

Diagnosis and Correction of Reading Difficulties

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Fall 2021

3 Credits

Instructor: Dr. Rachel Lella	Email address: rachel.lella@gse.rutgers.edu
Phone Number:	Location: Online - Synchronous Class Meeting Times: Tuesdays from 5:00-8:00pm
Office Hours: Zoom conferences available by request before and after class or as otherwise arranged.	Prerequisites or other limitations: instructor approval
Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers: Contact the instructor with questions at rachel.lella@gse.rutgers.edu

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the registration form (<https://webapps.rutgers.edu/student-ods/forms/registration>).

Learning Goals:

At the end of the course, students should be able to:

- 1) Identify elementary and middle school students' strengths and needs as they relate to literacy learning;
- 2) Develop proficiency in the use of a range of literacy assessment tools;
- 3) Design instruction that is responsive to students' strengths and needs;
- 4) Develop

Course catalog description: Emphasis on teaching methods for individual and small group instruction. Topics include selection of appropriate assessment materials, strategies to strengthen literacy development, and written evaluation intervention reports both for caregivers and school districts.

Purpose: The purpose of this course is to explore the theoretical underpinnings of reading difficulties as well as ways in which you can assist students in becoming more capable readers. We will be looking at various assessment measures and discussing ways to interpret the results. We will also be looking at interventions for individual learners and flexible groups. The interventions should be helpful not only for completing the assignments with an individual student, but also for the students you are instructing within your classroom as a whole.

Learning Goals & Objectives

At the end of the course, students should be able to:

- 1) Identify elementary and middle school students' strengths and needs as they relate to literacy learning;
- 2) Develop proficiency in the use of a range of literacy assessment tools;
- 3) Design instruction that is responsive to students' strengths and needs;
- 4) Develop a depth of knowledge of research and effective practice as it relates to the major domains of literacy;
- 5) Design learning experiences for other teachers that allow you to share your growing expertise as a teacher of literacy.

Required Texts

- Leslie, L., & Caldwell, J., (2016). *Qualitative Reading Inventory-6 with enhanced Pearson eText*. New York: Pearson.
- Stahl, K.A., Flannigan, K., & McKenna, M.C. (2019). *Assessment for reading instruction, 4th edition*. New York: Guilford Press.
- Wanzek, J., Al Otaiba, S., McMaster, K.L. (2019). *Intensive reading interventions for the elementary grades*. New York: Guilford Press.

Recommended Readings: A number of recommended readings will be shared and discussed throughout the semester. Readings will be available through the Rutgers Library or online.

Suggested Materials to Support Tutoring Sessions

- Audio recorder (Digital recorders are recommended to upload recordings. Most cell phones have recording apps.)
- Folder/binder for materials used during tutoring sessions
- Notebook for your student
- Access to children's literature and a computer with internet access

Grading Policy & Turning in Assignments

Assignments are due as indicated on the course schedule. The syllabus, course schedule, and due dates will be posted on the class Canva site (<https://rutgers.instructure.com/courses/139733>). You are responsible for knowing what the due dates are. Unless arrangements are made in advance of the due date, late assignments ***will not be accepted*** and ***will receive a failing grade***.

Participation Policy

Your active participation in this course is vital to the course and to your learning. Your colleagues and I depend on you to share your load of reading for meaning, participate in discussions, give feedback to your peers, share how you connect reading to classroom experiences, and so on. You are expected to participate in a variety of ways throughout the semester, and your various assignments and projects will incorporate participation as part of your grade. Additional information on requirements for class participation is provided below.

Evaluation of Course Work

The following will be considered and used when evaluating your work:

- Only work that meets professional standards will be accepted. As teachers, we are expected to clearly communicate information to parents, administrators, and colleagues. You are expected to hand in proofread work.
- You will be evaluated on clarity, conciseness, and organization of writing. Responsiveness to the task or question will also be evaluated (e.g., are you fulfilling the requirements of the assignment?).
- Responses will be graded based on completeness and depth. You must present the necessary amount of detail to support your points. Write or present as though your audience is not an expert on your topic and in a way that demonstrates depth of analysis of the topic.
- Your work must demonstrate independent judgement. This includes going beyond the information presented by others. Be critical, seeing both strengths and weaknesses, and support opinions with your own reasons.
- Be sure to pay attention to professional style. Papers should be typed, submitted digitally, and follow APA format.

Grading Scale	Grading Summary
A = 90% and above	A = Outstanding work
B+ = 87 - 89.9%	B = Good work
B = 80 - 86.9%	
C+ = 77 - 79.9%	C = Satisfactory work
C = 70 - 76.9%	
D = 60 - 69.9%	D = Poor work
F = Below 60%	F = Failing Work

Academic Integrity Policy:

Make sure that you provide proper citations for all materials that you use in all written work. Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to <http://academicintegrity.rutgers.edu/> for a full explanation of policies.

