



**Excerpt from THE REVISED SCHOOL CODE
Section 1531 (4) of the Michigan School Code [1976 PA 451](#) (MCL [380.1531](#)).**

The People of the State of Michigan enact: (4) Except as otherwise provided in this act, the superintendent of public instruction shall only issue a teaching certificate to a person who has met the elementary or secondary, as applicable, reading credit requirements established under superintendent of public instruction rule. If a person holds a teaching certificate, **then beginning July 1, 2007**, notwithstanding any rule to the contrary, the superintendent of public instruction shall not renew the person's provisional teaching certificate or advance the person's certification to professional certification unless the person, during the first 6 years of his or her employment in classroom teaching, successfully **completes at least a 3-credit course of study with appropriate field experiences** in the diagnosis and remediation of reading disabilities and differentiated instruction. To meet this requirement, the course of study should include the following elements, as determined by the department to be appropriate for the person's certification level and endorsements: interest inventories, English language learning screening, visual and auditory discrimination tools, language expression and processing screening, phonemics, phonics, vocabulary, fluency, comprehension, spelling and writing assessment tools, and instructional strategies

**Michigan Required Advanced Reading Course of Study for
All Provisionally Certified Teachers
(As of April 14, 2006 PA 118 effective July 1, 2007 amends MCL 380-1531)**

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Course of Study Includes :
EDUC624 Reading: Research & Methodologies (3 semester credits)
(course number(s) and title(s)) [Amanda McCabe](#) Assist Prof. Reading

Institution Name Lake Superior State University
Address: 650 W. Easterday, Sault Sainte Marie, MI 49783

Certification Level (Circle appropriate level(s)):
Elementary- Secondary **Both**

Assessment, Instruction	Examples of How Standard can be met (Teaching/Learning	Assessment/Evidence
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and Field Experiences for the following areas: Possible Focus Question(s)	Experiences)	of Elements Learned and Applied
<p>Interest Inventories What motivates students? How can teachers engage students for learning?</p>	<ul style="list-style-type: none"> • Research and discuss children’s learning; the influence of language, identity, inquiry, observation, creating agency, transfer and flexibility • Build a community of learners – discuss student learning environment, breakout groups to discuss areas classroom student’s struggle most with in literacy (at-risk, ELL and LLL students, Special Education and Gifted and Talented) (a. student introductions b. interest in course c. biggest concern about student’s literacy in your current classroom) • Review and discuss student interest interview (to be completed in class by students) • Read chapter (Choice Words) jigsaw activity and lead small group discussion on levels of knowing, teacher language and discourse in relation to current classroom environment • Design and administer interest inventory • Literacy framework – review components of literacy, organizational framework of reading in Michigan, national research (NRP, NIL, NICHHD) • Review principles of constructivist learning and sociolinguistic theory, characteristics of traditional/constructive classroom, revisit theories of learning, Zone of Proximal Development (ZPD), key aspects of developmentally appropriate practice, introduce characteristics of reading stage • Read chapter (Struggling Readers) and whole group discussion on reading in U.S. schools • Three Tier Model of instruction • Discuss Scientifically-research based reading research (quantitative & qualitative research) • Read chapter (Choice Words) jigsaw small group discussion reflect on current classroom language, environment and strategic actions • Small group discussion on assignment 1 – share information gained from interest inventory with case study student, focus of instruction and current plan of action 	<ul style="list-style-type: none"> • Discussion and creation of inventory, checklists, and/or interview • Written administered copy included in case study portfolio with reflection

	<ul style="list-style-type: none"> • Jigsaw activity: Read and share with assigned group How Experts Differ from Novices 	
<p>Visual and auditory discrimination How can teachers help students learn who see or hear language in diverse ways?</p>	<p>Articulate the developmental nature of visual and auditory discrimination on a continuum of developing and fluent levels and the experiences that support the continuum</p> <ul style="list-style-type: none"> • Review what proficient readers do & symptoms/causes of reading disabilities • Read chapter (Choice Words) jigsaw activity and lead small group discussion on levels of knowing, teacher language and discourse in relation to current classroom environment • Continuum of reading development (Chall & Ehri), concepts of print, definition, rationale, research with learning to look at print & fast visual recognition • Discuss assessment for concepts of print and visual recognition • Review and discuss assessments best used to inform instruction based on case study student's needs (strengths and weaknesses) • Discuss, administer and score appropriate visual and auditory assessment • Write around activity: record thoughts on Struggling Reader chapters on reading, each student shares thoughts (written expression) & ideas in small group • Discuss, review, score example tool kit assessments • Listening and visual discrimination instruction – definition and instructional practices for automaticity and fluency • Review, discuss and practice oral reading records and miscue analysis, sources of information • Use oral reading record assignment to work with a partner to identify: <ul style="list-style-type: none"> a. Pattern of errors in the records b. Strengths of the case study c. Examine the self-corrections d. Consider the patterns of responses • Guided Reading – definition, rationale with NRP findings small group instruction 	<ul style="list-style-type: none"> • Discussion of appropriate visual and auditory assessment procedures and scoring • Administration of appropriate assessment with case study observation • Videotape of lesson with written transcript and analysis
<p>Language expression</p>	<ul style="list-style-type: none"> • Understand students need opportunities to integrate the use of 	<ul style="list-style-type: none"> • Written and/or oral

**and processing
screening**

How can teachers help students who express and process language in diverse ways?

