# Curriculum Proposal

**ED 14-15 #24**

<table>
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<th>Packet Contents</th>
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<tr>
<td><strong>1.1 Summary</strong></td>
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## Course Modification

| 1.2 ED 6238 Administration and Supervision of the Reading Program (2 credits) **to** Administration and Supervision of the Reading Program in the Field (3 credits); description and prerequisite change |

## New Course

| 1.14 ED 3212/5212 Curriculum Instruction using Response to Intervention (RTI) (3 credits) |
| 1.25 ED 3305/5305 Literature Based Differentiated Instruction (3 credits) |

## Program Modification

| 1.51 Reading Licensure Program |
| 1.54 Signatures |
BSU Curriculum Forms

Form 1

Curriculum Modification Summary

College: Health Sciences and Human Ecology
Department: Profession Education
Proposer: Judy Olson
Proposer’s position: Professor
Describe the modification(s) you propose, and how it (/they) will work to students' advantage. (This description and explanation will be included in Curriculum Report packets forwarded to the Faculty Senate.):

The reading license is currently at the graduate level. The new curriculum includes courses that are now included in our new reading standards and includes a course modifications, and two new courses.

Modifications proposed (specify number of each):
____1__Course Modification(s) (form 2)
____2__New Course(s) (form 3)
_____ Course Drop(s) (form 4)
____1__Program Modification(s) (form 5)
______New Program(s) (form 6)
______Program Drop(s) (form 7)
The modifications affect (check):
_____Liberal Education
____X__Undergraduate Curriculum
____X__Graduate Curriculum
____X__Teacher Licensure Program(s)
BSU Curriculum Forms

Form 2

Course Modification Form

Current Course Number(s): ED 6238
  Undergraduate: 
  Graduate: ED 6238
Proposed Course Number(s), if different:
  Undergraduate: 
  Graduate: 

Current Course Title: Administration and Supervision of The Reading Program
Proposed Course Title, if different: Administration and Supervision of the Reading Program in the Field

Current Course Description: The role of a K-12 reading specialist/reading program coordinator in the public school sector. Focus on the development and implementation of a comprehensive district-wide language arts program. Budgetary issues and the impact of federal and state initiatives are included. Prerequisites: ED 5737, ED 6230, ED 6237

Proposed Course Description, if different: This course is designed to provide students with opportunities to apply learning about reading best practices in an authentic setting. Students will demonstrate—through field work, online discussion, and course assessments—their knowledge of reading assessment and evaluation, state and federal reading legislation, leadership and coaching approaches, current research on best practice in reading instruction, strategies for working effectively with parents and community, and ability to plan reflectively for high-quality reading instruction. Prerequisites: ED 5201, ED 5740.

Current Credits: 2
Proposed Credits, if different: 3

Current Prerequisite(s): ED 5737, ED 6230, ED 6237
Proposed Prerequisite(s), if different: ED 5201- Language Arts I, ED 5740- Methods of Using Instructional Technology

1) Reason(s) for change(s): It was important to stress the “field” portion of this course (thus the title change) as it is critical to developing the competencies required of a reading specialist or literacy coach. The course has been expanded to include additional competencies as necessary to meet Minnesota State requirements for licensure of a reading specialist, and this led to a change in the number of credit hours, learning outcomes and assessments aligned with standards, and a change to the catalog description.

2) May this modified course replace the current course for students remaining in the old curriculum? Yes ___X___ No _____ If not, please drop the current course and submit a new course form for the modification. There are currently no students in the old program.
3) Do these modifications change any of the following? **For all Yes answers, please provide updated information on the next page.**

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Student Learning Outcomes</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Major Content Areas</td>
<td>X</td>
<td></td>
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<tr>
<td>Projected Maximum Class Size (Cap)</td>
<td></td>
<td>X</td>
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4) Current Course fee(s) per student: $

for:

Proposed Course fee(s) per student, if different: $

for:

5) Service Areas:

This course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:

- a) go to [http://www.bemidjistate.edu/academics/catalog/](http://www.bemidjistate.edu/academics/catalog/) and choose the most recent catalog(s),
- b) click on “Areas of Study, and Course Descriptions,”
- c) click on “PDF of Entire Catalog” in upper right,
- d) press Ctrl F, and enter the prefix and number of the course(s) from this form.

Non-licensure programs:

Teacher Licensure programs: 3-4-15 approved by professional education

Liberal Education:

The above “service area” programs/departments were notified of this modification on **3.4.15** (date) by __________________ (mail, email, or phone).

Please check one of the items below:

- X No comments were received from other programs or departments within one week of the notification.
- Comments were received within one week of the notification, and are attached.

Student Learning Outcomes (a-o)

Student Learning Outcomes

The current course includes 15 learning outcomes including:

*Subject matter standard.*

A. A teacher of reading must be able to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction

B. A teacher of reading must be able to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction:
(1) organize and manage effective reading instruction appropriate across developmental levels, proficiency, and linguistic backgrounds;
(8) demonstrate competency through a variety of clinical experiences with elementary, middle, and high school students.

C. A teacher of reading must be able to use a variety of assessment tools and practices to plan and evaluate effective reading instruction:
(3) demonstrate expertise in the administration and interpretation of a wide variety of measures that track student progress by individual, class, cohort, and school;
(7) communicate results of assessments, students, parents, caregivers, colleagues, and administrators.

D. A teacher of reading must be able to create a literate environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments including:
(3) develop and implement classroom and schoolwide organizational structures that include explicit instruction, guided practice, independent reading, interactive talk, opportunities for response, and reading and writing across the curriculum;
(6) promote a shared vision that all students can learn literacy regardless of their cognitive, cultural, or linguistic backgrounds;

E. A teacher of reading must view professional development as a career-long effort and responsibility including:
(1) serve as a role model and display positive attitudes toward literacy in the district/building by engaging in reading and writing practices;
(2) promote and facilitate ongoing self-reflection related to teaching and student learning;
(3) seek to be well informed and share up-to-date knowledge of literacy learning with colleagues;
(4) apply aspects of coaching feedback to instructional practice;
(5) actively seek opportunities to participate in learning communities and professional organizations;
(6) collaborate with and provide guidance for colleagues who seek classroom instruction support in reading;
(7) engage in, initiate, implement, and evaluate professional development programs; and
(8) understand current state and federal legislation as it relates to reading.

Three additional outcomes have been added, for a total of 18.

The student will:
(p) be engaged in a semester long field experience devoted to developing expertise in the planning and delivery of quality reading instruction.
(q) develop expertise and skill in the analysis of large data sets, inclusive of planning for instruction at the individual, class, and program level.
(r) develop literacy coaching skills required of current school and district reading specialists/coaches.
Major Content Areas

- Reading

Additional content has been added to update the course, which was developed more than four years ago. The new content added focuses on meeting alignment with the additional learning outcomes, required by the State of Minnesota for the licensure of reading specialists/coaches. The course text has also been updated, with the revised 5th edition of *The Administration and Supervision of Reading Programs*, published in 2013.
Professional Education Department Mission Statement:
BSU prepares teachers through inquisitive, involved, reflective practice. The framework outlining our program sets a standard that is rigorous, exemplary and innovative. The curricular structure is research based and organized around the Standards of Effective Practice. Graduates are proficient, collaborative, technologically literate and environmentally aware teachers, who work effectively in various settings with diverse learners. Professional programs are designed to reflect the current knowledge base and effective practice. Curricular coherence is strengthened through faculty study and dialogue on purpose, course content, and intended candidate learning outcomes.
Instructor:  
Email:  
Office:  
Office Phone:  
Office Hours:  

COURSE OVERVIEW  
This course is designed to provide students with opportunities to apply learning in an authentic setting. Students will demonstrate—through field work, online discussion, and course assessments—their knowledge of reading assessment and evaluation, state and federal reading legislation, leadership and coaching approaches, current research on best practice in reading instruction, strategies for working effectively with parents and community, and ability to plan reflectively for high-quality reading instruction. Prerequisites: ED 5201, ED 5740.

REQUIRED READING  

In addition to the text noted above, additional readings, video links, websites, and other resources will be posted to D2L to support your development of expertise in the field of reading program supervision.

ADDITIONAL RESOURCES  
Florida Center for Reading Research  
http://www.fcrr.org

The Meadows Center for Preventing Educational Risk  
http://www.meadowscenter.org

Reading Rockets  
http://www.readingrockets.org

LD Online  
http://www.ldonline.org

Literacy Coaching Clearinghouse  
http://www.literacycoachingonline.org

International Literacy Association  
http://www.reading.org

IRIS Center Peabody College at Vanderbilt  
http://iris.peabody.vanderbilt.edu
ASSESSMENTS: Brief Descriptions

A-1~ONLINE TASKS: (15%) These tasks will be assigned as we progress through the readings and other course work. These tasks are typically graded (1, 2, or 3), however not every task will be graded. Individual and Collaborative

A-2~ARTICLE SUMMARIES: (10%) You will read 2 articles related to assessment, coaching, or supervision. Each article summarized must have been published within the past five years in a peer-reviewed journal. You will write a two-page summary and then a personal reaction for each article. Summaries will be posted to the discussion board for sharing and follow-up online discussion, Individual

A-3~CRITICAL REVIEW OF READING STATE AND FEDERAL LEGISLATION: (10%) You will develop understanding of current rules and regulations with regard to K-12 reading. You will do mapping, align legislation, standards, and curriculum. Collaborative

A-4~ASSESSMENT IN THE FIELD: DIAGNOSTIC, FORMATIVE, AND SUMMATIVE: (20%) Building on work in previous courses you will identify three students to follow during the field experience and select the appropriate tools for diagnosis and progress monitoring of the students’ reading challenges and achievement. Individual

A-5~REVIEW OF READING ASSESSMENT DATA AND PROGRAM EVALUATION: (10%) You will work with a large “reading assessment” data set and develop expertise in the disaggregation and analysis of data for the purpose of program improvement. Collaborative

A-6~PROFESSIONAL DEVELOPMENT: (20%) You should develop 3 PD sessions during your field experience. One of the sessions must be presented to colleagues or parents in a school setting. Be sure to complete the reflection piece for the session taught. Individual

A-7~FIELD EXPERIENCE LOG, JOURNAL, AND FINAL REFLECTION: (15%) The log associated with this experience will be explained in greater detail in advance of the field placement. The log will be uploaded to TaskStream. In addition to the log, students will complete a daily journal and final reflection for the experience. Journaling your experiences and then reflecting more deeply on the meaning of those experiences is an important piece of your future role as coach or supervisor. In addition to these assessments, your supervisor in the field will be evaluating your efforts on scales related to dispositions, professionalism, and proficiency. Individual

Grading Scale
The following grading scale will be used:

- A = 90 - 100%
- B = 80 - 89%
- C = 70 - 79%
- D = 60 - 69%
- F = 59% and below

All assignments are due when noted. Be very careful to submit in the required way and on the agreed upon date. You are responsible for knowing the due dates of all assignments and meeting the required deadlines. There will be a class calendar for due dates (dates will be posted to D2L if changes are made).

