work with “stretch” texts given appropriate instructional supports. (Stahl, Flanigan, & McKenna, 2020; Reutzel & Cooter, 2016; Vygotsky, 1986, 1990)

Course Objectives: Knowledge, Skills, Dispositions

Knowledge – The candidate(s) will:

1. Understand and explain *Ohio's Plan to Raise Literacy Achievement*, including the evidence-based practices that lead ALL learners to success (RC 1.2, 1.4; OSTP 1.1, 4.5)
2. Recognize and respect developmental differences among learners and the background experiences students bring, and how these differences influence language and literacy learning (RC 4.1; 4.3; OSTP 1.5)
3. Review and explain the Simple View of Reading and the five essential components of reading instruction (RC 1.3; OSTP 2.1)
4. Explain the purpose of screening, diagnostic, and progress monitoring assessment measures, including differences and similarities (RC 8.1; OSTP 3.1)
5. Identify a wide range of standardized and informal diagnostic assessments and explain their purposes, advantages, and disadvantages (RC 8.1; OSTP 3.1)
6. Discuss how fidelity to implementing selected evidence-based reading programs impact outcomes (RC 7.2; OSTP 2.3)

7. Discuss how a Multi-Tiered Systems of Support (MTSS) framework contributes to early identification of students' needs and instructional supports designed to increase reading success (RC 1.5; OSTP 1.5)
8. Understand that struggling readers require individual diagnosis to pinpoint specific reading challenges and design appropriate interventions (RC 8.1; 8,7; OSTP 3.3)
9. Recognize the importance of assessing learners regularly, monitoring their progress and identifying specific, on-target learning activities that promote literacy growth (RC 8.5; OSTP 3.3)
10. Understand the technical adequacy of assessments (i.e. reliability, validity) (RC 8.3; OSTP 3.1)
11. Identify components of professional behavior that relate to teaching students with reading and writing difficulties, such as reflecting on practice, active problem-solving, keeping updated on current research on evidence-based practices (RC 10.2; OSTP 7.2)

Performance/Skills Indicators – The candidate(s) will:

1. Accurately administer, score, and interpret results from a screening, diagnostic, and progress monitoring measure (RC 8.1; OSTP 3.3)
2. Communicate results from informal and formal assessments to learners, colleagues, and families (RC 8.6; OSTP 3.4)
3. Devise concrete, effective ways to involve learners in self-assessment and goal-setting, integrating technology where appropriate for both assessment and intervention (RC 8.9; OSTP 3.5)
4. Use assessment data to analyze student strengths and weaknesses to determine appropriate interventions (RC 8.2; OSTP 3.3)
5. Utilize data from multiple assessments to plan whole class instruction and appropriate interventions for individual students and groups of students (RC 8.8; OSTP 3.3)
6. Select evidence-based strategies aligned with the science of reading to support students' phonemic awareness, phonics, vocabulary, comprehension, fluency, and writing development (RC 7.4; 7.5; 9.8; 9.9; OSTP 3.1)
7. Using grade level text, administer an oral reading fluency measure and analyze error to identify specific strengths and weaknesses in word recognition and fluency skills (RC 8.5; OSTP 3.3)
8. Differentiate instruction and interventions by incorporating varied strategies, materials, manipulatives, and technology options that support students' learning (RC 4.5; OSTP 4.5; 4.7).
9. Develop a case study on a student using data from multiple assessments administered and research-based strategies appropriate for providing the necessary interventions (RC 8.8; OSTP 4.2)
10. Identify and incorporate accommodations and modifications that can be utilized with students who have reading disabilities, including students who have dyslexia, into lesson plans through incorporating structured literacy intervention (RC 7.1, 7.2; OSTP 1.5, 4.5)

Dispositions – The candidate(s) will:

1. Demonstrate an interest in assessment as a means of acquiring valuable data to support the learning of all students. (RC 8.1; OSTP 3.1)
2. Develop an appreciation and respect for the diverse learning needs of all students. (RC 4.2; OSTP 1.2)
3. Establish a learning environment that meets the individual needs of exceptional readers and English Language Learners, as well as enhances their learning through effective collaborative and individual projects (RC 3.5; OSTP 5.4)
4. Accept professional responsibility for teaching reading to all students, providing for diverse student needs by incorporating evidence-based strategies that positively impact students' growth and improve instructional practice (RC 10.1; OSTP 7.3; 1.2)
5. Exhibit empathy for struggling readers, and demonstrate a belief that all students can become competent readers and writers given the appropriate instruction and support (RC 1.8; OSTP 5.1)
6. Value technological resources as aids in meeting the diverse needs of all students (RC 8.9; OSTP 4.7)

Description of Course Requirements/Assignments:

Class participation/professionalism/ attendance: You are required to attend and participate fully in all class sessions except in the case of an excused absence. If a class must be missed, contact the instructor **prior to class** who will make the determination of whether the absence is classified as “excused.” You are responsible for all material covered during the class session and are expected to get the lecture notes/handouts from another class member. Exchange phone numbers with a classmate and make the commitment to gather notes and materials for one another. While regular attendance does not guarantee satisfactory work in the course, regular attendance and participation do increase the likelihood of satisfactorily completing the course requirements. Attendance will be checked at each class session. Professional behaviors are expected at all times. These behaviors include not speaking when others are speaking, being on time with attendance and coursework, and not using one’s cell phone while in class. **(20 points)**

Field Experience: Completing the required hours (20) of field experience is an critical task. You are expected to meet with an assigned student for at least two hours each week of the semester in a one-on-one tutoring experience. During this experience you will provide tutoring based on the data from the benchmark and screening assessments you administered as well as additional instruction in phonemic awareness, phonics, sight word recognition (through phoneme grapheme mapping), explicit vocabulary instruction, and comprehension of grade level texts. **(20 points)**

Field Experience Logs: Completing the required field logs (20) is part of the critical task. You will plan lessons, gather materials, execute the lessons, and reflect upon the lesson. You will record the specifics of each session on the field experience log using the criteria list to guide the quality of your work. **(20 points)**

Tests: Two tests will be administered to assess mastery of content knowledge. The tests will cover the lecture notes, relevant handouts, class discussions, and assigned textbook material. **(125 points)**

Class Presentation: You will demonstrate one evidence-based strategy that you are finding successful in your work with your tutee. In your presentation, you must be able to explain how this strategy was chosen, how you know it is evidence-based, and how you know it is successful with your tutee. Necessary materials for **actively demonstrating** the strategy with class participation must be provided, which includes all materials needed to engage in the strategy **(25 points)**

OAE Student ORF Analysis: You will complete an analysis of an oral reading fluency assessment to determine a student’s strengths and weaknesses in word recognition. **(10 Points)**

BCOE Lesson Plan: A formal lesson plan will be submitted that includes all components of the lesson plan, reflections, and materials based on a analysis of a tutee’s writing sample.. **(35 points)**

Weekly Strategy Assignments: Reading assignments for the course will have a before, during or after reading strategy assigned to build a repertoire of strategies for future classroom use. **(20 Points)**

Literacy Profile/Case Study:

A literacy profile for a student is comprised of all the possible information that can be gathered for a student. These components will be completed during the semester. For this assignment, the literacy profile will be comprised the components below.

Attitude and Interest Survey (10 points)

- Develop a short survey that addresses the student’s attitude toward reading and writing as well as general interests
- Use this information gathered to provide background information on the student

Administer and score a universal screening instrument. (10 points)

- Visit <https://acadiencelarning.org>
- Download the Acadience Learning Assessment Manual (2019).
- Choose the grade level benchmark assessment for your student. Print out both the student booklets and the teacher booklet.
- Score the benchmark assessment according to the directions.

Administer, Score, Analyze Two Diagnostic Reading Tests (20 points)

- Tests chosen will reflect utilization of:
 - The Cognitive Model (McKenna and Stahl)
 - Rochester City Schools Decision Map

Instructional Plan 1 (20 points)

- Provide the data you acquired from the all the given assessments
 - Benchmark and Diagnostic
- Discuss your tutee’s strengths and challenges based on this data.
- State and explain the reader profile of the students
- Determine instructional strategies with rationales

Administer and analyze a Spelling Inventory and Determine Spelling Development and Interventions (15 points)

- LETRS Spelling Inventory
- Determine stage of spelling development
- Determine Interventions

Administer a Narrative Retelling Record (10 points)

- Narrative Retelling Record (Stahl et al., page 219)

Administer and score a progress monitoring instrument. (10 points)

- Revisit <https://acadiencelarning.org/acadience-reading-materials-download/>
- Locate a different version of the assessment other than the one you used, called progress monitoring.
- Administer the assessment and score it according to the directions.
- Graph the data for each administration using the progress monitoring materials from Acadience. You will use this data to help complete your impact on student learning.

Impact on Student Learning (50 points)

This section of your Literacy Profile/Case Study is a narrative analyzing and synthesizing each step you took with your student from beginning to end. The narrative should include 5 sections.

1. The student’s current background (from the attitude and interest surveys) and literacy level with three strengths based on the data
2. Student’s current literacy weaknesses/challenges.
 - Discuss 2 weakness/challenges in detail using the data to support
3. **Evidence-Based Reading strategies**
 - **Discuss 3 strategies and WHY they were appropriate**

4. Reflection of Student's Growth and Impact on Learning
 - Present, analyze and graph progress monitoring data
 - Discuss areas of progress and areas of need
 - Discuss strengths and challenges with your student and set a goal for them.
 - Project a course of learning for the student based on the ending data that includes evidence-based strategies/intervention
5. Personal Reflection on Candidate's Growth
 - What were your strengths and weaknesses?
 - How have you shown growth?
 - What were your challenges?
 - Project a course of learning that scaffolds your own personal and professional growth as a teacher. What are these next steps in this plan?

**Reading Assessment, Instruction, and Intervention
Anticipated Course Schedule**

	Topic	Assignments to be Completed For Next Class
Week 1	<p>Overview of Class and Syllabus</p> <p>Review</p> <ul style="list-style-type: none"> • The Simple View of Reading • Scarborough’s Rope • Big 5 of Reading <p>Introduction to Reading Assessment (Stahl et al., Ch. 1)</p> <ul style="list-style-type: none"> • Models of Reading Assessment • Phases and Stages of reading development <ul style="list-style-type: none"> • Cognitive Model <p>Who are my students? Affective factors that impact student learning</p> <ul style="list-style-type: none"> • Interest Inventories and Attitude Surveys (Chapter 10 Stahl, pp. 253-264) 	<p>Read Chapter 9 Fluency Assessment, pp. 328-358 (Honig, et al.) using Final Word Strategy</p> <p>*Interest Inventory and Survey will be due at the end of the first week of Project PASS</p>
Week 2	<p>Fluency Assessment Overview/Homework</p> <p>What is Structured Literacy?</p> <ul style="list-style-type: none"> • Definition • Examples and Non-Examples • Features • Why is Structured Literacy Effective? • How does it support students with Dyslexia? <p>Reader Profiles SWRD (Specific Word Recognition Difficulties) SRCDD (Specific Comprehension Difficulties) MRD (Mixed Reading Difficulties)</p> <p>Determining a Reader’s Profile</p>	<p>DUE: Final Word Strategy for Chapter 9 (Honig, et al.)</p> <hr/> <p>Assignments: READ: Structured Literacy Interventions in Reading Fluency (pp. 102-111) READ: Chapter 10, (Honig et al.) pp. 374-404</p> <p>Select 4 Strategies for 4-door foldable based on readings from both texts</p>

	Topic	Assignments to be Completed For Next Class
Class 3	Review Fluency Strategies/Foldable <ul style="list-style-type: none"> • Discuss Fluency Progression 	DUE: Foldable for Fluency Strategies
	Benchmark/Screening Assessments <ul style="list-style-type: none"> • Overview of DIBELS/Acadience Assessments (Video) • Practice Giving Benchmark Assessments Review MTSS for Reading Success (Honig et al.) pp. 744-754	Assignments: Complete Interest Inventory Analysis Bring Data from ACADIENCE ORF
Class 4	Analyzing ORF data (Partner and group discussions)	DUE: Interest Inventory Analysis
	Discuss next assessments based on data decision making models Who are my students? Digging Deeper Focus on answering the question: Can this student decode? Diagnostic Assessments <ul style="list-style-type: none"> • PAST • Diagnostic Decoding Survey (Really Good Reading) Practice Giving the Assessments	Assignments: Complete Diagnostic Assessments Read Chapter 2: Structured Literacy Interventions Phonemic Awareness and word recognition using a strategy provided by instructor
Class 5	Discuss Findings of the Diagnostic Assessments	DUE: Diagnostic Assessment Results
	Developing an Instructional Plan Intervention Strategies: phonemic awareness and word recognition <ul style="list-style-type: none"> • Discuss Chapter 2 • Discuss Interventions from Sourcebook Student Scenarios: What interventions would you use?	Assignments: Read Chapter 3: Structured Literacy Interventions for longer words using a strategy provided by instructor Bring a CRC game that would align to Chapter 3

	Topic	Assignments to be Completed For Next Class
Class 6	<p>Discuss Chapter 3</p> <ul style="list-style-type: none"> • Syllables • Polysyllabic words • Morphology <p>Extension activities to aid in intervention for longer words (application of CRC games)</p> <p>Instructional Plan components</p> <ul style="list-style-type: none"> • Weakness • Standard • Strategy • Steps • Source <p>Go back to analysis results</p>	<p>DUE:</p> <p>Chapter 3: Structured Literacy Interventions for longer words using a strategy provided by instructor</p> <p>Bring a CRC game that would align to Chapter 3</p>
	<p>Assignments:</p> <p>Instructional Plan based on Word Recognition (Class 5 and 6)</p>	
Class 7	<p>Chapter 4 Discussion</p> <ul style="list-style-type: none"> • Progression of Spelling Development • Designing Spelling (Word Study Lessons) • High Frequency and Irregular Words • LETRS spelling inventory <p>Progress Monitoring</p> <p>Mid-Term Review</p>	<p>DUE:</p> <p>Instructional Plan based on Word Recognition (Class 5 and 6)</p>
	<p>Assignments:</p> <p>Complete LETRS Spelling Inventory and bring to Class 8</p> <p>Study For Midterm</p>	
Class 8	<p>Discuss Spelling Analysis Screening and Spelling Interventions</p> <ul style="list-style-type: none"> • Spelling intervention plan <p>Midterm</p>	<p>DUE:</p> <p>LETRS Spelling Inventory</p>
	<p>Assignments:</p> <p>Read: Chapter 6: Literacy Interventions for Vocabulary using a strategy provided by instructor</p> <p>Finish Spelling Intervention Plan</p>	

	Topic	Assignments to be Completed For Next Class
Class 9	Discuss Chapter 6: Vocabulary <ul style="list-style-type: none"> • Oral language activities • Choosing Words • Explicit Instruction Acadience MAZE assessment	DUE: Chapter 6: Literacy Interventions for Vocabulary using a strategy provided by instructor Spelling Intervention Plan
	Continue to discuss evidence-based interventions aligned with the science of reading for lessons	Assignment: Chapter 9 Structured Language Interventions for Written Expression using a strategy provided by instructor
Class 10	Discuss Chapter 9 SLI <ul style="list-style-type: none"> • Writing and the Relationship to Literacy • Word Level and Sentence Level Interventions • Paragraph Level Analysis of the Writing Sample Components of BCOE Lesson Plan	DUE: Chapter 9 Structured Language Interventions for Written Expression using a strategy provided by instructor Bring a writing sample to class
	Writing a lesson plan to address written expression	Assignment: Read Chapter 7: Interventions for Oral Language Comprehension using a strategy provided by instructor BCOE Lesson Plan
Class 11	Discuss Chapter 7 SLI <ul style="list-style-type: none"> • Sentence Level Interventions • Discourse-Level Intervention • Narrative Intervention Retelling: Narrative Retelling Record (Stahl et al., p. 219 and p. 111) provided by instructor Discuss Class Strategy Presentations	DUE: Chapter 7: Interventions for Oral Language Comprehension
	Lesson Plan questions	Assignment: Complete a Narrative Retelling Record with reflection and next steps (intervention) Read Chapter 8: Structured Reading Comprehension for Students with Reading Difficulties BCOE Lesson Plan

	Topic	Assignments to be Completed For Next Class
Class 12	Discuss Chapter 8 SLI <ul style="list-style-type: none"> • Before, During, and After Reading Strategies ORF Student Analysis and Interventions (OAE) Critical Task: Impact on Student Learning Analysis	DUE: Chapter 8: Structured Reading Comprehension for Students with Reading Difficulties BCOE Lesson Plan Narrative Retelling Record with reflection and next steps
		Assignment: Critical Task: Impact on Student Learning Analysis
Class 13	Chapter 10: Multicomponent Structured Literacy Interventions for Mixed Reading Difficulties Progress Monitoring (Reminder) Class Presentations	DUE:
		Assignment: Critical Task: Impact on Student Learning Analysis
Class 14	Revisit the question: How does structured literacy supports students, including those with dyslexia? Class Presentations	DUE: Progress Monitoring
		Assignment: Critical Task: Impact on Student Learning Analysis
Class 15	Catch up on course chapter and concepts Class Presentations Prepare/Review for Test 2	DUE: Critical Task: Impact on Student Learning Analysis
Class 16	Course summary and conclusions Final Exam	

Please note * **THE PROFESSOR RESERVES THE RIGHT TO CHANGE THE COURSE CALENDAR AS NEEDED**
Dates are tentative and will be adjusted as material is covered

Course Assignments/Grading Scale

Course Assignments	Due Date	Points
Class Participation/Professionalism/Attendance		20
Project PASS log sheet (Upload to Taskstream)		20
Project PASS Logs	Various times throughout the semester	20
Weekly Reading Strategy Assignments		20
Midterm and Final Exams		125
Instructional Strategy Presentations		25
BCOE Lesson Plan based on Analysis of Student Writing		35
ORF Student Analysis (OAE 190)		10
The Critical Task will include all of these assignments below in one document for a complete case study. The case study will also need to be uploaded to TaskStream.		
Interest and Attitude Survey		10
Administer and Score a Universal Screening Assessment (Acadience)		10
Administer and Score Two Diagnostic Reading Tests		20
Instructional Plan: Phonemic Awareness and Word Recognition		20
Spelling Inventory, Analysis and Plan for Spelling Intervention		15
Narrative Retelling Record Administration		10
Progress Monitoring (Acadience)		10
Impact Analysis		50
TOTAL POINTS		420

Grading Scale

	Points	Percentage	
A	420-395	94-100%	Late assignments will be penalized. Points will be deducted for grammatical and spelling errors. Please PROOFREAD carefully.
B	394-365	87-93%	
C	364-336	80-86%	
D	335-298	71-79%	
F	297 and below	Below 71%	

Course Policies:

Americans with Disabilities Act: *In accordance with University procedures, if you have a documented disability and require accommodations to obtain equal access in this course; please contact me privately to discuss your specific needs. You must be registered with the Center for Student Progress Disability Services, located in Kilcawley Center, room 2082, and provide a letter of accommodation to coordinate reasonable accommodations. You can reach CSP Disability Services at 330-941-1372.*

Non-discrimination Statement: *Youngstown State University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity and/or expression, disability, age, religion or*

veteran/military status in its programs or activities. Please visit www.ysu.edu/ada-accessibility for contact information for persons designated to handle questions about this policy.”

Candidate Performance Alert Process: The purpose of this alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with professionalism, inclusivity and collaboration determined by the BCOE faculty as necessary standards to effectively serve all student or clients. The Candidate Performance Alert form is completed when a concern is raised about a candidate’s performance during any class, sponsored activity by the Beeghly College of Education, or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate’s ability to perform his or her role as an educational professional. The Candidate Performance Alert Form can be used by university faculty, staff, supervisors, cooperating teachers, or other school personnel when they have a concern, other than one that can be effectively addressed through routine means of supervision.

Incomplete Grade Policy: An incomplete grade of an “I” may be given to a student who has been doing satisfactory work in a course but, for reasons beyond control of the student and deemed justifiable by the instructor, had not completed all requirements for a course when grades were submitted. A written explanation of the reason for the “I” and a date by which all course requirements will be completed, must be forwarded to the Ohio Registrar for inclusion in the student’s permanent record, with copies to the student and department chairperson. For fall semester courses a “Change Grade Form” must be submitted no later than March 1 of the following year. For spring semester courses a “Change Grade Form” must be submitted by September 1 of that year. For summer term courses a “Change Grade Form” must be submitted by October 1 of that year. The instructor will initiate a grade change upon completion of the course requirements. If no formal grade change occurs the time period specified above, the “I” automatically converts to an “F”. If graduation occurs within the time period specified above, the “Incomplete” grade will be converted to an “F” prior to graduation. Department chairs are granted authority to convert grades of “I” into final grades in cases where instructors may have severed connections with the University or have become incapacitated before converting the grade.

NAF Guidelines: A non-attendance F (NAF) indicates that a student received an F in the course because he/she did not attend and/or participate in the class for more than 60% of the term. See NAF guidelines adopted by YSU to comply with federal regulations at YSU website: <http://cms.ysu.edu/administrative-offices/registrar/guidelines-reporting-nonattendance-f-naf>.

Critical Tasks: Critical Tasks are performance-based assignments that reflect a candidate’s knowledge, skills and/or dispositions aligned with the standards for teacher preparation in the licensure area. These tasks assess a candidate’s ability to matriculate through the teacher preparation program in an effective way, meeting and/or exceeding the expectations of these professional standards. Therefore, candidates must effectively pass a critical task to pass the course. Failure to effectively pass the critical task(s) will result in remediation through repetition of the course to guarantee that all teacher candidates are prepared to be effective educators once they leave Youngstown State University. Critical Tasks and Essential Tasks are to be submitted through TaskStream.

Academic Dishonesty: Please refer to student handbook, *The Code of Student Rights, Responsibilities and Conduct* p. 30, noting sections on plagiarism and dishonesty. Failure to comply with these standards may result in an “F” for the course.

Specific to the BCOE Department of Teacher Education, academic dishonesty includes, but is not limited to, cheating, plagiarism, fabrication of information or references, facilitation of acts of academic dishonesty by others, unauthorized possession of examinations, submitting work of another person, i.e., presentations, programs, spreadsheets, and information from the internet, tampering with the academic work of other

students, and lying, deceit, or fraud in oral or written statements relating to academic work. In addition any violation will result in a Candidate Performance Alert form being automatically completed and inserted in the candidate's file in the Office of Student Teaching.

