



Mount St. Joseph University School of Education

Course Number: RDG 102: Introduction to Language and Literacy II	Instructor:
Semester:	E-Mail:
Class Time: Tuesday/Thursday 9:00 - 10:30a	Office Phone: Office Location:
Class Location: Credit Hours:	Office Hours:

Prerequisites:

RDG 101: Introduction to Language and Literacy I

REQUIRED TEXTS AND/OR MATERIALS:

Textbooks:

Such, C. (2021). *The art and science of teaching primary reading*. Corwin. (**from RDG 101**)

Hougen, M.C., & Smartt, S.M. (Eds.) (2020). *Fundamentals of literacy instruction & assessment*. Brookes.

Readings:

As identified in the course schedule, a variety of readings are utilized throughout this course to introduce and provide clear examples of critical concepts. The readings are used in class and as homework.

Archer, A., & Hughes, C.A. (2011). *Explicit instruction: Effective and explicit teaching*. Guilford.

Cain, K. (2009). Making sense of text: Skills that support text comprehension and its development. *Perspectives on Language and Literacy*, p. 11-14.

Cervetti, G. N. & Hiebert, E. H. (2015). The sixth pillar of reading instruction: Knowledge development. *Reading Teacher*, 68 (7), p. 548-551

Directed Reading Thinking Activity. Reading Rockets. Retrieved from <https://www.readingrockets.org/strategies/drta>

Florida Department of Education. (2011). *A teacher's guide to problem solving within the multi-tiered system of supports*. Retrieved from <https://nemtss.unl.edu/wp-content/uploads/2018/11/Teachers-Guide-to-Problem-Solving-Within-The-MTSS-Framework-Florida.pdf>

Good, R.H., Kaminski, R.A., Cummings, K., Dufour-Martel, C., Petersen, K., Powell-Smith, K.A., Stollar, S., & Wallin, J. (2011). Acadience Reading assessment manual. Retrieved from https://acadiencelearning.org/wp-content/uploads/2020/01/AcadienceReading_AssessmentManual.pdf

Graham, S. (2009). Want to improve children's writing? Don't neglect their handwriting. *American Educator*, 20 - 40.

International Dyslexia Association. (2020). *Effective reading instruction for students with dyslexia*. Retrieved from <https://dyslexiaida.org/effective-reading-instruction-for-students-with-dyslexia/>

International Dyslexia Association. (2020). *Dyslexia assessment: What is it and how can it help?* Retrieved from <https://dyslexiaida.org/dyslexia-assessment-what-is-it-and-how-can-it-help-2/>

International Dyslexia Association. (2020). *Dyslexia basics*. Retrieved from <https://dyslexiaida.org/dyslexia-basics-2/>

Leonard, K.M., Coyne, M.D., Oldham, A.C., Burns, D. & Gillis, M.B. (2019). Implementing MTSS in beginning reading: Tools and systems to support schools and teachers. *Learning Disabilities Research & Practice*, 34(2), 110–117.

Marzano, R.J. (2004). *Building Background Knowledge for Academic Achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzola, E.S. (2018). Strategies to improve reading comprehension in the multisensory classroom. In Birsh, J.R. & Carreker, S. (Eds.), *Multisensory teaching of basic language skills* (pp. 600 - 644). Brookes.

Murdoch, A., & Strickler, W., Denton, C., & Stollar, S. (2022). Literacy analysis and planning guide (LAP-G). Retrieved from https://drive.google.com/file/d/1_Ow-f83MY9TpAjp2SisKTRvx-seNw36E/view?usp=sharing

Neuman, S.B., Wright, T.S. (2014). The magic of words: Teaching vocabulary in the early childhood classroom. *American Educator*. 4 - 13.

Paragraph Shrinking. Reading Rockets. Retrieved from https://www.readingrockets.org/strategies/paragraph_shrinking

St. Martin, K., Vaughn, S., Troia, G., Fien, & H., Coyne, M. (2020). Intensifying literacy instruction: Essential practices. Lansing, MI: MiMTSS Technical Assistance Center, Michigan Department of Education.

