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EDU 438.50: Literacy Assessment, Diagnostics, and Instruction

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University of Montana
Department of Teaching & Learning
Spring 2021
EDU 438: Literacy Assessment, Diagnostics, and Instruction
Online

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Department: Teacher & Learning

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Course Description

This course provides content and pedagogical knowledge pertinent to the teaching and assessment of early literacy, phonological and phonemic awareness, decoding, spelling, vocabulary, and reading comprehension, with special emphasis on students who are at-risk for reading failure and with reading difficulties and disabilities, such as dyslexia.

Course Objectives*

Participants in this course will be able to:

1. Identify different profiles of readers using formal and informal assessment tools.
2. Explain the major components of the reading process.
3. Explain the language processing requirements of proficient reading and writing.
4. Explain cognitive and behavioral factors that affect reading and writing.
5. Understand environmental, cultural, and social factors that affect literacy development.
6. Understand the developmental progression of reading related processes and skills.
7. Know reasonable expectations for learners at various stages of reading and writing.
8. Understand the structure of language in terms of phonology, orthography, morphology, syntax, semantics, and discourse organization.
9. Identify evidence-based instructional practices in phonological awareness, alphabet knowledge, phonics, reading fluency, vocabulary, and reading comprehension.
10. Understand common intrinsic differences between proficient and struggling readers.
11. Understand the differences among screening, diagnostic, outcome, and progress-monitoring assessments.

*Objectives adapted from the *Knowledge and Practice Standards for Teachers of Reading* developed by the International Dyslexia Association

Required Texts

- Klingner, J.K., Vaughn, S., & Boardman, A. (2015). *Teaching Reading Comprehension to Students with Learning Difficulties, 2nd Ed.* New York, NY: The Guilford Press.
- O'Connor, R. E. (2014). *Teaching Word Recognition: Effective strategies for students with learning difficulties.* New York, NY: The Guilford Press.

Quality Resources for further reading (these do NOT need to be purchased!)

- Beck, Isabel L., McKeown, Margaret G., & Kucan, Linda. (2002). *Bringing Words to Life: Robust Vocabulary Instruction.* New York, NY: The Guilford Press.
- Beck, Isabel L. & McKeown, Margaret G. (2006). *Improving Comprehension with Questioning the Author.* New York, NY: Scholastic Inc.
- Dehaene, S. (2009). *Reading in the brain: The new science of how we read.* New York, NY: Penguin Books.
- Denton, C.A., Vaughn, S., Wexler, J., Bryan, D., & Reed, D. (2012). *Effective instruction for middle school students with reading difficulties.* Baltimore, MD: Paul H. Brookes Publishing Co.
- Diamond, Linda & Thorsnes, B.J. (2008). *Assessing Reading Multiple Measures (2nd Ed.).* Novato, CA: Arena Press.
- Eide, D. (2012). *Uncovering the Logic of English: A Common-Sense Approach to Reading, Spelling, and Literacy.* Rochester, MN: The Logic of English.
- Honig, Bill, Diamond, Linda, & Gutlohn, Linda. (2008). *Teaching Reading Sourcebook (2nd Ed.).* Novato, CA: Arena Press.
- Hosp, M. K., Hosp, J. L., & Howell, K. W. (2007). *The ABCs of CBM: A Practical Guide to Curriculum-Based Measurement.* New York, NY: The Guilford Press.
- Kilpatrick, D. A. (2015). *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties.* Hoboken, NJ: Wiley.**
- Kilpatrick, D. A. (). *Equipped for Reading Success.*
- Klingner, J. K., Vaughn, S., & Boardman, A. (2007). *Teaching Reading Comprehension to Students with Learning Disabilities.* New York, NY: The Guilford Press.
- McKenna, M. C. & Stahl, K. A. D. (2009). *Assessment for Reading Instruction, 2nd Ed.* New York, NY: The Guilford Press.
- Moats, L. C. (2000). *Speech to Print.* Baltimore, MD: Paul H. Brooks Publishing Co.
- Moats, L. C., Dakin, K. E., & Joshi, R. M. (2012). *Expert Perspectives on Interventions for Reading.* Baltimore, MD: The International Dyslexia Association.
- O'Connor, R. E. & Vadasy, P. F. (2011). *Handbook of Reading Interventions.* New York, NY: The Guilford Press.
- Rathvon, N. (2008). *Effective School Interventions: Evidence-Based Strategies for Improving Student Outcomes (2nd ed).* New York, NY: The Guilford Press.
- Seidenberg, M. *Language at the Speed of Light: How we Read, why so many can't, and what can be done about it.* New York, NY: Basic Books.
- Shaywitz, Sally. (2003). *Overcoming Dyslexia.* New York, NY: Alfred A. Knopf.
- Snow, Catherine E., Burns, M. Susan, & Griffin, Peg. (1998). *Preventing Reading Difficulties in Young Children.* Washington, DC: National Academy Press.