Field Verification Form: Field verification form is to be completed on TaskStream after completion of field work. Grades WILL NOT be released without this form being completed and submitted

TaskStream:

A TaskStream account is required for all students in the Beeghly College of Education. You will be required to use TaskStream to upload assignments and other documents in this course and other courses you will take in the Department of Teacher Education. If you have already purchased a TaskStream account, you may be eligible for a one-year extension. When your current TaskStream account expires, email Mrs. Therese Kightlinger (takightlinger@ysu.edu), with "TaskStream renewal" in the subject line and your name, Banner #, and current TaskStream login in the body of the message.

Updated 01022019

Resources:

Acadience Learning Assessment Manual (2019). (Downloaded from <https://acadiencelarning.org/>)

Archer, A. & Hughes, C. A. (2010). *Explicit instruction: Effective and efficient teaching*. New York: Guilford Press.

Beck, I., McKeown, M. G., & Kucan, L. (2013). *Bringing words to life: Robust vocabulary instruction* (2nd ed.). New York: Guilford Press.

Dewey, E.N., Powell-Smith, K. A., Good, R. H., & Kaminski, R. A. (2015). Acadience Reading technical adequacy brief. Eugene, OR: Dynamic Measurement Group, Inc. https://acadiencelarning.org/papers/Acadience_Reading_Technical_Adequacy_Brief.pdf

Diamond, L., & Thorsnes, B.J. (2018). *Assessing reading multiple measures* (2nd ed.). Oakland, CA: Consortium on Reaching Excellence in Education, Inc. (CORE).

Ehri, L. C. (1995). Phases of development in learning to read words by sight. *Journal of Research in Reading*, 18, 116-125.

Ehri, L. C. (2002). Phases of acquisition in learning to read words and implications for teaching. In R. Stainthorp & P. Tomlinson (eds.), *Learning and teaching reading* (pp. 7-28). London: British Journal of Educational Psychology Monograph Series II.

Fisher, D., Frey, N., & Lapp, D. (2012). *Text complexity: Raising rigor in reading*. Newark, DE: International Reading Association.

Florida Center Center for Reading Research. (2008). Small-group differentiated reading groups.

Gough, P. & Tunmer, W. (1986). Decoding, reading, and reading disability. *Remedial and Special Education*, 7, 6-10.

- Gough, P., Hoover, W., & Patterson, C. (1996). Some observations on a simple view of reading. In C. Cornoldi and J. Oakhill (eds.), *Reading comprehension difficulties: Processes and intervention* (pp. 1-13). Mahway, NJ: Lawrence Erlbaum Associates.
- Hall, S. L. (2018). *10 Success factors for literacy intervention: Getting results with MTSS in elementary schools*. Alexandria, VA: ASCD.
- Honig, B., Diamond, L., & Gutlohn, L. (2018). *Teaching reading sourcebook (3rd ed.)*. Oakland, CA: Consortium on Reading Excellence in Education (CORE).
- Kilpatrick, D. (2016). *Equipped for reading success. A comprehensive, step by step program for developing phoneme awareness and fluent word recognition*. New York: Casey & Kirsch Publishers.
- Leonard, K. M., Coyne, M. D., Oldham, A. C., Burns, D., & Gillis, M. B. (2019). Implementing MTSS in beginning reading: Tools and systems to support schools and teachers. *Learning disabilities research & practice, 34*(2), 110-117.
- McIntosh, K. & Goodman, S. (2016). *Integrated multi-tiered systems of support: Blending RTI and PBIS*. New York: Guilford.
- Moss, B., & Loh-Hagan, V. S. (2016). *40 strategies for guiding readers through informational texts*. New York: Guilford Press.
- National Reading Panel (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Washington, DC: National Institute of Child Health and Human Development.
- Ohio Department of Education. (2020). *Each child, our future: Ohio's plan to raise literacy achievement*. Columbus, Ohio: ODE.
- Reutzel, D. R., & Cooter, R. B., Jr. (2016). *Strategies for reading assessment and instruction* (5th ed.). Boston: Pearson.
- Shaywitz, S. (2003). *Overcoming dyslexia: A new and complete science-based program for reading problems at any level*. New York: Vintage Books.
- Shaywitz, S. (2005). *Overcoming dyslexia*. New York: Vintage.
- Shaywitz, B.A., Shaywitz, S. E., Blackman, B. A., Pugh, R.K., Fulbright, R. K., Skudlarski, P., Mencl, W. E., Constable, R. T., Holahan, J. M., Marchione, K. E., Fletcher, J. M., Lyon, G. R., and Gore, J. C. (2004). Development of left occipitotemporal systems for skilled reading in children after a phonologically-based intervention. *Biological Psychiatry, 55*, 926-933.
- Wilfong, L. G. (2013). *Vocabulary strategies that work: Do this—not that!* New York: Routledge.

Web resources:

Center for Intensive Intervention: <https://intensiveintervention.org/>

Dynamic Indicators of Basic Early Literacy: <https://dibels.uoregon.edu>

Florida Center for Reading Research: <https://www.fcrr.org/>

IDEAs That Work: <https://ccrs.osepideasthatwork.org/teachers-academic/evidence-based-practices-instruction>

International Dyslexia Association: <https://dyslexiaida.org/fact-sheets/>

Intervention Central: <https://www.interventioncentral.org/>

IRIS Center: <https://iris.peabody.vanderbilt.edu>

Michigan's Integrative Behavior and Learning Support Initiative (MIBLSI): Reading Tiered Fidelity Inventories (Elementary and Secondary): <https://miblsi.org/evaluation/fidelity-assessments/reading-tiered-fidelity-inventory-r-tfi>

ODE-Literacy Ohio: <http://education.ohio.gov/Topics-Learning-in-Ohio-Literacy>

ODE-Third Grade Reading Guarantee: <http://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Third-Grade-Reading-Guarantee/Third-Grade-Reading-Guarantee-Teacher-REsources>

Our Dyslexic Children: <https://www.youtube.com/watch?v=oJ7xa6meD2Q>

RTI Action Network: <http://www.rtinetwork.org>

www.explicitinstruction.org

Scarborough's Reading Rope: a Groundbreaking Infographic Dyslexiaida.org

Course Syllabus
Organizing and Managing Diverse Literate Environments
Spring, 2023: Mar. 13 – Apr 30, 2023
TERG 6922 – 3 s.h. CRN: 24875

Prerequisites: Admission to the Graduate School (as a non-degreed student)

Texts/Resources: Handouts provided by the instructor via Blackboard

Hours of Work Per Week: This online course will require 8-10 hours of independent work per week. This will include readings, viewing of videos, online participation, assignments, and assessments.

Recommended Technology:

- Internet Connection Broadband or High-Speed - DSL, Cable, and Wireless Connections
*Dial-Up internet connections will result in a diminished online experience. Classroom pages may load slowly and viewing large audio and video files may not be possible.
- Hardware Requirements Processor - 2GHz Processor or Higher Memory - 1 GB RAM
Minimum Recommended
- PC Software Requirements: Operating Systems - Windows 7 or higher Microsoft Office 2007 or higher. Also, you could use a general Word Processing application to save and open Microsoft Office formats (.doc, .docx, .xls, .xlsx, .ppt, .pptx)
- Internet Browsers - Google Chrome is highly recommended
- Cookies MUST be enabled; Pop-ups MUST be allowed (Pop-up Blocker disabled)
- PowerPoint Viewer (if you do not have PowerPoint)
- Adobe PDF Reader QuickTime, Windows Media Player &/or Real Player
- MAC Software Requirements: Operating Systems - Mac OS x 10 or higher with Windows Mac office programs or a Word Processing application to save and open Microsoft Office formats (.doc, .docx, .xls, .xlsx, .ppt, .pptx)
- Internet Browsers- Google Chrome is highly recommended
- Cookies MUST be enabled
- Pop-ups MUST be allowed (Pop-up Blocker disabled)
- PowerPoint Viewer (if you do not have PowerPoint)
- Adobe PDF Reader Apple QuickTime Media Player

Instructor: Dr. Theresa Duncko tduncko@ysu.edu

Catalogue Description:

An examination of the physical and social contexts of diverse literacy environments that integrate foundational knowledge, cultural and linguistic backgrounds, use of research-based instructional practices, curriculum materials, and assessment-based decision-making.

Knowledge Bases Rationale:

The physical and social classroom environments provide contexts that should contribute to literacy development. This course offers graduate candidates avenues for investigating the elements of physical and social environments that ensure learning for all students of different linguistic and cultural backgrounds.

1. Literature is used in various classroom encounters for various purposes such as reading aloud partner reading, shared and guided reading; author studies, reader workshop, literature circles, book clubs, mini-lessons, and conferences. (Short, Lynch-Brown, & Tomlinson, 2018; Short, Day, & Schroeder, eds. 2016)
2. Ensuring that students comprehend on multiple levels underscores all teaching. (Harvey and Goudvis, 2023)
3. Students need to transfer knowledge, skills, and strategies across literacy events. (Butler, Schnellert, & Perry, 2016; Marzano, 2017)
4. A teacher's most powerful tool is his/her voice. Communication between student and teacher is critical which means that what the teacher says does matter. (Johnson, 2004, 2012; Anderson, 2019)
5. An atmosphere conducive to learning is determined by the social environment (teacher-student and student-student interactions) within a classroom. (MacGregor, 2014)
6. Differentiating instructional practices, materials, and engagements ensure that each student learns. (Tomlinson, 2017; Cohen, 2021)
7. Organizing time, space, materials, and students establishes a physical environment in which the rhythms and routines of learning can emerge. (Tomlinson, 2021)

Course Learning Objectives

1. Examine the role a teacher plays in influencing student-thinking by evaluating the teacher's actions in Clavell's *The Children's Story*.
2. Evaluate one's beliefs by completing a self-study addressing the framework offered by Cambourne's *Conditions of Learning*. (IRA Standard 1.1, 1.3)
3. Analyze the features (supports, challenges, and teaching points -- literacy, comprehension, study skills and vocabulary) and purposes of various print, nonprint and technology materials. (IRA Standards 2.2, 2.3, 4.2; OPST 2.1, 4.7, 5.4; NBPTS 1.5, 1.6, 3.2; Conceptual Framework R5B, R7A, R5A, R4B)
4. Recognize, analyze, synthesize, and critique the physical and social features observed in various classrooms. (IRA Standard 2.2; OSTP 5.1 - 5.5; NBPTS 1.2, 1.4, 1.5, 3.2, 1.6, 3.2, 1.1).
5. Recognize and identify the various types of teacher talk (coaching statements, questions and prompts).
6. Analyze, interpret, synthesize, and critique audio tape of a shared, modeled, or interactive writing lesson; or, a shared, modeled, or guided reading lesson; or a mini

lesson for the type and purpose of teacher talk (coaching statements, questions and prompts for inquiry and meta-cognition). (IRA Standards 4.3, 4.4, 5.1, 5.3)

7. Work professionally, honestly and fairly with colleagues and classmates when observing, critiquing and providing feedback. (IRA Standard 5.3; OSTP 6.3, 7.2; NBPTS 5.1, 5.3, 4.1, 4.2, 4.3; Conceptual Framework R6B, R6A, R4B)

Module 1 Learning Objectives

- MLO 1. Provide examples of ways teachers influence students' thinking. (CLO 1a)
- MLO 2. Provide examples of ways the candidates influence their students' thinking. (CLO 1b)
- MLO 3. Think critically about and discuss honestly how the candidate's actions and words influence their students' thinking. (CLO 1b, CLO 7)

Module 2 Learning Objectives

- MLO 1. Distinguish between one's philosophy and one's system of beliefs. (CLO 2a)
- MLO 2. Analyze their classroom according to Cambourne's conditions for learning. (CLO 2b)
- MLO 3. Synthesize the degree to which their classroom reflects or does not reflect Cambourne's conditions for learning. (CLO 2b)

Module 3 Learning Objectives

- MLO 1. Analyze the elements (supports, challenges, teaching points and talking points) that combine to place a text at the instructional level. (CLO 3)
- MLO 2. Identify the elements in texts. (CLO 3)
- MLO 3. Apply the elements in planning lessons that use the text. (CLO 3)

Module 4 Learning Objectives

- MLO 1. Analyze the physical and social features in classrooms. (CLO 4a)
- MLO 2. Analyze the role of these elements in facilitating learning. (CLO 4a)
- MLO 3. Synthesize the ways the physical and social environments influence each other and impact student learning. (CLO4a)

Module 5 Learning Objectives

- MLO 1. Analyze, and critique the physical elements in a video of a classmate's classroom. (CLO 4a)
- MLO 2. Formulate questions that seek explanation of arrangement choices in the physical environment. (CLO 4a, 4b)
- MLO 3. Formulate questions that inquire about managing the social interactions provided by the physical environment. (CLO 4a, 4b)

- MLO 4. Provide suggestions for revising the physical and social environments. (CLO 4b)

Module 6 Learning Objectives

- MLO 1. Analyze the various types of teacher talk. (CLO 5)
- MLO 2. Identify examples of teacher talk types in transcripts. (CLO 5)

Module 7 Learning Objectives

- MLO 1. Analyze own teacher talk for types of talk. (CLO 6,7)
- MLO 2. Interpret the effects of each type of talk on student thinking. (CLO 6,7)
- MLO 3. Synthesize the student-teacher discourse for teaching implications. (CLO 6,7)
- MLO 4. Critique own and others' teacher talk. (CLO 6,7)

Course Requirements

Concepts and skills learned in assignments three through five scaffold each other and so combine to form the critical task. As each task addresses the application of skills specific to the concept, each task will be assessed using a rubric designed for that assignment.

Assignments

1. **Module 1: Influencing Student Thinking: Responses and Reflections**-- Students will write a response to and a reflection upon identified readings and viewings, including a self-chosen research article about how teacher behavior influences student learning. (25 points)
 - **Responses** tend to be more pragmatic by nature and may take the form of questions a student may have following the readings, interpretations of the content and suggestions as to how it may be applied to the student's own classroom, correlated with the student's own professional experiences.
 - **Reflections** tend to be more esoteric and may take the form of an evaluation of the content's worth, a determination of the ease of application or implementation of the content or deciding whether the student agrees with the stance or content.
2. **Module 2: Beliefs and Conditions for Learning** – Students will use Cambourne's conditions of learning framework to determine one's beliefs and expectations. (25 points)
3. **Module 3: Text Analysis** – Students will complete a text analysis chart for two fiction and two nonfiction texts appropriate for reading instruction including trade books, leveled texts and basal (anthology) materials. Students will **analyze** the four texts to **determine** features that offer support to the reader and features that pose challenges to the reader. Students will **identify** teaching points within the text such as vocabulary,

literacy skills and study skill learning opportunities. Students will **recognize** opportunities for various types of comprehending in the text and illustrations, called *talking points*. (25 points)

4. **Module 4: Critiquing Classroom Environments:** Consider the classrooms you saw in videos as exemplars of what could be in your own classroom. Respond to questions posted on Bb. (25 points)
5. **Module 5: Virtual Classroom Critique** – Students will video tape the physical and social environments within their classrooms. Students will present the video to the class and talk through the types of areas in terms of physical and social learning opportunities. (25 points)
6. **Module 6: Teacher Talk Video Narrative** – Students will view and transcribe a video of teaching provided in the module and make note of the types of talk the teacher uses. This assignment provides practice for examining one’s own talk. (25 points)
7. **Module 7: Critical Task: Audio transcription** – Students will **record** themselves teaching a small-group lesson and **transcribe** ten minutes of the conversation. Students will **analyze** the teacher-talk for coaching statements (positive statements that encourage), questions (interrogatives that stir the thinking) and prompts (statements that give direction). In addition, students will make **note** of such elements as idiosyncratic speech patterns, stacking of questions, amount of wait time following a question, and the number of ‘yes/no’ questions. Students will **summarize** the analysis and recommend ways to improve. Additionally, with a partner, students will **observe** each other’s video to **discuss and coach** for the types of talk and the thinking/decision-making/behavior that led to or resulted from the talk; students will also **discuss and coach** with the classroom teacher. This observation and conversation with a partner will foreshadow the coaching strategies learned in the next course. (50 points)
8. **Discussions** – Students will respond to prompts in each of the modules and will respond to at least one response offered by a classmate. (84 points, 7 @12 points)
9. **Dispositions: Participation and Professionalism** Students will demonstrate a professional disposition. Students are expected to participate in all class sessions. (25 points)

Grading Policy

A total of 309 points may be earned in this course as distributed below.

1. Influencing Student Thinking 25 points
2. Belief and conditions for learning 25 points
3. Text analysis 25 points
4. Critiquing classroom environments 25 points
5. Virtual classroom critique 25 points
6. Teacher-talk video narrative 25 points
7. Critical task 50 points
8. Discussions 7 @ 12 points for 84 points
9. Dispositions and participation 25 points

Grading Scale

94-100% = A	93-87% = B	80-86% = C	72-79% = D	Below 72% = F
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Other Course Policies

Americans with Disabilities Act: *In accordance with university procedures, if you have a documented disability and require accommodations to obtain equal access in this course; please contact me privately to discuss your specific needs. You must be registered with the Center for Student Progress Disability Services, located at Kilcawley Center Room 2082, and provide a letter of accommodation to coordinate reasonable accommodations. You can reach CSP Disability Services at 330-941-1372.*

Non-Discrimination: Youngstown State University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity and/or expression, disability, age, religion or veteran/military status in its programs or activities. Please visit www.ysu.edu/ada-accessibility for contact information for persons designated to handle questions about this policy.

Academic Integrity: As outlined in [The Student Code of Conduct](#), all forms of academic dishonesty are prohibited at Youngstown State. This includes plagiarism, the unauthorized use of tools or notes in taking tests or completing assignments, fabrication of data or information used for an assignment, working with others without permission from the instructor, and more. A student who is believed to have violated the academic integrity policy will meet with the instructor to discuss the allegations. The student may accept responsibility for the violation and any sanctions selected by the instructor, or they have the right to ask for a hearing before a hearing panel. The full Academic Integrity policy can be found in [Article V](#) of The Student Code of Conduct, while further information on University procedures for alleged academic integrity violations can be found in Article V.

Academic Dishonesty: Please refer to student handbook, The Code of Student Rights, Responsibilities and Conduct p. 30, noting sections on plagiarism and dishonesty. Failure to comply with these standards may result in an “F” for the course.

Specific to the BCOE Department of Teacher Education, academic dishonesty includes, but is not limited to, cheating, plagiarism, fabrication of information or references, facilitation of acts of academic dishonesty by others, unauthorized possession of examinations, submitting work of another person, i.e., presentations, programs, spreadsheets, and information from the internet, tampering with the academic work of other students, and lying, deceit, or fraud in oral or written statements relating to academic work. In addition, any violation will result in a Candidate Performance Alert form being automatically completed and inserted in the candidate’s file in the Office of Student Teaching.

Candidate Performance Alert Process: The purpose of this alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with professionalism, inclusivity and collaboration determined by the BCOE faculty as necessary standards to effectively serve all student or clients. The Candidate Performance Alert form is completed when a concern is raised about a candidate's performance during any class, sponsored activity by the Beeghly College of Education, or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate's ability to perform his or her role as an educational professional. The Candidate Performance Alert Form can be used by university faculty, staff, supervisors, cooperating teachers, or other school personnel when they have a concern, other than one that can be effectively addressed through routine means of supervision.

Incomplete Grade Policy: An incomplete grade of an "I" may be given to a student who has been doing satisfactory work in a course but, for reasons beyond control of the student and deemed justifiable by the instructor, had not completed all requirements for a course when grades were submitted. A written explanation of the reason for the "I" and a date by which all course requirements will be completed, must be forwarded to the Ohio Registrar for inclusion in the student's permanent record, with copies to the student and department chairperson. For fall semester courses a "Change Grade Form" must be submitted no later than March 1 of the following year. For spring semester courses a "Change Grade Form" must be submitted by September 1 of that year. For summer term courses a "Change Grade Form" must be submitted by October 1 of that year. The instructor will initiate a grade change upon completion of the course requirements. If no formal grade change occurs the time period specified above, the "I" automatically converts to an "F". If graduation occurs within the time period specified above, the "Incomplete" grade will be converted to an "F" prior to graduation. Department chairs are granted authority to convert grades of "I" into final grades in cases where instructors may have severed connections with the University or have become incapacitated before converting the grade.

NAF Guidelines: A nonattendance F (NAF) indicates that a student received an F in the course because he/she did not attend and/or participate in the class for more than 60% of the term. See NAF guidelines adopted by YSU to comply with federal regulations at YSU website: <http://cms.ysu.edu/administrative-offices/registrar/guidelines-reporting-nonattendance-f-naf>

Participation and Attendance Policy: Participation and attendance are essential components of this class. Students are expected to come to class fully prepared, and actively participate in class activities and discussions. During class, students will be provided with opportunities for dialogue, questions, and interactions related to the class material. Students will be free to share personal thoughts, feelings, and opinions regarding in-class topics. Consequently, students are required to demonstrate respect for others. Points will be deducted from the student's grade if he/she does not demonstrate the professionalism and preparedness that is necessary. Class participation includes regular attendance, preparation for class and engaging in class activities.

Late Assignments: All assignments are due on the course calendar dates listed unless you are ill, attending a funeral, or experiencing a personal hardship that you have little or no control over (i.e., auto accident, parent or child's illness). If ill, a valid doctor's excuse must be shown to the instructor; if attending a funeral, evidence that documents that fact must be shown to the instructor; if experiencing a personal hardship that you have little or no control over, a conversation with the instructor is necessary. Failure to comply with this requirement will result in an automatic deduction of 10% of the total point value of the assignment. When an assignment is recorded as late, the candidate will have one week in which to submit it to the instructor for evaluation. If the assignment is not received by the instructor by the end of that week, a zero will be recorded.

In-Class Technology Policy: Please silence cell phones during class meetings. Relatedly, no text messaging is permitted during class. If you are anticipating a potential emergency situation, consult with your instructor before class begins to determine the appropriateness of using electronic forms of communication in the class.

BCOE Dispositions Statement: In reflecting on the dispositions that Beeghly College of Education candidates should strive for and exhibit, it is important to acknowledge the formal skills, knowledge, and competencies acquired through the bachelor's, master's, and doctoral level programs. Candidates can reasonably be expected to have received a range of courses, instruction, and experiences that will prepare them to effectively meet the challenges in the schools and community. It is also critical to note that learning how to teach, counsel, and/or provide leadership, as well as learning about others involved in education, is an evolutionary process; we continually learn through education and from experience. Lastly, understanding, appreciating, and being engaged in the learning process of others, especially those from different backgrounds, origins and experiences, requires a conscientious commitment to accepting and working with all students. Having high expectations and being attuned to the social context from which students derive is crucial to the educational success of the diverse student population in our schools. Attaining the essence of the content of the dispositions described below requires a multi-layered, multi-participant approach to supporting those involved in the field of education.

