

Syllabus

Course Overview

Throughout this course, you will develop curriculum, strategies, and materials in a sociocultural context to increase comprehension and appreciation for a wide range of narratives and expository texts among diverse K–12 students, and to encourage them to read widely and independently.

The curriculum design focus in this course is on differentiated learning and understanding the presence of reading challenges, especially dyslexia, among all students. Your course text and e-books are excellent resources for developing curriculum based on this differentiated learning. The course text and readings from the Capella University Library provide a variety of teaching strategy resources for the socioculturally and reading/literacy diverse classroom. These resources will be essential for developing annotated bibliography of literature appropriate for all students.

Assignments

The assignments you will complete for this course include conducting an analysis of current legislative issues related to reading and literacy. You will also create and plan differentiated instruction for students with dyslexia and socioculturally diverse needs. In addition, you will address home–school literacy connections to promote learning. Finally, you will develop an annotated bibliography of multicultural literature for use in classrooms.

Field Experience

Studies support a variety of field and clinical experiences for effective teacher preparation, including field work, learning communities, and case studies. In addition to these activities, in this course, you will complete one field experience with high school students that includes a clinical pre- and post-assessment process to determine instruction leading to achievement. During this field experience, you will focus your efforts on demonstrating the Minnesota Teachers of Reading (MN TOR) Standards.

This field experience is one of three you will complete in your Reading and Literacy specialization courses. In ED5552, you will have the opportunity to complete the middle school field experience, and in ED5551, you will complete the elementary school field experience. The field experiences at all three grade levels meet the MN TOR Standards. They also add value to your professional experience.

School Counseling learners only. While you are strongly encouraged to complete the high school field experience as part of this course, it is understood that circumstances may not make this possible. If for some reason, circumstances do not permit you to complete the high school field experience as part of ED5554, contact your instructor for guidance.

Discussions

Discussions in this course encourage collaboration to explore the full understanding of essential questions, and big ideas. Wiggins and McTighe (2005) explain questions and ideas such as, "doorways through which learners explore the key concepts, themes, theories, issues, and problems that reside within the content . . . perhaps as yet unseen" (p.106). The unit discussions focus on concepts introduced in the course readings as well as your own studies, and are opportunities for you to collaborate with your community of fellow learners. Because of the importance of this collaborative exchange, these discussions represent a substantial portion of your grade, and will be graded as discussion reflection assignments at two points in the course.

Alignment to MN TOR Standards and Program Outcomes

This course is required in the state-approved Reading and Literacy specialization. The [ED5554 Course Alignment Table \[PDF\]](#) shows the alignment of unit activities, field experience events, and assignments to program outcomes, course competencies, and MN TOR Standards. This table is a critical piece in preparation for your capstone course, ED5559. Use it as a guide in collecting artifacts for your ePortfolio, such as discussions, papers, projects, and other assignments. Student artifacts that show evidence of the MN TOR Standards are essential for the final portfolio review in your capstone courses.

The MN TOR Standards ensure that your instruction and assessment practices demonstrate the required outcomes for teachers of reading. You will often be asked to align the MN TOR Standards with your state standards, as that is what the students will learn, while the MN TOR assessments evaluate your knowledge, skills, and dispositions as a teacher.

The following are the MN TOR Standards and subcompetencies addressed in this course:

Subp. 3a. B. A teacher of reading must be able to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction:

- (1) organize and manage effective reading instruction appropriate across developmental levels, proficiency, and linguistic backgrounds;
- (2) implement a variety of appropriate grouping strategies including individual, small group, and whole group reading instruction;
- (3) implement and reflect on the use of instructional practices, approaches, and methods, which support the cognitive, cultural, and linguistic differences of readers;

(5) identify, secure, and use high-quality literature, which meets the interest and reading needs of all readers and represents various cultures and genres.

(8) demonstrate competency through a variety of clinical experiences with elementary, middle, and high school students.

Subp. 3a. C. A teacher of reading must be able to use a variety of assessment tools and practices to plan and evaluate effective reading instruction:

(2) select appropriate tools for specific situations that includes assessment for diagnosis and progress monitoring;

(6) select materials, identify appropriate instructional strategies, and allocate resources needed to implement interventions and remediations;

Subp. 3a. D. A teacher of reading must be able to create a literate 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) use students' interests, reading abilities, and backgrounds as foundations for the reading program and provide authentic reasons to read and write;

(9) understand the importance of and facilitate home school connections.

Subp. 3a. E. A teacher of reading must view professional development as a career-long effort and responsibility including:

(2) promote and facilitate ongoing self-reflection related to teaching and student learning;

(8) understand current state and federal legislation as it relates to reading.

Minnesota Standards and Licensure

Capella University's specialization in Reading and Literacy is approved by the Minnesota Board of Teaching as leading to licensure as a Teacher of Reading. Learners who meet all the licensure criteria will be eligible for endorsement for Minnesota licensure. See [Minnesota Administrative Rules: 8710.4725 Teachers of Reading](#). **Note:** This applies to Minnesota learners only.

For non-Minnesota learners, Capella University makes no representation, warranty, or guarantees that successful completion of the course of study will permit the learner to obtain licensure or certification. Non-Minnesota learners are advised to check with their states' licensing agencies to determine whether or not Capella's program of study will be recognized for licensure. When inquiring, learners should inform their states' licensing agencies that Capella University's specialization in Reading and Literacy is a state-approved program and that the university is regionally accredited. For more information, contact your academic advisor.

Important Message About External Exam Requirement

The Minnesota Teacher Licensure Exam (MTLE) is an important program requirement for Capella learners who enrolled in the MS Reading and Literacy or Early Childhood Education programs, July 2012 and beyond. The MTLE serves as an external validation assessment, and learners must successfully pass the exam to ensure that they have gained the necessary knowledge prior to entering clinical practice.

It is ideal that you take the MTLE immediately following your last specialization course so that the information is fresh in your mind and you have the opportunity to re-take the exam if needed. Your official passing score report will be a component of the graduation audit and will be needed as part of program completion.

Please read the [Code of Ethics for Minnesota Teachers](#).

Your Online ePortfolio

Online ePortfolios serve two key purposes: 1) to support learning and reflection, and 2) to be used as a showcase tool. Your learning journey can be documented, and ePortfolios contribute to lifelong learning and growth through reflection and sharing. Online ePortfolios can also be shared with employers and peers to present artifacts that demonstrate your accomplishments at Capella.

Using ePortfolio to Prepare for Your Capstone

Your program may culminate in a capstone course. You are required to upload two artifacts produced in this course along with the feedback received from your instructor to your ePortfolio. This information will be used to complete your practicum or capstone project at the end of your program. At that time, you may be required to show evidence of your learning throughout the program by referring to multiple assessments that you have created. You will be telling a story about your learning throughout the program using artifacts you have collected during many of these courses.

You will need to have access to this information again for your capstone or practicum project. You will be reminded each time you are required to upload an artifact to your ePortfolio with the following prompt when it is **required** to save an artifact to ePortfolio:

Portfolio Prompt: You are required to upload this learning activity to your ePortfolio.

You will also be directed to choose artifacts produced in this course for inclusion in your ePortfolio. Note that artifacts that demonstrate the application of knowledge and understanding are more valuable to your portfolio than those that simply evidence the understanding of a concept. You will be reminded each time you have an opportunity to upload an artifact to your ePortfolio with the following prompt when it is **optional** to save an artifact to ePortfolio:

Portfolio Prompt: You may choose to save this learning activity to your ePortfolio for Program Outcome []. Note that artifacts that demonstrate the application of knowledge and understanding are more valuable to your portfolio than those which simply evidence the understanding of a concept.

Saving Your Documents to ePortfolio

You will need a place to store your documents in an organized fashion so that you can access them at a later date. Do not rely on the courseroom to store your assignments for you as you will lose access to the courseroom after you have completed the course. Capella uses a cloud-based portfolio platform to facilitate your organization of the artifacts you create throughout your program.

To make an online portfolio useful, it is essential that it is organized clearly and that important files of any format are accessible. Read the [Online ePortfolio Guidelines \[PDF\]](#) to ensure you set up your online portfolio correctly.

Reference

Wiggins, G., & McTighe, J. (2005). *Understanding by design* (Expanded 2nd ed.). Alexandria, VA: ASCD.

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Select quality materials and resources for students with a wide range of reading skills and needs, including dyslexia.
- 2 Encourage reading widely and independently for literacy development.
- 3 Apply current theory to link best practice strategies and instructional methods for students with a wide range of reading skills and needs.
- 4 Reflect on the selection and use of best practices to improve one's professionalism and practice as a teacher.

