

**Syllabus for RDG 550 SPED Literacy Assessment & Intervention**  
**College of Health and Education**  
**School of Education**  
**Fall 2025**

**Instructor:** Dr. Vicki Piquette

**Phone:** (719)549-2791

**Meeting Times:** Asynchronous

**Email:** vicki.piquette@csupueblo.edu

**Classroom:** Online

**Instructor Office:** T233-F

**Office Hours:** M 2:00-4:00, T 2:00-4:00, R 10:00-12:00 & F by appointment (virtual)

**Course Website:** <https://blackboard.lms.csupueblo.edu>

**Catalog Description:** Examines advanced and specialized assessment techniques for evaluating reading and writing and providing intervention in special education contexts.

**Prerequisites:** RDG 540.

**Class Meeting Structure:** Online & Asynchronous

**Credit Hours:** This 16-week, 3-credit graduate course uses an asynchronous, online format. All coursework, including homework, is expected to require about 425 minutes per week of student effort.

**Required Text(s) and Other Materials:**

Diamond, L., & Thorsnes, B. J. (2018). *Assessing reading: Multiple measures for all educators working to improve reading achievement* (2<sup>nd</sup> ed.). Core Literacy Library. Arena Press.

Smartt, S. M., & Glaser, D. R. (2024). *Next STEPS in literacy instruction: Connecting assessments to effective interventions* [2<sup>nd</sup> ed.]. Paul H. Brookes Publishing.

Pick ONE of the following texts for the Book Study assignments:

- *Reversed: A Memoir* by Lois Letchford
- *Fish in a Tree* by Lynda Mullaly Hunt
- *The Teacher Who Couldn't Read* by John Corcoran
- *Reversals* by Eilee Simpson
- *Looking for Heroes* by Aidan Colvin
- *The Brilliant Idiot* by Dr. Abraham Schmitt
- *Undiagnosed: The Ugly Side of Dyslexia* by Ameer Baraka
- *Two Lives in One: The Struggles and Triumphs of a Dyslexic Mensa* by Glenn Harrington

Pick ONE of the following documentaries/movies to watch for a Discussion assignment:

- *The Right to Read*
- *The Big Picture: Rethinking Dyslexia*
- *Dislecksia*
- *Journey into Dyslexia*
- *Embracing Dyslexia*
- *Our Dyslexic Children*

- *Hopeville: How to Win the Reading Wars*
- *Like Stars on Earth*
- *The Truth about Reading*
- *Stanley and Iris*
- *Sentenced*
- *Left Behind*
- *The Secret*
- *Lessons in Dyslexic Thinking* (Watch 5 episodes)

**Course Objectives:** Upon completion of all course activities, each student will meet the following benchmarks.

1. Describe and apply the five components of reading as a basis for reading assessment and intervention.
2. Understand the subtleties of a variety of assessment tools which help identify reading difficulties in students, including English learners and students in special education.
3. Effectively administer a variety of reading assessment tools and evaluate collected data for student reading proficiency/difficulties.
4. Evaluate information from reading diagnostic tools to develop structured literacy interventions and make recommendations regarding needed services for students in special education.
5. Critically evaluate the latest research in reading and reading education.
6. Effectively collaborate and communicate with teachers in other content areas, parents, and the public in order to help children overcome reading problems.
7. Critically evaluate the reading tests which are used in regional schools and provide thoughtful feedback about them.
8. Explore and synthesize research articles and relate them back into best practices for remediating reading difficulties in students, including English learners and special education students.

