I. Catalog Description and Credit Hours of Course:
The course will focus on differentiating reading and writing instruction within various settings including supplemental and classroom for meeting the needs of struggling learners. (3)

II. Prerequisites:
Students must have successfully completed EL630 and EL631.

III. Purpose or Objectives of the Course:
1. Demonstrate knowledge of the major components of reading (phonemic awareness, word identification, and phonics, vocabulary and background knowledge, fluency and comprehension strategies and motivation).
2. Determine if students are appropriately integrating the components (phonemic awareness, word identification, and phonics, vocabulary and background knowledge, fluency and comprehension strategies and motivation) in fluent reading.
3. Demonstrate knowledge and use of instructional grouping options (individual, small group, whole class) as appropriate for given purposes.
4. Use a wide range of instructional practices, approaches, and methods for learners at differing stages of development and from differing cultural and linguistic backgrounds.
5. Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.
6. Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from different cultural, linguistic backgrounds.
7. Communicate results of assessment to specific individuals (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.
8. Select materials that match the reading levels, interests and cultural and linguistic background of students.
9. Use methods to effectively revise instructional plans to motivate all students. They will design programs that will intrinsically and extrinsically motivate students. They will demonstrate techniques and articulate the research base that grounds their practice.
10. Work with colleagues to observe, evaluate, and provide feedback on each other’s practice.
### Alignment of Standards

<table>
<thead>
<tr>
<th>Objective</th>
<th>Unit Standard Met</th>
<th>SPA or NCATE Standard Met (IRA)</th>
<th>MoStep Standard Met</th>
<th>Assessment Assuring that the Objective has been met</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundational Knowledge</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Demonstrate knowledge of the major components of reading (phonemic awareness, word identification, and phonics, vocabulary and background knowledge, fluency and comprehension strategies and motivation) | 1.1, 1.2, 1.5 | 1.1, 1.4 | 1.1 | * Response Logs  
* Shared Reading Plans  
* Guided Reading Lesson Plans  
* Guided Reading Plus Lesson Plans |
| Determine if students (children) are appropriately integrating the components (phonemic awareness, word identification, and phonics, vocabulary and background knowledge, fluency and comprehension strategies and motivation) in fluent reading. | 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.4 | 1.1, 1.4 | 1.1 | * Running Records  
* Progress Monitoring Assessments  
* Individual Student Conferences |
| **Instructional Strategies and Curriculum Methods** | | | | |
| Demonstrate knowledge of and use instructional grouping options (individual, small group, whole class) as appropriate for given purposes. | 1.2, 1.5, 2.2, 2.3, 4.1, 4.2 | 2.1 | 1.2, 1.2.2, 1.2.3 | * Comprehensive Intervention Model (CIM) Plan  
* Development of Assessment/Intervention Wall  
* Development of Daily Schedules |
| Use a wide range of instructional practices, approaches, and methods, for learners at differing stages of development and from differing cultural and linguistic backgrounds. | 1.1, 1.2, 1.5, 2.1, 2.2, 2.3, 2.4 | 2.2 | 1.1, 1.2, 1.3, 1.5, 1.7, 1.8 | * Preparing for Reading Workshop  
* Preparing for Writing Workshop  
* Preparing for Language Workshop  
* Preparing for Content Workshop |
| Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultures and linguistic backgrounds. | 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 3.2, 3.5, 5.1, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3 | 2.3 | 1.4, 1.5, 6 | * Reading Notebook  
* Writing Notebook  
* Shared Reading Lesson Plan  
* Classroom library |
| **Assessment, Diagnosis and Evaluation** | | | | |
| Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from different cultural, linguistic backgrounds. | 1.3, 1.4, 2.1, 2.2, 2.3, 3.2, 4.1, 4.2, 4.3, 6.3 | 3.1, 3.2, 3.3 | 1.7, 1.8, 1.9 | Multiple Assessments including but not limited to, screening, outcome, diagnostic, and progress monitoring: norm referenced, benchmark assessments, running records, scoring guides, checklist, portfolios, response logs, teacher observations, assessment walls |
| Communicate results of assessment to specific individuals (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc) | 1.3, 1.4, 3.1, 3.4, 5.4, 5.5 | 3.4 | 1.10, 1.11 | * Literacy Team Meeting  
* Intervention Conferences  
* Cluster Conferences  
* 1 to 1 student conferences  
* Parent Conferences |
| **Creating a Literate Environment** | | | | |
| Select materials that match the reading levels, interests and cultural and linguistic background of students. | 1.1, 1.3, 2.1, 2.2, 5.1, 5.2, 5.4, 5.5, 6.1, 6.2, 6.3 | 4.1, 4.2, 4.3, 4.4 | 1.2, 1.3, 1.6 | * Preparing for Reading Workshop  
* Preparing for Writing Workshop  
* Mini Lesson Plans |
| Use methods to effectively revise instructional plans to motivate all students. They will design programs that will intrinsically and extrinsically motivate students. They will demonstrate techniques and articulate the research base that grounds their practice. | 1.1, 1.2, 1.5, 2.1, 2.3, 2.4, 3.2, 3.5, 4.1, 4.3, 6.1, 6.2, 6.3 | 4.2, 4.3, 4.4 | 1.4, 1.5, 1.6, 1.7, 1.8 | * Mini Lessons  
* Shared Reading Plans  
* Guided Reading Lesson Plans  
* Guided Reading Plus Lesson Plans  
* Progress monitoring |
| **Professional Development** | | | | |
| Work with colleagues to observe, evaluate, and provide feedback on each other’s practice | 3.1, 3.4, 5.5 | 5.3 | 1.9, 1.10, 1.11 | * Teacher Book Club  
* Study Group |
Relationship of the Conceptual Framework to Standards

