

UNIVERSITY OF MARYLAND, COLLEGE PARK
 Department of Curriculum and Instruction

EDCI 662: DIAGNOSTIC READING ASSESSMENT AND INSTRUCTION

Dr. Ayanna Baccus
 2311 Benjamin Building, UMCP
 301-332-7244
 baccusa@umd.edu
 Office Hours: by appt.

DESCRIPTION

The Literacy Coach Certificate Program is a partnership between the University of Maryland, College Park, Montgomery County Public Schools, and Prince George’s County Public Schools. The program seeks to prepare middle and high school teachers to serve as literacy coaches and leaders. As part of this partnership and program, EDCI 662: Diagnostic Reading Assessment and Instruction introduces teachers to strategies for evaluating reading performance, and for planning and implementing appropriate instruction. Students will learn about the elements of reading, the reading process, assessment and diagnosis, and instructional intervention and remediation. Students will also focus on the literacy experiences of students at all levels, including struggling readers, adolescents, and culturally and linguistically diverse learners.

The Conceptual Framework for the College of Education (see attached) provides the overall foundation and structure for this course. It emphasizes the importance of research and inquiry, professional and content knowledge, diversity, technology, and collaboration in the development of reflective practitioners.

COURSE OBJECTIVES

This course meets and addresses the International Reading Association’s Standards for Middle and High School Literacy Coaches (2006), and Standards for Reading Professionals (2003). Appropriate standards are identified with each course objective.

Upon completion of this course, students will demonstrate understanding of		
	Standards for Literacy Coaches	Standards for Reading Professionals
a) theories of reading and current conceptualizations of the reading process	1.3	1.1, 1.2
b) principles for reading diagnosis and remediation	3.1	1.1
c) factors underlying reading difficulties	3.2	1.1, 1.4
d) informal assessments	3.1	3.1
e) instructional strategies, programs, and interventions to improve literacy	2.1	2.1, 2.2
f) motivation, culture, and language in reading assessment and instruction	1.2	4.1, 4.2, 4.4
g) the literacy needs and experiences of struggling readers, diverse learners, and adolescent learners	1.2, 1.3	3.3
h) literacy instructional strategies and materials appropriate for the content areas – math, science, social studies, and language arts	4.1, 4.2	

Upon completion of the this course, students will demonstrate competency in		
	Standards for Literacy Coaches	Standards for Reading Professionals
a) the ability to select, develop, use, and interpret informal assessments	3.1	1.4, 3.1, 3.2
b) the ability to link literacy assessment findings with instructional programs	3.2	3.3, 3.4
c) the ability to plan, recommend, and implement appropriate instructional strategies for diverse learners and for students with reading difficulties in content areas	2.1	2.1, 2.2
d) The ability to select and recommend appropriate instructional materials for diverse learners and for students with reading difficulties	2.1	2.3, 4.1
e) the ability to model and demonstrate literacy instructional strategies for other teachers	2.1, 2.2	2.1, 2.2

COURSE TEXTS

Barr, R., Blachowicz, C.Z., Bates, A., Katz, C., & Kaufman, B. (2007). *Reading diagnosis for teachers: An instructional approach* (5th ed.). Boston: Allyn & Bacon.

Jetton, T.L., & Dole, J.A. (2004). *Adolescent literacy research and practice*. New York: Guilford Press.

Leslie, L., & Caldwell, J. (2006). *Qualitative reading inventory-4*. Boston: Pearson.

COURSE REQUIREMENTS

Participation & Class Activities

You are expected to attend all scheduled classes and to participate in class discussions and projects. This portion of your grade will take into account the quality and substance of your contributions to our on-going learning and your completion of all in-class activities. In groups, students will also complete an “It Says, I Say, and So” activity based on a journal article of their choice. **[15%]**

Assignments and Projects

Instructional Strategy Demonstrations: In pairs, students will model and demonstrate a recommended instructional strategy. Partners should also create and distribute a brief handout describing the strategy and how to use it. Strategies should be appropriate for middle and high school content area classes, and should be research-based. **[15%]**

Diagnostic Project: Using the QRI-4, each student will diagnose and assess the reading performance of a child or adolescent learner. Evaluations will focus on oral reading and fluency, prior knowledge, comprehension, and motivation. Identify literacy strengths and needs based upon the results and organize your findings into an informative and professional report. More detailed information on this assignment will be provided in class. **[40%]**

Literacy Scenarios: Literacy scenarios, describing adolescent learners and/or assessment data, will be distributed to each student close to the end of the semester. Students will carefully read each scenario and develop appropriate responses using information learned throughout the semester. This assignment will function as a take-home exam, and should be completed individually. Students may use notes and readings to form appropriate responses. Individual responses should be typed and turned in on December 5. **[30%]**

Grading Scale

A = 90-100

B = 80-89

C = 70-79

D = below 70

Academic Integrity

The class follows the guidelines set forth in the University Code of Academic Integrity. Consult the web at: <http://www.studenthonorcouncil.umd.edu/code.html>

UMCP Honor Pledge

The university has a nationally recognized Honor Code, administered by the Student Honor Council. The University of Maryland Honor Pledge reads:

"I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination."

