

Curriculum and Instruction 433
Basic Diagnosis and Correction of Reading and Writing
The University of Montana
Fall Semester 2005

Faculty Information

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Office hours: Wednesday 2-4 and Thursday 2:30-3:30 and by appointment

Course Purpose

This course presents techniques and materials for diagnosing and accommodating classroom students' reading and writing needs. The content is required for pre-service and in-service candidates earning their State of Montana endorsements in Reading and Special Education, as well as School Psychology candidates.

Considering the Montana Teacher Education Program Standards, 10.58.521, Reading Specialists K-12, this course provides understanding, knowledge, and application of: (a) a planned sequence of study to include a philosophy of reading instruction, sensitivity to individual needs, instruction based on strengths and needs, integration of a wide variety of genre, and research on reading; (b) the learner and the learning process with application to the importance of embedding literacy instruction with meaningful context and recognizes the developmental process of reading acquisition; (c) techniques in reading instruction and skills to diagnose reading problems that include knowledge of research-based literacy approaches, sensitivity to individual differences, value of student self-monitoring, reading-related factors, knowledge of literacy strategies in various domains, and providing services in effective settings; (d) instructional materials that reflect curriculum, research, and the learner's strengths and needs; (e) activities that relate to environmental factors that affect reading achievement, recognition of language and dialect in the reading process, and benefits of parent involvement; (f) development, management, and evaluation of literacy approaches that recognize the learner's strengths and needs, involve parents, provide alternative instruction, and include a variety of assessments; (g) the integration of the reading/writing process with the content areas by involving parents with literacy development and communicating information to the public; (h) ongoing assessment practices that reflect the complex nature of reading, include high quality text, involve multiple intelligences, and include research-based approaches; and (i) professional literacy organizations.

Course Objectives

1. To comprehend knowledge and beliefs about reading: the theoretical base, the knowledge base, individual differences, diversity, and aspects of reading difficulties;
2. To understand the domains of oral and written language, including language diversity, reading comprehension, word recognition, and study skills and strategic

- reading and apply them to devising appropriate instructional strategies;
3. To understand factors affecting the reading process;
 4. To administer and use information from formal and informal measures to inform instruction and learning;
 5. To conduct assessments that involves multiple indicators of learner progress;
 6. To understand analytic teaching which recognizes the reading and writing process, appreciation of diversity and inclusion, and the belief of students as capable human beings;
 7. To understand the importance of communicating information about reading to the student, professionals, parents, and others;
 8. To introduce the student to research in literacy and professional literacy organizations;
 9. To introduce the student to literacy technology and on-line supplements;
 10. To write a case study.

Instructional Methods

The objectives are met through classroom instruction, on-line supplements, and a diagnostic experience in which the enrolled students choose case study subjects, diagnose their reading strengths and needs using formal and informal measures, write a case study, and create literacy lesson plans.

Student Outcomes and Evaluation Criteria (based on 100 points)

- 15 points: Three chapter reaction papers (CRPs), maximum 1-typed page per chapter, choose from the Gipe text or the Ashmore text. The final peer editing of CRPs is on **October 12** with the final CRP submitted via on-line supplement by **4:00, October 19**, or sooner;
- 30 points: Case study, typed, following the model found in the course pack; use a **binder clip** to secure the pages of this document;
- 15 points: Two remediation/reinforcement strategies (four for graduate credit) attached to your case study;
- 15 points: Class presentation;
- 25 points: Final exam.

A = 92-100, B = 84-91, C = 76-83, D = 68-75, F = below 68

Readings

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Ashmore, R. (2001). *Promoting the gift of literacy: 101 lesson plans for oral and written language*. Boston: Allyn & Bacon.

Burns, P. C., & Roe, B. D. (2002). *Informal reading inventory* (6th ed.). Boston:

Houghton Mifflin.

C&I 433 Faculty Pack, available at UC Bookstore

Gipe, J. P. (2006). *Multiple paths to literacy: Assessment and differentiated instruction for diverse learners, K-12* (6th ed.). Upper Saddle River, NJ: Prentice-Hall.

Schrank, F. A., Mather, N., & Woodcock, R. W. (2004). *Comprehensive Manual. Woodcock-Johnson III Diagnostic Reading Battery*. Itasca, IL: Riverside.

Computer access for the on-line course supplement.

Course Outline

Date	Topic	Assignment
		Gipe Ashmore
8.31	Introduction/What is reading?	1 1
9.7	The analytic process/Linguistic diversity	2,3 2
9.14	Reading-related factors	4
9.21	Assessment/Formal or indirect measures	5
9.28	Woodcock Johnson III Diagnostic Reading Battery	Comp Manual pp. 17-35, 50-53, 65-66, 81-83, 113-115
10.5	Assessment/Informal or direct measures	6
10.12	Informal Reading Inventory	pp.1-47 Burns & Roe
10.19	Writing the case study (choose presenters)/ Oral and written language (Final reaction paper due via Blackboard by 4:00)	7 3
10.26	Word recognition/Reading comprehension/ Meaning vocabulary	8,9,10 4,5
11.2	Strategies: Narrative and expository text/ Study skills/The arts	11,12,13,14 6
11.9	Independent study (class does not meet)	
11.16	Peer-editing case studies	
11.23	Travel day (class does not meet)	
11.30	(All case studies are due.) Case study presentations	
12.7	Exam/evaluate course	
12.14	(5:30 p.m.) Final class meeting (return case studies, oral ratings, exams and receive final grades)	