**STUDENT LEARNING OUTCOMES (SLOs):**

This course addresses the following student learning outcomes to the degree shown in the table. Degree Addressed is rated according to the following scale:

1=Basic, 2=Developing, 3=Proficient, 4=Advanced

Student Learning Outcome	Degree Addressed
1. Demonstrate growth in content knowledge related to teaching assignment and the application of content knowledge to classroom instruction and assessment.	3
2. Understand scientifically-based practices in teaching and learning, including strategies in literacy education, instructional technology, differentiation of instruction, and apply them to raise student achievement.	3
3. Demonstrate multiple means of assessing and evaluating student learning and use them to change teaching and learning.	3
4. Locate, interpret, synthesize, and apply educational research in best practices in teaching.	3
5. Understand models for professional change, including teacher collaboration, professional learning communities, strategies for mentoring and coaching to facilitate change, and effective professional development.	2
6. Demonstrate understanding of reflective practice that results in improved classroom teaching and learning, including teacher reflection,	3

use of technology in self-assessment, collaboration for change, and self-management of change.	
7. Demonstrate understanding of system and organizational change in education, including models for school change and current research and trends in school change.	2
8. Demonstrate responsibility for student learning at high levels.	3
9. Demonstrate responsibility for school reform and leadership in school change.	2

### Course Requirements:

Assignments & Requirements	Points	State Standards Addressed	KPS Standards
<b>Dyslexia Quiz:</b> After learning more about dyslexia and the misconceptions surrounding dyslexia, students will take a quiz to assess their knowledge of dyslexia.	20	4.02(5), 4.02(5)(c), 4.02(5)(e), 4.02(5)(f), 4.02(8), 4.02(8)(e), 4.02(10), 4.02(10)(b), 4.02(10)(g)	2.1, 2.2, 2.3, 2.4, 2.5
<b>Science of Reading Quiz:</b> After learning more about the science of reading, including the simple view of reading, the four-part processor, Scarborough's Rope, and the Reading Brain, students will take a quiz to assess their knowledge of the science of reading.	25	4.02(5), 4.02(5)(a), 4.02(5)(e), 4.02(5)(f), 4.02(8)(e), 5.01, 5.01(3), 5.03(1)	1.1, 1.3, 1.6, 1.7, 1.9 4D.1, 4F.1 5.2
<b>Assessment Chart:</b> Students will fill out a chart that includes a list of assessments that can be utilized for each of the five pillars of reading and writing. They will also indicate whether the assessment is a diagnostic, screening, progress monitoring, or outcome assessment.	50	4.02(7)(a), 4.02(7)(b), 4.02(7)(d), 4.02(7)(e), 5.01(4)(a), 5.01(4)(b), 5.01(4)(e)(i), 5.01(4)(e)(iv)	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8 5.2
<b>Two-Column Notes:</b> Students will take notes on a two-column note chart for each of the five pillars of reading and writing. The first column will include typical literacy behaviors for students who struggle with that component and the second column will include a list of strategies and a brief description of intervention strategies for that component. (20 points each).	120	4.02(5), 4.02(5)(d), 4.02(5)(g), 4.02(8), 4.02(8)(a), 4.02(8)(b), 4.02(8)(c), 4.02(8)(d), 4.02(8)(e), 4.02(9), 4.02(9)(a), 4.02(9)(b), 4.02(9)(c), 4.02(10), 4.02(10)(b), 4.02(10)(d), 4.02(10)(e), 4.02(10)(h), 4.02(11), 4.02(11)(a), 4.02(11)(b), 4.02(11)(c), 4.02(11)(d), 4.02(11)(e), 4.02(12), 4.02(12)(a), 4.02(12)(c), 4.02(12)(e), 4.02(12)(f), 4.02(13), 4.02(13)(a), 4.02(13)(a)(i), 4.02(13)(a)(ii), 4.02(13)(b), 4.02(13)(b)(ii), 4.02(13)(b)(iii), 4.02(13)(c), 4.02(13)(c)(ii), 4.02(13)(c)(iii)	1.2, 1.4, 1.5, 1.8 4B.1, 4B.2, 4B.3, 4B.4, 4B.5, 4B.6, 4B.7, 4C.1, 4C.2, 4C.3, 4C.4, 4C.5, 4C.6, 4C.7, 4C.8, 4D.1, 4D.2, 4D.3, 4D.4, 4E.1, 4E.2, 4E.3, 4E.4, 4F.1, 4F.2, 4F.3, 4F.4, 4F.5, 4G.1, 4G.2, 4G.3, 4G.4, 4G.5
<b>Discussion Board:</b> Students will engage in thoughtful and engaging discussions with their classmates surrounding the reading in the course, including a dyslexia book study, a movie about dyslexia, and dyslexia policy. Original posts are due by Thursday of the week. Students will also be required to respond	160	4.02(5), 4.02(5)(c), 4.02(5)(e), 4.02(5)(f), 4.02(5)(g), 4.02(8), 4.02(8)(e), 4.02(9)(b), 4.02(10), 4.02(10)(a), 4.02(10)(b), 4.02(10)(g), 4.02(11)(e), 4.02(12)(f), 5.01(4)(a), 5.01(4)(e)(i), 5.01(4)(e)(ii)	2.1, 2.2, 2.3, 2.4, 2.5