Late Assignments: Assignments that are not submitted on time will receive a grade point deduction. For example, if you would have earned an A on your work and you submit late then your work will earn a B, unless there are documented extenuating circumstances.
## MEETING STANDARDS

<table>
<thead>
<tr>
<th>Standards</th>
<th>Aligned with Assessments</th>
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| **B. A teacher of reading must be able to use a wide range of instructional practices, approaches, methods and curriculum materials to support reading instruction:**  
1. organize and manage effective reading instruction appropriate across developmental levels, proficiency, and linguistic backgrounds. | A-1: Candidate will read and discuss text related to teaching linguistically diverse learners and engage in online dialogue with colleagues. |
| **8. demonstrate competency through a variety of clinical experiences with elementary, middle, and high school students.** | A-7: Candidate will demonstrate, in the field, successful lesson planning and delivery for students across multiple age groups and with varying reading abilities and challenges. Candidates will be observed teaching, by cooperating teachers and supervisors who will complete evaluations of candidate performance. |
| **C. A teacher of reading must be able to use a variety of assessment tools and know their purposes, strengths, and limitations:**  
3. demonstrate expertise in the administration and interpretation of a wide variety of measures that track student progress by individual, by class, by cohort, and by school. | A-4: Candidate will follow 3 cases in the field and identify appropriate diagnostic measures and the design follow-up instruction based on the results of the assessment(s).  
A-5: Candidate will use a large-scale data set and disaggregate data at the school, class, and individual level. They will identify individual student’s reading needs based on their analysis of the data. They will also use the data to identify faculty professional development needs in specific areas of reading, for example teaching phonemic awareness or word study. Candidates will write an analysis for the “school-administrator” that outlines the strengths and areas for improvement needed based on the data analysis. |
| **7. communicate results of assessments to students, parents, caregivers, colleagues, and administrators.** | A-1: Candidate will prepare mock progress monitoring updates of students for both students and their parents. Mock progress reports will be evaluated by cooperating teachers and the course instructor. |
| **D. A teacher of reading must be able to create a literate environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments, including:**  
3. develop and implement classroom and school-wide organizational structures that include explicit instruction, guided practice, independent reading, interactive talk, opportunities for response, and reading and writing across the curriculum; | A-1, A-7: Candidate will prepare lesson and unit plans that will focus on effectively integrating best practices in the areas of reading and writing across the school curriculum. |
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<td>6. promote a shared vision that all students can learn literacy regardless of their cognitive, cultural or linguistic backgrounds;</td>
<td>One of the goals of the course is to develop candidates’ confidence in their ability to teach all students. This belief in the ability of all students to be successful is a disposition that will be fostered with each cohort. A-1: Candidates will share success stories as they work in the field with students, and will promote a shared culture of valuing diversity.</td>
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<td>E. A teacher of reading must view professional development as a career long effort and responsibility, including; 1. serve as a role model and display positive attitudes toward literacy in the district/building by engaging in reading and writing practices;</td>
<td>A-2: Candidate will read current research in the field of reading, coaching, and assessment and write summaries and reflections on the work reviewed. The work will be evaluated using a rubric. A-6: Candidate will conduct a “needs-assessment” at a local school and develop and deliver 3 professional development sessions in the identified areas of reading and/or writing.</td>
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<td>2. promote and facilitate ongoing self-reflection related to teaching and student learning;</td>
<td>A-7: Candidate will engage in ongoing daily reflection while in the field and will also write a final reflection of the experience and align their knowledge and development with current established theories of learning in reading.</td>
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<td>3. seek to be well informed and share up to date knowledge of literacy learning with colleagues.</td>
<td>A-2: Candidate will read current research in the field of reading, coaching, and assessment and write summaries and reflections on the work reviewed. The work will be evaluated using a rubric.</td>
</tr>
<tr>
<td>4. apply aspects of coaching feedback to instructional practice;</td>
<td>A-2: Candidate will read current research in the field of reading, coaching, and assessment and write summaries and reflections on the work reviewed. The work will be evaluated using a rubric. Candidate will use the knowledge gained from readings and course discussion to apply principles of coaching in “mock” settings and in the field.</td>
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<td>6. collaborate with and provide guidance for colleagues who seek classroom instruction support in reading.</td>
<td>A-6: Candidate will conduct a “needs-assessment” at a local school and develop and deliver 3 professional development sessions in the identified areas of reading and/or writing.</td>
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<td>7. engage in, initiate, implement and evaluate professional development programs;</td>
<td>A-6: Candidate will conduct a “needs-assessment” at a local school and develop and deliver 3 professional development sessions in the identified areas of reading and/or writing.</td>
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<td>8. understand current state and federal legislation as it relates to reading.</td>
<td>A-3: Candidate will develop understanding of current rules and regulations with regard to K-12 reading. Candidate will do mapping, align legislation, standards, and curriculum.</td>
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<tr>
<td>Weeks</td>
<td>Topics and Readings</td>
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<tr>
<td>Weeks 1-2</td>
<td>Developing a reading program Ch. 1</td>
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</table>
| Weeks 3-4  | Leaders of literacy Ch. 2  
Literacy coaching Ch. 3                                                               | A-2 #1             |                                                                           |
| Weeks 5-6  | Literacy learning in the early years Ch. 4  
Adolescent literacy Ch. 6                                                            |                    | E. A teacher of reading must view professional development as a career long effort and responsibility, including: 8. understand current state and federal legislation as it relates to reading. |
| Weeks 7-8  | Improving literacy achievement Ch. 5  
Assessing students reading achievement Ch. 10                                          | A-3: Critical Review |                                                                           |
| Weeks 9-10 | Evaluation, change, and Program improvement Ch. 11  
Teacher evaluation Ch. 8  
Professional development Ch. 9                                                             | A-5: Data and Program Evaluation  
A-6: Professional Development                                                                 | C. A teacher of reading must be able to use a variety of assessment tools and know their purposes, strengths, and limitations: 3. demonstrate expertise in the administration and interpretation of a wide variety of measures that track student progress by individual, by class, by cohort, and by school. 7. communicate results of assessments to students, parents, caregivers, colleagues, and administrators.  
D. A teacher of reading must be able to create a literate environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments, including: 3. develop and implement classroom and school-wide organizational structures that include explicit instruction, guided practice, independent reading, interactive talk, opportunities for response, and reading and writing across the curriculum; 6. promote a shared vision that all students can learn literacy regardless of their cognitive, cultural or linguistic backgrounds;  
E. A teacher of reading must view professional development as a career long effort and responsibility, including: 3. seek to be well informed and share up to date knowledge of literacy learning with colleagues. 4. apply aspects of coaching feedback to instructional practice; 6. collaborate with and provide guidance for colleagues who seek classroom instruction support in reading. |
| Weeks 11-12 | Materials for the literacy program  
Ch. 7  
Promoting writing with reading and learning  
Ch. 12  
Providing classroom leadership  
In new literacies  
Ch. 15 | A-4 Assessment in the field | E. A teacher of reading must view professional development as a career long effort and responsibility, including;  
7. engage in, initiate, implement and evaluate professional development programs; |
| Weeks 13-14 | Reading linguistically diverse students  
Ch. 13  
Working with parents and community  
Ch. 16 | A-2 #2 | B. A teacher of reading must be able to use a wide range of instructional practices, approaches, methods and curriculum materials to support reading instruction:  
1. organize and manage effective reading instruction appropriate across developmental levels, proficiency, and linguistic backgrounds. |
| Week 15  
Wrap-up | Review and Presentations | A-7: Log, Journal, and Final Reflection | E. A teacher of reading must view professional development as a career long effort and responsibility, including;  
2. promote and facilitate ongoing self-reflection related to teaching and student learning;  
B. A teacher of reading must be able to use a wide range of instructional practices, approaches, methods and curriculum materials to support reading instruction:  
8. demonstrate competency through a variety of clinical experiences with elementary, middle, and high school students. |
STATEMENT OF ACADEMIC INTEGRITY
"Borrowing" someone else’s words or ideas without acknowledgement is called plagiarism. Any passage copied verbatim, with small changes, or paraphrased must be acknowledged with a citation (see APA).

Ghost writing is preparing work for another or having another prepare one’s own work. Dishonesty of any kind in relation to academic work threatens the integrity of the academic enterprise and is prohibited at Bemidji State University.

You are expected to practice the highest standards of ethics, honesty, and integrity in all academic coursework. Any form of academic dishonesty (e.g., plagiarism, cheating, or misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure for part or all of the course, as well as suspension from the university.

Remember what is important is what YOU are learning and able to reflect upon. Give credit and reference where needed; learn to site your sources, and express yourself IN YOUR OWN WORDS.

See Academic Integrity Policies in the BSU Student Handbook for additional information:
http://www.bemidjistate.edu/students/handbook/

ATTENDANCE
Any required Face-to-Face meetings must be attended. In addition, you must successfully complete all field experience hours. It is the professional thing to do to notify your cooperating teacher/supervisor in advance if you will be late or miss a field experience opportunity. Please send an email or SMS if you are ill and cannot attend.