Course Prerequisites

Prerequisite(s): Information regarding any applicable prerequisites is available through the University catalog and your advisor.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Book

Herrell, A. L., & Jordan, M. L. (2020). *50 strategies for teaching English language learners* (6th ed.). Hoboken, NJ: Pearson. ISBN: 9780134986616.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Baeder, A. (2010). [Stepping into students' worlds](#). *Educational Leadership*, 67(5), 56–60.
- Bonk, C. J. (2010). [For openers: How technology is changing school](#). *Educational Leadership*, 67(7), 60–65.
- Cutshall, S. (2009). [Clicking across cultures](#). *Educational Leadership*, 67(1), 40–44.
- Harrison, C. (2016). [Are computers, smartphones, and the Internet a boon or a barrier for the weaker reader?](#) *Journal of Adolescent & Adult Literacy*, 60(2), 221–225
- Helm, J. H., Turckes, S., & Hinton, K. (2010). [A habitat for 21st century learning](#). *Educational Leadership*, 67(7), 66–69.
- Hill, J. D., & Miller, K. B. (2013). *Classroom instruction that works with English language learners (2nd ed.)*. Alexandria, VA: ASCD.
- Howard, G. R. (2007). [As diversity grows, so must we](#). *Educational Leadership*, 64(6), 16–22.
- Huebner, T. A. (2010). [Differentiated instruction](#). *Educational Leadership*, 67(5), 79–81.
- Jocius, R., & Shealy, S. (2018). [Critical book clubs: Reimagining literature reading and response](#). *The Reading Teacher*, 71(6), 691–702.
- Johnston, V. (2019). [Dyslexia: What reading teachers need to know](#). *The Reading Teacher*, 73(3), 339–346.
- Lapkoff, S., & Li, R. M. (2007). [Five trends for schools](#). *Educational Leadership*, 64(6), 8–15.
- Mather, N., & Wendling, B. J. (2011). *Essentials of dyslexia assessment and intervention*. Hoboken, NJ: Wiley.
- Maxwell, L. (2012). [A 'demographic imperative': Raising Latinos' achievement](#). *Education Week*, 31(34), 4–5.
- Maxwell, L. A. (2014). [U.S. schools become 'majority minority'](#). *Education Week*, 34(1), 1, 12, 14–15.
- McCarthy, E. (2007). [Schools in transition](#). *Educational Leadership*, 64(6), 68–69.
- Moats, L. (2019). [Structured literacy: Effective instruction for students with dyslexia and related reading difficulties](#). *Perspectives on Language and Literacy*, 45(2), 9–11.
- Prior, L. A. (2010). [Dyslexia and writing: Why are so many instructional plans one-dimensional?](#) *Voices From the Middle*, 18(1), 54–56.
- Sprenger, M. (2009). [Focusing the digital brain](#). *Educational Leadership*, 67(1), 34–39.
- Venegas, E. M. (2019). ["We listened to each other": Socioemotional growth in literature circles](#). *The Reading Teacher*, 73(2), 149–159.
- Villegas, A. M., & Lucas, T. (2007). [The culturally responsive teacher](#). *Educational Leadership*, 64(6), 28–33.
- Wolk, R. (2010). [Education: The case for making it personal](#). *Educational Leadership*, 67(7) 16–21.
- Zhao, Y. (2009). [Needed: Global villagers](#). *Educational Leadership*, 67(1), 60–65.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Abramson, A. (2018). [What is the achievement gap and what can educators do about it?](#) Retrieved from <https://www.rasmussen.edu/degrees/education/blog/what-is-the-achievement-gap/>
- Breiseth, L., Robertson, K., & Lafond, S. (2011). [A guide for engaging ELL families: Twenty strategies for school leaders](#). Retrieved from <https://www.colorincolorado.org/guide/guide-engaging-ell-families-twenty-strategies-school-leaders>
- Edutopia. (2019). [Debunking the IQ-dyslexia myth \[Video\]](#). | [Transcript](#) Retrieved from <https://www.edutopia.org/video/debunking-iq-dyslexia-myth>
- Hook, P., & Carreker, S. (n.d.). [Teaching students with dyslexia: How to recognize early warning signs, provide effective intervention, and unlock student achievement](#). Retrieved from <https://www.lexialearning.com/resources/white-papers/dyslexia-early-warning-signs-and-intervention>
- International Dyslexia Association. (2019). [IDA dyslexia handbook: What every family should know \[PDF\]](#). Retrieved from <https://app.box.com/s/8ucxzz2u5wq2wezqoaqgrltn532z97bz>
- International Dyslexia Association. (n.d.). [Dyslexia legislation interactive map](#). Retrieved from <https://dyslexiaida.org/dyslexia-legislation-interactive-map/>
- International Dyslexia Association. (n.d.). [Global partners](#). Retrieved from <https://dyslexiaida.org/partners-2/>
- International Dyslexia Association. (n.d.). [Independent school network](#). Retrieved from <http://isn.eida.org/>
- [International Dyslexia Association](#). (n.d.). Retrieved from <https://dyslexiaida.org/>
- Minnesota Department of Education. (n.d.). [Dyslexia](#). Retrieved from <https://education.mn.gov/MDE/dse/prof/Dyslexia/>
- Office of the Revisor of Statutes, Minnesota Legislature. (2017). [Minnesota administrative rules: 8710.2100 Code of ethics for Minnesota teachers](#). Retrieved from <https://www.revisor.mn.gov/rules/8710.2100/>
- Office of the Revisor of Statutes, Minnesota Legislature. (2018). [Minnesota administrative rules: 8710.4725 Teachers of reading](#). Retrieved from <https://www.revisor.mn.gov/rules/8710.4725/>
- Office of the Revisor of Statutes, Minnesota Legislature. (2019). [2019 Minnesota Statutes](#). Retrieved from <https://www.revisor.mn.gov/statutes/?id=120b.12>
- Reading Horizons. (n.d.). [Dyslexia interventions](#). Retrieved from <https://www.readinghorizons.com/dyslexia/dyslexia-interventions/>
- Understood. (n.d.). [What is dyslexia? \[Video\]](#). Retrieved from <https://www.understood.org/en/learning-thinking-differences/child-learning-disabilities/dyslexia/what-is-dyslexia>
- Zmuda, A., & McTighe, J. (2010). [How to be an education troubleshooter](#). *Educational Leadership*, 67. Retrieved from <http://www.ascd.org/publications/educational-leadership/summer10/vol67/num09/How-to-Be-an-Education-Troubleshooter.aspx>

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

Library

The following optional readings may be available in the Capella University Library. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool. If the full text is not available, you may be able to request a copy through the [Interlibrary Loan](#) service.

- Spear-Swerling, L. (2016). [Common types of reading problems and how to help children who have them](#). *The Reading Teacher*, 69(5), 513–522.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Center for Effective Reading Instruction. (n.d.). [Knowledge and practice standards \(KPS\)](#). Retrieved from <https://effectivereading.org/knowledge-and-practice-standards/>
- Sokolovic, A. (2019). [17 activities to support kids with dyslexia](#). Retrieved from <https://parentingpod.com/dyslexia-activities/>
- U.S. Department of Education. (n.d.). [Family Educational Rights and Privacy Act \(FERPA\)](#). <https://www.ed.gov/>
- U.S. Department of Health & Human Services. (n.d.). [Summary of the HIPAA privacy rule](#). <https://www.hhs.gov/>

Unit 1 >> Sociocultural Diversity in Schools

Introduction

This unit provides resources for you to become acquainted and comfortable with the concept of sociocultural diversity in schools. It also includes an introduction to dyslexia. Browse through the readings and then read more deeply to prepare for the unit discussion. This unit also provides an introduction to the high school field experience that you will complete for this course. Event 1, the first component of the field experience, will be due in Unit 2.

Alignment to Standards and Outcomes

The [ED5554 Course Alignment Table \[PDF\]](#) displays the alignment of the activities in each unit to the course competencies, Professional Education Unit Conceptual Framework and MN TOR Standards (refer to [Minnesota Administrative Rules: 8710.4725 Teachers of Reading](#)). Refer to this document throughout the course as you collect artifacts in your [ePortfolio](#), in preparation for your capstone course, ED5559.

Learning Activities

u01s1 - Studies

Readings

Use your *50 Strategies for Teaching English Language Learners* text to read the following:

- "An Introduction to the Strategies," page x.
- "Theoretical Overview," pages 1–6.
- Chapter 1, "Predictable Routines and Signals: Reducing Anxiety," pages 23–27.
- Chapter 2, "Total Physical Response and Total Physical Response Storytelling (TPR and TPRS): Integrating Movement Into Language Acquisition," pages 28–32.

- Chapter 3, "Modeled Talk: Demonstrating As You Talk," pages 33–37.
- Chapter 4, "Visual Scaffolding: Providing Language Support Through Visual Images," pages 38–41.

Use the Capella library to read the following:

- Mather, N., & Wendling, B. J. (2011). *Essentials of dyslexia assessment and intervention*. Hoboken, NJ: Wiley.
 - Chapter 11, "Dyslexia in Different Languages and ELL," pages 223–240.
- Maxwell, L. A. (2014). *U.S. schools become 'majority minority'*. *Education Week*, 34(1), 1, 12, 14–15.
- Johnston, V. (2019). *Dyslexia: What reading teachers need to know*. *The Reading Teacher*, 73(3), 339–346.

