

University of Massachusetts Lowell

Spring 2012

Graduate School of Education

06.529 TREATMENT OF READING AND LANGUAGE DISABILITIES K-12

CREDIT HOURS: 3

PREREQUISITES: 06.528, teaching certificate

Faculty: Jay Simmons, Ph.D., Professor

Office Hours: Tuesday and Wednesday 1:30-3:30 p.m. ET.

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Purposes

Exploration of specific practices in remedial teaching in grades K-12, using published materials, and developing new materials for small group, whole class, and tutoring settings. Students will develop and implement realistic corrective programs based on the interpretation of literacy assessments. These programs will include selecting strategies of instruction and materials, and establishing a framework of time and evaluation.

Conceptual Framework

Education for Transformation is the conceptual framework that unifies programs at the Graduate School of Education. The fundamental tenets of this framework are excellence, equity, collaboration and inquiry. In Treatment of Reading and Language Disabilities K-12 you will:

- refine your knowledge, judgment and skills in your professional field by learning how to develop students' abilities in writing and reading
- promote equity of educational opportunity for all learners by learning how to provide appropriate materials and instruction for students regardless of their reading and writing abilities
- develop strategies for collaboration with others to support excellent education, and
- use inquiry and research to construct learning environments responsive to the challenges you face.

Outcomes

Upon completion of this course, a successful student should be able to:

1. understand that difficulties in reading and writing are generally the result of one or more of a variety of causes;
2. interpret the information provided by a variety of measures and sources to understand how a child makes meaning by use of various language systems;
3. understand the philosophical and cognitive bases of literacy assessment and instruction;
4. select and design appropriate materials and settings for literacy assessment and instruction;
5. use authentic methods to assess a child's literacy development and implement effective instruction;
6. be familiar with varied formats for providing remedial instruction in schools;
7. see voluntary use of reading and writing and comprehension of written text as the ultimate goals of all literacy instruction.

IRA Competencies

Upon completion of this course, a successful student will have evidenced **comprehensive understanding** of the following competencies:

- 1.1 Recognize that reading should be taught as a process;

- 1.2,3.2 Respect cultural, linguistic, and ethnic diversity in the teaching process;
- 1.3 Understand the importance of literacy for personal and social growth;
- 1.5.1 Understand reading as the process of constructing meaning through the interaction of the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation;
- 1.6 Understand the major theories of language development, cognition, and learning;
- 1.7 Understand the impact of physical, perceptual, emotional, social, cultural, environmental, and intellectual factors on learning, language development, and reading acquisition;
- 2.1 Understand that written language is a symbol system;
- 2.4.1 Understand the phonemic, morphemic, semantic, syntactic, and pragmatic systems of language and their relation to the reading and writing process;
- 2.5 Understand the interrelation of reading and writing, and listening and speaking;
- 2.6 Understand that students need opportunities to integrate their use of literacy through reading, writing, listening, speaking, viewing, and representing visually;
- 2.7 Understand emergent literacy and the experiences that support it;
- 2.8 Understand the role of metacognition in reading and writing, and listening and speaking;
- 2.9 Understand how contextual factors in the school can influence student learning and reading;
- 2.13 Understand the importance of giving learners opportunities in all aspects of literacy;
- 2.14 Understand that goals, instruction, and assessment should be aligned;
- 3.1 Understand how differences among learners influence their literacy development;
- 3.3 Understand that spelling is developmental and is based on student knowledge of the phonological system and of the letter names, their judgments of phonetic similarities and differences, and their ability to abstract phonetic information from letter names;
- 3.4 Recognize the importance of creating programs to address the strengths and needs of individual learners;
- 3.5 Show knowledge of federal, state, and local programs to address the strengths and needs of individual learners;
- 4.1 Understand the nature and multiple causes of reading and writing difficulties;
- 4.3 Understand individualized and group instructional interventions targeted toward those students in greatest need or at low proficiency levels;
- 4.4 Understand the instructional implications of research in special education, psychology, and other fields that deal with the treatment of students with reading and learning difficulties;
- 5.1 Create a literate environment that fosters interest and growth in all aspects of literacy;
- 5.2 Use texts and trade books to stimulate interest, promote reading growth, foster appreciation for the written word, and increase the motivation of learners to read widely and independently for information pleasure, and personal growth;
- 5.3 Model and discuss reading and writing as valuable, lifelong activities;
- 5.4 Provide opportunities for learners to select from a variety of written materials, to read extended texts, and to read for many authentic purposes;
- 5.5 provide opportunities for creative and personal responses to literature, including storytelling;
- 5.7 Use instructional and information technologies to support literacy learning;
- 5.8 Implement effective strategies to include parents as partners in the literacy development of their children;
- 6.1 Teach students to monitor their own word recognition through the use of syntax, semantics, and graphophonemic relations;
- 6.2 Use phonics to teach students to use their knowledge of letter/sound correspondence to identify sounds in the construction of meaning;
- 6.3 Teach students to use context to identify and define unfamiliar words;
- 6.4 guide students to refine their spelling knowledge through reading and writing;
- 6.5 Teach students to recognize and use various spelling patterns in the English language as an aid to word identification;
- 6.6 Employ effective techniques and strategies for the ongoing development of independent vocabulary acquisition;
- 7.1 Provide direct instruction and model when and how to use multiple comprehension strategies, including retelling;
- 7.2 Model questioning strategies;

