“Every teacher a teacher of reading.”

Course Description
Assessment of literacy competencies of diverse learners and use of assessments to plan and carry out differentiated instruction grades PK-8. This class has a field component in which things learned in class will be implemented with students and evaluated. The course content meets the Michigan State School Code Assessment of literacy competencies of diverse learners and use of assessments to plan and carry out differentiated instruction grades P-8. The course content meets the Michigan State School Code PA 118.

Course Outcomes:

1. Students will demonstrate an understanding of things that affect reading such as:
   a. literacy processes including language factors such as phonemic awareness, phonics, vocabulary
   b. factors that affect literacy processes such as environmental (language and sociocultural differences), psychological (cognitive, attitudinal, emotional functions) and physiological (vision, hearing, neurological)

2. Students will demonstrate an understanding of assessment by:
   employing a variety of means to assess diverse learner's knowledge of English Language use, oral language ability, visual/auditory discrimination, and reading and writing (phonological and word study, fluency, vocabulary, spelling, comprehension, and motivation), analyzing, interpreting, and summarizing the results of the evaluation assessments used.
3. Students will demonstrate an understanding of instruction by using assessment data to design and carry out instruction that: facilitates the language and content development of diverse learners, accommodates the linguistic, developmental and cultural differences of all students, integrates the language arts and other curriculum areas and forms of expression.

4. Students will demonstrate their ability to evaluate their teaching. They will reflect on their own teaching including evaluating lessons taught and discussing revisions that will make instruction relevant, understandable and that will place case study student in the “zone of proximal development”.

Required Text(s):


Access To:

- Leslie, L. & Caldwell, J. **Qualitative Reading Inventory Editions-3,4, or 5** New York: Pearson/Allyn & Bacon. (K-12)
- **Jennings Informal Reading Inventory (3 and Above)**
- **Michigan Literacy Progress Profile (MLPP - Pre-K- 3 Special Education)**
- **Dolch Word List / Word List (K-8)**
- **Common CORE Standards (K-8)**
- **Other Assessments as discussed**

Additional References:


TED Talks Education


Course Assignments

All formal papers are to be computer generated, double-spaced using 12 point font. Be sure to save and back up ALL class work. All work handed in must be stapled to ensure papers are secure.

You are responsible for all material in the text, whether or not it is discussed in class. Class activities will focus on topics similar to those in the text but will provide information that adds to what is in the text. Unless you ask questions about material in the text, it is assumed that you have read and understood the chapter/s.

Lessons and instructional focus must always include addressing the various techniques, strategies and insights that incorporate and support multiculturalism, special needs, and English Language Learners.

(1) =Constructivism & 100 Ways to Say Very Max. Pts 20
You are to download Constructivism from (Blackboard E-mail Article handout) and briefly summarize each paragraph in the margins to the right. Download 100 Ways to Say Very Good from Google and bring to class. Be prepared to discuss why both are important “professional tools” to have and your interpretation of each. These are to be handed in with your name in the right hand top corner, dated and stapled. They will be returned for credit.

An educational topic, scenario, or current issue will be highlighted for you to address for six Wednesdays. Your response should relate to successful and effective teaching and learning and when possible share personal experiences that connect to the topic/s.

Quick Write Rubric (0-3)

√ Depth of understanding: ability to evaluate, analyze, compare and contrast
√ Synthesize display knowledge of topic making connections with other materials/teaching strategies/techniques, etc.
√ Make Applications to the field in general to own classroom, professional experiences, personal life.

A dialectical journal is a journal that records a dialogue, or conversation between the ideas in the text (the words that you are reading) and the ideas of the reader (the person who is doing the reading).

The purpose of a dialectical journal is to identify critical, important, far-reaching pieces of text and explain their significance. It is another form of highlighting/annotating text and should be used to think about, digest, summarize, question, clarify, critique, and remember what is read. It is a way to take notes on what is read and using the actual text. In effect, you will be holding a discussion with yourself on key points, asking questions, reacting to particular phrases that drew your attention, etc. We will then use your comments as a starting place for class discussion over reading assignments. Journals Papers are due at the beginning of every class on Monday after discussion.
# Dialectical Journal Format (5 Quotes per Chapter)

**Your Name**

**Chapter/s**

**Date**

<table>
<thead>
<tr>
<th></th>
<th>“Text Quotes” at least 20 words</th>
<th>Page number</th>
<th>Your response-reaction etc. at least 25 words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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</tbody>
</table>

**Example of required Information/Format:**

<table>
<thead>
<tr>
<th>Teaching Strategy</th>
<th>Name the Strategy and page number/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain (Max. Pts 1)</td>
<td>Summarize in YOUR words the procedures of the strategy based on the format found in the text.</td>
</tr>
<tr>
<td>Materials (Max. Pts 1)</td>
<td>Have all materials needed for this strategy on display including any handouts and “working” materials the class will use.</td>
</tr>
</tbody>
</table>