DISABILITY SERVICES
We would like to make sure that all the materials, discussions and activities that are part of the course are accessible to you. If you would like to request accommodations or other services, please forward your request as soon as possible. It is possible to contact Disability Services, Bangsberg Hall, 101. Phone: 218/755-3883 or E-mail address Disabilityservices@bemidjistate.edu. Also available through the Minnesota Relay Service at 1-800-627-3529.

STUDENTS’ RIGHTS AND RESPONSIBILITIES
- Students are responsible for reading assigned materials.
- Students complete all assignments at a college level proficiency.
- Students meet all due dates.
- Students are responsible for peer evaluations.
- Students use the e-folio helpline to address technical questions and the computer support line to assist in other technical issues. Phone: 800.456.8519 efolio@custhelp.com
- Students actively participate in discussions.
- Students are respectful at all times.
- Students are responsible to post a complete profile on D2L.

FACULTY RIGHTS AND RESPONSIBILITIES
- The instructor endeavors to return email and phone in a reasonable amount of time.
- The instructor evaluates assignments once.
- The instructor reserves the right to change tasks (never increasing the overall number of tasks) or dates in the best interests of all students.
BSU Curriculum Forms

Form 3

New Course Forms

Course Number:
   Undergraduate: ED 3212
   Graduate: ED 5212
Course Title: Curriculum Instruction using Response to Intervention (RTI)

Course Description: This course is designed to provide students with opportunities to apply learning in an authentic setting. Students will demonstrate-through fieldwork, online discussion, and course assessments-their knowledge of curriculum using Response to Intervention (RTI) and how to supervise a reading program. Prerequisites: ED 3201/5201 (Elementary Students) or ED 4737/5737 (Secondary Students).

Credits: 3
Prerequisite(s): ED 3201/5201 Language Arts 1 (Elementary Students) OR ED 4737/5737 Content Area Reading (Secondary Students)
1. Reason(s) for creating this course:
   To offer undergraduate and graduate students authentic strategies for curriculum and instruction, specifically using the model.

2. How often will this course be offered:
   Once a year based on a cohort model

3. What are the students learning outcomes for this course:
   Students will learn to use research-based curriculum to plan and evaluate instruction using a 3-tiered approach.

4. What are the major content areas for the course?
   Reading

5. Is this course intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used?
   D2L (Desire to Learn)

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used?
   It is the intent that the course will be offered primarily on online

7. What is the projected maximum class size (cap)? 25 students

8. What qualified faculty will be available to teach this course?
NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here names, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum. Sonia O’Bryan, Miriam White, and Linda Colburn would be qualified to instruct the course.

9. What additional library and other resources are needed or should be provided for this course that is not already available?
None

10. What special personal property or service fee(s) would be charged to students taking this course?
These charges would be for 1) items that are retained by the student an behalf (see MnSCU Board Policy 5.11)
Amount per student:$0
For: None

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.
Professional Education Department Mission Statement:
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Bemidji State University
ED 3212/5212 Curriculum Instruction Using Response to Intervention (RTI)

Instructor:
Email:
Office:
Office Phone:
Office Hours:

COURSE OVERVIEW
This course is designed to provide students with opportunities to apply learning in an authentic setting. Students will demonstrate—through fieldwork, online discussion, and course activities and assessments—their knowledge of curriculum using Response to Intervention (RTI).
**PRE-REQUISITES**
ED 3201/5201 LANGUAGE ARTS I (ELEMENTARY STUDENTS)
OR
ED 4737/5737 CONTENT AREA READING (SECONDARY STUDENTS)

**FIELD WORK**
20 HOURS IS REQUIRED FOR FIELD WORK FOR THIS COURSE

**REQUIRED READING**


*In addition to the text noted above, additional readings, video links, websites, and other resources will be posted to D2L to support your development of expertise in the field of curriculum instruction using RTI.*

**Grading Scale**
The following grading scale will be used:
- A = 90 - 100%
- B = 80 - 89%
- C = 70 - 79%
- D = 60 - 69%
- F = 59% and below

**All assignments are due when noted.** Be very careful to submit in the required way and on the agreed upon date. You are responsible for knowing the due dates of all assignments and meeting the required deadlines. There will be a class calendar for due dates (dates will be posted to D2L if changes are made).

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ATTENDANCE
Any required Face-to-Face meetings must be attended. In addition, you must successfully complete all field experience hours. It is the professional thing to do to notify your cooperating teacher/supervisor in advance if you will be late or miss a field experience opportunity. Please send an email or SMS if you are ill and cannot attend.

MEETING THE STANDARDS
ED 3204/5204 CURRICULUM INSTRUCTION USING RESPONSE TO INTERVENTION (RTI)

8710.4725 TEACHERS OF READING

<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>K/A</th>
<th>CANDIDATES WILL DEMONSTRATE MASTERY OF THIS STANDARD THROUGH...</th>
<th>CANDIDATES WILL DEMONSTRATE MASTERY OF THIS STANDARD THROUGH...</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>READING AND INSTRUCTION</td>
<td>ASSIGNMENT AND ASSESSMENT</td>
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</table>

Subpart 3: Subject matter standard. A candidate for licensure as a teacher of reading must complete a preparation program under subpart 2, item b, that must include the candidate’s demonstration of the knowledge and skills in items A to E.

A. A teacher of reading must have knowledge of the foundations of the reading processes and instruction:

1. Demonstrate the ability to support a philosophy of literacy instruction with theory and research;

   | K/A | READ: Vacca, Vacca Ch. 1 |

   ACTIVITY: Students will write a reflective narrative in support of a literacy instructional philosophy with connections cited from theorists and researchers.

   ASSESSMENT: A rubric will be used to assess this paper.

2. Indicate knowledge of reading theories and how these translate into effective practice

   | K/A | READ: Vacca Vacca Ch. 1 |

   ACTIVITY: Taking it from Theory to Practice

   Make a visual presentation of the similarities and differences of the reading theories and how each of those would translate into effective practice.

   ASSESSMENT

   A rubric will be used to assess this.

3. Apply reading research studies and articulate how these studies impact reading instruction at the elementary, middle, and high school levels;

   | K/A | READ: Pg. 17, 79,100 of Vacca, Vacca Articles: Elementary level: choose 1 Effective schools and Accomplished teachers: Lessons about Primary-Grade Reading Instruction in Low-income Schools Taylor, Pearson, Clark What I’ve learned about Reading instruction; from a decade of studying exemplary elementary classroom teachers; Allington Middle and High School: Effective Reading Programs for Middle and High Schools A Best-Evidence Synthesis |

   ACTIVITY: Through a course discussion board the students will discuss what they have seen in their field experiences and how they connect with the articles dealing with effective reading instruction.

   ASSESSMENT: This will be assessed through a discussion rubric.

4. Understand the physical, social, emotional, moral, and cognitive development of

   | K/A | READ: ZPD... Teaching in the Zone by Angela Lui Situated Learning and Cognition: |

   ACTIVITY: Students will use five different age groups in their
| Children, pre-adolescents, and adolescents as it pertains to reading instruction; | Theoretical Learning and Cognition Mariane Hedegaard, Nov. 2009  
Yardsticks: Children in the classroom ages 4-14 (3rd ed.) | Developmental areas taken from Yardsticks.  

**Assessment:** Students will highlight characteristics they saw in the classroom throughout their field experience and reflect on making the applicable connection from previous readings, through field experience, and back to the theoretical perspective of Vygotsky's ZDP. |
|---|---|---|
| 5. Understand progression of reading development, (emergent, beginning, transitional, intermediate, and advanced) and the variations related to cultural and linguistic diversity with a heightened awareness to the needs of struggling readers; | K/A  
**READ:** Articles  
Drucker  
Haneda  
Freeman & Freeman  
Vacca, Vacca Ch. 3 pg. 79 | **ACTIVITY:** Create and teach a reading lesson that shows differentiation appropriate to the tiers of the students within the classroom  

**ASSESSMENT:** Actual Lesson Plan for evaluation and reflective paper on what worked, what did not work, and what changes could be made to make the lesson better. Both will be graded using a rubric. |
| 6. Describe developmental progress in oral language and its relationship to reading; | K/A  
**READ:** Yopp, Yopp, Supporting Phonemic Awareness development in the classroom | **ACTIVITY:**  
Students will take the Emergent reader activity and make connections with the Yopp, Yopp article in the online discussion, addressing what they learned about their emergent reader and their relationship between the oral language they use and reading.  

**ASSESSMENT:** A rubric will be utilized to assess their overall understanding of the process. |
| 7. Teach and foster emergent reading skills such as phonemic awareness, alphabet recognition, and understanding that printed words can convey meaning; | K  
**READ:** Yopp, Yopp | **ACTIVITY:** Candidates will choose from a variety of assessment tools to administer to a Tier 1, Tier 2, and Tier 3 student. |
| 8. Teach and foster word recognition skills including phonics, structural analysis, | K  
**READ:** Spelling inventory and Informal Reading Inventory Running Records | **Activity:** Candidates will choose from a variety of assessment tools to administer to a Tier 1, |
and contextual analysis;

9. Foster the development of an initial sight vocabulary, an increasingly larger and more complex vocabulary, and mastering word learning strategies such as the use of context and structural analysis and developing word consciousness;  

K/A  READ: Dolch, Fry Word lists (1000 words)  
Prefix, suffix  
Grade level word lists 1-8th grades  
Vacca, Vacca Pg. 259

Activity: Candidates will choose from a variety of assessment tools to administer to a Tier 1, Tier 2, and Tier 3 student.

Assessment: Candidates will write a reflection paper on the how the process of administration, interpretation, implementation of interventions and remediation at the different tiers, and communication of the results went. The reflective paper will be scored using a rubric.

10. Teach and foster fluency and automaticity in both oral and silent reading;  

K/A  READ: About Running Records  

Activity: Using A-Z reading and Raz kids, the students will implement a reading analysis over time with their field experience subject.