Use the Internet to read or browse the following:

- International Dyslexia Association. (2019). *IDA dyslexia handbook: What every family should know* [PDF]. Retrieved from <https://app.box.com/s/8ucxzz2u5wq2wezqoaqgrln532z97bz>
- [International Dyslexia Association](https://dyslexiaida.org/). (n.d.). Retrieved from <https://dyslexiaida.org/>

Optional Readings

You may choose to read the following:

- Spear-Swerling, L. (2016). Common types of reading problems and how to help children who have them. *The Reading Teacher*, 69(5), 513–522.
- Sokolovic, A. (2019). *17 activities to support kids with dyslexia*. Retrieved from <https://parentingpod.com/dyslexia-activities/>
- Center for Effective Reading Instruction. (n.d.). *Knowledge and practice standards (KPS)*. Retrieved from <https://effectivereading.org/knowledge-and-practice-standards/>

u01s2 - MN TOR Standards and Program Outcomes

In each course of this program, you will be asked to complete a self-assessment of standards. These self-assessments chronicle the progress you make throughout the program toward successfully meeting the MN TOR Standards. In Unit 10, you will be required to complete the self-assessment document and submit it as an assignment, as well as store it in your ePortfolio, for use in the final course, ED5559. Download and review the ED5554 Self-Assessment of Standards document (linked in the resources) now, so that you have it available as you progress through the course.

At the end of the course, you will also be asked to review your course activities and save those you believe best demonstrate your progress toward meeting program outcomes and MN TOR Standards in your ePortfolio. The ED5554 Course Alignment Table (linked in the resources) is your resource for updating your ePortfolio. To help you choose course activities that will document alignment to MN TOR Standards and the MS P–12 Program Outcomes, download the course alignment table now, and keep it as a reference throughout the course.

Course Resources

[ePortfolio](#)

[ED5554 Self-Assessment of Standards \[DOC\]](#)

[ED5554 Course Alignment Table \[PDF\]](#)

u01s3 - Field Experience Preparation

Throughout this course, you will have the opportunity to participate in a series of field experience events at a high school of your choice. The Reading and Literacy Program requires that you complete field experience, practicum, or internship work in diverse settings at the elementary, middle school, and high school levels. The field experience for this course allows you to meet the high school level portion of this requirement.

If you are unfamiliar with teaching at the high school level, this field experience will provide the stretch needed to move out of your comfort zone. Since all learners in this course will be completing the high school field experience, you can collaborate with them for planning, resources, and accomplishments.

In Unit 2, you will begin your field experience with the submission of the first requirement, Event 1. There is a total of five events to complete over the following 10 units:

- Event 1: Due in Unit 2.
- Event 2: Due in Unit 4.
- Event 3: Due in Unit 6.
- Event 4: Due in Unit 8.
- Event 5: Due in Unit 10.

Take time in this unit to look ahead at the requirements for the field experience.

In Units 1, 3, 5, 7, and 9, there are optional discussion spaces reserved for questions, comments, ideas, and dialogue about the field experience event that is due in the following unit. Please keep all comments and questions about each event in the designated discussion space so that it will be easy for everyone to find information about each event, and for your instructor to post comments and answers to questions.

Course Resources

[ED5554 MN TOR Standards Portfolio \[DOCX\]](#)

[Field Experience Event 1 \[DOCX\]](#)

[Field Experience Guide \[PDF\]](#)

u01s4 - Guidelines for Participating in Discussions

The discussions in this course are opportunities for collaborative exploration of the concepts, themes, theories, and issues associated with the subject matter. As an essential learning activity, your participation in the course discussions will be graded. Take time in this first unit to read the Discussion Participation Guidelines (linked in the resources), which will give you detailed guidance and help you make the most of the opportunities these discussions offer. Failure to follow the guidelines can result in deductions to your discussion grades for the course. For clarification on how deductions are calculated, ask your course instructor.

In Units 5 and 10, you will be asked to complete a discussion reflection and your instructor will use this assignment to grade your participation in the preceding unit discussions. Look ahead to the Discussion Reflection Units 1–5 Scoring Guide to learn about the criteria your instructor will use to grade your participation for the first five units of this course.

Course Resources

[Discussion Participation Guidelines \[PDF\]](#)

u01s5 - Your Online ePortfolio

Your Online ePortfolio

Online ePortfolios serve two key purposes: 1) to support learning and reflection, and 2) to be used as a showcase tool. Your learning journey can be documented, and ePortfolios contribute to lifelong learning and growth through reflection and sharing. Online ePortfolios can also be shared with employers and peers to present artifacts that demonstrate your accomplishments at Capella.

Using ePortfolio to Prepare for Your Capstone

Your program may culminate in a capstone course. At that time, you may be required to show evidence of your learning throughout the program by referring to multiple assessments that you have created. You will be telling a story about your learning throughout the program using artifacts you have collected during many of these courses.

Using ePortfolio to Build Your Career

As you are preparing to tell your story in the professional world, leverage your ePortfolio artifacts to demonstrate the knowledge and competencies you have gained through your program in professional conversations, performance reviews, and interviews.

To do that, reflect on the knowledge and skills you have gained from your courses and the elements you have put in your portfolio, along with how you have already applied these things to your professional life or how you might apply them in the future.

Next, create your story or talking points to tell your professional story.

Saving Your Documents to ePortfolio

You will need a place to store your documents in an organized fashion so that you can access them at a later date. Do not rely on the courseroom to store your assignments for you as you will lose access to the courseroom after you have completed the course. Capella uses a cloud-based portfolio platform to facilitate your organization of the artifacts you create throughout your program.

To make an online portfolio useful, it is essential that it is organized clearly and that important files of any format are accessible. Read the Online ePortfolio Guidelines to ensure you set up your online portfolio correctly. For more information on ePortfolio, visit the Campus ePortfolio page.

Privacy Statement

Capella complies with privacy laws designed to protect the privacy of personal information. While you may voluntarily share your own information publicly, you are obligated to protect the personal information of others that may be associated with your academic or professional development. Before sharing information and material in any ePortfolio that is set up to be shared externally to your program at Capella, please consider privacy obligations in relation to protected populations who may be included or referenced in your academic or clinical work. Refer to the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA) if you have specific questions or concerns about your choices.

Course Resources

[ePortfolio](#)

[Online ePortfolio Guidelines \[PDF\]](#)

[Family Educational Rights and Privacy Act \(FERPA\)](#)

[Summary of the HIPAA Privacy Rule](#)

u01d1 - Getting Acquainted

Throughout ED5554, you will use the strategies presented in the required course textbook for your discussions, studies, and assignments.

For this discussion, based on the unit readings and your own experience, answer the following questions:

- What can you, as a teacher, do to provide an environment in which all students are accepted and all languages valued?
- How does the use of routines and procedures enhance the learning environment? How do socioculturally diverse students benefit from the use of routines and procedures in the classroom?
- How would you describe the nature and symptoms of dyslexia?

Refer to the Discussion Participation Guidelines for detailed instructions on how to participate in the discussions for this course. Because this is the first unit of the course, you may complete your initial post by Friday morning (8:00 a.m. CST). In all subsequent units, complete your initial post by 11:59 p.m. CST on Wednesdays.

Response Guidelines

Respond to two fellow learners before Sunday (11:59 p.m. CST). Your response will help build a classroom community in this course. No references are required for this discussion.

Course Resources

u01d2 - Optional: Event 1 Questions and Notes

Use this discussion space to compare notes or ask questions to your fellow learners or instructor for Event 1 of your field experience.

If all questions for Event 1 are in this space, it will be easier for you to find answers to your questions and for your instructor to post specific information about this event.

Course Resources

Field Experience Event 1 [DOCX]

Unit 2 >> The Achievement Gap

Introduction

This unit extends your study of sociocultural diversity and dyslexia among English language learner (ELL) students in schools by examining a current issue: the achievement gap. In this unit, you will analyze state data to determine the ethnic diversity of your state and the extent to which your state is experiencing an achievement gap.

Event 1 of your field experience is due in this unit. By the end of this unit, you should have completed and submitted all required documentation that will allow you to begin your high school field experience. Be sure to follow all guidelines so that returned assignments do not delay your progress.

Learning Activities

u02s1 - Studies

Readings

Use your *50 Strategies for Teaching English Language Learners* text to read the following:

- Chapter 5, "Realia Strategies: Connecting Language Acquisition to the Real World," pages 42–46.
- Chapter 6, "Vocabulary Role-Play: Building Vocabulary Through Dramatization," pages 47–51.
- Chapter 7, "Collecting and Processing Words: Making Vocabulary Your Own," pages 52–57.
- Chapter 8, "Manipulative Strategies: Using Objects to Connect Concepts," pages 58–62.