Willingham, D. (2006). The usefulness of brief instruction in reading comprehension strategies. *American Educator*. 39 - 50.

Willingham, D. T. (2016) Knowledge and practice: The real keys to critical thinking. *Knowledge Matters: Restoring Wonder and Excitement to the Classroom*, 1, 1-7.

Saddler, B. & Asaro-Saddler, K. (2010). Writing better sentences: Sentence-combining instruction in the classroom. *Preventing School Failure*, 54(3), 159–163.

Zimmerman, L., & Reed, D.K. Repeated reading with goal setting for reading fluency: Focusing on reading quality rather than reading speed. Retrieved from <https://iowareadingresearch.org/blog/repeated-reading-fluency>

Media:

As identified in the course schedule, a variety of web pages and/or media are utilized throughout this course to introduce and provide clear examples of critical concepts.

Center for Dyslexia MTSU. (2019, December 9). *Thinking about comprehension* [Video]. YouTube. <https://www.youtube.com/watch?v=HAa04-q3M5M>

Hanford, E. (2020). *What the words say*. APM Reports. Retrieved from <https://www.apmreports.org/episode/2020/08/06/what-the-words-say>

IDA Ontario. (2021, April 14). *Using assessment to drive literacy instruction* [Video]. <https://www.youtube.com/watch?v=Fm8JYyE4otY&t=2s>

Kara Lee. (2013, May 13). *CORE phonics survey* [Video]. <https://www.youtube.com/watch?v=Fm8JYyE4otY&t=2sMo>

Keys to Literacy. (2015, June 18). *What is comprehension? The five components of reading* [Video]. YouTube. <https://www.youtube.com/watch?v=LU461AMLAAG>

Learning Difficulties Australia. (2021, April 29). *Dr. Jan Hasbrouck - reading fluency* [Video]. YouTube. <https://www.youtube.com/watch?v=HAa04-q3M5M>

Nicholas Ziegler. (2014, June 19). *Dr. Anita Archer - vocabulary instruction* [Video]. <https://www.youtube.com/watch?v=DC0HNtvxuRg>

Reading Rockets. (2021, May 21). *Reading fluency with Chloe, second grader* [Video]. <https://www.youtube.com/watch?v=eVjDsNcPU2E&t=43s>

Reading Rockets. (2014, May 13). *Steve Graham: Effective writing instruction* [Video]. <https://www.youtube.com/watch?v=jp4l-oBbgXQ>

thinkSRSD. (2017, February 28). *SRSD thinkaloud grade 4* [Video]. <https://www.youtube.com/watch?v=aVCUJiw7MI8>

Course Description:

This course has two main focus areas, building on students' understanding of the psychology of reading and foundational word recognition skills from RDG 101. First, explicit and systematic instruction of vocabulary, comprehension, fluency, and writing will be explored, emphasizing the role these components play in skilled reading and writing. Second, students will investigate the purposes for assessment in a reading program and the role assessment plays in informing rigorous reading instruction and intervention. Data-based decision-making through collaborative problem-solving within a Multi-Tiered System of Support will be stressed.

Course Objectives with Alignment to IDA's Knowledge & Practice Standards

KPS Statement from IDA: The International Dyslexia Association's (IDA) Knowledge and Practice Standards for Teachers of Reading Coursework is aligned with IDA's Knowledge and Practice Standards (KPS) for Teachers of Reading. The KPS outlines the knowledge and skill that all teachers of reading should possess. Standard 1 addresses the foundational concepts, derived from interdisciplinary research about reading development and reading difficulties. Standard 2 covers knowledge of diverse reading profiles, including dyslexia. Standard 3 pertains to knowledge of assessment. Strand 4 addresses Structured Literacy teaching, offering detailed guidance with regard to the nature of effective instruction in each major domain (phonological sensitivity and phoneme awareness; phonics and word recognition; reading fluency; vocabulary; listening and reading comprehension; and written expression). Standard 4 also offers guidance regarding expectations for teachers engaged in fieldwork or practicum. Standard 5 delineates ethical standards for the profession.

