

EDU 6363 Advanced Literacy Development Southern Methodist University, Spring 2013

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Phone:	(850-445-5805) cell	Class Time:	Tuesday , 5:15 – 8:05pm
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Course Prerequisite and Description

You must have completed EDU 6340 before taking EDU 6363. This course will present the most current understanding of intermediate and secondary grade reading instruction based on the recent research, and will focus on what this research is indicating that students need to succeed in the classroom and in later life. Specifically, the class will focus on the theory, research base, and application of specific procedures for designing and delivering reading and language arts instruction to students in grades 3-12, including students who are English language learners, students who have mild disabilities, or are dyslexic, bilingual language learners, and/or advanced learners.

Textbooks

Required:

Unrau, N. (2008). *Content Area Reading and Writing: Fostering literacies in middle and high school cultures (2e)*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall. ISBN: 978-0-13-229854-4

Optional or maybe borrowed from the Instructor;

Bear, R. D., Invernizzi, M., Templeton, S., & Johnston, F. (2004). *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction (3rd ed)*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall. ISBN 0-13-021339-x

Carnine, D., Silbert, J., Kameenui, E. J., & Tarver (2004). *Direct instruction reading*, (4th ed.). Columbus, OH: Merrill.

Honig, B. Diamond, L., & Gutlohn, L. (2007). *CORE Teaching Reading Sourcebook*. Second Edition. Novato, CA: Arena Press.

Readings

Allor, J., Al Otaiba, S., Ortiz, M, & Folsom, J. (in press). Comprehensive beginning reading. To appear in D. Browder & F. Spooner (Eds.), *More language arts, math, and science for students with severe disabilities*. Baltimore, MD: Brookes.

Archer, A.L., Gleason, M.M., & Vachon, V. (2003). Decoding and fluency: Foundation skills for struggling older readers. *Learning Disability Quarterly*, 26, 89-101.

Bean, R. and Lillenstein, J. (2012). Response to intervention and the changing roles of school-wide personnel. *The Reading Teacher*, 65(7), 491-501.

Biancarosa, G., and Snow, C. E. (2004.) *Reading Next—A Vision for Action and Research in Middle and High School Literacy: A Report from Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education.

- Bremer, C.D., Clapper, A.T., & Deshler, D.D. (2002). *Improving word identification skills using Strategic Instruction Model (SIM) strategies: Research to practice brief*. Minneapolis, MN: National Center on Secondary Education and Transition, University of Minnesota. (ERIC Document Reproduction Service No. ED475506)
<http://www.ncset.org/publications/viewdesc.asp?id=720>
- Cook, B. G., Tankersley, M., Cook, L., & Landrum, T. J. (2008). Evidence-based practices in special education: Some practical considerations. *Intervention in School and Clinic, 44*(2), 69-75. doi:
<http://dx.doi.org/10.1177/1053451208321452>
- Cunningham, P. (1998). The multisyllabic word dilemma: Helping students build meaning, spell, and read “big” words. *Reading and Writing Quarterly: Overcoming Learning Difficulties, 14*, 189-218.
- DiCecco, V. M., and Gleason, M. M. (2002). Using graphic organizers to attain relational knowledge from expository text. *Journal of Learning Disabilities, 35*(4), 306-320.
- Gersten, R., & Baker, S. (2000). What we know about effective instructional practices for English-language learners. *Exceptional Children, 66*, 454-470.
- Goodwin, A., Lipsky, M., and Ahn, S. (2012). Word Detectives: Using units of meaning to support literacy. *The Reading Teacher, 65*(7), 461-470.
- Graham, S., & Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools – A report to Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education. Torgesen, J. K., Houston, D. D., Rissman, L. M., Decker, S. M., Roberts, G., Vaughn, S., Wexler, J. Francis, D. J, Rivera, M. O., Lesaux, N. (2007). *Academic literacy instruction for adolescents: A guidance document from the Center on Instruction*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.
- Graham, S., and Hebert, M. A. (2010). *Writing to read: Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report*. Washington, DC: Alliance for Excellent Education.
- Halladay, J. L., and Neumann, M. D. (2012). Connecting reading and mathematical strategies. *The Reading Teacher, 65*(7), 471-476.
- Hessler, T., and Konrad, M. (2008). Using curriculum-based measurement to drive IEPs and instruction in written expression. *Teaching Exceptional Children, 41*(2), 28-37.
- Hudson, R. F., Lane, H. B., and Pullen, P. C. (2005). Reading fluency assessment and instruction: What, why, and how?. *The Reading Teacher, 58*(8), 702-714.
- Jeong, J., Gaffney, J. S., and Choi, J. (2010). Availability and use of informational texts in second-, third-, and fourth-grade classrooms. *Research in the Teaching of English, 44*(4), 435-456.
- Pullen, P. C., Tuckwiller, E. D., Ashworth, K., Lovelace, S. P., & Cash, D. (2011). Implementing intensive vocabulary instruction for students at risk for reading disability. *Learning Disabilities Research & Practice, 26*(3), 145-157. Retrieved from
<http://search.proquest.com/docview/898326338?accountid=4840>