Use the Capella library to read the following:

- Mather, N., & Wendling, B. J. (2011). *Essentials of dyslexia assessment and intervention*. Hoboken, NJ: Wiley.
 - Chapter 1, "Understanding Dyslexia," pages 1–17.
 - Chapter 2, "A Brief History of Dyslexia," pages 19–42.
- Maxwell, L. (2012). *A 'demographic imperative': Raising Latinos' achievement*. *Education Week*, 31(34), 4–5.

Use the Internet to view or review the following:

- Understood. (n.d.). *What is dyslexia?* [Video]. Retrieved from <https://www.understood.org/en/learning-thinking-differences/child-learning-disabilities/dyslexia/what-is-dyslexia>
 - Closed captioning is available with the video.
- Minnesota Department of Education. (n.d.). *Dyslexia*. Retrieved from <https://education.mn.gov/MDE/dse/prof/Dyslexia/>

Assignment Preparation

To prepare for your assignment in Unit 3, browse the following and become familiar with the Minnesota Statutes related to reading proficiently by the end of the third grade:

- The Office of the Revisor of Statutes. (2019). [2019 Minnesota Statutes](https://www.revisor.mn.gov/statutes/?id=120b.12). Retrieved from <https://www.revisor.mn.gov/statutes/?id=120b.12>
 - Pay attention to the section "120B.12 Reading Proficiently no Later Than the End of Grade 3."
 - Subdivision 1. Literacy Goal: The legislature seeks to have every child reading at or above grade level no later than the end of grade 3, including English learners, and that teachers provide comprehensive, scientifically based reading instruction consistent with section 122A.06, subdivision 4.

u02a1 - Event 1: Field Experience

Site Supervisor and Access Agreement

Following the guidelines in the Field Experience Guide, submit the site supervisor application using the Field Experience Event 1 Template and Clinical Practice Access Agreement (all linked in the resources) as an attachment to the assignment area.

No faxed or otherwise submitted documents will be accepted.

Important note: All event assignments must be submitted and approved to receive credit for the field experience.

Portfolio Prompt: You are required to save this learning activity to your ePortfolio.

Course Resources

[ePortfolio](#)

[Clinical Practice Access Agreement \[PDF\]](#)

[Field Experience Event 1 \[DOCX\]](#)

[Field Experience Guide \[PDF\]](#)

u02d1 - School Report of Ethnic Diversity and Achievement Gap

Review the sociocultural demographic diversity in a school, and evidence of or lack of an achievement gap. In the discussion, post a brief message to summarize your findings and highlight any information that stands out to you, or that you feel needs specific attention. Be sure to include references to the sources of your data.

Response Guidelines

Respond to two fellow learners with inquiry to extend thinking, affirmation to support thinking, or debate to challenge thinking.

Course Resources

[Discussion Participation Guidelines \[PDF\]](#)

u02d2 - The Achievement Gap: Cultures

Review the sociocultural demographic diversity in a school and evidence of or lack of an achievement gap. Then summarize the findings and describe the achievement gap or lack of it. Based on the course materials for this unit, describe what might be achievement gaps for students with dyslexia, and why. Be sure to include references from the readings to support your post.

Response Guidelines

Respond to two fellow learners with inquiry to extend thinking, affirmation to support thinking, or debate to challenge thinking.

Course Resources

Graduate Discussion Participation Scoring Guide

Discussion Participation Guidelines [PDF]

Unit 3 >> Legislation Related to Reading

Introduction

The focus in the first two units has been to begin establishing a knowledge base of sociocultural diversity and dyslexia in schools. In this unit, the focus shifts to legislation related to reading for socioculturally diverse students and students with dyslexia. Your engagement in the readings and the collaborative discussion will prepare you for working with diverse students and for submitting Event 2 of your field experience in Unit 4.

In this unit, you will also be completing the Legislation Related to Reading assignment in which you will research and report about current state legislation related to sociocultural diversity and dyslexia. Be sure you review the paper description, guidelines, and scoring guide before you submit your paper. Note that unless your instructor decides otherwise, rewrites are not an option. Be prepared to receive a grade on your first submission. Review the Unit 2 readings for the Minnesota statutes to help inform the completion of your paper.

Learning Activities

u03s1 - Studies

Readings

Use your *50 Strategies for Teaching English Language Learners* text to read the following:

- "Theoretical Overview," pages 6–11.
- Chapter 10, "Moving Into Reading: Using Multiple Strategies to Foster Comprehension," pages 68–76.
- Chapter 11, "Close Reading: Engaging With Text to Improve Reading Comprehension," pages 77–83.
- Chapter 12, "Repeated Reading: Using Script Writing and Reader's Theater," pages 84–88.
- Chapter 13, "Scaffolding English Writing: Matching Instruction to Language Development," pages 89–100.

Use the Capella library to read the following:

- Mather, N., & Wendling, B. J. (2011). *Essentials of dyslexia assessment and intervention*. Hoboken, NJ: Wiley.
 - Chapter 3, "The Brain and Dyslexia," pages 43–59.
 - Chapter 6, "Assessment of Decoding, Encoding, and Reading Fluency," pages 105–134.
- Hill, J. D., & Miller, K. B. (2013). *Classroom instruction that works with English language learners (2nd ed.)*. Alexandria, VA: ASCD.
 - Chapter 1, "Academic Language," pages 1–10.
 - Chapter 2, "Stages of Second-Language Acquisition," pages 11–21.

Use the Internet to review the following:

- Abramson, A. (2018). [What is the achievement gap and what can educators do about it?](https://www.rasmussen.edu/degrees/education/blog/what-is-the-achievement-gap/) Retrieved from <https://www.rasmussen.edu/degrees/education/blog/what-is-the-achievement-gap/>
- Hook, P., & Carreker, S. (n.d.). [Teaching students with dyslexia: How to recognize early warning signs, provide effective intervention, and unlock student achievement.](https://www.lexialearning.com/resources/white-papers/dyslexia-early-warning-signs-and-intervention) Retrieved from <https://www.lexialearning.com/resources/white-papers/dyslexia-early-warning-signs-and-intervention>

- International Dyslexia Association. (n.d.). [Dyslexia legislation interactive map](https://dyslexiaida.org/dyslexia-legislation-interactive-map/). Retrieved from https://dyslexiaida.org/dyslexia-legislation-interactive-map/
- Reading Horizons. (n.d.). [Dyslexia interventions](https://www.readinghorizons.com/dyslexia/dyslexia-interventions/). Retrieved from https://www.readinghorizons.com/dyslexia/dyslexia-interventions/

u03a1 - Legislation Related to Reading

The purpose of this assignment is to develop an understanding of current state and federal legislation related to sociocultural diversity and data on students with dyslexia and to assess how this legislation affects the professional field in general, and your role and responsibilities as a teacher of reading and literacy.

Instructions

In your paper, select and analyze current state and federal legislation related to sociocultural diversity and students with dyslexia. To prepare for this assignment, first review the following resources (linked in the resources):

- 2019 Minnesota Statutes.
 - Pay attention to the section "120B.12 Reading Proficiently No Later Than the End of Grade 3."
 - Subdivision 1. Literacy Goal: The legislature seeks to have every child reading at or above grade level no later than the end of grade 3, including English learners, and that teachers provide comprehensive, scientifically based reading instruction consistent with section 122A.06, subdivision 4.
- Dyslexia Legislation Interactive Map.
 - This tool will help you locate and select current legislation from your own state to analyze and discuss in this assignment.

In your paper, be sure to:

- Identify the topic clearly in the title or introductory paragraph.
- Describe the selected legislation and the context in which it was passed (such as the date, whether it was state or federal, the legislation title, significant details about current events or the context in which it was passed, and so on).
- Summarize the important aspects of the legislation as they relate to sociocultural diversity and students with dyslexia interventions and instruction.
- Provide an analysis of how this legislation affects instructional practices, student performance, and curriculum at the state, district, school, and individual teacher levels, as applicable.

Consider some of these questions as you write:

- What motivated the legislation and who was involved in its development?
- What are the most significant aspects of this legislation related to your chosen literacy topic? How does this legislation change teacher responsibilities or affect sociocultural diversity and students with dyslexia interventions and instruction?
- How does the lack of interventions impact students with dyslexia?
- How does this legislation affect curriculum or standards and what are the potential implications at the state, district, school, and teacher levels?
- What is the strategy and rationale of the legislation for improving student performance? What challenges or opportunities does this legislation present?

Assignment Requirements

Your assignment should also meet the following requirements:

- **Length:** 3–4 double-spaced pages.
- **Font and font size:** Times or Times New Roman, 12 point.
- **Format:** Use current APA style, including title page, brief introduction and conclusion, and references.