The Beeghly College of Education teacher preparation, counselor preparation, and administrator preparation programs seek to produce candidates who are:

Collaborative: *Candidates who exhibit a collaborative nature* demonstrate an ability to work with others, accept responsibility as required, respect different thoughts and opinions, and contribute to efforts to examine and enact productive solutions. Candidates exhibit these behaviors towards colleagues, school personnel, clinical personnel, students, and mentors. -

Inclusive: *Candidates who exhibit an inclusive nature* demonstrate respect, empathy, open-mindedness, flexibility in thought, and the ability to anticipate and understand diverse and/or conflicting views, ethnicities, exceptionalities, etc. Candidates exhibit these behaviors towards colleagues, school personnel, clinical personnel, students, and mentors.-

Professional: *Candidates who exhibit a professional nature demonstrate principled behaviors including ethical conduct, knowledge, respect, inclusiveness, confidence, appropriateness in the context of one's workplace; competence in translating knowledge into effective teaching/learning, counseling, and/or administrative practices and a propensity for both demonstrating and encouraging excellences in self and others. Candidates exhibit these behaviors towards colleagues, school personnel, clinical personnel, students, and mentors. -*

TaskStream: A Taskstream account is required for all students in the Beeghly College of Education. You will be required to use Taskstream to upload assignments and other documents in this course and other courses you will take in the Department of Teacher Education. If you have already purchased a Taskstream account, you may be eligible for a one-year extension. When your current Taskstream account expires, email Therese Kightlinger (tkightlinger@ysu.edu), with "Taskstream renewal" in the subject line and your name, Banner #, and current Taskstream login in the body of the message.

Critical Tasks are performance-based assignments that reflect a candidate's knowledge, skills and/or dispositions aligned with the standards for teacher preparation of the licensure area (NAEYC). These tasks assess a candidate's ability to move through the teacher preparation program in an effective way, meeting and/or exceeding expectations in these professional standards. Therefore, candidates must effectively pass a critical task to pass the course. Failure to effectively pass the critical task(s) will result in remediation through repetition of the course to guarantee that all teacher candidates are prepared to be an effective educator once they leave Youngstown State University. [Applies for Undergraduate courses and Master ECE & Literacy courses: **Critical Tasks and Essential Tasks are to be submitted through TaskStream.]*

Bibliography

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Short, K., Lynch-Brown, C., & Tomlinson, C. (2018). *Essentials of Children's Literature, 9th ed.* Pearson.

Short, K., Day, D., & Schroeder, J. eds. (2016) *Teaching globally: Reading the world through literature*. Stenhouse.

Tomlinson, C. A. (2017) *How to differentiate instruction in academically diverse classrooms*. ASCD.

Tomlinson, C. A. (2021). *So each may soar: The principles and practices of learner-centered classrooms*. ASCD.

Spring 2023 YSU Academic Calendar

Date	Day	Time	Event
Jan. 9	Mon.		Classes begin – full term and first 8-weeks
Jan. 12	Thurs.		Last day to add classes or change grading option – first 8-weeks
Jan. 15	Sun.		Last day for 100% refund – first 8-weeks
Jan. 16	Mon.		Legal holiday – University closed
Jan. 16	Mon.		First day to withdraw with a grade of 'W' - First 8-weeks
Jan. 17	Tues.		Last day to add classes or change grading option – full term
Jan. 22	Sun.		Last day for 100% refund – full term
Jan. 23	Mon.		First day to withdraw with a grade of 'W' - Full Term
Feb. 10	Fri.		Last day to withdraw with a grade of 'W' – first 8-weeks
Feb. 17	Fri.		Last day to apply for spring term graduation
Mar. 4	Sat.		Classes end – first 8-weeks
Mar. 6	Mon.		Spring Break Begins
Mar. 12	Sun.		Spring Break Ends
Mar. 13	Mon.		Classes begin – second 8-weeks
Mar. 16	Thurs.		Last day to add classes or change grading option – second 8-weeks
Mar. 19	Sun.		Last day for 100% refund – second 8-weeks
Mar. 20	Mon.		Frist day to withdraw with a grade of 'W' - second 8-weeks
Mar. 22	Wed.		Last day to withdraw with a grade of 'W' – full term
Apr. 14	Fri.		Last day to withdraw with a grade of 'W' – second 8-weeks

Date	Day	Time	Event
May 1	Mon.		Final examinations begin
May 6	Sat.		Final examinations end
May 6	Sat.		Classes end – full term, second 8-weeks
May 6	Sat.		Commencement

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COURSE SYLLABUS Literacy and Phonics Instruction: Early Years TERG 6923 - 3 s.h.

Prerequisites: Admission to the Graduate School (as a non-degreed student)

Text/Resources: Fox, B. (2013). Phonics and Word Study for the Teacher of Reading: Programed for Self-Instruction, 11th ed. Boston: Pearson Education.

Required Software: An Up-to-date web browser, Adobe Reader, Flashplayer, Windows Media player (or compatible).

Technology and Materials Fee: TaskStream

Texts and additional course materials will provide you with the foundational readings for this course. In addition to the required texts, you may be required to read articles and other online materials.

Instructor: Crystal Ratican, Ph.D.
Associate Professor of Education
Department of Teacher Education
Beeghly College of Education
Youngstown State University
Youngstown, OH 44555-0001
Email: cratican@ysu.edu
Office: BCOE, rm. 2422
Office Phone: (330)941-3245

Office Hours: Online Virtual Hour; Tuesdays 11:00- 12:00

Login Schedule:	It is expected that you log in at least twice each week to submit work and correspond with classmates and the instructor.
Communication:	Course announcements will be a vital area to monitor. Discussion areas will also provide an avenue of 2-way communication.

*This course is an online class divided into eight modules. Each module includes: discussion threads, online discussions, readings, video viewing, and homework.

Catalogue Description:

An investigation and research of the philosophy, principles, and practices of reading (including phonemic and phonetic development) and language arts birth through age eight; including examination and application of formal and informal assessment procedures in the context of reading and language arts instruction. Language learning needs of diverse populations will be addressed.

Knowledge Bases Rationale:

The purpose of this course is to research and reflect on current developmentally appropriate practices in the child's emerging language abilities, literacy awareness, and the teaching of reading and language arts for children birth through age eight. Emergence and development of speaking, listening, reading, writing, and viewing are illustrated in the following knowledge bases used in setting the course objectives—

1. Learning is an active process in which each diverse learner must construct personal understanding. (Vygotsky, 1962)
2. A developmentally appropriate curriculum for young students is planned to be appropriate for the age span of the children within the group and is deliberately planned and implemented with attention to the different

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needs, interests, and developmental levels of those individual students. (Friesen & Butera, 2012; NAEYC Standards, 2009; Calkins, 2001)

3. Emergent literacy of diverse students describes the current, research-based view of literacy development. There is not a point in a student's life when literacy begins; it is a continuous process of becoming literate. Synchrony in reading, writing, and spelling development implies that development in one area can be observed along with advances in other areas. (Dennis & Votteler, 2013; Caulkins, 2001; Fountas and Pinnell, 1996; Bear and Templeton, 1998)
4. Teachers must recreate ethical, anti-bias curricula in their settings in relation to diverse groups of students, their characteristics, and their families. The multicultural, multiracial, multiethnic, and multilingual nature of our society mandates that we teach tolerance and understanding of differences as an ongoing process involving self-reflection, self-awareness, increasing knowledge, and the developing of relevant literacy skills. Bridges between the home and school need to be built and maintained for optimal literacy development to occur for each student. (Sudrez-Orozco and Suarez-Orzoco, 2001)
5. Literacy describes a whole collection of behaviors, skills, knowledge, processes, and attitudes as a student is intuitively guided to form appropriate schema. The dialectical, ethical conditions for forming these schemas interact as the child uses language in a variety of natural situations. (Au, Carroll, and Scheu, 2001)
6. Teachers must possess the technical pedagogical knowledge and critical, ethical assessment skills necessary to deliberately pursue optimal conditions for educating the young to be literate individuals. (Taberski, 2000; Routman, 2002; Reutzel & Cooter, 2008)
7. The study of phonics, or the ability to work out the pronunciation of an unknown word letter-sound, is important for children who learn to read a language written in an alphabet. Whether this letter-sound knowledge is a prerequisite to learning to read or whether this letter-sound knowledge can best be learned in the continuing process of learning to read is the subject of much debate. (Bald, 2008).
8. Developmentally appropriate phonics and word study instruction must be based on authentic assessment of students' spelling characteristics. Teachers who make appropriate inferences from analyses of student spelling samples will also be able to provide developmentally-appropriate, deliberate word study instruction for diverse learners. (Jalongo & Sobolak, 2011; Bald, 2008; Bear, et. al., 2000; Invernizzi, 2003).

Course Objectives:

Knowledge, Skills, Dispositions:

The candidate(s) will:

1. Critique developmentally appropriate reading and language arts materials, programs, literature and technology for diverse students from birth through age eight developmental levels. (ILA 1.1, 2.2, 4.2; IDA C3.7, C5.6)
2. Explore ways of providing ongoing assessment as an integral part of the language arts curriculum through the use of a variety of strategies, procedures, and technology options for assessing diverse students' attitudes toward literacy and phonics instruction. (ILA 2.2, 3.2, 10; IDA B1-13, C1.6)
3. Analyze current research findings concerning reading and phonics instruction through reflective self-reporting strategies. (ILA 1.1-1.3, 2.1; IDA A2, A7)
4. Examine children's literature, especially culturally-appropriate books, as a rich source of teaching phonics, content, and ideas and as an alternative to textbooks. (ILA 1.2, 2.3, 4.2; IDA A3)
5. Analyze the roles of holistic, individualized, group, formative and summative assessments in curricular-decision making. (ILA 10; IDA D1-6)

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6. Evaluate students' ability to decode and to construct meaning through analyzing their spelling/writing samples and reviewing the results of their self-assessment and modify/adjust instruction for diverse students. (ILA 3.1-3.4, 9, 10; IDA D1-6)

7. Determine how diverse students learn and develop literacy to select developmentally appropriate instructional materials, strategies, and technology options. (ILA 2.2, 3.2, 10, 12; IDA D4)

8. Demonstrate basic phonics, structural analysis, context clue, and sight word knowledge through activities and examinations. (ILA 1.2, 2.1, 2.2, 6.1; IDA B1-7, C1.1-1.5)

Course Topics/Requirements:

Module:	Topics:	Requirements:
Module 1:	<ul style="list-style-type: none"> -Compare and contrast the different approaches to phonics instruction (CLO 1,3,8) -Identify developmentally appropriate reading and language arts materials, phonics program, children's literature, and computer programs for diverse students (CLO 1) -Compare and contrast phonics programs using knowledge of developmentally appropriate practices -Analyze developmentally appropriate materials, literature, programs, and technology for diverse students. (CLO 1,3, 8) -Evaluate language arts materials and programs from birth through age 8. (CLO 1, 3) 	<p>Read the following early in the week to help you respond to discussion question(s) and to complete your assignment(s). (CLO 1,3,8)</p> <ul style="list-style-type: none"> -Part 1: General Knowledge and Terminology -Sound Bytes Reading and Spelling -Phonics Made Easy. -Put Reading First K-3 (Phonics) <p>View the following PowerPoint about whole language versus phonics instruction. Consider how you teach phonics and reading as you view the PowerPoint.</p> <ul style="list-style-type: none"> -PowerPoint Presentation: Phonics vs. Whole Language (CLO 1,8) <p>Discussion 1: Introductions</p> <p>Assignment 1: phonics program (CLO 1, 3) Assignment 2: Video Presentation (CLO 1, 3) Assignment 3: Reflection (CLO 8)</p>
Module 2:	<ul style="list-style-type: none"> -Identify ways of providing ongoing assessment in the language arts curriculum and phonics instruction (CLO 2) -Analyze the use of technology as a form of learning and assessment in phonics and technology (CLO 2,7) -Demonstrate phonics skills pertaining to single-letter consonants (CLO 3, 8) -Examine the Academic Content Standards and International 	<p>Read the following early in the week to help you respond to discussion question(s) and to complete your assignment(s). (CLO 2,7,8)</p> <ul style="list-style-type: none"> -Part 2: Single-Letter Consonants. -Educational Technology Resources. -Favorite Phonics Games, Apps, and Websites. -A Comparison of the Efficacy of Phonics instruction with and without Technology -English Language Arts Standards. -Knowledge and Practice Standards for Teachers of Reading -28 Tips for Creating Great Qualitative Surveys.

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Module:	Topics:	Requirements:
	<p>Dyslexia Association Standards (CLO 7)</p> <p>Compare and contrast different surveys and types of feedback (CLO 2,5)</p> <p>-Evaluate computer-assisted instructional programs focusing on phonics (CLO 2,5)</p>	<p>Read or listen to the following instructional media early in the week.</p> <p>-Survey Methods (Powtoon). (CLO 2) -Sampling Methods and Bias with Surveys (CLO 2)</p> <p>Discussion: Module 2 (CLO 2,8)</p> <p>Assignment 1: Website review (CLO 2, 5,7) Assignment 2: Qualitative survey (CLO 2,5) Assignment 3: Reflection. (CLO 8)</p>
Module 3:	<p>-Evaluate research concerning phonics instruction (CLO 1,3)</p> <p>-Identify consonant digraphs and consonant blends (CLO 8)</p> <p>-Examine the segmentation and representation of consonant blends (CLO 8)</p> <p>-Compare and contrast instructional strategies of consonant digraphs and consonant blends (CLO 8)</p> <p>-Develop instructional strategies based on knowledge of consonant digraphs and consonant blends (CLO 7)</p>	<p>Read the following early in the week to help you respond to discussion question(s) and to complete your assignment(s).</p> <p>-Part 3: Consonant Digraphs and Consonant Blends. -Segmentation and Representation of Consonant Blends -Examples of Consonant Blends -Research Minutes: How to Identify Scholarly Journal Articles -How to use Google Scholar to find journal articles Essay Tips</p> <p>Discussion Module 3: PowerPoint presentation (CLO 1,3,7)</p> <p>Assignment 1: Create a Power Point presentation (CLO 1,3,7) Assignment 2: Reflection (CLO 8)</p>
Module 4:	<p>-Identify vowels and phonemes (CLO 8)</p> <p>-Compare and contrast vowels and sounds (CLO 8)</p> <p>-Assess how children’s literature can be applied in phonics instruction (CLO 3,4)</p> <p>-Develop lesson plans based on phonics skills pertaining to vowels and phonemes and Academic Content Standards (CLO 3,8)</p> <p>-Examine the impact libraries and diverse, culturally appropriate literature has on students (CLO 4)</p>	<p>Read the following early in the week to help you respond to discussion question(s) and to complete your assignment(s).</p> <p>-Part 4: Vowels -Part 5: A Review of Phonemes -Why Are A, E, I, O, U, And Y Called "Vowels"? -8 Things You Might Not Know About Vowels -Scholarly Resources -English Language Arts Standards -How to design a library that makes kids want to read -The windows and mirrors of your bookshelf -The Schwa /ə/ Sound - How to Pronounce the Schwa - How to Improve English Pronunciation</p> <p>Discussion Module 4 (CLO 4)</p> <p>Assignment: Lesson plan (CLO 3,4)</p>

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Module:	Topics:	Requirements:
		Assignment: List (CLO 3,4) Exam: vowels and phonemes (CLO 8)
Module 5:	<ul style="list-style-type: none"> -Identify when and why we use formative assessment video (CLO 2,5) -Compare and contrast approaches to formative assessment (reading) (CLO 2,5) -Analyze the five criteria proposed for high-quality student assessment reading (CLO 2,5) -Summarize an assessment linked to phonics instruction discussion -Conduct a variety of phonics assessments (CLO 2, 5) -Develop instructional strategies to build onsets and rimes skills (CLO 3,8) 	Read the following early in the week to help you respond to discussion question(s) and to complete your assignment(s). (CLO 2,5,8) <ul style="list-style-type: none"> -Part 6: Onsets and Rimes -7-smart fast ways do formative assessment -Criteria for higher quality assessment Watch: Formative Assessments: Why, When & Top 5 Examples (CLO 2,5) Discussion Module 5 (CLO 2,5) Assignment 1: Assessment (CLO 2, 5) Assignment 2: Rimes (CLO 3,8)
Module 6:	<ul style="list-style-type: none"> -Identify critical elements of an instructional lesson plan (CLO 7) -Examine syllable and accent patterns (CLO 8) -Examine instructional strategies for syllable and accent patterns (CLO 3) -Create phonics based instructional activities to support the developmental needs of a student based on the results of assessments (CLO 6) -Demonstrate phonics skills pertaining to syllables and accent patterns (CLO 3,8) 	Read the following early in the week to help you respond to discussion question(s) and to complete your assignment(s). (CLO 6,7,8) <ul style="list-style-type: none"> -Part 7: Syllable and Accent Patterns -How to write a lesson plan -Tips for Writing a Good Lesson Plan Read or listen to the following instructional media early in the week. (CLO 8) -Syllables and Word Stress - English Pronunciation Lesson Discussion Module 6 (CLO 3,8) Assignment 1: Assessment (CLO 6) Assignment 2: Handout (CLO 3,8)
Module 7:	<ul style="list-style-type: none"> -Identify effective methods of communication that foster the teacher parent relationship (CLO 2,6) -Demonstrate effective communication with colleagues and 	Read the following early in the week to help you respond to discussion question(s) and to complete your assignment(s). (CLO 2,6) -Communicating with Parents: Strategies for Teachers

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Module:	Topics:	Requirements:
	<p>families regarding instructional plans and assessment (CLO 6)</p> <p>-Select instructional materials, strategies, and technology options for phonics that address development level assessment (CLO 7)</p> <p>-Develop an instructional plan based on student needs and assessment results. (CLO 7)</p> <p>-Demonstrate phonics skills pertaining to morphemes, prefixes, suffixes, contractions, and compound words. (CLO 3,8)</p>	<p>Discussion Module 7 (CLO 7)</p> <p>Assignment 1: Letter (CLO 2,6)</p> <p>Assignment 2: Critical Task (CLO 7)</p> <p>Final Exam: morphemes, suffixes, contractions, and compounds words (CLO 3,8)</p>

Course Requirements:

1. **Discussions:** During the seven modules, a discussion must be posted online containing a critical, evaluative response to the information and issues presented for each posted question. The initial thread must be posted online by Wednesday evening (11:59 p.m.). Two additional responses must be posted to peers by Sunday evening (11:59 p.m.). APA citations in each initial thread is required.

Netiquette: Professional Behavior Expectations for On-Line Learning

Please read The Core Rules of Netiquette available @ <http://www.albion.com/netiquette/corerules.html>

2. **Critical Task - Mini-Case Study:** Identify a student in grades one through three to assess during this semester of the school year; this student must be experiencing some degree of difficulty in literacy – developmental, cultural, or linguistic. The student will be administered the various assessments; each assessment given will be scored, analyzed and results written to disseminate the students’ strengths and needs. Suggestions for instruction and strategies will be presented in this written analysis. After all assessments are given, a final mini-case study will be written and an overall “picture” of this student will be presented. The case-study must be uploaded onto TaskStream.

*The final written report should be written in a technical style, which means using no personal pronouns (I, me, my, mine, she, her, hers, he, him, his). The report must include the following:

- a. An introduction about the student and why the assessments were conducted
- b. A brief description of the contextual factors
- c. A brief description of all ten assessments and summary/analysis for each of the assessment results; tables or charts may be used to display the data to accompany the narrative
- d. An overall discussion of the interpretation of the assessment results that includes: instructional suggestions, the student’s strengths and needs, and reading, writing, and spelling levels

3. **Assignment: Phonics Program Assignment: 12 points:** Identify and critique a specific phonics program used within the school district where you teach. Write a two-page paper critiquing the effectiveness of the program. Create a handout explaining the program’s strengths and weaknesses of the program that could be read quickly to

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help a colleague to make an informed decision about the phonics program. A checklist will be provided outlining discussion points.

4. Assignment: Video Tour: 15 points: Provide us a 10 -15 minute video tour of your classroom (with voice over) pertaining to developmentally appropriate reading and language arts materials, phonics program, children's literature, and computer programs for diverse students.

5. Assignment: Website Review: 12 points: Identify at least three websites and at least one computer-assisted instructional program that will address the developmental needs of students. Discuss how the resources can be used in teaching and assessment. Tie these websites to the appropriate Academic Content Standards for the grade level and International Dyslexia Association Standards. Provide examples of the technology-based options. Reflect upon the effectiveness of the options; in addition, provide a concise informational summary that names the programs/websites and critiques its strengths and weaknesses.

6. Assignment: Survey: 30 points: Conduct a qualitative survey on a group of 5-10 teachers on how they provide ongoing assessments with literacy and phonics inside their classrooms. Share the results with the class. Provide visuals of resources.

7. Reflections: 10 points each: Modules 1, 3: Write a reflection pertaining to your thoughts after completing the required textbook readings.

8. Assignment: Lesson Plan: 28 points: Select two books (one narrative and one expository) representing diversity and/or written by a multicultural author. All books must help the student develop one specific phonics skills. A specific skill will be provided to you before this lesson.

Develop one lesson plan using these books, write guidelines for procedures with connections to the Academic Content Standards and a list of expected outcomes. Develop a handout that provides the theme/concept of the books and how the informational book connects to the narrative text. Additionally, suggest at least one response to literature for each book and a third response that connects both books.

9. Assignment: Book/Manipulative List: 15 points: Create a list of books/manipulatives that could be purchased for our CRC or your library if you had a budget of \$500. Provide the name of the company, price, and serial number of each item. Provide a rationale of each item and how it would benefit children to be included in the library.

10. Exam: Vowels and Phonemes: 20 points: Complete the exam

11. Assignment: Assessments: 20 points: Conduct a variety of provided assessments on a selected student in grades 1-3. All assessments will be provided in Module 5. Briefly analyze the results of your student. Discuss the pros and cons of each assignment and how it will benefit you as a teacher to conduct each assessment, and how/when you should conduct each assessment.

12. Assignment: Instructional Activities: 20 points: Based on the student's results of the assessment from the last module, select two different instructional activities that match the immediate developmental needs of the student in phonics/word student. Construct the materials and write a lesson plan.

