

Minnesota State University Moorhead

SPED 545: Methods of Reading Intervention

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 45

Lab Hours/Week: 0

OJT Hours/Week: *.*

Prerequisites: None

Corequisites: None

MnTC Goals: None

Second in a series of two methods courses where candidates will learn and apply knowledge and pedagogy that support the development of reading and writing in children with disabilities. By knowing and understanding the premise of literacy development and intervention, candidates will explore effective instructional, assessment, and intervention practices.

B. COURSE EFFECTIVE DATES: 01/14/2013 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Nature of Reading Difficulties
2. Factors Involved with Reading/Writing Difficulties
3. Assessment
4. Progress Monitoring
5. Emergent Programs
6. Phonics, High Frequency Words, Sight Words
7. Introduction to Strategies
8. Strategies: Vocabulary
9. Strategies: Comprehension
10. Content Area Reading
11. Strategies: Writing
12. Programming
13. Intervention Programs

D. LEARNING OUTCOMES (General)

1. Understand the use of formal and informal oral language and writing opportunities across the curriculum to help students make connection between oral language and reading and writing, particularly in English language learners.
2. Understand the interrelated elements of language arts instruction that support the reading development of English language learners including ways in which the writing systems of other languages may differ from English and factors and processes involved in transferring literacy competencies from one language to another.
3. Understand the critical role vocabulary knowledge plays in reading.
4. Understand how to facilitate comprehension at various stages of students' reading development by selecting and using a range of texts, activities, and strategies before, during, and after reading.
5. Understand the structures and features of expository information texts and effective reading strategies to address different text structures and purposes for reading.
6. Knowledge of how to select, evaluate, and respond to literature from a range of genres, eras, perspectives, and cultures.
7. Knowledge of how to analyze and teach literary text structures and elements and criticism, drawing upon literature and instructional needs and interests.
8. Knowledge of how to enhance literacy skills helping students understand similarities and differences between language structures used in spoken and written English.
9. Understand the selection and appropriate use of a wide range of engaging texts representing various genres and cultures when designing reading lessons; the ability to facilitate and develop students responses to literature and their critical reading abilities through high level, interactive discussion about texts.
10. Understand the selection and appropriate explicit instruction and guided practice of teaching written language structures using a range of approaches and activities to develop students comprehension and use of academic language.
11. Develop a literacy framework to coherently organize reading programs and effectively implement lessons including a variety of grouping strategies, guided practice, and independent work.
12. Demonstrate the ability to design purposeful lessons/tasks based on the qualities, structures, and difficulty of text and the reading needs of individual students including the selection and use of supplementary materials to support the reading development of struggling and gifted readers.
13. Evaluate oral and written language to determine their understanding and use of English language structures and conventions.
14. Plan, evaluate, and differentiate instruction to meet the needs of all students from various cognitive, linguistic, and cultural backgrounds.
15. Design and implement appropriate classroom interventions for struggling readers and enrichment programs for gifted teachers.
16. Demonstrate the ability to work with reading specialist, gifted and talented specialists, and other staff on advanced intervention and enrichment programs.
17. Demonstrate the ability to communicate results of assessment to specific individuals in accurate and coherent ways that indicate how the results might impact student achievement.
18. Demonstrate the ability to administer selected assessments and analyze and use data to plan instruction through a structured clinical experience linked to university coursework.
19. Demonstrate the ability to support students and colleagues in the selection or design of materials that match students reading levels, interest, cultural and linguistic background.
20. Demonstrate the ability to foster independence and self-efficacy in readers.
21. Understand the development of independent reading by encouraging and guiding students in selecting independent reading materials, promoting extensive independent reading by providing daily opportunities for self-selected reading and frequent opportunities for sharing what is read, and motivating students to read independently by regularly reading aloud to students and providing access to a variety of reading materials.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted