**The University of Virginia’s College at Wise**

**EDU 4100: Diagnosis & Correction of Reading Problems**

**Spring 2013-Cantrell**

**(3 Credit Hours)**

PROFESSOR: RJC E‑MAIL: rjc2e@uvawise.edu

OFFICE: Darden Hall 238 PHONE: (276) 376-1037

DAY/TIME: Tues.-Thurs. 3:30-5:45 p.m. ROOM: Darden

**General Course Description:** Instruction in this course focuses on the techniques, methods, and materials that can be used in effectively diagnosing reading difficulties/deficiencies and strengths in children in the Pre-K-6 setting. Course content will include a study of both formal and informal assessment measures with emphasis placed on the procedures for administering and interpreting an Informal Reading Inventory (IRI) and how to use results from this inventory to prescribe and then deliver reading instruction to a Pre-K-6 child. As part of the service learning component for the course, students will be required to serve as a tutor for a K-6 child enrolled in the College’s Reading Clinic.

**Prerequisite:** EDU 3450

**Required Textbooks/Materials:**

Morris, D. (2008). *Diagnosis & Correction of Reading Problems.* NY: Guilford Press.

Tyner, B. (2009). *Small-group Reading Instruction: A Differentiated Teaching Model for*

*Beginning and Struggling Readers. (2nd ed.)*. Newark, DE: International Reading Association.

Readings in bold print in Appendix A.

Stop watch, calculator, index cards, blank word sorting cards

**Recommended Readings:**

Leslie, L., & Caldwell, J. S. (2010). *Qualitative Reading Inventory-5*. Pearson/Allyn and Bacon.

Morris, D. (2005). *The Howard Street Tutoring Manual.* (2nd ed.). NY: Guilford Press.

**Objectives:**

Students will

* Read all assigned readings and view all assigned videos
* Administer, score, and interpret early reading assessments (including PALS)
* Administer, score, and interpret a pre- and post- IRI
* Synthesize results of an IRI and prescribe a program of literacy instruction that may include instruction in emergent literacy skills (phonological awareness), word recognition, word study (phonics and spelling), context skills, comprehension, and fluency for individual students, as well as learning to apply interpretation of informal assessments in a classroom setting through flexible grouping.
* Design and conduct reading lessons with a child in a clinical setting.

**Methodology:**

Course content will presented by various methods, including lectures, demonstrations, class discussions, student presentations, group activities, tutoring, and video presentations.

### Expectations/Assignments:

Class Participation (10%)

Participation includes class attendance, observations and reflection, effort at incorporating suggestions by the instructor, class discussion, and case study presentations.

Administration of (pre-) IRI & Diagnostic Report (10% each)

Administer a student’s interest inventory and appropriate pre-tests on two students at the beginning of the semester. A full Informal Reading Inventory includes a WRI, WRC, fluency measures, and comprehension tasks, as well as a spelling inventory. See Moodle for sample report.

Lesson Plans & Tutoring (30%)

Develop lesson plans to be approved by the instructor and then tutor two youngsters twice weekly from 4:00-4:45 and 4:45-5:30 p.m. (See course packet for sample lesson plans.) Plans are to be turned in to instructor (paper or e-mail) by 9:00 a.m. the day of each tutoring session. Students are expected to pick up their plans (or check their e-mails) for instructor feedback in a timely manner. All lesson plans and reflections for tutoring sessions and a portfolio of students’ work are to be turned in at the end of the semester.

Administration of (post-) IRI & Case Progress Report (10% each)

Administer appropriate post-tests to each student at the end of the semester, and write case progress reports that include a summary of the post-testing results (similar to your earlier diagnostic report) with interpretations and reflections of the tutoring experience. Summary must include a discussion of appropriate instruction in word study (phonics/spelling), fluency, comprehension, and/or writing. Furthermore, the case progress report shall include a final narrative, summarizing students’ progress (including recommendations for further tutoring), Sample reports will be discussed in class and can be seen on Moodle.

Reflection Paper (5%)

A final reflective summary of your observation experiences, your tutoring experiences, and your students’ learning experiences.

Final Exam (15%)

The final exam will be on chapters from the Morris text, and students will be required to review, analyze, interpret a case study, as well as recommend appropriate instruction for a reader.

Grading Scale

Points/percentages equate to grades as follows:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 98-100 A+ | 88-89B+ | 78-79C+ | 68-69D+ | Below 60F |
| 93-97A | 83-87B | 73-77C | 63-67D |  |
| 90-92A- | 80-82B- | 70-72C- | 60-62D- |  |

**Tentative Course Outline:**

Weeks Topics/Assignments/Readings

 1-2 Introduction/syllabus

Overview of reading/spelling: Interrelated & developmental processes

(Morris, chs. 8 & 1; Gough & Tunmer article; Bear & Templeton article; Bear,

Templeton, Helman, & Baren article; Blackwell-Bullock, et al. article; Scharer

article; Vellutino article; Shaywitz et al. article; Lipson & Wixson article; Mesmer &

Mesmer article; Clay (1987) article)

 Early Literacy Assessments (PALS)

 Informal reading inventories

* Word recognition in isolation (WRI)
* Word recognition in context (WRC)
* Fluency
* Comprehension

Morris (chs. 2-4; Tyner, chs. 1-3)

Spelling inventories

Reading Interest Survey

 (Brown article; Clay (1991) article; Fountas & Pinnell article; Invernizzi, Abouzeid, &

 Gill article; Invernizzi article; Leslie & Caldwell *QRI-5;* Lane, Pullen, Eisele, & Jordan

article; Flippo article; Invernizzi, Juel, Swank, & Meier Administration & Scoring

Guide from PALS; Neufeld article; McCarthy article; Johnston article; Furr article)

The emergent reader (Morris textbook, pp. 109-113; Tyner, chs. 4 & 5)

The fledgling reader (Morris textbook, pp. 113-117; Tyner, ch. 6)

 The instructional reader (Morris textbook, pp. 117-123; Tyner, chs. 7 & 8)

 3-16 *Diagnostic Report due 2/05/13*

Tutoring ends April 30

 Morris (chs. 5-7); Morris, Ervin, & Conrad article

 17 *Post-testing, Reports, & Reflection paper due*

 TBA *Final Exam*

**Honor System**:

All work should be pledged in the spirit of the Honor System of the University of Virginia. ("On my honor, I pledge that I have neither given nor received help on this assignment/test/etc.") Students should refer to the College catalog for more information concerning the Honor Code.

**Student Responsibilities:**

1. Students are expected to attend all classes. Students absent from more than 3 classes **will** have points deducted from their final grade. Chronic tardiness to or early departure from class will reduce your final grade. Participation in group and whole class activities is required. Because in-class activities cannot be duplicated, they cannot be made up by absent students.
2. All assignments are to be completed ***on time***. Late assignments ***will not be accepted*** except in cases of extreme circumstances and with the permission of the instructor.
3. Students should display mature attitudes and behaviors, including reliability, respect for and cooperation with colleagues and the instructor, determination to achieve first-class work and to meet deadlines, and constructive response to criticism.

**Rights of Instructor:**

 This syllabus is subject to change, if deemed necessary in the judgment of the instructor, to accommodate students’ needs, time constraints, and/or other unforeseen circumstances.

**Adaptations:**

 If you need course adaptations or academic adjustments because of a documented disability, or if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment to talk with me as soon as possible. My office is in Darden 141, and my office hours are posted on my door.

**Expectations of Students Regarding Professional Dispositions:**

Students enrolled in the Teacher Education Program are considering careers in public education. Consequently, all teaching faculty are charged with the responsibility of evaluating not only the academic achievement of these students but also their “professional dispositions” for teaching. These dispositions are often defined as patterns of behavior and habitual tendencies that impact students, colleagues, and the school environment in general.

Specifically, these behaviors have been shown to directly affect student learning, motivation, and development. Of particular concern to the Department of Education are students who exhibit such problematic behaviors as excessive absences, excessive tardiness, lack of preparation for class, lack of concern for completing assignments or for completing assignments on time, lack of tolerance for others and others’ ideas, or lack of respect for diversity. A demonstration of any of the negative dispositions described above by students seeking to be admitted to or already admitted to the Teacher Education Program will be taken into account during the application process and during the duration of the student’s enrollment in the Program.

To document such negative dispositions, teaching faculty should send a **Letter of Concern** to the Director of Teacher Education documenting the behavior(s) that, in the professional judgment of the instructor, need(s) improvement. This **Letter of Concern** will be placed in the student’s application or member file for the Teacher Education Program. The Director will send a copy of the **Letter of Concern** to the student and advise the student of the risk of denial of admission to or, if already admitted, withdrawal from the Teacher Education Program if the student does not demonstrate improvement in the specified disposition(s). A total of three letters from two or more instructors will constitute a pattern of such behaviors and provide the basis for denial of admittance or continued enrollment in the Teacher Education Program.

**Appendix A**

**Required Readings**

Bear, D. R., & Templeton, S. (1998). Explorations in developmental spelling: Foundations

 for learning and teaching phonics, spelling, and vocabulary. *The Reading Teacher,*

 *52* (3), 222-242.

Bear, D. R., Templeton, S., Helman, L., & Baren, T. (2003). Orthographic development and

 learning to read in different languages. In *English learners: Reaching the highest*

 *level of English literacy*, G. G. Garcia (ed.), pp. 71-95. Newark , DE: International

 Reading Association.

Blackwell-Bullock, R., Invernizzi, M., Drake, E. A., & Howell, J. L. (2008-2009). Concept of

word: An integral literacy skill. *Reading in Virginia, 31*, 30-35.

Brown, K. J. (2003). What do I say when they get stuck on a word? Aligning teachers’

 prompts with students’ development. *The Reading Teacher, 56* (8), 720-733.

Clay, M. M. (1987). Learning to be learning disabled. *New Zealand Journal of Educational*

 *Studies, 22* (2), 155-173.

Clay, M. M. (1991). Introducing a new storybook to young readers. *The Reading Teacher,*

 *45* (4), 264-273.

Flippo, R. F., Holland, D., McCarthy, M. T., & Swinning, E. A. (2009). Asking the right

 questions: How to select an informal reading inventory. *The Reading Teacher, 63*,

 79-83.

Fountas, I., & Pinnell, G. S. (2012/2013). Guided reading: The romance and the reality. *The*

 *Reading Teacher, 66* (4), 268-284.

Furr, D. (2003) Struggling readers get hooked on Writing. The Reading Teacher 56(6), 518-525.

Gough, P. B., & Tunmer, W.E. (1986). Decoding, reading, and reading disability.

*Remedial and Special Education,* 7 (1), 6-10.

Invernizzi, M. (2008-2009). Virginia’s Early Intervention Reading Initiative (EIRI) and

Response to Intervention (RtI). *Reading in Virginia, 31*, 36-39.

Invernizzi, M., Juel, C., Swank, L., & Meier, J. (2008). Administration and scoring guide (Form

 B). *PALS-K and PALS 1-3*. VA State Department of Education. University of Virginia.

 Curry School of Education.

Invernizzi, M., Abouzeid, M. & Gill, J. T. (1995). Using students' invented spellings as a guide for spelling instruction. Elementary School Journal, (2), 155 - 167.

Johnston, F. R. (1999). The timing and teaching of word families. The Reading Teacher,

53, 64‑75.

Lane, H. B., Pullen, P. C., Eisele, M. R., & Jordan, L. (2002). Preventing reading failure: Phonological awareness assessment and instruction. *Preventing School Failure, 46* (3), 101-110.

McCarthy, P. A. (2009). Using sound boxes systematically to develop phonemic awareness.

 *The Reading Teacher, 62*(4), 346-349.

Mesmer, E. M., Mesmer, H. A. (2009). Response to intervention (RTI): What teachers of

 reading need to know. *The Reading Teacher, 62*(4), 280-290.

Morris, D., Ervin, C., & Conrad, K. (1996). A case study of middle-school reading disability. *The Reading Teacher, 46,* 368-377.

Rasinski, T. V. (2000). Speed does matter in reading. *TRT, 54*, 146-151.

Rupley, W. H., Logan, J. W., & Nichols, W. D. (1998/1999). Vocabulary instruction in a balanced reading program. *TRT, 52,* 336-346.

Samuels, S. J. (1997). The method of repeated readings. *TRT, 50,* 376-381.

Scharer, P. (1992). From memorization to conceptualization: History informing the teaching and learning of spelling. *Journal of Language Experience, 11*, 43-57.

Shaywitz, S. E., Morris, R, & Shaywitz, B. A. (2008). The education of dyslexic children from

 childhood to young adulthood. *Annual Review of Psychology, 59,* 451-475. 10.1146/annurev.psych.59.103006.093633.

Vellutino, F. R. (1987). Dyslexia. Scientific American, 257 (3), 34-44.

**Appendix B**

**Assessment Procedures & Policies for Tutoring**

1. Introductions to parents (have name tags on; exchange phone numbers confirm times and drop-off and pick-up arrangements; have parents fill out permission form; refer questions to me)
2. Make name tags for children
3. Conduct Interview with students
4. Administer Developmental Spelling Inventory\*\*\*
5. Administer IRI (WRI, Oral Reading Accuracy, Comprehension, Listening Comprehension)
6. Pre-select book to read aloud to student

\*\*\*For students who cannot spell the beginning letters of word from spelling inventory:

Administer Morris’s Initial Reading Assessment

**Appendix C**

**General Policies for Tutoring**

1. Be prepared.
2. After initial testing is completed, two lesson plans must be turned in: one will have both columns of the lesson plan form completed (plans that you taught by and reflections on your teaching), and the other will be plans for the next session.
3. Turn in plans by 9:00 a.m. (or earlier) the day of your session.
4. Approved plans will be returned to you before you tutor.
5. Plans should be kept in plain manila folder with both the tutor’s name and child’s name on the folder.
6. Materials (including books, games, etc.) should be replaced in the curriculum lab in Darden.
7. Tutoring begins on Tuesday, January 31, and will end on Tuesday, April 30.
8. If you cannot make a tutoring session, please call your partner, the parents of your student(s), and me (276-376-1037) in a timely fashion.

**Appendix D**

**PERMISSION FORM FOR EDU 4100-Cantrell**

 I give permission for my child, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, who is in the

\_\_\_\_\_\_\_\_\_\_\_ grade at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Elementary School, to participate in

the after-school tutoring program in reading at The University of Virginia’s College at

Wise. I further agree to bring and pick-up my child to and from the College, on Tuesday’s

and Thursday’s at the designated times.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (Please print Parent/Guardian Name) (Parent/Guardian Signature)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (Phone Number) (Home Address)

**Appendix E**

**Student’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Education Course Number \_\_EDU 4100\_\_\_**

**Semester of Completion of Evaluation\_\_\_Spring 2013\_\_\_\_**

**The University of Virginia’s College at Wise**

**Education Department: Course Evaluation of Candidate Professional Dispositions**

|  |  |  |  |
| --- | --- | --- | --- |
| **TEAC Claim/Professional Disposition** | **Always** | **Usually** | **Rarely** |
| **Claim 3: Caring Skills** |  |  |  |
|   1) Exhibits respect for others and their ideas |  |  |  |
|   2) Exhibits a positive demeanor toward teaching and the  teaching profession |  |  |  |
|   3) Maintains a positive rapport with classroom peers |  |  |  |
| **Cross-cutting Theme: Multicultural Perspectives** |  |  |  |
|   4) Maintains regular and punctual classroom attendance |  |  |  |
|   5) Accepts responsibility for following stated standards for classroom performance |  |  |  |
|   6) Accepts responsibility for completing assignments and projects on time |  |  |  |
|   7) Participates in and contributes to class discussions |  |  |  |
|   8) Demonstrates an interest in the course content |  |  |  |
|   9) Communicates effectively in oral and written form |  |  |  |
| **Department Expectation** |  |  |  |
|  10) Maintains personal hygiene and a well-groomed  appearance |  |  |  |

Any additional comments related to above statements:

|  |
| --- |
|  |