

**Course Title: Diagnosis and Remediation skills Crucial to the Successful  
Instruction of Reading (Ed/B 9255)**

**Instructor: Dr. Tim Ham and Dr. Vince Ontiveros**

Course Credit: 3 Credit Hours

Target Audience: K-3 teachers, and other K-12 Ancillary instructional staff that support student reading

**Course Description:**

**I. Course Goals**

These courses has been developed to help build the teachers knowledge and skills in Scientifically Based Reading Research which will enable them to teach all children to master reading by the end of grade three. By providing teachers and instructional support personnel with quality training through the application of Scientifically Based Reading Research (SBRR) - to reading instruction, assessment, diagnosis, progress monitoring and intervention, reading instructional effectiveness will occur. Included in the program, the participants will learn added skills in the following areas:

- Phonemic Awareness: The ability to hear and manipulate sounds in words.
- Phonics and Word Study: The ability to associate sounds with letters and use these sounds to read words.

Learning will occur as participants explore Phonemic Awareness, Phonics and Word Study as they participate in activities such as:

- Engage in independent, small group, and peer activities in order to develop an understanding of the concepts of phonological awareness and phonemic awareness.
- Use evidence-based classroom assessment measures to determine student levels of phonemic awareness and to monitor student progress throughout the school year.
- Provide explicit and systematic phonemic awareness instruction, focusing on segmenting (pulling apart real and nonsense words into individual sounds, or phonemes) and blending (putting those sounds back together).
- Learn the components of effective phonics lessons: modeling and guiding practice in blending, segmenting, and applying phonics to the reading of connected text and in correcting miscues.
- Engage in a variety of independent, small group, and peer activities in order to develop an understanding of the concepts of the alphabetic principle and phonics.
- Use classroom assessment measures to determine individual students' capabilities

**II. Course Description**

This course follows the educator-training program titled Reading Academy developed by Voyager U, a division of Voyager Expanded Learning.

**The dynamic nature of the learning experience is created through the utilization of four major components:**

**1. Online Learning Modules** which provide standardized, high quality curriculum, personal journals, survey opportunities, learning activities, assessments, assignments, state announcements. Each of the learning modules contains three units of instruction: Unit I “Learn About”; Unit 2: “Learn to Measure”; and Unit 3: “Learn to Apply”.

**2. Learning Groups** are formed at the school level with all participants. Group meetings are lead by a trained Coach. They provide feedback, reflection, discussion, planning and assessment of the online learning, classroom activities and projects. Opportunities for peer interaction and support during each learning module enhance the teacher’s experience.

**3. Learning Items** provide job embedded activities for each learning module that enable teachers to practice what they have learned in a manner that builds confidence, reflection/feedback and adoption.

**4. Coaching** support for each teacher provides the necessary leadership to move through the curriculum experience with fidelity and provide feedback and support to the teacher as they apply newly learned practices.

### III. Course Outline and Objectives

Participants acquire foundational understanding of Literacy Big Ideas and state literacy standards by:

- Reading online content materials
- Setting individual program improvement goals
- Comparing their own practices to peer practices in group facilitated sessions
- Completing planning and organizing steps for moving forward

**1. Module One: Phonemic Awareness** Participants will complete learning activities through learning activities which are expected module activities and group meetings. Participants also have choice in the module activities, as well as the option for additional learning activities.

Phonemic Awareness	Various Activities		Classroom Application		Case Studies		Group / Partner		Additional		
	Expected		Choice				Meeting				
	Min Pts	Max Pts	Min Pts	Max Pts	Min Pts	Max Pts	Min Pts	Max Pts	Min Pts	Max Pts	
<b>Learn About</b>											
Video Survey	10	10									
Self Assessment	20	20									
Self Assessment	20	20									
Group Discussion							50	125			
<b>Learn to Measure</b>											
ISF Tutorial	50	50							10	50	
ISF Classroom Application			100	500							
PSF Tutorial	50	50							10	50	
PSF Classroom Application			100	500							
Group Discussion							50	125			
<b>Learn to Apply</b>											
Case Study #1					50	50					
Instructional Plan									25	25	
Program Evaluation	25	25									
Classroom Plan: Design			50	50							
Classroom Plan: Report			20	100							
Supplemental Classroom Lessons			25	250					25	625	
Optional Readings									50	250	
Group Discussion							50	125			
CheckPoint	50	50									
<b>Minimum Required Points for Completion=</b>	<b>225</b>		<b>200</b>				<b>150</b>		<b>---</b>		<b>575</b>

- 2. Module Two: Phonics and Word Study** Participants will complete learning activities through learning activities which are expected module activities and group meetings. Participants also have choice in the module activities, as well as the option for additional learning activities.

Phonics & Word Study	Various Activities		Classroom Application		Case Studies		Group / Partner		Additional		
	Expected		Choice				Meeting				
Learn About	Min Pts	Max Pts	Min Pts	Max Pts	Min Pts	Max Pts	Min Pts	Max Pts	Min Pts	Max Pts	
Video Survey	10	10									
Self Assessment	20	20									
Self Assessment	20	20									
Group Discussion							50	125			
Learn to Measure	Min Pts	Max Pts	Min Pts	Max Pts	Min Pts	Max Pts	Min Pts	Max Pts	Min Pts	Max Pts	
LNF Tutorial	50	50							10	50	
LNF Classroom Application			100	500							
NWF Tutorial	50	50							10	50	
NWF Classroom Application			100	500							
Group Discussion							50	125			
Learn to Apply	Min Pts	Max Pts	Min Pts	Max Pts	Min Pts	Max Pts	Min Pts	Max Pts	Min Pts	Max Pts	
Case Study #1					50	50					
Case Study #2					50	50					
Case Study #3					50	50					
Case Study #4					50	50					
Instructional Plan-Primary									25	25	
Instructional Plan-Intermediate									25	25	
Program Evaluation	25	25									
Classroom Plan: Design			50	50							
Classroom Plan: Report			20	100							
Supplemental Classroom Lessons			25	250					25	1350	
Optional Readings									50	250	
Group Discussion							50	125			
CheckPoint	50	50									
<b>Minimum Required Points for Completion=</b>	<b>225</b>		<b>200</b>				<b>150</b>		<b>---</b>		<b>575</b>

#### IV. Evaluation

Each participant will be evaluated on the basis of successfully completing the following activities, work products and tests. The evaluation process conducted through analysis of the course learning items and points earned.

#### Grading Scale

- A = 1,530 – 1,391**
- B = 1,390 – 1,266**
- C = 1,265 – 1,150**
- D = 1,149 – 1,035**
- F = Below 1,035**

## V. Bibliography

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