Provide a brief description of each activity and pictures of the materials. Identify the Academic Content Standards met by these experiences and provide a rationale for why you chose those two activities. Teach the lesson to your student and complete the reflection on the lesson plan. Write reflective comments that discuss the success of the technique as well as the next steps for instruction.

13. Assignment: Phonics Handout: 10 points: Develop a one-page handout discussing the major points of syllables and accent patterns such as the review in Part 7 on page 186 of the textbook. The handout must be in your own words discussing what you learned in Module 6 about syllables and accent patterns.

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14. Assignment: Letter: 10 points: Write a letter to the parents/guardians of the student outlining the information learned about the student during the administering of the assessments and teaching the lesson.

Provide information for the parents/family to be able to help the student at home to grow during the summer months. Provide information on two activities with materials and directions that the parents can use at home with their child and a list of 7-10 books (at the student's reading level) that the parents could check out from the local library to help their child to stay interested in reading.

15. Final Exam: 20 points: Complete the final exam concerning phonics skills.

Grading Policy:	Points
Discussions 12 points each	84
Critical Task - Mini-Case Study	40
Phonics Program Assignment: 12 points	12
Video Tour: 15 points	15
Website Review: 12 points	12
Survey: 30 points	30
PowerPoint 15 points	15
Reflections: 10 points each: Modules 1, 3,	20
Lesson Plan: 28 points	28
Book/Manipulative List: 15 points	15
Exam: Vowels and Phonemes: 20 points	20
Assessments: 20 points	20
Rimes games: 10 points	10
Instructional Activities: 20 points	20
Phonics Handout: 10 points	10
Letter: 10 points	10
Final Exam: 20 points	20

Total: 381 points

Scale:

A=94%- 100%

B=87%- 93%

C =80%- 86%

D=71%- 79%

Below 71%

Course Policies:

Youngstown State University is an academic community dedicated to the advancement of learning and development of its students. The University supports the right of all students to be treated with respect and dignity so they can pursue their academic goals in a positive learning community. (p. 42 YSU Graduate Student Bulletin)

- **YSU E-Mail**

Each student at YSU has access to an individual e-mail account through the university e-mail system. All students are expected to activate this e-mail account and to check messages on a regular basis.

Announcements sent from BB9, attachments as supplements to the textbook and additional communications to students may be sent periodically. Students will be held responsible for accessing any e-mail sent out for this course.

- **Late Assignments** All assignments are due on the course calendar dates listed unless you are ill, attending a funeral, or experiencing a personal hardship that you have little or no control over (i.e., auto accident, parent or child's illness). The instructor must be notified in advance of the due date for an assignment if

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situations occur keeping a student from meeting that deadline. Failure to comply with this requirement will result in an automatic deduction of 10% of the total point value of the assignment. When an assignment is recorded as late, the candidate will have one week in which to submit it to the instructor for evaluation. If the assignment is not received by the instructor by the end of that week, a zero will be recorded.

- **Participation and Attendance Policy:** Participation and attendance are essential components of graduate courses. Online courses are no different. Students are therefore, expected to participate in course activities and discussions that lend themselves to professional dialogue and reflection. Students will be free to share personal thoughts, feelings, and opinions through these types of experiences. Therefore, respect for different viewpoints is expected and is part of the discussion board rubric.
- **Netiquette: Professional Behavior Expectations for On-Line Learning**
Please read [The Core Rules of Netiquette](#)
- **Incomplete Grade Policy (Official YSU Policy)** An incomplete grade of an “I” may be given to a student who has been doing satisfactory work in a course but, for reasons beyond control of the student and deemed justifiable by the instructor, had not completed all requirements for a course when grades were submitted. A written explanation of the reason for the “I” will be forwarded to the Registrar for inclusion in the student’s permanent record. Upon subsequent completion of the course requirements, the instructor initiates a grade change. Incompletes must be completed during the following term by these deadlines:

Spring semester incompletes - by Sept. 1

Summer incompletes - by October 1

Fall incompletes - by March 1

Faculty may provide an extension at the request of the student when unusual circumstances justify doing so. If courses are not completed by the designated date, the “I” automatically converts to an “F.” If graduation occurs before the work is made up, the “Incomplete” grade is converted to an “F” and will be permanently indicated on the student’s transcript.

- **Withdrawal:** Withdrawal from a course must be accomplished through the online registration system. Failure to attend class, have no on-line activity, or notification to an instructor is insufficient. A grade of F will be recorded unless a student officially withdraws. The student who wishes to withdraw from all classes in a particular semester must also process this through the registration online system. If a student withdraws from all classes during the first two weeks of the semester, the academic record will contain the statement, “Student completely withdrew during the first two weeks of the semester.” (Graduate Bulletin p. 37)
- **NAF Guidelines.** A nonattendance F (NAF) indicates that a student received an F in the course because he/she did not attend and/or participate in the class for more than 60% of the term. See NAF guidelines adopted by YSU to comply with federal regulations at YSU website: <http://cms.ysu.edu/administrative-offices/registrar/guidelines-reporting-nonattendance-f-naf>
- **Academic Integrity (YSU Student Code of Conduct p.28-30)**
Academic honesty is essential to the educational process and serves to protect the integrity of the University community. Therefore, all members of the University community have a responsibility of maintaining high standards of honesty and ethical practice. Cheating, plagiarism, and other forms of academic dishonesty constitute a serious violation of University conduct regulations.

Students who engage in dishonesty in any form on examinations, papers, and course assignments, or who illegally possess examinations shall be charged with academic dishonesty. Furthermore, students shall not submit the work of someone else as their own or utilize ideas taken from other sources without properly citing the source. In addition, work completed in one course that is submitted in another course may

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constitute academic dishonesty. Students should consult with the faculty member if they are not sure what may constitute academic dishonesty.

The faculty member may impose one or more of the following sanctions:

- (1) Warn the student;
- (2) Submit an “F” grade on the exam or paper;
- (3) Submit an “F” grade for the course; and/or

Grading College of Graduate Studies

Grades of D and F carry no graduate credit but will be used to determine the student’s grade point average. Failure will normally be indicated by a D; a grade of F indicates that the student has not achieved even a minimum grasp of the essentials of the course. A grade of F can also result from failure to withdraw officially from a course (see Change of Registration and Reduction/Refund of Fee Charges upon Withdrawal). A student has the privilege of repeating a course once, but the repetition is treated merely as another course, along with the first, in calculating the student’s grade point average. Any course grade of D or F must be repeated and passed with a grade of A or B.

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COURSE SYLLABUS
Content Literacy
TERG 6924 – 3 s. h.

Text/Resources: Choose the text that fits your grade level.

You DO NOT need to purchase both texts, just the text that aligns to your teaching assignment.

K-6: Brock, C.H., Goatley, V.J., Raphael, T.E., Trost-Shahata, E., & Weber, C.M. (2014). *Engaging students in disciplinary literacy, K-6*. New York: Teachers College Columbia University.

7-12: Lent, R.C. (2016). *This is disciplinary literacy: Reading, writing, thinking, and doing content area by content area*. Corwin Literacy.

IDA. (2008). *Just the facts*. [International Dyslexia Association](http://www.interdys.org) ¹

Instructor: Dr. Mandy L. Wallace	
Office Hours	
Email	mlwallace06@ysu.edu
Virtual	By Appointment (Monday-Friday)
Beeghly Room 2323	Mondays: 10:45-12:30 and 1:45-5:00 Wednesdays: 10:45-12:30 and 1:45-3:00
*Please don't hesitate to contact me. I am here to support your growth as a student through this course, through your time at YSU, and beyond.	

Task Stream Coordinator: Therese Kightlinger: takightlinger@ysu.edu

Catalog Description:

An investigation and application of research-based philosophies, principles, and best practice for learning to read and use the language arts in content areas as well as to use reading and the language arts as tools in learning and communicating the content areas during ages 9 through 22.

Knowledge Bases Rationale:

The purpose of this course is for teachers to create developmentally appropriate environments for all children from 9-22 years old to learn to listen, speak, read, write and view across the curriculum. Teachers will experience the reflective mode of practice as technical, inferential, intuitive, deliberate, dialectical, critical, ethical, and active as they create instructional alternatives that bridge the gap between learners and text while reflecting upon their existing framework of teaching practice. The emphasis of this course is for practicing teachers to create an active learning environment in which learners – individually and in cooperative and collaborative groups – know how to use listening, speaking, reading, writing, and viewing as they learn content. Course activities and assignments provide opportunities for personal growth

¹ <http://www.interdys.org/FactSheets.htm>

and development for practitioners as they analyze instructional problem situations, make positive instructional decisions for action, apply appropriate interesting strategies to solve problems, plan to assess individuals, and evaluate the overall effectiveness of the instructional plan. Content is an important element in all learning situations however it is the learner who perceives what is to be learned based on his/her experiences. Therefore, learning does not stand outside of the learner and who the learner is a consideration in all instructional and assessment decisions. The diverse nature of each learner and that learners needs in learning must be paramount. The discussion topics, sharing of research findings, cooperative learning experiences will be directed towards individual's needs. The knowledge bases that undergird the course objectives are --

1. Developing appropriate language environments for early adolescents through young adulthood depends on the concept of the learners' zone of proximal development and respecting learning differences (Gardner 2011; Vygotsky, 1978).
2. Teachers can build upon, refine, and extend their existing classroom practices in light of integrated instruction and of what is known about the powerful bonds that exist among language, literacy, and learning. (Robinson 2002; Rycik & Irvin 2001; Guthrie & Wigfield 1997; Singer, 1980) There are compelling reasons for content area literacy instruction, which transcend the teaching and learning of specific content area information. (Hinchman & Sheridan-Thomas, 2014).
3. Teachers need to become learner-centered as they consider how to provide for active learning (Cohen & Cowen, 2010; Rapp, 2015).
4. Today's teacher candidates need to be prepared to meet the range of individual needs within a diverse student population. For promoting diversity understanding and appreciation, teachers must be committed to the selection and integration of materials in the curriculum that reflect a range of ethical and cultural perspectives, languages and special needs. (Berry, 2015; Borzo, 2010; Randolph, 2012) Cooperation and collaboration foster social, emotional and attitudinal dispositions along with academic achievement. Students who work together as equals to accomplish something frequently improve self-esteem, tolerance of racial and ethnic differences, and enjoyment of content learning. (Berry, 2015; Brookfield, 2018; Brookfield & Preskill, 2016; Herrell & Jordan, 2015).
5. There is a connection between thought and language. To become creative thinkers, people need experience and encouragement in creative and language activities. Teachers need then to critically think about designing environments that encourage creativity in adolescents. (Bernabei & Koppe, 2016; Jones & Jones, 2015) Reading, Writing, and content learning require reflection and critical thinking by both teachers and students. (Brookfield, 2017).
6. Writing is thinking. Writing, in fact, is the most disciplined form of thinking. It allows us to be precise, to stand back and examine what we have thought, to see what our words really mean, to see if they stand up to our own critical eye, make sense, and will be understood by someone else. (Atwell, 2014; Cohen & Cowan, 2010; Hinchman & Sheridan-Thomas, 2014).
7. The nature of information and literacy has expanded, and we can only expect the expansion to continue. We now have the World Wide Web as well as software and viewing media. All need addressed in content learning. (Cohen & Cowen, 2010).
8. Teachers need to use a wide variety of strategies as they help learners bridge the gap between text and themselves. Teachers can help learners focus on prior knowledge, vocabulary, context, inference, etc. (Atwell, 2014; Bernabei & Koppe, 2016; Blanchowicz & Fischer, 2014; Brozo, 2010, Herrell & Jordan, 2015).
9. Competent teaching is a compound of four elements: subject matter knowledge, knowledge of developmentally appropriate practices, systematic knowledge of teaching, and active reflection on experiences (Bernabei & Koppe, 2016; Blanchowicz & Fischer, 2014; Brookfield, 2017).

10. There are compelling reasons for content area literacy instructions that transcend the teaching and learning of specific content area information. (Atwell, 2014; Cohen & Cowen, 2010; Hinchman & Sheridan-Thomas, 2014; Rapp, 2014; Rosenblatt, 2005).
11. Reading, writing, and content learning require the mode of reflective practice that is critical by both teachers and students (Brookfield, 2017; Hinchman & Sheridan-Thomas, 2014).
12. The mode of reflective practice is deliberate and inferential in that problem solving is conducted in an open and inquiring that created a successful problem-solving experience. Continual assessment of individual learners becomes central to this process. (Brookfield, 2017). Solutions are then reflected upon to extract the elements.
13. Most good teachers seem to share a compilation of professional qualities and instructional approaches and each individual must determine whether and how to incorporate those qualities and approaches into a personal model of good teaching that satisfies personal goals, values, and beliefs. (Brookfield, 2017; Herrell & Jordan, 2015; Jones & Jones, 2015). The kinds of questions that a teacher asks model the self-questioning techniques that students develop (Jones & Jones, 2015).
14. Trade books lend valuable resources to learners who are learning how to learn. (Atwell, 2014) “Louise Rosenblatt (1978) introduced reader response and placed response to text on a continuum from text-based (efferent) to reader-based (aesthetic). Both stances should be present in classrooms. (Rosenblatt, 2005). It is a paramount importance that teachers expose children to literature that reflects many cultures, themes, and views in order for reflective practice to be ethical. (Berry, 2015; Brozo, 2010; Randolph, 2012).
15. There is an increasing need to consider learning difference instead of learning deficiency when planning for and assessing learning in the content areas. This includes learners who have English as a second language. (Herrell & Jordan, 2015; Rapp, 2015).
16. Standards of content, pedagogy, professional guide the mode of reflective practice throughout this course. (SPAS; OSTP; RES; NBPTS)

Course Learning Objectives (CLO):

1. Cite and translate, into classroom practice, research on Universal Design for Learning that encompasses cultural and social practices, instructional models, content integration, and assessing content knowledge. (RES 1.1, 1.2, 1.3; NBPTS CP 1; OSTP 1.1, 1.2, 1.4)
2. Use inquiry to design inter-disciplinary content unit of study. (RES 1.4, 2.3, 5.3, 7.2, 8.2; NBPTS CP 2, OSTP 2.1, 2.2, 4.1, 4.5)
3. Develop/design/build a framework for writing a developmentally responsive instructional unit. (RES 3.2, 3.3, 3.4, 3.5, 3.6; NBPTS 2, 4; OSTP 2.1, 2.4, 2.5, 3.1, 4.1, 4.6, 5.1)
4. Incorporate examples/elements/aspects of cultural and social practices and instructional strategies into classroom learning. (RES 1.2, 1.3; 2.1, 2.2; NBPTS 1, 2, 3; OSTP 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.2)
5. Provide a variety of researched-based authentic assessments for tracking student learning and making instructional decisions that ensure and measure comprehension. (RES 2.2, 2.4; NBPTS 3; OSTP 3.1, 3.2, 3.3, 3.5)
6. Incorporate all aspects of literacy (reading, writing, speaking, listening, researching) throughout the interdisciplinary content unit. (RES 1.4, 1.5; 2.2, 2.3, 2.4; NBPTS 1, 2, 3, 4; OSTP 2.2, 4.5, 4.6)

Textbook Reading and Learning Modules

Week 1	Module Objectives	Module 1	Universal Design for Learning and Disciplinary Literacy
Reading	Alignment	Discussion	Assignments
<p>Self-chosen article on Universal Design for Learning (MLO 1, 2)</p>	<p>1. Based on Universal Design for Learning, explain the features of sound classroom practices and how instruction and assessment are linked (CLO 1, 4, 5, 6)</p> <p>2. Determine how the concepts of Universal Design for Learning relate to your classroom instruction (CLO 1, 4, 5, 6)</p>	<p>Give a brief synopsis of the article and your take-away. (MLO 2)</p> <p>Provide an example of how you are using UDL to inform instruction. (MLO 1)</p>	<p>2). Write a synopsis of article and how it applies to your classroom instruction (MLO 2)</p> <p>4). Develop detailed concept or thinking map (MLO 2)</p> <p>3). Choose topic for thematic unit (MLO 2)</p>

Week 2	Module Objectives	Module 2	Understanding Disciplinary Literacy
Reading	Alignment	Discussion	Assignments
<p>Brock (K-6) ch 2: disciplinary literacy in elementary classroom (MLO 1, 2)</p> <p>-Introducing and contextualizing disciplinary literacy</p> <p>-New conception of disciplinary literacy</p> <p>-Examples of disciplinary literacy</p> <p>Lent (7-12): ch 1: literacy within the disciplines (MLO 1, 2, 3)</p> <p>-Unpacking disciplinary literacy</p> <p>-Deeper learning and the standards</p> <p>-Disciplinary reading, writing, inquiry, and collaboration</p>	<p>1. Identify teaching behaviors associated with developing quality questions based on Bloom’s Taxonomy and Webb’s Depth of Knowledge. (CLO 3)</p> <p>2. Describe components of disciplinary literacy as they relate to specific content areas. (CLO 2)</p> <p>3. Correlate deeper learning and the standards as they apply to disciplinary literacy and text complexity. (CLO 2, 3)</p>	<p>How is disciplinary literacy different than incorporating content literacy in the language arts program? Give examples. (MLO 2).</p>	<p>Select text set for unit and annotated bibliography (10+ sources minimum) (MLO 1, 2)</p> <p>Choose main text for class and complete a Text Complexity Analysis (MLO 1, 3)</p>

Week 3	Module Objectives	Module 3	Framework and Inquiry for Disciplinary Literacy
Reading	Alignment	Discussion	Assignments
<p>Brock K-6: Ch 1 Setting the framework for instructional ideas (MLO 1, 2) -Opportunities for instructional and curricular improvements</p> <p>-Implications for teaching practices</p> <p>-Creating curriculum for ELA in disciplinary learning: 5 design principles</p> <p>Lent 7-12: Ch 4 Inquiry within the disciplines (MLO 1, 2) -Inquiry and disc literacy</p> <p>-Shifts for implementing inquiry</p> <p>-How to get students inquiring w/in disc</p>	<p>1. Utilize the instructional framework of Understanding by Design (UbD) as a means of designing research-based instructional practices. (CLO 2, 3)</p> <p>2. Explain how questions that generate discussions are beneficial in different content area classrooms and can be used for the purpose of formative assessment. (CLO 2, 5)</p>	<p>How do you introduce more challenging texts to students who struggle to read them on their own? (MLO 1)</p> <p>Give an example of a higher-level question you might use to generate a discussion that can be used as formative assessment. Explain. (MLO 2)</p>	<p>Complete Understanding by Design stages 1 & 2 (MLO 1, 2)</p>

Week 4	Module Objectives	Module 4	Reading w/in and across the disciplines and Assessment
Reading	Alignment	Discussion	Assignments
<p>Brock: Ch 3: reading and writing across texts (MLO 1, 2, 3) -What matters about reading instruction</p> <p>-disciplinary literacy and reading</p> <p>-Examining reading across disciplines</p> <p>Lent: Ch 2: reading within the disciplines (MLO 1, 2, 3) -Benefits of reading within the disciplines</p>	<p>1. Identify characteristics of read alouds, shared reading, and close reading as they apply to the disciplines. (CLO 4, 6)</p> <p>2. Describe how they can be used as formative assessment tools in content areas. (CLO 5)</p> <p>3. Implement tools designed to promote learning, comprehension and assessment of content. Include engaging</p>	<p>Based on your classroom and content area unit, use an appropriate strategy (read aloud, shared reading, close reading) with your students. (MLO 1, 2, 3)</p> <p>Describe how this strategy could be or was used for assessment. (MLO 1, 2, 3)</p>	<p>1. Using one of the texts from text set, develop a comprehension activity using a read-aloud, shared reading, or close reading to deepen content knowledge. May include engaging and appropriate technology. MLO 1, 3)</p> <p>2. Describe how it can be used as a formative assessment. Include a pre-assessment for the activity (MLO 2, 3)</p> <p>3. Design qualitative rubric to use as a summative assessment MLO 2, 3)</p>

Week 4	Module Objectives	Module 4	Reading w/in and across the disciplines and Assessment
Reading	Alignment	Discussion	Assignments
-Shifts for reading w/in disciplines -Ques / Examples in science, math, soc studies, ELA	technology if appropriate. (CLO 4, 5, 6)		

Week 5	Module Objectives	Module 5	Writing w/in and across the disciplines
Reading	Alignment	Discussion	Assignments
Brock: Ch 4 writing within and across texts (MLO 1, 2) -What matters about writing instruction? -Literacy and classroom writing -Writing across disciplines Lent: Ch 3 writing within the disciplines (MLO 1, 2, 3) -Benefits of writing w/in disciplinary lit -Shifts for teaching writing w/in disc -Ques / examples in disciplines	1. Describe the value of how writing to learn across the content areas deepens knowledge of understanding. (CLO 4, 5, 6) 2. Identify specific ways to develop student writing in different content areas through writing to learn and how it can be used for assessment. May include engaging and appropriate technology. (CLO 4, 5, 6)	Describe how writing to learn across content areas deepens knowledge of understanding and provide an example (MLO 1, 2)	Design a writing activity incorporating a research-based strategy and explain how it can be used to deepen content knowledge (MLO 1, 2) Provide a modification for the writing activity to meet needs of diverse learners and include technology if appropriate. (MLO 1, 2) Develop a study guide that stresses reflection on critical and creative thinking. Include an adaptation for diverse students. May include engaging technology if appropriate. (MLO 2)

Week 6	Module Objectives	Module 6	Vocabulary, Collaboration, and Classroom Talk
Reading	Alignment	Discussion	Assignments
Brock: Ch 5 disciplinary literacy and classroom talk (MLO 1, 2, 3) -What matters about classroom talk?	1. Describe the importance of vocabulary development in content learning and identify important aspects of vocabulary acquisition (CLO 4, 5)	Explain how questions that generate discussions are beneficial in different content area classrooms and can be used for the purpose of formative assessment. (MLO 1)	Design an activity for academic and content vocabulary that allows for multiple interactions, can be used for assessment, and include an adaptation for diverse learners (MLO1, 2, 3)

Week 6	Module Objectives	Module 6	Vocabulary, Collaboration, and Classroom Talk
Reading	Alignment	Discussion	Assignments
-Disciplinary literacy and classroom talk -Classroom talk across disciplines Lent: Ch 5 collaborative learning (MLO 1, 2, 3) -Power of collaboration -Vocabulary: tool of disciplinary talk -Shifts for implementing collaborative learning	2. Describe how vocabulary can be used for assessment. (CLO 4, 5) 3. Explore the ways in which vocabulary acquisition is achieved in different content areas, including technology. (CLO 4, 5, 6)	Discuss how vocabulary acquisition is achieved in your content area. (CLO 4) (MLO3)	

Week 7	Module Objectives	Module 7	Enacting Disciplinary Literacy
Reading	Alignment	Discussion	Assignments/Critical Task
Brock: Ch 6 Enacting disciplinary literacy in elementary classrooms (MLO 1, 2, 3) -Disciplinary tools: reading writing and talking -Using the 5 design principles to plan your own unit Lent: Ch 6 This is disciplinary literacy (MLO 1, 2 3) -Classroom examples -An admin perspective -Students as learners, students as presenters -Power of disciplinary literacy	1. Describe the value of graphic organizers and thinking maps in teaching and learning and explain when they can be used. (CLO 4, 5) 2. Explain why and how notetaking and note-making are important aspects of content area learning. (CLO 4, 5, 6) 3. Describe ways in which notetaking, graphic organizers/thinking maps and technology can be used as assessment to inform instruction. (CLO 4, 5)	Explain how the use of a graphic organizer or study guide helps student understanding of the content. (MLO 1, 2, 3) Describe modifications or additional instruction and include the value and impact it had on student learning. (MLO 1, 2, 3)	Design a graphic organizer to use in your unit to help students better comprehend the content and explain how (based on research) it supports the learning. (MLO 1) Adapt the above graphic organizer or create a different one that supports the content and addresses diverse learners. Explain how it addresses differentiation (MLO 2, 3) Use technology to enhance instruction (MLO 3) Portfolio w/block plan / Unit of 6-10 lessons

Universal Design for Learning (UDL) Research Article: Locate, read, and summarize one research study about Universal Design for Learning. The article selected must describe research that was actually conducted within K-12 classrooms, rather than an article about UDL. Consider grade level, interest, and areas of content concentration (math, science, social studies, ELA, etc.) Use the following questions to help guide your responses:

- a. Describe the reflections given at the beginning of the article (introduction) that led the researcher to conduct the particular research (what problem was identified by the researcher and why was it important?)
- b. Describe the actions that were taken by the researcher. What did the researcher do to investigate the problem identified during the reflection (introduction) process?
- c. What types of data were collected and how was it analyzed?
- d. Describe the researcher's reflections / conclusions of their research study (what did the researcher learn and what did he or she intend to do next?)
- e. On the Discussion Board, give a brief synopsis of the article and your reaction to it. How might you use the lessons learned? What is your take-away from the article? Pose a question to your classmates.