Assessment: A rubric will be used to assess the students understanding.

B. A teacher of reading must be able to use a wide range of instructional practices, approaches, methods and curriculum materials to support reading instruction:

1. organize and manage effective reading instruction appropriate across developmental levels, proficiency in linguistic backgrounds;  

K/A  Read: RTI with Differentiated Instruction Part 1- Ch. 1-3  
Instruct: Discuss the principles of RTI, principles of Differentiation and how to merge both  

Activity: Create and teach a reading lesson the that shows differentiation appropriate to the tiers of the students within the classroom

Assessment: Actual Lesson Plan for evaluation and reflective paper on what worked, what did not work, and what changes could be made to make the lesson better. Both will be grade using a rubric.

B. 1. ADDITIONAL GRADUATE STUDENTS ASSIGNEMENT: Student will create an additional reading lesson that shows differentiation appropriate to all tiers of the all students within the classroom.

Assessment: Graduate students will lead a discussion on the discussion board of their observations and findings.
4. understand and apply instructional and informational technologies, digital literacy and electronic resources to support literacy;  

**VIEW:** [www.iriscenter.com](http://www.iriscenter.com)  
Click on Resources  
IRIS Resource Locator  
RTI  
Modules  
Evidence-Based Practices (Part 1): Identifying and Selecting a Practice or Program

**INSTRUCT:**  
View the entire Module (notes this may take 1-4 hours, but can be broken up). We will discuss the Module in class.

**ACTIVITY:**  
Do any of the activities within the Module

**ASSESSMENT:**  
Part 5 of the Module has Assessment questions that you will answer and will turn in.

---

8. demonstrate competency through a variety of clinical experiences with elementary, middle, and high school students.

**READ:** RTI with Differentiated Instruction  
Part II- Ch. 4-6  
Tier 1-Curriculum and Instruction, Tier 2-Assessment, Tier 1-The Environment

**INSTRUCT:** Discuss how to differentiate within Tier 1

**ASSESSMENT:**  
Candidates will document 20 hours of clinical experiences within this course with students at the either the elementary or middle and high school.

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C. A teacher of reading must be able to use a variety of assessment tools and practices to plan and evaluate effective reading instruction;  

3. Demonstrate expertise in the administration and interpretation of a wide variety of measures that track student progress by individual, class, by cohort, and by school;

6. Select materials, identify appropriate instructional strategies and allocate resources needed to implement interventions and remediation; (K/A)

**Read:** RTI with Differentiated Instruction Part III- Ch. 7-10  
Tier 2-Instruction and Differentiation, Tier 2-Assessment and Problem Solving, and Tier 3-Instruction, Assessment, and Problem Solving

**Instruct:**  
Discuss the scenarios presented throughout the chapter and use student data case studies

**Activity:** Candidates will choose from a variety of assessment tools to administer to a Tier 1, Tier 2, and Tier 3 student.

**Assessment:** Candidates will write a reflection paper on the how the process of administration, interpretation, implementation of interventions and remediation at the different tiers, and communication of the results went. The reflective paper will be scored using a rubric.
### 7. Communicate results of assessments to students, parents, caregivers, colleagues and administrators.

**K/A**

### D. A teacher of reading must be able to create a literate environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments:

| 3. Develop and implement classroom and school wide organizational structures that include explicitly instruction, guided practice, independent reading, interactive talk, opportunities for response, and reading and writing across the curriculum; | **K** | **VIEW:** [www.iriscenter.com](http://www.iriscenter.com)
Click on Resources
IRIS Resource Locator
RTI Modules
Evidence-Based Practices (Part 2): Implementing a Practice or Program with Fidelity
| **INSTRUCTION:** Go thorough the Module (this may take up to 4 hours, but you do not need to complete it in one sitting). Module will be discussed on the discussion board |
| **ACTIVITY:** Answer the assessment questions and they will be discussed on the discussion board |

| 4. Integrate technology into reading instruction to create and maintain an environment that includes conventional and new literacies and ensures equity of access to technology; | **K/A** | **READ:** To Differentiate or Not to Differentiate? Using Internet-Based Technology in the Classroom by Cobb, Aries
Quarterly Review of Distance Education, v11 n1 p37-45 2010
<p>| <strong>INSTRUCT:</strong> Discuss how to integrate technology into reading instruction to create and maintain an environment that includes conventional and new literacies and ensures equity of |
| <strong>ACTIVITY:</strong> Candidates will each research different technology apps and then discuss the strengths and weakness of their chosen app on the discussion board. |
| <strong>ASSESSMENT:</strong> Candidates will utilize one technology app within reading instruction while in the field. |</p>
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| 6. promote a shared vision that all students can learn literacy regardless of their cognitive, cultural, or linguistic backgrounds; | K/A | VIEW: [www.iriscenter.com](http://www.iriscenter.com)  
Click on Resources  
IRIS Resource Locator  
RTI Interviews  
RTI and Cultural Considerations by Leonard Baca  
INSTRUCTION: Discussion of reflective thoughts will be discussed on the discussion board. | ACTIVITY: Listen and reflect on the questions that Leonard Baca is addressing  
ASSESSMENT: Reflective paper that will be scored on a rubric. |
| 9. Understand the importance of and facilitate home school connections | K/A | VIEW: [www.iriscenter.com](http://www.iriscenter.com)  
Click on Resources  
IRIS Resource Locator  
Collaboration Informational Briefs  
READ: Learning Outside of the School Classroom and Parent, Family, Community Involvement in Education  
INSTRUCTION: Discuss what is need to make a school family friendly | ACTIVITY: Take notes as you read for posting on the discussion board.  
ASSESSMENT: Create a checklist that encompasses what is needed for a school to be family friendly |

E. A teacher of reading must view professional development as a career long effort and responsibility including:

| 5. actively seek opportunities to participate in learning communities and professional organizations; | K/A | Read: Putting the PLE into PLD: Virtual Professional Learning and Development by Owen, Hazel  
Journal of Educators Online, v11 n2 spec iss May 2014  
Instruct: Discuss the importance of participating in PLC’s and joining professional organizations | ACTIVITY: Research professional organizations  
ASSESSMENT: Choose a professional organization to join and reflect on your choice. Document your selection-P/F. |

**DISABILITY SERVICES**

We would like to make sure that all the materials, discussions and activities that are part of the course are accessible to you. If you would like to request accommodations or other services, please forward your request as soon as possible. It is possible to contact Disability Services, Bangsberg Hall, 101. Phone: 218/755-3883 or E-mail address Disabilityservices@bemidjistate.edu. Also available through the Minnesota Relay Service at 1-800-627-3529.
STUDENTS’ RIGHTS AND RESPONSIBILITIES

- Students are responsible for reading assigned materials.
- Students complete all assignments at a college level proficiency.
- Students meet all due dates.
- Students are responsible for peer evaluations.
- Students use the e-folio helpline to address technical questions and the computer support line to assist in other technical issues. Phone: 800.456.8519 efolio@custhelp.com
- Students actively participate in discussions.
- Students are respectful at all times.
- Students are responsible to post a complete profile on D2L

FACULTY RIGHTS AND RESPONSIBILITIES

- The instructor endeavors to return email and phone in a reasonable amount of time.
- The instructor evaluates assignments once.
- The instructor reserves the right to change tasks (never increasing the overall number of tasks) or dates in the best interests of all students.
BSU Curriculum Forms

Form 3

New Course Forms

Course Number:
Undergraduate: ED 3305
Graduate: ED 5305

Course Title: Literature Based Differentiated Instruction

Course Description:
This course emphasizes theory and practice in understanding, diagnosing and correcting problems in reading through differentiated literature-based instruction. Sims strategies as well instructional differentiated instruction will be introduced and implemented in a 20-hour clinical experience. (3 credits) Prerequisites: ED 3201/5201 (Elementary Students) or ED 4737/5737 (Secondary Students).

Credits: 3
Prerequisite(s): ED 3201/5201 Language Arts I (Elementary Students) OR ED 4737/5737 Content Area Reading (Secondary Students)

1. Reason(s) for creating this course:
To offer undergraduate and graduate students authentic strategies for curriculum and instruction, specifically using literature based differentiated instruction including SIMS strategies.

2. How often will this course be offered:
Once a year based on a cohort model

3. What are the students learning outcomes for this course:
Students will learn to use research-based curriculum to plan and evaluate instruction using a 3-tiered approach.

4. What are the major content areas for the course?
Reading

5. Is this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used?
D2L (Desire to Learn)

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used?
It is the intent that the course will be offered primarily on online

7. What is the projected maximum class size (cap)? 25 students

8. What qualified faculty will be available to teach this course? yes
NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here names, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum. Sonia O’Bryan, Miriam White, and Linda Colburn would be qualified to instruct the course.

9. What additional library and other resources are needed or should be provided for this course, that is not already available?
None

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student an behalf (see MnSCU Board Policy 5.11)
Amount per student:$0
For: None

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.
Instructor:
Email: --@bemidjistate.edu
Office Phone: 755-
Office hours:

Professional Education Mission Statement:

“The Bemidji State University Professional Education program is preparing today’s teachers for tomorrow, through effective, inquisitive, and reflective practice. Our students are proficient, self-reliant, and thoughtful practitioners, developed in a viable and growing program, who can teach effectively in various settings with diverse learners.”

Course Description
This course emphasizes theory and practice in understanding, diagnosing and correcting problems in reading through differentiated literature-based instruction. Sims strategies as well instructional differentiated instruction will be introduced and implemented in a 20-hour clinical experience. (3 credits)
Prerequisites
Prerequisite(s): ED 3201/5201 Language Arts 1 (Elementary Students)
OR ED 4737/5737 Content Area Reading (Secondary Students)

Required Texts


This edition includes some outstanding features designed to increase the effectiveness of the book’s already-popular presentation:

• New children’s book selections reinforce presentation of the familiar, much appreciated older titles.

