

COLLEGE OF EDUCATION
 VALDOSTA STATE UNIVERSITY
 DEPARTMENT OF EARLY CHILDHOOD AND READING EDUCATION
 READ 7010
 Diagnosis and Correction of Reading Difficulties
 3 SEMESTER HOURS

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REQUIRED TEXTBOOKS

Leslie, L. & Caldwell, J. (2011). *Qualitative Reading Inventory-5*. New York: Addison Wesley Publishers.

Lipson, M. Y. & Wixson, K. (2009). *Assessment & Instruction of Reading and Writing Difficulty: An Interactive Approach (4th Ed.)*. Boston: MA: Pearson Education, Inc.

LiveText, Inc. (2008). *College LiveText edu-solutions: Graduate edition*. IL: United Learning Inc.

COURSE DESCRIPTION

Candidates will study the nature and causes of reading difficulties, develop and conduct diagnostic assessments, interpret the results of the assessments, and plan instructional programs to address the learning needs of children. Students will diagnose the reading difficulties of a child and implement instruction to correct those difficulties in a tutoring setting.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK PRINCIPLES AND INTERNATIONAL READING ASSOCIATION STANDARDS FOR READING PROFESSIONALS

Standard 1:	Foundational Knowledge Candidates have knowledge of the foundations of reading and writing processes and instruction
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IRA STANDARD 1.2 Demonstrate knowledge of reading research and histories of reading.

1. Candidates recognize historical antecedents to contemporary reading methods and materials.
2. Candidates articulate how their teaching practices relate to reading research.

IRA STANDARD 1.4

Demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.

1. Candidates will identify students’ strengths and weaknesses in relation to the various components.
2. Candidates are able to determine if students are appropriately integrating the components in fluent reading.

Standard II	Instructional Strategies and Curriculum Materials Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.
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IRA STANDARD 2.3

Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.

1. Candidates will plan for and use a wide range of curriculum materials.
2. Their selections are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

Standard III	Assessment Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction
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IRA STANDARD 3.1

Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.

1. Candidates will select and administer appropriate formal and informal assessments including technology-based assessments.
2. They understand the requirements for technical adequacy of assessments and can select technically adequate assessment tools.
3. They will interpret the results of these tests and assessments.

IRA STANDARD 3.2

Place students along a developmental continuum and identify students’ proficiencies and difficulties.

1. Candidates will compare, contrast, and analyze information and assessment results to place students along a developmental continuum.
2. They will identify students’ proficiencies and difficulties.

IRA STANDARD 3.3

Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds.

1. Candidates analyze, compare, contrast, and use assessment results to plan, evaluate, and revise effective instruction within an assessment/evaluation/instruction cycle.

IRA STANDARD 3.4

1. Candidates can interpret a student’s reading profile from assessments and communicate results of assessments to specific individuals (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.).

Standard IV	<p style="text-align: center;">Literate Environment</p> <p>Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments</p>
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IRA STANDARD 4.1

Use students’ interests, reading abilities, and backgrounds as foundations for the reading and writing program.

1. Candidates will collect information about children’s interests, reading abilities, and backgrounds.
2. They use this information when planning instruction.
3. They select materials and help students select materials that match their reading levels, interests, cultures and linguistic backgrounds.
4. They can use technology to gather and to use this information in instructional planning.
5. They can articulate the research base that grounds their practice.
- 6.

IRA STANDARD 4.2

Use a large supply of books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.

1. The candidate will select books, technology-based information, and non-print materials representing multiple levels, broad interests, cultures and linguistic backgrounds.
2. They can articulate the research that grounds their practice.

IRA STANDARD 4.3

Model reading and writing enthusiastically as valued lifelong activities.

1. Candidates demonstrate and model reading and writing for real purposes in daily interactions with students and education professionals.
2. They use think-alouds to demonstrate good reading and writing strategies.

IRA STANDARD 4.4

Motivate learners to be lifelong readers.

1. Candidates will effectively plan and implement instruction that motivates readers intrinsically and extrinsically.
2. They are aware of children’s literature, interests and reading levels of students and select appropriate texts.

