

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
DEPARTMENT OF SPECIAL EDUCATION
SPECIAL EDUCATION 671: ADVANCED STUDY OF LITERACY PROBLEMS

- First 3 Weeks Asynchronous Online Sessions **beginning** January 27, 2025
 - Week 4 Synchronous Online Session February 24, 2025 4:00-6:45
 - Literacy Intervention via Zoom Mondays, 4:00 – 6:45pm* Beginning March 3, 2025
- *Specific intervention times will be assigned 2/24, but please be available during this entire time.*

Course Zoom ID: [356 369 5256](#)

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Office Hours by Appointment

Conceptual Framework

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

1. We value academic excellence in the acquisition of research-based professional knowledge and skills.
2. We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
3. We value ethical practice and what it means to become ethical and caring professionals.
4. We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
5. We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
6. We value creative, critical, and reflective thinking and practice.

Course Description

This course provides advanced study in the area of literacy. It is designed to examine issues related to literacy processes, assessment and instructional practices, research methodologies and the relationships between language, literacy, schooling and culture. Emphasis is placed on students who have needs in the area of reading and writing. A minimum of 12 hours of supervised clinical experience is required.

Required Course Textbooks

Bear, D.R., Invernizzi, M., Templeton, S., & Johnston, F. (2016). *Words their way: Word study for phonics, vocabulary, and spelling instruction*. (6th or 7th ed.) Upper Saddle River, NJ: Pearson.

Birsh, J. R., & Carreker, S. (2018). *Multisensory teaching of basic language skills*. Fourth edition. Baltimore, Maryland, Paul H. Brookes Publishing Company.

Recommended Course Textbooks

Consortium on Reading Excellence (CORE). (2018). *Teaching reading sourcebook (3rd ed.)*. Novato, CA: Arena Press.

Course Objectives

After completing this course students will be able to:

1. demonstrate understanding of the multiple theoretical perspectives that contribute to the study of literacy;
2. discuss the variety of research methodologies informing literacy assessment and instruction;
3. identify relationships between reading research, national literacy policies, and schooling;
4. demonstrate advanced knowledge of literacy processes (neurological, phonological, vocabulary, knowledge driven and text driven);
5. describe features of language as the foundation for literacy, and discuss the connections between reading and writing at both the word and text level;
6. recognize the role of school history, and past and present literacy instruction on student performance;
7. demonstrate an understanding of family literacy practices and pedagogy;
8. discuss the influence of social and affective factors on motivation to read and write;
9. select, conduct, and interpret formal and informal literacy assessments appropriate for a struggling reader/writer;
10. develop instructional methods designed to enhance written language expression;
11. implement literacy instruction with a struggling reader/writer that is evidence-based and reflects recommended practices;
12. critically evaluate instructional approaches/programs designed to teach students struggling in reading and writing;
13. examine school based grouping practices, including one-on-one literacy intervention, and their impact on student outcomes.

Course Assignments *Readings and On-line Lectures*

Exercises

Complete three (3) exercises assigned the first weeks of the course. Exercises are short submissions designed to engage you with the content of readings as well as the information presented in lectures. Some will model the instructional principles you are reading about.

Quizzes

Complete three (3) quizzes assigned the first weeks of the course. Quizzes are short comprehension checks of key course readings and lectures. Quizzes are designed to evaluate your understanding of the textbooks.

Activity

Prepare an instructional activity that assesses, instructs, and provides intervention for research-based literacy instruction, addressing differences in literacy development using assessment data to diagnose, design, adapt and differentiate instruction. The activity will be drawn from text: *Words Their Way*. Activities are due February 24th our first synchronous Zoom session.

RLISC: 3.2, 3.4, 8.4

Responses

Submit responses to five (5) questions. Questions will require the application of content within and across readings and readings' accompanying lectures/slides. Responses should be approximately between 350 and 500 words and conform to the conventions of academic writing. Response due dates appear below and on the Course Schedule.