In this course, the following IDA standards will be addressed:

Comprehension, Fluency, Vocabulary and Writing	IDA-KPS
1. Identify the components of skilled reading comprehension and explain the link between word recognition, listening comprehension, and reading comprehension.	4.E.1, 4F.1, 4F.3
2. Understand and apply the relevant research findings on vocabulary, fluency, and comprehension through research-based strategies for instruction.	4D.1, 4D.2, 4D.3, 4.D.4, 4F.2, 4F.3, 4F.4, 4F.5, 4E.2, 4E.3, 4E.4
3. Integrate reading and writing instruction to build content knowledge.	
4. Synthesize practices for effective writing instruction grounded in research.	4G.1, 4G.2, 4G.3, 4G.4, 4.G.5

Assessment, Intervention and MTSS	IDA-KPS
5. Identify the characteristics of research-based assessments (screening, diagnostic, progress monitoring, and outcome evaluation) and demonstrate how to select, administer, and interpret the results.	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8
6. Identify and demonstrate characteristics of effective reading interventions for different reading profiles.	
7. Analyze data from reading intervention to inform referral for special education eligibility.	
8. Describe the prevention and remediation of reading difficulties within a Multi-Tiered System of Supports (MTSS).	3.4, 3.5, 3.6, 3.7
9. Identify characteristics of reading disabilities and the related federal and state/provincial laws.	2.1, 2.2, 2.3, 2.4, 2.5

Methods of Evaluation

Assignment	Description	Points	Percent	KPS Alignment
Quizzes	Students will take 6, non-cumulative reading quizzes, each worth 5 points. The purpose of these quizzes is to make sure students are carefully reading the assigned readings before class and are ready to discuss and apply the information in class.	30	15%	4.F.1, 4.F.3, 4.E.1, 4.F.2, 4.F.5, 4.F.4 4.E.2, 4.E.3, 4.E.4 4.D.2, 4.D.3, 4.D.4 4.D.1 4.G.1, 4.G.2, 4.G.3 3.1, 3.2, 3.3, 3.8 3.4, 3.5, 3.6, 3.7, 2.2
In-Class Activities	Participation will be based on class attendance, active participation, and performance on 8 in-class activities (3.75 points each). The purpose of these activities is to apply the information from class readings and lectures.	30	15%	3.5, 4.D.2, 4.D.4, 4.G.5, 3.8, 3.4, 3.6, 3.5

Research-Based Comprehension Instructional Practice Examples	<p>These brief activities involve the use of instructional practices that can be used before, during and/or after reading that are discussed throughout this course. These assignments allow students to apply research-based comprehension practices (Directed Reading Thinking Activity, Collaborative Strategic Reading, Reciprocal Teaching, Paragraph Shrinking, SRSD mnemonic, SQ3R) to their coursework in order to experience how these can assist in understanding and remembering what is read. There are 6 activities with an associated reflection, each worth 5 points.</p>	30	15%	4.F.4, 4.F.5
Read Aloud Vocabulary Plan	<p>Students choose Tier Two words from a children's book and plan an explicit vocabulary lesson using the six-step routine taught in class. Students will deliver sections of their lessons to peers in small groups to practice explicit instructional techniques. The purpose of the assignment is to provide practice in choosing words to teach, as well as planning and delivering explicit vocabulary instruction.</p>	30	15%	4.E.3
ORF Assessment Project	<p>After training and a fidelity check, students will complete an Oral Reading Fluency assessment with a student. Students will turn in anonymous assessment data and write a brief reflection about the process. The purpose of this assignment is to apply course content on assessment to work in the field.</p>	30	15%	3.1
Intervention Case Study	<p>Students will be given a list of reading interventions. They will select one and, using a provided review tool, will assess its strengths and weaknesses. Students will write a brief report on their chosen intervention to share with the class.</p> <p>Working in pairs, students will be provided with a profile of a struggling reader. Using the interventions shared in class, each pair will develop an instructional plan to guide intervention for their student. Each pair will present their instructional plan to the class.</p>	50	25%	4.A.1, 4.A.3

	<p>The purpose of this assignment is to (1) become familiar with a variety of important reading interventions, (2) learn how to critically review a reading intervention program, and (3) learn how to match interventions to specific reading concerns and create an intervention plan.</p>			
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Course Policies:

1. **Professional and Collegial Behaviour Expectations** *(adapted from Dr. Dale Willows - Ontario Institute for Studies in Education/University of Toronto)*

In order to foster deep understanding and provide opportunities to critically examine ideas and practices surrounding literacy teaching and learning, the methods and assignments in this course have been constructed to involve active participation based on the demonstration of professional and collegial behaviour.