The above questions are from Hendricks, C. (2016). *Improving Schools through Action Research*.

Critical Task: Thematic Content Literacy Unit

1. Based on your curriculum, choose a topic **OR** you may choose one of the [social issues' ads](#) as the catalyst for your unit.
2. Designate a grade band. Examine the topic from different perspectives. Create a **content map/web**. Your topic goes in the center and everything is related to that topic. Branches extend outward from the topic. These branches will serve as a guide as you consider the topic from multiple perspectives.
3. Identify **content standards, learning goals and objectives**. What will your students get from this study? The goals should be general but specific to your topic. Use the **Understanding by Design, Stages 1** template on Bb.
4. Develop a general **plan for the activities**. How long will students explore this topic? How many books are students expected to read? Will they have some required and some free choice? Will they have a mix of fiction/nonfiction? How will you introduce the topic? How will you motivate the reluctant readers? Be sure to address individual, small group, and whole class activities. Address all forms of communication...reading, writing, speaking, listening, and visually representing. You should include before, during, and after reading strategies. Use **the Understanding by Design, Stage 2** template on Bb.
5. Text set: Search for various fiction and nonfiction books about your topic. Use the branches you put on your concept map. Choose books with various reading levels within the grade band you have designated. Include picture books, poetry, information, graphic style books. Make sure these books would interest adolescent readers. You should have at least 10 books/ resources. Arrange everything in an **annotated bibliography** using APA format. This should be completed early in the semester because the Text Complexity project should be based on one of the books in this bibliography.
6. Select the main, grade level text for unit and complete a **text complexity analysis**. Use the qualitative and quantitative tools and the Analysis of Text for Complexity rubrics provided on Bb.

Unit requirements: your unit is required to have at least one of each of the following:

- Using one of the texts from text set, develop a **comprehension activity** using a read-aloud, shared reading, or close reading to deepen content knowledge. Describe how it can be used as a formative assessment. Include a pre-assessment for the activity
 - The comprehension activities should include individual, small groups and whole class instruction for areas of difficulty in your topic

- Assessments: Include a **pre-assessment, formative or performance-based assessment** and design **qualitative rubric to use as a summative assessment**.
- Design a **writing activity** incorporating a research-based strategy and explain how it can be used to deepen content knowledge and provide a modification for the writing activity to meet needs of **diverse learners**.
- Develop a **study guide** that stresses reflection on critical and creative thinking. Include an adaptation for **diverse students**
- Design an activity for **academic and content vocabulary** that allows for multiple interactions, can be used for assessment, and include an adaptation for diverse learners
- Design a **graphic organizer** to use in your unit to help students better comprehend the content and explain how (based on research) it supports the learning and adapt the above graphic organizer or create a different one that supports the content and addresses **diverse learners**. Explain how it addresses differentiation
- Use **technology** to enhance instruction throughout the unit.

7. Portfolio w/ grid/ Unit of 6-10 lessons with all assessments, activities, and materials

- Organize your unit on a grid that shows a day by day explanation. Include a rationale/ overview of your unit. Also, be sure to list any resources, and include assessments, templates, rubrics, etc. for your activities.

8. Submit on TaskStream.

Assignments and Points

Assignment	Points	Assignment	Points
Text Set with Annotated Bibliography	20	Text Complexity Analysis	20
Assessment (pre- and formative assessment; performance-based, qualitative rubric)	30	Understanding by Design Stages 1 & 2 @20 ea.	40
Comprehension Activity	10	Unit Grid and Portfolio	25
Concept / Thinking Map	5	Vocabulary Activity	10
Graphic Organizer	10	Writing Activity	10
Research Article	20	Discussion Posts	35
Study Guide	10	Total Points	245

Grading Scale

A = 100 - 94	B = 93 – 87	C = 86 – 80	D = 79 – 72	F = below 72
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Course Policies:

Covid 19 and University/Course Policies:

Classroom Safety and Health Protocols (COVID-19)

Youngstown State University has been and will continue to implement evidence-based protocols to monitor and suppress coronavirus in accordance with public health guidelines. YSU will work directly with local public health officials to determine what guidelines are appropriate to implement within the context of our local community and will update protocols as needed. Faculty and students are expected to abide by all safety and health policies implemented by the University's Office of Environmental Occupational Health and Safety as well as all applicable local, state, and federal mandates. YSU recommends that all faculty and students become fully vaccinated. Everyone must continue to perform a daily health assessment and report COVID through the [reporting form](#) to YSU COVID Support Staff. The following COVID-19 protocols must be considered during the current coronavirus pandemic for Fall 2021 instruction.

GENERAL CLASSROOM GUIDELINES

- All individuals, regardless of vaccination status are required to wear face coverings in indoor public settings on campus
- Individuals on campus are encouraged to physically distance according to their personal needs
- Disinfecting wipes/sprays will be provided in classrooms that are used for face-to-face course instruction
- Faculty and students should wipe down their work areas at the beginning and end of each class
- Any concerns/issues should be communicated immediately to EOHS

INSTRUCTOR SAFETY PROCEDURES

- Faculty must use assigned seating in their classrooms to help contact tracing if a fellow classmate were to be exposed to COVID-19
- Daily attendance must be performed to determine which students are present for the class to help contact tracing fellow classmates
- Faculty should use hand sanitizer before and after touching computers or other shared classroom items.
- Faculty using classroom technology such as computers should sanitize the keyboard, mouse etc. prior to use

STUDENT SAFETY PROCEDURES

- Students must always follow the YSU Safety and Health Guidelines while on campus and attending class
- Students should wash their hands frequently in between classes and use hand sanitizer as needed
- If you must cough or sneeze, be sure to cover your mouth even with a mask on, using your arm at the elbow joint

Given the uncertainties surrounding the ongoing coronavirus pandemic, these protocols are subject to change based on state and federal health guidelines. Changes will be communicated promptly through the usual communications channels. Please visit the [University Coronavirus Information](#) page for more information.

Statement of Non-Discrimination from the University

Youngstown State University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity and/or expression, disability, age, religion or veteran/military status in its programs or activities. Please visit the [Equal Opportunity and Policy Development & Title IX website](#) for contact information for persons designated to handle questions about this policy.

Academic Integrity/Honesty

As outlined in [The Student Code of Conduct](#), all forms of academic dishonesty are prohibited at Youngstown State. This includes plagiarism, the unauthorized use of tools or notes in taking tests or completing assignments, fabrication of data or information used for an assignment, working with others without permission from the instructor, and more. A student who is believed to have violated the academic integrity policy will meet with the instructor to discuss the allegations. The student may accept responsibility for the violation and any sanctions selected by the instructor, or they have the right to ask for a hearing before a hearing panel. The full Academic Integrity Policy can be found in Article III of [The Student Code of Conduct](#), while further information on University procedures for alleged academic integrity violations can be found in Article V.

Specific to the BCOE Department of Teacher Education, academic dishonesty includes, but is not limited to, cheating, plagiarism, fabrication of information or references, facilitation of acts of academic dishonesty by others, unauthorized possession of examinations, submitting work of another person, i.e., presentations, programs, spreadsheets, and information from the internet, tampering with the academic work of other students, and lying, deceit, or fraud in oral or written statements relating to academic work. In addition, any violation will result in a Candidate Performance Alert form being automatically completed and inserted in the candidate's file in the Office of Student Teaching.

Student Accessibility

In accordance with University procedures, if you have a documented disability and require accommodations to obtain equal access in this course; please contact me privately to discuss your specific needs. To coordinate reasonable accommodations, you must be registered with the [Accessibility Services](#), located in Kilcawley Center Room 2082. You can reach [Accessibility Services](#) at 330-941-1372

Incomplete Grade Policy

An incomplete grade of "I" may be given to a student who has been doing satisfactory work in a course, but, for reasons beyond the control of the student and deemed justifiable by the instructor, has not completed all requirements for a course when grades were submitted. A letter grade MAY NOT be changed to an "I" (Incomplete) after the term has ended and grades have been recorded. For **Fall Term** courses, the final date to complete an "I" will be *March 1* of the following term; for **Spring Term** courses, *September 1*; for **Summer Term** courses, *October 1*. These dates can only be extended with the approval of the instructor and the Dean of the College where the course is taught. Forms for extension of the deadline may be obtained and after obtaining the proper signatures, this form must be submitted to the University Records office 24 hours before the original deadline (i.e. for Fall Term courses, March 1 of the following term).

Graduate Student Grade Point Average

A degree-seeking graduate student must maintain a minimum grade point average of 3.0 (on a 4.0 scale). Any required course grade of D or F must be repeated and passed with a grade of C or better.

For degree programs requiring up to 39 semester hours for completion, a student may count no more than six semester hours of coursework with a grade of C toward the minimum graduation hour requirements. For students in programs requiring 40 semester hours or more for completion, no more than nine semester hours of coursework with a grade of C may count toward the minimum graduation hour requirement.

Candidate Performance Alert Process:

The purpose of this alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with professionalism, inclusivity and collaboration determined by the BCOE faculty as necessary standards to effectively serve all student or clients. The Candidate Performance Alert form is completed when a concern is raised about a candidate's performance during any class, sponsored activity by the Beeghly College of Education, or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate's ability to perform his or her role as an educational professional. The Candidate Performance Alert Form can be used by university faculty, staff, supervisors, cooperating teachers, or other school personnel when they have a concern, other than one that can be effectively addressed through routine means of supervision.

NAF Guidelines

A non-attendance F (NAF) indicates that a student received an F in the course because he/she did not attend and/or participate in the class for more than 60% of the term. See NAF guidelines adopted by YSU to comply with federal regulations at YSU website: <http://cms.ysu.edu/administrative-offices/registrar/guidelines-reporting-nonattendance-f-naf>.

Critical Tasks

*Critical Tasks are performance-based assignments that reflect a candidate's knowledge, skills and/or dispositions aligned with the standards for teacher preparation in the licensure area. These tasks assess a candidate's ability to matriculate through the teacher preparation program in an effective way, meeting and/or exceeding the expectations of these professional standards. Therefore, candidates must effectively pass a critical task to pass the course. Failure to effectively pass the critical task(s) will result in remediation through repetition of the course to guarantee that all teacher candidates are prepared to be effective educators once they leave Youngstown State University. Critical Tasks and Essential Tasks are to be submitted through TaskStream. **Field Verification Form:** Field verification form is to be completed on TaskStream after completion of field work. Grades WILL NOT be released without this form being completed and submitted*

TaskStream

A TaskStream account is required for all students in the Beeghly College of Education. You will be required to use TaskStream to upload assignments and other documents in this course and other courses you will take in the Department of Teacher Education. If you have already purchased a TaskStream account, you may be eligible for a one-year extension. When your current TaskStream account expires, email Mrs. Therese Kightlinger (takightlinger@ysu.edu), with "TaskStream renewal" in the subject line and your name, Banner #, and current TaskStream login in the body of the message.

YSU E-Mail

Each student at YSU has access to an individual e-mail account through the university e-mail system. All students are expected to activate this e-mail account and to check messages on a regular basis. Announcements and attachments as supplements to the textbook may be sent periodically to class members. Students will be held responsible for accessing any e-mail sent out for this course.

References:

- Atwell, N. (2014). *In the middle: A lifetime of learning about writing, reading and adolescents*. Heinemann.
- Bernabei, G. S. & Koppe, J. L. (2016). *Text structures from the masters: 50 lessons and nonfiction mentor texts to help students write their way in and read their way out of every single imaginable genre, grades 6-10*. Corwin.
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- Blanchowicz, C. & Fischer, P. (2014). *Teaching vocabulary in all classrooms*, 5th ed. Pearson.
- Brock, C.H., Goatley, V.J., Raphael, T.E., Trost-Shahata, E., & Weber, C.M. (2014). *Engaging students in disciplinary literacy, K-6*. New York: Teachers College Columbia University.
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- Brozo, W. G. (2010). *To be a boy, to be a reader: Engaging teen and preteen boys in active literacy*. Newark, DE: International Reading Association.
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- Gardner, H. (2011). *Frames of mind: The theory of multiple intelligences*, 3rd ed. Basic books.
- Herrell, A. L. & Jordan, M. L. (2015). *50 strategies for teaching English language learners*. Pearson.
- Hinchman, K. A. & Sheridan-Thomas, H. (2014). *Best practices in adolescent literacy instruction*, 2nd ed. Guilford Press.
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- Rosenblatt, L. (2005). *Making meaning with text*. Southern Illinois University Press.
- Rosenblatt, L. (1994). *The reader, the text, the poem: The transactional theory of the literary work*. Southern Illinois University Press.
- Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

COURSE SYLLABUS

Reading and Language Arts Assessment TERG 6926 - 3 s.h.

Prerequisites: Graduate Standing

Texts: McCormick, S. & Zutell, J. (2014). Instructing Students Who Have Literacy Problems. (7th ed). Boston: Pearson Education, Inc.

Leslie, L. & Caldwell, J. (2017). Qualitative reading inventory 6. (6th ed.). Boston: Pearson Education, Inc.

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Office Hours: Online, only by appointment
Email: tduncko@ysu.edu

Required Software: An Up-to-date web browser, Adobe Reader, Flashplayer, Windows Media player (or compatible).

Technology and Materials Fee: TaskStream

Texts and additional course materials will provide you with the foundational readings for this course. In addition to the required texts, you may be required to read articles and other online materials.

Netiquette: Professional Behavior Expectations for On-Line Learning

Please read The Core Rules of Netiquette available @
<http://www.albion.com/netiquette/corerules.html>

Login Schedule:	It is expected that you log in at least twice each week to submit work and correspond with classmates and the instructor.
Communication:	Course announcements will be a vital area to monitor. Discussion areas will also provide an avenue of 2-way communication.

Catalog Description:

An examination and application of formal and informal assessment procedures in the context of reading and language arts instruction. Emphasis will be placed on the use of background information and data. Strategies providing for effective appraisal procedures and developmentally appropriate activities will be included.

Knowledge Bases Rationale:

A selective use of standardized and other formal and informal assessment tools and strategies provides essential information for evaluating student performance and making inferences about adjusting and modifying instruction in the literacy curriculum. Teachers need a working knowledge of a range of assessment procedures and tools, essential technical information about specific instruments, insights and skills in deliberately selecting and using assessment tools in a classroom environment that is assessment-centered, as well as learner-centered, knowledge-centered, and community-centered. They also need to be able to analyze and interpret assessment data in order to make assessment-

based decisions regarding instruction. Such assessment-driven instruction provides for improved teaching actions and enhanced student learning as reflected in the following knowledge bases used in developing course objectives.

1. Assessing learning for students should be viewed within the framework of their individually determined overall development in literacy due to the cumulative nature of learning. (Braunger & Lewis, 2006; Calkins, 2001; Liu, Kennedy, Seipel, Carlson, Biancarosa, & Davison, 2020)
2. Ethically-sound, broad based assessment procedures are necessary for assessing students' diverse language abilities since language development is related to the kinds of experiences students have in various instructional and non-instructional contexts. Teachers need to be knowledgeable of developmentally and culturally appropriate assessment instruments and be able to analyze and interpret results, which then guides their instructional decision-making. (Au, 2002; Snow, et.al., 1998; Gustafson, Nordstrom, Andersson, Faith, & Ingvar 2019)
3. Implementing an effective assessment/instructional program, teachers need a technical knowledge of instruments designed for assessing the literacy curriculum and an awareness of sources for descriptions of and critical evaluations for formal tests. (McCormick, 2007; Rathvon, 2004; Mental Measurement Yearbooks/Website; Connor, 2019)
4. Norm-referenced and criterion-referenced tests provide general facts about pupil performance. However, they tend not to provide the specific information required for deriving logical conclusions, planning instructional goals, and selecting instructionally sound literacy methods and materials for particular students. (McCormick & Zutell, 2014; Mental Measurement Yearbooks)
5. The correlates of reading ability and disability include various interacting factors. Included are home and school environmental factors, personal-social adjustment factors, and factors associated with the physical condition of individual students. Even though there may be little the teacher can do to eliminate or ameliorate some of these distracting, disruptive influences, thoughtful assessment of interests, perceptions, and essential skills in literacy followed by high quality, research-based, differentiated instruction and appropriate use of technology options may enable students to overcome their effects. (Vacca & Vacca, 2008)
6. Ethical assessment procedures should include authentic measures. Teachers need to have explicit guidelines, however, for gathering and evaluating authentic information so that appropriate action can be taken to individualize instruction. (McCormick & Zutell, 2014; Cooper & Kiger, 2005)
7. Strategic readers develop effective strategies for recognizing and identifying words for their developmental level. Intuitive teachers are able to select deliberately the most effective instructional techniques and technology options to match diverse students' current instructional needs. (Morrow & Asbury, 2003)
8. The informal reading inventory is potentially the most powerful instrument for assessing the reading behaviors of students. (McCormick & Zutell, 2014; Manzo & Manzo, 2004)
9. The literacy professional must develop skill in communicating assessment results to students, parents, administrators, and other members of instructional teams. Whether sharing a piece of well-analyzed student work or discussing scores on particular formal or authentic assessments, they are able to justify the instructional implications of the evidence. (Rodgers & Rodgers, 2007; Darling-Hammond & Bransford, 2005).