- the six language arts: reading, writing, listening, speaking, viewing, and visually representing
- Read chapter (Choice Words) jigsaw activity and lead small group discussion on levels of knowing, teacher language and discourse in relation to current classroom environment
 - Reflection: use chapter readings & listen to sections of Peter Johnson's keynote address (record 10 individual important thoughts, 10 shared thoughts with partner and list 10 important wonderings whole group)
 - Review what proficient readers do & symptoms/causes of reading disabilities
 - Continuum of reading development (Chall & Ehri), concepts of print, definition, rationale, research with learning to look at print & fast visual recognition
 - Phonemic awareness – definition, understanding, research examples, level of difficulty, Speech sounds of English video (Moats)
 - Phonemic awareness instruction - instructional guidelines, principles and priorities of teaching PA
 - Oral language , defined, rationale and research, Frayer's model
 - Phonics – definition, best practices, ELL and LLL, Dialect differences
 - Alphabetic principles, instructional format and skills (level of difficulty)
 - Decoding (high frequency words, multi-syllabic words and fluency) definition, rationale, research
 - Observe, administer and record appropriate oral language assessments with rubric
 - Review, discuss and practice oral reading records and miscue analysis, sources of information
 - Oral reading record – digging deeper into case study student literacy processing, identify where to go next, examples of early and late visual processing and strategic activity
 - a. analysis of records, check & practice
 - b. sources of information
 - c. level 1 analysis – accuracy rate, s/c rate and text difficulty
 - d. level 2 analysis – semantic, syntactic and graphophonic analysis (M,S,V)

- presentations of lesson in case study portfolio
- Observe administration of oral language assessment procedures
 - Score and discuss appropriate instructional procedures for sample student
 - Written documentation of lesson in field experiences
 - Videotape of lesson with written transcript and analysis
 - Written content area instructional plan

	<p>e. level 3 analysis – summary statement of observed behavior to indicate evidence for strategic activity to inform and guide instruction</p> <ul style="list-style-type: none"> ▪ Inquiry theory – definition, rationale and research ▪ Guided Reading – definition, rationale with NRP findings small group instruction 	
<p>English language learning How can teachers help students learn whose first language is not English?</p>	<ul style="list-style-type: none"> • Understand the processes of second language acquisition and the implications for developing oral language, reading, and writing proficiency for English language learners • Read chapter (Choice Words) jigsaw activity and lead small group discussion on levels of knowing, teacher language and discourse in relation to current classroom environment • Review what proficient readers do & symptoms/causes of reading disabilities • Continuum of reading development (Chall & Ehri), concepts of print, definition, rationale, research with learning to look at print & fast visual recognition • Write around activity: record thoughts on Struggling Reader chapters on reading, each student shares thoughts (written expression) & ideas in small group • Tool kit assessments • Phonics – definition, best practices, ELL and LLL, Dialect differences • Vocabulary definition, instructional practices, ELL or LLL instruction • Review, discuss and practice oral reading records and miscue analysis, sources of information • Vocabulary and learning to read, how do we learn the words we know, teaching vocabulary (implicit & explicit) <ol style="list-style-type: none"> 1. Review assignment of writing with case study student <ol style="list-style-type: none"> a. What strengths does the student have? b. How does this inform your instruction? c. What evidence do you have that is reciprocal to the student’s reading? d. What patterns are evident? 	<ul style="list-style-type: none"> • Discussion of appropriate research-base articles and journals for understanding acquisition of developing oral language and reading and writing for ELL students • Discussion and case example of appropriate assessments • Administration of appropriate assessment with case study • Videotape of lesson with written transcript and analysis

