Preparing Inquiring Educators: Knowledge, Understanding, Application

Course Outline

1. **Number and Title**: ELRL 621 Remediation of Difficulties
   3 graduate credits

2. **Course Description**:
   This course is concerned with methodology, strategies and skills in developmental, and remedial reading programs. The reading/writing process is examined in depth from its earliest stages through secondary school so that graduate students acquire the background and the knowledge to work with readers who have problems at different levels.

   In planning specific remedial sessions, graduate students will study the data collected for each client from CIRL 620. Students will also focus on child development, the environment, the family background, language, culture and the child’s strengths and weaknesses. Students will then plan, develop and execute remediation sessions based on their findings and specific needs of the client.

   Through clinical sessions, shared discussions, literary circles, outside readings, research, audiovisual tapes and modeling, graduate students will study the problems faced by disabled readers. Focus will be planning and executing effective remedial sessions for improving the client’s literacy skills.

3. **Prerequisites**: ELRL 620 Diagnosis of Reading Difficulties

4. **Course Objectives**:
   - **Candidates will know and understand**:
     A. How information gained from interviews, formal and informal assessments will help them in preparing an effective sequence of reading/writing lessons. (IRA Standards 3.1, 3.2, 3.3, 3.4, NJPTS 5, 7, 8, WPUNJ C1, D4)
     B. The developmental stages children encounter as they learn to read and write in grades K-12. (IRA Standards 3.1, 3.2, 3.3, 3.4, NJPTS 5, 7, 8, 9, WPUNJ B1, B2, B3)
     C. That reading in a complex, interactive, constructive process. (IRA Standards 1.4, 3.1, 3.2, 3.3, 3.4, NJPTS 5, 7, 8, WPUNJ B1, B2, B3)
     D. Word recognition and comprehension strategies necessary for students as they proceed through the grades. (IRA Standards 3.1, 3.2, 3.3, 3.4, NJPTS 5, 7, 8, WPUNJ B1, B2, B3)
     E. How to integrate materials and work with students in order to help them think critically about their reading behavior. (IRA Standards 3.1, 3.2, 3.3, 3.4, NJPTS 5, 7, 8, WPUNJ C1, D4)
     F. How to motivate and assist the child in developing a wholesome attitude toward reading and writing not only in academic areas but in lifetime situations. (IRA Standards 3.1, 3.2, 3.3, 3.4, NJPTS 5, 7, 8, WPUNJ D2, D3)
     G. How to reassess student’s progress continuously using formal and informal measures and write necessary reports and recommendations as part of a case study. This is an on-going process. (IRA Standards 3.1, 3.2, 3.3, 3.4, NJPTS 5, 7, 8, WPUNJ A1, D1)
     H. How to work effectively with children from all cultures using appropriate materials, including multi-cultural literature. (IRA Standards 3.1, 3.2, 3.3, 3.4, NJPTS 5, 7, 8, WPUNJ B3, C3, D3)

5. **Student Learning Outcomes**:
   **Candidates will be able to**:
   A. Demonstrate the ability to develop realistic goals for the reader with disabilities by developing a case study with appropriate materials. (IRA Standards 3.1, 3.2, 3.3, 3.4, NJPTS 5, 7, 8, WPUNJ C3, D2, D3)
   B. Demonstrate the ability to plan and to execute lessons based on student’s strengths and weaknesses using a variety of strategies. (IRA Standards 1.4, 3.1, 3.2, 3.3, 3.4, NJPTS 5, 7, 8, WPUNJ D4)
   C. Demonstrate observational skills and reflective practices adding materials to the case study. (IRA Standards 3.1, 3.2, 3.3, 3.4, NJPTS 5, 7, 8, 9, WPUNJ A1)
   D. Demonstrate knowledge, skills and understanding of course content based upon a passing grade on tests and quizzes. (IRA Standards 3.1, 3.2, 3.3, 3.4, NJPTS 5, 7, 8, WPUNJ B1, B2, B3)
   E. Complete a case study by handing in final summary report and appropriate letters to other professionals and parents. (IRA Standards 3.1, 3.2, 3.3, 3.4, NJPTS 5, 7, 8, 9, WPUNJ C1, C2, D1)
   F. Display positive dispositions related to reading and the teaching of reading by conducting assessments in an ethical and caring manner with respect for the confidentiality of students and their families. (IRA Standards 3.1, 3.2, 3.3, 3.4, 5.1, NJPTS 8, 9, WPUNJ C2, D2)