<p>to two classmates' posts throughout the week (due Sunday). There are eight discussion board weeks total (20 points each).</p>		
<p><b>Synopsis of Struggling Reader:</b> Each student will choose one, struggling reader to work with throughout the semester. This student must be chosen by Week 4 of the course. Students will submit a brief synopsis of the struggling student including some initial information as to why the student was chosen, the grade level of the student, and any other pertinent information.</p>	25	<p><b>4.02(10)(b), 5.01(1)(a), 5.01(1)(c)(iii), 5.01(1)(c)(iv), 5.01(1)(c)(v), 5.01(1)(c)(vi), 5.01(1)(c)(vii), 5.01(4)(f)(i)</b></p>
<p><b>Literacy Assessments:</b> Students will administer several literacy assessments during sessions with their struggling readers. Phonemic awareness, phonics, spelling, fluency, vocabulary, comprehension, writing, and the Woodcock-Johnson or Kaufman assessment will be administered. RDG 550 students will also be required to administer their district/school assessment(s) for literacy. For each assessment, students are required to turn in their results as well as an analysis of the results. (50 points each).</p>	450	<p><b>4.02(5), 4.02(5)(g), 4.02(7), 4.02(7)(a), 4.07(7)(b), 4.02(7)(c), 4.02(7)(d), 4.02(7)(e), 4.02(7)(f), 4.02(9), 4.02(9)(a), 4.02(10), 4.02(10)(b), 4.02(10)(c), 4.02(11), 4.02(11)(a), 4.02(12), 4.02(13), 4.02(13)(b), 4.02(13)(b)(ii), 5.01(4)(a), 5.01(4)(b), 5.01(4)(e)(i), 5.01(4)(e)(ii), 5.01(f)(ii), 5.01(4)(f)(iii), 5.01(4)(f)(v), 5.08(3)(f)</b></p>
<p><b>Case Study &amp; Mini-Lessons:</b> Students will take the work they have done throughout the semester with their struggling student and write up a case study that includes information about the student, assessment data, an analysis of the assessments, IEP goals, and conclusions about what instructional techniques are needed for the student to become a proficient reader. In addition to the required assessments in the course, RDG 550 students will include their school/district literacy assessment(s) as part of their case study project. Students will also write five mini-lessons that will address their student's literacy needs.</p>	100	<p><b>4.02(7)(d), 4.02(7)(e), 4.02(7)(f), 4.02(9)(d), 4.02(9)(e), 4.02(10)(b), 4.02(10)(c), 4.02(10)(e), 4.02(11), 4.02(11)(a), 4.02(11)(b), 4.02(11)(c), 4.02(11)(d), 4.02(11)(e), 4.02(12), 4.02(12)(a), 4.02(12)(c), 4.02(12)(f), 5.01(1), 5.01(1)(b), 5.01(1)(c)(iii), 5.01(1)(c)(iv), 5.01(1)(c)(v), 5.01(1)(c)(vi), 5.01(1)(c)(vii), 5.01(1)(c)(xiii), 5.01(3)(a), 5.01(3)(c)(i), 5.01(3)(c)(iii), 5.01(3)(d)(i), 5.01(4)(b), 5.01(4)(c), 5.01(4)(e)(i), 5.01(4)(f)(v), 5.01(4)(f)(vii), 5.01(5)(a), 5.01(5)(d), 5.01(5)(h)(ii), 5.01(5)(i)(vi), 5.06(5)(i)(viii), 5.01(5)(i)(xx), 5.08(1)(a), 5.08(1)(b), 5.08(1)(c), 5.08(1)(d), 5.08(1)(e), 5.08(1)(e)(i), 5.08(1)(e)(ii), 5.08(1)(e)(iii), 5.08(1)(f), 5.08(3)(c), 5.08(3)(i), 5.09(2), 5.12(2)</b></p>