- Slavin, R. E., Cheung, A., Groff, C., & Lake, C. (2008). Effective reading programs for middle and high schools: A best-evidence synthesis. *Reading Research Quarterly*, 43(3), 290-322. doi: <http://dx.doi.org/10.1598/RRQ.43.3.4>
- Swanson, H. L., and Deshler, D. (2003). Instructing adolescents with learning disabilities: Converting a meta-analysis to practice. *Journal of Learning Disabilities*, 36(2), 124-135.
- Templeton, S., & Morris, D. (1999). Questions teachers ask about spelling. *Reading Research Quarterly*, 34, 102-112.
- Vaughn, S., and Fletcher, J. M. (2010). Thoughts on rethinking response to intervention with secondary students. *School Psychology Review*, 39(2), 296-299.

Course Objectives

The specific objectives of the Master Reading Teacher certification that will be covered in this class are indicated on a separate table. While the content of this class has been organized to conform to the requirements of the Master Reading Teacher Certification, the content of this class is relevant to any teacher who is interested in becoming a better teacher of reading with older children.

Overview of MRT Standards

This course primarily focuses on objectives within these standards that address the teaching of advanced decoding, fluency, vocabulary, comprehension, and written language skills for students in grade 3 or higher.

STANDARD I: applies knowledge of interrelated *components of reading* across all developmental stages including oral language, phonological and phonemic awareness, the alphabetic principle, word analysis, fluency, comprehension, vocabulary, written language, and concepts of print

STANDARD II: selects and administers appropriate *reading assessments* on an ongoing basis and uses the results to design, inform, and adjust instruction to promote literacy

STANDARD III: designs and implements *reading instruction* that reflects state content and performance standards and addresses the *varied learning needs* of all students

STANDARD IV: applies knowledge of *primary and second language acquisition*, including the relationship between the development of these languages, to facilitate and promote literacy

STANDARD V: applies knowledge of *reading difficulties*, dyslexia, and reading disabilities to facilitate and promote literacy

STANDARD VI: facilitates appropriate, research-based reading instruction by *communicating and collaborating* with educational stakeholders; mentoring, coaching, and consulting with colleagues; providing professional development for faculty; and making decisions based on converging evidence from research

Assignments and Evaluation Activities

All written assignments are to be typed using 12-point font (Times New Roman or very similar font), 1-inch margins, and double-spacing. Headings should be used liberally, with headings clearly identifying the parts of each assignment. All written assignments will be graded on writing mechanics, grammar, spelling, style, and content. Your style should follow APA standards, especially citations and reference list. Likewise you should use professional language, with particular care taken when describing student behavior and abilities.

1. Syllabus Quiz (5 points)

2. Participation and double entry journal (15 points)

3. Annotated Bibliography /Strategy Overviews (5 points)

The purpose of this small group assignment is to develop and share an overview of learning strategies for three topics two relating to your students (phonics, vocabulary, fluency, or comprehension), and one writing strategy relating to our YBLC writing service project (**writing for young adults**). Each group will provide a handout including a bibliography of resources for the total of three strategies for their topic. These strategies have been reviewed in one of the following documents we use in class.

1. Unrau, 2008
2. Slavin, Cheung, Groff & Lake, 2008; *Effective Reading Programs for Middle and High Schools: A Best-Evidence Synthesis*
3. Biancarosa, G., and Snow, C. E. (2004.) *Reading Next*
4. Torgesen, J. K., Houston, D. D., et al., (2007). *Academic Literacy Instruction for Adolescents*
5. Graham, S., and Perin, D. (2007). *Writing Next*
6. Graham, S., and Hebert, M. A. (2010). *Writing to Read*

So your job will be to locate an original research article describing their effectiveness.