Students’ contributions to, and participation in, daily activities and collaborative tasks, drawing upon assigned readings, are directly related to success in this course. Punctual and regular attendance is not only highly beneficial to teacher development but also an expectation of professionalism. In the case of an unavoidable late arrival or absence, candidates should notify, *in advance*, the instructor as well as colleagues who might be affected. Students will forfeit any points associated with in-class activities from unexcused absences.

2. Late Work

Unless otherwise stated, assignments are due on the dates provided on the course syllabus. However, sometimes “life happens.” In these instances, students may use up to two allotted “flex days.” These days allow for submission up to two days late without penalty. These dates can be used at any time for any reason. To use a flex day, simply email the instructor to let them know. Late work beyond the designated flex days will be penalized at a rate of 5% per day. Please discuss extenuating circumstances that impact longer-term submission delays with the instructor.

COURSE SCHEDULE

Week	Topics	Weekly Objectives	In-Class Work (note lecture, activity, assessment)	Readings Due	Assignments Due
Week 1	Components of Skilled Reading Comprehension	<ol style="list-style-type: none"> 1. Define the components of skilled reading comprehension and its relationship to listening comprehension (4.F.1) 2. Explain the difference between comprehension processes and products 3. Describe the importance of sentence-level comprehension or syntactic awareness (4.F.3) 4. Know and apply the research on the role of vocabulary development and word knowledge for oral and written language comprehension (4.E.1) 5. Define and describe integration and inference (to establish coherence) (MSJ 43) <p>Course Objective 1</p>	<p><u>Class One: 90 Minutes:</u> SVR and Reading Rope review; reading comprehension vs. listening comprehension</p> <p>The mental model - comprehension processes vs. products</p> <p><u>Class Two: 90 Minutes:</u> Components of comprehension - local and global coherence, syntax, inference, text structure, vocabulary, memory</p> <p><u>Activity:</u> Having read about Directed Reading Thinking, use the use the DRTA process for the Cain (2009) article, and write a brief reflection about this activity</p> <p><u>Media:</u> Thinking About Comprehension</p> <p>What Is Comprehension? The Five Components of Reading</p>	<p>Review syllabus, course objectives, and expectations</p> <p>Marzola (2018)</p> <p>Cain (2009)</p> <p>DRTA - Reading Rockets</p>	<p>Turn in DRTA Reflection activity</p>
Week 2	Comprehension Instruction	<ol style="list-style-type: none"> 1. Articulate the importance of comprehension instruction 2. Apply a variety of evidence-based techniques to teach monitoring comprehension (4.F.2) 3. Use a range of effective strategies to build critical background knowledge (4.F.5) 	<p><u>Class One: 90 Minutes:</u> Explicit instruction in comprehension processes</p> <p><i>In-Class Work:</i> <u>Activity:</u> Collaborative Strategic Reading activity - see Hougén and Smartt (2020) with the Willingham (2006) article</p> <p><u>Class Two: 90 Minutes:</u></p>	<p>Hougén and Smartt (2020): Chapter 13: Comprehension Instruction: Grades K-3</p> <p>Hougén and Smartt (2020): Chapter 14: Comprehension Instruction: Grades 4-6</p>	<p>Turn in CSR Reflection</p> <p>Quiz 1 - Comprehension</p>