**KPS Statement:** The International Dyslexia Association's (IDA) Knowledge and Practice Standards for Teachers of Reading Coursework is aligned with the IDA's Knowledge and Practice Standards (KPS) for Teachers of Reading. The KPS outline the knowledge and skill that all teachers of reading should possess. Standard 1 addresses foundational concepts, derived from interdisciplinary research, about reading

development and reading difficulties. Standard 2 covers knowledge of diverse reading profiles, including dyslexia. Standard 3 pertains to knowledge of assessment. Standard 4 addresses Structured Literacy™ teaching, offering detailed guidance with regard to the nature of effective instruction in each major domain (phonological sensitivity and phoneme awareness; phonics and word recognition; reading fluency; vocabulary; listening and reading comprehension; and written expression). Standard 4 also offers guidance regarding expectations for teachers engaged in field work or practicum (e.g., in interpretation of assessments, planning differentiated instruction, lesson design, corrective feedback, and so forth). Standard 5 delineates ethical standards for the profession. A copy of the KPS can be found here: <https://app.box.com/s/21gdk2k1p3bnagdfz1xy0v98j5yt1wk/>

**Attendance/Participation:** All students are responsible for attending class and completing weekly assignments. Even in online courses, you need to show up at specific times. For the most part, your work is individualized yet has deadlines. Students will not be excused from assignments due to outside issues that have not been brought up to me promptly and I have agreed to take the assignment late based on our discussion. Online is an open acrocyanotic (open time) way of working, but there are deadlines and expectations. Your attendance is different than a “ground” class. For the most part, you are working independently with deadlines for assignments. You are “tracked” in your time spent on Blackboard. You should be on each week for a significant amount of time to read the announcements (check every other day at least) and to go over the assignments and post weekly your assignments when due.

**Technology:** This is an online course and it is expected that you will have a working, reliable computer and access to alternatives to complete the course. There will be no leeway on late assignments due to technology issues. You must seek help early and from the technology and/or Blackboard student support. Emailing me of issues does not give you more time to turn in your work. Be proactive and have options for what you need to do, solving your problems before deadline dates. No assignments can be emailed to me. You must attach them on Blackboard in Word. I need to be able to pull them up, see them formatted in APA correctly, and be able to download them if necessary.

### **Grading:**

At the end of the course, all points will be summed, and grades assigned according to the following:

<b>Percentage</b>	<b>Grade Level</b>	<b>GPA</b>
100% to 94%	A	4.0
93% to 90%	A-	3.7
89% to 87%	B+	3.3
86% to 84%	B	3.0
83% to 80%	B-	2.7
79% to 77%	C+	2.3
76% to 70%	C	2.0
69% to 67%	D+	1.3
66% to 64%	D	1.0
63% to 60%	D-	0.7
59% and below	F	0.0

For a minimum grade of “C” in the course, all of the requirements included above must be completed and turned in for a grade.