4. Exam (20 points)

The midterm exam will be multiple choice and essay. Questions will be modeled after the items in the MRT Exam Preparation Manual. You will receive the Exam no later than Feb 1 and it will not be due until the last day of class. It is take home, open book, but should be completed ALONE. Please keep in

mind the honor code of SMU, so avoid working with a friend and avoid plagiarism.

5. Strategy Project (total of 45 points) *Specific guidelines will be distributed in class. May be completed with a partner, if desired.*

- *Step 1: Written description and Model Demonstration* (5 points) Each student/pair will provide details about their strategy including its purpose, step-by-step directions of how it is used, and references. Your pair will also demonstrate the strategy in class to your classmates and provide them with a 6-12 slide powerpoint.
- *Step 2: Article review* (15 points) Each student/pair will review 3 articles in the library from a peer-reviewed journal that reports on a study of the strategy/technique (one of these should have been part of your annotated bibliography). The review will include details about (a) Intro: why the strategy is important, (b) Methods: the research design, participants, measures, and procedures, (c) Results: the findings, (d) Implications for practice. This review will include a Summary Table (see example).
- *Step 4: Lesson Plans* (10 points) Each student/pair will submit a minimum of two lesson plans (a template will be provided). These lesson plans should include not only the specific strategy, but also additional components of reading, writing, and/or spelling that are relevant to your student.
- *Step 5: Accommodation Strategy* (10 points) Each student/pair will submit a written explanation of how they would accommodate or differentiate two activities outlined in their lesson for a student with special needs or English Language Learners. These explanations should include what type of student the accommodation is intended for, what the original activity is, and a description of the accommodation- either behavioral, motivational or instructional.
- *Step 6: Implementation of strategy* (10 points earned in your Field Experience Project) Each student will be observed implementing each lesson plan by your field experience coordinator Dr. Kethley, and feedback on the lesson will be provided.
- *Step 7: Reflection* (5 points) Each student/pair will submit a 2 page reflection paper describing how the lesson unfolded, how the strategy worked, and any feedback provided by their field experience coordinator.

6. Field Experience Project (These points will be earned during your practicum).

Each student will complete field experience hours over the course of the semester. *It is expected that you will teach and assess at least one student (using the strategy and other techniques related to course content) 2-3 times per week (30-45 minute sessions) for 6 weeks. Minimum requirements include sessions on at least 12 different days, each no less than 20 minutes, totaling a MINIMUM of 9 hours (540 minutes).* The time you spend implementing the strategy for your strategy project will be included in those hours. Your grade will be based on completing assessment requirements, lesson plans, reflections and a detailed log. *Specific guidelines will be distributed in class.*

- *Step 5: Implementation of strategy* (10 points) Each student will be observed implementing each lesson plan by your field experience coordinator Dr. Kethley, and feedback on the lesson will be provided.

7. Writing Service Learning Project (15 points)

Over the course of the semester, you will code three writing samples and provide feedback to one or two young adults (15 points). You will do qualitative coding: number of words correct and number of words spelled correctly and you will complete a qualitative coding rubric similar to used in GED. You will be graded on accuracy and the positive nature of your feedback.

Grading:

Measure	Point Value	Due Date
1. Syllabus Quiz	5 extra credit	1/28 at 5:15 pm
2. Participation and double entry journals second entries	15	Throughout semester- see syllabus schedule
3. Annotated Bibliography	5	2/18 at 5:15 (Independent or with a partner)
4. Strategy Project		(Independent or with a partner)
a. Written description and model demonstration	5	Desc 2/11 and demos either 2/18 or 2/25
b. Early Lesson Plan	5	2/25/2013 at 5:15

c. Article Review	15	1st draft 3/18; Final draft 4/15
d. Late Lesson Plan	5	4/22/2013 at 5:15
e. Accommodation/Differentiation Strategy Description	10	
e. Reflection Paper	5	4/29/2013 at 5:15
5. Exam	20	4/329/2013 at 5:15
6. Writing service project	15	
a. weekly scoring		3 times per semester
TOTAL POSSIBLE POINTS	100	

Grading Scale:

94-100%	A	77-78	C
90-93	A-	75-76	C-
87-89	B+	74	D+
83-86	B	72-73	D
80-82	B-	70-71	D-
79	C+	Below 70	F