The increasing emphasis on professional standards for educators that focus on resultant dispositions and Praxis results of program graduates has reinforced the relevance of the College’s emphasis on a synergistic meld of the themes of competent, reflective, and caring as the grounding artifice of its conceptual framework. As the lists of expected achievement indicators, competencies, and dispositions issued by government and professional groups become more extensive, only a competent professional who assiduously reflects on his/her teaching, while maintaining a caring attitude, is and/or will be capable of meeting the intent of those standards. For a unit the size of the College of Education at Southeast Missouri State University, the broad applicability of competencies, reflective learning, and caring supports its utility as a purposeful conceptual framework that all constituents apply to their work. Specific instances of how the conceptual framework influences work within programs will be found in evidence provided by the programs.

It is the collaborative belief of the faculty of the College of Education at Southeast Missouri State University and the professional community of educators who work with the College to prepare future educators at all levels that any overarching statement or theme must encompass a vision for the entire College and its constituent parts. That vision, encapsulated within a theme statement, is to prepare pre-service professionals and to encourage and support the teacher, the administrator, and the counselor in their efforts to at all times be, act, and believe as competent, reflective and caring professionals in their support of all learners.

Given that such a vision arises from divergent constituencies, in diverse fields within education, it is important for us to be clear on what constitutes the foundational pieces on which this vision rests. While the primary tenets of this vision are our collective belief that to be professional educators, one must be competent, reflective and caring in both the personal and professional senses, equally important are the many components that we believe are both required and evoked by those three attributes. These components are to be found in the collegially derived descriptions for teacher education, administrator education and counselor education. We have developed visions for each of these areas as separate descriptions because we felt that while intertwined in the College and in the field, each approaches the task through curricular and pedagogical means unique to that field.

The general theme of the vision, as noted above, is that each of these areas strives to nurture and prepare the pre-service candidate, and challenge and stimulate the continuing professional to be a competent, reflective and caring professional, so they can meet the needs of diverse learners. These efforts include continuous endeavors to creatively incorporate technology throughout their individual subject area fields, to promote understanding and appreciation for diversity, and to support the development of literacy skills needed in an increasingly complex society. This Conceptual Framework model, with the six centrally located terms of competent, caring, reflective, diversity, technology and literacy, provide guidance for all programs in the College of Education in a continuous effort to develop, utilize and assess proficiencies according to standards evidenced in college, state and national standards.
IV. Expectations of Students:

a. The student will complete all assigned readings.

b. The student will complete all assigned projects.

c. The student will be an active participant in class sessions.

V. Course Content or Outline:

| A. Current comprehensive literacy research and theory | 5 |
| B. Relating research and theory to observations of children’s reading and writing over time | 10 |
| C. Designing supplemental differentiated literacy instruction | 10 |
| D. Selecting and producing appropriate books and materials for diverse learners | 10 |
| E. Fostering positive systemic change through the collaborative process | 5 |
| F. Using technology to network for real world purposes | 5 |
| Total Hours | 45 |

VI. Textbook(s) and/or Other Required Materials or Equipment:


VII. Basis for Student Evaluation:

A. Evidence of reading all assignments | 25%

B. Completion of assigned projects | 50%

C. Active class participation | 25%
The weight of the evaluation criteria may vary according to each instructor and will be communicated at the beginning of the course.

VIII. Grading Scale

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93% - 100%</td>
<td>A</td>
</tr>
<tr>
<td>85% - 92%</td>
<td>B</td>
</tr>
<tr>
<td>75% - 84%</td>
<td>C</td>
</tr>
<tr>
<td>74% and below</td>
<td>F</td>
</tr>
</tbody>
</table>

IX. Academic Policy Statement:

Academic honesty is one of the most important qualities influencing the character and vitality of Southeast Missouri State University. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the STUDENT HANDBOOK. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes: Plagiarism and Cheating.

X. Student with Disabilities:

Southeast Missouri State University and Disability Support Services remain committed to making every possible educational accommodation for students with disabilities. Many services and accommodations which aid a student’s educational experience are available for students with various types of disabilities. It is the student’s responsibility to contact Disability Support Services to become registered as a student with a disability. Accommodations are implemented on a case by case basis. For more information visit the following site:

http://www6.semo.edu/lapdss/index.htm

XI. Civility and Harassment

The University strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, discriminate among values, and make relevant judgments. A major determinant of a successful educational experience is a shared sense of respect among and between the students and their instructor. Mutual respect for all as well as a no tolerance policy on harassment of any kind is expected. Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as well as to respect private and public property.
Additional Resources


