Purpose

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.

IRA Standards

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

2.1: Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.

2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.

2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.

3.3: Use assessment information to plan and evaluate instruction.

4.1: Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.

4.2: Use a literacy curriculum and engage in instructional practices that positively impact students’ knowledge, beliefs, and engagement with the features of diversity.

4.3: Develop and implement strategies to advocate for equity.

5.1: Design the physical environment to optimize students’ use of traditional print, digital, and online resources in reading and writing instruction.

5.2: Design a social environment that is low-risk, includes choice, motivation, and scaffolded support to optimize students’ opportunities for learning to read and write.
5.3: Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).
5.4: Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.
6.2: Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.

**Outcomes**

Upon completion of this course, a successful student should be able to (IRA Standards):

1. understand that difficulties in reading and writing are generally the result of one or more of a variety of causes (2.1);
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 (3.3);
3. understand the philosophical and cognitive bases of literacy assessment and instruction(4.1);
4. select and design appropriate materials and settings for literacy assessment and instruction(2.2, 4.2);
5. use authentic methods to assess a child's literacy development and implement effective instruction (2.3, 5.2);
6. be familiar with varied formats for providing remedial instruction in schools (5.1, 5.3, 5.4);
7. see voluntary use of reading and writing and comprehension of written text as the ultimate goals of all literacy instruction (6.2).

**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 classroom 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).

**TEAMS 1,3 AND 5 WILL WRITE ONE-PAGERS 1, 3, AND 5. TEAMS 2, 4, AND 6 WILL WRITE ONE-PAGERS 2, 4, AND 6. THERE IS NO TEAM DISCUSSION REQUIRED ON WEEKS YOU DON'T HAVE A ONE-PAGER DUE.**

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 grading 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
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](http://www.doe.mass.edu), or use your own state standards, or the Common Core standards [http://www.corestandards.org/](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.

DUE: sign up early! Email me the date and topic of your choice and I will post a schedule on the Home Page and keep it updated. Check the schedule to see what topics have been chosen to avoid duplication.

3. **Analysis of a student’s learning**:

   **NOTES:**
   1. I ASSUME YOU ARE USING THE STUDENT YOU ASSESSED IN THE FALL TO COMPLETE THIS ASSIGNMENT. IF YOU ARE NOT AND HAVE NOT DONE A NEW PRE-ASSESSMENT EQUAL IN DEPTH TO THE FALL ASSESSMENT, I WILL DEDUCT 20 POINTS FROM THE GRADE.
   2. TO COMPLETE THIS ASSIGNMENT SUCCESSFULLY YOU WILL NEED TO KEEP COPYOUS 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). **NOTE: IF YOUR DISTRICT REQUIRES A SPECIFIC PACKAGE OF INSTRUCTION FOR INTERVENTION STUDENTS, THAT DOES NOT AUTOMATICALLY QUALIFY THEM FOR USE IN THE TUTORIAL. IF YOU CANNOT DEFEND THE PRESCRIBED METHODS, YOU MAY SUPPLEMENT THEM WITH METHODS WE HAVE EXAMINED IN CLASS. FEEL FREE TO RUN METHODS PAST ME IN ADVANCE.** 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.**

Due: April 19

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.
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.

You may find you can simply add to the portfolio you submitted for the Assessment course.

DUE: May 3

Course work minimum requirement
Students enrolled in a three credit course are expected to not only fully participate in scheduled classroom, online and/or field work instruction, but also to complete a minimum of six hours out of class work each week throughout the semester. Courses which are "accelerated" including summer courses, have increased weekly classroom, online and/or field work time and the expectation for increased weekly out of class work.

Course Schedule and Content Outline (Subject to Change)
January 21-25
Welcome, introductions, course overview, assignments
Demonstration reading and writing lesson

January 26 - February 1
One-pager1 due: Classrooms that Work (CTW) Chapters 1-2; Tierney & Readence 1
What Struggling Readers Need

February 2-8
One-pager2 due: CTW 11, TR 3, 6
Planning the tutorial
Reading/Writing lesson(s)

February 9-15
One-pager3 due: TR 2 , CTW 8
Reading and Writing Workshop for Special Learners
Reading/Writing lesson(s)

February 16-22
One-pager4 due: CTW 3,4-6; TR 5
Teaching Word Recognition
Reading/Writing lesson(s)