Tentative Schedule: Additional articles may be added

Class # and Date	Topic (<i>In class activity</i>)	Readings Readings * indicates choice AND Assignments Due
1) 1/21/14	Introduction to Evidence-Based Advanced Literacy, Assessments, and Response to Intervention <i>(Phonics & Assessment Survey Quiz)</i> <i>Syllabus Quiz</i> <i>Library Hunt for Articles</i> <i>(Closed search and one open-index cards)</i> <i>Explain and model double entry journal</i> <i>RTI Vaughn and Bean</i>	§ Cook, Tankersley, Cook & Landrum (2008) § Unrau p. 180-182: Importance of Double Entry Journal
Module 1: Writing Service Learning Project		
2) 1/28/14	Code writing Importance of Writing Instruction Practice & Inter-rater reliability (Jennifer powerpoint) Model, guided practice and assign independent practice	§ Double Entry Journal § Syllabus quiz due § Ch 7 Unrau
3) 2/4/14	Writing Spell checking and errors	§ Ticket in the Door: Independent practice sample and bring any Questions about Coding § Hessler & Konrad, 2008 § Identify student for Case Study project for practicum. Email Al Otaiba a paragraph about the student's background information.
Module 2: Assessing Your Student's Literacy to Inform Instruction		

Class # and Date	Topic (<i>In class activity</i>)	Readings Readings * indicates choice AND Assignments Due
<p>And Your Strategy Project <i>Note that the readings with an * are resources for you to select a strategy from and you are not responsible for reading all of them.</i></p>		
4) 2/11/14 ONLINE	<i>Assessment DIBELs and Words their Way</i>	§ <i>Writing Next*</i> § <i>Writing to Read*</i> § <i>Slavin, Cheung, Groff, & Lake, 2008*</i> § <i>Center on Instruction*</i> § <i>Read Unrau Chapters 1-3</i> § <i>Double Entry Journal</i> § <i>Written Description of Strategy Project</i>
5) 2/18/14	Matching Student needs to strategy selection <i>Critiquing articles and summary table</i>	§ <i>Annotated Bibliography- 1 writing and 1 reading *Bring article to class</i> § <i>Strategy Demo</i>
<p>Module 3: Advanced Meaning Focused Instruction (Fluency, Vocabulary, Comprehension, Motivation, and Matching Readers to Text)</p>		
6) 2/25/14	Fluency and Comprehension	§ <i>Early Lesson plan due- be sure to tell me the progress monitoring measure you will use weekly in your practicum</i> § Hudson, Lane & Pullen (2005) § Di-Cecco & Gleason (2002) Graphic Organizers § <i>Strategy Demo</i>
7) 3/4/14 ONLINE Mid-term feedback to us	Informal Reading Inventories, Matching Texts to Readers http://www.learnnc.org/lp/editions/every-learner/6554 <i>Read and watch the</i>	§ Jeong, Gaffney, & Choi (2010) and rate your own classroom and bring to class your rating for discussion. § <i>Conduct a readability check on a text used in your classroom at school using Unrau 139.</i>

Class # and Date	Topic (<i>In class activity</i>)	Readings Readings * indicates choice AND Assignments Due
	<i>videos on the teachers' comments about the importance of informational text.</i> <i>(Rate your classroom on Jeong & Gaffney)</i> <i>(Conduct readabilities)</i> <i>(Create IRI or Maze or Cloze to use with your student)</i>	§ Unrau Chapter 4 § Double Entry Journal
March 8-16 Spring Break		
8) 3/18/14	Comprehension	Unrau Chapter 6 § Double Entry Journal § First draft of Article Review due
9) 3/25/ 14	Language and Vocabulary	§ Pullen, Tuckwiller, Ashworth, Lovelace & Cash (2011) § Unrau Chapter 5 § Double Entry Journal § Goodwin, Lipsky, & Ahn (2012) § Background no need to read: Soifer
Module 4: Code-Focused Instruction Phonics, Word Study and Spelling		
10) 4/1 /14	Word Analysis (Decoding & Encoding) Word identification ipads and Apps.	§ Archer, Gleason & Vacon (2003) § Bremer, Clapper, and Deshler (2002) http://www.ncset.org/publications/viewdesc.asp?id=720 § PA- PHONICS RE-TEST
11) 4/8 /14 ONLINE	Word Analysis (Decoding & Encoding)	§ Double Entry Journal <ul style="list-style-type: none"> ○ Apel, Masterson & Brimo (2011) ○ Cunningham (1998) §
Module 5: Collaborating to Differentiate Instruction for ELLs and Students with Disabilities		
12) 4/1	Possible guest speaker	§ Unrau Ch 9 and 10