		<ol style="list-style-type: none"> 4. Understand the importance of application of principles of explicit instruction in comprehension instruction (4.F.4, 4.F.5) 5. Describe how comprehension strategy instruction should be used, and not used. <p>Course Objective 1, 2</p>	<p>Instructional techniques for before, during and after reading</p> <p><i>In-Class Work</i> Discuss the CSR activity from the previous class in small groups, and write an individual reflection to be turned in.</p>	Willingham (2006)	
Week 3	Vocabulary Development and Instruction	<ol style="list-style-type: none"> 1. Describe the vocabulary gap and the importance of teaching vocabulary (4.E.2) 2. Identify research-based practices for vocabulary instruction, both direct and indirect, with consideration to the wide differences in students' vocabularies (MSJ 22; 4.E.4) 3. Know and apply the why and how of indirect methods of vocabulary instruction (4.E.3) 4. Demonstrate understanding of the impact of difficulty with vocabulary on reading and writing development, including the impact of language and dialect variation on teaching and learning English phonemes (MSJ 36) 5. Define morphology and state how it relates to vocabulary growth <p>Course Objective 1, 2</p>	<p><u>Class One: 90 Minutes:</u> Why vocabulary instruction?</p> <p>Choosing words to teach</p> <p>Direct and indirect vocabulary instruction</p> <p><i>In-Class Work:</i> Reciprocal Teaching Activity (using Neuman & Wright article) and write a brief reflection</p> <p><u>Class Two: 90 Minutes:</u> Basics of morphology</p> <p>Morphology instruction</p> <p><i>In-Class Work:</i> Morphology Activity (select one prefix, suffix, and base. Complete a graphic organizer identifying key characteristics (meaning derivational, inflectional, etc.) and compile into a class set of morphemes.</p> <p>Practice teaching the Read Aloud Lesson Plan in small groups.</p>	<p>Hougen and Smartt (2020): Chapter 12: A Comprehensive Approach to Vocabulary Development</p> <p>Reciprocal Teaching - Reading Rockets</p> <p>Neuman & Wright (2014)</p>	<p>Turn in Reciprocal Teaching Activity reflection</p> <p>Read Aloud Lesson Plan Assignment: with a picture book, select 3 - 5 Tier 2 vocabulary words. Plan an explicit lesson following the structure described in class. Practice delivering the lesson with peers.</p>
Week 4	Fluency Development and Instruction	<ol style="list-style-type: none"> 1. Identify and define the three primary components of reading fluency 2. Explain how the statement “the rich get 	<p><u>Class One: 90 Minutes</u> Defining fluency</p> <p>The Matthew effect and fluency</p>	Hougen and Smartt (2020): Chapter 11: Fluency Instruction	<p>Quiz 2 - Vocabulary</p> <p>Paragraph Shrinking reflection</p>

		<p>richer and the poor get poorer” relates to fluency</p> <ol style="list-style-type: none"> Understand and apply evidence-based methods for teaching reading fluency (4D.2, 4D.3) Demonstrate understanding of the impact of difficulty with reading fluency on reading and writing development, including the impact of language and dialect variation on teaching and learning English phonemes (4.D.4) <p>Course objective 1, 2</p>	<p><i>In-Class Work:</i> Use a Paragraph Shrinking instructional routine with the Zimmerman & Reed (2019) blog post; write a brief reflection to turn in</p> <p><u>Class Two: 90 Minutes</u> Research-based instructional techniques for fluency building</p> <p><i>In-Class Work:</i> Practice teaching a repeated reading activity with peers</p> <p>Practice partner reading instructional routine with peers</p> <p><u>Media:</u> Dr. Jan Hasbrouck - Reading Fluency</p>	<p>Zimmermann & Reed, 2019</p> <p>Reading Rockets Paragraph Shrinking</p>	
Week 5	Explicit Instruction/ Fluency, Vocabulary and Comprehension Synthesis and Review	<ol style="list-style-type: none"> Identify the central components of explicit instruction Articulate principles of effective corrective feedback Demonstrate understanding of explicit instructional routines with teacher modelling. Distinguish between key types of practice and their relation to instruction Describe the relationship between automatic word recognition, oral reading fluency, reading comprehension and motivation (4D.1) <p>Course objective 1, 2</p>	<p><u>Class One: 90 Minutes:</u> Why explicit instruction</p> <p>Elements of explicit instruction (part 1)</p> <p>Six teaching functions of explicit instruction (review, presentation, guided practice, corrections and feedback, independent practice, weekly and monthly review)</p> <p><i>In Class Work:</i> In groups, students will generate an explicit lesson plan for a given topic using the principles of explicit instruction from lecture and readings</p> <p><u>Class Two: 90 Minutes:</u> Elements of explicit instruction (part 2)</p> <p>Relationship between word recognition</p>	<p>Archer and Hughes (2011): Chapter 1</p> <p>Such (2021): Part 3: Language Comprehension</p>	<p>Quiz 3 - Fluency</p> <p>Farrell Fluency Viewer Guide</p>