RESPONSE 1: independence, engagement, motivation, and positive attitude toward reading and how to modify curriculum for the needs of diverse learners

RESPONSE 2: the structure of the English language, including phonology, morphology, orthography, linguistics, spelling, reading, and writing

RESPONSE 3: types of disabilities that have implications for literacy development and implementing effective strategies and practices for providing multiple levels of intervention

RESPONSE 4: examining, evaluating and selecting educational technologies to assess or complement individualized or group instruction and to plan, maintain records, and communicate with a variety of stakeholders

RESPONSE 5: Using theoretical and research-based strategies that assist students to become proficient readers

RLISC: 2.6, 3.3, 8.1a, 8.1b, 8.5, 8.6, 8.10

Literacy Intervention via zoom through Special Education Literacy Laboratory

Clinical Notes

Clinical Notes are for both planning and reflection purposes. In Clinical Notes you will describe in detail the activities you are preparing for your intervention session, document student performance on those activities, and reflect upon the assessment/teaching/learning process, using relevant **types and uses of assessments across the continuum of literacy skill components**. The format is designed to capture not only what the student does but also in what ways you responded. Notes are due to the instructor before midnight **Thursday** prior to the next Monday session. Points will be deducted from late submissions. You are expected to make the changes and submit your final notes before your session on Monday. As well as incorporate instructor feedback from the session.

RLLSC: 3.7

Parent Report

A Parent Report is provided to families at the end of semester Parent Conference (May 5, 2025). A draft of the report is due on April 29th. The Parent Report summarizes your intervention goals, successful teaching strategies, **assessment results**, and recommendations. Guidelines for the Parent Report will be provided.

RLLSC: 7.9

Grades

Due Date(s)	Assignments - Readings and On-line Lectures	Points
2/3, 2/10, 2/24	Exercises	20
2/3, 2/10, 2/24	Quizzes	15
2/24	Activity from <i>Words Their Way</i>	10
3/10, 3/24, 4/7 Add two more dates	Responses to Questions about the Readings	105
	Points	150
Due Date(s)	Assignments – Literacy Intervention	Points
Thursdays Weekly (2/27 through 4/24)	Assessment Plan and Clinical Notes	100
Draft (4/29) Final Report (5/5)	Parent Report	50
	Points	150
Total Points		300

Grade	Points	Grade	Points	Grade	Points	Grade	Points
A ($\geq 95\%$)	300 - 279	B+ (88-89%)	269 - 264	C+ (78-79%)	239 - 234	D (62-69%)	209 - 186
A- (90-94%)	278-270	B (82-87%)	263 - 246	C (72-77%)	233 - 216	F ($\leq 61\%$)	<185
		B- (80-81%)	245 - 240	C- (70-71%)	215 - 210		

Course Schedule

Week	Date	Topic	Readings	Assignments
1	1/27	- How Reading Develops: using theoretical and research-based strategies that assist students to become proficient readers - Student engagement, motivation, and attitude(s) toward reading - Implications of delays or differences in students' literacy development - Working with the continuum of state PreK-12th grade foundations/standards and frameworks in reading and literacy Asynchronous Zoom RLLSC: 2.6, 3.4, 8.2, 8.5	<i>Words Their Way</i> (Chapter 1) <i>Multisensory Teaching of Basic Language Skills</i> (Chapter 1)	Introduction Exercise #1 Quiz #1
2	2/3	- Linguistics, spelling, reading, and writing - Beginning Reading/Spelling Development - Practices for developing students' lifelong habit of reading and writing for pleasure - Assess, instruct, and provide intervention for research-based literacy instruction - Methods for using assessment data to diagnose, design, adapt, and differentiate instruction Asynchronous Zoom RLLSC: 2.6, 3.2, 8.1b, 8.4	<i>Words Their Way</i> (Chapters 4 & 5) <i>Multisensory Teaching of Basic Language Skills</i> (Chapter 6) Brady (2020)	Exercise #2 Quiz #2

