

IMMACULATA UNIVERSITY EDUCATION DIVISION

EDL 641: Differentiated Reading Instruction

CRN: 50031

Spring 2012

Wednesday 7:20 – 10:00 PM

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Course description:

This course will focus on the manner in which reading instruction can be designed to meet the individual needs of students. Understanding of assessment measures / instruments specific to literacy will be stressed. Knowledge of formal and informal reading assessments will be developed. Focus will be on students in PreK – 4 classroom settings.

Textbook: Gillet, Temple, and Crawford (2008). *Understanding Reading Problems*. Boston: Pearson Education.

Other Required Resource: Leslie, L. and Caldwell, J.S. (2011) *Qualitative Reading Inventory – 5*. Boston: Pearson Education

<http://www.allynbaconmerrill.com/store/product.aspx?isbn=0137019238> (\$57)

Optional Resource: Caldwell, J.S. and Leslie, L. (2009) *Intervention Strategies to follow informal reading inventory: Assessment, so what do I do now?* Boston: Pearson Education

<http://www.allynbaconmerrill.com/store/product.aspx?isbn=0205608558> (\$33)

Course Learning Outcomes:

- Address difficulties involving phonological awareness, memory, and retrieval
- Teach children to use tactile-kinesthetic and auditory cues in reading and writing
- Develop an understanding of the manner in which children develop expressive and receptive language as a basis for learning to read.
- Analyze how the language demands of textbooks, academic talk, and curriculum may stress a student's capabilities at different age and grade levels.
- Review the characteristics of dyslexia
- Identify several common causes for dysfluency and explain the consequences for dysfluency
- Implement fluency-based measurement understanding its importance and identify those students who may benefit from fluency building instruction
- Clearly articulate and model the use of explicit and systematic instruction in the teaching of literacy (reading and writing) for students with disabilities across all reading levels.
- Utilize appropriate remedial instructional strategies
- Utilize assessment tools with appropriate instructional accommodations in the area of literacy to identify effectiveness of the standards based curriculum (core literacy program for all students)
- Establish and maintain progress monitoring practice within the content area aligned with the identified needs of each student to adjust instruction and provide rigor in the area of literacy for all students
- Demonstrate the use of formal and informal assessment data for instructional, behavioral and possible eligibility decisions based on the type of assessment, level of the students being assessed, and the point and quality of instruction
- Demonstrate an understanding of the types of assessment used (e.g. screening, diagnostic, formative, summative) and the purpose of each assessment in a data-based decision making process
- Create an instructional plan using assessment information related to individual student achievement
- Analyze and interpret formative assessment (e.g. curriculum based assessment, CBA)

- Demonstrate an understanding of the purpose and intent of standardized assessments and progress monitoring as one of multiple indicators used in overall student evaluation
- Examine PSSA, know how to interpret assessment anchors and benchmarks
- Systematically monitor student performance to best identify areas of need.

Grading policies: All assignments have equal weight. A percentage will be determined based on points attained out of a possible number of points. Attendance and participation in class discussions will factor into the final percentage. The final grade will be based on the percentage attained.

A = 100 – 97 A- = 96-93 B+ = 92-89 B = 88-85 B- = 84-81 C+ = 80-77

Statement concerning disabilities:

Students with a documented disability (learning, physical, psychological), who are requesting reasonable academic accommodation, must contact their respective college offices. Undergraduate students should contact the Manager of Academic Success at X3728. Students in the College of LifeLong Learning should contact the Assistant Dean at X3243. The full university policy can be found at www.immaculata.edu/ADAlearningaccommodationspolicy/pdf.

Assignments

#1: **Research:**

Locate a collection of at least three articles from *The Reading Teacher* which are based on the assessment of reading abilities for PreK-4 students. These can be found in the university library or by searching the university data base. Summarize each article and reflect on the common themes or discrepancies you identify in synthesizing the multiple perspectives. Be prepared to share in a class discussion.

Website: <http://www.reading.org/general/publications/journals/rt.aspx>

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Submit a 2 page, double spaced summary and synthesis of your research including a minimum of 3 references in APA format.

#2: **Assessment of Literacy**

Complete an Informal Reading Inventory

Submit IRI protocols for the completed assessment.

#3: **Lesson/Remediation Plan**

Using the data collected in your IRI, design an instructional plan for the assessed student. Include a rationale for how you will address the 5 areas from the National Reading Panel: Comprehension, fluency, phonics, phonemic awareness and vocabulary.

Submit a 3-4 paged typed double spaced accounting of your plan. Include samples of activities if you like.

#4: **Presentation**

Share the above assessment results and instructional plan with your colleagues in a 10-15 minute presentation.

Submit a copy of the audio/visual/technology presentation you use to present your plan to the class (Power Point, handouts, etc.) so they have a written record of your remediation recommendations.

Class Calendar / Assignment Log

Last Class April 24

Date	Topics	Due <u>on</u> this Class Date
1/18	Introduction to course Common Core Standards	Purchase text Purchase QRI-5 Identify a child ages 6-10 you can use for the purpose of conducting an IRI.
1/25	Assessment Identifying levels Administering and scoring an Informal Introduction to Informal Reading Inventory (IRI)	Read Chapters 1 related to assessment and stages of reading development
2/1	Rtl Share research projects	Read Chapters 2 related to Rtl *Research project due*
2/8	Interpreting an IRI Administering the QRI	Bring your QRI-5 to class
2/15	Assessment	Bring your QRI-5 to class Read Chapter 3, 4, 5
2/22	Administering the QRI	Bring your QRI-5 <u>results</u> to date to class
2/29	Formal Assessment	Read Chapter 10 Bring your QRI-5 to class
3/7	NO CLASS	Spring Break
3/14	Teaching Reading to Developing Readers	Bring your QRI-5 to class Read Chapter 6
3/21	Examining Commercial Reading Program	
3/28	Group Work: Share your IRI data with your classmates and collaborate on lesson/remediation plan ideas. If you purchased the optional resource, bring that along.	Bring your completed IRI and a first draft of your remediation/learning plan. Bring resources you have identified for supporting your planning.
4/4	Assessing spelling and written language	Read Chapter 8
4/11	Culture and other factors that impact reading development	Read Chapters 9, 10 and 11
4/18	Presentations	Every student should be prepared to present on April 18. Attendance is mandatory during class presentations.
4/25	Presentations	

** Chapter 7 related to older readers is not required in the course readings since it pertains to older readers.