- 7.3 Teach students to connect prior knowledge with new information;
- 7.4 Teach students strategies for monitoring their own comprehension;
- 7.5 Ensure that all students can use various aspects of text to gain comprehension, including conventions of written English, text structure and genres, figurative language, and intertextual links;
- 7.6 Ensure that students gain understanding of the meaning and importance of the conventions of standard written English;
- 8.1 Provide opportunities to locate and use a variety of print, non-print, and electronic reference sources;
- 8.2 Teach students to vary reading rate according to the purpose(s) and difficulty of the material;
- 8.3 Teach students effective time management strategies;
- 8.4 Teach students to organize and remember information;
- 8.5 Teach test-taking strategies;
- 9.1 Teach students planning strategies most appropriate for particular kinds of writing;
- 9.2 Teach students to draft, revise, and edit their writing;
- 9.3 teach students the conventions of standard written English needed to edit their compositions;
- 11.1 Communicate with students about their strengths, areas for improvement, and ways to achieve improvement;
- 11.3 Involve parents in cooperative efforts and programs to support students' reading and writing development;
- 12.2 Adapt instruction to meet the needs of different learners to accomplish different purposes;
- 12.4 Select and evaluate instructional materials for literacy, including those that are technology-based;
- 12.6 Plan and implement programs designed to help students improve their reading and writing including those supported by federal, state, and local funding;
- 12.7 Help develop individual educational plans for students with severe learning problems related to literacy;
- 14.1 apply research for improved literacy;
- 16.1 Pursue knowledge of literacy by reading professional journals and publications;
- 16.2 reflect on one's practice to improve instruction and other services to students; and
- 16.3 Interact with and participate in decision-making with teachers, teacher educators, theoreticians, and researchers.

Course Requirements

1. One-pagers: Each week (more or less) you will respond in writing to an audience of your peers (teachers of reading or content area teachers) to ideas and issues raised in the assigned reading for the week. Responses may be **no more than 500 words. Please post one for your team in the team area BY WEDNESDAY and e-mail one to me BY FRIDAY each week. DO NOT USE THE COURSE SITE EMAIL. EMAIL ME DIRECTLY AT jay_simmons@uml.edu. One person will summarize each team's discussion and post the summary on the Class Discussion area by Thursday each week. The summarizer is exempt from the one-pager that week.** One-pagers will be graded on a 10-point scale (See **rubric** at end of Assignments).

To receive full credit on a paper, you should: Engage with the reading by, for instance, connecting the text to your own experience, analyzing or evaluating the arguments in the text, and/or extending the ideas in the text. You should also reflect the text accurately, cite relevant parts of the reading, follow the conventions for proper academic prose, and present the work neatly typed and on time. **I will attach a 10-point slip to the copy you submit to me.**

Please use the following format for the subject line of your e-mail submissions and the title of the attachment:

One-pager number Your Full name

DUE: see Course overview

IRA Standards addressed: see weekly topics for standards addressed

- 2. Reading and Writing lesson:** Each week (more or less) one person will review a teaching technique in reading and/or writing, based on models in Tierney and Readence, Cunningham and Allington, or Gillet et al., or other worthy sources found in the professional literature. During the course each person must review either a reading lesson or a writing lesson (or one that combines reading and writing!). The purpose is to promote understanding, vocabulary, reading and writing strategies, and/or study skills that have been shown to be deficient. You must connect your lesson to

a state standard(available for Massachusetts online at www.doe.mass.edu, or use your own state standards, or the Common Core standards <http://www.corestandards.org/>). Please **POST IN THE CLASS DISCUSSION AREA** a lesson plan (see template at end of Assignments) and materials (as needed) **BY THURSDAY OF THE WEEK YOU CHOOSE. ALSO EMAIL TO ME YOUR LESSON BY FRIDAY. See Rubric at end of assignments.**

