

EDUC 541 (Reading Disabilities: Diagnosis and Intervention)

Course Calendar

Class Day: Tuesdays 5:00-8:00 p.m.

Clinical Day: Your Classroom

Spring 2023

Textbooks

Honig, B., Diamond, L., & Gutlohn, L. (2018). Teaching reading sourcebook. (3rd ed.). Oakland, California: CORE.

Armbruster, B. & Osborn, J. (2006). *Put reading first: Research building blocks for teaching children to read* (3rd ed.). Washington D C: Partnership for Reading. This document is online.

Additional Texts not required to purchase:

Language Essentials for Teaching of Reading and Spelling: Volume I and Volume II.

Equipped for Reading Success by David Kilpatrick

Web Resources Used in Class:

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

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

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

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

Inventories (elementary and secondary): <https://miblsi.org/evaluation/fidelity-assessments/reading->

Course Outline/Schedule:

Spring 2023

| Date | Topics and Readings | Standard Connection | Learning Activities | Assignment Due (See Canvas for all due dates) |
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| Tuesday Jan. 10 | Overview of Course, assignments, syllabus, calendar Phonics Pretest | | Text: <i>Teaching Reading Sourcebook</i> B. Honig, L. Diamond (Review) | Video: Advanced Phonology with Danielle Thompson (Part 2) Summary |

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| <p>Tuesday January 17</p> | <p><i>What is the alphabetic principle and what is its significance to reading?</i></p> <p>Section III: Decoding and Word Recognition</p> <p>Ehri’s Phases of Word Recognition Development</p> <p>Supplemental Text: Four Part Processing Model of Word Recognition</p> <p>Orthographic Mapping (Video)</p> <p>Phonics workbook</p> | <p>Understand/apply in practice considerations for levels of phonological sensitivity. Know/apply in practice consideration for the progression of phonemic-awareness skill development, across age and grade. Know/apply in practice considerations for the general and specific goals of phonemic-awareness instruction</p> | <p>Discuss chapter 6 (pages 161-235)</p> <p>Center and small group instruction activities</p> | <p>Quiz (TRS Chapter)</p> |
| <p>Tuesday January 24</p> | <p>Advanced Phonology</p> <p>Phonics Workbook</p> | <p>Continue to work on multi- sensory strategies tracker and reading assessments</p> | | <p>Writing Samples Analysis</p> |
| <p>Tuesday January 31</p> | <p><i>What is the alphabetic principle and what is its significance to reading?</i></p> <p>Phonics continued</p> <p>Phonics Scope and</p> | <p>Know/apply in practice considerations for the principles of phonemic-awareness instruction: brief, multisensory, conceptual, articulatory, auditory-verbal.</p> <p>Know/apply in practice considerations for systematically, cumulatively, and explicitly</p> | <p>Discuss chapter 6 (pages 161-235)</p> <p>Center and small group instruction activities</p> <p>Review Lesson Models</p> | <p>Quiz (Phonics workbook) Reflection</p> |

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| | <p>Sequence, Blending routines, automatic word recognition, orthographic mapping, decodable text.</p> <p>Phonics Workbook</p> | <p>teaching basic decoding and spelling skills. Know/apply in practice considerations for the different types and purposes of texts, with emphasis on the role of decodable texts in teaching beginning readers.</p> | | |
| <p>Tuesday February 7</p> | <p>Phonics continued... Reading and writing short vowel words</p> <p>Phonics workbook</p> | | <p>Discuss chapter 6</p> | <p>Quiz (Phonics Workbook)</p> |
| <p>Tuesday February 14</p> | <p>Irregular Word Reading</p> <p>Phonics workbook</p> | <p>Know/apply in practice considerations for the structure of English orthography and the patterns and rules that inform the teaching of single- and multisyllabic regular word reading.</p> | <p>Discuss chapter 7 (pages 241-255)</p> <p>Spelling strategies</p> <p>Review Lesson Models</p> | <p>Quiz (TRS and Phonics Workbook)</p> <p>Midterm Reflection</p> |
| <p>Tuesday February 21</p> | <p>Multisyllabic Word Reading Syllable Types and Division Principles</p> | <p>Know/apply in practice considerations for using multisensory routines to enhance student engagement and memory.</p> | <p>Chapter 8 (pages 259-314)</p> <p>Word</p> | <p>Quiz (TRS and Phonics Workbook)</p> |

