

**Feinstein School of Education and Human Development**  
**Department of Elementary Education**  
**Spring 2011**  
**Horace Mann Hall – Room 190**  
**Mondays: 4:00 –6:50 PM**

1. **Course Number:** ELED 686 – 01
2. **Course Title:** Treatment of Reading Difficulties
3. **Instructor:** Dr. Robert T. Rude  
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Rhode Island College  
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4. **Course Descriptions:**

**Catalog:** Focus is on current theories, practices, and materials concerning students who have reading difficulties. This course is intended for professionals who work with disabled readers.

**Relationship to Professional Program:** ELED 686 is a required course in the M.Ed. in Reading Program. Completion of either ELED 534: Developmental Reading: Pre-K-8 or ELED 501: Reading in the Content Areas, and ELED 685: Diagnosis of Reading Difficulties provides students with the background knowledge needed to successfully complete ELED 686.

**Relationship to Knowledge Base and SEHD:** This course is a broad-based, performance-oriented approach to helping students with literacy problems in both reading and writing. A key aspect of the course is to help candidates to become reflective practitioners. Accordingly, the PAR (Planning, Action, Reflection) paradigm is followed. Throughout the course, special emphasis is placed on better understanding how multicultural, technology, and global perspectives are important in dealing with students with literacy problems.

## 5. Course Information:

**Prerequisites:** Graduate status; ELED 534 and/or ELED 501; ELED 685

### Required Text:

Beers, Kyleene. *When Kids Can't Read: What Teachers Can Do*. Portsmouth, NH: Heinemann Publishing Company, 2003.

Strickland, Dorothy S., Gnaske, Kathy, & Joanne K. Monroe. *Supporting Struggling Readers and Writers*. Portland, ME: Stenhouse Publishers, 2002.

### Suggested Texts You May Want to Add to Your Professional Library:

Fountas, Irene C. and Gay Su Pinnell. *Guided Reading: Good First Teaching for All Children*. Portsmouth, NH: Heinemann Publishing Company, 1996.

Harvey, Stephanie and Anne Goudvis. *Strategies That Work: Teaching Comprehension to Enhance Understanding*. Portland, ME: Stenhouse Publishers, 2007.

Miller, Debbie. *Reading with Meaning*. Portland, ME: Stenhouse Publishers, 2002.

Pinnell, Gay Su and Irene C. Fountas. *The Continuum of Literacy Learning, Grades 3-8: A Guide to Teaching*. Portsmouth, NH: Heinemann Publishing Company, 2007.

Pinnell, Gay Su and Irene C. Fountas. *Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom*. Portsmouth, NH: Heinemann Publishing Company, 1998.

## 6. Course Objectives (Objectives are keyed to the 2010 IRA Standards for Reading Professionals)

Course Objective	2010 IRA Standards	RIPT Standard	RI College Conceptual Framework	Evidence of Learning
1. Describe the	1.1, 1.3	1, 2, 3	Knowledge	1. Class

reflective practitioner model and explain how this model applies to the teaching of students with literacy difficulties					discussion 2. Reflective self-evaluation
2. Explain how reading specialists operate in today's schools	2.1, 3.1, 3.2, 3.3. 3.4	1		Knowledge, Professionalism	1. Report on a contemporary reading program. 2. Paraprofessional Interview
3. Use technology to access information to help the literacy professional communicate with other professionals	3.4	8		Pedagogy	1. Preparing a case study report. 2. Parental Tips Handout
4. Describe programs and materials that might be appropriate to use with students who have literacy problems	2.1, 2.2, 2.3	9		Pedagogy	1. Tutoring a Hispanic secondary-level student.
5. Interpret diagnostic information and make recommendations to help students overcome literacy problems	3.3, 3.4	2, 9		Pedagogy	1. Tutoring a Hispanic secondary-level student. 2. Preparing a Case Study Report
6. Discuss techniques that can be used to help students with vocabulary literacy problems	2.2, 2.3	5, 9		Pedagogy	1. Tutoring a Hispanic secondary-level student
7. Discuss techniques that can be used to help students with word study literacy problems	2.2, 2.3	5, 9		Pedagogy	1. Tutoring a Hispanic secondary-level student
8. Discuss techniques that can be used to help students with comprehension literacy problems	2.2, 2.3	5, 9		Pedagogy	1. Tutoring a Hispanic secondary-level student
9. Explain how culturally divergent students' literacy	2.2, 4.1, 4.2, 4.3	4		Pedagogy, Diversity	1. Tutoring a Hispanic secondary-level

programs need to be modified to help them become competent readers and writers					student
10. Discuss the role of parents in the cooperative effort to help students with literacy difficulties	3.4	6, 7	Knowledge, Professionalism		1. Parental Tips Handout
11. Prepare one or more artifacts to be included in the M.Ed. in Reading Professional Portfolio	1.1, 2.1, 3.1, 3.3, 3.4, 4.2, 5.2, 6.2	10, 11	Knowledge, Professionalism		1. Case Study Report 2. Report on a contemporary reading program 3. Parental Tip Handout 4. Tutoring a Hispanic Secondary Student.

