EDUC 6314
Diagnosis and Correction of Reading Disabilities

Dr. Gina L. Stocks
Office A118
(830) 279-3031
gstocks@sulross.edu
Office Hours: M/W 9:30-12:00 T/Th -9:30-11:00
Friday hours available by appointment
Students are encouraged to scheduled appointment times if the posted office hours do not meet specific needs.

Required Textbook

* This is a required text for the Reading Practicum as well.


Course Description
This course is designed to address the symptoms and causes of reading difficulties and disabilities. Methods of assessment, diagnosis, intervention and remediation techniques will be covered throughout the course. Students will learn various assessment techniques which can be applied in the classroom with individual students or with groups of students throughout the development of the reader. This course is an advanced course which presumes graduate students have had graduate level introductory reading courses.

Course Objectives
Throughout and upon completion of this course, the student will
- identify and assess factors which influence reading achievement
- articulate strengths and weaknesses inherent in formal and informal assessment procedures
- perform assessment procedures
- interpret assessment data
- design reading remediation and/or intervention based on assessment data

Student Learning Outcomes

- Apply knowledge of the theoretical foundations of literacy to the include all components of reading.
- Implement, interpret, create and apply literacy assessments appropriate to the levels of early childhood through grade 12.
- Identify and develop an instructional plan to meet the needs of individual students, influencing their literacy development and second language acquisition to promote literacy and apply knowledge to assist the struggling reader, including English language learners, dyslexia, and exceptional students.
- Design, plan, implement, collaborate, and communicate with professional stakeholders research-based literacy curriculum approaches to address the needs of all students.
All students completing the SRSU-RGC Reading Specialist program will attain the following marketable skills:

**Communication**: Students will communicate to all stakeholders using a variety of mediums (academic writing, visually representing and oral articulation).

**Critical Thinking**: Students will analyze various strands of discrete data to support planning and decision-making.

**Digital Technology**: Students will understand and be able to apply and integrate technology in multiple professional settings.

**Collaboration**: Students will engage in various digital mediums to facilitate collaborative workflows.

**Creativity**: Students will apply innovative approaches and problem solving techniques to demonstrate creative solutions to improve academic performance.

**Reading Specialist Standards**
This course addresses the four standards and fourteen competencies to be mastered by Texas Reading Specialists.

**Texas Administrative Code**

<table>
<thead>
<tr>
<th>TITLE 19</th>
<th>EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>PART 7</td>
<td>STATE BOARD FOR EDUCATOR CERTIFICATION</td>
</tr>
<tr>
<td>CHAPTER 239</td>
<td>STUDENT SERVICES CERTIFICATES</td>
</tr>
<tr>
<td>SUBCHAPTER D</td>
<td>READING SPECIALIST CERTIFICATE</td>
</tr>
</tbody>
</table>

**Standard I Components of Reading**
The reading specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the level of early childhood through grade 12.

Competency 001 (Oral Language) The reading specialist understands and applies knowledge of oral language development, relationships between oral language development and the development of reading skills, and instructional methods that promote students' oral language development at the levels of early childhood through grade 12.

Competency 002 (Phonological and Phonemic Awareness) The reading specialist understands and applies knowledge of phonological and phonemic awareness, relationships between phonological and phonemic awareness and the development of reading competence and instructional methods that promote students' phonological and phonemic awareness at the levels of early childhood through grade 12.

Competency 003 (Concepts of Print and the Alphabetic Principle) The reading specialist understands concepts of print and the alphabetic principle and applies knowledge of instructional methods that promote students' reading acquisition at the levels of early childhood through grade 12.

Competency 004 (Word Identification) The reading specialist understands and applies knowledge of word identification skills and strategies and instructional methods that promote students' reading competence at the levels of early childhood through grade 12.
005 (Fluency) The reading specialist understands and applies knowledge of reading fluency (i.e., rate, accuracy and prosody) and demonstrates knowledge of the relationship between reading fluency and reading comprehension.

006 (Comprehension) The reading specialist understands and applies knowledge of reading comprehension and instructional methods that promote students' reading comprehension at the levels of early childhood through grade 12.