IRA Standards addressed: 5.5, 5.7, 6.3, 6.6, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 8.1, 8.2, 8.3, 8.4, 9.1, 9.2

DUE: sign up early! Email me the date and topic of your choice and I will post a schedule on the What We Are Doing notice each week.

- 3. Analysis of a student's learning: NOTE: TO COMPLETE THIS ASSIGNMENT SUCCESSFULLY YOU WILL NEED TO KEEP COPIOUS NOTES AND RECORDS OF YOUR WORK WITH THE STUDENT. GENERAL COMMENTS ABOUT HOW THE STUDENT USUALLY RESPONDS IN CLASS LESSONS WILL NOT SUFFICE. IF YOU CHOOSE TO USE A STUDENT IN YOUR CLASS AND INCLUDE THE STUDENT'S WORK IN CLASS OR GROUP LESSONS, YOU MUST MAKE ARRANGEMENTS TO KEEP TRACK OF THE STUDENT'S SPECIFIC REACTIONS TO INSTRUCTION.** Using methods we have examined in class (or others with which you are comfortable and which you can defend) you will work with a student in reading and writing, as well as listening and speaking (to the degree to which you have time to do so). Identify the student only by fictional name and actual age. Give other background information as it relates to the student's use of language. If you have not already done so, conduct an assessment of the current nature of the student's literacy and summarize it and the areas your instruction is intended to address. Describe the methods and materials you use to instruct the student. Include readable records of performance. Discuss the types of reading and writing the student does well, noting the strategies s/he uses. Describe the student's response to instruction. In each case refer to the student's actual responses to illustrate and justify your conclusions. Include a post-assessment to evaluate progress during the tutorial. This report should be useful to parents, reading specialists, and classroom teachers. **Length: 1500-2000 words (exclusive of references and exhibits). PLEASE POST ANALYSES IN THE TEAM DISCUSSION AREA FOR COMMENT PRIOR TO SUBMITTING TO ME.**

IRA Standards addressed: 5.1, 5.3, 5.4,5.5, 5.7, 6.3, 6.6, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 8.1, 8.2, 8.3, 8.4, 9.1, 9.2, 11.1, 11.3, 12.2, 12.4, 12.6, 12.7, 14.1, 16.3

Due: April 20

4. Portfolio: There is no exam in this course. During the semester you are to **SAVE EVERYTHING (ONE-PAGERS, NOTES, CLIPPINGS, REVIEWS, ANALYSIS)**. By selecting exhibits from these and other artifacts, you are to create a portfolio answering the question: **Who are you as a teacher of reading and writing to students with literacy difficulties?** Specifically demonstrate your **assumptions and beliefs about literacy and its instruction** and discuss your **plans for teaching reading and writing**. Your portfolio should include **(1) a Dear Reader letter** answering the above questions and referring to **(2) exhibits** of materials collected during the semester that demonstrate your assumptions, beliefs and plans. **A complete portfolio will address specifically the topics we have covered in class.** For the last class, each person will share his or her portfolio online.

IRA Standards addressed:1.1, 1.2, 3.2, 1.3, 1.5, 1.6, 1.7, 2.1, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.13, 2.14, 3.1, 3.2, 3.4, 3.5, 4.1, 4.3, 4.4, 16.2

DUE: May 5

Course Schedule and Content Outline (Subject to Change)

January 23-29

Welcome, introductions, course overview, assignments

Demonstration reading and writing lesson

IRA Standards addressed: 1.7, 2.5, 2.8, 2.9, 3.1, 3.4, 4.1

January 30 -February 5

One-pager1 due: Classrooms that Work (CTW) Chapters 1-2; Tierney & Readence 1

What Struggling Readers Need

IRA Standards addressed: 1.1, 1.3, 1.5, 1.6, 1.7, 2.7, 2.9, 2.13, 3.5

February 6-12

One-pager2 due: CTW 11, TR 3, 6

Planning the tutorial

Reading/Writing lesson(s)