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| | <p>Affixes as Syllables</p> <p>Phonics Workbook</p> | <p>Know/apply in practice considerations for teaching irregular words in small increments using special techniques.</p> <p>Know/apply in practice considerations for systematically teaching the decoding of multisyllabic words.</p> | <p>Recognition/Decoding Strategies</p> <p>Digital Activities</p> | |
| <p>Tuesday February 28</p> | <p><i>What are the 5 Pillars of reading and how do they support learning to read?</i></p> <p><i>What is dyslexia and how does it impact learning to read?</i></p> <p>Reading Fluency, Assessment, and Instruction</p> <p>Curriculum Based Measurement Outcome Assessment and Diagnostic Testing Reading Difficulties: Dyslexia Multisensory teaching of basic language skills</p> <p>Phonics Workbook</p> | <p>Understand/apply in practice considerations for phonemic-awareness difficulties.</p> <p>Know/apply in practice considerations for adapting instruction for students with weaknesses in working memory, attention, executive function, or processing speed.</p> <p>Know fundamental provisions of federal and state laws that pertain to learning disabilities, including dyslexia and other reading and language disability subtypes.</p> <p>Identify the distinguishing characteristics of dyslexia.</p> <p>Understand how reading disabilities vary in presentation and degree.</p> <p>Understand how and why symptoms of reading difficulty are likely to change over time in response to development and instruction.</p> <p>Understand basic principles of test construction and formats (e.g., reliability, validity, criterion, normed).</p> <p>Know and utilize in practice well-validated screening tests designed to identify students at risk for reading difficulties.</p> <p>Understand/apply the principles of progress-monitoring and reporting with Curriculum-Based Measures</p> | <p>Section IV: Chapters 9-10 pages 319-398</p> | <p>Quiz (TRS)</p> |

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| | | (CBMs), including graphing techniques | | |
| Tuesday March 14 | Fluency Continued Phonics Workbook | Professional Readings: SJ Samuels Automaticity Theory NAEP Oral Reading Fluency Scale | | 5 Components of Literacy Assignment Phonics Workbook Quiz Register and Study for Reading Praxis |
| Tuesday March 21 and 28 | Vocabulary Specific Word Instruction Assessing Reading Performance Testing Bias Using Data to Impact Student Learning Multisensory Instructional Materials | Know/apply in practice considerations for the sources of wide differences in students' vocabularies. | Section V: Vocabulary Pages 407-569 Sample Lessons, Semantic Maps, | Quiz (TRS) Clinical Assignments and Reading Assessments, Multisensory Tracker |
| | <ul style="list-style-type: none"> ● Why Some Children have Difficulties Learning to Read ● John Gabrieli: What are the causes of reading difficulties? ● What is dyslexia? - Kelli Sandman-Hurley ● Colleen Riley: What is a Multi-Tier System of Supports (MTSS)? | Reading Difficulties <ul style="list-style-type: none"> ● Potential Causes of Reading Difficulties ● Dyslexia ● MTSS & Assessments | What is dyslexia and how does it impact learning to read? | <ul style="list-style-type: none"> ● Dyslexia Assignment |

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| | MTSS PDF on Moodle | | | |
| Tuesday April 4 and 11 | Vocabulary, Word-Learning Strategies, and Word Consciousness <i>What implications does research have on reading instruction?</i> | | Section V: Vocabulary Pages 407-569 Morphemic Analysis, Word Learning Strategies, Word histories and origins | Praxis Exam: First Attempt By April 11th |
| Tuesday April 18 | <ul style="list-style-type: none"> • The Critical Role of Oral Language in Reading Instruction and Assessment What role does oral language play in the development of reading? What is linguistic diversity and how does it impact learning to read? | | Language Comprehension <ul style="list-style-type: none"> • Revisit SVR & SRR • Oral Language • Vocabulary • Linguistic Diversity ○ English Language Learners | Action Research Paper |
| April 25 Tuesday | Final Exam EDUC 541 5:30 pm | What implications does research have on reading instruction? | | SOR Final Exam |

*Due to planning across the curriculum and other courses, dates and assignments in course calendar are subject to change!

*Due dates for some assignments are not listed, but will be announced throughout the duration of the course (Quickwrites, postings/forums on Course Management Tool, in-class assignments, group projects, etc.).