This course is designed to support you as a literacy educator to: *enhance* your knowledge base, *refine* your literacy assessment and instructional skills, and *prepare* you to support the learning of other educators and caregivers (perhaps as a reading specialist or literacy coach). While you have likely been well prepared to teach reading, writing, and oral language to students who are progressing in developmentally-appropriate ways, this course will focus on your capacity to conduct assessments with and teach children (in grades K-5)\(^1\) who are atypical, in the sense that they are not responding to appropriate instruction, and require further attention.

**Course goals**
- To advance your understanding of key theories that inform language and literacy development (typical and atypical) and instruction,
- To advance your competence and comfort assessing language, reading, and writing, and interpreting and communicating the results of assessments to other educators and caregivers,
- To develop a critical stance relative to published curricula, software, and instructional approaches that are designed for use with students who are atypical in their language and reading development,
- To thoughtfully adapt curriculum and instruction in reading and writing for children who are atypical in their development,
- To explore the relationship between literacy learning and using/building funds of knowledge,
- To learn about key bodies of research germane to the course topics,
- To increase awareness regarding literature, and other resources, that match the achievement, interests, and cultural and linguistic backgrounds of students,
- To prepare you to support the professional development of others.

**Course structure**
The course will be organized around:
1. a field component that will entail working with children (made possible through the cooperation of the Ann Arbor Academy),
2. shared readings (including guided readings of research articles),
3. individual readings,
4. experience with a number of tools that will be useful to your work (e.g., assessments, software, curricula),
5. the presentation of information prepared by your instructor, as well as by the members of the class,
6. the preparation of materials to support you in providing professional development with other educators

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\(^1\) ED 505 is designed to focus on students in Grades 6-12
My plan is to think of each class as being divided into thirds: the first third of each class will provide the opportunity for us to discuss the reading(s) and for me to provide information that I think might be useful to advancing our collective knowledge and understanding. The second third of the class will focus on sharing our experiences regarding the field work in which we are engaged, and planning for our work in the field. The third part of each class will be dedicated to advancing your capacity to serve as a resource to others, by, for example, learning about websites/software/curricula, exploring literature on teacher learning, and considering literacy initiatives and their implications for the profession. While I have identified general topics for each week and the sequence for these topics, I want to advise that we may make revisions as the semester unfolds, largely as a function of our experiences and needs relative to the fieldwork.

Course materials
The text for the course is: Snow, C. E., Griffin, P., & Burns, M. S. (2005). *Knowledge to support the teaching of reading: Preparing teachers for a changing world*. San Francisco: Jossey-Bass. [Referred to in the syllabus as S, G, & P], available at Ulrichs. In addition, there will be readings posted on CTools.

Course outline

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment (prepared for the following week)</th>
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<tbody>
<tr>
<td>9.5</td>
<td>Getting “the lay of the land” through an orientation to the course, our own think-aloud experiences with text, the study of verbal protocols of a 4th grade struggling reader reading from two genres, and viewing two approaches to comprehension instruction for the purpose of developing our language for describing practice and also for the purpose of considering the relationship between curriculum and pedagogy.</td>
<td>Please read S, G &amp; B (2005), pages XV to 48; and van den Broek &amp; Kremer (2000). Ideally, we will also meet with the faculty and administration at the Ann Arbor Academy before our next class.</td>
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<tr>
<td>9.12</td>
<td>In this session, we explore a framework for considering basic comprehension processes, drawing upon our experiences of 9.5 and this week’s readings. We will discuss the implications of this framework for assessment and instruction. General planning for field work</td>
<td>Please read: Paris &amp; Paris (in press), and Gersten, Fuchs, Williams, &amp; Baker (2001). Also: Chapter 9: The Agents of Change, in <em>Preventing Reading Difficulties in Young Children</em>.</td>
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</tbody>
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2 There will be planned overlap between the readings for this course and the readings for ED 500. In some cases, the readings will be identical and in some cases the authors will be the same, but the selections will be different.

3 For each reading, please respond to the guiding questions that will be provided to support our discussion during the following class.
comprehension, and the features of this instruction that account for its efficacy. We will also begin our discussion of the role of teacher education and professional development in improving reading achievement.

<table>
<thead>
<tr>
<th>9.26</th>
<th>Another approach to comprehension instruction focuses on student/teacher and student/student dialogue that is conducted for the purpose of, for example, reasoning about the content. In this session, we evaluate this approach, comparing and contrasting it with the explicit teaching of strategies. We will also explore a hypermedia environment designed to support teachers to learn about text comprehension instruction and discuss the challenges classroom teachers face in this instruction and the role of the reading specialist in supporting teachers.</th>
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<tbody>
<tr>
<td>10.3</td>
<td>As we can now appreciate, comprehension assessment is not a trivial undertaking. Adequately characterizing the interactions among readers, activity, text, and context in a psychometrically robust manner is challenging. In this session, we examine an array of frequently used comprehension assessments identifying their strengths and limitations. We discuss how these assessments might be used in complementary ways and in a manner that is developmentally appropriate.</td>
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<tr>
<td>10.10</td>
<td>Students who struggle with reading are likely to demonstrate challenges with word identification and fluency. In this session, we consider the linguistic and cognitive dimensions useful to investigating and remediating these challenges.</td>
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<tr>
<td>10.17</td>
<td>Study break</td>
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<tr>
<td>10.24</td>
<td>In this session, we examine tools that are useful to assessing the multiple dimensions of word identification and fluency.</td>
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</table>

Please read: Pearson & Hamm (2005), and van den Broek, Kendeou, Kremer et al. (2005)

To prepare for next week’s discussion, each class member will be given a tool for assessing comprehension, as well as guidelines for evaluating and reporting on the tool

Please read pgs. 48-122 in SG&B, and Leach, Scarborough, & Rescorla (2003).