6. **Topical Outline of Course Content**:
   A. **Remediation: Overall Factors**
      1) Value of reading/writing in today’s society
      2) What constitutes a disability?
         a. Identifying the mildly disabled to severely disabled
b. Remediation for all learners 3) Historical perspective regarding disabilities and remediation 4) Current views regarding disabilities and remediation 5) Examining the following terms:

Defects, deficiencies, disruptions, differences, dyslexia, etc. 6) Discussing the characteristics of learners who are: underachievers, average, slow, gifted, special problems, English as a second language, multi-cultural, diverse and at risk.

B. Insights About Remediation 1) Principles of Remediation - what are they? 2) Specific types of remediation programs - public and private 3) Multiple courses (speech, writing and reading) and support services 4) Concepts of emergent literacy and reading readiness in relation to remediation, language is important 5) Current reading theories, including bottoms up, top down and interaction. Reading is a constructive and interactive process. 6) Early intervention - Reading Recovery, Success for All, etc. 7) The Eclectic Approach 8) Other programs

C. Planning the Instructional Intervention Program 1) Consideration of long and short term goals based on diagnostic data 2) Realistic goals for the learner with input from learner 3) Strengths and weaknesses of learner based on diagnosis-formal and informal assessment 4) Planning session based on needs, likes/dislikes of learner 5) Specific needs of students at various levels K-3, 4-6, 7-12 in order to function 6) Balanced lessons/sessions should include a variety of activities for social, emotional, psychological and moral growth

D. A Careful Look at Readers Who Have Problems 1) Who is he? Pitfalls, strengths, weaknesses 2) Factors which influence success Physical condition, mental ability, social maturity, emotional maturity, lack of prior knowledge and respect for cultural background 3) Metacognitive skills and helping himself/herself 4) Identification of corrective reader, remedial reader, learning disabled, bright, underachiever, slow learner, language deficient, perceptually impaired, emotionally unstable, dyslexic, disabled reader and reader with disabilities, etc.

E. Remediation in Specific Areas 1) Developing strategies and skills in word recognition Word recognition - sight words, context, phonics, word structure, dictionary use, etc. Specific procedures and activities for developing integration of reading and writing 2) Developing strategies and skills for comprehension Understanding levels - Bloom's Taxonomy - literal, inferential, critical and creative thinking and questioning Schema theory, Metacognition, Psycholinguistic theory Thinking: higher order, deep knowledge, connections Role of vocabulary and prior knowledge/its effect on children's literacy Specific activities for developing comprehension-DRA, DRTA, Mazes, mapping, cloze procedure, think aloud, self-questioning, prediction, text structure, main idea, details, sequencing, KWL, discussion, writing, thematic units, retelling, etc. Use of appropriate literature for strategies and pleasure reading and writing, reading aloud 3) Meeting the needs of students in grades K-3, 4-6, 7-12 with materials and strategies 2) Developing strategies and skills for comprehension Understanding the organization of study skills - goals, times, environment using content area books Understanding organization of reference materials dictionary, encyclopedia, catalog, library visit, etc Understanding content area materials-special vocabulary organization, narratives, expository materials, patterns Activities for studying reference skills, and content areas: SQ3R, SQ4R, PQRST, readability, QAR, thematic units, questions and answers, study guides, underlining mapping, oral questioning, note taking, glossing, summarizing, outlining, etc. Meeting the written needs of students in grades K-3, 4-6, 7-12 Acquisition of new knowledge and skills 4) Helping students understand graphics Developing strategies and skills for the integration of reading and writing, K-12 Using narrative and expository materials for writing reactions and thinking Studying models Keeping personal journals, logs, portfolios Writing autobiographies and making books Meeting writing needs at different levels 5) Use of webbing and other graphic models to think, to remember and to expand knowledge Developing lifetime readers K-12 Reading to extend hobbies and interests Oral reading and silent reading for enjoyment
Reading to build up a sense of worth and value
Building one’s own library
Home support-reading aloud
Visiting local library for story hour
Encouraging sustained silent reading (SSR)
Reading to be an informed citizen - lifetime readers