IRA Standards addressed: 5.1, 5.7, 8.1, 8.5, 12.2, 12.4, 12.6, 12.7, 14.1

February 13-19

One-pager3 due: TR 2 , CTW 8

Reading and Writing Workshop for Special Learners

Reading/Writing lesson(s)

IRA Standards addressed: 5.2, 5.3, 5.4, 5.5, 6.4, 6.5, 7.6, 9.1, 9.2, 9.3

February 20-26

One-pager4 due: CTW 3,4-6; TR 5

Teaching Word Recognition

Reading/Writing lesson(s)

IRA Standards addressed: 6.2, 6.3, 6.4

February 27-March 4

One-pager5 due: Helman article; TR 8

Teaching Vocabulary and Spelling

Reading/Writing lesson(s)

IRA Standards addressed: 6.1, 6.3, 6.6

March 5-9

One-page6 due: CTW 7, TR 7

Teaching Comprehension

Reading/Writing lesson(s)

IRA Standards addressed: 7.1, 7.2, 7.3, 7.4, 7.5, 8. 2, 8.3, 8.4,

SPRING BREAK MARCH 10-18

March 19-25

One-pager7 due: TR 9-11

Creating Effective learning environments

Reading/Writing lesson(s)

IRA Standards addressed: 16.3, 12.7, 12.6, 12.4, 7.1,

March 26-April 1

One-pager8 due: TR 4

Remedial Programs

Reading/Writing lesson(s)

IRA Standards addressed 4.1, 4.3, 4.4

April 2-8

READ: TR 14; CTW 10

Post-Assessment

Reading/Writing lesson(s)

IRA Standards addressed: 1.7, 2.4, 2.14

April 9-15

One-pager9 due: CTW 12

Tutorial check-up; writing the report

Reading/Writing lesson(s)

IRA Standards addressed: 11.1, 11.3, 12.7, 16.3

April 16-22

Analysis of Student Learning due 4/20

Sharing of Cases on-line

April 23-29

Portfolio Brainstorming Session

Re-writes due

Reading/Writing Lesson(s)

IRA Standards addressed: 5.8, 11.1

April 30- May 5

Portfolio Due

Portfolio Presentations

GRADING

I will base grades on the following criteria:

Percentages of grade --

Reading/Writing lesson	20%
Analysis of Student Learning	30%
One-pagers	20%
Participation	10%
Portfolio	20%
	<hr/>
	100%

Final letter grades will be assigned based on the following scores:

A+	100-98
A	97-94
A-	93-90
B+	89-87
B	86-83
B-	82-80
C+	79-76
C	75-70
F	69- 0

Participation

Class members are expected to participate in Team and Class Discussion each week. Participation will count as 10% of your grade.

Team Discussion

Teams will set a common deadline each week to post and comment on one-pagers written in response to the week's assigned readings. Comments that add information, analysis, or reactions beyond merely global praise to the discussion will receive full credit. Procedural questions or comments, or general agreement or praise will receive half credit. Late or missing comments receive no credit. One person each week (on a rotating basis) will summarize the team's ideas about the readings and post them on the Class Discussion Board. Summaries should be no longer than 500 words and should be posted prior to Thursday of each week.

Class Discussion

Each week you will be expected to read the summaries of each team's one-pagers and to post a comment on one or the lecture notes. Comments will be graded as are the Team Discussion comments. Comments must be posted by 9 p.m. Eastern Time Friday each week.

Open Class Office Hours

I will be available in Open Class Chat from 2:00 – 3:00 p.m. Eastern Time each Wednesday to address issues that arise in the readings, assignments, or on-line procedures each week. Your participation is voluntary.

I will also post my one-pager on class discussion board each week.

I WILL ALSO CHECK THE SYLLABUS DISCUSSION BOARD REGULARLY FOR QUESTIONS.

Professionalism

This is a professional training course. You are now professional readers and writers (these are activities from which you will derive your livelihoods). You will submit professionally prepared manuscripts, edited in accordance with the *Publication Manual of the American Psychological Association*, 6th edition.

Helpful webpage

<http://flash1r.apa.org/apastyle/basics/index.htm>

or

<http://owl.english.purdue.edu/owl/resource/560/01/> These are guides to APA style.

Work must be completed **on time**. **Extensions** are available when requested by phone or e-mail at least **24-hours in advance**.