COURSE OBJECTIVES

Candidates will:

1. Demonstrate an understanding of the assessment-instruction process. (3.3)
2. Demonstrate an understanding of an interactive view of reading and writing disability. (3.1)

3. Select, administer, and analyze the results of formal and informal assessment strategies. (3.1)
4. Compare and contrast assessment findings to determine if students were integrating phonemic awareness, word identification, vocabulary, fluency, comprehension strategies (including background knowledge), and motivation in fluent reading. (1.4).
5. Demonstrate an understanding of research and evidence-based practices in reading and other fields that deal with teaching students with reading difficulties (1.4)
6. Based on assessments, plan and implement lesson plans that include appropriate evidence-based instructional methods in word identification, vocabulary, fluency, and comprehension that address the learning needs of students with reading difficulties (2.3, 3.3, 4.1, 4.2, 4.3, 4.4).
7. Write a diagnosis/action plan for correction/implementation (3.2, 3.3)
8. Write a case study report and communicate findings to students, parents, caregivers, or other stakeholders as appropriate. (1.4, 2.3, 3.1, 3.2, 3.4)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

All assignments should be scanned and submitted through Blazeview.

Please note: All work must be your own and be completed during the dates of this course. Failure to comply will result in an F for the course.

- A. Candidates will complete assigned readings and document their understanding of the best practices in reading by completing online discussions and assignments (CO 1)
- B. Candidates will tutor individuals in 45 minute to 1 hour sessions to total 20 hours of assessment and instruction They will keep a log of contact dates and times, and have the log signed by the student's parent and submit. (CO 1-6)
- C. . **Reading Analysis** (CO 1,2,3,4) (Submit with Action Plan)
Candidates will
 1. Determine the student's independent, instructional, frustration levels using the Qualitative Reading Inventory-5 (QRI-5) by Leslie and Caldwell complete a miscue analysis and analyze an instructional level running record for metacognitive strategy use.
 2. Determine the student's reading rate and level of fluency, using the Multidimensional Fluency (Rasinski, 2003)
 3. Administer other appropriate assessments (i.e. letter identification, concepts about print, Dolch Sight Word Test, Names Test,etc.).
 4. Select, modify, and administer an interest inventory and/or the Motivations for Reading Questionnaire, by Gambrell, et al. (1995) or the Elementary Reading Survey (McKenna & Kear, 1990) to their selected student.
 5. Document accurate administration and interpretation of assessments in a portfolio.

C. Writing Analysis (CO 2,3,4) (Submit with Action Plan)

Candidates will:

1. Determine the student's developmental writing level using the Developmental Writing Assessment or other writing assessment.
2. Determine the student's developmental spelling level using the Developmental Spelling Assessment by Kathy Ganske or other developmental spelling assessment.
3. Document accurate administration and interpretation of assessments in a portfolio.

NOTE: In your writing assessment you can look at the strengths and weaknesses of what the student has written. You do not need to administer a specific writing test, if you do not have one available.

D. Diagnostic Action Plan for instruction (CO 5,6)

Candidates will:

1. Submit the Qualitative Reading Inventory Pre test graph that accurately reports the student's pretest information.
2. Correctly place student along a developmental continuum and identify student's proficiencies and difficulties.
3. Compare and contrast assessment findings to determine if students were integrating phonemic awareness, word identification, vocabulary, fluency, comprehension strategies (including background knowledge), and motivation in fluent reading.
4. Outline goals for instruction and the rationale for doing so including a citation of the research base (at least 2 reading, 2 writing/spelling)

E. Candidates will develop and implement a Diagnosis and Action Plan for assessed child and document in a **portfolio** (CO 2, 6). The portfolio will contain the instructional plans developed for the child, copies of lesson plans and daily running records. Candidates will attach their reflections on their work with the child for each lesson of tutoring (CO 4, 5)

F. Video of Lesson

Candidates will video tape a lesson and critique the lesson citing strengths and areas for improvement. Candidates will also submit a thorough reflective piece to the instructor. (CO 4, 5)

G. Case Study Report (CO 7)

1. Candidates will write a summary report covering the child's diagnosed needs, reading progress, and recommendation for continued instruction (see sample in appendix of text).
2. Candidates will document student progress by submitting a pretest/posttest graph (Qualitative Reading Inventory Graph)
3. They will disseminate the case study information to parents, classroom teachers, and other appropriate stakeholders.