3	2/10	- Phonology, morphology, and orthography - Transitional Readers/Spellers - Word Analysis - Types and uses of assessments across the continuum of literacy skill components Asynchronous Zoom RLLSC: 3.7, 8.1a	<i>Words Their Way</i> (Chapters 6) <i>Multisensory Teaching of Basic Language Skills</i> (Chapter 7)	Exercise #3 Quiz #3 Text Activity (DUE 2/24)
4	2/24	- Working with types of disabilities that have implications for literacy development - Implementing effective strategies and practices for providing multiple levels of intervention - Intermediate and Advanced Readers/Spellers Synchronous Zoom RLLSC: 8.6	<i>Words Their Way</i> (Chapters 7 & 8)	Assessment Plan (2/27)
Literacy Intervention Begins				
5	3/3	- Oral Language Development - Decoding & Encoding - Working with informal and curriculum-embedded assessments, reliable and valid norm-referenced, and criterion-based assessments Synchronous Zoom (Intervention) RLLSC: 3.7	<i>Multisensory Teaching of Basic Language Skills</i> (Chapter 9 & 10)	Response #1 Clinical Notes (3/6)
6	3/10	- Activities in assessing, instructing, and providing intervention for research-based literacy instruction - Activities using assessment data to diagnose, design, adapt and differentiate instruction - Strategies for sharing assessment results to a variety of audiences - Fluency Instruction Synchronous Zoom (Intervention) RLLSC: 3.2, 7.9, 8.4	<i>Multisensory Teaching of Basic Language Skills</i> (Chapter 12)	Clinical Notes (3/13) Response #2

7	3/24	- Examine, evaluate, and select educational technologies - Vocabulary Development & Language and Literacy Development Among English Language Learners Synchronous Zoom (Intervention) RLLSC: 8.10	<i>Multisensory Teaching of Basic Language Skills</i> (Chapter 15 & 19)	Clinical Notes (4/4) Response #3
8	4/7	- Listening & Reading Comprehension - How comprehension is impacted by: phonology, morphology, and orthography, linguistics, spelling, reading, and writing Synchronous Zoom (Intervention) RLLSC: 8.1a, 8.1b	<i>Multisensory Teaching of Basic Language Skills</i> (Chapter 16)	Clinical Notes (4/10)
9	4/14	- Writing Part I. Oral Language & Executive Function - Modifying curriculum to address needs of diverse groups of students, including but not limited to struggling students, English learners, gifted and talented students, and students with special needs - Case Study: When developmental delays/ differences warrant further assessment, differentiated instruction and intervention Synchronous Zoom (Intervention) RLLSC: 3.3, 3.4	<i>Multisensory Teaching of Basic Language Skills</i> (Chapter 3 & 8)	Clinical Notes (4/17) Response #4
10	4/21	- Writing Part II. Handwriting & Composition - Activities for modifying curriculum to address the specific needs of diverse groups of students Synchronous Zoom (Intervention) RLLSC: 3.3	<i>Multisensory Teaching of Basic Language Skills</i> (Chapter 11 & 17)	Clinical Notes (4/24)

11	4/28	- Putting it All Together: using theoretical and research-based strategies that assist students to become proficient readers - Planning Multisensory Structured Literacy Lessons & Instruction for Older Students with a Word-Level Reading Disabilities/Dyslexia - Examining, evaluating, and selecting effective educational technologies Synchronous Zoom (Intervention) RLLSC: 8.5, 8.10	<i>Multisensory Teaching of Basic Language Skills</i> (Chapter 18, 20, and Excerpts from 21)	Parent Report Draft (5/01) Response #5
12	5/5	Parent Conferences: effectively sharing assessment results Synchronous Zoom (Intervention) RLLSC: 7.9	<i>Podcast TBD</i>	Final Parent Report (5/5)
13	5/12	Parent Conferences Make-ups Synchronous Zoom (Intervention)		

Other Course Readings

Week	Readings Posted On Canvas
2	Brady, S. (2020). Phoneme awareness and phonics: Implications for instruction. <i>Perspectives on Language and Literacy</i> , 46(2), 9–14.