Course Objectives:

Knowledge, Skills, Dispositions: The candidate(s) will be able to:

1. Analyze ways of providing for ongoing assessment as an integral part of the literacy curriculum to gather information concerning student growth, learning preferences, strengths, and instructional needs. (ILA 3; IDA D)

2. Examine strategies, procedures, and technology options for assessing culturally and linguistically diverse students' attitudes toward literacy and their habits of engaging in literacy tasks. (ILA 3 & 4)
3. Synthesize the characteristics and terminology of formal, informal, standardized and authentic assessment tools and procedures including informal reading inventories, interest inventories, and running records. (ILA 3)
4. Administer, analyze, interpret, and translate results of a qualitative reading inventory into an instructional program and communicate results to others. (ILA 3)
5. Articulate the role of assessment in curricular decision-making including research concerning high-stakes testing. (ILA 3)
6. Convey the advantages of collaborating with colleagues and/or parents/guardians in the assessment process and in goal setting to address gaps between performance and potential in students of all needs. (ILA 3 & 5)
7. Analyze appropriate assessments to identify and instruct students with Dyslexia in the classroom. (ILA 3; IDA D)

Course Topics/Requirements:

Module	Module Objectives:	Module Activities:
<p>Module 1:</p> <p>Intro to Assessment, High-Stakes Assessments, and Interest Inventories</p>	<ol style="list-style-type: none"> 1. Investigate the characteristics of a variety of different assessments including formative, summative, and diagnostic. (CLO 2, 3) 2. Analyze research on the usage and effects of high-stakes testing in education. (CLO 5) 3. Explore interest inventories as a role of assessment in curricular decision-making (CO 3, 5) 	<p>Read McCormick & Zutell, Ch. 1, 2, 3 McCormick, S. & Zutell, J. (2014). <u>Instructing Students Who Have Literacy Problems</u>. (7th ed). Boston: Pearson Education, Inc.</p> <p>Begin to explore Interest inventories</p> <p>Please view the PowerPoint and work through the slides at your own pace during Module 1.</p> <p>Discussion: High-Stakes Testing Research</p> <p>Assignment 1: Part 1 of Interest Inventories Match: Researching and Developing an Interest Inventory</p> <p>Assignment 2: Choose ePortfolio platform (see details in module)</p>
<p>Module 2:</p> <p>Exploring standardized testing and culturally/linguistic diverse students</p>	<ol style="list-style-type: none"> 1. Analyze research on culturally and linguistic students. (CLO 2) 2. Interpret interest inventories as a role of assessment in curricular decision-making (CLO 1, 2, 3) 	<p>Read: Read McCormick & Zutell, Ch. 14</p> <p>Please view PowerPoint 2 and work through the slides at your own pace during Module 2.</p> <p>Discussion: Cultural/Linguistical Students</p> <p>Assignment: Part 2 of the Interest Inventory-Identifying Diverse Students</p>

Module	Module Objectives:	Module Activities:
	<p>3. Explore research including the characteristics and terminology of formal, informal, standardized, and authentic assessment tools and procedures (CLO 3)</p>	
<p>Module 3: Exploring Mental Measurements Yearbooks, OAE standardized tests, and analyzing interest inventories</p>	<p>1. Critique the results of your interest inventories as a role of assessment in curricular decision-making (CLO 1)</p> <p>2. Convey research including the characteristics and terminology of a specific standardized test (CLO 3)</p>	<p>Read McCormick & Zutell, Ch. 4, 5, and 6</p> <p>Explore the standardized test of your choice that your school partakes in and the Mental Measurements Yearbook Critique.</p> <p>Discussion: Discuss what you have learned as you explored the OAE standardized tests. Discuss tips, suggestions, and resources for successfully passing your OAE assessments with your peers.</p> <p>Assignment: Part 3 of the Interest Inventories: Administer, Analysis and Interpretation of Results</p>
<p>Module 4: Intro to the QRI</p>	<p>1. Administer a qualitative reading inventory into an instructional program. (CLO 4)</p> <p>2. Discuss strategies for assessing delayed and non-readers, linguistically diverse students (CLO 2)</p>	<p>Read McCormick, Ch. 7, 8, 13</p> <p>Please view PowerPoint 3 and work through the slides at your own pace during Module 4.</p> <p>Discussion: Important Principles of Instruction for Delayed Readers and the Nonreader. Discuss Chapter 7 with your peers. What have you learned and how can you connect it to your own teaching experiences?</p> <p>Assignment: Complete Part 1 of the QRI</p> <p>You are free to begin Part 2 at any time</p>
<p>Module 5: Creating a plan of Action, Parent Conferences, and Interpreting QRI results</p>	<p>1. Create a plan of action based on information from the interest inventories as a role of assessment in curricular decision-making (CO 1, 2)</p> <p>2. Interpret results of a qualitative reading inventory into an instructional program and communicate results to others. (CLO 4)</p>	<p>Read: Read McCormick, Ch. 9, 10, 11, 12</p> <p>Discussion: Find one peer-reviewed journal article about effective communication and how to conduct conferences with parents/caregivers and discuss the information in your initial online posting</p> <p>Assignment: Part 2 of the QRI</p>

Module	Module Objectives:	Module Activities:
Module 6: Dyslexia	1. Explore appropriate assessments to identify and instruct students with Dyslexia in the classroom. (CLO 7) 2. Convey appropriate assessments to identify and instruct students with Dyslexia in the classroom with colleagues. (CLO 6, 7)	Read: Links about Dyslexia Discussion: Discuss with your peers the adaptations that must occur during assessments to meet the needs of students with Dyslexia. Assignment: Create a handout with 10 resources that can help teachers support your case study student and 5 resources that support students with dyslexia. Continue QRI assessments and write-ups
Module 7: Final Results of QRI and Colleague Dissemination	1. Convey appropriate assessments to identify and instruct students with Dyslexia in the classroom with other colleagues. (CLO 6, 7) 2. Interpret the results of the QRI and Interest Reading Inventory with parents/guardians in the assessment process and in goal setting to address gaps between performance and potential in students of all needs (CLO 4, 6)	Read: Links about Conferences and Colleague Dissemination Discussion (CLO 6): Find one professional development concerning Dyslexia, Reading, and/or Assessments in your area that will occur in the next six months. Provide the information to be able to attend. Assignment 1: Part 3 of the QRI - Recommendations Assignment 2: Conference to disseminate results of QRI and Interest Inventory to Parent/Guardians via ePortfolio

Course Requirements:

1. Online Discussions: During the seven modules, a discussion must be posted online containing a critical, evaluative response to the information and issues presented for each posted question. The initial thread must be posted online by Wednesday evening (11:59 p.m.). Two additional responses must be posted to peers by Sunday evening (11:59 p.m.). **APA citations in each initial thread is required.** (12 points each)
2. Interest Inventory/Materials Match: Research and develop an interest inventory and meet with four (4) students of whom are from a diverse cultural group and who are in third grade or higher to gather information to guide your interest inventory/materials match assignment. Your mini-case study student should be one of these students (make sure you choose a student who does not have attendance issues). For each student, identify the current reading instructional level. These students must be in the same school and have access to the same school library. Administer the interest inventory to the students. Analyze the results for the group and write an interpretative summary of the findings. Finally, perform an analysis of available library materials (school media center, classroom library, or both) to determine the degree of alignment between the identified interests and instructional levels of the students and the available library print and technology offerings. You may collaborate with the school librarian or a paraprofessional to assist you in this task. The findings of this report must be shared with

the class in written form and include strategies for identifying and purchasing library materials to better address the reading interests of diverse students. This assignment is the course critical task and will be submitted to TaskStream via the e-Portfolio. (32 points)

3. QRI Administration and Analysis Report (mini-case study): For one student from #2 above, administer the Qualitative Reading Inventory. Analyze the results using the forms provided in the QRI and write up the interpretation using the instructor's format. You will also describe the diverse learner characteristics of this student. (100 points)
4. Resources Handout: Create a handout with 10 resources that could be presented to your colleagues to support your assessment student and 5 resources to support students with dyslexia. Parts of this assignment can be found in the materials match description (30 points)
5. Diagnostic Summary Conferences to Case-Study Student's Teacher(s), Parent(s)/Caregiver(s), and/or Tutor(s): You will meet with the student's teacher(s), parent(s)/caregiver(s), and/or tutor(s) to review this information. A report and audio recording of this meeting will then be written and reported online. The written report must also be submitted to TaskStream as part of the data on student performance for this course. (28 points)
6. e-Portfolio: Beginning with Module 1, create an e-Portfolio (rather than a physical portfolio) that will be used to display each of the assignments in this course and will be used to discuss assessment results and recommendations during the parent/guardian conference. Your e-portfolio will be uploaded to both Taskstream and Blackboard. Suggestions for the e-portfolio platform can be found in module 1. (20 points)

Assignment:	Points:	Percentage:
Online Discussions	12 points each (total of 84 points)	10%
QRI Report	100 points	30%
Summary and Audio of Conference	28 points	10%
Interest Inventory/Materials Match	32 points	20%
Handout with Resources	30 points	10%
e-Portfolio	20 points	20%

Grading Scale

A	B	C	D	F
94-100%	93-87%	86-80%	79-71%	Below 71%

Course Policies:

Youngstown State University is an academic community dedicated to the advancement of learning and development of its students. The University supports the right of all students to be treated with respect and dignity so they can pursue their academic goals in a positive learning community. (p. 42 YSU Graduate Student Bulletin)

- YSU E-Mail

Each student at YSU has access to an individual e-mail account through the university e-mail system. All students are expected to activate this e-mail account and to check messages on a regular basis. Announcements sent from BB9, attachments as supplements to the textbook and additional communications to students may be sent periodically. Students will be held responsible for accessing any e-mail sent out for this course.

- **Late Assignments**

All assignments are due on the course calendar dates listed unless you are ill, attending a funeral, or experiencing a personal hardship that you have little or no control over (i.e., auto accident, parent or child's illness). The instructor must be notified in advance of the due date for an assignment if situations occur keeping a student from meeting that deadline. Failure to comply with this requirement will result in an automatic deduction of 10% of the total point value of the assignment. When an assignment is recorded as late, the candidate will have one week in which to submit it to the instructor for evaluation. If the assignment is not received by the instructor by the end of that week, a zero will be recorded.

- **Participation and Attendance Policy**

Participation and attendance are essential components of graduate courses. Online courses are no different. Students are therefore, expected to participate in course activities and discussions that lend themselves to professional dialogue and reflection. Students will be free to share personal thoughts, feelings, and opinions through these types of experiences. Therefore, respect for different viewpoints is expected and is part of the discussion board rubric.

- **Incomplete Grade Policy (Official YSU Policy)**

An incomplete grade of an "I" may be given to a student who has been doing satisfactory work in a course but, for reasons beyond control of the student and deemed justifiable by the instructor, had not completed all requirements for a course when grades were submitted. A written explanation of the reason for the "I" will be forwarded to the Registrar for inclusion in the student's permanent record. Upon subsequent completion of the course requirements, the instructor initiates a grade change. Incompletes must be completed during the following term by these deadlines:

Spring semester incompletes - by Sept. 1

Summer incompletes - by October 1

Fall incompletes - by March 1

Faculty may provide an extension at the request of the student when unusual circumstances justify doing so. If courses are not completed by the designated date, the "I" automatically converts to an "F." If graduation occurs before the work is made up, the "Incomplete" grade is converted to an "F" and will be permanently indicated on the student's transcript.

- **Withdrawal**

Withdrawal from a course must be accomplished through the online registration system. Failure to attend class, have no on-line activity, or notification to an instructor is insufficient. A grade of F will be recorded unless a student officially withdraws. The student who wishes to withdraw from all classes in a particular semester must also process this through the registration online system. If a student withdraws from all classes during the first two weeks of the semester, the academic record will contain the statement, "Student completely withdrew during the first two weeks of the semester." (Graduate Bulletin p. 37)

- **NAF Guidelines**

A nonattendance F (NAF) indicates that a student received an F in the course because he/she did not attend and/or participate in the class for more than 60% of the term. See NAF guidelines adopted by YSU to comply with federal regulations at YSU website: <http://cms.ysu.edu/administrative-offices/registrar/guidelines-reporting-nonattendance-f-naf>

- **Academic Integrity (YSU Student Code of Conduct p.28-30)**

Academic honesty is essential to the educational process and serves to protect the integrity of the University community. Therefore, all members of the University community have a responsibility of maintaining high standards of honesty and ethical practice. Cheating, plagiarism, and other forms of academic dishonesty constitute a serious violation of University conduct regulations.

Students who engage in dishonesty in any form on examinations, papers, and course assignments, or who illegally possess examinations shall be charged with academic dishonesty. Furthermore, students shall not submit the work of someone else as their own or utilize ideas taken from other sources without properly citing the source. In addition, work completed in one course that is submitted in another course may constitute academic dishonesty. Students should consult with the faculty member if they are not sure what may constitute academic dishonesty.

The faculty member may impose one or more of the following sanctions:

- (1) Warn the student;
- (2) Submit an "F" grade on the exam or paper;
- (3) Submit an "F" grade for the course

Grading College of Graduate Studies

Grades of D and F carry no graduate credit but will be used to determine the student's grade point average. Failure will normally be indicated by a D; a grade of F indicates that the student has not achieved even a minimum grasp of the essentials of the course. A grade of F can also result from failure to withdraw officially from a course (see Change of Registration and Reduction/Refund of Fee Charges upon Withdrawal). A student has the privilege of repeating a course once, but the repetition is treated merely as another course, along with the first, in calculating the student's grade point average. Any course grade of D or F must be repeated and passed with a grade of A or B.

Other Course Policies:

Americans with Disabilities Act: In accordance with University procedures, if you have a documented disability and require accommodations to obtain equal access in this course; please contact me privately to discuss your specific needs. You must be registered with the Center for Student Progress Disability Services, located at Kilcawley Center Room 2082, and provide a letter of accommodation to coordinate reasonable accommodations. You can reach CSP Disability Services at 330-941-1372.

Non-Discrimination: Youngstown State University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity and/or expression, disability, age, religion or veteran/military status in its programs or activities. Please visit www.yzu.edu/ada-accessibility for contact information for persons designated to handle questions about this policy.

Academic Integrity: As outlined in [The Student Code of Conduct](#), all forms of academic dishonesty are prohibited at Youngstown State. This includes plagiarism, the unauthorized use of tools or notes in taking tests or completing assignments, fabrication of data or information used for an assignment, working with others without permission from the instructor, and more. A student who is believed to have violated the academic integrity policy will meet with the instructor to discuss the allegations. The student may accept responsibility for the violation and any sanctions selected by the instructor, or they have the right to ask for a hearing before a hearing panel. The full Academic Integrity policy can be found in [Article V](#) of The Student Code of Conduct, while further information on University procedures for alleged academic integrity violations can be found in Article V.

***Critical Tasks** are performance-based assignments that reflect a candidate's knowledge, skills and/or dispositions aligned with the standards for teacher preparation of the licensure area (NAEYC). These tasks assess a candidate's ability to move through the teacher preparation program in an effective way, meeting and/or exceeding expectations in these professional standards. Therefore, candidates must effectively pass a critical task to pass the course. Failure to effectively pass the critical task(s) will result in remediation through repetition of the course to guarantee that all teacher candidates are prepared to be an effective educator once they leave Youngstown State University. [Applies for Undergraduate courses and Master ECE & Literacy courses: **Critical Tasks and Essential Tasks are to be submitted through TaskStream.**]

Modifications to Course: Dr. Theresa Duncko reserves the right to make modifications to the course as necessary.

References

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Course Syllabus

TERG 6927: Coaching for Effective Literacy Instruction

Spring 2023

Prerequisites: Admission to the Graduate School (as a non-degreed student)

Class Meetings: Spring 2022

Course Modality: online asynchronous

Texts/Resources: Sweeney, D. (2011). *Student-centered coaching: a guide for K-8 coaches and principals*. Corwin.

Instructor: Mandy L. Wallace Ed.D.	
Office Hours	
On Campus ROOM 2323	Mondays and Wednesdays 10am-12pm Mondays 2pm-5pm
Email (Anytime)	mlwallace06@ysu.edu
Virtual	By Appointment
*Please don't hesitate to contact me. I am here to support your growth as a student through this course, through your time at YSU, and beyond.	

Catalog Description:

An application of literacy coach practices in assessment-based decision-making, research-based instruction, and preparation and delivery of high-quality professional development using techniques for working with individual teachers in a coaching context and groups of teachers in whole-group PD settings.

Critical Task: Critical tasks are performance-based assignments that reflect a candidate's knowledge, skills and/or dispositions aligned with the standards for teacher preparation of the licensure area. These tasks assess a candidate's ability to matriculate through the teacher preparation program in an effective way, meeting and/or exceeding expectations in these professional standards. Therefore, candidates must effectively pass a critical task to pass the course. Failure to effectively pass the critical task(s) will result in remediation through repetition of the course to guarantee that all teacher candidates are prepared to be an effective educator once they leave Youngstown State University. Critical Tasks and Essential Tasks are to be submitted through TaskStream.

Using all that was learned during the course, plan and execute a 45-minute session that includes presentation software and video to introduce the concept of literacy coaching. Resources and handouts are to be included. The work needs to be submitted on Task Stream. **This is a Critical Task. You must successfully complete this requirement and upload it to Task Stream to pass the course.**

Field/Clinical Experiences:

30 Hours Minimum with a Reading Coach, Reading Specialist, or Curriculum Specialist

Field log can be created by the student. Please make sure hours span the 7 weeks. The field log will need to be signed by the person you are working with, uploaded to Blackboard, and uploaded to Task Stream by the end of the 7-weeks.

Course Fees: \$100 online course fee

Knowledge Bases Rationale: Student learning is at the heart of instruction. Improved instruction results in increased learning. A system of coaching using various avenues ensures that teachers are making instructional decisions based on assessments which reflect student learning.

1. A collaborative, reflective assessment program is needed to ensure effective instructional decision making, to scaffold student learning, to provide for diverse students to take ownership of and assume responsibility in learning situations and to provide a procedure for promoting teacher accountability. (Benko, 2012; Brantley, 2007)
2. A multifaceted approach to assessment should be used as a means of obtaining more authentic information about the strengths and weaknesses of diverse students. (Brantley, 2007; Bear, Invernizzi, and Templeton, 2016)
3. Teachers need to develop assessment procedures that provide students with information so students can monitor their own progress toward becoming more competent in applying a variety of reading and study strategies across the curriculum. (Brantley, 2007)
4. Effective literacy instruction requires that teachers be versatile in adapting materials and techniques to particular students based on information obtained from informal and formal assessment and specific instructional events. (Gillis & Wig, 2015; Brantley, 2007; Bear, Invernizzi, and Templeton, 2007)
5. Through modeling procedures for accomplishing specific tasks in reading and writing, teachers can assist diverse students in becoming skilled language users and in gaining better control over their metacognitive processes. (Fisher & Frey, 2012; Brantley, 2007; Cambourne, 1995)
6. As teachers reflect upon their practice, improvements can occur through careful reflection regarding adherence to protocol and scaffolding features, self-evaluation of instructional talk, and presence of a clear before-during-after lesson structure. The presence of a literacy coach can facilitate this reflective process. (Vogt & Shearer, 2007; Sweeney, 2011)
7. Effective literacy coaches are able to identify individual teacher and staff professional development needs as well as use inquiry to support the teaching and learning of individual teachers. (Rosemary, Roskos, & Landreth, 2007; Vogt & Shearer, 2007)

COURSE LEVEL LEARNING OBJECTIVES

1. CLO 1: explain the influences behind literacy coaching, adult learning and the teacher-change process (ILA 1.2, 1.4; BCOE R3a, R6b)
2. CLO 2: apply a multifaceted approach to assessment as a means of obtaining authentic information about the strengths and needs of diverse students (ILA 2.1, 3.1-3.4; National Board Standards 1, 2, & 3; BCOE R1c, R3c, R4a, & R5a; IDA A5-7, C2.2, C2.3)
3. CLO 3: evaluate implications for instructional decision making when presented with specific assessment data. (ILA 3.1-3.4; National Board Standards 1, 2, & 3; BCOE R1c, R3a, & R6a; IDA A3, A7, C3.7)

4. CLO 4: explain research-based instructional strategies in a variety of areas including comprehension, fluency, word study, and writing. (ILA 5.3; National Board Standards 4 & 5; BCOE R3a, R6b; IDA E5, E6)
5. CLO 5: develop procedures and teaching protocols for integrating various technologies into assessment, instruction, and their own professional development efforts. (ILA 5.3; InTASC 5a, 6b)
6. CLO 6: Develop necessary techniques/skills to coach peers using the pre-conference, observation, post-conference coaching model in order to assist peers in reflecting upon and selecting individual goals that will improve instruction (ILA 3.3, 5.2, 6.2, 6.3; National Board Standards 4 & 5; BCOE R1d, R3a, R4b, & R6b; IDA A7)
7. CLO 7: develop guidelines for preparing and presenting effective professional development sessions to colleagues based on literacy coach and principal interviews, district improvement plan, needs assessment surveys and analysis of assessment data (ILA 5.3, 6.2; National Board Standards 4 & 5; BCOE R3a, R6b; IDA E5, E6)

MODULE LEVEL LEARNING OBJECTIVES

Module 1: Influencing Student Thinking Learning Objectives	
<p>MO 1a. explore what it means to be a literacy coach (CLO 1)</p> <p>MO 1b. describe how leadership influences successful literacy coaching (CLO 1)</p> <p>MO 1c. Compare and contrast student-centered learning with other coaching models (CLO1)</p>	
Readings	<p>Chapter 1: <i>Coaching Student Learning</i> in Sweeney, D. (2011). <i>Student-centered coaching: a guide for K-8 coaches and principals</i>. Corwin. (MO 1c)</p>
Instructional Media	<p>Introduction to Student-Centered Coaching (MO 1b): https://www.youtube.com/watch?v=C33IzVAa4LI</p> <p>How does Student-Centered Coaching Compare with Other Models? (MO 1c): https://dianesweeney.com/getting-started-with-student-centered-coaching/</p> <p>Comparison of Coaching Styles (MO 1c): https://dianesweeney.com/study-guide-student-centered-coaching/</p> <p>Diane Sweeny: Student-Centered Coaching webinar (MO1a): https://www.youtube.com/watch?v=IRbiFgTUfrw&t=619s</p>
Discussion Post	<p>Introduce yourself to the class.</p> <p>What are your beliefs about coaching? (MO 1a)</p> <p>What are your beliefs about student learning? (MO 1c)</p>
Assignment	<p>Literacy coach and principal interview (MO1)</p>

**Module 2: Importance of Developing Relationships
Learning Objectives**

MO 2a. Establish an environment for student-centered coaching with a connection between goals for student learning and teaching practice (CLO 2)

MO 2b. Calibrate a relationship with the principal (CLO 1)

MO 2c Examine school culture. (CLO 6)

MO 2d. Identify elements necessary for a culture of learning (CLO 6)

Readings	<p>Chapter 2: <i>Getting Student-Centered Coaching Up and Running</i> in Sweeney, D. (2011). <i>Student-centered coaching: a guide for K-8 coaches and principals</i>. Corwin. (MO 2b)</p> <p>Chapter 3, <i>Crafting a Culture of Learning</i> in Sweeney, D. (2011). <i>Student-centered coaching: a guide for K-8 coaches and principals</i>. Corwin. (MO 2.c, MO 2.d)</p>
Instructional Media	<p>Seven Core Practices for Student-Centered Coaching (MO 2.a): https://dianesweeney.com/getting-started-with-student-centered-coaching/</p> <p>Co-planning and co-teaching: Co-Teaching Models: Strategies and Planning (MO 2.b): https://www.youtube.com/watch?v=BDTrcG4NuZ8</p> <p>Co-Planning and Co-Teaching: Core Practices for Student-Centered Coaching (MO 2.c, MO 2.d): https://www.youtube.com/watch?v=4a8em_wVPo8</p> <p>Podcast: Guiding Teachers through Change (MO 2.b, MO 2.d): https://studentcenteredcoaching.podbean.com/e/diane-sweeney-student-centered-coaching/ (Link works on Blackboard)</p>
Discussion Post	<p>Describe your school’s culture. (MO 2c, MO 2c)</p> <p>What is your role in impacting the culture? (MO 2c, MO 2c)</p>
Assignment	<p>Analyze the example of a coaching letter found in chapter 2 of the text.</p> <p>What does it tell you and what is missing?</p> <p>What would you include in your coaching letter?</p> <p>Draft a coaching letter.</p>

**Module 3: Research into Literacy Coaching
Learning Objectives**

MO 3a. Use research to guide instruction (CLO 3, 4)

MO 3b. Examine research-based instructional strategies (CLO 4)

Readings	Find two current (within the last five years) journal articles that examine the history, role, process, dynamics, or effectiveness of literacy coaching. Synthesize the articles for the essential elements they contain. (MO 3.a, MO 3.b)
Discussion Post	Share your findings and articles with the others in the class.
Assignment	How does the article compare with the Sweeney book? What surprised you? What are the take-aways from the articles? In what ways can you use what you learned? Include a full APA 7 th citation for each article. (MO 3.a, MO 3.b)

**Module 4: Using Data to Inform Instruction
Learning Objectives**

MO 4a. apply procedures for linking assessment with instruction in the literacy and content area curriculum (CLO 3, 4, 5)

MO 4b. Examine the implementation and analysis of the coaching cycle (CLO 6)

MO 4c. Identify key components of student-centered coaching. (CLO 4)