007 (Vocabulary Development) The reading specialist understands and applies knowledge of vocabulary development and instructional methods that promote students' oral and written vocabulary knowledge at the levels of early childhood through grade 12.

008 (Written Language) The reading specialist understands and applies knowledge of written language and instructional methods to reinforce reading and writing at the levels of early childhood through grade 12.

Standard II Assessment and Instruction
The reading specialist uses expertise in implementing, modeling and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.

009 (Assessment) The reading specialist understands and applies knowledge of assessment instruments and procedures used to monitor and evaluate student progress in reading and to guide instructional decision making at the levels of early childhood through grade 12.

010 (Instructional Methods and Resources) The reading specialist understands and applies knowledge of methods and resources for providing effective literacy instruction that addresses the varied learning needs of all students at the levels of early childhood through grade 12.

Standard III Strengths and Needs of Individual Students
The reading specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia and reading disabilities to promote literacy.

011 (Instruction for English-Language Learners) The reading specialist understands and applies knowledge of effective literacy instruction for English-language learners at the levels of early childhood through grade 12.

012 (Instruction for Students with Reading Difficulties, Dyslexia and Reading Disabilities) The reading specialist understands and applies knowledge of effective literacy instruction for students with reading difficulties, dyslexia and reading disabilities at the levels of early childhood through grade 12.

Standard IV Professional Knowledge and Leadership
The reading specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing and evaluating professional development programs.

013 (Theoretical Foundations and Research-Based Curriculum) The reading specialist understands and applies knowledge of the theoretical foundations of literacy and of research-based reading/literacy curriculum.

014 (Collaboration, Communication, and Professional Development) The reading specialist understands and applies procedures for collaborating and communicating with educational stakeholders and for designing, implementing, evaluating and participating in professional development.
Reading Specialists Candidates and Students Seeking Reading Specialist Certification
A PDF of this document can be found in the Course Documents section of Blackboard.

Course Format
This is an online course. Online learning is a different kind of experience from the traditional face-to-face course. Although online courses can be a convenience, you will shoulder a greater responsibility for your own learning than you might in a face-to-face course. Four points are critical to your success in this online course:

❖ Your personal responsibility for working on your own and exerting the personal discipline necessary to complete the assignments on time is point one. Consult the syllabus and calendar to know what to do each week. Read the syllabus and calendar. Study the syllabus and calendar. Follow the syllabus and calendar.

❖ Your commitment to a consistent and continual effort is point two. Work daily. Don’t wait until the last minute to rush through assignments. Schedule time for reading, reflecting, working with your classmates, and preparing assignments. Log on to your SRSU email account and Blackboard a minimum of twice a week to check for messages, announcements, or other developments. Contact your instructor when you have questions or concerns.

❖ Your ability to devote a minimum of 6 - 8 hours per week to your course work is point three. If you don’t have that kind of time right now, drop the course and take it later. A grade of "Incomplete" will not be given in this course. Assignments will not be accepted after the due date.

❖ Your determination to maintain a sense of adventure is point four. Sharpen your coping skills. We’re all learners. When dealing with technology and people, expect the unexpected. Hope for the best from your primary technology source, but have a back-up plan. Contradictions, ambiguities, and change are natural states of affairs.

Technical Requirements
To participate in this course, you will need the following resources:
• High-speed Internet access with a standard up-to-date browser, either Mozilla Firefox or Chrome.
• Consistent and reliable access to their SRSU email and Blackboard, as these are the official methods of communication for this course. Official university business will not take place via personal email accounts.
• Virtual conferences are offered during the semester. We will meet using Collaborate which will require that your computer have audio and video (speaker and microphone) and a stable internet connection. Plan to utilize headphones, if possible, to avoid feedback.

Technical Expectations
• Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
• Technical Issues: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues. SRSU OIT staff is available at each SRSU campus location as well as the HELP DESK in Alpine.
• Technical Etiquette: You are expected to use appropriate online etiquette at all times. This includes respect for all participants and careful wording of your responses. Your writing reflects your voice, so be mindful. Thoughtful, respectful and reflective comments are critical to participation. For additional information, visit http://www.albion.com/netiquette/corerules.html
Technology Support

❖ Tim Parsons is the SRUS-RGC Technology TA. He is available to help you 8:30 – 5:30, M – F at 432-837-8525. You may email him at tim.parsons@sulross.edu

❖ The SRSU Help Desk is available at 1-888-837-2882 (8888 if you’re calling from campus).