INSTRUCTORS NOTES:

- Assignments turned in late will not receive the maximum number of points; e.g., Clinical Notes will receive 1 point deduction for each day past Thursday.
- Respectful conduct is expected at all times. In addition to the knowledge and skills you learn and reflect upon in your graduate program, it is expected that you will also reflect upon your own Professional Dispositions.
- Students with disabilities must be registered with the Disability Resources and Educational Services (DRES) in order to receive accommodations.
- Communicate with the instructor. Do not hesitate to ask for clarification.

- This class requires regular use of Canvas. Turning in assignments, accessing assigned readings, and participating in online activities are all done through Canvas. Many classes in the credential program also require knowledge of Canvas. Canvas help is available on the left side of the page under “Help and Library Resources.” Select “Search the Canvas Guidelines” for basic support, or use the Hotline of Chat functions with specific questions.

CSUN with A HEART: If you are facing challenges related to food insecurity, housing precarity/homelessness, mental health, access to technology, eldercare/childcare, or healthcare, you can find guidance, help, and resources from CSUN with A HEART (<https://www.csun.edu/heart>).

GENDER IDENTITY AND PERSONAL PRONOUNS

My name is Lindsay Young and I use the pronouns she, her and hers. Pronouns are the parts of speech we use to refer to someone instead of their name. Using the right pronoun, like using someone’s correct name or title, is a way to show respect.

We have an opportunity in this class to hear from people with different viewpoints and open some lines of communication about difficult or emotional topics. All opinions are welcome, as long as they are grounded in the evidence and presented respectfully. I reserve the right to manage, intercede, side-line, or stop a conversation if it is leading us too far off track or if it is disrespectful to others.

PERSON-CENTERED AND PERSON-FIRST LANGUAGE: The CSUN Department of Special Education believes that a person is more important than a disability. Accordingly, use of Person-First Language is the norm for both speaking and writing, for students and faculty. For example, “children with learning disabilities” is considered more appropriate than “learning disabled children.” However, the important principle in consideration of language is not using a correct formula, but rather respectful acknowledgement that personhood is valued above disability. This includes learning what the preferred language is for a particular person and using language that aligns with how they self-identify. Many people prefer to self-identify other ways, and it is more important to respect each person’s self-identification than to over-apply a standard when it is not wanted. Thus, we are moving toward a “person-centered” framework at CSUN rather than exclusively “person-first.” Please see this article for more on person-centered language: <https://radicalcopyeditor.com/2017/07/03/person-centered-language/>

LITERACY INTERVENTION: All students in SPED 671 will participate in a clinical experience in the Special Education Literacy Clinic (TLCC). The Special Education Literacy Clinic at CSUN provides individualized services to K-12 students referred by teachers, parents, and/or local schools. Intervention will occur during class between 4:00-5:00, 5:00-6:00, and 6:00 – 7:00 (as assigned). Students will use assessment data to create and monitor progress on individualized reading goals for their assigned child, and to prepare and implement evidence-based activities based on those goals. Students will also be responsible for completing intervention planning for SPED 671, submitting documents each week, regularly collaborate with families, and provide a culminating report to families at the end of the semester.

COLLABORATION REQUIREMENT: Special education teachers and Educational Therapists need to be skilled at collaborating with a variety of stakeholders: co-teachers, parents, paraeducators, administrators, office staff, and other faculty members to name a few. This course gives you a chance to practice your collaboration skills during your planning, instruction and work in the literacy clinic.

