

**Northern Kentucky University**  
**College of Education and Human Services**  
**EDG 639 Remediation of Reading and Other Related Disorders**  
**3 credit hours**



*"Committed to the Development of All Learners"*

*Committed to the Development of All Learners* is the theme that undergirds the Conceptual Framework for all professional education programs in the College of Education and Human Services (COEHS) at Northern Kentucky University. The Conceptual Framework is supported by the missions of the university and the college and used by faculty to continuously assess and update the curricula of the initial and advanced programs. The COEHS created its Conceptual Framework after input from its constituents: education and arts and science faculty, candidates, staff, and community members. The graphic depicts a framework of continuously assessing the knowledge, skills, and dispositions that classroom teachers, instructional leaders, and school counselors must have to facilitate student learning and academic achievement.

### **Common Core State Standards Initiatives**

As students complete and implement projects and assignments throughout their education programs they will address all components of the Common Core State Standards for English/Language Arts.

### **EPSB Themes**

All NKU professional education programs address and affirm the value of diversity in education, the importance of helping all children develop reading and literacy skills, attaining high levels of skill in assessing the outcomes of instruction, and using those skills to develop strategies for closing identified achievement gaps. This course will provide students an opportunity to demonstrate their knowledge, skills, and dispositions in the particular theme(s) of: **diversity, assessment, literacy/reading, and/or closing the achievement gap.**

The work you do in this course is subject to the NKU Student Honor Code,  
<http://www.nku.edu/~deanstudents/documents/StudentHonorCode-Fall2007.pdf>.

Students in the education programs must also adhere to the education programs' Code of Ethics:  
<http://coehs.nku.edu/Offices/OSS/Forms.html>.

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**Prerequisites: EDG 630, EDG 632 , EDG 637 and Instructor Permission**

**Textbooks:**

**Rasinski, T., & Pakak, N. (2004).** *Effective reading strategies: Teaching children who find reading difficult*,  
(3<sup>rd</sup> edition). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

**Course Description, Themes, Objectives:**

In order to qualify for a reading specialist certificate, students need to know and be able to appropriately apply strategies that improve the literacy skills of students experiencing difficulty. This course will refine students' use of such procedures. During the course, students will have an opportunity to learn, use, and develop techniques that improve students' literacy by building on existing strengths.

**Objectives**

Students will be able to:

1. Apply knowledge of the specific relationship between oral and written language in designing and implementing specific reading lessons.
2. Design and implement procedures in a clinical setting that foster the literacy skills of a particular student.
3. Evaluate the success of strategy instruction and practice in strengthening the literacy skills of a particular student, suggesting potential substitutions as needed.
4. Prepare a case study report for parents and teachers that explains the results of the individual sessions and recommend a program designed to promote the student's continuing literacy growth.

**Student Responsibilities**

In order to meet course objectives, students are expected to:

1. Participate in class discussions and activities based on lectures, readings, and observations.
2. Analyze and demonstrate literacy strategies designed to improve word recognition, comprehension skills, and writing skills.
3. Prepare and administer strategies in a clinical setting to build on the strengths and address the needs of a student's literacy development.
4. Prepare weekly lesson plans, evaluations of plans, and a final report of individual sessions conducted with a student.
5. Recommend an appropriate continuing program for a student based on the results of the individual sessions.

**Student Activities, Evaluation\*, and Grading Policy:**

Students are expected to attend all class and tutoring sessions. Final evaluation will be based on:

1. Participation in class discussions and activities.
2. Analyses of strategies.
3. Appropriateness of recommended strategies and student competency in their administration and evaluation in a clinical setting.
4. Quality and thoroughness of plans and final report in addressing the needs of the individual student.
5. Appropriateness of recommended follow-up program.
6. Quality of knowledge demonstrated on midterm exam.

Assignment	Percentage of Grade
1. Strategy analyses (3)	15%
2. Lesson Plans/Logs (2)	30%
3. Observations	10%
4. Final Report	20%
5. Midterm Exam	15%
6. Participation	10%

## **GRADING POLICIES**

College of Education has adopted a set of criteria for determining course grades in its' graduate-level programs. For grades in graduate courses, the Graduate Programs in Education will use the criteria listed online on page 14 of the Graduate Handbook at the following web address:

[http://www.nku.edu/~education/graduate/2002/Grad\\_Handbook\\_S03.pdf](http://www.nku.edu/~education/graduate/2002/Grad_Handbook_S03.pdf)

**Please note: C minus grades do not meet the criteria of C or better for continuing in the education program.**

### **Course Description and Objectives:**

This class is designed to give practicing teachers the opportunity to focus on the literacy development of an individual student. Through a series of assessments and the implementation of a variety of strategies, each graduate student will evaluate the literacy development of an individual student and begin planning a literacy program that uses the student's strengths to improve areas of need. The course addresses these Experienced Teacher Standards (means of assessment in boldface):

**Standard 1: The teacher demonstrates applied content knowledge.** The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

- 1.1 Communicates concepts, processes, and knowledge. Accurately and effectively communicates an in-depth understanding of concepts, processes, and/or knowledge in ways that contribute to the learning of all students.
- 1.2 Connects content to life experiences of student. Effectively connects content to students' life experiences including, when appropriate, prior learning in the content areas or other content areas.
- 1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning. Consistently uses instructional strategies that are appropriate for content and contribute to the learning of all students.