❖ The SRSU tech tip website is http://www.sulross.edu/tech-tips

❖ The Distance Education Handbook: https://tvpb.sulross.edu/start/index.html

❖ Student Technology Resources: https://www.sulross.edu/page/4551/studentresources

Late assignments will not be accepted after the due date. Assignments are due by 11:55 p.m.

Connections, Expectations, Goals, and Objectives
The purpose of this assignment is to give you an opportunity to activate your prior knowledge and apply it to your upcoming experiences in this course. Using the Reading Specialist Standards for Certification, located in the Course Documents section of Bb, develop a minimum of one goal within each of the four standards. It is especially helpful to not only review “What Teachers Knows” but “What Teachers Can Do”. This is a particularly helpful area when you are constructing personal goals. Include accompanying objectives toward which to work. Review your goal(s) periodically to check for progress toward mastery. Submit your goals in the appropriate week folder within Bb.

Assigned Readings & Reflections
Our purposes are to develop an ability to administer and interpret literacy assessments appropriate for students from early childhood through grade 12 and to demonstrate that we can apply developmentally appropriate reading curriculum and instruction at the levels of early childhood through grade 12.

Research indicates that we retain and transfer knowledge most effectively when we engage in our own learning by writing about and reflecting on new information, by relating new information to past knowledge, and by applying new information to our daily lives. Engaged learners ask questions, experiment with new ideas, discover connections, and create new paths to follow.

With this in mind, prepare to discuss and reflect on the readings from the textbook by flagging, highlighting, taking notes, or using other methods to draw attention to ideas or suggestions that interest you as you read the assignments from the text. Read with a “so what?” attitude. How is what you are reading going to affect you and the students you teach? Make every reading assignment about you and your students. The content presented in your textbook is an important component of this course. It is because of the importance of this content that I ask you to spend an ample amount of time on the reading assignments.

The most effective learning is collaborative and social, rather than competitive and isolated. Because social interaction is an important learning strategy, you will work together by responding to each others’ reflections.

Part 1, Reflections
In an effort to understand, remember, and be able to put into practice the theories and strategies presented in our textbook, write your reactions to and reflections on the material put forward. Include an entry of
approximately one-half to one double-spaced page (125 – 250 words) for each chapter you read. Please number each chapter separately (Chapter 1, Chapter 2).

As you write, remember that a reflection is not a summary of the chapter. In your reflection, you will explore what you can do with some of the ideas you encounter while reading the assigned chapters. As you reflect, ask yourself questions; make text-to-self connections (connect the reading to your own experience and memories), text-to-world connections (connect the reading to the facts and information you know about the world), and text-to-text connections (connect the reading to other books or materials you’ve read); experiment with ideas; pose “I wonder …” queries; probe your reactions to the suggestions; imagine how you could use the information about which you are reading.

Do not make these reflections about "teachers." Make these reflections about YOU. Do not write about what "teachers" should do. Write about what YOU will do as a result of what you have read.

On or before the day they are due, submit your reflections in TWO places: 1) the class discussion board for your classmates to read (please copy and paste your reflection in the body of the forum. Students tend to not download and open attachments); 2) the appropriate Week Folder for me to read (this one should be submitted as an attachment formatted as a Word document).

Please be prompt with this assignment. Late submissions will not be accepted. The Reflections submission link will disappear after the assignment is due. Please refrain from sending me “emergency” emails after the link has expired. If not submitted on time you will lose credit for this assignment.

Part 2, Peer Response

When your classmates’ reading reflections are submitted to the discussion board, read their reflections and respond to their comments and ideas. Some of you have extensive classroom experience, some of you are just beginning your teaching careers. This is where we share our knowledge and learn from each other.

In writing your responses, strive to have a conversation, a beneficial exchange between professional colleagues. Ask questions, offer suggestions, make comments, give your opinions, and generally react to what your classmates have written.