F. Selecting and Using Appropriate Materials for Instruction
1) Trade books - all genres
2) Hard-covered books-literture based
3) Computerized reading materials
4) Video tapes, computer software, filmstrips
5) Big books
6) Children’s magazines
7) Readability considerations, interest
8) Finding the right materials for the reader with problems
9) High interest/low readability for the older reader
10) Literacy games - scrabble, monopoly, puzzles, etc.
11) Specialized vocabulary and patterns for each area
12) Censorship

G. Extended Remedial Methods
1) Multisensory methods - VAKT
2) Language based - LEA
3) Intensive phonics - Orton Gillingham
4) Neurologically based methods - Neurological
5) Others - perceptual, linguistics, impress, computer programs, programmed material, modified alphabets, behavior

6) Contributions from cognitive psychologists and brain theorists, etc.
7) Early intervention programs: reading recovery and success for all

H. Meeting the needs of the Diverse Student
1) ESL student
2) Bilingual student
3) Special education student
4) Students who speak non-standard English
5) Others

I. Reassessing the disabled reader to complete required case study (diagnostic - remediation folder)
1) Reporting specific summary-findings to professionals
2) Recommendation for future study
3) Recommendation for summer reading
4) Recommendation for referrals to others if necessary
5) Concept of continuous, ongoing assessment
6) Student reaction to clinical sessions

J. Reporting the results of clinical sessions to
1) Learner
2) Parents
3) Teachers/ Principals
4) Parent sessions for discussion and support (two held for ELRL 620 and two in ELRL 621)

K. Professional Resources for the teacher
1) Books, yearbooks, ERIC, etc.
2) Professional journals - The Reading Teacher, Journal of Reading, Language Arts, Reading Improvement
3) Local, state and national meetings of relevant professional groups
4) In-service training
5) Workshops and study groups sponsored by professional groups
6) College courses
7) Encouragement of participation in professional societies

7. Teaching Methods and Student Learning Activities:
A. Lecture
B. Discussion
C. Modeling
D. Demonstrations
E. Small group sharing
F. Literature circles
G. Films
H. Video tapes
I. Computers for tutoring, drill and practice
J. Visitations to other sites
K. Writing/discussion groups
L. Role playing
M. Special guests - librarian from children’s curriculum area

8. Methods of Student Assessment
   A. Completion of qualitative/quantitative case study (see assessment rubric)
   B. Use of diagnostic materials from ELRL 620
   C. Targeted lesson plans (See targeted lesson plan assessment rubric.)
   D. Logs
   E. Final reports
   F. Formal and informal materials (rubrics, anecdotes, use checklists and running diaries, as well as final summary/evaluation) See attached rubrics to meet performance standards
   G. Self-evaluation of process in the course
   H. Reaction papers from specific articles in professional journals and yearbooks
   I. Oral reports on current articles and books
   J. Discussion circles, sharing of materials regarding clients and their progress
   K. Final examination based on text and material covered in class


10. Bibliography (see attached)
11. Preparer’s Name and Date: Marion P. Turkish, Ph. D. – 2003
12. Original Departmental Approval Date:
13. Reviser’s Name and Date: Marion P. Turkish, Ph. D. – Summer 2003
14. Departmental Revision Approval Date: October 29, 2003

