Bemidji State University

SPED 6608: Reading Difficulties: Diagnosis and Intervention

A. COURSE DESCRIPTION

Credits: 3
Lecture Hours/Week: 0
Lab Hours/Week: 0
OJT Hours/Week: *.*
Prerequisites: None
Corequisites: None
MnTC Goals: None

The course studies the problems students with learning needs may exhibit in the area of reading and explicit teaching practices that are successful with such learners. Diagnostic, remedial and instructional best-practice strategies and activities are explored and applied. MN elementary reading standards are embedded in this course. Prerequisites: SPED 5600.

B. COURSE EFFECTIVE DATES: 08/26/2013 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. The course Ed 6608 Language Development and Disabilities is focused around language development birth through adult with parallels drawn to the development of literacy skills. The course SPED 6608 is focused on literacy skills development with parallels drawn to language development. This change in major content focus is necessary because the new BOT special education licensure standards do not contain requirements specifically focused on language development but has numerous standards/requirements specifically focused on literacy skills development.
D. LEARNING OUTCOMES (General)
Subpart C. A teacher of young children in kindergarten through grade 6 must have knowledge of the foundations of reading processes, development, and instruction, including:

(1) oral and written language development

(3) concepts of print

(4) phonics and other word identification strategies and fluency

(5) knowledge about how to develop vocabulary knowledge

(6) comprehension processes related to reading

(7) content-area literacy

(8) literacy responses and analysis

(9) structure of the English language

Subpart D. A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction, including:

(1) appropriate, motivating instruction, both explicit and implicit in

(2) selection, design, and use appropriate and engaging instructional strategies, activities, and materials

(3) 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 discussions about texts

(4) selection and appropriate explicit instruction and guided practice to teach written language structures using a range of approaches and activities to develop students' facility in comprehending and using academic language

(5) development of a literacy framework to coherently organize reading programs and effectively implement lessons, including a variety of grouping strategies, guided practice and independent work
14. **Subpart D.** A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction, including:
   (6) the ability to design purposeful lessons/tasks based on the qualities, structures, and difficulty of texts 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.

15. **Subpart E.** A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a variety of assessment tools and practices to plan and evaluate effective reading instruction, including:
   (1) formal and informal tools to assess students'

16. **Subpart E.** A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a variety of assessment tools and practices to plan and evaluate effective reading instruction, including:
   (2) formal and informal tools to

17. **Subpart E.** A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a variety of assessment tools and practices to plan and evaluate effective reading instruction, including:
   (3) the ability to work with reading specialists, gifted and talented specialists, and other staff on advanced intervention and enrichment programs

18. **Subpart E.** A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a variety of assessment tools and practices to plan and evaluate effective reading instruction, including:
   (4) the ability to communicate results of assessments to specific individuals in accurate and coherent ways that indicate how the results might impact student achievement

19. **Subpart E.** A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a variety of assessment tools and practices to plan and evaluate effective reading instruction, including:
   (5) the ability to administer selected assessments and analyze and use data to plan instruction through a structured clinical experience linked to university reading coursework

20. **Subpart E.** A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a variety of assessment tools and practices to plan and evaluate effective reading instruction, including:
   (6) the ability to understand the appropriate uses of each kind of assessment and the concepts of validity and reliability

21. **Subpart F.** A teacher of children in kindergarten through grade 6 must have the ability to create a literate and motivating environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments including:
   1) Knowledge of how to use students' interests, reading abilities, and backgrounds as foundations for the reading program and provide authentic reasons to read and write

22. **Subpart F.** A teacher of children in kindergarten through grade 6 must have the ability to create a literate and motivating environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments including:
   (2) The ability to support students and colleagues in the selection or design of materials that match students' reading levels, interests, cultural and linguistic backgrounds

23. **Subpart F.** A teacher of children in kindergarten through grade 6 must have the ability to create a literate and motivating environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments including:
   (3) The development and implementation of classroom and school-wide organizational structures that include explicit instruction, guided practice, independent reading, interactive talk, opportunities for response, and reading and writing across the curriculum
24. Subpart F. A teacher of children in kindergarten through grade 6 must have the ability to create a literate and motivating environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments including:
   (4) The ability to create and maintain a motivating classroom and school environment and teacher and student interactions that promotes ongoing student engagement and literacy for all students

25. Subpart F. A teacher of children in kindergarten through grade 6 must have the ability to create a literate and motivating environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments including:
   (5) the ability to foster independence and self-efficacy in reading

26. Subpart F. A teacher of children in kindergarten through grade 6 must have the ability to create a literate and motivating environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments including:
   (6) 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

27. Subpart F. A teacher of children in kindergarten through grade 6 must have the ability to create a literate and motivating environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments including:
   (7) the use of a variety of strategies to motivate students to read at home; encourage and provide support for parents or guardians to read to their children, in English and/or in the primary languages of English language learners, and/or use additional strategies to promote.

28. 8710.5600 Teachers of Special Education: Emotional Behavioral Disorders:
   C. Instructional design, teaching, and ongoing evaluation. A teacher of special education: emotional or behavioral disorders understands how to use individualized education program plans to design, implement, monitor, and adjust instruction for students with emotional or behavioral disorders.

29. 8710.5700 Teachers of Special Education: Learning Disabilities, Subpart 3
   C. Instructional design, teaching, and ongoing evaluation. A teacher of special education: learning disabilities understands how to use individualized education program plans to design, implement, monitor, and adjust instruction for students with learning disabilities and related learning difficulties.

30. 8710.5600 Teachers of Special Education: Emotional Behavioral Disorders and 8710.5700 Teachers of Special Education: Learning Disabilities
   E. Clinical experiences. A teacher of special education: emotional or behavioral disorders/ specific learning disabilities applies the standards of effective practice through a variety of early and ongoing clinical experiences in teaching children and youth who have emotional or behavioral disorders / specific learning disabilities in primary (K-grade 4), middle level (grades 5-8), and secondary (grades 9-12, including transition programs).

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies
   None

F. LEARNER OUTCOMES ASSESSMENT
   As noted on course syllabus

G. SPECIAL INFORMATION
   None noted