Course Resources

[2019 Minnesota Statutes](#)

[Dyslexia Legislation Interactive Map](#)

u03d1 - Interventions for English Learners and ELLs With Dyslexia

For this discussion, consider the issue of interventions for English learners, including ELLs with dyslexia. Based on the unit readings, complete the following:

- Reflect on specific issues, concerns, and factors related to interventions of English learners including ELLs with dyslexia.
- Select one intervention that may be appropriate for your high school field experience that is related to ELLs with dyslexia. Provide rationale for the intervention selection based on research and theory.
- Discuss how lack of interventions may impact the learning experience for ELLs with dyslexia.

Your participation in this discussion will be valuable preparation for Event 2 of the field experience.

Response Guidelines

Respond to at least two fellow learners. In your response, allow the unit readings to guide your thinking as you extend thought and inquiry into another learner's intervention selection.

Course Resources

Field Experience Event 2 [DOCX]

Discussion Participation Guidelines [PDF]

u03d2 - Optional: Event 2

Use this discussion space to compare notes, post samples, or ask questions to your fellow learners or instructor for Event 2 of the field experience.

Course Resources

Field Experience Event 2 [DOCX]

Unit 4 >> Culturally Responsive Teachers

Introduction

The focus of the activities in this unit is to help you to become more familiar with culturally responsive teaching. The discussion for this unit asks you to investigate the demographics of the students at your school and assess your institution's cultural responsiveness. In your analysis of the demographics, you will also note the data on dyslexic students.

Event 2 of the field experience (aligned to MN TOR B1, B2, and C6) is due in this unit. This event of the field experience is the pre-assessment phase in which you choose assessment tools, conduct a pre-assessment, and analyze and reflect on results.

Learning Activities

u04s1 - Studies

Readings

Use your *50 Strategies for Teaching English Language Learners* text to read the following:

- Chapter 14, "Reporting Back: Verbal Practice in Curriculum Connections," pages 101–105.

- Chapter 15, "Leveled Questions: Adjusting Questioning Strategies to the Language Levels of Students," pages 106–110.
- Chapter 16, "Bilingual Books and Labels: Supporting Biliteracy Awareness," pages 111–115.
- Chapter 17, "Sorting Activities: Organizing Information Into Categories," pages 116–120.
- Chapter 18, "Cloze: Using Context to Create Meaning," pages 121–124.
- Chapter 19, "Verb Action: Teaching Irregular Verbs Through Experience," pages 125–131.

Use the Capella library to read the following:

- Mather, N., & Wendling, B. J. (2011). *Essentials of dyslexia assessment and intervention*. Hoboken, NJ: Wiley.
 - Chapter 12, "Dyslexia in Schools," pages 241–260.
- Villegas, A. M., & Lucas, T. (2007). *The culturally responsive teacher*. *Educational Leadership*, 64(6), 28–33.
- McCarthy, E. (2007). *Schools in transition*. *Educational Leadership*, 64(6), 68–69.

u04a1 - Event 2: Field Experience

Pre-assessment

Event 2 of the field experience aligns with the following MN TOR Standards:

B2: A teacher of reading instruction can: implement a variety of appropriate grouping strategies including individual, small group, and whole group reading instruction.

B3: A teacher of reading instruction can: implement and reflect on the use of instructional practices, approaches and methods which support the cognitive, cultural, and linguistic differences of readers.

C6: A teacher of reading can: select materials, identify appropriate instructional strategies, and allocate resources needed to implement interventions and remediation.

To prepare Event 2 of your field experience, complete the following:

- Refer to the Unit 3 discussion, Interventions for English Learners and ELLs With Dyslexia, to gather ideas, resources, and suggestions for the selection of an assessment for one student with dyslexia, and one group of diverse students.
- Conduct the intervention, and analyze and reflect on the results.

Use the Field Experience Event 2 template provided in the resources to complete this assignment. Submit the completed template as an attachment to the assignment area. Be sure to obtain your site supervisor's comments and approval for all stages of the event and include all information requested in the template document. Incomplete documents will not be graded, and approval of Event 2 is required before you can move on to Event 3.

Portfolio Prompt: You are required to save this learning activity to your ePortfolio.

Course Resources

[ePortfolio](#)

ED5554 MN TOR Standards Portfolio [DOCX]

Field Experience Event 2 [DOCX]

u04d1 - Changing Demographics of American Schools

It is important to be aware of the demographics of your own professional setting to plan appropriate instruction. For this discussion, prepare a brief summary of the demographics in your school or educational setting.

- Has there been a change in the demographics of your school or educational setting in the past?
- What reading/literacy culturally responsive interventions are available for students with dyslexia?

- To what extent do you think your educational setting is culturally responsive and responsive to students with dyslexia, based on what you have learned in this course so far?

Provide references to the reading, videos, or professional literature to support your post.

Response Guidelines

Respond to two fellow learners with inquiry to extend thinking, affirmation to support thinking, or debate to challenge thinking. Use references to support your responses.

Course Resources

Discussion Participation Guidelines [PDF]

Unit 5 >> Differentiated Instruction for Sociocultural Contexts

Introduction

This unit focuses on differentiated instruction principles and practices to meet the needs of all students. To begin, view the video in this unit on a common myth concerning dyslexia. Next, this unit's discussion will focus on defining reading or literacy success for culturally diverse students and students with dyslexia. The assignment in this unit will focus on differentiated instruction as you prepare instructional plans for socioculturally diverse and students with dyslexia.

Use the optional discussion for Event 3 to compare notes with your fellow learners who are working on the field experience. Event 3 will be due at the end of Unit 6.

Learning Activities

u05s1 - Studies

Readings

Use your *50 Strategies for Teaching English Language Learners* text to read the following:

- Chapter 20, "Syntax Surgery: Visually Manipulating English Grammar," pages 132–135.
- Chapter 21, "Checking for Understanding: Using Questioning Strategies to Differentiate Instruction," pages 136–142.
- Chapter 22, "Learning Centers: Extending Learning Through Hands-On Practice," pages 143–150.
- Chapter 23, "Communication Games: Creating Opportunities for Verbal Interaction," pages 151–154.
- Chapter 24, "Cognate Strategies: Using the Home Language to Support English Acquisition," pages 155–161.
- Chapter 25, "RTI for English Language learners: Documenting and Monitoring Student Progress and the Effectiveness of Intervention," pages 162–168.

Use the Capella library to read the following:

- Mather, N., & Wendling, B. J. (2011). *Essentials of dyslexia assessment and intervention*. Hoboken, NJ: Wiley.
 - Chapter 7, "Instruction in Phonological Awareness: Early Reading/Spelling Skills," pages 135–146.
 - Chapter 8, "Instruction in Basic Reading and Spelling Skills," pages 147–178.
 - Chapter 9, "Instruction in Reading Fluency," pages 179–198.
- Hill, J. D., & Miller, K. B. (2013). *Classroom instruction that works with English language learners (2nd ed.)*. Alexandria, VA: ASCD.
 - Chapter 3, "Setting Objectives and Providing Feedback," pages 25–37.
 - Notice how the Thinking Language Matrix provides for differentiation in planning for varied levels of language learning.
- Huebner, T. A. (2010). *Differentiated instruction*. *Educational Leadership*, 67(5), 79–81.
- Moats, L. (2019). *Structured literacy: Effective instruction for students with dyslexia and related reading difficulties*. *Perspectives on Language and Literacy*, 45(2), 9–11.

Use the Internet to view the following video:

- Edutopia. (2019). *Debunking the IQ-dyslexia myth* [Video] | Transcript. Retrieved from <https://www.edutopia.org/video/debunking-iq-dyslexia-myth>

u05a1 - Classroom Plan to Differentiate Instruction for Dyslexic and Socioculturally Diverse Students

The purpose of this assignment is to demonstrate an understanding of classroom planning for differentiated instruction for the need of students with dyslexia and those who represent socioculturally diverse learning needs.

Instructions

The purpose of this assignment is to demonstrate an understanding of classroom planning for differentiated instruction for the need of students with dyslexia and those who represent socioculturally diverse learning needs.

Use the Unit 5 Assignment Template (linked in the resources) to complete the following:

- Prepare a title page.
- Prepare an Introduction that includes a thesis statement.
- Describe the interests, reading abilities, and backgrounds of socioculturally diverse students.
 - The individual students you describe may be from your current classroom or they may be hypothetical students who represent different sociocultural learning needs based on the readings.
- Describe the interests and reading abilities of students with varying characteristics of dyslexia.
 - The individual students you describe may be from your current classroom or they may be hypothetical students who represent varying dyslexic learning needs based on the readings.
- Align the student learning needs with a differentiated instructional strategy that is research-based or identified as best practice, with APA citations and references, based on each individual socioculturally diverse student you have described.
- Align the student learning needs with assessment tools that differentiate interventions that are research-based or identified as best practice, with APA citations and references, based on each individual student you have described with varying dyslexic reading or literacy needs.
- Describe current and appropriate resources for students who show characteristics of dyslexia.
- Prepare a conclusion that restates what you have presented. No new information is presented in the conclusion. No citations or references are included.
- Prepare a reference list.