**AI Usage:** Generally speaking, you are not authorized to use artificial intelligence engines, software, or artwork-generating programs (or similar) to produce work for this class EXCEPT on assignments that I have identified and for which you will have received significant guidance on the appropriate use of such technologies. I will provide more information about the specific assignment when the time is appropriate in the course. You may not, however, construe this limited use as permission to use these technologies in any other facet of this course.

**Late Work:** An assignment is late if it is not turned in at the place, date, and time established by the professor. All assignments turned in late will result in a reduction of 10% of possible points for each day late. The professor understands that at times there are extraordinary circumstances that occur and should be taken into consideration. These circumstances must be shared with the professor before the due date (and not the night before) for any extension to be given.

**Field Experience:** Students are expected to read and understand all of the information contained in the Field Experience Expectations & Policies document. Students will be asked to leave their field experience and this course if they are not progressing with course requirements as expected by the cooperating teacher, principal, and/or the instructor. Common infractions include not showing up for fieldwork, being late to fieldwork, failure to be prepared enough to impact student learning, failure to prepare and fulfill the requirements of teaching demands, relationship conflicts with the field experience teacher, lying, cheating, plagiarism, and other unprofessional behavior as noted in the School of Education's Program Dispositions. If a problem is brought to the attention of the instructor, the student will be placed on a formal support plan for one week. If progress is not made within 1 week, the student will be removed from field experience. Students cannot complete the course if they have been asked by the cooperating teacher, school, or university instructor to leave the field experience placement. Students may withdraw from the course if the timing of the dismissal allows it. However, if the dismissal happens after the withdrawal date, students will earn a failing grade (F).

**Incomplete Grades:** A grade of "Incomplete" will only be assigned if a student and the professor have agreed upon the grade before the end of the last week of classes and will not be assigned merely because work may be incomplete. Extraordinary circumstances such as excused illness or death in the family must have occurred for an incomplete to be considered. In all cases, if an incomplete is granted, it is the responsibility of the student to submit a timeline of due dates for all incomplete assignments. Failing to meet such timelines will result in grades of "0" on those assignments.

**Faculty Initiated Student Withdrawal:** Students who are enrolled for this course but do not meet prerequisite requirements (such as being admitted to the School of Education, having a high enough GPA, submitting background checks to the office, etc.) will be asked to drop the course before the end of the drop period. Students will be notified of this in writing. If a student drops the course before the end of the drop period, it will be removed from his/her transcript and no grade will be issued. However, if the student does not drop the course by the end of the drop period, the instructor will initiate a withdrawal (see university catalog regarding Faculty Initiated Student Withdrawal). The instructor will notify the student of this action in class and/or by contacting them using the email or phone number on file with the School of Education. If the attempts to contact the student are unsuccessful after one week, the instructor will take the withdrawal form to the department chair for signing. The student will receive a grade of W on his/her transcript for the course.

**Student Conduct:** Students are required to follow the policies set within the Student Code of Conduct at CSU-Pueblo. This Code can be found on the Student Affairs website at <https://www.csupueblo.edu/student-affairs/student-conduct/index.html>. Students with questions regarding any guidelines within the Code should contact the Director of Student Conduct and Case Management at 719-549-2092.

**Accommodations:** <https://www.csupueblo.edu/disability-resource-and-support-center/faculty-staff-resources.html>. If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see Disability Resources as soon as possible to arrange services. Disability Resources is located in OSC 104 and can be reached by phone (719-549-2648) and email (csup\_dro@csupueblo.edu).

**Starfish Performance Notifications:** Starfish notifications inform you and your academic success team of your performance in this class. Reading these emails and/or texts and taking the suggested actions is highly encouraged for your success. Please access Starfish through PAWS to view your kudos or flags. You may also access Tutoring and request assistance from many other services through Starfish.

**Course Evaluations:** Faculty are required to set aside time during a class period for student course evaluation. The evaluation period will take place during the last three weeks of the course. Please be prepared to complete your course evaluation digitally during class in Week 15.

## References:

Archer, A. L., & Hughes, C. A. (2010). *Explicit instruction: Effective and efficient teaching*. The Guilford Press.