• A focus on global and multicultural issues and books is integrated throughout the genre chapters and in the book lists.

• Updating of the features within the chapters includes important developments, recent children’s book titles, outstanding new creators of children’s books, and current issues and topics related to the field.

• Highlighted literary elements in each genre chapter, along with a response strategy for encouraging readers to engage with books from that genre are included.

Connections to the Common Core Standards are woven throughout the book

AND
Informal Reading Inventory: Preprimer to Twelfth Grade Spiral-bound – June 4, 2010

Optional

Subp. 3a. Subject matter standard. A candidate for licensure as a teacher of reading must complete a preparation program under subpart 2, item B, that must include the candidate’s demonstration of the knowledge and skills in items A to E.

A. A teacher of reading must have knowledge of foundations of reading processes and instruction:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Assignment</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>(6) describe developmental progress in oral language and its relationship to reading;</td>
<td>Read: Short, K., Lynch-Brown, C. (2013) Chapter 1: Learning about Children and Their Literature Chapter 2: Learning about Reading and Literature Read the following article from the Journal of Communication and Education, <a href="http://languagemagazine.com/?page_id=5100">http://languagemagazine.com/?page_id=5100</a> Read the following article: <a href="http://www.k12reader.com/the-relationship-between-reading-and-writing/">http://www.k12reader.com/the-relationship-between-reading-and-writing/</a></td>
<td>In order to demonstrate the candidate is able to meet this standard the teacher candidate will be able to describe the developmental progress in oral language and its relationship to reading by responding to discussion question #1. After reading the assigned reading activities: Describe the developmental progress in oral language and its relationship to reading. Describe progress beginning at ages 0-2, 2-4, 4-7, 7-9 and 9-14. Give an example of the recommended type of reading at each level and an appropriate book selection at each level. -Assessed by rubric</td>
</tr>
<tr>
<td>(7) teach and foster emergent reading skills such as phonemic awareness, alphabet recognition, and understanding that printed words convey meaning; A-Assessed</td>
<td>Read: Emerging Reading and Word Identification <a href="http://www.eduplace.com/rdg/res/teach/emerg.html">http://www.eduplace.com/rdg/res/teach/emerg.html</a> Read: The Emergent Reader School Study: <a href="http://www.norwood.k12.ma.us/curriculum/documents/TheABCsofEmergentLiteracy.pdf">http://www.norwood.k12.ma.us/curriculum/documents/TheABCsofEmergentLiteracy.pdf</a> Read: The Critical Analysis of Eight Informal Reading Inventories: <a href="http://www.readingrockets.org/article/critical-analysis-eight-informal-reading-inventories">http://www.readingrockets.org/article/critical-analysis-eight-informal-reading-inventories</a></td>
<td>In order to demonstrate the candidate is able to meet this standard the teacher candidate will: teach and foster emergent reading skills such as phonemic awareness, alphabet recognition, and understanding that printed words convey meaning by: Working with student grades 1-6. 1. Do a comprehensive student profile. This profile should include, pertinent information including the students academic history, family information. Avoid using confidential information. 2. Read sections 1 and 2 of the IRI to understand what kind of assessment</td>
</tr>
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</table>
1. Do a comprehensive student profile. This profile should include, pertinent information including the students

<table>
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<tr>
<th>(8) teach and foster word recognition skills including phonics, structural analysis, and contextual analysis; A-Assessed</th>
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<tr>
<td>Read: The Critical Analysis of Eight Informal Reading Inventories:  <a href="http://www.readingrockets.org/article/critical-analysis-eight-informal-reading-">http://www.readingrockets.org/article/critical-analysis-eight-informal-reading-</a></td>
</tr>
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</table>

In order to demonstrate the candidate is able to meet this standard the teacher candidate will: Teach and foster word recognition skills including phonics, structural analysis and contextual analysis by

Working with student grades 1-6.

<p>| 8. After completing the lessons measure the skill level using an informal assessment tool to determine if there is a higher level of performance. |
| 9. Assessed by rubric |</p>
<table>
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<tr>
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<th>inventories</th>
<th>academic history, family information. Avoid using confidential information.</th>
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<tr>
<td>2</td>
<td>Read sections 1 and 2 of the IRI to understand what kind of assessment this is and how to administer it.</td>
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<tr>
<td>3</td>
<td>Administer an IRI to determine independent instructional, frustration, listening comprehensive, and reading levels.</td>
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<tr>
<td>4</td>
<td>Record and determine miscue analysis</td>
<td></td>
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<tr>
<td>5</td>
<td>Determine comprehensive question analysis</td>
<td></td>
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<tr>
<td>6</td>
<td>Complete and analysis of the learner</td>
<td></td>
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<tr>
<td>7</td>
<td>Select 2-3 lessons from phonemic awareness; alphabet recognition, structural analysis, contextual analysis and understanding that printed words convey meaning based on the assessment findings.</td>
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<tr>
<td>8</td>
<td>Use a graphic chart to document results and findings.</td>
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After completing the lessons measure the skill level using an informal assessment tool to determine if there is a higher level of performance -Assessed by rubric

(9) foster the development of an initial sight vocabulary and an increasingly larger and more complex vocabulary, mastering word-learning strategies such as the use of context and structural

Read: *Emerging Reading and Word Identification*  

Read: *The Emergent Reader School Study:*  
http://www.norwood.k12.ma.us/curricul

In order to demonstrate the candidate is able to meet this standard the teacher candidate will: foster the development of an initial sight vocabulary and an increasingly larger and more complex vocabulary, mastering word-learning strategies such as
analysis, and developing word consciousness;

Read:
The Critical Analysis of Eight Informal Reading Inventories:
http://www.readingrockets.org/article/critical-analysis-eight-informal-reading-inventories

the use of context and structural analysis, and developing word consciousness;

Work with student grades 1-6.

1. Do a comprehensive student profile. This profile should include, pertinent information including the students academic history, family information. Avoid using confidential information.

2. Read sections 1 and 2 of the IRI to understand what kind of assessment this is and how to administer it.

3. Administer an IRI to determine independent instructional, frustration, listening comprehensive, and reading levels.

4. Record and determine miscue analysis

5. Determine comprehensive question analysis

6. Complete and analysis of the learner

7. Select 2-3 lessons from phonemic awareness; alphabet recognition; structural analysis; contextual analysis and understanding that printed words convey meaning based on the assessment findings.

8. Assessed by rubric

After completing the lessons measure the skill level using an informal assessment tool to determine if there is a higher level of performance, write a summary of your findings.
<table>
<thead>
<tr>
<th>(10) teach and foster fluency and automaticity in both oral and silent reading;</th>
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</thead>
<tbody>
<tr>
<td>In order to demonstrate the candidate is able to meet this standard the teacher candidate will: teach and foster fluency and automaticity in both oral and silent reading.</td>
</tr>
<tr>
<td>1. Read the textbook assignment and web links</td>
</tr>
<tr>
<td>2. Respond to discussion #2 Describe how you would teach and foster fluency AND automaticity in both oral and silent reading</td>
</tr>
<tr>
<td>3. Assessed by discussion rubric</td>
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</tbody>
</table>

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<tr>
<th>(11) teach and foster comprehension and appreciation of a wide range of children's and adolescent literature; A-Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read this article: <em>Teachers and Content Area Reading: Attitudes, Beliefs and Change</em> <a href="http://www.academia.edu/165632/Teachers_and_content_area_reading_Attitudes_beliefs_and_change">http://www.academia.edu/165632/Teachers_and_content_area_reading_Attitudes_beliefs_and_change</a></td>
</tr>
<tr>
<td>In order to demonstrate the candidate is able to meet this standard the teacher candidate will be able to teach and foster comprehension and appreciation of a wide range of children’s and adolescent literature.</td>
</tr>
<tr>
<td>1. Read the assigned chapters and web article</td>
</tr>
<tr>
<td>2. Write a reflection on how you would teach and foster comprehension based on your readings.</td>
</tr>
<tr>
<td>3. Select 3 types of books from the chapters in the text.</td>
</tr>
<tr>
<td>4. Write a reflection on how you teach to each type of book based on the type of learner</td>
</tr>
<tr>
<td>5. Write a lesson plan based on one of the types books you select, and show how you teach comprehension and an appreciation of this type of book.</td>
</tr>
</tbody>
</table>
B. A teacher of reading must be able to use a wide range of instructional practices, approaches, and methods, which support the cognitive, cultural, and linguistic differences of readers;  