Confidentiality

When discussing classroom situations during course sessions, do so carefully. Mask the name of a student on any written or visual work shared in class or used in an assignment. When discussing teaching practices you have observed in the field, be mindful of maintaining a tone of professional courtesy. Under no circumstances (whether in class or in casual conversation with friends) should you relate stories from classrooms or schools that may be embarrassing to teachers or students or that include sensitive information about a child or family.

Canvas site: <https://rutgers.instructure.com/courses/139733>

EVALUATION OVERVIEW, ASSIGNMENTS, & TENTATIVE SCHEDULE

Your overall course evaluation and final grade will be based on the following:

1. Curriculum Assignment*	30%
2. Presentation of Diagnostic Assessment*	25%
3. Diagnosis & Intervention Logs	25%
4. Participation & Reading/Peer Responses	20%

*Key assignments to be submitted via Live Text for CAEP accreditation.

ASSIGNMENT: CURRICULUM ASSIGNMENT

In many districts, and especially in smaller schools, the literacy specialist is the principal's "go-to" person. You will be considered a school leader. As such, when opportunities for the creation of curriculum arise, you may be asked to help write, or to lead the committees that write. This assignment requires that you create a curriculum in literacy for a semester and for a grade level of your choice.

Be certain to write in the curriculum method introduced in *Understanding by Design*, and to utilize the foundational research and the work you have done with diversity and equity to inform your curriculum. The curriculum can be based upon needs in your own district. This project can be done alone or in groups similar to a PLC where educators cooperate and collaborate. A rubric is provided on the Canvas site.

ASSIGNMENT: PRESENTATION OF DIAGNOSTIC ASSESSMENT

Diagnosis and decisions about appropriate practice is a major part of the job of an interventionist, basic skills teacher and Reading Specialist. For this assignment, you will create a presentation to describe assessments used and decisions for instruction based on the assessment.

You will be expected to go into detail about the results of the assessments showing the skills that the child has and needs to develop. After the diagnosis, you will provide a plan for the child's remediation. Strategies should be demonstrated and should be interactive with the audience. The strategies could be on word study, fluency, reading comprehension or writing. It is all about what that child or small group of children need to work on.

The focus of the presentation is based on the work you have done in this course with an individual child or a small group of children. A rubric is provided on the Canvas site.

ASSIGNMENT: DIAGNOSIS & INTERVENTION LOGS (20 points / 5 entries)

One of your primary roles as a Reading Specialist will be the support you offer struggling readers and writers. With this in mind, you will be expected to meet with a struggling reader for at least one hour per week, and you will be expected to administer weekly assessments/interventions. Over the course of the semester, you will be asked to submit 5 logs in which you describe your sessions. Each log entry should be approximately 2-4 pages (or 700-1400 words).

Your main goal in meeting with the student is to identify an area where the student is struggling with reading by using assessments from our readings. Once you have identified an area of need, you should implement appropriate interventions with the student and determine any change or growth with additional assessments.

While the structure and focus of each session will, of course, be specific to the student's identified needs and the context in which you are working, there are some general areas you should consider when planning your sessions. These include:

- Focused word study
- Working with familiar text to build fluency
- Text-based questions to enhance comprehension
- Introducing a range of genres (over time)
- Supported reading of a text at the student's instructional level
- Connection to writing
- Opportunity for engaged conversation
- Informal assessments to gauge learning

Each week's reading will offer different points of focus as you build your professional expertise. I ask that you connect what you understand from these professional investigations and conversations to your practical work as a Reading Specialist. Please be sure to cover the following areas in your logs:

1. **Session Goals/Objectives:** This section describes what you hope to achieve with your students by the end of each tutoring session.
2. **Summary/Observations:** This section summarizes and describes what you did with your student, including materials used, student's reaction, overall progress made, observations, etc.
3. **Critical Reflection:** Please use readings, prior coursework, and prior sessions with your student as lenses to consider the progress both of you are making. Use these resources and experiences to *critically reflect* on your work and your student's progress. Please explicitly describe the connections that you are making to your tutoring session.
4. **Next Steps:** Include a description of how this session is informing your thoughts about your next session.

Deadlines -

Log 1: Due October 5 by 11:59pm

Log 2: Due October 19 by 11:59pm

Log 3: Due November 2 by 11:59pm

Log 4: Due November 16 by 11:59pm

Log 5: Due December 7 by 11:59pm

ASSIGNMENT: PARTICIPATION & READING/PEER RESPONSES

Your attendance and active participation in class are vital to the course and to your learning. Your participation and attendance are necessary for you and your classmates to get the most out of this course. ***You are expected to attend every class session having completed all required readings.*** Points will be deducted from your overall grade if you do not actively participate in each class session, if you miss a class, and/or if you regularly log on late/log off early.

I do understand that extenuating circumstances might result in an absence. If you anticipate that this will happen, please contact me immediately. If you miss class, use the university absence reporting website (<https://sims.rutgers.edu/ssra/>) to indicate the date and reason for your absence. While an email should automatically be sent to me, please also email me to be sure that I received this information and to make arrangements for any important information

that you might be missing from class. I use both in-class and online activities to inform my planning. These count toward your participation grade, so be sure you complete assignments by their due dates.