Late work will be read and graded without comment. If acceptable, late work will receive the lowest passing grade. Work more than two weeks overdue will not be accepted.

Rewrites

All **work originally submitted on time** may be re-written for full credit at any time during the semester. PLEASE HIGHLIGHT CHANGES TO PAPERS IN EITHER ALL CAPS OR A DIFFERENT COLOR TYPE. INCLUDE THE ORIGINAL GRADING SLIP ON THE REWRITE. INCLUDE THE WORD "REWRITE" IN THE NAME OF THE FILE. REWRITES NOT SUBMITTED IN THIS FORM WILL BE RETURNED UNREAD. (Sorry to be so firm, but you can imagine the volume of work this policy creates.)

Professionals listen actively in meetings and participate succinctly without dominating the conversation. Colleagues know how to disagree respectfully.

TEXTBOOKS REQUIRED

Cunningham, P.M. and Allington, R.L. (2010). *Classrooms that work: They can all read and write, 5th ed.*. Boston: Allyn & Bacon.

Tierney, R., & Readence, J. (2005). *Reading strategies and practices; A compendium (6th ed.)*. Boston: Allyn & Bacon.

Suggested Readings and Resources

Gillet, J. W., Temple, C., and Crawford, A. (2008). *Understanding reading problems: Assessment and instruction. 7th edition*. Boston: Allyn & Bacon.

Manzo, A. & Manzo, U. (1993). *Literacy disorders: Holistic diagnosis and remediation*. Fort Worth, TX: Harcourt Brace Jovanovich College Publishers.

Richek, M., Caldwell, J., Jennings, J., & Lerner, J. (1996). *Reading problems: Assessment and teaching strategies*. Boston: Allyn and Bacon.

Reading/Writing Lesson Plan Format

Goal(s) of lesson (must be taken from the state or Common Core standards)

Grades:

Objectives:

Knowledge

Skill

Affective

Materials:

Procedures:

Introduction:

Teaching Steps:

Closure:

Assessment:

Modifications:

Portfolio

Criterion	Points
Demonstrates beliefs about reading	10
Demonstrates beliefs about writing	10
Demonstrates plans for teaching reading and writing	10
Includes personal/professional goals	10
Uses pertinent exhibits	10
Explains purpose of exhibits	10
Demonstrates professional behavior	10
Includes guide to reading portfolio	10
Addresses topics from class	10
Is mechanically accurate	0 errors/page = 10 1-2 errors/page = 5 3 errors/page = 0 4+ errors/page = 70 for paper
Total	100

Analysis of Student Learning

Criterion	Points
Methods from Class	10
ID Child & Background	10
Described Setting & Materials	10
Readable Exhibits	10
Parts of Reading/writing Done Well	10
Useful to audience	10
Responses to Instruction Illustrated	10
Post assessment included	10
Conclusions justified	10
Mechanically Accurate	0 errors/page = 10 1-2 errors/page = 5 3 errors/page = 0 4+ errors/page = 70 for paper
Total	100

1-Pager Grading Criteria

Jay Simmons

Score Point	Qualities	Full Credit (20)	Half Credit (10)	No Credit (0)
MECHANICS (20)	APA format Spelling Sentences Diction	Follows APA 6 0 errors/page 0 errors/page accurate terms varied words	1-2 errors/page	3+ errors/page
IDEAS (20)	Information	Accurate Adequate	Vague or insufficient	Inaccurate and insufficient
ORGANIZATION (20)	Focus Order	Lead provides order for paper Logical order Same as lead Related ideas in same paragraphs	2 of 4 parts	0-1 part
DEVELOPMENT (20)	Makes important claim Has evidence Has warrants for evidence	1) gives examples 2) has reasons for examples 3) covers impt. parts	2 or 3 steps	0-1 steps
DIFFICULTY (20)	Length Depth	Meets Length Rules Answers impt. Question Analysis, not mere retell	2 of 3	700 words or, summary only, or obvious

Reading/Writing Lesson

Criterion	Points
Describes Exemplary Method	10
Bibliographic data included	10
Objectives Listed	10
Required Materials Provided/Listed	10

Intended procedures described	10
Appropriate Student Indicated	10
Strengths/Weaknesses Discussed	10
Assessment Discussed	10
Modifications and Extensions discussed	10
Mechanically Accurate	0 errors/page = 10 1-2 errors/page = 5 3 errors/page = 0 4+ errors/page = 70 for paper
Total	100