Readings	<p>Chapter 4, <i>Data and Student-Centered Coaching</i> in Sweeney, D. (2011). <i>Student-centered coaching: a guide for K-8 coaches and principals</i>. Corwin. (MO 4.a)</p> <p>Chapter 5, <i>Measuring the Impact of Student-Centered Coaching</i> in Sweeney, D. (2011). <i>Student-centered coaching: a guide for K-8 coaches and principals</i>. Corwin. (MO 4.a)</p>
Instructional Media	<p>Setting up a coaching cycle, segment one (MO 4.b, MO 4.c): https://www.youtube.com/watch?v=w_bDrjrIpnE</p> <p>Student-centered coaching at the elementary level – segment 2 (MO 4.b, MO4.c): https://www.youtube.com/watch?v=EXGtmmQS5w</p> <p>Leading Student-centered coaching: coaching cycles (MO 4.b, MO 4.c): https://www.youtube.com/watch?v=fBIN8nwGDxc</p> <p>Coaching at the secondary level (MO 4.a, MO 4,b, Mo 4,c): https://www.youtube.com/watch?v=nn8eTx6ExAQ</p>
Discussion Post	<p>Describe the data used in your coaching conversations. What was the outcome of these conversations? How much of a role did the data play? (MO 4.a)</p> <p>How did the data impact the lesson planning? How much of what the students know and are able to use factor into the plan. How was what the students need to learn next determined? (MO 4.a)</p>
Assignment	<p>Gather and analyze student assessment data. Identify aspects that the students control and need to learn next. Assist the teacher in generating objectives, determining activities, selecting resources, and designing the next assessment. (MO 4.a, MO 4.c)</p>

**Module 5: Implementation of the Coaching Cycle
Learning Objectives**

MO 5.a. implement student-centered classroom observations (CLO 4, 5, 6)

MO 5.b. determine effectiveness of instructional strategies and assessment (CLO 4, 5, 6)

MO 5.c. Examine ways student-centered coaching impacts the various facets of teaching and learning (CLO 3, 4)

Readings	<p>Review chapter 5, <i>Measuring the Impact of Student-Centered Coaching</i> in Sweeney, D. (2011). <i>Student-centered coaching: a guide for K-8 coaches and principals</i>. Corwin. (MO 4.a, MO 5.b, MO 5.c)</p> <p>Chapter 6, Student-Centered Classroom Observations in Sweeney, D. (2011). <i>Student-centered coaching: a guide for K-8 coaches and principals</i>. Corwin. (MO 5.b, MO 5.c)</p>
Instructional Media	<p>Leading Student-Centered Coaching: Coaching Cycles (MO 5.a): https://www.youtube.com/watch?v=fBIN8nwGDxc</p> <p>Co-planning and co-teaching (MO 5.b, MO 5.c): https://www.youtube.com/watch?v=4a8em_wVPo8</p>
Discussion Post	<p>Describe your role within the coaching cycle. (MO 5.a)</p> <p>What was a challenge you've encountered? Explain how you worked to overcome or improve it. (MO 5.a)</p>
Assignment	<p>Design a coaching cycle using the data and lesson plans from that data. (MO 5.a)</p>

Module 6: Analysis and Reflection of the Coaching Cycle Learning Objectives	
Readings	Chapter 7, <i>Developing Systems and Structures for Teacher Learning</i> in Sweeney, D. (2011). <i>Student-centered coaching: a guide for K-8 coaches and principals</i> . Corwin. (MO 6.b, MO 6.c) Chapter 9, <i>Developing Systems and Structures to Support Coaches</i> in Sweeney, D. (2011). <i>Student-centered coaching: a guide for K-8 coaches and principals</i> . Corwin. (MO 6.b, MO .6c)
Instructional Media	Measuring the impact of student-centered coaching (MO 6.a): https://www.youtube.com/watch?v=9_W6wUknHHE
Discussion Post	When it comes to literacy coaching, what does <i>effective</i> mean? What would be an example of effective coaching? (MO 6.a, MO 6.b, MO 6.c)
Assignment	Conference with your teachers. Determine the effect of the cycle on student learning and teacher performance. (MO 5. a, MO 5.b, MO 5.c)

Module 7: Adult Learners & Professional Development Learning Objectives	
Readings	Chapter 8, <i>Engaging the Adult Learner</i> in Sweeney, D. (2011). <i>Student-centered coaching: a guide for K-8 coaches and principals</i> . Corwin. (MO 6.b, MO 6.c)
Instructional Media	Podcast: How Schools can Use Coaching Cycles to Support a Successful Curriculum Implementation (MO 6.c): https://studentcenteredcoaching.podbean.com/e/how-schools-can-use-coaching-cycles-to-support-a-successful-curriculum-implmentation/
Discussion Post	How can literacy coaching serve as a school improvement mechanism? (MO 7.c) Compare and contrast working with adults with working with students in teaching/learning situations. (MO 7.a, MO 7.b)
Assignment	Plan and execute a 45-minute professional development session to includes presentation software and video introduces the concept of literacy coaching. (MO 7.a. MO 7.b, MO 7.c)

Course Requirements

Concepts and skills learned in assignments three through five scaffold each other and so combine to form the critical task. As each task addresses the application of skills specific to the concept, each task will be assessed using a rubric designed for that assignment.

Dispositions: Attendance, Participation and Professionalism Students will demonstrate a professional disposition. Collaborative engagements occur frequently in this course. Full participation in group work and class discussions is expected. The degree to which one participates will determine whether participation points are deducted. Professional behavior is expected at all times.

Assignment	Points	Date
M1 Discussion	5	5/22
<i>M1 Literacy coach and principal interview</i>	25	
M2 Discussion	5	5/29
<i>M2 Coaching letter and summary analysis</i>	25	
M3 Discussion	5	6/5
<i>M3 Professional research analysis</i>	25	
M4 Discussion	5	6/12
<i>M4 Implementation and analysis of coaching cycle, observation & student data pt.1</i>	25	
M5 Discussion	5	6/19
<i>M5 Implementation and analysis of coaching cycle, observation & student data pt.2</i>	25	
M6 Discussion	5	6/26
<i>M6 Implementation and analysis of coaching cycle, observation & student data pt.3</i>	25	
M7 Discussion	5	7/2
<i>M7 Coaching workshop and demonstration lessons</i>	25	

Discussions – Each module includes discussion topics. Students will respond to at least two classmates’ discussions. (5 points per module = 35 points)

- Literacy Coach and Principal Interview** – Students will prepare at least five broad questions designed to solicit the principal’s view of coaching. The student will use these questions to interview the principal and will synthesize the interview results. (25 points)
- Coaching Letter** – Students will analyze the example of a coaching letter found in chapter 2 of the text. The student will describe what the letter includes and what is missing. Students will draft a coaching letter to fit their particular situation. (25 points)

3. **Coaching Research Articles** – Students will locate two current (within the last five years) journal articles that examine the history, role, process, dynamics, or effectiveness of literacy coaching. Students will synthesize the articles for the essential elements they contain and will compare the article with the textbook. Students will include specific take-aways from the article and will describe ways they can use what they learned. A full APA 7th citation is needed for each article. (25 points)
4. **Data Usage** – Students will gather and analyze student assessment data to identify aspects that the students control and need to learn next. The students will assist the teacher in generating objectives, determining activities, selecting resources, and designing the next assessment. (25 points)
5. **Coaching Cycle** – Students will design a coaching cycle using the data and lesson plans from that data. Students will develop a rotation of conferencing, modeling, observing, planning, and co-teaching. (25 points)
6. **Impact on Student Learning** – Students will conference with the teacher to analyze the interactions and determine the effect of the cycle on student learning and teacher performance. (25 points)
7. **Professional Development Session (Critical Task)** – Students will plan and execute a 45-minute session that includes presentation software and video to introduce the concept of literacy coaching. Participant engagement, resources, and handouts are to be included. (25 points) **The critical task must be uploaded to Task Stream. Failure to successfully complete the critical task and/or upload it to Task Stream is necessary to pass the course.**

Graded Assignments

Assignment	Possible Points
Literacy Coach and Principal Interview	25
Coaching Letter	25
Coaching Research Articles	25
Data Usage	25
Coaching Cycle	25
Impact on Student Learning	25
Professional Development Session	25
Discussions (5points per 7 modules)	35
Total	210

Grading Scale

A	94%-100%	Late assignments will be penalized. Points will be deducted for grammatical and spelling errors. PLEASE proofread carefully!
B	87% - 93%	
C	80% - 86%	
D	72% - 79%	
F	Below 72%	

Covid 19 and University/Course Policies:

Classroom Safety and Health Protocols (COVID-19)

Youngstown State University has been and will continue to implement evidence-based protocols to monitor and suppress coronavirus in accordance with public health guidelines. YSU will work directly with local public health officials to determine what guidelines are appropriate to implement within the context of our local community and will update protocols as needed. Faculty and students are expected to abide by all safety and health policies implemented by the University's Office of Environmental Occupational Health and Safety as well as all applicable local, state, and federal mandates. YSU recommends that all faculty and students become fully vaccinated. Everyone must continue to perform a daily health assessment and report COVID through the [reporting form](#) to YSU COVID Support Staff. The following COVID-19 protocols must be considered during the current coronavirus pandemic for Fall 2021 instruction.

GENERAL CLASSROOM GUIDELINES

- All individuals, regardless of vaccination status are required to wear face coverings in indoor public settings on campus
- Individuals on campus are encouraged to physically distance according to their personal needs
- Disinfecting wipes/sprays will be provided in classrooms that are used for face-to-face course instruction
- Faculty and students should wipe down their work areas at the beginning and end of each class
- Any concerns/issues should be communicated immediately to EOHS

INSTRUCTOR SAFETY PROCEDURES

- Faculty must use assigned seating in their classrooms to help contact tracing if a fellow classmate were to be exposed to COVID-19
- Daily attendance must be performed to determine which students are present for the class to help contact tracing fellow classmates
- Faculty should use hand sanitizer before and after touching computers or other shared classroom items.
- Faculty using classroom technology such as computers should sanitize the keyboard, mouse etc. prior to use

STUDENT SAFETY PROCEDURES

- Students must always follow the YSU Safety and Health Guidelines while on campus and attending class
- Students should wash their hands frequently in between classes and use hand sanitizer as needed
- If you must cough or sneeze, be sure to cover your mouth even with a mask on, using your arm at the elbow joint

Given the uncertainties surrounding the ongoing coronavirus pandemic, these protocols are subject to change based on state and federal health guidelines. Changes will be communicated promptly through the usual communications channels. Please visit the [University Coronavirus Information](#) page for more information.

Statement of Non-Discrimination from the University

Youngstown State University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity and/or expression, disability, age, religion or veteran/military status in its programs or activities. Please visit the [Equal Opportunity and Policy Development & Title IX website](#) for contact information for persons designated to handle questions about this policy.

Academic Integrity/Honesty

As outlined in [The Student Code of Conduct](#), all forms of academic dishonesty are prohibited at Youngstown State. This includes plagiarism, the unauthorized use of tools or notes in taking tests or completing assignments, fabrication of data or information used for an assignment, working with others without permission from the instructor, and more. A student who is believed to have violated the academic integrity policy will meet with the instructor to discuss the allegations. The student may accept responsibility for the violation and any sanctions selected by the instructor, or they have the right to ask for a hearing before a hearing panel. The full Academic Integrity Policy can be found in Article III of [The Student Code of Conduct](#), while further information on University procedures for alleged academic integrity violations can be found in Article V.

Specific to the BCOE Department of Teacher Education, academic dishonesty includes, but is not limited to, cheating, plagiarism, fabrication of information or references, facilitation of acts of academic dishonesty by others, unauthorized possession of examinations, submitting work of another person, i.e., presentations, programs, spreadsheets, and information from the internet, tampering with the academic work of other students, and lying, deceit, or fraud in oral or written statements relating to academic work. In addition, any violation will result in a Candidate Performance Alert form being automatically completed and inserted in the candidate's file in the Office of Student Teaching.

Student Accessibility

In accordance with University procedures, if you have a documented disability and require accommodations to obtain equal access in this course; please contact me privately to discuss your specific needs. To coordinate reasonable accommodations, you must be registered with the [Accessibility Services](#), located in Kilcawley Center Room 2082. You can reach [Accessibility Services](#) at 330-941-1372

Incomplete Grade Policy

An incomplete grade of “I” may be given to a student who has been doing satisfactory work in a course, but, for reasons beyond the control of the student and deemed justifiable by the instructor, has not completed all requirements for a course when grades were submitted. A letter grade MAY NOT be changed to an “I” (Incomplete) after the term has ended and grades have been recorded. For **Fall Term** courses, the final date to complete an “I” will be *March 1* of the following term; for **Spring Term** courses, *September 1*; for **Summer Term** courses, *October 1*.

These dates can only be extended with the approval of the instructor and the Dean of the College where the course is taught. Forms for extension of the deadline may be obtained and after obtaining the proper signatures, this form must be submitted to the University Records office 24 hours before the original deadline (i.e. for Fall Term courses, March 1 of the following term).

Candidate Performance Alert Process:

The purpose of this alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with professionalism, inclusivity and collaboration determined by the BCOE faculty as necessary standards to effectively serve all student or clients. The Candidate Performance Alert form is completed when a concern is raised about a candidate's performance during any class, sponsored activity by the Beeghly College of Education, or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate's ability to perform his or her role as an educational professional. The Candidate Performance Alert Form can be used by university faculty, staff, supervisors, cooperating teachers, or other school personnel when they have a concern, other than one that can be effectively addressed through routine means of supervision.

NAF Guidelines

A non-attendance F (NAF) indicates that a student received an F in the course because he/she did not attend and/or participate in the class for more than 60% of the term. See NAF guidelines adopted by YSU to comply with federal regulations at YSU website: <http://cms.ysu.edu/administrative-offices/registrar/guidelines-reporting-nonattendance-f-naf>.

Critical Tasks

*Critical Tasks are performance-based assignments that reflect a candidate's knowledge, skills and/or dispositions aligned with the standards for teacher preparation in the licensure area. These tasks assess a candidate's ability to matriculate through the teacher preparation program in an effective way, meeting and/or exceeding the expectations of these professional standards. Therefore, candidates must effectively pass a critical task to pass the course. Failure to effectively pass the critical task(s) will result in remediation through repetition of the course to guarantee that all teacher candidates are prepared to be effective educators once they leave Youngstown State University. Critical Tasks and Essential Tasks are to be submitted through TaskStream. **Field Verification Form:** Field verification form is to be completed on TaskStream after completion of field work. Grades WILL NOT be released without this form being completed and submitted*

TaskStream

A TaskStream account is required for all students in the Beeghly College of Education. You will be required to use TaskStream to upload assignments and other documents in this course and other courses you will take in the Department of Teacher Education. If you have already purchased a TaskStream account, you may be eligible for a one-year extension. When your current TaskStream account expires, email Mrs. Therese Kightlinger (takightlinger@ysu.edu), with "TaskStream renewal" in the subject line and your name, Banner #, and current TaskStream login in the body of the message.

YSU E-Mail

Each student at YSU has access to an individual e-mail account through the university e-mail system. All students are expected to activate this e-mail account and to check messages on a

regular basis. Announcements and attachments as supplements to the textbook may be sent periodically to class members. Students will be held responsible for accessing any e-mail sent out for this course.

Bibliography

Chapman, C. and King, R. (2008). *Differentiating instruction: Work smarter, not harder*. Corwin Press.

Harvey, S. and Goudvis, A. (2007). *Strategies that work: Teaching comprehension for understanding and engagement, Second Edition*. Stenhouse.

Soffos, L. D. (2001). *Shaping literate minds: Developing self-regulated learners*. Stenhouse.

Styles, D. (2001). *Class meetings: Building leadership, problem-solving, and decision-making skills in the respectful classroom*. Stenhouse.

Sweeney, D. (2011). *Student-centered coaching: a guide for K-8 coaches and principals*. Corwin.

Tollefson, K. A. (2007). *Cultivating the learner-centered classroom: From theory to practice*. Corwin Press.

TERG 6928: Practicum - Case Study in Reading and Language Arts

Spring 2023

Prerequisites:

TERG 6924, TERG 6926

Course modality: Web-based Instructional Method

Course Text/Resources:

I wish my teacher knew: How one question can change everything for our kids, by Kyle Schwartz

Texts from previous courses

Taskstream account

Instructor: Dr. Mandy L. Wallace	
Office Hours	
On Campus ROOM 2323	Mondays (10:45-12:15) (1:45-5:00) Wednesdays (10:45-12:15) (1:45-3:00)
Email (Anytime)	mlwallace06@ysu.edu
Virtual	By Appointment
*Please don't hesitate to contact me. I am here to support your growth as a student through this course, through your time at YSU, and beyond.	

Catalog Description:

Application of previous course content involves supervised formal and informal assessment of school-age pupils, developing an individualized reading plan, selecting appropriate strategies and materials for teaching, evaluating results of instruction, and writing a case study report.

Critical Task and Essential Tasks

**Critical Tasks are performance-based assignments that reflect a candidate's knowledge, skills and/or dispositions aligned with the standards for teacher preparation of the licensure area. These tasks assess a candidate's ability to move through the teacher preparation program in an effective way; meeting and/or exceeding expectations in these professional standards. Therefore, candidates must effectively pass a critical task to pass the course. Failure to effectively pass the critical task(s) will result in remediation through repetition of the course to guarantee that all teacher candidates are prepared to be an effective educator once they leave Youngstown State University.*

Critical Tasks and Essential Tasks are to be submitted through TaskStream.

TaskStream coordinator

Therese Kightlinger, TaskStream Coordinator

Beeghly Hall room 3310

330.941.3735

Field/Clinical Experiences (Include 30 hours in the field.)

Course Fees (Technology, Fingerprinting, Materials, etc.): \$50.00

Knowledge Base Rationale

The primary purpose of this course is to provide students with a supervised experience in which a **case study** involving the assessment of a diverse student's reading behaviors is completed. Offered as the capstone for two sequential assessment courses, this **pedagogical problem-solving course** involves: selecting appropriate formal and informal assessment measures for gathering needed information; demonstrating technical skills for administering these measures; analyzing and interpreting/infering results from these measures; and **deciding upon a deliberate instructional plan** for enhancing the pupil's literacy progress that is based upon the diagnostic evidence. Ability to locate and implement effective materials and technology options to meet the diverse needs of their case study client is also assessed. Throughout the process of generating the case study report, teachers develop conference skills as they learn to communicate effectively with the client as well as with the client's parent(s)/caregiver(s) and related school personnel. These case study client's responsibilities all contribute to the development of a **reflective reading and language arts teacher as illustrated** in the following knowledge bases used in setting the course objectives --

1. Teacher researchers observe and reflect upon the diverse, unique individuals, actions, policies, and events that comprise their work and work environment to make professional decisions. Inquiry, reflection, and action(s) planned to meet the needs of diverse learners in unique contexts are interrelated in teacher research because teachers act as thinkers, learners, and practitioners throughout their careers. (Gambrell, Morrow & Newman, 2014; Wisniewski, Fawcett, Padak & Rasinski, 2011)
2. Competent teaching of diverse learners is a compound of four elements: **subject matter knowledge, knowledge of developmentally appropriate practices, systematic knowledge of teaching, and reflective practice based on the continuous assessments**. The results of these assessments inform instruction so that teachers can provide culturally ethical and developmentally appropriate instruction that is integrated with the curriculum and allows students to be active participants in this instruction and evaluation process. (Barr, Blachowicz, Bates, Katz & Kaurman, 2012; Fountas and Pinnell 2016; Pressley & Allington, 2014; Tompkins, 2013)
3. Diverse readers experiencing difficulties are less likely to enjoy reading and to choose reading as a pleasurable free-time activity even though readers learn to read by reading. A variety of print and technology options need to be implemented to stimulate diverse learners' interest in literacy. (Dweck, 2012; Fresch, 2016; Serravallo, 2015)
4. Diverse readers experiencing difficulties are likely to be deficient in listening, speaking, spelling, and writing skills. In writing, these readers tend to be less familiar with the conventions of written language (punctuation, grammar, jargon, etc.). (Gambrell, Morrow & Neumann, 2014; McCormick & Zutell, 2014)

5. The interactive view of reading ability and disability suggests reading is the process of constructing meaning through the interaction of the reader, the text, and context of the reading situation. In this view, the reading disability is no longer seen as the absolute property of the reader, nor is the difficulty considered to be an absolute property of a particular skill or task. Both a reader's ability and the difficulty of the reading activity will vary as a function of the interaction among specific reader, text, and instructional factors. To be ethical, diverse readers' performances on various reading measures must be considered as indicators of what they can and will do under a set of specific reading conditions, rather than as a set of fixed abilities and disabilities. (Dweck, 2012; McKenna & Stahl, 2015; Pressley & Allington, 2014)
6. If reading instruction and teaching actions are to be successful, it is critical that teachers empower diverse students to feel good about themselves. One way to do this is to involve the students in the planning of their own learning experience in order to develop self-confidence and a healthy sense of control over their own lives and learning. Graphing and portfolio development provide ways to showcase the student's growth. (McKenna & Stahl, 2015; Pressley & Allington, 2014; Stanovich, 1986)
7. For effective conferences, teachers must be friendly, interested, and allow for an exchange of ideas. As partners in the assessment cycle, client's parent(s)/caregivers, classroom teacher(s), and even the tutee are viewed as partners in providing insights regarding how the student interacts with reading in various reading and language arts contexts and in suggesting possible actions, including technology options that will help ameliorate the difficulties. (Fountas & Pinnell, 2016; McCormick & Zutell, 2014)
8. Participation in professional organizations that establish ethical standards for reading and language arts professionals can provide guidance regarding professional conduct and ethics. Accepting these responsibilities means reading and language arts professionals must become advocates for students and their families and must be active in creating an environment in which instructional programs are current, adequately-funded, and responsive to a diverse population's needs. (Gambrell, Morrow & Neuman, 2014; Kamil & Pearson, 2010)
9. The case study, clinical model approach with a single student can be used to upgrade a teacher's skill and confidence to act deliberately and with confidence to meet the literacy needs of all students. (McKenna & Stahl, 2016; Wisniewski, Fawcett, Padak, & Rasinski, 2011)

Revised Course Objectives for 7-week course:

1. Select, administer, score, and interpret formal and informal assessment measures to discover individual reading and language arts needs of diverse students. (OSTP 3.1, 3.2, 3.3; RES 2.2, 7.1, 7.2; NBPTS 3)
2. research to discover suitable reading and language arts strategies, materials, and technology actions for correcting the diverse student's reading and language arts difficulties. (OSTP 2.1, 2.2, 2.5, 4.5, 4.6, 4.7; RES 2.2, 2.3, 2.4, 3.2, 3.5, 3.7, 5.2, 5.3, 6.2, 6.4; NBPTS 1, 2, 3)

3. design and implement an appropriate remediation plan which is personalized for a diverse student’s reading and language arts needs and is aligned with state content standards. (OSTP 3.3, 3.5, 4.1, 4.2, 4.3; RES 2.2, 2.3, 2.4, 3.2, 3.5, 3.7, 5.2, 5.3, 6.2, 6.4; NBPTS 1, 2)
4. Adjust tutoring sessions according to the diverse, individual needs of the learner and continuous information gathering through meticulous records. (OSTP 1.3, 4.5, 4.6, 5.2; RES 1.2, 1.4, 1.5, 2.2, 2.3, 3.2, 3.6, 4.1, 4.9, 5.1, 5.3, 5.5., 5.7, 5.8, 6.1, 6.2, 6.3; NBPTS 2, 3)
5. create an instructional video demonstrating two research-based strategies to support student literacy needs based on assessment and tutoring results. Develop a portfolio as a means of communicating progress to the student and others. (OSTP 3.4, 4.5, 4.6, 4.7, 6.1, 6.2; RES 2.3, 3.2, 3.5, 3.7, 5.3, 5.5, 6.4, 7.4, 7.5, 8.5; NBPTS 2, 3, 5)
6. write a comprehensive and accurate report to summarize information gleaned from reading and language arts assessments, to describe instructional techniques that were successfully used, and to make suggestions, including technology options, for continued growth of a diverse student. (OSTP 6.1, 6.2, 6.3, 7.1, 7.3; RES 1.2, 1.4, 1.5, 2.2, 2.3, 3.2, 3.6, 4.1, 4.9, 5.1, 5.3, 5.5. 6.1, 6.2, 6.3, 8.3; NBPTS 2, 4)
7. conference with parent(s)/significant other(s) to explain the results from the assessment process, via a portfolio and instructional video, and to describe actions for continued reading and language arts progress for the tutee. (OSTP 3.4, 6.1, 6.2, 6.3; RES 2.4, 2.5, 3.6, 3.7, 5.7, 5.8, 6.5, 7.6, 8.3, 8.5; NBPTS 2, 4, 5)

Modifications to Course: The professor, Dr. Wallace, reserves the right to make modifications to the course calendar, as necessary.