Read pgs. 177-200 in SG&B

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<thead>
<tr>
<th>Time</th>
<th>Description</th>
<th>Readings</th>
<th>Notes</th>
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<tr>
<td>10.31</td>
<td>In this session, we consider the various approaches to enhancing word identification and fluency, particularly with struggling readers. We will compare and contrast a number of resources for teaching word identification and fluency.</td>
<td>Please read pp. 123-176 of S, G. &amp; B. (2005), Jimenez, Garcia, &amp; Pearson (1996); Lesaux, N. K., Lipka, O., &amp; Siegel, L. S. (2006).</td>
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<td>11.7</td>
<td>In this session, we consider the intersection of bilingualism/biliteracy/ and literacy achievement, exploring the overrepresentation of children of color in the population of struggling readers, and considering the strengths and challenges of children who are English Language Learners.</td>
<td>Please read Jitendra, Edwards, Sacks, &amp; Jacobson (2004)</td>
<td>Also: McCutcheon, D., &amp; Berninger, V. (1999).</td>
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<tr>
<td>11.14</td>
<td>Vocabulary knowledge has long been recognized as a robust predictor of reading achievement. Only recently, however, has vocabulary instruction been identified as a critical component of good reading instruction. In this session, we consider the features of efficacious vocabulary instruction. In addition, we will consider the features of effective professional development.</td>
<td>Please read: Moats (2005), and Gersten &amp; Baker (2001)</td>
<td>Also: Garet, Porter, Desimone, Birman, &amp; Yoon (2001)</td>
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<tr>
<td>11.21</td>
<td>In this session we consider the potential of experiences with and support for writing to enhance the literacy achievement of struggling readers, exploring the continuum from word study to composition.</td>
<td>Please read: Guthrie, Wagner, Wigfield, Tonks, Humenick, &amp; Littles (in press).</td>
<td>Also: Vaughn, S., Hughes, M. T., &amp; Schumm, J. S. (1998).</td>
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<tr>
<td>11.28</td>
<td>NRC No class – made up during exam week (12/19)</td>
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<tr>
<td>12.5</td>
<td>Children who struggle with reading are often described as being “poorly motivated.” In this session, we consider theories of motivation and engagement, the role of interest and self-efficacy, and how these factors should be taken into account when planning, enacting, and evaluating instruction.</td>
<td>No readings for this week</td>
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<tr>
<td>12.12</td>
<td>To date, we will have considered a number of instructional approaches to reading and writing instruction; most of which are conducted with individual students or small groups of students. In this session, we consider approaches such as class-wide</td>
<td>No readings for this week</td>
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tutoring systems, or volunteer tutoring, exploring the characteristics of effective approaches of this nature.

| 12.19 | Sharing of portfolio projects  
|       | Summing up our field work  
|       | Course evaluations |

**Course Assignments**

1. **Case Study based on field work.** I would like to use our field work as an important touch stone for the course and, accordingly, will organize a number of the assignments around this field work. The structure of the case studies will be determined, in part, by the nature of the child(ren) with whom we are involved. At a minimum, the case study will include: descriptive information, assessment information, evidence regarding response to instruction, and personal reflections. In addition, you will be asked to locate and summarize research that is useful to informing your thinking about your work in the field. The case study will account for 50% of your grade.

2. **Portfolio entries.** All students in the LLC Master’s degree program are required to prepare and present (at the conclusion of their degree program) a portfolio. This portfolio is used to provide evidence of your growth and development in this program, as well as to provide the faculty with feedback regarding our program. For this assignment, you are invited to select from a menu of options that will be tailored to your particular interests and needs. This assignment will be worth 25% of your grade. You are asked to select three choices from the following options (and you may propose additional options):

   a. A set of reflections on three readings that you choose throughout the course.
   b. A plan for providing professional development on a topic of your choosing, for an audience of your choosing.
   c. A five-ten page review of the literature regarding a topic that is of particular interest to you.
   d. The development of an inventory for your use and the use of others regarding:
      i. Assessments appropriate for a particular use
      ii. Instructional approaches appropriate for a particular population and purpose
      iii. Software available for a particular population and purpose
   e. The review of a professional book that is germane to our course
   f. A letter to the editor or a policy maker regarding an issue germane to our course
   g. A prospectus for a research study designed to explore a question of interest to you that is relevant to this course.

3. **In class participation** will count for 25% of your grade. I am appropriating Professor Stone’s method of evaluating in-class participation and have lifted the following from his syllabus (with very minor changes): “On-going critical analysis of assigned readings prior to associated course meeting and active participation in class discussions. Policy regarding missed classes: Attendance and active participation in class discussions is assumed and is a significant portion of the course grade. However, students do occasionally have legitimate reasons for missing a class. Whenever possible, students should inform me in advance of any anticipated absence. In order to assure that students have read and reflected on the readings for a missed class, I require that you submit to me via email no later than 3 days following a

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4 If you have special learning needs for which accommodations may be necessary, please inform me as soon as possible.
missed class a set of brief informal reflections on the required readings. Grading of class participation will take place as follows: Following each class meeting, each student will receive 1 of 4 marks (OK+, OK, OK-, Absent). OK+ will be assigned to students who participated actively and constructively during class; OK- will be assigned to students who chose not to participate or whose participation indicated a lack of familiarity with the readings and on-going discussion; OK will be assigned for occasional constructive comments. Consistent OKs will lead to a B for participation at the end of the term.”

Readings