*Respectful collaboration is an important part of successful teaching.
Respectful conduct is expected at all times, when dealing with parents,
students, TLCC staff, your professor, and your colleagues in class.*

You will be expected to co-plan, co-teach, and co-assess with your partner throughout the semester, applying what you've learned about good collaboration skills, and taking into consideration each other's professional dispositions (listed below). You are also expected to collaborate effectively with other tutors, TLCC staff, and the teaching assistant. This includes:

- Effective listening
- Effective communication of your ideas
- Awareness of your partner's frame of reference and cultural perspective
- Maintenance of parity
- Timeliness
- Shared responsibility for the workload
- Building and maintaining respect and trust
- Maintaining the confidentiality and trust of your partner

Please note: these behaviors are expected at all times - in and out of the clinic, in email exchanges, and other communication.

Professional Dispositions

In addition to the knowledge and skills you learn and reflect upon in your graduate program, it is expected that you will also reflect upon your own Professional Dispositions. Faculty will reflect with you on your Dispositions at several key points throughout your credential program. These dispositions are particularly important as you work with students in the tutoring lab this semester. Please take some time and reflect on the following dispositions, and your personal strengths and challenges in each area. Dispositions identified as important within the Department of Special Education include:

A. Personal Characteristics

Possesses integrity, accepts responsibility, is highly motivated, evidences high academic achievement, displays perseverance, takes initiative, exhibits self-control, shows maturity of judgment, is punctual and reliable, demonstrates warmth and advocacy for children, and presents a professional appearance and demeanor.

B. Interpersonal Characteristics

Establishes rapport with others, assumes appropriate roles in the collaborative process, works well with others and communicates respectfully, demonstrates effective communication skills, values teamwork, demonstrates a respectful appreciation for diverse perspectives, demonstrates a commitment to achieving team goals, and seeks to develop and maintain

professional workplace relationships.

C. Commitment to professional growth

Responds appropriately to supervision, reflects on/evaluates strengths and areas for improvement, accepts constructive criticism and suggestions, displays interest and curiosity in the learning process, uses suggestions to improve skills and understanding, values life-long learning, strives to achieve competence and integrity, and is a self-directed learner.

D. Commitment to diversity and social justice

Demonstrates cultural respect and understanding, believes in equal educational/vocational opportunity, displays sensitivity to ethnically, linguistically, cognitively, physically, socially diverse groups and individuals, advocates high and appropriate expectations for all students, and treats all people equally. Believes all individuals can learn, despite severity of disability, and is committed to serving students with diverse needs, cultural and linguistic backgrounds, and developmental levels.

E. Commitment to ethical practices

Maintains confidentiality, displays ethical behavior, is honest and trustworthy, abides by legal mandates and ethical responsibilities, uses sound, informed judgment. Committed to ethical professional activities that benefit individuals with exceptionalities and their families.

LEGEND: RLLSC Standards

- 2.6: Candidates foster students' independence, engagement, motivation, and positive attitude towards reading, and development of a lifelong habit of reading and writing for pleasure and information (I): Week 1, page 5
- 2.6: Candidates foster students' independence, engagement, motivation, and positive attitude towards reading, and development of a lifelong habit of reading and writing for pleasure and information (P): Week 2, page 5
- 2.6: Candidates foster students' independence, engagement, motivation, and positive attitude towards reading, and development of a lifelong habit of reading and writing for pleasure and information (A): – Responses, page 3
- 3.2: Candidates know how to assess, instruct, and provide intervention, if needed, for each component of research-based literacy instruction, including (I): Week 2, page 5
 - Oral Language Development
 - Word Analysis
 - Fluency
 - Vocabulary Development
 - Listening & Reading Comprehension
 - Written Language Development
- 3.2: Candidates know how to assess, instruct, and provide intervention, if needed, for each component of research-based literacy instruction, including (P): Week 6, page 6
 - Oral Language Development