**Reading Inventory (assignment)**  
**Lesson Plans (assignment)**  
**Strategy Analyses (assignment)**  
**Rough Draft of Report (Project)**  
**Final Report (project)**  
**Observations**

**Standard 2: The teacher designs and plans instruction.** The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

2.1 Develops significant objectives aligned with standards. Develops challenging and appropriate learning objectives that are aligned with local/state/national standards and are based on students' needs, interests, and abilities.

2.2 Uses contextual data to design instruction relevant to students. Plans and designs instruction that is based on significant contextual and pre-assessment data.

2.3. Plans assessments to guide instruction and measure learning objectives. Develops well designed assessments that align with learning objectives, guide instruction, and measure learning results.

2.4. Plans instructional strategies and activities that address learning objectives for all students. Plans a learning sequence using instructional strategies and activities that build on students' prior knowledge and address learning objectives.

2.5 Plans instruction strategies and activities that facilitate multiple levels of learning. Plans a learning sequence using strategies and activities that foster the development of higher-order thinking.

**Reading Inventory (assignment)**  
**Strategy Analyses (assignment)**  
**Rough Draft of Report (Project)**  
**Final Report (project)**  
**Lesson Plans (assignment)**

**Standard 3: The teacher creates and maintains learning climate.** The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

3.1 Communicates high expectations. Consistently sets significant and challenging behavioral and learning expectations for all students and communicates confidence in their ability to achieve those expectations.

3.2 Established a positive learning environment. Maintains a fair, respectful, and productive classroom environment conducive to learning.

3.3 Values and supports student diversity and addresses individual needs. Consistently uses appropriate and responsive instructional strategies that address the needs of all students.

3.6 Provides a safe environment for learning. Maintains a classroom environment that is both emotionally and physically safe for all students.

**Observations**

### **Lesson plans (assignment)**

**Standard 4: The teacher implements and manages instruction.** The teachers introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students. Consistently provides a well-planned sequence of appropriate instructional strategies that actively engage students in meeting learning objectives.

4.5 Implements and manages instruction in ways that facilitate higher order thinking. Consistently uses a variety of appropriate strategies to facilitate higher-order thinking.

#### **Observations**

#### **Strategy Analyses (assignment)**

#### **Lesson plans (assignments)**

**Standard 5: The teacher assesses and communicates learning results.** The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

5.1 Uses pre-assessments. Consistently uses student baseline data from appropriate pre-assessments to promote the learning of all students.

5.2 Uses formative assessments. Consistently uses appropriate formative assessments to determine student progress, guide instruction, and provide feedback to students.

5.4 Describes, analyzes, and evaluates student performance data. Consistently describes, analyzes, and evaluates student performance data to determine student progress, identify differences among student groups, and inform instructional practice.

5.5 Communicates learning results to students and parents. Clearly communicates to students and parents in a timely manner the evidence of student performance and recommends future actions.

#### **Reading Inventory (assignment)**

#### **Strategy Analyses (assignment)**

#### **Rough Draft of Report (Project)**

#### **Final Report (project)**

#### **Lesson plans (assignment)**

**Standard 7: reflects on and evaluates teaching and learning.** The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

7.1 Uses data to reflect on and evaluate student learning. Uses formative and summative performance data to determine the learning needs of all students.

7.2 Uses data to reflect on and evaluate instructional practice. Uses performance data to conduct an in-depth analysis and evaluation of instructional practices to inform future teaching.