BIBLIOGRAPHY


**Professional Journals**

The Reader Teacher Journal of Learning Disabilities
Elementary English Contemporary Education Psychology
Young Child Handbook of Reading Research
Journal of Literacy Research Language Arts
*Future of Reading* Rep The Kappan Quarterly

Name: ___________________________________________ Lesson Number______________

A Checklist Elements to be Included in a Remediation Session

1. Aims of Session ___ ___
2. Materials to be used: book, visuals, media ___ ___
3. Oral Reading Materials and Running Record ___ ___
4. Silent Reading Material ___ ___
5. Questions, Comments, Discussion ___ ___
6. Journal Response, Reflection ___ ___
7. Skills and Strategies Noted and Taught ___ ___
8. Culminating Activity: Summary, Reaction ___ ___
9. Teacher Evaluation Session ___ ___
10. Emphasis on Strengths and Weakness for Future Planning ___ ___
11. General Comments ___ ___
<table>
<thead>
<tr>
<th>4 Exemplary (Above Standard)</th>
<th>3 Effective (At Standard)</th>
<th>2 Moderately Effective (Approaching Standard)</th>
<th>1 Ineffective (Unacceptable-Assignment is not complete and lacks knowledge and understanding)</th>
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<tbody>
<tr>
<td>Examiner demonstrates use of tools and materials from CIRL 620 and final conclusions</td>
<td>Demonstrates careful use and understanding of previous materials</td>
<td>Demonstrates general use of previous materials and reports</td>
<td>Demonstrates general use of CIRL 620 materials</td>
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<td>Plans and develops lessons for individual and group instruction based on given data used in diagnosis and continues to observe and note strengths and weaknesses</td>
<td>Plans and develops materials for individual and group instruction based on strengths and weaknesses</td>
<td>Develops materials for individual and group instruction. Instruction is general and not specific</td>
<td>Develops instructional plans and does not carry through on all lessons</td>
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<td>Consultation with client(s), parent or guardian about progress is thorough and ongoing</td>
<td>Consultation with client(s), parent or guardian about progress is thorough</td>
<td>Minimal consultation with client(s), parent or guardian about progress</td>
<td>No consultation with client(s), parent or guardian</td>
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<td>Lessons include: oral and silent readings and an opportunity for creative and critical integration of all the language arts</td>
<td>Lessons include: oral and silent readings and an opportunity for integration of all the language arts</td>
<td>Lessons include some comprehension, oral, and silent reading. Sometimes writing in a journal</td>
<td>Lesson plans vary. Pacing is general and little carry over from previous instruction</td>
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<td>Teacher analyzes the lesson and adds comments and reactions. These are used in planning future sessions</td>
<td>Teacher generally uses lesson plan format and reactions for future sessions</td>
<td>Teacher uses plan and lesson format and sometimes gives her own reaction</td>
<td>Teacher uses plan format but is not consistent and does not include specific needs</td>
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<tr>
<td>Teacher has 10 diagnostic lessons which are carefully planned and include reflections to be used in final report including future recommendations</td>
<td>10 lessons carefully planned including reflections and material to be used in final report</td>
<td>10 lesson plans. Some include reflections not specific material or analyses or write a final report</td>
<td>10 lesson plans. Some include specifics but not enough analyses and reflections to make judgments or for final report or recommendations</td>
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M. Turkish, Ph.D., 2003. William Paterson University Candidates who do not achieve target level of At Standard must meet with the professor to develop a plan for improving performance.
### CIRL 621: Remediation of Reading Difficulties: Practicum
Assessment Rubric for Targeted Lesson Plans

| 4 | Exemplary  
(Above Standard) | 3 | Effective  
(At Standard) | 2 | Moderately Effective  
(Approaching Standard) | 1 | Ineffective  
(Unacceptable- Assignment is not complete or lacks knowledge and understanding) |
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**Dispositions for the M.Ed in Reading Program**

**IRA Standard 5.1 Display positive dispositions related to reading and the teaching of reading**

1. Shares professional readings and reflections on those readings

2. Contributes to class discussions related to reading and the teaching of reading