H. Class On-line discussions (CO 1-7)

Students will participate in assigned discussions

COURSE EVALUATION

A. Assignments

B. Reading analysis will be evaluated using a rubric created by the instructor.

C. Writing analysis will be evaluated using a rubric created by the instructor.

D. Diagnostic Action Plan will be evaluated using a rubric developed by the instructor.

Please note: B & C above are included in assignment D.

E. Instructional Plans.

F. Self Reflection of Video tape of lesson.

G. Case study will be evaluated using a rubric developed by the instructor.

H. Students will participate in on-line discussions.

Assignments and Point Values

Instrument	Point Value	Module
Assessments		
Literacy Background	5	2
Parent/Guardian Sheet	2	1
Student Information Sheet	2	1
Student Interest Inventory	2	1
Contextual Factors	2	2
Pre Chart	2	2
Diagnostic Action Plan (Instructional Plan) Uploaded to LiveText	75	6
Lesson- Think Aloud (Inferencing)	25	13
Video taped Lesson Reflection	25	14
Case Study (Action Plan completed) Uploaded to LiveText	75	15
Online Discussions		
Discussion 1 (Introduction)	5	1
Discussion 2 (Strategy)	3	8
Discussion 3 (Learning Activities)	3	9
Discussion 4 (Spelling)	3	10
Discussion 5 (Website)	3	10
Discussion 6 (Concept Maps)	3	11
Discussion 7 (Motivation)	3	14
Discussion 8 (Assessment)	3	15
Individual Quiz		
Quiz	10	7
Quiz	10	8
Quiz	10	11
Total Possible Points	271	

Letter Grade	Percentage	Numerical Grade
A	93-100%	271 - 252
B	85-92%	251 - 230
C	75-84%	229 – 203
D - F	below 74	202 - 0
Please note: (1) the grading scale is higher for all courses with a prefix of READ, and (2) there is no credit issued for a D or F		

Policy on Plagiarism and Cheating

The full text of this policy is available in the College of Education Dean's Office, EC room 227. The following penalties are enforced, as stated in the Policy:

FIRST OFFENSE: The student will earn a "0" on the assignment, test, project, etc.

SECOND OFFENSE: The student will earn the letter grade "F" for the course.

THIRD OFFENSE: The student will earn the letter grade "F" for the course, and further action involving referral of the matter (with documentation) to the appropriate college (university) officials within the administrative structure will be taken. (Please also see page 39 of the VSU Student Handbook.)

Access Office

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Farber Hall. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty).

Grade of Incomplete

According to the Valdosta State University catalogue, "A report of I (incomplete) indicates that a student was doing satisfactory work at the end of the term but, for non-academic reasons, was unable to complete all requirements for the course. A report of I requires the subsequent completion of all course requirements within a time limit specified by the instructor, not to exceed one calendar year from the end of the term in which a grade of incomplete is assigned, regardless of the student's enrollment status during the period specified for completion. Students are responsible for making arrangements with their instructor for completion of course requirements within the time specified, in accordance with this regulation. If an I is not changed to a letter grade within one calendar year, it will be changed to the grade F [or U, if appropriate]."

Late Submission

All deadlines for assignments, quizzes, etc. have been clearly identified in the "Course Calendar" section in Blazeview. Please become familiar with these deadlines as no late submissions will be accepted. It is suggested that candidates submit work earlier than

the deadline to account for any issues (i.e. technical) that may arise during the submission process. No exceptions or excuses will be accepted for a late submission and a grade of 0 will be given.

LiveText Submission

Candidates are required to submit a Diagnostic Action Plan and a Case Study via LiveText for this course. No other avenues of submission will be accepted (i.e. blazeview, email). As previously stated, no late submissions will be graded and a grade of 0 will be recorded. Please be advised that software must be purchased in order to submit. Valdosta State University has a website that should assist you with this process. www.valdosta.edu/coe/LiveText.shtml

Professionalism

As referenced in the College of Education conceptual framework standards (CFS) professionalism is a key guiding principal for any profession, but especially for educators. Teachers recognize, participate in, and contribute to teaching as a profession. Your behavior is not only a reflection of you as a professional, but you are also a representative of Valdosta State University. Traits encompassed by professionalism include, but are not limited to: Appearance, Sensitivity, Pleasantness, Eagerness, Initiative, Reliability, Knowledge, Confidence, Self-control, Being a Positive Role Model, and Ethical Decision Making.