February 23-March 1
One-pager 5 due: Helman article; TR 8
Teaching Vocabulary and Spelling
Reading/Writing lesson(s)

March 2-8
One-pager 6 due: CTW 7, TR 7
Teaching Comprehension
Reading/Writing lesson(s)

March 9-15
READ: TR 9-11
Creating Effective learning environments
Reading/Writing lesson(s)

SPRING BREAK MARCH 16-22

March 23-March 29
**READ:** TR 4  
Remedial Programs  
Reading/Writing lesson(s)

March 30 - April 5  
**READ:** TR 14; CTW 10  
Post-Assessment  
Reading/Writing lesson(s)

April 6-12  
**READ:** CTW 12  
Tutorial check-up; writing the report  
Reading/Writing lesson(s)

April 13-19  
**Analysis of Student Learning due 4/19**  
Sharing of Cases on-line

April 20-26  
Portfolio Brainstorming Session  
**Re-writes due**  
Reading/Writing Lesson(s)

April 27- May 3  
**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%  

_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 1:00 – 2:00 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.

**Graduate Academic Integrity Policy:**
http://www.uml.edu/catalog/graduate/policies/academic_dishonesty.htm

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


Suggested Reading


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:
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<th>Criterion</th>
<th>IRA Standard(s)</th>
<th>Total Pts</th>
<th>Indicator met</th>
<th>Indicator Partially Met</th>
<th>Indicator Not Met</th>
<th>Pts. Rec’d</th>
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<td>Demonstrates beliefs about reading</td>
<td>2.1, 6.2</td>
<td>10</td>
<td>Demonstrates foundational knowledge of integrated, comprehensive, and balanced curriculum. Displays positive dispositions related to their own reading and the teaching of reading</td>
<td>Ignores either curricular principles or personal reading, or demonstrates limited knowledge of reading curriculum.</td>
<td>Ignores own reading and demonstrates limited knowledge of reading instruction principles.</td>
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<tr>
<td>Demonstrates beliefs about writing</td>
<td>2.1</td>
<td>10</td>
<td>Demonstrates foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum. Displays positive dispositions related to their own writing and the teaching of writing.</td>
<td>Ignores either curricular principles or personal writing, or demonstrates limited knowledge of writing curriculum.</td>
<td>Ignores own writing and demonstrates limited knowledge of writing instruction principles.</td>
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<tr>
<td>Demonstrates plans for teaching reading and writing</td>
<td>4.2, 5.1, 5.2, 5.3, 5.4</td>
<td>30</td>
<td>1) Uses literacy practices that positively impact students’ knowledge, beliefs, and engagement with diversity. 2) Optimizes students’ use of traditional print, digital, and online resources 3) Designs a social environment that is low-risk, includes choice, motivation, and scaffolded support 4) Uses varied routines and organizations to support differentiated reading and writing instruction.</td>
<td>2 parts</td>
<td>0-1 part</td>
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<td>Includes personal/professional goals</td>
<td>4.3, 6.2</td>
<td>10</td>
<td>1) pursues the development of individual professional knowledge and 2) advocates for equity.</td>
<td>One part</td>
<td>Neither part</td>
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<td>Criteria</td>
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<td>Methods from Class</td>
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<td>Described Setting &amp; Materials</td>
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<td>Readable Exhibits</td>
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<td>Parts of Reading/writing Done Well</td>
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<td>Useful to audience</td>
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<td>Responses to Instruction Illustrated</td>
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<td>Post assessment included</td>
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<td>Conclusions justified</td>
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<td>Mechanically Accurate</td>
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<td>Half Credit (10)</td>
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<td>3+ errors/page</td>
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<td>Accurate Adequate</td>
<td>Vague or insufficient</td>
<td>Inaccurate and insufficient</td>
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<td>ORGANIZATION (20)</td>
<td>Focus Order</td>
<td>Lead provides order for paper Logical order Same as lead Related ideas in same paragraphs</td>
<td>2 of 4 parts</td>
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<td>DEVELOPMENT (20)</td>
<td>Makes important claim Has evidence Has warrants for evidence</td>
<td>1) gives examples 2) has reasons for examples 3) covers imp. parts</td>
<td>2 or 3 steps</td>
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<td>700 words or, summary only, or obvious</td>
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### Reading/Writing Lesson

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<td>Intended procedures described</td>
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<td>Appropriate Student Indicated</td>
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