<table>
<thead>
<tr>
<th>A-Assessed</th>
<th>Read: Voltz, D., Simson, J. Nelson, B. (2010) <em>Teaching in Diverse Standards-Based Classrooms</em> <a href="http://www.ascd.org/publications/books/109011/chapters/Introduction@_Teaching_in_Diverse,_Standards-Based_Classrooms.aspx">http://www.ascd.org/publications/books/109011/chapters/Introduction@_Teaching_in_Diverse,_Standards-Based_Classrooms.aspx</a></th>
<th>In order to demonstrate the candidate is able to meet this standard the teacher candidate will: implement and reflect on the use of instructional practices, approaches, and methods, which support the cognitive, cultural, and linguistic differences of readers: Working with student grades 1-6.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read: <em>Diverse Learning and Literacy</em> <a href="http://diverselearnersinliteracy.webly.com/comprehension-diversity.html">http://diverselearnersinliteracy.webly.com/comprehension-diversity.html</a></td>
<td>(3) implement and reflect on the use of instructional practices, approaches, and methods, which support the cognitive, cultural, and linguistic differences of readers;</td>
<td>1. Do a comprehensive student profile. This profile should include, pertinent information including the students academic history, family information and Cultural or linguistic differences. Avoid using confidential information.</td>
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<tr>
<td></td>
<td></td>
<td>2. Read sections 1 and 2 of the IRI to understand what kind of assessment this is and how to administer it.</td>
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<tr>
<td></td>
<td></td>
<td>3. Administer an IRI to determine independent instructional, frustration, listening comprehensive, and reading levels.</td>
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<td>4. Record and determine miscue analysis</td>
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<td>8. After completing the lessons measure the skill level using</td>
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| (5) identify, secure, and use high-quality literature, which meets the interest and reading needs of all readers and represents various cultures and genres; | Read: Read Short, K. Lynch-Brown, C. (2013)  
Chapter 12: Planning the Curriculum Genre, Theme or Topic, Building a Yearlong Literature Curriculum  
Read and Review this web link:  
*Hi-Low Books for Reluctant Readers.*  
http://childrensbooks.about.com/od/toppicks/tp/hi_lo_books.htm  
Read and Review these web links:  
1. *Books About Teaching about Cultural Diversity* grades 3-5  
2. How to Choose the Best Multicultural Books  
http://www.scholastic.com/teachers/article/how-choose-best-multicultural-books | In order to demonstrate the candidate is able to meet this standard the teacher candidate will:  
identify, secure, and use high-quality literature, which meets the interest and reading needs of all readers and represents various cultures and genres;  
1. Read the assigned web links and resources  
2. Create a web poster  
http://poster.4teachers.org/  
3. with a minimum of high quality literature selections that represents various cultures  
4. Include in your web poster a minimum of 5 selections at grades 1-5, 6-8 and 9-12th.  
5. Assessed by rubric |
| (8) demonstrate competency through a variety of clinical experiences with elementary, middle, and high school students | Read: Read Short, K. Lynch-Brown, C. (2013)  
Chapter 13: Engaging Children and Literature (Literature across the Curriculum)  
In order to demonstrate the candidate is able to meet this standard the teacher candidate will:  
1. Do a comprehensive student profile. This profile should include, pertinent information including the students academic history, family information. Avoid using confidential information.  
2. Read sections 1 and 2 of the IRI to understand what kind of assessment this is and how to administer it. |
3. Administer an IRI to determine independent instructional, frustration, listening comprehensive, and reading levels.
4. Record and determine miscue analysis
5. Determine comprehensive question analysis
6. Complete and analysis of the learner
7. Select 2-3 lessons from phonemic awareness; alphabet recognition, structural analysis, contextual analysis and understanding that printed words convey meaning based on the assessment findings.
8. After completing the lessons measure the skill level using an informal assessment tool to determine if there is a higher level of performance. Document with graphic chart
9. Respond to discussion #3 addressing the key components of competency at elementary, middle and high school.

C. A teacher of reading must be able to use a variety of assessment tools and practices to plan and evaluate effective reading instruction:

| (1) understand the principles surrounding a wide variety of instruments, their purposes, strengths, and limitations; (A) Assessed | Read: List of Reading and Language Assessments: [http://kmekenianmiddleschool.wikispaces.com/LEE234+Clinical+Experiences+in+Reading+Assessment+and+Instruction](http://kmekenianmiddleschool.wikispaces.com/LEE234+Clinical+Experiences+in+Reading+Assessment+and+Instruction)  
Read: SQ3R Reading Method [http://studygs.net/texred2.htm](http://studygs.net/texred2.htm)  
Watch Differentiated Instruction: [https://www.youtube.com/watch?v=pb2-l3w1-dA](https://www.youtube.com/watch?v=pb2-l3w1-dA) | In order to demonstrate the candidate is able to meet this standard the teacher candidate will understand the principles surrounding a wide variety of instruments, their purposes, strengths, and limitations;  
1. Read assigned reading and watch videos  
| Three way to Different Learning Stations | 3. Rubric assessment
| https://www.youtube.com/watch?v=dGбуlODMVgM |

(2) select appropriate tools for specific situations that includes assessment for diagnosis and progress monitoring; A-Assessed

| Read: List of Reading and Language Assessments: http://kmekenianmiddleschool.wikispaces.com/LEE234+Clinical+Experiences+in+Reading+Assessment+and+Instruction |
| Read: SQ3R Reading Method http://studygs.net/texred2.htm |
| Watch Differentiated Instruction: https://www.youtube.com/watch?v=pb2-I3w1-dA |
| Three way to Different Learning Stations https://www.youtube.com/watch?v=dGбуlODMVgM |

In order to demonstrate the candidate is able to meet this standard the teacher candidate will: select appropriate tools for specific situations that includes assessment for diagnosis and progress monitoring;

1. Read assigned reading and watch videos
2. Develop a Semantic Map http://www.ehow.com/how_5152738_create-semantic-map.html which represents the meaning and purpose, strength and limitation of a minimum of six methods of teaching reading instruction

Rubric assessment

(3) demonstrate expertise in the administration and interpretation of a wide variety of measures that track student progress by individual, class, cohort, and school; A-Assessed

| Read: RTI Progress Monitoring http://rti.ccsnc.wikispaces.net/Progress+Monitoring |

In order to demonstrate the candidate is able to meet this standard the teacher candidate will: demonstrate expertise in the administration and interpretation of a wide variety of measures that track student progress by individual, class, cohort, and school;

Working with student grades 1-6.

1. Do a comprehensive student profile. This profile should include, pertinent information including the students academic history, family information. Avoid using confidential information.
2. Read sections 1 and 2 of the IRI to understand what kind of
assessment this is and how to administer it.
3. Administer an IRI to determine independent instructional, frustration, listening comprehensive, and reading levels.
4. Record and determine miscue analysis
5. Determine comprehensive question analysis
6. Complete and analysis of the learner
7. Select 2-3 lessons from phonemic awareness; alphabet recognition, structural analysis, contextual analysis and understanding that printed words convey meaning based on the assessment findings.
8. After completing the lessons measure the skill level using an informal assessment tool to determine if there is a higher level of performance. Use a graphic chart to document the student’s progress.

In order to demonstrate the candidate is able to meet this standard the teacher candidate will: demonstrate expertise in using assessment information to plan differentiated classroom instruction for students, including those at different cognitive and developmental stages, and those from different cultural and linguistic backgrounds;

Based on your work with a student:

1. Do a comprehensive student profile. This profile should
include, pertinent information including the students academic history, family information. Avoid using confidential information.

2. Read sections 1 and 2 of the IRI to understand what kind of assessment this is and how to administer it.

3. Administer an IRI to determine independent instructional, frustration, listening comprehensive, and reading levels.

4. Record and determine miscue analysis

5. Determine comprehensive question analysis

6. Complete and analysis of the learner

7. Select 2-3 lessons from phonemic awareness; alphabet recognition, structural analysis, contextual analysis and understanding that printed words convey meaning based on the assessment findings.

8. Include ONE differentiated lesson

9. Assessed by rubric

(5) use assessment data to develop interventions that address specific student needs;

In order to demonstrate the candidate is able to meet this standard the teacher candidate will: use assessment data to develop interventions that address specific student needs; (see C.4.)

D. A teacher of reading must be able to create a literate environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments including:

(2) support students and colleagues in the selection of materials, print and electronic, that match students’ reading levels, interests, cultural, and

Review: Reading Specialist Portfolio
http://readingspecialistportfoliobyamy.weebly.com/3-assessment-diagnosis-and-evaluation.html

In order to demonstrate the candidate is able to meet this standard the teacher candidate will: support students and colleagues in the selection of materials, print and electronic, that match students’
<table>
<thead>
<tr>
<th>(3) develop and implement classroom and school wide organizational structures that include explicit instruction, guided practice, independent reading, interactive talk, opportunities for response, and reading and writing across the curriculum;</th>
<th>Review this <em>School Wide Effective Reading Program</em> <a href="https://dibels.uoregon.edu/docs/pet_r_form_user.pdf">https://dibels.uoregon.edu/docs/pet_r_form_user.pdf</a> Respond in a reflection to discussion # 4 on School Wide Effective Reading Programs. Submit your reflection to instructor</th>
<th>In order to demonstrate the candidate is able to meet this standard the teacher candidate will: develop and implement classroom and school wide organizational structures that include explicit instruction, guided practice, independent reading, interactive talk, opportunities for response, and reading and writing across the curriculum;</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Respond to Discussion #4</td>
<td>2. Include in your response: describe how you would include explicit instruction in your school wider program</td>
<td>3. Would you include independent reading, why or why not (use resource for reference for your stance)</td>
</tr>
<tr>
<td>4. Refer to interactive talk opportunities for response- why or why not do you think they will be effective? (use resource for reference for your stance)</td>
<td>5. Describe how you would create and maintain an</td>
<td></td>
</tr>
</tbody>
</table>
(5) create and maintain a motivating classroom and school environment that promotes ongoing student engagement and literacy for all students;  
**A-Assessed**

| (5) create and maintain a motivating classroom and school environment that promotes ongoing student engagement and literacy for all students; | Review this *School Wide Effective Reading Program* [https://dibels.uoregon.edu/docs/poster_form_user.pdf](https://dibels.uoregon.edu/docs/poster_form_user.pdf)  
Respond in a reflection to discussion # 4 on School Wide Effective Reading Programs. | In order to demonstrate the candidate is able to meet this standard the teacher candidate will: create and maintain a motivating classroom and school environment that promotes ongoing student engagement and literacy for all students;  
1. Respond to Discussion #4  
2. Include in your response: describe how you would include explicit instruction in your school wider program  
3. Would you include independent reading, why or why not (use resource for reference for your stance)  
4. Refer to interactive talk opportunities for response- why or why not do you think they will be effective? (use resource for reference for your stance)  
5. Describe how you would create and maintain an environment that is ongoing for students to provide engagement and literacy for all students;  
6. Reflect on how your school wider program would benefit all students.  
7. Rubric assessment |

(7) use literature to engage students in dialogue, critical thinking.  
| Read:  
Teaching Tolerance: [http://www.tolerance.org/supplement](http://www.tolerance.org/supplement) | In order to demonstrate the candidate is able to meet this standard the teacher candidate will: use literature |
and reflection around issues of social justice; A-Assessed

ent/reading-social-justice-primary-grades

to engage students in dialogue, critical thinking, and reflection around issues of social justice; Include in a final reflection your response to: Use literature to engage a dialogue and reflection around one social issue:

1. Select the issue from Teaching Tolerance
2. With an argumentative stance, select either for or against the issue
3. Have each student use critical thinking and reflect around the issue of social justice (for or against)
4. Rate on reflection and outcome
5. Assessed by rubric

Graduate Component (ED 5205)
To complete the graduate level component of this course you will need to complete the following assignment.