			<p>(RDG101), fluency, vocabulary and comprehension</p> <p><i>In Class Work:</i> Given a sample lesson plan, practice using the questioning and student response types to build a high level of interaction</p> <p>Farrell Fluency lesson and Viewer Guide</p> <p>Reading Fluency with Chloe, Second Grader with Viewer Guide to turn in</p> <p>Dr. Anita Archer - Vocabulary Instruction</p>		
Week 6	Writing	<ol style="list-style-type: none"> 1. Understand and apply knowledge of the importance of the major skill domains that contribute to written expression (4.G.1) 2. Distinguish the “lower-level” and “higher-level” language demands of writing. 3. Explain the role of working memory in writing. 4. Apply research-based practices for teaching manuscript and cursive letter formation. (4.G.2, 4.G.3) 5. Identify and apply the developmental phases of written expression and the instructional implications of each (4.G.4) 6. Identify assistive technology tools to support writing. <p>Course objective 4</p>	<p><u>Class One: 90 Minutes:</u> The importance of writing</p> <p>The Simple View of Writing; The Not-So-Simple View of Writing: component processes and skills for successful writing</p> <p><i>In-Class Work:</i> Activity - ATSelect (Dr. Todd Cunningham) Jigsaw, reporting on assistive technologies for writing</p> <p><u>Class Two: 90 Minutes:</u> Transcription</p> <p>Text Generation</p> <p>Development of writing and instructional implications</p> <p><i>In-Class Work:</i> SRSD POW+TIDE Activity</p> <p>Media:</p>	<p>Hougen and Smartt (2020): Chapter 16: Strategic and Meaningful Writing Instruction</p> <p>Hougen and Smartt (2020): Chapter 10: Beginning Handwriting, Spelling, and Comprehension Instruction</p> <p>Graham (2009)</p> <p>Saddler and Asaro-Saddler (2010)</p>	Submit POW + TIDE graphic organizer

			Steve Graham: Effective Writing Instruction SRSD Think Aloud Gr 4		
Week 7	Content Areas - Linking Reading and Writing	<ol style="list-style-type: none"> Understand and apply research on the importance of building content knowledge to support content-area reading and writing (MSJ 46) Explain the role of background knowledge in comprehension and describe the implications for instruction. Identify the principles of a knowledge based curriculum. Define key writing terms: sentence, phrase, dependent and independent clause Identify simple, compound, and complex sentences <p>Course objective 3</p>	<p><u>Class One: 90 Minutes</u> Integrating new knowledge within schema</p> <p>Incidental learning opportunities within a knowledge-rich curriculum</p> <p>Knowledge building in early childhood and equity</p> <p><i>In-Class Work:</i> SQ3R with Willingham (2016) article</p> <p><u>Class Two: 90 Minutes</u> Sentence-level syntax - simple, compound, complex.</p> <p>Local coherence</p> <p><i>In-Class Work:</i> Practice generating sentence-combining activities linked to content areas</p>	<p>Hougen and Smartt (2020): Chapter 15: Disciplinary Literacy</p> <p>Willingham (2016)</p> <p>Such (2021) Chapter 15: Reading Across the Curriculum</p> <p>Hanford podcast (2020)</p>	<p>Quiz 4 - Writing</p> <p>Turn in SQ3R notes</p>
Week 8	Introduction to Reading Assessment	<ol style="list-style-type: none"> Know and apply the characteristics of assessments for four purposes (screening, diagnostic, progress monitoring, outcome evaluation) used in MTSS (3.1) Apply the understanding of foundational assessment concepts (reliability, validity, norm-referenced, criterion-referenced, standardized) to test selection, use, 	<p><u>Class One: 90 Minutes:</u> Assessment basics - reliability, validity, standardization, and interpretation (norm-referenced, criterion-referenced)</p> <p><i>In-Class Work:</i> Explore and review commonly used reading assessments in small groups</p> <p><u>Class Two: 90 Minutes:</u> 4 purposes of assessments in a reading program (screening, diagnostic,</p>	<p>Hougen and Smartt (2020): Chapter 3: Assessment Basics</p> <p>Leonard et al., (2019)</p> <p>Such (2021): Chapter 18: Assessment and data</p>	<p>Submit notes from Parent Conversation activity</p>

