**READ 4384**

**Literacy and Reading Problems Assessment for the Middle Years**

**Course Description**

This course is a field-based course surveying the characteristics of the middle to upper elementary learner and methods of assessment and instruction in all aspects of literacy including comprehension, vocabulary, and word identification in the context of state learning standards. The course also includes an examination of normal reading development, reading difficulties, including dyslexia, and strategies for assessing/addressing reading differences including diverse learner reading processes and development of literacy of English Language Learners.

**Prerequisites**

READ 3311, Acceptance in the Teacher Education Program

**Intended Student Outcomes:**

At the conclusion of the course, the student will be able to:

Knowledge Outcomes

1) articulate a coherent, unified theory of teaching and learning literacy;   
2) describe and discuss Process Writing, States of Spelling, and Reading Process as reciprocal processes for the developing literacy learner so that assessment and instruction in each are related and congruent;   
3) describe and discuss the steps and processes involved in the Reader's Workshop Model;   
4) describe and discuss the theory of normal literacy development and assessment driven instruction as tools for planning focused instruction to the needs of the transitional/fluent learner;   
5) compare various reading instructional materials for the purpose of selecting to teach specific teaching points with a variety of transitional/fluent literacy learners; and,   
6) understand the policies and procedures for serving students with dyslexia.

Skill Outcomes

1) apply the underlying theory of normal literacy development and assessment-driven instruction to teaching the transitional/fluent learner;   
2) record and analyze (miscue analysis) a reading running record for a transitional/fluent reader and determine a teaching point; and,   
3) analyze student reading assessment data and develop a cohesive written plan for reading improvement.

Values Outcomes

1) respect and understand developing literacy learners' diverse cultures, histories, language, and academic needs;   
2) demonstrate awareness of and value of developmentally appropriate practice with transitional/fluent, and diverse literacy learners;   
3) recognize writing as a tool for learning; and,   
4) respect the professional standards of the field. 