You are to model your selected Strategy in a 10-15 minute mini lesson with the class. Provide a Presentation Plan Outline to me before your presentation and any handouts or enhancements to the class.
You are to select one student in your classroom (if you are currently teaching) or one student that you will tutor during this course (if you are not currently teaching) for your Case Study. Your Case Study will involve assessing the student, planning and implementing instruction based on the assessment and evaluation data. You should plan to spend approximately 15-20 hours working with your Case Study student.
You are to administer a **Student Interest Inventory** to your Case Study student. Interest Inventories assist teachers and students in setting goals for reading/literacy and matching learning preferences or interests with appropriate instructional strategies. Teachers can design activities with specific topics based on areas of student interest. Parents can be included in the reading/literacy experience through the Parent Reading/Literacy Questionnaires.

### K-3 and SPECIAL EDUCATION

<table>
<thead>
<tr>
<th>(5A)</th>
<th>Interest Inventory / Survey</th>
<th>Max. Pts 10</th>
</tr>
</thead>
</table>

**(5B) = ASSESSMENTS**

1. **Concepts of Print / Book Handling**
   
   *(Michigan Literacy Progress Profile) / jacksoncisd.schoolwires.com/Page42*

2. **Phonological Awareness**
   
   *(Michigan Literacy Progress Profile) / jacksoncisd.schoolwires.com/Page42*

3. **Word Lists**
   
   *(Michigan Literacy Progress Profile) / jacksoncisd.schoolwires.com/Page42*

4. **Letter / Sound ID**
   
   *(Michigan Literacy Progress Profile) / jacksoncisd.schoolwires.com/Page42*

5. **Sight Word Decodable**
   
   *(Michigan Literacy Progress Profile) / jacksoncisd.schoolwires.com/Page42*

6. **Informal Reading Inventory Comprehension**
   
   *PDF]APPENDIX D Jennings Informal Reading Assessment wps.ablongman.com/wps/media/objects/2688/…/*

*Assess student UNTIL s/he reaches frustration levels. This means you may administer more than one assessment in a given area.
RLL 6801 Grades 3 and UP

<table>
<thead>
<tr>
<th>1. Word Lists</th>
<th>DOLCH BASIC SIGHT WORD LIST - LINCS <a href="https://lincs.ed.gov/.../Dolch_Basi">https://lincs.ed.gov/.../Dolch_Basi</a>... United States Department of Education</th>
</tr>
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<tbody>
<tr>
<td>2. Phonological Awareness</td>
<td>(Michigan Literacy Progress Profile) / jacksoncisd.schoolwires.com/Page42</td>
</tr>
<tr>
<td>3. Informal Reading Inventory Comprehension</td>
<td>PDF APPENDIX D Jennings Informal Reading Assessmentwps.ablongman.com/wps/ media/objects/2688/.../</td>
</tr>
<tr>
<td>5. Writing</td>
<td></td>
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</table>

*Assess student UNTIL s/he reaches frustration levels. This means you may administer more than one assessment in a given area.

(5C) = Case Study Report  Max. Pts 25

***Required format for Case Study

I **Title Page**
Include your name, date, RLL 6802, Spring and the name of the student (Pseudonym)

II **Introductory Paragraph**
Share information about your Case Study student with their age, grade level and gender and at least 3 paragraphs detailing likes, dislikes, sports, home life, school, favorite things to do, etc.

III **Reason for Selection**
State your rationale for selecting this student for your Case Study.

IV **List Assessments**
List all assessments administered by Publisher’s Name and Title

**Example:** Dolch Word List Pre-Primer
Dolch Word List Primer
V Assessment Results /Interpretations
• Discuss each assessment in chronological order, giving scores and observations.
• Summarize main strengths/weaknesses identified in each assessment.
  (Avoid evaluative statements such as "She is a good reader" or "He did well on the questions").
• Provide your interpretation of what the assessments tell you about your student. Be sure to base your interpretations on the assessments and to refer to those assessments.

VI Summary of Strengths/Needs
Summarize the major strengths/needs that the totality of assessments reveals. This can be in a list form. Include a few non-academic strengths and needs.