		<p>reporting, and interpretation (3.2, 3.3)</p> <p>3. Communicate assessment results and instructional plans to colleagues and family members (3.8)</p> <p>Course objective 5</p>	<p>progress monitoring, outcome evaluations)</p> <p><i>In-Class Work:</i> Given a student's screening data, students will roleplay in pairs to communicate that data to parents clearly and effectively</p> <p>Using Assessment to Drive Literacy Instruction by Dr. Margie Gillis</p>		
Week 9	Introduction to MTSS	<ol style="list-style-type: none"> Describe the relationship between the science of reading and MTSS (MSJ 53) Demonstrate understanding of the use of assessment data in collaborative problem solving, the model for making decisions about systems and students in MTSS (3.4, 3.5, 3.6, 3.7) Describe and apply the use of tiered instruction in MTSS to prevent and intervene on reading difficulties (MSJ 57) Demonstrate knowledge of assessment and effective instruction to plan, monitor and revise instruction (MSJ 58) Understand the connection between reading and behaviour in the MTSS model (MSJ 63) <p>Course objective 8</p>	<p><u>Class One: 90 Minutes:</u> What is MTSS? (RTI vs. MTSS)</p> <p>Key components of MTSS</p> <p><i>In-Class Work:</i> Discussion groups about differences between MTSS and other service models</p> <p><u>Class Two: 90 Minutes:</u> Problem-solving at the individual level</p> <p><i>In-Class Work:</i> Complete Collaborative Problem Solving Graphic Organizer</p>	<p>A Teacher's Guide to Collaborative Problem Solving</p>	<p>Quiz 5 - MTSS and Assessment</p> <p>Turn in Collaborative Problem Solving Graphic Organizer</p>
Week 10	Universal Screeners and Tier 1	<ol style="list-style-type: none"> Articulate key characteristics of Tier 1 instruction Know and use in practice well-validated screening tests designed to identify 	<p><u>Class One: 90 Minutes:</u> Screening: purpose, types, what is needed, skills across grades, benchmark goals</p>	<p>Acadience Manual (2011) - ORF chapter</p> <p>LAP-G (2022) - Tier 1 Section</p>	

		<p>students at risk for reading difficulties (3.4)</p> <ol style="list-style-type: none"> Articulate how to use screening data to evaluate the effectiveness of Tier 1 instruction Effectively evaluate the technical validity of an assessment in relation to its intended purpose <p>Course objective 8</p>	<p>Definition of the Universal Tier</p> <p>Determining the effectiveness of Tier 1</p> <p><i>In-Class Work:</i> In groups, given a completed LAP-G document, fill out Step 2b to identify areas of need for Tier 1</p> <p><u>Class Two: 90 Minutes:</u> Acadience ORF training</p> <p><i>In-Class Work:</i> Acadience ORF practice opportunities (delivering, scoring)</p> <p>ORF fidelity check</p>		
Week 11	Diagnostic Assessment and Tier 2	<ol style="list-style-type: none"> Know and utilize in practice diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling and writing (3.6) Articulate key characteristics of Tier 2 instruction <p>Course objective 8</p>	<p><u>Class One: 90 Minutes:</u> Definition and purpose of Tier 2</p> <p>Skills taught in Tier 2 across grade levels</p> <p>Types of assessments in Tier 2 (overview)</p> <p><i>In-Class Work:</i> In groups, given a completed LAP-G document, fill out Step 2b to identify areas of need for Tier 2</p> <p><u>Class Two: 90 Minutes:</u> Research-Based interventions & components of effective intervention design</p> <p>Diagnostic assessments - purpose, who/what/when/why, examples</p> <p><i>In-Class Work:</i> Diagnostic Assessment Activity - practice giving phonemic awareness and decoding diagnostics;</p>	LAP-G (2022) - Tier 2 Section	Turn in reflection paragraph about diagnostic assessment