Wexler, N. (2019). *The Knowledge Gap: The Hidden Cause of America's Broken Education System – And how to Fix it*. New York, NY: Penguin Random House.
Wolf, Maryann. () *Proust and the Squid*.
Wolf, Maryann. () *Reader Come Home*.

Conceptual Framework for all Courses Taught through the PJW College of Education

The Professional Education Unit has adopted a conceptual framework that places central value on learning as a collaborative endeavor. The faculty in the Professional Education Unit believes that an educational orientation is insufficient and outmoded if it is based on isolated content, is teacher-dominated, and directed primarily toward passive students learning alone. Thus, it is the Unit's intent that education candidates at The University of Montana-Missoula will experience a cohesive learning community during their own preparation, with the goal that they will be disposed and equipped to create communities of learners in their own future educational settings.

The faculty has identified three essential elements of learning communities which form organizing themes or strands that permeate all the programs and drive the candidate proficiency outcomes:

Integration of Ideas

Members of a learning community look beyond the traditionally segmented curriculum and think creatively about the interrelationships among subject areas. They work with a variety of fields of study and search for unifying themes that cross disciplinary lines. There is an emphasis on explaining realities and dealing with actual problems in contextual learning situations.

Cooperative Endeavors

In a learning community, knowing and learning are viewed as communal acts, and all members can learn from each other. There is a commitment to engage all learners cognitively and emotionally in acquiring and sharing knowledge that is personally meaningful. In the process, members create a culture that encourages personal responsibility and active commitment to the group and its learning goals.

Respect for Diversity and Individual Worth

By definition, a learning community embraces diversity, requiring and valuing the input of all voices present. The ethics of care and mutual respect are viewed as essential for supportive learning environments that enhance each member's self-esteem and foster risk-taking, creative conflict, and excellence.

Course Guidelines

Accommodations

If you have a documented disability and would benefit from accommodations in this class to facilitate your participation and learning, I will gladly work both with you and staff at Disability Services for Students (DSS; <http://www.umt.edu/dss/>) to make these accommodations. Please contact the instructor as soon as possible to make a plan for these accommodations. Every effort will be made to keep sensitive information confidential.

Person-first language

When referring to persons with disabilities and difficulties, it is most respectful to use “person-first language”. That means that we emphasize the *person* before the disability. For example, we would say, “a child with a reading disability or reading difficulty” *not* “a reading-disabled child.” Please practice using person-first language in class and in your writing! If you have questions or need to review the criteria for using respectful, person-first language, see p. 76 of the *Publication Manual of the American Psychological Association* (6th ed.) (APA, 2009).

Conduct code

Students are expected to know, understand and comply with the academic honesty policies as described in the University of Montana *Student Conduct Code*. An unabridged copy of this code is available at:

<http://www.umt.edu/studentaffairs/policy/code.htm>. You must do your own work on quizzes, and all written work submitted for a grade must be original or properly cited. You must be especially careful with any information copied or remembered from another source (e.g., the internet); even when you are paraphrasing ideas, the source must be cited. If you have any questions, please consult with the instructor *prior* to turning in your work.

Course expectations

It is expected that participants will access all course materials, readings, forums, and activities and will have read the assigned material. You are expected to fully participate in online activities and discussions prior to deadlines. All assignments are to be completed adhering to assignment guidelines and descriptions and should be completed prior to due dates. Contact me ahead of time if you need additional time to complete an assignment.

Moodle Supplemental Course Shell and University Email

The use of Moodle is mandatory for this course. Many course resources, activities, and assignments are located in the course shell. Additionally, I will correspond with you periodically through your University email accounts. You are expected to check your University email regularly. It is against University policy for me to respond to your personal email accounts. **Please don't have your University emails forwarded to a personal account!**

Assignment due dates

All assignments are to be received by the instructor **on or before** the due date. Acceptance and grading is at the instructor's discretion for late submission of any assignment. Points will be deducted for late submissions that are accepted.

Assignment format

Unless completed in the context of a class session/activity or otherwise specified, all written work must be: typed, double-spaced, in person-first language, in APA style (6th ed.), fully referenced, and clearly and concisely written.

Evaluation Procedures*

1. **Participation in Forums and completion of weekly activities:** 30% of your final grade; this will include some videoing of yourself
2. **Quizzes:** 3 quizzes - 19% of your final grade
3. **Phonemic Assessment and Decoding Survey Assignments:** 20% of your final grade
4. **Spelling Inventory Assessments and Case Studies:** 7% of your final grade
5. **Lesson Plans:** 3 lesson plans (1 early literacy, 1 phonics, and 1 integrated vocabulary and comprehension lesson combined) – 20% of your final grade
6. **IRIS Center Online Learning Modules:** Comprehension and Secondary Reading – 4% of your final grade

Graduate Student Assignment: You will read scholarly writings of reading research as assigned and participate in forum activities with your graduate student peers. Details will be forthcoming. Completion is a mandatory requirement of this course. Not completing these assignments will result in an incomplete.

A	=	93 - 100	B	=	83 - 86	C	=	73 - 76	D	=	63 - 66
A-	=	90 - 92	B-	=	80 - 82	C-	=	70 - 72	D-	=	60 - 62
B+	=	87 - 89	C+	=	77 - 79	D+	=	67 - 69	F	=	0 - 59.9

Assignment Descriptions*

1. **Participation in Forums and completion of weekly activities.** Activities and forum discussions will take place regularly throughout the semester. These will be a critical component of our semester together since we are online. **NOTE:** Some of these activities will require collaboration with other students and videotaping.
2. **Quizzes** – during the semester, you will take 3 quizzes covering key concepts from readings and class discussions.
3. **Decoding Surveys Administration and Case Studies** – with a partner, you will administer several pre-decoding and decoding surveys to each other. In addition, you will analyze and provide recommendations for several case studies. You will receive specific instructions for this assignment.
4. **Spelling Inventories Administration and Case Studies** – in a group of 2-3, you will administer and score primary, elementary, and upper-level spelling inventories (each person will administer 1 to the other 2 members of the group).

In addition, you will analyze spelling results and provide recommendations for several case studies. You will receive specific instructions for this assignment.

5. **Lesson Plans** – During the semester, you will complete three lesson plan assignments, one on early literacy, one on phonics, and one on reading comprehension and vocabulary combined. You will receive specific instructions for these assignments.
6. **IRIS Center Online Learning Modules** – During the semester, you will complete 2 online learning modules pertaining to secondary reading instruction. You will receive specific instructions for these assignments.
7. **Graduate Student Assignment** – You will complete 3 scholarly readings from a that extensively covers reading research. After each reading, you will create a post in a forum in Moodle and then respond to the post(s) of classmates.

Note: For some assignments, I will ask that you partner up with another student in the course. For those of you not in the Missoula area, this may require working together over the phone or by video chat.

*Subject to Change

Materials

Please note: throughout the semester, you may be asked to print a number of assessments, create or print instructional materials and manipulatives, and obtain children's storybooks in order to complete weekly assignments and activities.