Assignment Requirements

Your assignment should also meet the following requirements:

- **Format:** Use current APA style for reference page and citations.
- **Font and font size:** Times or Times New Roman, 12 point.
- **Template:** Use the Unit 5 Assignment Template (linked in the resources) to complete this assignment.

MN TOR Standard Alignment: Subp. 3a. D1, B5.

Course Resources

[APA Style and Format](#)

[Unit 5 Assignment Template \[DOCX\]](#)

u05d1 - Definitions of a Successful Diverse Student

Based on the unit readings and your own experiences, prepare a post with your definition of a successful diverse student. How does the literature contribute to success and high expectations?

- Include in your definition diversity related to both culture and reading level.
- Include at least one reference from the course texts or professional literature.

Response Guidelines

Respond to at least two fellow learners. In your response, allow the unit readings to guide your thinking as you extend thought and inquiry into the learners' strategies.

Course Resources

[Discussion Participation Guidelines \[PDF\]](#)

u05a2 - Discussion Reflection Units 1–5

Thank you for your participation in Units 1, 2, 3, 4, and 5 discussions. Your collaborative contribution to the learning experience is invaluable. In the assignment area, please post a brief summary and rating of 1 (low) to 3 (high) on each of the following grading criteria:

- Apply relevant course concepts, theories, or materials correctly.
- Collaborate with peers, relating the discussion to relevant course concepts.
- Apply relevant professional, personal, or other real-world experiences.
- Support position with applicable knowledge.

After you submit this assignment, your instructor will assess your reflections and your initial posts and responses for the unit discussions and post a grade based on the Discussion Reflection Units 1–5 Scoring Guide.

Note: Based on stated guidelines in the Updates and Handouts of this course for late submission, APA, and writing policies, your grade may be reduced by 5 percent after grading rubric calculations.

Course Resources

[APA Style and Format](#)

[Discussion Participation Guidelines \[PDF\]](#)

u05d2 - Optional: Event 3

Use this discussion space to compare notes, post samples, or ask questions to your fellow learners or instructor for Event 3.

Unit 6 >> Sociocultural Contexts for Classroom Learning Communities

Introduction

In this unit, you will be learning more about language acquisition and the connections among culture, language, and learning communities. As the unit readings show, learning communities are a critical instructional strategy for all learners. Continuing on from Unit 5, your studies, discussion, and assignment for this unit provide opportunities for you to explore and apply the best practices of differentiated instruction.

You will also submit Event 3 of your field experience by the end of this unit. It is a critical step, as it requires that you base your instructional plan on the data from the pre-assessment. This is a step that you cannot bypass or overlook; assessment for achievement requires that instructional decisions be based on pre-assessment data.

Learning Activities

u06s1 - Studies

Readings

Use your *50 Strategies for Teaching English Language Learners* text to read the following:

- Chapter 26, "Preview/Review: Building Vocabulary and Concepts to Support Understanding," pages 169–172.
- Chapter 27, "Story Reenactment: Making Stories Come to Life!" pages 173–176.
- Chapter 28, "Repetition and Innovation: Exploring a Book to Deepen Comprehension," pages 177–183.
- Chapter 29, "Language Focus Lessons: Support English Vocabulary and Structure Acquisition," pages 184–189.

Use the Capella library to read the following:

- Mather, N., & Wendling, B. J. (2011). *Essentials of dyslexia assessment and intervention*. Hoboken, NJ: Wiley.
 - Chapter 11, "Dyslexia in Different Languages and English Language Learners," pages 223–240.
 - Chapter 12, "Dyslexia in the Schools," pages 241–260.
- Wolk, R. (2010). *Education: The case for making it personal*. *Educational Leadership*, 67(7), 16–21.
- Cutshall, S. (2009). *Clicking across cultures*. *Educational Leadership*, 67(1), 40–44.
- Zhao, Y. (2009). *Needed: Global villagers*. *Educational Leadership*, 67(1), 60–65.

Use the Internet to review the following:

- International Dyslexia Association. (n.d.). [Independent school network](http://isn.eida.org/). Retrieved from <http://isn.eida.org/>
- International Dyslexia Association. (n.d.). [Global partners](https://dyslexiaida.org/partners-2/). Retrieved from <https://dyslexiaida.org/partners-2/>

Optional Readings

You may choose to complete the following:

- Hill, J. D., & Miller, K. B. (2013). *Classroom instruction that works with English language learners* (2nd ed.). Alexandria, VA: ASCD.
 - Scan Chapters 5–8, pages 52–117.
 - Select only parts that are appropriate for the lesson you prepare for your field event. Note how the Thinking Language Matrix supports the development of varied language learning levels.

u06a1 - Event 3: Field Experience

Learning Plan

Event 3 of the field experience aligns with the following MN TOR Standards:

B1: A teacher of reading can: organize and manage effective reading instruction appropriate across developmental levels, proficiency, and linguistic backgrounds.

B3: A teacher of reading instruction can: implement and reflect on the use of instructional practices, approaches and methods which support the cognitive, cultural, and linguistic differences of readers.

C6: A teacher of reading can: select materials, identify appropriate instructional strategies, and allocate resources needed to implement interventions and remediation.

For Event 3 of the field experience, you will design a learning plan based on pre-assessment results (or choices) that are aligned to MN TOR Standard C6.

Use the Field Experience Event 3 template provided in the resources to complete the assignment. Submit the completed template as an attachment to the assignment area. Be sure to include all information requested in the template. Incomplete documents will not be graded, and approval of Event 3 is required before you may move on to Event 4.

Portfolio Prompt: You are required to save this learning activity to your ePortfolio.

ePortfolio

ED5554 MN TOR Standards Portfolio [DOCX]

Field Experience Event 3 [DOCX]

u06d1 - Culture Is Language

Language and culture are inextricably linked.

For this discussion, prepare a position on the statement above after you have reflected on this unit's readings and your other studies. You may take a pro or con position, but you must provide a referenced rationale for your position that encourages an enriching discussion.

Response Guidelines

Respond to two fellow learners with inquiry to extend thinking, affirmation to support thinking, or debate to challenge thinking. Use references to support your post.

Course Resources

Discussion Participation Guidelines [PDF]

u06d2 - Creating Communities for Teachers of Students Who Show Signs of Dyslexia

In preparation for this discussion, review the section on professional communities and global partners presented at the International Dyslexia Association website linked in Resources.

For this post, select and analyze a state-based community or global partner that supports your current understanding and practice of dyslexia. Joining any of the communities or partners is not required.

- What resources are available for students with dyslexia that both the student and the teacher can use and implement?
- What are the benefits to using learning communities for students with dyslexia?

Be sure to reference all websites in APA format for easy access by other learners.

Response Guidelines

Respond to two fellow learners with inquiry to extend thinking, affirmation to support thinking, or debate to challenge thinking.

Course Resources

Graduate Discussion Participation Scoring Guide

APA Style and Format

Discussion Participation Guidelines [PDF]

International Dyslexia Association

Unit 7 >> Home and School Connections for Sociocultural Contexts

Introduction

This unit brings our attention to the involvement of parents, family, and community for reading or literacy achievement. In preparation for this unit's discussion on the importance of community connections for reading or literacy achievement, you are asked to delve into the literature to find perspectives and contributions to this important topic of inquiry. The video included in this unit will illustrate a real-world project focused on home-school connections.

Your assignment in this unit requires that you create a PowerPoint presentation for a particular group of parents or community members related to evidence-based instructional strategies for students who show characteristics of dyslexia, including the structured literacy approach. The purpose of this assignment is to increase your skills in facilitating the home-school connection.

Learning Activities

u07s1 - Studies

Readings

Use your *50 Strategies for Teaching English Language Learners* text to read the following:

- Chapter 30, "Graphic Organizers: Visually Representing Ideas, Text, and Connections," pages 190–194.
- Chapter 31, "Advance Organizers: Getting the Mind in Gear for Instruction," pages 195–199.
- Chapter 32, "Guided Reading: Providing Individual Support Within a Group Setting," pages 200–204.
- Chapter 33, "Cohesion Links: Understanding the Glue That Holds Paragraphs Together," pages 205–209.
- Chapter 34, "Language Framework Planning: Supporting Academic Language and Content Acquisition," pages 210–215.
- Chapter 35, "Free Voluntary Reading: Nothing Helps Reading Like Reading," pages 216–220.

Use the Capella library to read the following:

- Mather, N., & Wendling, B. J. (2011). *Essentials of dyslexia assessment and intervention*. Hoboken, NJ: Wiley.
 - Chapter 11, "Dyslexia in Different Languages and English Language Learners," pages 223–240.
 - Chapter 12, "Dyslexia in the Schools," pages 241–260.
- Baeder, A. (2010). *Stepping into students' worlds*. *Educational Leadership*, 67(5), 56–60.