VII Recommendations
Identify the specific areas that you will focus two (2) instructional lessons and tell why you have selected these areas. List two (3) strategies per lesson from 50 Instructional Routines to Develop Literacy text with page numbers you will use in your Case Study lessons. (Total of six (6) strategies)

VIII Peer Review

(5D) = Case Study Materials

Max. Pts 5

* Duo-tang Pocket Folder (Office Supply Store (2 folders / will use 3 pockets)

Pockets Labeled:
• Pocket 1 = Interest Inventory
• Pocket 2 = Assessments (to house student/teacher recording sheets)
• Pocket 3 = Case Study Report
You are to plan two (2) regular lessons designed to accommodate the needs of your Case Study student in your classroom (or the Case Study student you are tutoring). These lessons will be based on the assessments you have given and identified student needs. Each lesson should be planned for your entire class (if you are teaching in a classroom) and should include at least two strategies per lesson from the 50 instructional Routines to develop content Literacy along with assignments, material, and/or activities designed to address the needs of your Case Study student. During your teaching, you must keep a focused eye on your Case Study student. You should take brief notes to help you remember what s/he says and does. You might find it helpful to tape record /video the session as it may be difficult to take notes during instruction.

*Lesson Planning Framework Components will be discussed.

The purpose of this paper reflective paper is to synthesize the discussions, readings and content exposer over the semester. The paper should be 5-8 typed pages double-spaced, 12 font.

Discuss what you have learned - what surprised you-and what is your thinking/perspective concerning assessment & differentiation instruction for diverse learners. In addition please your paper respond to the following:

- How will you provide purposeful classroom activities for struggling learners?

- How will you structure opportunities for active involvement?

- Name at least three cognitive strategies you will model for students that will be a regular part of their daily exposure?

- How will you motivate and challenge students to do their best and provide them with the means and tools to be responsible for their learning?

- Share at least four ways you will involve parents.
Class Policies

This is an intense seminar class with a good amount of required reading, writing and participation. It is essential that you attend all class sessions, be on time and actively participate. If extenuating circumstances cause you to miss a class, please discuss this with me as soon as possible and preferably before you miss class. If you are not in class, you will not have the opportunity to make up class projects and discussions, so it is important that you attend all class sessions AND remain until class is dismissed. If absent, it is your responsibility to have a classmate gather any handouts, update you on class session or hand in your work. Exchange phone numbers or e-mail addresses with a few class members.

• No Laptops or iPads.
• Do not take pictures or video during this class.
• Cell phones must be on vibrate or turned off during class. NO Texting during class.

• ATTENDANCE If you do NOT sign in and out for every class, you are considered ABSENT. You are not to sign out or in for others.

As an educator you are working with students, colleagues and the community or are preparing to work with students, colleagues and the community. It is expected that you will conduct yourself in a professional responsible and courteous manner at all times.

• No E-MAILS or LATE Assignments accepted unless under extenuating circumstances. This will lower your grade by one full point for each class that it is late. That means that if your assignment would have earned a maximum 10 points, and it is one class late, it will earn a rating of 9 points.

Methods & Procedures

• Class Lectures - Large and Small Group Discussions - Cooperative Learning Activities
• Reading - Listening - Questioning - Research - Use of Multi-Media (i.e., Videos, Computer Programs and Software, the Internet)
• Student Presentation - Critical Thinking - Reflective Inquiry - Decision-Making
• Problem-Solving - Individual/Group Evaluation

Professional Commitment (Preparation, Participation, and Attitude) This course has been designed on the belief that learning occurs best with the support of others. Active participation and discussion are vital features of a community of learners. The class will benefit collectively and as individuals if each member actively participates in class. The course is designed to draw upon the experiences and insights of you and your peers. Your participation makes for a richer experience for all and imply attending class does not constitute participation.
ACADEMIC DISHONESTY / PLAGIARISM

The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of Conduct http://doso.wayne.edu/assets/student-code-of-conduct-brochure.pdf.) Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin (http://bulletins.wayne.edu/ubk-output/index.html) and Graduate Catalog (http://www.bulletins.wayne.edu/gbk-output/index.html) under the heading “Student Ethics.” These university policies are also included as a link on Blackboard within each course in which students are enrolled. It is every student’s responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation and expulsion, so students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.

CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Time</th>
<th>Homework Assignment for next class</th>
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<tbody>
<tr>
<td>Week 1</td>
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<td>Day 1</td>
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<td>May 9</td>
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<td><strong>Introductions</strong></td>
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<td>• Course Overview</td>
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<td>• Syllabus</td>
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<td>• Text Book Tours</td>
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<td>• Forms</td>
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<td></td>
<td>• Q &amp; A</td>
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<td></td>
<td>• Bring 100 Ways to Say Very Good (Google)</td>
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<td>• Focus Read article, Constructivism (Blackboard) &amp; write your thoughts in the margins. Be prepared to discuss why both articles are important instructional tools.</td>
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<td>• Select Case Study Student</td>
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<td>Day 2</td>
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<td>May 11</td>
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<td>• Discussion: Constructivism 100 Ways Literacy Background Building</td>
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<td>• Quick Write</td>
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<td></td>
<td>• Student Interest Inventories</td>
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<td></td>
<td>• Administer Student Interest Inventory summarize a one page analysis of student based on Interest Inventory components.</td>
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<td>• Read Chapters 1 &amp; 8</td>
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<td></td>
<td>• Record/Respond Dialectical Journal (5 per chapter)</td>
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</tbody>
</table>
| Week 2  | Day 1  | May 16  | Student Interest Inventory Due | Discussion:  
• Journals  
• Student Interest Inventories  
• Assessments/Strategies | • Begin to Administer assessments (see pages 7/8 of Syllabus) to Case Study student  
• Read Chapters 2 & 3  
• Record/Respond Dialectical Journal (5 per chapter) |
| Day 2  | May 18 |  |  | Discussion:  
• Journals  
• Quick Write  
• Literacy Strategies  
50 Literacy Strategy Presentations | • Continue Assessment of Case Study student  
Correct assessments/take notes on student behavior and what assessment data yields.  
• Read Chapter 4  
• Record/Respond Dialectical Journal (5 per chapter) |
| Week 3  | Day 1  | May 23 |  | Discussion:  
• Journal  
• Literacy Strategies  
50 Literacy Strategy Presentations | • Continue Assessment of Case Study student  
Correct assessments/take notes on student behavior and what assessment data yields.  
• Read Chapters 5 & 6  
• Record/Respond Dialectical Journal (5 per chapter) |
| Day 2  | May 25 |  |  | Discussion:  
• Journal  
• Quick Write  
• Organizing and Formatting Case Study Report  
50 Literacy Strategy Presentations | • Finalize Case Study Assessments. Correct assessments/take notes on student behavior and what assessment data yields.  
• DRAFT Case Study Report and bring to class for Peer Review. (Handout) |
| Week 4  | Day 1  | May 30 | Memorial Day  | NO CLASS |
| Day 2  | June 1 |  | Case Study DRAFT Due | Quick Write Peer Review Case Study | Finalize Case Study |
Week 5
Day 1
June 6
Case Study Due

Day 2
June 8

Day 2
June 8

Day 2
June 15
Lesson Plan # 2 Due

Week 6
Day 1
June 13
Lesson Plan # 1 Due

Week 7
Day 1
June 20

Week 7
June 22
Final Reflection Paper Due

<table>
<thead>
<tr>
<th>Maximum Points</th>
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<tr>
<td>Participation - Attendance - Professionalism</td>
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<tr>
<td>Constructivism</td>
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<tr>
<td>100 Ways to Say Very Good</td>
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<tr>
<td>Dialectical Journals</td>
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<tr>
<td>Quick Writes</td>
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<tr>
<td>50 Instructional Routines Presentation</td>
</tr>
<tr>
<td>Student Interest Inventory</td>
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</table>
Please note that completion of work makes one eligible for a grade. It is the **quality** of the work that determines what grade you have earned. Completed work of very poor quality will result in an unsatisfactory grade. Satisfactory completion will result in a grade of B. Grades of B+ and A are reserved for work that goes beyond “acceptable” or “satisfactory,” with **A grades being reserved for outstanding work.**

**GRADING SYSTEM**

**Evaluation and Grading: MAT Grading Scale:**

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
<th>Points Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>95 - 100</td>
<td>A</td>
<td>80 - 82</td>
<td>B-</td>
</tr>
<tr>
<td>90 - 94</td>
<td>A-</td>
<td>77-79</td>
<td>C+</td>
</tr>
<tr>
<td>87 - 89</td>
<td>B+</td>
<td>73 -76</td>
<td>C</td>
</tr>
<tr>
<td>83 - 86</td>
<td>B</td>
<td>72-70</td>
<td>C-</td>
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</tbody>
</table>

**Graduate** Your final grade will be determined by your grades earned on assignments, attendance, class participation and professionalism.

**Exemplary** = 100 - 95 = A

**Acceptable** = 89 - 87 = B+ 86 - 83 = B 82 - 80 = B-

**Unacceptable** = 79 - 77 = C+ 76 - 73 = C

**Enrollment / Withdrawal Policy**

Beginning in Fall, 2011, students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full titration cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade
Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved.

Withdrawals can be requested at any point from the fifth to the tenth week of class.

**Attention Students with Disabilities**

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-202-4216 (video phone). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University. Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

**Religious Observance Policy:**

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

A Reflective Paper

**The Writing Center** (2nd floor, UGL) provides individual tutoring consultations free of charge for graduate and undergraduate students at Wayne State University. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is not an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website: http://www.clas.wayne.edu/writing/.

To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-on-One Tutoring) http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330.

**Professional Reading Organizations:**

Michigan Reading Association (MRA) (1-800-MRA)

International Reading Association = International Literacy Association (ILA)

*Syllabus is subject to change. Changes, if any, will be announced in class. Students will be held responsible for all changes.

4/2016