D. A teacher of reading must be able to create a literate environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments including:

(2) support students and colleagues in the selection of materials, print and electronic, that match students' reading levels, interests, cultural, and linguistic backgrounds;

Review: Reading Specialist Portfolio
http://readingspecialistportfoliobyamy.weebly.com/3-assessment-diagnosis-and-evaluation.html

In order to demonstrate the candidate is able to meet this standard the teacher candidate will: support students and colleagues in the selection of materials, print and electronic, that match students' reading levels, interests, cultural, and linguistic backgrounds;

1. Students are to develop a portfolio based on standards in this course. Each standard assessed 1-3 will need to include:

   a) Selection of Books print and electronic (10)
   b) Reading Level (elementary, middle, high school)
   c) Differentiated reading example
   d) High interest reading list (10)
   e) Cultural books (5)
f) ELL or ESL books (5)

From the portfolio as a graduate student you are to provide an additional reading unit on a strategy to use with a grade level. This unit will include 3-5 lessons, selection of materials for the unit, reading level of unit, high interest reading list for the unit, a cultural book list of 2-3 books which apply to the unit and an ELL or ESL book which can be used for a student with English as a second language.

Points (50 additional points)
Rubric assessment

Technology Requirements and Expectations
All written assignments must be submitted in Microsoft Word. Students must be able to use the Internet to access any online learning requirements or assignments. Including Word 97(at a minimum). Publisher to create jpg (images), willingness to learn Web 2.0 programs (Free); Be aware that you will need to create an account in order to view Wiki, Prezi, Google doc, etc. websites. Students are expected to familiarize themselves with D2L, making sure that their Mac/PC is compatible with D2L regarding browser and plug-in requirements. Use Firefox with D2L.

University Policies and Procedures
http://www.bemidjistate.edu/students/handbook/policies/

Academic Integrity
BSU students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic work. Any form of academic dishonesty (e.g., plagiarism, cheating and misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure for part of all of a course as well as suspension from the University.

Students with Special Needs
We would like to make sure that all the materials, discussions and activities that are part of the course are accessible to you. If you would like to request accommodations or other services, please forward your request as soon as possible. It is possible to contact Disability Services, Bangsberg Hall, 101. Phone: 218/755-3883 or E-mail address Disabilityservices@bemidjistate.edu. Also available through the Minnesota Relay Service at 1-800-627-3529.

Instructor Rights and Responsibilities

• Return email and phone communications within 2 days unless otherwise announced in the course. Do not expect your professor to be available 7 days a week. Weekdays are the best days to reach me.
• Grade assignments approximate 7-14 days of the due day
• Provide access to an appropriate textbook, selected readings, interactive discussions, and designed activities and assessments which, when completed at a high level of performance should deliver the content required by the Minnesota Board of Teaching Standards and Indicators for Minnesota state teaching licensure.

Teaching Methodology
Instruction includes a variety of approaches such as lecture, small and large group discussion and assignments, lecture, cooperative learning, discovery learning, and computer-assisted instruction. Assessment is completed through essay, research literature review, computer analysis, exams and class activities.

Virtual & commentaries by instructor

Study Guide sharing and discussion in small and large group

Student presentations

Graduate presentations

**Student Rights and Responsibilities**
- read the assigned material as stated in the course outline
- know and apply any grading criteria/rubric for assignments
- review the calendar and syllabus for answers regarding assignments and policies before asking the professor!
- interact and produce work in a scholarly manner

**Student Code of Ethics**
http://www.bemidjistate.edu/academics/catalog/10catalog/GradCatalog/Frontpages/sectionIV/rights.html

**Student Academic Rights and Responsibilities**
http://www.bemidjistate.edu/students/handbook/policies/academic_integrity/rights_responsibilities.cfm

**Course Grades**
A: 100 – 90%  B: 89 – 80%  C: 79 – 70%  D: 69 – 60%

Timothy Shanahan and Christopher Lonigan explore the connection between early oral language development and later reading comprehension success.

Supporting young children’s language and literacy development has long been considered a practice that yields strong readers and writers later in life. The results of the National Early Literacy Panel’s (NELP) six years of scientific research synthesis supports the practice and its role in language development among children ages zero to five.

The NELP was brought together in 2002 to compile research that would contribute to educational policy and practice decisions that impact early literacy development. It was also charged with determining how teachers and families could support young children’s language and literacy development. Outcomes found in the panel’s report (2008) would be used in the creation of literacy-specific materials for parents, teachers, and staff development for early childhood educators and family-literacy practitioners.
Through its work, the NELP uncovered a set of abilities such as alphabet knowledge, oral language, or phonological awareness present in the preschool years that provides the basis for later reading success. It also found that measures of complex and discourse-level skills are particularly strong predictors of reading success—a finding that is consistent with the fact that language is a complex, multidimensional system that supports decoding and comprehension as children learn to read.

In our book Early Childhood Literacy: The National Early Literacy Panel and Beyond, we explore the NELP report, as well as newer research findings and the effectiveness of specific approaches to teaching early oral language development to establish a solid foundation for later reading comprehension. Below we expand on concepts to help educators understand how oral language relates to reading comprehension, word reading, and language development; where Common Core State Standards factor into the equation; and what teachers can do to foster literacy development.

Laying Down the Building Blocks Through its research, the NELP discovered that the more complex aspects of oral language, including syntax or grammar, complex measures of vocabulary (such as those in which children actually define or explain word meanings), and listening comprehension were clearly related to later reading comprehension, but that simpler measures of oral language (e.g., the widely used Peabody Picture Vocabulary Test) had very limited associations with reading comprehension. Put simply, readers must translate print to language and then, much as in listening, they must interpret the meaning of that language. Numerous studies support this approach by showing that word reading and language comprehension are relatively independent skills, but that each contributes significantly to reading comprehension.

Simple measures of vocabulary in which children simply point to the picture of a word or name a picture are not strongly connected with later reading comprehension. Nevertheless, many studies have shown that vocabulary plays an important role in fostering reading development in the years before and during formal reading instruction. The role of vocabulary is likely two-fold. The words, and the concepts that they represent, are obviously of functional importance in comprehension, and vocabulary might also support decoding or the translation of text into language. The NELP established phonological awareness as a key contributor to children’s ability to learn to read. Of course, phonological representations are part of the linguistic system and the ability to gain access to these representations may in part be a by-product of early vocabulary development (Metsala & Walley, 1998).

Reading comprehension depends on language abilities that have been developing since birth. Basic vocabulary and grammar are clearly essential to comprehension because each enables understanding of words and their interrelationships in and across individual sentences in a text (Kintsch & Kintsch, 2005).

However, children who comprehend well go beyond word and sentence comprehension to construct a representation of the situation or state of affairs described by the text. In some theories, this is referred to as a “mental model” (Kintsch & Kintsch, 2005) and it involves organizing a text’s multiple ideas into an integrated whole, using both information from the text and the reader’s own world knowledge. To do this, successful comprehenders draw upon a set of higher-level cognitive and linguistic skills, including inferencing, monitoring comprehension, and using text structure knowledge. Take the following story for example: “Johnny carried a jug of water. He tripped on a step. Mom grabbed the mop.” The literal representation of the individual words and sentences does not enable the reader to integrate their meanings and construct a mental model. Successful comprehenders understand narrative structure and couple it with their knowledge to infer that Johnny spilled the water. They then understand why Mom grabbed a mop. They also monitor their comprehension of stories—either written or spoken—and realize the need to make an inference (that Johnny spilled the water) to make sense of Mom’s response.
High-level language skills used to create mental models of text are not exclusive to reading. In fact, children begin developing these language skills well before formal reading instruction in a range of language comprehension situations. For example, young children rely on knowledge of narrative structure to do things like follow a set of instructions, share their daily activities around the dinner table, or understand spoken stories, cartoons, and movies.

Assessing Early-Stage Development The skills needed for reading comprehension come into play as students progress. In the early grades, for example, reading comprehension depends heavily on emerging word-reading skills. As children accomplish the ability to automatically and fluently read printed words, language comprehension begins to contribute more to individual differences in reading comprehension. Most children who score poorly on reading comprehension tests have difficulty decoding words and understanding language.

Those with poor word-reading abilities (i.e., poor decoders) lag behind their typically developing peers on reading comprehension measures in the early grades, even if they have good language development. However, those with poor language comprehension, in spite of relatively proficient word-reading ability, usually do not lag behind their typically developing peers on reading comprehension tests until they have had one or two years of reading instruction (Catts et al., 2005).

It’s important to point out that what appears to be a decline in reading comprehension for poor comprehenders is not the result of declining language skills. In fact, these students’ language skills were already poor compared with their typically developing peers at the onset of schooling. A recent report found that poor comprehenders in fifth grade (i.e., those with poor reading comprehension despite good word-reading abilities) evidenced weak language skills as early as 15 months of age (Justice, Mashburn, & Petscher, in press) compared with their age-matched peers who went on to become good comprehenders and poor decoders, and NELP found that early language skills were predictive of later reading comprehension development, but much less so with early decoding skills.

Subsequently, many students who are labeled as “clinically language impaired” prior to, or just beginning, formal education in preschool or kindergarten, do not necessarily have problems learning to read initially (Catts, Fey, Tomblin, & Zhang) Their later “decline” in reading comprehension is thought to be related to the changing nature of reading comprehension assessments: the texts used to assess reading comprehension in the early grades require less complex mental models and very limited language processing, allowing those with weak language skills to answer basic comprehension questions as accurately as their typically developing peers.