			<p>write a brief reflection to turn in</p> <p><u>Media:</u></p> <p>CORE Phonics survey</p>		
Week 12	Progress Monitoring and Tier 3	<ol style="list-style-type: none"> 1. Know and apply the characteristics of assessments for four purposes (screening, diagnostic, progress monitoring, outcome evaluation) used in MTSS (3.1) 2. Understand/apply the principles of progress-monitoring and reporting with Curriculum-Based Measures (CBMs), including graphing techniques (3.5) 3. Understand and explain how reading difficulties vary and change over time in response to development and instruction (4.G.5) 4. Articulate key characteristics of Tier 3 instruction 5. Explain how instruction can be intensified in response to data <p>Course objective 5</p>	<p><u>Class One: 90 Minutes:</u> Definition and purpose of Tier 3</p> <p>Skills taught in Tier 3 across grade levels</p> <p>Types of assessments in Tier 3 (overview)</p> <p><i>In-Class Work:</i> In groups, given a completed LAP-G document, fill out Step 2b to identify areas of need for Tier 3</p> <p><u>Class Two: 90 Minutes:</u> Purpose of progress monitoring</p> <p>Intensifying instruction</p> <p>Problem-solving at the individual level</p> <p>Building and interpreting graphs for decision making: goal setting, aimline, baseline vs. intervention data, phase change lines</p> <p><i>In-Class Work:</i> Intensifying Literacy Instruction Essential Practices jigsaw</p> <p>Graphing Activity - given student data, build PM graph with benchmark data, goal, aimline, etc. Present graph to peers, practicing communicating to parents</p>	<p>LAP-G (2022): Tier 3 Section</p> <p>St. Martin et al. (2020) essential practices jigsaw section</p>	ORF Assessment Due

Week 13	MTSS & Disability	<ol style="list-style-type: none"> 1. Apply State and Federal special education laws related to learning disabilities, specifically language-based disabilities such as dyslexia (2.2) 2. Recognize the tenets of the IDA definition of dyslexia (2.1) 3. Identify the distinguishing characteristics of dyslexia 4. Understand how reading disabilities can vary in presentation and degree (2.4) 5. Understand how and why symptoms of reading difficulty are likely to change over time in response to instruction (2.5) 6. Know how to read and interpret the most common diagnostic tests used by psychologists, speech-language professionals, and educational evaluators <p>Course objective 9</p>	<p><u>Class One: 90 Minutes:</u> Types of Reading Disabilities</p> <p>Working with families: over and under representation</p> <p>IDEA or provincial PPM</p> <p>Problems with the discrepancy model</p> <p>RTI data and identification</p> <p><i>In-Class Work:</i> Reading Disabilities case study group discussion: identifying needs based on case study description</p> <p><u>Class Two: 90 Minutes:</u> Clinical diagnostic assessment: norm-referenced testing</p> <p>Dyslexia - myths and realities</p> <p><i>In-Class Work:</i> Dyslexia simulation activity</p>	<p>IDA Fact Sheets (2020):</p> <p>Dyslexia Basics</p> <p>Dyslexia Assessment</p> <p>Effective Reading Instruction for Students with Dyslexia</p> <p>When Educational Promises are Too Good to Be True</p>	Quiz 6 - MTSS
Week 14	Wrap Up		<p><u>Class One: 90 Minutes:</u> Prepare for Intervention Case Study</p> <p>Feedback on plan</p> <p><u>Class Two: 90 Minutes:</u> Present Intervention Case Studies</p>		Intervention Case Study Due