Beck, I. L., McKeown, M. G., & Kucan, L. (2008). *Creating robust vocabulary: Frequently asked questions and extended examples (Solving problems in the 21<sup>st</sup> century)*. The Guilford Press.

Beck, I. L., McKeown, M. G., & Kucan, L. (2013). *Bringing words to life: Robust vocabulary instruction* (2nd ed.). The Guilford Press.

Beck, I. L., McKeown, M.G, & Sandora, C. A. (2015). *Robust Comprehension instruction with questioning the author: 15 years smarter*. The Guilford Press.

Benjamin, A. (2002). *Differentiated instruction: A guide for middle and high school teachers*. Eyes on Education.

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Cardenas-Hagan, E. *Literacy foundations for English learners*. Brookes Publishing.

Denton, C., Bryan, D., Wexler, J., Reed, D., & Vaughn, S. (2007). *Effective instruction for middle school students with reading difficulties: The reading teacher's sourcebook*. University of Texas System/Texas Education Agency. Retrieved from [http://www.meadowscenter.org/vgc/materials/middle\\_school\\_instruction.asp](http://www.meadowscenter.org/vgc/materials/middle_school_instruction.asp)

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Elbaum, B., Vaughn, S., Hughes, M. T., Moody, S. W., & Schumm, J. S. (2000). How reading outcomes of students with disabilities are related to instructional grouping formats: A meta-analytic review. In R. Gersten, E. P. Schiller, & S. Vaughn (Eds.), *Contemporary Special Education Research* (pp. 105–135). Lawrence Erlbaum Associates.

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Gibson, V., & Hasbrouck, J. (2009). *Differentiating instruction: Guidelines for implementation: Training manual*. Gibson Hasbrouck & Associates.

Hasbrouck, J. & Glaser, D. (2018). *Reading fluency: Understand, assess, teach*. Benchmark Education.

Hattie, J. (2023). *Visible learning: The sequel*. Routledge.

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge.

Hennessy, N. L. (2021). *The reading comprehension blueprint: Helping students make meaning from text*. Paul H. Brookes Company.

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Henry, M. K. (2010). *Unlocking literacy: Effective decoding and spelling instruction* (2<sup>nd</sup> ed.). Brookes Publishing.

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Hoover, J. J., Baca, L. M., & Klingner, J. K. (2016). *Why do English learners struggle with reading? Distinguishing language acquisition from learning disabilities* (2<sup>nd</sup> ed.). Corwin.

Hosp, M. K., Hosp, J. L., & Howell, K. W. *The ABCs of CMB: A practical guide to curriculum-based measurement* [2<sup>nd</sup> ed.]. The Guilford Press.

Kilpatrick, D.A. (2016). *Equipped for reading success: A comprehensive, step-by-step program for developing phonemic awareness and fluent word recognition*. Casey and Kirsh Publishers.

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Mathes, P. G., Denton, C. A., Fletcher, J. M., Anthony, J. L., Francis, D. J., & Schatschneider, C. (2005). The effects of theoretically different instruction and student characteristics on the skills of struggling readers. *Reading Research Quarterly*, 40(2), 148–182.

McKenna, M. C., & Dougherty-Stahl, K. A. (2015). *Assessment for reading instruction* (3<sup>rd</sup> ed.). Guilford.

Moats, L.C. & Tolman, C.A. (2019). *Language essentials for teachers of reading and spelling (LETRS) (3<sup>rd</sup> ed.)*. Voyager Sopris Learning.

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Spear-Swerling, L. (2024). *The structured literacy planner: Designing interventions for common reading difficulties, Grades 1-9*. The Guilford Press.

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Vaughn, S., Boardman, A., & Klinger, J. K. (2024). *Teaching reading comprehension to students with learning difficulties* (3<sup>rd</sup> ed.). The Guilford Press.