Module 1:

Topics	Module Learning Objectives	Assignments	Discussions	Readings
Module 1: Administration of affective assessments to struggling learner (CLO 1) Building a classroom community that supports all learners (CLO 4)	1. Summarize the school report document to discover student’s previous school strengths and needs (CLO 1) 2. Evaluate affective assessment measures to discover literacy needs of diverse student (CLO 1) 3. Examine how building community in your classroom supports diverse learners (CLO 4)	Struggling reader justification (1 paragraph) (MLO 1) School summary report (MLO 1) Evaluate affective assessments (MLO 2): <ul style="list-style-type: none"> • Burke Reading & Writing Interview • Interest inventory 	Reflect on and discuss the introduction (MLO 3) How do you build community in your classroom? Provide examples (MLO 3)	<i>I wish my teacher knew: How one question can change everything for our kids</i> , by Kyle Schwartz Introduction and Chapter 1: Building community even in transition (MLO 3)

Module 2

Topics	Module Learning Objectives	Assignments	Discussions	Readings
<p>Module 2: Administer reading assessment to struggling learner (CLO 1)</p> <p>How poverty affects your classroom (CLO 4)</p>	<p>1. Administer formal reading assessments and write results of reading assessments. (CLO 1)</p> <p>2. Determine ways poverty affects your practicum student and your classroom. (CLO 1, 4)</p>	<p>Administer and score reading assessments (MLO 1):</p> <ul style="list-style-type: none"> • Benchmarking reading assessments <p>Submit written analysis of reading assessments (MLO 1)</p>	<p>Respond to this chapter and explain how issues with poverty affect your classroom journey and student relationships. (MLO 3)</p> <p>Discuss the resources and barriers your students bring to school. (MLO 3)</p>	<p><i>I wish my teacher knew: How one question can change everything for our kids</i>, by Kyle Schwartz</p> <p>Chapter 2: Students and Poverty: building on resources and breaking down barriers (MLO 2)</p>

Module 3:

Topics	Module Learning Objectives	Assignments	Discussions	Readings
<p>Module 3: Instructional plan (CLO 1, 2, 3)</p> <p>Provide tutoring journal to deepen understanding of student needs (CLO 2, 4)</p> <p>Consider student's family group and how this influences your classroom (CLO 4)</p>	<p>1. Develop research-based instructional plan for reading and fluency based on student interest and assessment results (CLO 2, 3)</p> <p>2. Use assessment results and reflections from text discussions for tutoring diverse student. (CLO 2, 3, 4)</p> <p>3. Use tutoring journal to provide meticulous records for journal 1 (CLO 2, 4, 6)</p>	<p>Development of Instructional plan – reading, writing, and fluency (MLO 1, 2)</p> <p>Tutoring journal 1 (MLO 3)</p>	<p>Consider your student's 'family group' and how this influences his/her responses in class. Describe changes you have made or can make to be more inclusive. (MLO 2)</p>	<p><i>I wish my teacher knew: How one question can change everything for our kids</i>, by Kyle Schwartz</p> <p>Chapter 3: All families count: including families in all their forms (MLO 2)</p>

Module 4:

Topics	Module Learning Objectives	Assignments	Discussions	Readings
<p>Module 4: Adapt strategies for tutoring sessions (ongoing) (CLO 2, 3, 4)</p> <p>Ways to provide support to students dealing with grief and trauma (CLO 4)</p>	<p>1. For journal 2, provide meticulous records about tutoring sessions (CLO 2, 4, 6)</p> <p>2. Use reflections from text and discussions to support tutoring of student needs. (CLO 4)</p>	<p>Tutoring journal 2 (MLO 1)</p>	<p>Discuss ways, as a teacher, you can provide support for children dealing with grief and trauma. (MLO 2)</p>	<p><i>I wish my teacher knew: How one question can change everything for our kids</i>, by Kyle Schwartz</p> <p>Chapter 4: We will get through this together: supporting students through grief and loss (MLO 2)</p> <p>Chapter 5: When students are in danger: Supporting students in the trauma-informed classroom (MLO 2)</p>

Module 5:

Topics	Module Learning Objectives	Assignments	Discussions	Readings
<p>Module 5: Use tutoring sessions to adapt strategies (CLO 2, 3, 4)</p> <p>annotated books lists (CLO 2, 3, 4)</p> <p>Moral development and self-efficacy (CLO 4)</p>	<p>1. Use journal 3 to demonstrate strategies used in tutoring sessions (CLO 3, 4)</p> <p>2. Use reflections from the text to support tutoring of student needs (CLO 4)</p> <p>3. Compile reading lists with annotations for caregivers and for students (CLO 2, 4)</p>	<p>Tutoring journal 3 (MLO 1, 2, 3)</p> <p>Compile reading lists with annotations for family and student (MLO 3)</p>	<p>Teachers must take an active role in the moral development of the students in their classrooms. Use examples from the chapter to share how you see this in your own classroom. (MLO 2)</p> <p>Consider your own self-efficacy, mindset, and grit; how do these affect you as a person and learner? How do they affect you as a teacher? (MLO 2)</p>	<p><i>I wish my teacher knew: How one question can change everything for our kids</i>, by Kyle Schwartz</p> <p>Chapter 6: value-driven classrooms: a school culture that develops character (MLO 2)</p> <p>Chapter 7: You got this! Building a culture of self-efficacy (MLO 2)</p>

Module 6:

Topics	Module Learning Objectives	Assignments	Discussions	Readings
<p>Module 6: Using strategies, adapt tutoring sessions (CLO 2, 3, 4)</p> <p>instructional activities for continued growth</p> <p>instructional video (CLO 2, 3, 4, 5)</p> <p>Building relationships to increase student engagement (CLO 4)</p>	<p>1. Adapt strategies for tutoring journal 4 (CLO 2, 4, 6)</p> <p>2. Use reflections from the text to support tutoring of student needs (CLO 2, 4)</p> <p>3. Compile activities and materials to support continued literacy growth of learner (CLO 2, 4)</p> <p>4. Demonstrate two research-based instructional strategies specific to the needs of the learner (CLO 2, 3, 5)</p>	<p>Tutoring journal 4 (MLO 1, 2, 3, 4)</p> <p>Instructional activities for continued growth of learner (MLO 2, 3)</p> <p>Create instructional video (MLO 1, 3, 4)</p>	<p>How has relationship-building increased student engagement in your classroom? (MLO 2)</p> <p>What is one change you can make because of reading this book? (MLO 2)</p>	<p><i>I wish my teacher knew: How one question can change everything for our kids</i>, by Kyle Schwartz</p> <p>Chapter 8: 'I can't wait to learn more': Classrooms where student engagement thrives (MLO 2)</p> <p>Conclusion and Teacher's guide (MLO 2)</p>

Module 7:

Topics	Module Learning Objectives	Assignments	Discussions	Readings
Module 7: Portfolio, family conference (CLO 4, 6, 7)	1. Complete case study report write-up (CLO 6) 2. Compile and complete portfolio with instructional video (CLO 6) 3. Meet with family to present and discuss portfolio (CLO 6, 7) 4. Use reflections from the text and the course to support tutoring of student needs. (CLO 4, 6)	Case study report: (MLO 1) <ul style="list-style-type: none"> • Introduction & School report summary • Written report of affective, reading and spelling assessments • Instructional plan • Book lists • Activities for continued growth • Instructional video • Parent conference (synopsis) • Summary • Self-reflection Portfolio presentation and Family Conference (MLO 1, 2, 3)	Reflect on the assessment and tutoring process with your student, what worked, what didn't, what might you do different? (MLO 3) Include how the readings and discussions have affected your perspective of your students and their lives. (MLO 3)	No text readings this week

COURSE REQUIREMENTS

Note: Textbooks from previous literacy courses, as a compendium of literacy techniques and suggested practices, are designed to be used as individual research references. Since individual needs will be different, no specific reading requirements are made for the purpose of assessments and tutoring. However, for the discussions, a text has been chosen and may be used during work with the student.

During the semester, each tutor is expected to document a minimum of 30 hours of supervised clinical work.

Write-ups for each section should be 11 or 12-point font and single-spaced and include headings.

1. Struggling Reader Justification (5 points)

- A requirement of this course is to assess a struggling reader second grade or older, create an instructional plan and provide a minimum of 30 hours of tutoring with research-based strategies and activities.
- **Your student MUST be a struggling reader and not a student that you have previously worked with during your reading endorsement program.**
- Submit a brief paragraph explaining your reasoning for choosing your practicum student. Include any pertinent information that indicates the necessity of tutoring this student.

2. School Report and Parent Summary Documents (20 points)

- The previous teacher is to complete the school report form if possible (located on Blackboard).
- Family to complete form (or can be completed via phone call)
- Summarize information

- This section should be 2-3 paragraphs in length.

3. Affective Assessments and Write-ups (10 points)

- Introductory paragraph describing the purpose of these assessments and the names of the assessments given
- See Assessments and Guiding Questions on Blackboard (do NOT respond to every question)
- Burke Reading and Writing Interview required
- Interest inventory (required) – create your own or use one from online (cite reference)
- Write-up: 1-2 paragraphs per assessment

4. Reading Assessments and Write-ups (30 points)

- Introductory paragraph describing the purpose of these assessments and the names of the assessments given.
- See Assessments and Guiding Questions on Blackboard (do NOT respond to every question listed)
- 1-2 paragraphs per section (see format on Assessments and Guiding Questions)
- Word lists
- Oral reading narrative
- Oral reading expository
- Writing
- Running record
- Include both qualitative and quantitative data

5. Instructional Plan (40 points)

- Based on the analysis of the diagnostic assessments administered, you will develop an instructional plan (see required format) designed to meet the specific needs of the struggling reader that you are tutoring.
- This plan must include, by category, the areas of need, a wide variety of research-based strategies and resources, and the Common Core State Standards that apply.
- See Blackboard for example and format.

6. Reflective Tutoring Journal (4@ 10 points each, 40 pts total)

- Following each session, a brief reflective journal entry is required (template provided). Each entry will provide a general description of the student's attitude at the beginning of the session.
- For each segment of the session, name the research-based technique used
 - list materials, describe student performance
 - A variety of literacy techniques for reading, writing, and vocabulary must be accomplished each session, including read alouds, and an on-going homework assignment.
- Evaluate usefulness of the assessment/strategy or activity for your student (what worked, what didn't).
- Finally, discuss interest and attitude information as the tutoring session progresses and at the end.

7. Portfolio Development and Analysis: (35 points)

- Develop and maintain a tutoring portfolio (ongoing) for the student. This portfolio contains artifacts that are representative of the student's reading and writing abilities.

- Audio and videotapes, as well as paper artifacts (e.g., work samples, graphs, charts, completed word sorts, etc.) can be included as evidence of growth or current performance level. This evidence is to be made available and explained during conferences to the professor, parent(s) or other caregiver(s).
- Parents may choose to keep these portfolios at the end of the tutoring sessions. Appropriate record keeping and analysis documents from both tutor and tutee must be a part of this portfolio.

8. Instructional Video and Discussion (20 points)

- Introductory paragraph
- A video tutoring demonstration; This video accompanies the portfolio that is given to the tutees parent. In it, the tutor and tutee model/demonstrate two effective instructional techniques discovered during the practicum.
- Its purpose is to inform parents, a private tutor, and the teacher/paraprofessionals who will be working with the tutee in the new school year how to implement the effective techniques. It can also serve to demonstrate the types of charts, graphs, and instructional materials that worked best with the student.
- Thus, there might be a portion devoted to the tutee explaining, or being interviewed about, the contents of the walls, etc. in the tutoring room. The contents of the video must be clearly and chronologically labeled on its link with the tutee's name, also.

9. Suggestions for Continued Reading Growth (10 points)

- For each area discussed in the instructional plan, make specific recommendations for continued growth. Break down specific recommendations into individual statements rather than describing them in paragraph form.
- Be sure to emphasize the necessity for reading independently and to others every day.
- Recommendations for Continued Growth should also reflect inclusion of parent information gathered during the duration of the practicum.
- Included in portfolio

10. List of Appropriate Literature (10 points)

- Introductory paragraph: Provide a brief rationale for the reading lists you are about to present. Discuss student reading levels and interest
- Create an annotated bibliography that included:
 - Student Reading List: Provide a list of *Independent Level* books for the student to read on his or her own throughout the summer and early in the coming school year.
 - Parent Reading List: Provide a list of *Listening Level* books that can be read to the student throughout the summer and early in the coming school year.
 - Annotations include descriptive summary and evaluative paragraph of each book.

11. Parent Interviews with Portfolio and Video Demonstration: (20 points)

- The first conference will take place at the beginning of the tutoring to gather meaningful information as well as the parent's perception of the child's literacy difficulties. This may be done in person or by phone.
- Second conference between the parent(s), tutor and if appropriate, the child, will occur at the end of the practicum. Its purpose is to provide an overview of the information gathered, demonstrate useful strategies, review the portfolio, answer questions, and explain recommendations. During the semester, brief parent conferences may occur as the child is dropped off or picked up or via telephone.

- Candidates are expected to include information gleaned in these conferences in their final report, in the Parent Information section and in the introductions to the various tasks, especially for the homework, in the Report of Tutoring section of the report.
- Recommendations for Continued Growth should also reflect inclusion of family information gathered during the duration of the practicum.

12. Self-Reflection (10 points)

- Near the end of the practicum experience, a self-reflection relating to the tutoring experience will be written. This critique is a concise assessment of the entire experience that describes the positives and the negatives of the experience.

13. Case Study Report (Critical Task) (100 points)

- Compile the following into one report
 - Title page
 - Introduction to your paper
 - School Report and Parent Summary
 - Report of Formal and Informal Assessment Results
 - Summary of Tutoring (Must include all aspects of every Language Arts tutoring session and align activities with the Common Core State Standards)
 - Suggestions for Continued Reading and Writing Growth (Align with CCSS)
 - List of Appropriate Literature (For parents to read to tutees; For tutees to read independently)
 - Parent interview summary
 - Case study report summary
 - Self-reflection
 - Submit entire paper to Taskstream

Assignment	Points
Struggling reader justification	5
School report and parent/family interview summaries	20
Affective assessments	10
Benchmarking assessments	30
Instructional plan	40
Reflective tutoring journal, 4 @ 10 pt. ea.	40
Instructional video	20
Portfolio development	35
Suggestions for continued reading growth	10
List of appropriate literature	10
Parent interviews with portfolio and video demonstration	20
Self-reflection	10
Final case study report	100
Total	350

Grading Scale

A = 100 - 94	B = 93 – 87	C = 86 – 80	D = 79 – 72	F = below 72
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Course Policies:

- **Late Assignments** (Purview of professor. Example listed below from TE.)

All assignments are due on the course calendar dates listed unless you are ill, attending a funeral, or experiencing a personal hardship that you have little or no control over (i.e., auto accident, parent or child’s illness). If ill, a valid doctor’s excuse must be shown to the instructor; if attending a funeral, evidence that documents that fact must be shown to the instructor; if experiencing a personal hardship that you have little or no control over, a conversation with the instructor is necessary. Failure to comply with this requirement will result in an automatic deduction of 10% of the total point value of the assignment. When an assignment is recorded as late, the candidate will have one week in which to submit it to the instructor for evaluation. If the assignment is not received by the instructor by the end of that week, a zero will be recorded.

- **Incomplete Grade Policy (Official YSU Policy)**

An incomplete grade of an “I” may be given to a student who has been doing satisfactory work in a course but, for reasons beyond control of the student and deemed justifiable by the instructor, had not completed all requirements for a course when grades were submitted. A written explanation of the reason for the “I” will be forwarded to the Registrar

for inclusion in the student's permanent record. Upon subsequent completion of the course requirements, the instructor initiates a grade change.

Faculty may provide an extension at the request of the student when unusual circumstances justify doing so. If courses are not completed by the designated date, the "I" automatically converts to an "F." If graduation occurs before the work is made up, the "Incomplete" grade is converted to an "F" and will be permanently indicated on the student's transcript.

NAF Guidelines. A nonattendance F (NAF) indicates that a student received an F in the course because he/she did not attend and/or participate in the class for more than 60% of the term. See NAF guidelines adopted by YSU to comply with federal regulations at YSU website: <http://cms.ysu.edu/administrative-offices/registrar/guidelines-reporting-nonattendance-f-naf>

- **Participation and Attendance Policy:**

Participation and attendance are essential components of this class. Students are expected to come to class fully prepared, and actively participate in class activities and discussions. Students will be free to share personal thoughts, feelings, and opinions regarding in-class topics. Consequently, students are required to demonstrate respect for others. Points will be deducted from the student's grade if he/she does not demonstrate the professionalism and preparedness that is necessary within a counseling environment. You must also demonstrate reflectivity---reflectivity in relation to your work with clients and in relation to who you are as a person. Reflectivity is a critical part of becoming a professional counselor, and a lack of reflectivity will impact your final grade and may impede you from progressing in the program. Students enrolled in this course will be evaluated based upon the quality and satisfactory completion of all course requirements. To achieve the above objectives, a variety of approaches will be used including lectures, role plays, and in class activities. Lectures will not necessarily cover material from the texts. However, you will be responsible for knowing textbook material. Class participation includes regular attendance, preparation for class and engaging in class activities.

- **Statement on Academic Dishonesty (Official YSU Policy)**

Academic Dishonesty: Please refer to student handbook, noting sections on plagiarism and dishonesty. Failure to comply with these standards may result in an "F" for the course.

- **Candidate Disposition Alert Process** (Required for all courses taken by BCOE candidates)

Candidate Disposition Alert Process: The purpose of this alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with professionalism, inclusivity and collaboration determined by the BCOE faculty as necessary standards to effectively serve all student or clients. The Candidate Performance Alert form is completed when a concern is raised about a candidate's performance during any class, sponsored activity by the Beeghly College of Education, or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate's ability to perform his or her role as an educational professional. The Candidate Performance Alert Form can be used by university faculty, staff, supervisors, cooperating teachers, or other school personnel when they have a concern, other than one that can be effectively addressed through routine means of supervision.

- **Coronavirus Statement**

The following policy applies and shall be enforced during the current coronavirus pandemic as recognized by the State of Ohio.

As a consequence of the current coronavirus pandemic, students are expected to abide by all safety and health policies implemented by the University's Office of Environmental Occupational Health and Safety as well as all applicable local, state, and federal mandates.

Currently, the City of Youngstown and the State of Ohio mandates a face covering/mask in public spaces. Consistent with federal, state and local guidelines, University Health Guidelines require that all individuals within campus buildings, including students, properly wear face coverings except when working alone within an enclosed area. Face coverings are in addition to maintaining appropriate social distancing when possible. Exceptions to wearing a face covering in a classroom or laboratory must be for justifiable reasons as approved by the Office of Disability Services (<https://ysu.edu/center-for-student-progress/disability-services>). Repeated violations of any coronavirus safety and health policy shall be handled in accord with The Student Code of Conduct (<https://ysu.edu/student-conduct/code-conduct>).

- **Americans with Disabilities Act Statement (Official YSU Policy)**

Americans with Disabilities Act: Anyone requiring special adaptations or accommodations should inform the instructor as soon as possible. *In accordance with University procedures, if you have a documented disability and require accommodations to obtain equal access in this course; please contact me privately to discuss your specific needs. To coordinate reasonable accommodations, you must be registered with the Center for Student Progress Disability Services, located in Kilcawley Center Room 2082. You can reach CSP Disability Services at 330-941-1372.*

- **Non-discrimination Statement (Official YSU Policy)**

Youngstown State University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity and/or expression, disability, age, religion, or veteran/military status in its programs or activities. Please visit www.ysu.edu/ada-accessibility for contact information for persons designated to handle questions about this policy.

- **In-Class Technology Policy:**

Please silence cell phones during class meetings. Relatedly, no text messaging is permitted during class. If you are anticipating a potential emergency situation, consult with your instructor before class begins to determine the appropriateness of using electronic forms of communication in the class.

- **YSU E-Mail:**

Each student at YSU has access to an individual e-mail account through the university e-mail system. All students are expected to activate this e-mail account and to check messages on a regular basis. Announcements and attachments as supplements to the textbook may be sent periodically to class members. Students will be held responsible for accessing any e-mail sent out for this course.

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