- Word Analysis
 - Fluency
 - Vocabulary Development
 - Listening & Reading Comprehension
 - Written Language Development
- 3.2: Candidates know how to assess, instruct, and provide intervention, if needed, for each component of research-based literacy instruction, including (A): Activity, page 3
 - Oral Language Development
 - Word Analysis
 - Fluency
 - Vocabulary Development
 - Listening & Reading Comprehension
 - Written Language Development
- 3.3: Candidates are able to modify curriculum to address the specific needs of diverse groups of students, including but not limited to struggling students, English learners, gifted and talented students, and students with special needs (I): Week 9, page 7
- 3.3: Candidates are able to modify curriculum to address the specific needs of diverse groups of students, including but not limited to struggling students, English learners, gifted and talented students, and students with special needs (P): Week 10, page 7
- 3.3: Candidates are able to modify curriculum to address the specific needs of diverse groups of students, including but not limited to struggling students, English learners, gifted and talented students, and students with special needs (A): Responses, page 3
- 3.4: Candidates know the normal progression of complexity for each component of literacy, as explicated in the Foundations/Standards and Frameworks, the expected stages and patterns in students' development including early and adolescent literacy, the implications of delays or differences in students' literacy development relative to grade level standards, and when such delays/differences warrant further assessment, differentiated instruction and intervention (I): Week 1, page 5
- 3.4: Candidates know the normal progression of complexity for each component of literacy, as explicated in the Foundations/Standards and Frameworks, the expected stages and patterns in students' development including early and adolescent literacy, the implications of delays or differences in students' literacy development relative to grade level standards, and when such delays/differences warrant further assessment, differentiated instruction and intervention (P): Week 9, page 7
- 3.4: Candidates know the normal progression of complexity for each component of literacy, as explicated in the Foundations/Standards and Frameworks, the expected stages and patterns in students' development including early and adolescent literacy, the implications of delays or differences in students' literacy development relative to grade level standards, and when such delays/differences warrant further assessment, differentiated instruction and intervention (A): Activity, page 3
- 3.7: Candidates know the types and uses of assessments across the continuum of literacy skill components, including informal and curriculum-embedded assessments, and reliable and valid

- norm-referenced and criterion-based assessments that are used for formative and summative purposes, such as, screening, diagnosis, placement, and progress monitoring (I): Week 3, page 6
- 3.7: Candidates know the types and uses of assessments across the continuum of literacy skill components, including informal and curriculum-embedded assessments, and reliable and valid norm-referenced and criterion-based assessments that are used for formative and summative purposes, such as, screening, diagnosis, placement, and progress monitoring (P): Week 5, page 6
 - 3.7: Candidates know the types and uses of assessments across the continuum of literacy skill components, including informal and curriculum-embedded assessments, and reliable and valid norm-referenced and criterion-based assessments that are used for formative and summative purposes, such as, screening, diagnosis, placement, and progress monitoring (A): Clinical Notes, page 4
 - 7.9 Candidates implement clear communication strategies for sharing individual, classroom, school, district and state assessment results to a variety of audiences and to identify relevant implications for instructional programs and accountability, and for target student populations, that might assist their communities in obtaining support for literacy development (I): Week 6, page 6
 - 7.9 Candidates implement clear communication strategies for sharing individual, classroom, school, district and state assessment results to a variety of audiences and to identify relevant implications for instructional programs and accountability, and for target student populations, that might assist their communities in obtaining support for literacy development (P): Week 12, page 8
 - 7.9 Candidates implement clear communication strategies for sharing individual, classroom, school, district and state assessment results to a variety of audiences and to identify relevant implications for instructional programs and accountability, and for target student populations, that might assist their communities in obtaining support for literacy development (A): Parent Report, page 4
 - 8.1a: Candidates demonstrate advanced professional competencies in, and knowledge of the process through which students learn to read and write and the structure of the English language, including phonology, morphology and orthography (I): Week 3, page 6
 - 8.1a: Candidates demonstrate advanced professional competencies in, and knowledge of the process through which students learn to read and write and the structure of the English language, including phonology, morphology and orthography (P): Week 8, page 7
 - 8.1a: Candidates demonstrate advanced professional competencies in, and knowledge of the process through which students learn to read and write and the structure of the English language, including phonology, morphology and orthography (A): Responses, page 3
 - 8.1b: Candidates demonstrate advanced professional competencies in, and knowledge of the relationships between linguistics, spelling, reading and writing; and the psychological and sociolinguistic aspects of reading and writing (I): Week 2, page 5
 - 8.1b: Candidates demonstrate advanced professional competencies in, and knowledge of the relationships between linguistics, spelling, reading and writing; and the psychological and sociolinguistic aspects of reading and writing (IP), Week 8, page 7
 - 8.1b: Candidates demonstrate advanced professional competencies in, and knowledge of the relationships between linguistics, spelling, reading and writing; and the psychological and sociolinguistic aspects of reading and writing (A), Responses, page 3