The ideal feedback is specific and can include recommendations. Be kind and considerate in your responses, but if you only say things like “Great idea!” you are not helping your classmates very much. Take a few of their comments and expand on them, question them, wonder about them. Try to provide some constructive suggestions, and be open to constructive suggestions your classmates might offer you.

You are encouraged to read the reflections of as many classmates as time allows and respond to as many as you like. Frequently several people will be particularly interested in a specific topic or idea and the discussion becomes lively. You want to exchange questions and answers, comments and opinions, and you want to do it quickly. Keep in mind, if you wait until late in the assignment window to post your reflection, this will delay individuals responses to your submission.

When a classmate responds to one of your reflections please reply to his or her response by answering any questions that are asked or otherwise clarifying an idea you may have posited. None of us are as smart as
all of us, and all of us know more than we think we know. Please use this assignment as an avenue to teach and learn from each other.

**Informal Reading Inventory (IRI) Assessment Kit – Preparing the Kit**

The purpose of this assignment is to give you an opportunity to prepare a professional assessment kit to use in your position as a reading specialist or diagnostician. In this course you will prepare and use the kit to administer an IRI’s to two students. In the ED 7312 Practicum in Reading course reading specialist interns will use the kit again to administer IRI’s to two additional students, one of whom will become their case study/intervention student.

Study the Bader & Pearce manual to get an idea of how you want to prepare your kit. This is a very user friendly inventory, but you will need to read through all the instructions to appropriately prepare your kit and be prepared to administer the inventory correctly. You will use the Placement Word Lists and the Graded Passages Student Booklets again and again with different students. You may want to copy these pages and laminate them or put them in sheet protectors, or you may simply remove them from the manual and either laminate them or place them in sheet protectors. The goal is to be able to access the appropriate Lists and Passages quickly and efficiently in order to assess a student.

For your convenience in administering the IRI, consider organizing these assessment materials in a 3-ring binder, an expandable file, or a plastic tote box. Former students have found that Avery Index Tabs with Printable Inserts work well on sheet protectors and expandable files are the most efficient way to organize the kit.

You, the administrator of the IRI, will use the Teacher Word Lists and Graded Passages Teacher Booklets when administering the assessments. You will need to read the introductory statements to the students and mark miscues and comprehension questions as students read the passages. Decide how you want to organize the administrator materials. One way to do this is to copy the Teacher Booklets, mark student's miscues directly on the passages, then replace used pages, as necessary. But use your own judgment on what will work best for you. Make copies of the Summary of Quantitative Analysis, Summary of Qualitative Analysis, Worksheet for Word Recognition Miscue Tally Chart, and the Worksheet for Qualitative Analysis of Uncorrected Miscues in Context for each student you assess.

The Placement Word Lists are used simply to give you an idea of the level on which to begin with the Graded Passages.

**Form A** of the Graded Passages will be used for the oral reading assessment.
**Form B** of the Graded Passages will be used for the silent reading assessment.

Collecting information about your student’s rate of reading and reading behavior yields helpful information. Include rate of reading information on the Summary of Quantitative Analysis and reading behavior information on the Summary of Qualitative Analysis.

Determining the student's listening level is important and should be included in the data collection. (Review "The Listening Level," in Gillet, p. 219 (8th ed.) or "Establishing Reading and Listening Levels" in Gillett, p. 187 (9th ed.)
After you have completed your assessment kit, take four or five photographs of your kit, scan the photos, and submit them to Bb through the appropriate week folder. You may also opt to create a video description of your kit.

**Administering the IRI & Recording the IRI Oral Readings**
The purpose of this assignment is to help you gain experience administering and interpreting an Informal Reading Inventory. During this course you will use your IRI kit to assess 2 students. The two students will be assessed at different times during the course. See the Course Calendar for specific due dates. To increase your familiarity in administering IRI's, assess one student from grades 1-4 and another from grades 5-12.

Attempt to work with mainstream or general education students who are below grade level in their reading ability. **Do not purposely seek out a student with an identified reading disability.** Rely on friends or teachers when locating students and ensure them that you are administering the assessment only for practice to fulfill a requirement for this course. They should understand that you are not diagnosing any specific reading issues; rather, you are gaining experience in administering an IRI. Usually students are cooperative, even eager, to help "the teacher" learn how to do something new. Consider using this opportunity as a "teachable moment" regarding the need for life-long learning.