Unless you are specifically advised to the contrary, the pledge statement should be handwritten and signed on the front cover of all papers, projects, or other academic assignments submitted for evaluation in this course. Students who fail to write and sign the pledge will be asked to confer with the instructor.

Religious Observances

Please inform the instructor of any absences for religious observances in advance. Students shall be given an opportunity to make up any academic assignment that is missed due to individual participation in religious observances.

Disability Services & Accommodations

If you have a documented disability and require specific accommodations, please contact me as soon as possible.

COURSE OUTLINE

Date	Topics for Discussion	Readings Due <i>Please bring readings to class</i>
8/30	Course Introduction IRA's Standards for Reading Professionals	
9/6	Development of Proficient Reading	Snow et al. pp. 15-84
9/13	Reading Difficulties	Snow et al. pp. 85-133 Johnston & Winograd (1985)
9/20	Adolescents and Reading	Jetton Chapter 20 Ehren et al. (2004) Moje et al. (2000)
9/27	Reading Diagnosis & Instruction	Barr Chapter 1 Serafini (2000/2001) Afflerbach (1993)
10/4	Oral Reading Analysis & Instruction Administering an IRI <i>Bring QRI-4 to class</i>	Barr Chapter 3
10/11	Using Informal Reading Inventories Administering an IRI <i>Bring QRI-4 to class</i>	Barr Chapter 8
10/18	Selecting & Adapting Materials Interpreting IRI Data <i>Bring QRI-4 to class</i>	Barr Chapter 8 Chambliss (1994)
10/25	Comprehension Assessment & Instructional Strategies <i>Instructional Strategy Demonstrations</i>	Barr Chapters 5-6
11/1	Vocabulary & Selecting & Adapting Materials Assessment & Instructional Strategies <i>Instructional Strategy Demonstrations</i>	Barr Chapter 4 Chambliss (1994)
11/8	Reading, Writing, & Motivation Assessment & Instructional Strategies <i>Diagnostic Project Due</i>	Barr Chapters 2 & 7
11/15	Prevention & Intervention Struggling Readers <i>Instructional Strategy Demonstrations</i>	Jetton Chapter 7 Fisher & Ivey (2006) Ivey & Broaddus (2000) Lenters (2006)
11/22	Literacy Scenario Preparation	
11/29	Understanding Cultural and Linguistic Diversity <i>Instructional Strategy Demonstrations</i>	Jetton Chapters 9, 14, & 15 Flores et al. (1991)
12/6	Decision Making & Recommendations <i>Literacy Scenarios Due</i>	Barr Chapter 9 Santa (2006)

ADDITIONAL REQUIRED READINGS

Afflerbach, P. (1993). STAIR: A system for recording and using what we observe and know about our students. *The Reading Teacher*, 47(3), 260-263.

Chambliss, M.J. (1994). Evaluating the quality of textbooks for diverse learners. *Remedial and Special Education*, 15, 348-362.

Ehren, B.J., Lenz, K. & Deshler, D.D. (2004). Enhancing literacy proficiency with adolescents and young adults. In C. A. Stone, E. R. Silliman, B. J. Ehren, & K. Apel (Eds.), *Handbook of language and literacy: Development and disorders* (pp. 681-702). New York: Guilford Press.

Fisher, D., & Ivey, G. (2006). Evaluating the interventions for struggling adolescent readers. *Journal of Adolescent & Adult Literacy*, 50(3), 180-189.

Flores, B., Teft, R., and Diaz, E. (1991). Transforming deficit myths about learning, language, and culture. *Language Arts*, 68, 369-379.

Ivey, G., & Broaddus, K. (2000). Tailoring the fit: Reading instruction and middle school readers. *The Reading Teacher*, 54, 68-78.

Lenters, K. (2006). Resistance, struggle, and the adolescent reader. *Journal of Adolescent & Adult Literacy*, 50(2), 136-146.

Johnston, P., & Winograd, P. (1985). Passive failure in reading. *Journal of Reading Behavior*, 27, 279-301.

Moje, E.B., Young, J.P., Readence, J.E., & Moore, D.W. (2000). Reinventing adolescent literacy for new times: A commentary on perennial and millennial issues in adolescent literacy. *Journal of Adolescent and Adult Literacy*, 43(5), 400-411.

Santa, C.M. (2006). A vision for adolescent literacy: Ours or theirs? *Journal of Adolescent & Adult Literacy*, 49(6), 466-476.

Serafini, F. (2000/2001). Three paradigms of assessment: Measurement, procedure, and inquiry. *The Reading Teacher*, 54(4), 384-393.

Snow, C.E., Burns, M.S., & Griffin, P. (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.