- 8.2: Candidates demonstrate advanced understanding of the continuum of state PreK-12th grade foundations/standards and frameworks in reading and literacy, and relevant research (including terminology) upon which they are based (P): Week 1, page 5
- 8.4 Candidates demonstrate advanced professional knowledge of methods for using assessment data to diagnose, design, adapt and differentiate instruction for the full range of learners, including students who are experiencing extreme difficulty in literacy acquisition (I): Week 2, page 5
- 8.4 Candidates demonstrate advanced professional knowledge of methods for using assessment data to diagnose, design, adapt and differentiate instruction for the full range of learners, including students who are experiencing extreme difficulty in literacy acquisition (P): Week 6, page 6
- 8.4 Candidates demonstrate advanced professional knowledge of methods for using assessment data to diagnose, design, adapt and differentiate instruction for the full range of learners, including students who are experiencing extreme difficulty in literacy acquisition (A): Activity, page 3
- 8.5: Candidates demonstrate a deep understanding of and ability to use theoretical and research-based strategies that assist students to become proficient readers, including direct instruction, flexible grouping, strategies to cognitively engage and sustain students' interest and focus, and developing students' strategies to self-regulate and learn independently, in order to meet the needs of English learners, students with reading difficulties, students who are proficient and advanced readers and writers, and students at every age, including preschool and adolescent learners (I): Week 1, page 5
- 8.5: Candidates demonstrate a deep understanding of and ability to use theoretical and research-based strategies that assist students to become proficient readers, including direct instruction, flexible grouping, strategies to cognitively engage and sustain students' interest and focus, and developing students' strategies to self-regulate and learn independently, in order to meet the needs of English learners, students with reading difficulties, students who are proficient and advanced readers and writers, and students at every age, including preschool and adolescent learners (P): Week 11, page 8
- 8.5: Candidates demonstrate a deep understanding of and ability to use theoretical and research-based strategies that assist students to become proficient readers, including direct instruction, flexible grouping, strategies to cognitively engage and sustain students' interest and focus, and developing students' strategies to self-regulate and learn independently, in order to meet the needs of English learners, students with reading difficulties, students who are proficient and advanced readers and writers, and students at every age, including preschool and adolescent learners (A): Responses, page 3
- 8.6: Candidates know the types of disabilities that have implications for literacy development and implement effective strategies and practices for providing multiple levels of intervention, including strategic and intensive interventions, or RtI² Tiers 1, 2, and 3 (P): Week 4, page 6
- 8.6: Candidates know the types of disabilities that have implications for literacy development and implement effective strategies and practices for providing multiple levels of intervention, including strategic and intensive interventions, or RtI² Tiers 1, 2, and 3 (A): Responses, page 3

- 8.10: Candidates demonstrate advanced professional knowledge about how to examine, evaluate and select educational technologies to assess or complement individualized or group instruction and to plan, maintain records, and communicate with stakeholders (I): Week 7, page 7
- 8.10: Candidates demonstrate advanced professional knowledge about how to examine, evaluate and select educational technologies to assess or complement individualized or group instruction and to plan, maintain records, and communicate with stakeholders (P): Week 11, page 8
- 8.10: Candidates demonstrate advanced professional knowledge about how to examine, evaluate and select educational technologies to assess or complement individualized or group instruction and to plan, maintain records, and communicate with stakeholders (A): Responses, page 3