Make recordings of the oral portions of the Graded Passages of the IRI. These passages will come from Form A. These are the passages that the students read orally. Include the questions that follow the reading and the students' responses in the recordings. You will use the recordings to help you in marking the miscues after the students have completed the assessments and been dismissed. Replaying the recordings when doing the analysis of errors will increase your accuracy.

After conducting the assessments, use the Worksheets to help you analyze the data. Then scan and submit through Blackboard the Worksheets, the Summary of Quantitative Analysis and the Summary of Qualitative Analysis charts. Also, use the Pre-Intervention Diagnostic Report form on which to summarize your findings and make recommendations for an intervention based on the student's needs. Submit the IRI Assessments and Pre-Intervention Diagnostic Report through the appropriate Week Folder.

**Dyslexia Review**
The purpose of this assignment is to give you an opportunity to become more familiar with dyslexia and the efforts that have been made in Texas and elsewhere to address this issue. The 2018 Handbook update and additional dyslexia resources are located in the main menu of Bb within the Dyslexia Information tab. Also located in this section of resources are two videos: The Big Picture Rethinking Dyslexia. Please take the time to watch the videos as they provide personal accounts of coping with dyslexia and presents the latest scientific and psychological research regarding this neurological issue.

**Dyslexia Resource Binder**
Each student will create a dyslexia resource binder which will include the following:
1) a copy of the 2018 Dyslexia Handbook
2) a 1-2 page, double-spaced reflection of the dyslexia videos (submitted via Bb)
3) a copy of your certificate of completion: R10Texas Dyslexia Academy (submitted via Bb)

**Texas Dyslexia Identification Academy: Dyslexia Foundations**
Each student will create an account and register to complete the Dyslexia Texas academy. Follow the below link to complete the process. The course is self-paced and can be completed at your leisure throughout the semester. Please scan a copy of your certificate of completion and submit it via Bb. 

**Grade Calculations:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals</td>
<td>25</td>
</tr>
<tr>
<td>Reading Responses</td>
<td></td>
</tr>
<tr>
<td>Reflections (50x4)</td>
<td>200</td>
</tr>
<tr>
<td>Responses (50x4)</td>
<td>200</td>
</tr>
<tr>
<td>IRI Kit</td>
<td>50</td>
</tr>
<tr>
<td>IRI Assessment &amp; Intervention</td>
<td>200</td>
</tr>
<tr>
<td>Shaywitz Review</td>
<td>50</td>
</tr>
<tr>
<td>Dyslexia Binder</td>
<td>100</td>
</tr>
</tbody>
</table>

Total

**Take the time to edit your work.** As educators in training, it is important to be an effective writer of educational material. Your work should be free of spelling and grammatical errors, and should reflect your understanding. You should also be developing the ability to paraphrase information from textbooks and journals. If you must use the author’s words verbatim, you need to properly cite their work. Assignments that are submitted with improper sentence structure, grammar and usage issues, and/or improper formatting will not receive credit.

**Distance Learning Attendance**

Policies in effect for on-campus, traditional classroom instruction courses also apply to students enrolled in distance education courses, including web-based, online, and ITV courses. The University allows a maximum of 20% absences in a course before an instructor may drop a student for excessive absences. In web-based, online, and ITV courses, this policy is interpreted as not participating for more than three weeks in a long semester, one week in a summer session, or three days in a mid-winter session. Any student dropped for non-participation will receive an F in the course dropped. Inactivity may include the following:

- not logging on to the course
- not submitting assignments
- not participating in scheduled activities
- not communication with the instructor by phone or email
- not following the instructor’s participation guidelines stated in the syllabus