## Course Schedule:

Module/ Week Of:	Topic	Reading Required	Assignments
1 (Aug 24th)	<b>Literacy Assessment &amp; Intervention</b>	<b>Next Steps-Chap. 1:</b> “Introduction to <i>Next STEPS</i> ”; <b>CORE Assessment-Introduction</b> (pp. 5-15)	Dyslexia Pre-Quiz (due Wednesday) Discussion Board: Book Study-Pick book & Plan
2 (Aug 31st)	<b>Science of Reading</b>	<b>Next STEPS-Chap. 2:</b> “Using <i>Next STEPS</i> to Teach Struggling Readers”	Assessment Chart Science of Reading Quiz
3 (Sept 7th)	<b>Phonological Awareness &amp; Phonemic Awareness Assessment</b>	<b>CORE Phonological Awareness Assessments</b>	Synopsis of Struggling Reader Discussion Board: Book Study
4 (Sept 14th)	<b>Phonological Awareness &amp; Phonemic Awareness Intervention</b>	<b>Next STEPS-Chap. 3:</b> “Phoneme Awareness”	2-Column Notes: Phonological Awareness & Phonemic Awareness Phonological & Phonemic Awareness Assessment
5 (Sept 21st)	<b>Phonics &amp; Spelling Assessment</b>	<b>CORE Decoding &amp; Word Attack Assessments; LETRS Spelling Screener</b>	Discussion Board: Book Study
6 (Sept 28th)	<b>Phonics &amp; Spelling Intervention</b>	<b>Next STEPS-Chap. 4:</b> “Phonics: Decoding, Encoding, and Word Recognition”	2-Column Notes: Phonics & Spelling Phonics Assessment Spelling Assessment
7 (Oct 5th)	<b>Fluency Assessment</b>	<b>CORE Fluency: MASi-R</b>	Discussion Board: Book Study
8 (Oct 12th)	<b>Fluency Intervention</b>	<b>Next STEPS-Chap. 5:</b> “Fluency”	2-Column Notes: Fluency Fluency Assessment
9 (Oct 19th)	<b>Vocabulary Assessment</b>	<b>CORE Vocabulary:</b> Vocabulary Screening	Discussion Board: Book Study
10 (Oct 26th)	<b>Vocabulary Intervention</b>	<b>Next STEPS-Chap. 7:</b> “Vocabulary”	2-Column Notes: Vocabulary Vocabulary Assessment
11 (Nov 2nd)	<b>Comprehension Assessment</b>	<b>CORE Comprehension:</b> Reading Maze Comprehension Test	Discussion Board: Book Study
12 (Nov 9th)	<b>Comprehension Intervention</b>	<b>Next STEPS-Chap. 6:</b> “Reading Comprehension”	2-Column Notes: Comprehension Comprehension Assessment
13 (Nov 16th)	<b>Writing Assessment</b>	<b>Article:</b> “Simple Ways to Assess the Writing Skills of Students with Disabilities” (Isaacson, 1996); <b>Article:</b> “Want to Improve Children’s Writing? Don’t Neglect Handwriting” (Graham, 2009-2010)	Discussion Board: Movie
14 (Nov 30th)	<b>Writing Intervention</b>	<b>Article:</b> “Writing Disabilities: An Overview” (MacArthur, n.d.); <b>Article:</b> “Prevention and Intervention of Writing Difficulties for Students with Learning Disabilities” (Graham et al., 2001).	2-Column Notes: Writing Writing Assessment
15 (Dec 7th)	<b>Prevention, Identification &amp; Intervention</b>	<b>Next STEPS-Chap. 8:</b> “Weaving Elements Together for a Lifetime of Reading”	Diagnostic Assessment District Assessment (RDG 550 Only) Discussion Board: Dyslexia Policy
16 (Dec 14th)	<b>Final</b>		Case Study & Mini-Lessons Due Dyslexia Quiz