Use the Internet to read the following:

- Breiseth, L., Robertson, K., & Lafond, S. (2011). *A guide for engaging ELL families: Twenty strategies for school leaders*. Retrieved from <https://www.colorincolorado.org/guide/guide-engaging-ell-families-twenty-strategies-school-leaders>
 - Read pages 20–27 for guidance as to how to increase parent participation in your school and how to communicate important information with your ELL parents.

u07a1 - Home-School Connections

The purpose of this assignment is to increase your skills in communicating with diverse constituencies to facilitate home-school and community-school connections. To do this, it is essential to understand how to convey important information and concepts in a way that will be meaningful for your audiences.

Instructions

Create a 10–15 slide PowerPoint presentation for a particular group of parents or community members related to evidence-based instructional strategies for students who show characteristics of dyslexia, including the structured literacy approach.

Be sure that you have a specific audience in mind and that you maintain focus on the literacy topic you chose.

Your presentation should be informative and relevant to the audience (for example, parents and community members) and include appropriate resources or references. Consider the following questions as you work:

- Which data sources would be relevant to your audience?

- What information is essential to convey? What information can be left out?
- How can you present data in a way that is clear, concise, and meaningful? Are there graphical elements that would make better communication tools than text, for instance?
- What information about your audience is important to obtain beforehand to ensure the presentation will be effective?
- How can you organize the information so that the slides make sense to someone who is unfamiliar with your topic?

Assignment Requirements

Your assignment should also meet the following requirements:

- **Length:** 10–15 slides.
- **Format:** Create a complete presentation on the topic, including introductory and concluding slides, and APA-formatted references.

Refer to the Guidelines for Effective PowerPoint Presentations given in the resources for more help.

MN TOR Standard Alignment: Subp. 3a. D9.

Course Resources

[APA Style and Format](#)

[Guidelines for Effective PowerPoint Presentations \[PPTX\]](#)

u07d1 - Home, Family, and Community for Student Achievement

For this discussion, use the Capella library to select one article related to the importance of student achievement through home, school, or community connections. Write a summary of the article and briefly relate the position offered by the authors. In your post, include a reference to the article using current APA formatting.

Response Guidelines

Respond to at least two peers. Example types of responses include drawing useful comparisons between your peer's article and your own, challenging the assumptions, methods, or interpretations of data in the article, or reflecting on the relevance of the article to current issues and course topics. Use references to support your assertions.

Course Resources

[APA Style and Format](#)

[Discussion Participation Guidelines \[PDF\]](#)

u07d2 - Evidence-Based Instructional Strategies for Parents, Family, and Communities

Based on the readings and your own study, select and analyze an article or selection that demonstrates an evidence-based instructional strategy that would be appropriate for a parents, family, or community event. The instructional strategy must be appropriate for students who show characteristics of dyslexia. Consider how the instructional strategy you have selected could be communicated to parents, families, or community event members. Include all references for easy reference for other learners.

Response Guidelines

Respond to at least two peers to compare or contrast the instructional strategy you have selected. The instructional strategy must be appropriate for students who show characteristics of dyslexia. Include all websites in current APA format for easy reference.

u07d3 - Optional: Event 4

Use this discussion space to compare notes, post samples, or ask questions to your fellow learners or instructor for Event 4.

Unit 8 >> Socioculturally Diverse Schools

Introduction

In this unit, you will explore strategies for using oral language in sociocultural contexts. You will also explore trends and challenges of 21st-century socioculturally diverse schools.

Event 4 of the field experience—the post-assessment phase—is due in this unit. In preparation for the Annotated Bibliography of Multicultural Literature and Literature Related to Dyslexia assignment due in Unit 9, this unit also asks you to look ahead and begin considering potential resources.

Learning Activities

u08s1 - Studies

Readings

Use your *50 Strategies for Teaching English Language Learners* text to read or review the following:

- Chapter 3, "Modeled Talk: Demonstrating As You Talk," pages 33–35.
- Chapter 42, "Collaborative Reading: What to Do When They Can't Read the Textbook," pages 269–272.
- Chapter 43, "Cooperative Learning: Group Interactions to Accomplish Goals," pages 273–279.
- Chapter 46, "Multimedia Presentations: Oral Reports for the New Millennium," pages 286–291.
- Chapter 47, "Small Groups and Partners: Interactions to Enhance Instruction," pages 292–299.
- Chapter 48, "GIST: Exploring Tough Text," pages 300–304.

Use the Capella library to read the following:

- Mather, N., & Wendling, B. J. (2011). *Essentials of dyslexia assessment and intervention*. Hoboken, NJ: Wiley.
 - Chapter 12, "Dyslexia in the Schools," pages 241–260.
 - Appendix, "Descriptions of Evidence-Based Programs," pages 261–321.
- Howard, G. R. (2007). *As diversity grows, so must we*. *Educational Leadership*, 64(6), 16–22.
- Lapkoff, S., & Li, R. M. (2007). *Five trends for schools*. *Educational Leadership*, 64(6), 8–15.
- Prior, L. A. (2010). *Dyslexia and writing: Why are so many instructional plans one-dimensional?* *Voices From the Middle*, 18(1), 54–56.

Use the Internet to read the following:

- Zmuda, A., & McTighe, J. (2010). *How to be an education troubleshooter*. *Educational Leadership*, 67. Retrieved from <http://www.ascd.org/publications/educational-leadership/summer10/vol67/num09/How-to-Be-an-Education-Troubleshooter.aspx>

u08a1 - Event 4: Field Experience

Post-Assessment

Event 4 of your field experience aligns with the following MN TOR Standards:

B1: A teacher of reading can: organize and manage effective reading instruction appropriate across developmental levels, proficiency, and linguistic backgrounds.

B2: A teacher of reading can: implement and reflect on the use of practices, approaches, and methods which support the cognitive, cultural, and linguistic differences of readers.

C6: A teacher of reading can: select materials, identify appropriate instructional strategies, and allocate resources needed to implement interventions and remediation.

Hopefully, you will have completed the student instruction event of your field experience, Event 3: Field Experience, by the time you begin this unit. It is now time to conduct a post-assessment of your students.

Reporting student success and achievement is a very important result of your field experience. However, even if achievement is not notable, the analysis and reflection on the data will inform changes in your instructional practices.

For your field experience, you will administer the post-assessment of your students (same as pre-assessment). You will then score the assessment and analyze your data. Finally, you and your supervisor are asked to reflect on the post-assessment process and results.

Use the Field Experience Event 4 template provided in the resources to complete this assignment. Submit the completed template as an attachment to the assignment area. Be sure to include all information requested in the template as incomplete documents may not be graded. Completion of Event 4 is required for moving on to Event 5.

Portfolio Prompt: You are required to save this learning activity to your ePortfolio.

Course Resources

[ePortfolio](#)

[ED5554 MN TOR Standards Portfolio \[DOCX\]](#)

[Field Experience Event 4 \[DOCX\]](#)

u08d1 - Oral Language for Active Learning

Active learning for culturally and literacy diverse students requires oral language in reading, writing, listening, and speaking. For this discussion, select a strategy from the unit readings and prepare a brief analysis on how this strategy can be effective for oral language and reading achievement. If possible, include an anecdotal narrative from your professional experience. Be sure to cite and reference the strategy you select and analyze.

Response Guidelines

Respond to two fellow learners, extending your analysis and application of a selected strategy for cultural and literacy diverse students. Include citations and references to support your analysis.

Course Resources

[Discussion Participation Guidelines \[PDF\]](#)

u08d2 - Effective Programs and Best Instructional Practices for Sociocultural and Students With Dyslexia

Review the evidence-based programs for students with dyslexia described in Appendix, "Descriptions of Evidence-Based Programs," of your *Essentials of Dyslexia Assessment and Intervention* text. Choose a familiar program or one you would like to explore. Analyze the program, making sure to reference the selected program in your post.

Response Guidelines

Respond to two fellow learners. Compare and contrast your selected program and provide experience from your educational setting. Include references for all programs mentioned in your responses.

Course Resources

Graduate Discussion Participation Scoring Guide

[Essentials of Dyslexia Assessment and Intervention](#)

Unit 9 >> Sociocultural Literature for All Readers

Introduction

The focus of this unit is on learning, understanding, and enjoying reading widely and independently for all readers—especially students with diverse sociocultural backgrounds and students with dyslexia. You will also reflect on the challenges these students face in schools today.

In this unit, you will submit the Annotated Bibliography of Multicultural Literature and Literature Related to Dyslexia assignment, which will include high-quality pieces of literature that you believe will meet the interests and needs of diverse readers.

Additionally, you will want to make sure you are on track for completing Event 5 of your field experience, which will be due in Unit 10. A three-way conference call is required to discuss your field experience. You may want to start thinking about finding available times and dates for this call.