**Dropping a Class**

During the course of a semester, circumstances can often prevent students from completing a class successfully. Dropping a class may be necessary and/or wise in your specific case. Please feel free to contact me regarding your consideration to drop the class. Should dropping the class be the best course of action, you are responsible for completing the necessary actions to do so by April 3, 2020. A professor can also drop a student for non-participation which will result in an “F.”
University Services
As an active student at RGC, you have access to several services (free of charge) intended to support your instruction and learning. **Smarthinking** is an online tutorial service where you can locate a one-on-one tutor for a variety of content subjects. They also offer a variety of writing support services like proofreading and editing your papers prior to submission. Each campus also has a writing center if you would rather sit with an actual tutor and have them assist with reviewing assignments and writing tasks. Additionally, as an RGC student, you each have access and use of **Office 365** which offers a wide range of applications. In addition to online use, you have the ability to download the suite on up to 5 computers (PC or Mac). In addition to all the most updated functionality of programs you are accustomed to using (Word, PowerPoint, Excel, Skype, etc…) this subscription offers you 1 TB of cloud-based storage. I encourage you to become familiar with Office 365 as we will be utilizing many of the application this semester. There will be a handout made available in Blackboard which details login information and includes instructional support videos.

Academic Integrity:
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct, for which a student is subject to penalty, includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. Plagiarism is unacceptable and, for the purpose of this course, is defined as using in part or in whole any material written or designed by someone other than the student, unless appropriate credit is given to the person or resource material used. This includes, but in not limited to: lesson plans found on the Internet, lessons provided by classroom teachers, materials located in any form of publication (workbooks, magazines, etc.), book reviews, or coursework completed by previous students. Disciplinary action for academic misconduct will first be considered by the faculty member assigned to the course and can result in failure of individual assignments and/or course credit.

*Sul Ross State University – Rio Grande College is committed to equal access in compliance with the Americans With Disabilities Act of 1973. It is the student’s responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact the Student Support Specialist on their campus.*
# Course Calendar

**EDUC 6314 Diagnosis & Correction of Reading Disabilities**

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment</th>
<th>Activity</th>
<th>Points</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Connections &amp; Goals</td>
<td>Set Personal Goals &amp; Objectives</td>
<td>20</td>
<td>January 19</td>
</tr>
<tr>
<td>2</td>
<td>Reflections #1</td>
<td>Gillet, Temple, Temple, Crawford Chapters 1 - 4</td>
<td>50</td>
<td>January 26</td>
</tr>
<tr>
<td>3</td>
<td>Peer Responses #1</td>
<td></td>
<td>50</td>
<td>February 2</td>
</tr>
<tr>
<td>4</td>
<td>Reflections #2</td>
<td>Gillet, Temple, Temple, Crawford Chapters 5 - 6</td>
<td>50</td>
<td>February 9</td>
</tr>
<tr>
<td>5</td>
<td>Peer Responses #2</td>
<td></td>
<td>50</td>
<td>February 16</td>
</tr>
<tr>
<td>6</td>
<td>IRI Kit</td>
<td>Bader &amp; Pearce</td>
<td>50</td>
<td>February 23</td>
</tr>
<tr>
<td>7</td>
<td>1st IRI Assessment</td>
<td>Administer &amp; Analyze</td>
<td>50</td>
<td>March 1</td>
</tr>
<tr>
<td></td>
<td>1st IRI Diagnostic Report</td>
<td>Complete Form</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Reflections #3</td>
<td>Gillet, Temple, Temple, Crawford Chapters 7 - 8</td>
<td>50</td>
<td>March 8</td>
</tr>
<tr>
<td>9</td>
<td>Peer Responses #3</td>
<td></td>
<td>50</td>
<td>March 22</td>
</tr>
<tr>
<td>10</td>
<td>Reflections #4</td>
<td>Gillet, Temple, Temple, Crawford Chapters 9 - 11</td>
<td>50</td>
<td>March 29</td>
</tr>
<tr>
<td>11</td>
<td>Peer Responses #4</td>
<td></td>
<td>50</td>
<td>April 5</td>
</tr>
<tr>
<td>12</td>
<td>2nd IRI Assessment</td>
<td>Administer &amp; Analyze</td>
<td>50</td>
<td>April 12</td>
</tr>
<tr>
<td></td>
<td>2nd Diagnostic Report</td>
<td>Complete Form</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Overcoming Dyslexia Review</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td>April 19</td>
</tr>
<tr>
<td>14</td>
<td>Dyslexia Review</td>
<td>Video Reflection &amp; Certificate of Academy Completion</td>
<td>100</td>
<td>April 26</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td>May 3</td>
</tr>
</tbody>
</table>