#### **Strategy Analyses (assignment)**

#### **Rough Draft of Report (Project)**

#### **Final Report (project)**

#### **Lesson Plans (assignment)**

<b>International Reading Association Standards</b>	<b>Assessments</b>
1.1 Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction.	Reading Inventory (assignment) Lesson Plans (assignment) Strategy Analyses (assignment) Rough Draft of Report (Project) Final Report (project) Observations
1.2 Demonstrate knowledge of reading research and histories of reading.	Reading Inventory (assignment) Lesson Plans (assignment) Strategy Analyses (assignment) Rough Draft of Report (Project) Final Report (project) Observations
1.3 Demonstrate knowledge of language development and reading acquisition and the variations related to culture and linguistic diversity.	Reading Inventory (assignment) Lesson Plans (assignment) Strategy Analyses (assignment) Rough Draft of Report (Project) Final Report (project) Observations
1.4 Demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.	Reading Inventory (assignment) Lesson Plans (assignment) Strategy Analyses (assignment) Rough Draft of Report (Project) Final Report (project) Observations
2.1 Use instructional grouping options (individual, small-group, whole-class, and computer based) as appropriate for accomplishing given purposes.	Reading Inventory (assignment) Lesson Plans (assignment) Strategy Analyses (assignment) Rough Draft of Report (Project) Final Report (project) Observations
2.2 Use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds.	Reading Inventory (assignment) Lesson Plans (assignment) Strategy Analyses (assignment) Rough Draft of Report (Project) Final Report (project) Observations
2.3 Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.	Reading Inventory (assignment) Lesson Plans (assignment) Strategy Analyses (assignment) Rough Draft of Report (Project) Final Report (project) Observations
3.1 Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.	Reading Inventory (assignment) Lesson Plans (assignment) Strategy Analyses (assignment) Rough Draft of Report (Project) Final Report (project) Observations

<b>International Reading Association Standards</b>	<b>Assessments</b>
3.2 Place students along a developmental continuum and identify students' proficiencies and difficulties.	Reading Inventory (assignment) Lesson Plans (assignment) Strategy Analyses (assignment) Rough Draft of Report (Project) Final Report (project) Observations
3.3 Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students including those at different developmental stages and those from diverse cultural and linguistic backgrounds.	Reading Inventory (assignment) Lesson Plans (assignment) Strategy Analyses (assignment) Rough Draft of Report (Project) Final Report (project) Observations
3.4 Communicate results of assessments to specific individuals, (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.).	Reading Inventory (assignment) Lesson Plans (assignment) Strategy Analyses (assignment) Rough Draft of Report (Project) Final Report (project) Observations
4.1 Use students' interests, reading abilities and backgrounds as foundations for the reading and writing program.	Reading Inventory (assignment) Lesson Plans (assignment) Strategy Analyses (assignment) Rough Draft of Report (Project) Final Report (project) Observations
4.2 Use a large supply of books, technology-based information, and non-print materials representing multiple levels, broad interests, cultures and linguistic backgrounds.	Reading Inventory (assignment) Lesson Plans (assignment) Strategy Analyses (assignment) Rough Draft of Report (Project) Final Report (project) Observations
4.3 Model reading and writing enthusiastically as valued life-long activities.	Reading Inventory (assignment) Lesson Plans (assignment) Strategy Analyses (assignment) Rough Draft of Report (Project) Final Report (project) Observations
4.4 Motivate learners to be life-long readers.	Reading Inventory (assignment) Lesson Plans (assignment) Strategy Analyses (assignment) Rough Draft of Report (Project) Final Report (project) Observations
5.1 Display dispositions related to reading and the teaching of reading.	Reading Inventory (assignment) Lesson Plans (assignment) Strategy Analyses (assignment) Rough Draft of Report (Project) Final Report (project) Observations

<b>International Reading Association Standards</b>	<b>Assessments</b>
5.2 Continue to pursue the development of professional knowledge and dispositions.	Reading Inventory (assignment) Lesson Plans (assignment) Strategy Analyses (assignment) Rough Draft of Report (Project) Final Report (project) Observations
5.4 Participate in, initiate, implement, and evaluate professional development programs.	Reading Inventory (assignment) Lesson Plans (assignment) Strategy Analyses (assignment) Rough Draft of Report (Project) Final Report (project) Observations

### **Guidelines for EDU639 Tutoring Sessions**

Include each of the following in each of your tutoring sessions:

1. Fluency - oral or silent reading

Examples:

2. Word recognition:

Examples:

3. Comprehension - narrative or expository text

Examples:

4. Response to reading - oral or written

Examples:

5. Writing

Examples:

Each tutoring session should introduce or maintain the development of at least TWO literacy strategies. These should be developed on the basis of the initial evaluation and progress in their implementation should be noted on each lesson plan.

Strategy 1:

Strategy 2:

EDG 639 Lesson Plan

Session Date: \_\_\_\_\_ Tutor's Name: \_\_\_\_\_

Student's Name: \_\_\_\_\_ Student's Reading Level: \_\_\_\_\_

1. Fluency (oral or silent reading)

Evaluation Plan:

Actual Results:

2. Word recognition:

Evaluation Plan:

Actual Results:

3. Comprehension -(narrative and/or expository text)

Evaluation Plan:

Actual Results:

4. Response to reading (oral and/or written)

Evaluation Plan:

Actual Results:

5. Writing

Evaluation Plan:

Actual Results:

FOCUS:

Strategy 1:

Suggestions for next session:

Strategy 2:

Suggestions for next session:

EDG 639 Lesson Plan Rubric

	A	B	C
Activities	All activities clearly appropriate for student, clearly explained, based on approved strategy	Almost all activities appropriate for student, clearly explained, based on approved strategy	Most activities appropriate for student, clearly explained, based on approved strategy

Evaluations	Clear specific plan to evaluate student's performance; clear method of keeping data which can be discussed in report	Good general plan to evaluate student's performance; general method of keeping some data which can be discussed in report	Vague or incomplete plan to evaluate student's performance; random or missing method of keeping data which can be discussed in report
Results/Suggestions	Results of activity clearly and specifically recorded; clear indication of activities not finished due to time constraints	Results of activity generally recorded; some indication of activities not finished due to time constraints	Results of activity vaguely or randomly recorded; little or no indication of activities not finished due to time constraints
Completeness/sequence	Lessons clearly build on one another; focus strategies in every lesson; clear attempt to include all activities across lessons	Lessons generally relate to each another; focus strategies in almost every lesson; some attempt to include all activities across lessons	Lessons vaguely related each another; focus strategies only in some lessons; little or no attempt to include all activities across lessons

### **Strategy Report Format**

15% of Grade

During the semester, you are asked to actually implement three of the strategies outlined in either class readings or the text. The following outline should be completed and turned in for each strategy report. Strategy reports must be typed.

1. Strategy implemented - full bibliographic information
2. Grade level of students in classroom where strategy was implemented
3. Number of students in group trying strategy
4. Basic outline of steps followed in implementing strategy, including description of materials used
5. Student reaction - how well students of varying abilities used the strategy, how the students felt about the Strategy
6. Teacher reaction - how well you did or didn't like the strategy, whether you would use it again, what you would change, with whom you see it as being most useful

**STRATEGY REPORT RUBRIC  
EDG639**

	<b>A</b>	<b>B</b>	<b>C</b>
Details about implementation	Full bibliographic information, clear information on age and number of students	Minor exceptions to accurate bibliographic information, general information on age and number of students	Incomplete bibliographic information, vague or missing information on age and number of students
Description of Procedures and Materials	Steps follow book outline, are completely described, materials fully explained	Almost all steps follow book outline, are completely described, materials generally explained	Some steps follow book outline, are generally described, materials not or only vaguely explained
Student Reaction	Clearly describes children's academic and affective responses to strategy; almost all conclusions supported by examples	Generally describes children's academic and affective responses to strategy; few conclusions supported by examples	Incompletely or vaguely describes children's academic and/or affective responses to strategy; conclusions not supported by examples
Teacher Reaction	Clearly describes teacher's academic and affective responses to strategy; almost all conclusions supported by examples	Globally describes teacher's academic and affective responses to strategy; few conclusions supported by examples	Vaguely or incompletely describes teacher's academic and/or affective responses to strategy; conclusions not supported by examples

**Observation Checklist for EDG639**

Tutor Observed \_\_\_\_\_

Observer \_\_\_\_\_

Date \_\_\_\_\_

Clear focus of activity/strategy/lesson; appropriate level of activity; based on student needs
Clear directions; worded on child's level
Student actively involved; clearly understands activity and how it helps with every day literacy events
Pacing of Session
Rapport with Student

Additional Comments

### Tentative Class Schedule

<u>Date</u>	<u>Reading</u>	<u>Assignment</u>
1-12	Introduction/Review of requirements	

1-19	No class - Martin Luther King Day	
1-26	New Perspectives on Literacy	R & P, Ch. 1 - 3
2-2	Early Intervention Tutoring – in the schools	R & P, Ch. 4
2-9	Nurturing Fluent Reading Tutoring - in the schools	R & P, Ch. 6
2-16	No Class – President’s Day	
2-23	Word Recognition / Vocabulary Tutoring - in the schools	R & P, Ch. 5 & 7
3-2	Comprehension – Fiction/Nonfiction Tutoring - in the schools	R & P, Ch. 8 & 9 Strategy Report 1 due
3-9	Writing Tutoring - in the schools (NKU Spring Break)	R & P, Ch. 10 First set of 4 lesson plans due
3-16	MIDTERM EXAM Tutoring - in the schools	
3-23	Instructional Routines Tutoring - in the schools	R & P, Ch. 11
3-30	Involving Parents Tutoring - in the schools	R & P, Ch. 12 Strategy Report 2 due
4-13	No Class – Newport Spring Break	Second set of 4 lesson plans due
4-20	Assessment Tutoring - in the schools	R & P, Ch. 13 Strategy Report 3 due Rough Drafts of Reports due
4-27	Peer Editing of Rough Drafts / Individual Appointments Tutoring - in the schools	Last set of 3 lesson plans due
5-4	Final Meeting - On Campus	

## **Bibliography**

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