## 7. Course Schedule, Topics, and Reading Assignments:

January 24 – Introduction to the Course & the M.Ed. in Reading Portfolio

**Richard Baraniuk: Goodbye textbooks; Hello open source learning** (Rice University professor Richard Baraniuk explains the vision behind Connexions, his open-source, online education system. It cuts out the textbook, allowing teachers to share and modify course materials freely, anywhere in the world.)  
[http://www.ted.com/index.php/talks/richard\\_baraniuk-on\\_open\\_source\\_learning.html](http://www.ted.com/index.php/talks/richard_baraniuk-on_open_source_learning.html)

To go to this incredible website, link to this source:

<http://cnx.org/>

January 31– Running Records and Case Study Data

February 7 – Running Records and Case Study Data

**Tutoring an Adolescent Hispanic Student**

February 14 – Programs in Reading & Technology Connections

**Tutoring an Adolescent Hispanic Student**

February 21 – Word Study/Word Walls/Writing

(Public School Vacation – No tutoring)

February 28 – Vocabulary and Study Skills

**Tutoring an Adolescent Hispanic Student**

March 7 – Using Think-Alouds (Theory and Books)

**Tutoring an Adolescent Hispanic Student**

March 14 – College Break – No Classes

March 21 – Comprehension (Story Impressions, DRTA, KWL, Text-to-Self, Text-to-Text, Text-to-World Connections, etc.)

**Tutoring an Adolescent Hispanic Student**

A great website to watch interviews with famous young adult authors.  
<http://www.adlit.org/>

(I especially enjoyed the Kate DiCamillo, Avi, and Lois Lowry interviews)

March 28 – Guided Reading

April 4 – Literature Circles

April 11 – Reports and Response to Intervention Principles

<http://www4.scoe.net/rti/programs.cfm?menuChoice=3> (Mac Version)  
<mms://streamer.scoe.net/Ril/060511Rtl14.wmv> (PC Version)

(Select the May 11 video)

April 18 – Reports and Case Studies, PLPs, & IEPs

April 25 – Reports and Case Studies

May 2 – Reports and Case Studies

May 9 – Final Exam Week

## **8. Course Requirements (Requirements are keyed to the 2010 IRA Standards for Reading Professionals)**

There are a variety of activities built into this course. Many of these activities will be done in class but there will also be work to be done outside of the classroom setting. Among the things you will be asked to demonstrate this semester are the following:

Design an instructional program after working with a secondary-level disabled reader (2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4)

Tutor a secondary-level student with reading/writing difficulties (2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4)

Use the Internet/World Wide Web to access information about current reading programs and issues (2.1, 2.2, 2.3)

Interview a paraprofessional to learn more about their duties and responsibilities (5.2, 5.3)

Do a presentation on a contemporary reading/writing literacy program (5.1, 5.2, 5.3, 5.4)

Prepare a “Parental Tips” handout for parents (4.1, 4.2)

Interpret data and write case study reports (3.1, 3.2, 3.3, 3.4)

## **9. Evaluation:**

This is a performance-based course. You will be asked to demonstrate competency on a wide variety of assignments that are designed to make you a more effective reading specialist and a better teacher. Where appropriate, rubrics will be used to guide you in the carrying out of your assignments. Grades for the course will be determined by the following means:

Preparing Case Study Reports – 20%

Report on a Contemporary Reading Program – 15%

Paraprofessional Interview – 5%  
Preparation of a Parental Tips Handout – 5%  
Tutoring a Secondary-Level Student – 20%  
Class Participation – 15%  
Professional Conduct – 10%  
Reflective Self Evaluation – 10%

Each item will be graded using the standard Rhode Island College grading pattern. Weighted grades will be summed at the end of the semester to determine your earned letter grade.

#### **10. Office Hours:**

My regular office hours are Monday and Wednesday from 7:00 AM – 4:00 PM. I am available to meet with you whenever it is convenient for you, however. Call or e-mail me to arrange an appointment.

#### **Best Practices**

- Reading means getting meaning from print.
- Reading is a process.
- Reading is the best practice for learning to read.
- Reading assessment should match classroom practice.
- Schools that are effective in teaching reading have an ethos that supports reading.
- All children can and should write.
- Teachers must help students find real purposes to write.
- Students need to take ownership and responsibility.
- Effective writing programs involve the complete writing process.
- Effective teachers use evaluation constructively and efficiently.

#### **Diversity**

The issues of English Language Learners (ELL) will be discussed in terms of their background knowledge, vocabulary, underlying concepts of language, and phonological interference when learning to read and write. In addition, we will be tutoring middle- and high school students from culturally-diverse backgrounds (primarily, but not exclusively, Hispanic).