Class # and Date	Topic (<i>In class activity</i>)	Readings Readings * indicates choice AND Assignments Due
5/14	Dr. Doris Baker	§ Double Entry Journal § Jigsaw <ul style="list-style-type: none"> ○ Gersten & Baker (2000) ○ Bean & Lillenstein (2012) ○ Allor, Al Otaiba, Ortiz, & Folsom (In press) ○ Swanson & Deshler (2003) ○ Vaughn & Fletcher (2010) http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3129630/ <ul style="list-style-type: none"> ○ As needed additional articles related to disability or ELL § Final Article Review due
13) 4/2 2/14	Content Area and Grouping strategies	§ Choose one <ul style="list-style-type: none"> ○ Unrau Ch 11 ○ Halladay & Neumann (2012) § Double Entry Journal § Late lesson plan due
14) 4/2 9/14	<i>Wrap up and reflection</i>	§ Reflection paper due § Exam due

Course Policies and Professionalism

MRT Policies: The following policies will be followed by all MRT instructors. At their discretion, instructors may provide more specific information about these policies. These policies were developed to clearly specify our expectations. We believe they will improve the learning experience for all students. Our goal is that every student will develop and demonstrate their understanding of the MRT Standards, culminating in the successful completion of the state-administered MRT exam. We will be available to all students to provide the assistance necessary to achieve this goal.

Technology Requirements (Blackboard/E-mail): You will be required to check your SMU e-mail and Blackboard (<http://courses.smu.edu/>) at least once per week or as frequently as requested by the instructor. If you have problems logging in, click on “How to Log On.” Course readings and lecture notes, as well as other information, will be posted on Blackboard. You may

choose to direct Blackboard e-mail to an alternate account, but university policy requires that you check your SMU account as well.

Attendance and Participation: Students are expected to attend all classes, arriving on time and staying until dismissed. You are also expected to be prepared for class (with required readings or other assignments completed) and participate actively in all class discussions and activities. Points will be deducted for absences, tardiness, leaving early, lack of preparation or lack of participation.

If you need to be absent because of an illness, an emergency, or to attend to “school business,” contact the instructor (e-mail or voice mail) PRIOR to class and consult a colleague to determine what you missed and to get class notes. It is not the instructor’s responsibility to reteach information missed, although the instructor will be available, as always, to answer specific questions about course content.

Missing more than 3 classes (20% of the total classes) will result in automatic failure, unless there is a documented, valid medical reason or emergency. Documentation must be presented to the instructor. Additionally, the instructor may require an extra assignment to make up for classes missed.

Late assignments: Late assignments will not be accepted. Assignments are typically emailed or given to the instructor personally. Assignments not given in person to the instructor must be given in person to an assistant (Ashley Moorshead, amoorshead@smu.edu. (410) 725-1350) or mailed through the US postal service, postmarked by the due date of the assignment.

Disability Accommodations: Students needing academic accommodations for a disability must first contact Ms. Rebecca Marin, Coordinator, Services for Students with Disabilities (214-768-4557)* to verify the disability and establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4.)

Religious Observance: Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)

Honor Code: The honor code of Southern Methodist University governs all work in this course. Students should review their student handbook of the code. Cheating will result in automatic failure of the class.

Withdrawing from class: It is your responsibility to check the SMU website (academic calendar) for add/drop and withdraw dates.

Cell Phones: Please do not make or receive calls in class. If you have a cell phone, put it on silent mode. If because of an emergency, you feel you must take a call, please let the instructor know ahead of time. If you forget to turn your phone off and it rings, please stop the ringing as quickly as possible. Under no circumstances should you begin a conversation in the classroom.

Classroom Discussions: During class, avoid “side” conversations. These are distracting to instructors and your colleagues.

Obtaining Assistance: We are very committed to your progress! We are available to provide you with the assistance you need to demonstrate proficiency with course content. It is your responsibility to seek assistance with course projects and assignments in a timely fashion.