Each week you will be responsible for coming prepared to class, and you will be responsible for guiding weekly discussions. It is imperative that you keep up with weekly reading assignments in order to get the most out of the class and support your peers during class discussions. You will have the opportunity to demonstrate and apply your knowledge in a variety of ways throughout the semester. Reading response assignments can take the form of written narratives, written reflections, in-class and online discussion, and informal presentations. You will be expected to provide responses and feedback to both assigned readings and to each other's online and written responses.

TENTATIVE COURSE SCHEDULE

Additional readings may be given in class or for homework.

Class Session	Guiding Questions	Readings	Assignments Due
Week 1 9/7/21	Introduction to Reading Assessment General Concepts of Assessment Preparing a Clinic Report	Stahl, Flannigan, & McKenna Ch. 1-2, 11 Wanzek, Al Otaiba, & McMaster Ch. 1	None
Week 2 9/14/21	Inquiry Oriented Assessment & Connecting Standards with Assessments	Stahl, Flannigan, & McKenna Ch. 9-10 Leslie & Caldwell QRI Preview: Ch. 1-4	Burke Reading Interview (McKenna & Stahl) Additional Assessment (self-selected)
Week 3 9/21/21	Qualitative Reading Inventory V	Leslie & Caldwell QRI Sections 1-14	QRI Assessment <i>(due next week)</i>

<p>Week 4 9/28/21 ONLINE CLASS</p>	<p>QRI / Informal Reading Inventories</p>	<p>Stahl, Flannigan, & McKenna Ch. 3 Nancy Frey Webinar: 9/21 (4:00-5:15)</p>	<p>QRI Assessments Due Discussion Post and Responses on Canvas</p>
<p>Week 5 10/5/21</p>	<p>Emergent Literacy</p>	<p>Stahl, Flannigan, & McKenna Ch. 4 Wanzek, Al Otaiba, & McMaster Ch. 2</p>	<p>Log 1 Due Test of Phonemic Awareness Book-Handling Knowledge Guidelines <i>or</i> appropriate self-selected assessment Two Diagnostic Assessment Presentations</p>
<p>Week 6 10/12/21</p>	<p>Assessing Word Recognition</p>	<p>Stahl, Flannigan, & McKenna Ch. 5 Wanzek, Al Otaiba, & McMaster Ch. 3 * Additional Reading on Canvas</p>	<p>Fry Sight-Word Inventory Obtain writing sample for the Qualitative Spelling Checklist Reading Reflection Post Two Diagnostic Assessment Presentations</p>
<p>Week 7 10/19/21</p>	<p>Assessing Ability to Decode & Assessing Spelling</p>	<p>* Readings on Canvas Gloria Ladson-Billings Webinar: 10/21 (4:00-5:15)</p>	<p>Log 2 Due Qualitative Spelling Checklist Informal Phonics Inventory Two Diagnostic Assessment Presentations</p>

Week 8 10/26/21	Assessing Fluency	Stahl, Flannigan, & McKenna Ch. 6 Wanzek, Al Otaiba, & McMaster Ch. 4 * Additional Reading on Canvas	NAEP Rubric CBM/ORF Two Diagnostic Assessment Presentations
Week 9 11/2/21	Assessing Comprehension & Vocabulary	Stahl, Flannigan, & McKenna Ch. 7-9 Wanzek, Al Otaiba, & McMaster Ch. 6	Log 3 Due Self-Selected Assessment Two Diagnostic Assessment Presentations
Week 10 11/9/21	Assessing Through Book Talk & Writing	Wanzek, Al Otaiba, & McMaster Ch. 7 * Additional Reading on Canvas	Reading Reflection Post Two Diagnostic Assessment Presentations
Week 11 11/16/21	Assessing Reading Attitudes	Stahl, Flannigan, & McKenna Ch. 9-10 * Additional Reading on Canvas	Log 4 Due Reading Reflection Post and Peer Responses Two Diagnostic Assessment Presentations
Week 12 11/23/21	Multicomponent Reading Interventions	Wanzek, Al Otaiba, & McMaster Ch. 7	Three Diagnostic Assessment Presentations
Week 13 11/30/21	Standardized Reading Assessments	* Readings on Canvas	Optional: Submit Curriculum Assignment for feedback Three Diagnostic Assessment Presentations

<p>Week 14 12/7/21</p>	<p>Designing Interventions for Diverse Learners</p>	<p>* Readings on Canvas</p>	<p>Log 5 Due</p> <p>Reading Reflection Log and Peer Responses</p> <p>Submit questions for Reading Specialists</p> <p>Three Diagnostic Assessment Presentations</p>
<p>Week 15 12/14/21</p>	<p>Application: Reading Specialists in the field</p> <p>Guest Reading Specialist Panel</p>		<p>CURRICULUM ASSIGNMENT DUE</p> <p>Three Diagnostic Assessment Presentations</p>