Learning Activities

u09s1 - Studies

Readings

Use your *50 Strategies for Teaching English Language Learners* text to read or review the following:

- Chapter 16, "Bilingual Books and Labels: Supporting Biliteracy Awareness," pages 111–115.
- Chapter 49, "Tutorials: Closing the Achievement Gap," pages 305–311.
- Chapter 50, "Combining and Scheduling Strategies: Supporting Learning Through Differentiation," pages 312–316.

Use the Capella library to read the following:

- Jocius, R., & Shealy, S. (2018). [Critical book clubs: Reimagining literature reading and response](#). *The Reading Teacher*, 71(6), 691–702.
- Venegas, E. M. (2019). ["We listened to each other": Socioemotional growth in literature circles](#). *The Reading Teacher*, 73(2), 149–159.

u09a1 - Annotated Bibliography of Multicultural Literature and Literature Related to Dyslexia

The purpose of this assignment is to identify literature for students that meets the interests and needs of all readers, and represents diverse cultures and reading or literacy needs especially for students with dyslexia. Your *50 Strategies for Teaching English Language Learners* text will be a useful resource for you in completing this assignment.

Instructions

Use the Unit 9 Assignment Template (given in the resources) to develop an annotated bibliography of at least 15 pieces of literature that meet the purpose of this assignment. Of the references, four or five should relate to sociocultural needs and four or five should relate to dyslexia needs. The material should be appropriate for middle and high school students. Be sure to address all the required elements of the annotations:

- Provide the complete citation for each piece of literature in current APA style and format.
- Identify the genre and the target student population.
- Include a short synopsis or description of three sentences or fewer of the material.
- Describe briefly (five sentences or fewer) a strategy for using the literature and explain your reasoning process.

Assignment Requirements

Your assignment should also meet the following requirements:

- **Format:** Use current APA style, including title page.
- **Font and font size:** Times or Times New Roman, 12 point.
- **Template:** Use the Unit 9 Assignment Template (linked in the resources) to complete this assignment.

MN TOR Standard Alignment: Subp. 3a, B1, B5, E2.

Course Resources

[APA Style and Format](#)

[Unit 9 Assignment Template \[DOCX\]](#)

u09d1 - Literature Challenges

Reflect on what you have learned about challenges that students from different sociocultural backgrounds and students with dyslexia face in schools. Also, consider the challenges of ELLs who have reading challenges such as dyslexia. Using your course text or other professional literature to support your thoughts and arguments, prepare a post to extend the thinking on this topic.

Response Guidelines

Respond to two fellow learners with inquiry to extend thinking, affirmation to support thinking, or debate to challenge thinking. Use references to support your responses.

Course Resources

[Discussion Participation Guidelines \[PDF\]](#)

u09d2 - Optional: Event 5

Use this discussion space to compare notes, post samples, or ask questions to your fellow learners or instructor for Event 5.

Unit 10 >> 21st-Century Technology Challenges for Sociocultural Contexts

Introduction

As this course comes to a close, reflect on emerging technology and the challenges it may pose for diverse learners. Consider what this unit's readings tell you about the trends for 21st-century schools and look into the future for what schools can do to advance achievement for all readers. Keep your discussion looking forward, not backward, as you consider possibilities in trends and current issues. What are your challenges and how can you meet them?

In this unit, you will submit your self-assessment of the MN TOR Standards. While you will only be assessing yourself on standards addressed in this course, you will want to save and upload this document to your ePortfolio for use in your capstone course. You are also asked to review the ED5554 Course Alignment Table provided to you in the first unit and choose course activities to save in your ePortfolio that you believe best demonstrate your academic progress. Your final discussion reflection is also due in this unit.

Field Experience Wrap-Up

Following your data analysis on pre- and post-assessment data, you are asked to reflect on your experience and obtain the comments of your site supervisor. You will need to schedule a three-way conference call with you, your site supervisor, and your course instructor to discuss the overall experience.

Learning Activities

u10s1 - Studies

Readings

Use your *50 Strategies for Teaching English Language Learners* text to read the following:

- "Theoretical Overview," pages 16–20.

Use the Capella library to read the following:

- Mather, N., & Wendling, B. J. (2011). *Essentials of dyslexia assessment and intervention*. Hoboken, NJ: Wiley.
 - Chapter 10, "Technology Applications for Students With Dyslexia," pages 199–222.
- Bonk, C. J. (2010). *For openers: How technology is changing school*. *Educational Leadership*, 67(7), 60–65.
- Harrison, C. (2016). *Are computers, smartphones, and the Internet a boon or a barrier for the weaker reader?* *Journal of Adolescent & Adult Literacy*, 60(2), 221–225
- Helm, J. H., Turckes, S., & Hinton, K. (2010). *A habitat for 21st century learning*. *Educational Leadership*, 67(7), 66–69.
- Sprenger, M. (2009). *Focusing the digital brain*. *Educational Leadership*, 67(1), 34–39.

u10s2 - Update Your ePortfolio

It is time to update your ePortfolio. In the first unit of this course, you were provided with the ED5554 Course Alignment Table that mapped out the alignment of each unit's activities to course competencies, program outcomes, and MN TOR Standards. If you have not already done so, download and review this document now.

You are required to save your field experience for this course in your ePortfolio. In addition, you will want to save other activities from this course to document your progress. Using the ED5554 Course Alignment Table as a reference, go through your course discussions and assignments, and choose those that you believe best demonstrate fulfillment of the MN TOR Standards or your state's standards. Upload these activities to your ePortfolio now to keep this record of your academic progress current.

Course Resources

[ePortfolio](#)

[ED5554 Course Alignment Table \[PDF\]](#)

[ED5554 MN TOR Standards Portfolio \[DOCX\]](#)

u10a1 - Event 5: Field Experience

Analysis and Reflection

Event 5 of the field experience allows for reflection on the previous events and is another step in meeting the following MN TOR Standards:

B1: A teacher of reading can: organize and manage effective reading instruction appropriate across developmental levels, proficiency, and linguistic backgrounds.

B3: A teacher of reading can: implement and reflect on the use of instructional practices, approaches and methods which support the cognitive, cultural, and linguistic differences of readers.

C6: A teacher of reading can: select materials, identify appropriate instructional strategies, and allocate resources needed to implement interventions and remediation.

The reflective aspect of this event is also aligned with the following MN TOR Standard:

E2: A teacher of reading can: promote and facilitate ongoing self-reflection related to teaching and student learning.

Following your data analysis on pre- and post-assessment data, review your entire field experience with your site supervisor. Also, schedule a three-way conference call with you, your site supervisor, and your course instructor to discuss the overall experience.

Portfolio Prompt: You are required to save this learning activity to your ePortfolio.

Course Resources

[ePortfolio](#)

ED5554 MN TOR Standards Portfolio [DOCX]

Field Experience Event 5 [DOCX]

u10a2 - Discussion Reflection Units 6–9

Thank you for your participation in Units 6, 7, 8, and 9 discussions. Your collaborative contribution to the learning experience is invaluable. In the assignment area, please post a brief summary and rating of 1 (low) to 3 (high) on each of the following grading criteria:

- Apply relevant course concepts, theories, or materials correctly.
- Respond to your peers, relating the discussion to relevant course concepts.
- Support position with applicable knowledge.

After you submit this assignment, your instructor will assess your reflections and your initial posts and responses for the unit discussions, and post a grade based on the Discussion Reflection 6–9 Scoring Guide.

Note: Based on stated guidelines in the Updates and Handouts of this course for late submission, APA, and writing policies, your grade may be reduced by 5 percent after grading rubric calculations.

Course Resources

[APA Style and Format](#)

Discussion Participation Guidelines [PDF]

u10a3 - Portfolio Check of MN TOR Standards

In this assignment, you will ensure that you have completed and posted all the necessary assignments to your ePortfolio. The assignments from this course document your progress in meeting the MN TOR Standards that are the foundation of your master's program. The ED5554 MN TOR Standards Portfolio document, found in the resources, provides a list of the standards that were targeted in this course, the assignments that document your work toward meeting the standards, and the place in your ePortfolio in which each assignment should be saved.

Provide the score you received for each assignment listed in the second column. When you turn in this assignment, your instructor will check your ePortfolio to make sure that your assignments have been saved to the appropriate category and that you have met or have not met each of the standards listed, as documented by the work you have done for each assignment.

Note: If it is determined that you have not met one or more of the standards, your instructor will assign you an incomplete grade for the course and you will be given one quarter to do further study and complete assignments to document that you have met the standard.

Course Resources

[ePortfolio](#)

[ED5554 MN TOR Standards Portfolio \[DOCX\]](#)

u10d1 - Technology Impact on Diverse Students

Search the literature and describe the impact of technology on the 21st-century diverse students and students with dyslexia. Following the units of study in this course and your own study, identify one specific technology challenge that you think will impact diverse students and students with dyslexia in your classroom.

Response Guidelines

Respond to your fellow learners with inquiry to extend thinking, affirmation to support thinking, or debate to challenge thinking. Use references to support your responses.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

[Discussion Participation Guidelines \[PDF\]](#)