In the later grades, however, reading comprehension assessments contain more difficult passages that require more complex mental models. Poor comprehenders lack the language skills needed to construct these complex mental models and begin to score more poorly on reading comprehension assessments when compared to their typically developing peers. Poor decoders with good language comprehension abilities may be able to compensate to some degree for their weak word-reading abilities in the later grades. That’s because even though they might struggle to decode all of the words, their language skills allow them to bootstrap their way to the text’s meaning, using their good language skills and rich knowledge of the world to help construct sufficient mental models to correctly answer comprehension questions (Stanovich, 1980).

Helping Children “Crack the Code” According to our book, a key challenge facing the beginning reader is the ability to “crack the code” or, learning how written language maps onto spoken language. This is because better decoders devote greater cognitive resources to the processes involved in comprehending text. Children’s oral language skills serve as the foundation for both aspects of reading ability-word reading and language comprehension.
Because few preschool children can yet read words, we must look at precursor skills that develop into word recognition or decoding ability. Knowledge of the alphabet and phonological awareness are both strong predictors of later decoding and comprehension, and it is evident that teaching these in combination has a consistently positive impact on improving students’ later decoding and reading comprehension abilities. Rapid naming, knowledge about print conventions and concepts, the ability to write letters or names, and oral language skills were also good predictors, but teaching these has not consistently led to gains in reading success.

How the Common Core Factors into Literacy Development  With 46 states now working to implement the Common Core State Standards which include grade-specific K-12 standards in reading, writing, speaking, listening, and language, educators may be required to adjust their lessons to align with the standards and assessments used to determine student progress.

But what if the road to success with those standards begins when the student was an infant, toddler, or preschooler? This question was clearly answered through the NELP’s extensive research, which emphasized the importance of print knowledge, phonological processing abilities and oral language skills as important predictors of later literacy skills, and with evidence that teaching these early on can have long-term benefits.

Additionally, assessment of these early literacy skills is important for identifying children who are likely to need more intensive instruction to achieve success with literacy. By identifying and working with students across all literacy levels at a very early age, today’s educators can take a proactive role in ensuring that students meet or exceed standards across the board.

Making a Difference: The Teacher’s Role in Literacy Development Interventions focused on fostering language aren’t easy to develop or implement. The interconnected and complex nature of language comes with a long developmental history and draws on a broad range of linguistic and cognitive capacities. Furthermore, interventions occur within a social context where motivational, behavioral, and social factors can impact the learning climate. Children’s attention to language input and their willingness to respond to it are affected by a host of factors, including their interest in the topic of the conversation, their relationship to the speaker, the number and identities of other conversational participants, and the setting.

Even more vexing is the fact that teachers — the most important source of language input in preschool classrooms — have a history of using language in ways that may not be consistent with the interactions found by research to be conducive to language learning. Teacher’s interactions that best encourage language learning include having conversations that stay on a single topic, providing children opportunities to talk, encouraging analytical thinking, and giving information about the meanings of words.

For teachers, key considerations for instruction include the fidelity of the implementation (an extremely important aspect); teaching children letter names and sounds by performing phonological awareness tasks; and understanding that there is no link between curricula with a systematic and explicit focus (i.e. teacher-directed) and negative social-emotional outcomes for children.

Response to intervention in preschool holds promise for successful early language development but several key issues must be considered. For one, preschools often serve disproportionate numbers of children who need Tier 2 or Tier 3 services, which causes staffing concerns. Also, more research is needed on the effect of interventions for children from low-income families, children with disabilities, English language learners, and children from underrepresented ethnic groups. The NELP report, along with other studies of children’s early language development, suggests that early oral language has a growing contribution to later reading comprehension — a contribution that is separate from the
important role played by the alphabetic code. As such, improving young children’s oral language development should be a central goal during the preschool and kindergarten years.

In the end, making strides in this area of a child’s educational development can begin with a very simple exercise—shared book reading. Although various approaches have been found to improve young children’s language, the approach of shared book reading has gained the greatest research support thus far, particularly when such reading is carried out dialogically, that is, with much language interaction between the reader and the child. Combining shared book reading along with other language activities with explicit decoding instruction in the context of a supportive and responsive classroom, can make the difference between a child whose literacy development is at or above standards or one who struggles with reading, writing, and literacy throughout his or her K-12 education.

References


Timothy Shanahan, Ph.D., and Christopher J. Lonigan, Ph.D., are the editors of Early Childhood Literacy: The National Early Literacy Panel and Beyond, available from Brookes Publishing Co. They are two of the nation’s top childhood literacy experts and served on the National Early Literacy Panel (NELP).
BSU Curriculum Forms

Form 5

Program Modification Form

Program to be modified: Reading Licensure Program

List all proposed change(s):

Drop:
ED 6810 Practicum in Correction of Reading Difficulties (2 credits)
ED 6230 Curriculum and Instruction in Developmental Reading in Elementary School (2 credits)
ED 6232 Children’s Literature in the Classroom (2 credits)
ED 6237 Diagnosis and Correction of Reading Difficulties (2 credits)
ED 6800 Practicum in Diagnosis of Reading Difficulties (2 credits)
ENGL 5540 Literature for Young Adults (3 credits)

Change in title and credits:
ED 6238 Administration and Supervision of the Reading Program (2 credits) changed to Administration and Supervision of the Reading Program in the Field (3 credits)

Added:
NEW course: ED 3212/5212 Curriculum Instruction Using RTI (3 credits)
NEW course: ED 3305/5305 Literature Based Differentiated Instruction (3 credits)

Added existing courses:
ED 3201/5201 Language Arts I as an option instead of ED 4737/5737 (3 credits)
(Either course will meet standards)
ED 4740/5740 Methods of Using Instructional Technology (3 credits)
SPED 6608 Reading Difficulties; Diagnosis and Intervention (3 credits)

Keep current courses:
ED 4737/5737 Content Area Reading (3 credits)

Reason(s) for the change(s):
The reading licensure program has not admitted students due the current program not exemplifying the quality program we would like to offer our students. To accommodate this the changes were made to add existing courses that included the reading standards and incorporated best practices in terms of RTI, Technology and Differentiated Instruction. We also included a 3-credit backbone to the program to accommodate student needs. The program is written to also facilitate an undergraduate reading
endorsement that will be submitted at a later date. The courses in that future endorsement are included in this curriculum proposal.

**Note:** In order to avoid hidden prerequisites, if a course is being dropped from this program (but not from the entire curriculum), please check for which remaining courses may include this dropped course as a prerequisite. Course prerequisites may be found in the online catalog ([http://www.bemidjistate.edu/academics/catalog/](http://www.bemidjistate.edu/academics/catalog/)). Remedies for hidden prerequisites may be found under Curriculum Forms at ([http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/](http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/)).

**Note:** If a course from another department/program was either added to or dropped from this program, please notify the chair/coordinator of that course's department/program and indicate the following:
The course’s home department/program was notified of the addition or dropping of their course(s) on __3-6-15__ (date) by __email__ (mail, email, or phone).

ENGL dpt (Larry Swaing) emailed 4.22.15 re: drop of ENGL 5540 from program

Please check one of the items below:

_____ No comments were received from other programs or departments within one week of the notification.

_____ Comments were received within one week of the notification, and are attached.

**Note:** If this is a joint program, the signatures of both department chairs (and both deans, if different colleges) must be provided.

**Alert:** Attach a copy of the current program showing the marked changes.

Please copy the current program from the online catalog ([http://www.bemidjistate.edu/academics/catalog/](http://www.bemidjistate.edu/academics/catalog/)) and paste it into Word. Then use either the Track Changes feature under Tools, or the underline and strikethrough Font feature under Format. (Please note that the Track Changes feature may be easily switched on and off by holding down the Ctrl+Shift+E keys.)
Reading Licensure Program

Contract the Reading Licensure Coordinator for further information.

The coordinator for the Reading Licensure is
Dr. Brian Ludlow
218-755-3744; bludlow@bemidjistate.edu

The Reading Licensure program is designed for individuals who hold or qualify for a professional license valid for classroom teaching in prekindergarten, adult basic education, or grades kindergarten through 6, 1 through 6, 5 through 8, or 9 through 12. The candidate who completes this licensure program will be authorized by the Minnesota Board of Teaching to facilitate and provide for grades kindergarten through 12 students reading instruction that is designed to develop reading skills, strategies, and comprehension. The teacher of reading is also authorized to provide assistance to teachers who have responsibility for providing reading instruction. Completion of this licensure program would qualify as a reading cognate area in a Master of Science in Education degree.

Note: All coursework must be taken at the graduate level.

Reading Licensure Courses:

Complete one of the following:
ED 5201 Language Arts I (3 credits)
ED 5737 Content Area Reading (3 credits)

Complete the following:
ED 5212 Curriculum Instruction Using RTI (3 credits)
ED 5305 Literature Based Differentiated Instruction (3 credits)
ED 5740 Methods of Using Instructional Technology (3 credits)
ED 6230 Curriculum and Instruction in Developmental Reading in Elementary School (2 credits)
ED 6232 Children’s Literature in the Classroom (2 credits)
ED 6237 Diagnosis and Correction of Reading Difficulties (2 credits)
ED 6238 Administration and Supervision of the Reading Program in the field (2 3 credits)
ED 6800 Practicum in Diagnosis of Reading Difficulties (2 credits)
ED 6810 Practicum in Correction of Reading Difficulties (2 credits)
ENGL 5540 Literature for Young Adults (3 credits)
SPED 6608 Reading Difficulties: Diagnosis and Intervention (3 credits)

Total Semester Credits Required for Reading Licensure 18 Credits
BSU Curriculum Forms

Form 8

Signatures

_Judy Olson / Professor / 3-6-15___________________________________________
Proposer / Title / Date

_Tim Goodwin / Professional Education / 3-6-15_____________________________________
Chair or Director / Department or Program / Date
Note: "All departmental recommendations [on curriculum] must be reviewed and approved by the department's faculty."--IFO/MnSCU Master Agreement 2009-2011, 20.A.3 (p. 80).

_James J Barta / Health Sciences and Human Ecology / 3-6-15__________________________
Dean / College / Date

[Note: at this point, packet goes to Academic Affairs Office.]