## Syllabus Reference Sheet

### Managing Life Challenges and Getting Support

College should be challenging, not overwhelming. Let us help. We understand that life occurs beyond the classroom. Should you or someone you know encounter an unexpected crisis (securing food or housing, managing a financial crisis, drastic changes in mood or behavior, missing school due to an emergency, loss of a loved one, etc..) please submit a Pack CARES referral to be connected with advocacy and support, free of charge: <http://bit.ly/packcares>

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### **The Wolfpack Counseling Center: Here to Listen. Here to Help.**

We are open Monday through Friday from 8am to 5pm. Appointments are preferred, but walk-ins are welcomed and this is a free service to students. We now offer CRISIS/Emergency intervention during off hours. Just call our number and a therapist will be available from our answering service to talk with you then, and we will follow up with you the next morning.

Call us at 719-549-2838 or stop in at the CIHII building Room 174.

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### **Course Concerns? We Want to Know.**

Our goal at CSU Pueblo is to provide the best possible experience for students. Your first contact for any course concern is your instructor. If your concern requires further attention, please contact the department chair for that course. The full resolution process for Academic Course-Related and other concerns is detailed in the Student Complaint Resolution Process found [here](#).

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### **Questions on Financial Aid or FAFSA?**

Please contact [Student Financial Services](#) for information or Counselor assistance. Call 719-549-2753 or [csup\\_financialaid@csupueblo.edu](mailto:csup_financialaid@csupueblo.edu)

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### **Academic Misconduct**

Academic misconduct is any form of cheating that results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic misconduct, the instructor will follow protocol as identified by their department. Academic misconduct is grounds for disciplinary action by both the instructor and the [Office of Student Conduct and Community Standards](#). Any student found to have engaged in academic misconduct may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic misconduct, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state their case to the department chair (or the dean if the department chair is the instructor of the course). A student may appeal a grade through the Academic Appeals Board, if eligible, as described in the [Catalog](#).

Academic misconduct is a behavioral issue as well as an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University conduct process as defined in the CSU Pueblo [Student Code of Conduct](#). Whether or not disciplinary action has been implemented by the faculty, a report of the infraction should be submitted to the Office of Student Conduct & Community

Standards who may initiate additional disciplinary action. The decision by the Office of Student Conduct & Community Standards may be appealed through the process outlined in the Student Code of Conduct. For assistance call 719-549-2067 or contact the [Office of Student Conduct and Community Standards](#)

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## **Civil Rights Compliance & Title IX**

CSU Pueblo is committed to equal educational and employment opportunities and to the elimination of all forms of Discrimination, Protected Class Harassment, and Retaliation. Furthermore, CSU Pueblo is committed to maintaining respectful, safe, and non-threatening educational, working, and living environments. The Policy on Discrimination, Protected Class Harassment, and Retaliation addresses the types of conduct which are prohibited by CSU Pueblo in order to maintain its longstanding commitment to a campus environment free from Discrimination, Protected Class Harassment, and Retaliation, as well as compliance with applicable legal requirements. Further, CSU Pueblo is committed to an environment which is equitable to all parties through the application of Title IX of the Federal Education Amendments. The law states “no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance”. CSU Pueblo addresses this law through the Policy on Title IX, Sexual Harassment, and Gender Discrimination.

Any campus community member in need of support, resources, or guidance is welcome to contact the Office of Institutional Equity and Title IX via email at [csup\\_crc@csupueblo.edu](mailto:csup_crc@csupueblo.edu) or by phone at 719 549-2210. University employees are required to promptly report any violations of the abovenamed policies to the Office of Civil Rights Compliance & Title IX.

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## **PACK Ready**

The CSU Pueblo Bookstore is managed by Barnes and Noble, including our PACK Ready program for course materials access on first day of class, or for individual purchases. Bookstore website found [here](#). You should have received an email from the bookstore confirming materials provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery) If you haven't done so already, please confirm your fulfillment preference so the bookstore can prepare your materials. Students may also choose to opt out. See <https://www.csupueblo.edu/pack-ready/> for FAQs.