	<p>2. Guided Reading – definition, rationale with NRP findings small group instruction</p> <ul style="list-style-type: none"> • Build a community of learners – discuss student learning environment, breakout groups to discuss areas classroom student’s struggle most with in literacy (at-risk, ELL and LLL students, Special Education) • Understand the social, cultural and dynamic nature of language • Sight word instruction, word wall components, instructional strategies considered for sight words • Observe, administer and record appropriate oral language assessments with rubric <ul style="list-style-type: none"> ▪ Use oral reading record assignment to work with a partner to identify: <ul style="list-style-type: none"> e. Pattern of errors in the records f. Strengths of the case study g. Examine the self-corrections h. Consider the patterns of responses <p>What does the child control? What can the student be more automatic with? Where are the areas of concern?</p> <ul style="list-style-type: none"> • Comprehension and ties to fluency and automaticity, definition, rationale and research/background • Comprehension instructional strategies & techniques, factors that affect reading comprehension 	
<p>Phonemics, phonics, fluency How can teachers help students who have not yet learned basic word recognitions skills? How and when should teachers refer students to specialists when they observe problems with language and fluency?</p>	<ul style="list-style-type: none"> • Understand the relationships of phonemics, phonics, word identification, vocabulary building, spelling patterns, fluency, and comprehension to articulate and discuss current research issues • Phonemic awareness – definition, understanding, research examples, level of difficulty, Speech sounds of English video (Moats) • Phonemic awareness instruction - instructional guidelines, principles and priorities of teaching PA • Listening and visual discrimination instruction – definition and instructional practices for automaticity and fluency • Oral language , defined, rational and research, Frayer’s model • Phonics – definition, best practices, ELL and LLL, Dialect differences 	<ul style="list-style-type: none"> • Written reports of research projects and reputable journal articles. • Class discussions and administrative practice with student samples • Videotape of lesson with written transcript and analysis

- Alphabetic principles, instructional format and skills (level of difficulty)
- Decoding (high frequency words, multi-syllabic words and fluency) definition, rationale, research
- Sight word instruction, word wall components, instructional strategies considered for sight words
- Review, discuss and practice oral reading records and miscue analysis, sources of information
- Review (Struggling Readers) and share answers to questions:
 - a. What information about fluency was affirming to you?
 - b. What ideas were new for your understanding?
 - c. What concepts will you try in your classroom tomorrow?
 - d. How do these concepts and ideas compare to Ransinki's fluency rubric?
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- Implement research-based skills and strategies based on informed instructional procedures
- Review whole group ideas about fluency instruction, demonstration, and modeling
- Teaching for fluency (principles of instruction & developmental approaches), definition, how children become fluent, causes of dysfluent reading & underlying problems, video samples from classroom
- Charting fluency
- Measurement of reading fluency (assessment & instructional tools)
- Oral reading record – digging deeper into case study student literacy processing, identify where to go next, examples of early and late visual processing and strategic activity
 - a. analysis of records, check & practice
 - b. sources of information
 - c. level 1 analysis – accuracy rate, s/c rate and text difficulty
 - d. level 2 analysis – semantic, syntactic and graphophonic analysis (M,S,V)
 - e. level 3 analysis – summary statement of observed behavior to indicate evidence for strategic activity to inform and guide instruction

<p>Vocabulary How can teachers help students learn the language of the content areas?</p>	<ul style="list-style-type: none"> • Review tool kit assessments for fluency • Present a variety of strategies for learning content-area vocabulary; including word study • Alphabetic principles, instructional format and skills (level of difficulty) • Decoding (high frequency words, multi-syllabic words and fluency) definition, rationale, research • Sight word instruction, word wall components, instructional strategies considered for sight words • Review, discuss and practice oral reading records and miscue analysis, sources of information • Use oral reading record assignment to work with a partner to identify: <ul style="list-style-type: none"> a. Pattern of errors in the records b. Strengths of the case study c. Examine the self-corrections d. Consider the patterns of responses What does the child control? What can the student be more automatic with? Where are the areas of concern? • Oral reading record – digging deeper into case study student literacy processing, identify where to go next, examples of early and late visual processing and strategic activity <ul style="list-style-type: none"> a. analysis of records, check & practice b. sources of information c. level 1 analysis – accuracy rate, s/c rate and text difficulty d. level 2 analysis – semantic, syntactic and graphophonic analysis (M,S,V) e. level 3 analysis – summary statement of observed behavior to indicate evidence for strategic activity to inform and guide instruction • Vocabulary and learning to read, how do we learn the words we know, teaching vocabulary (implicit & explicit) • Instructional focus for developmental levels, book selection, • Use strategies for conceptual development including graphic organizers, context clues and reference tools including dictionary, thesaurus, and electronic sources • Partner discussion (Choice Words) and whole group 'wonderings' 	<ul style="list-style-type: none"> • Written reports of research projects and reputable journal articles • Class discussions and administrative practice with student samples • Videotape of lesson with written transcript and analysis
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<p>Comprehension How can teachers help students comprehend what they are learning?</p>	<p style="text-align: center;">about flexibility, transfer and generative learning</p> <ul style="list-style-type: none"> • Understand the characteristics of texts and how textual aids enhance comprehension (such as pictures, graphs, charts, italics) • Use comprehension strategies that support interactions with a variety of texts (before, during, and after reading) including structure and genre to enhance understanding • Review, discuss and practice oral reading records and miscue analysis, sources of information • Use oral reading record assignment to work with a partner to identify: <ul style="list-style-type: none"> a. Pattern of errors in the records b. Strengths of the case study c. Examine the self-corrections d. Consider the patterns of responses • What does the child control? What can the student be more automatic with? Where are the areas of concern? • Review whole group ideas about fluency instruction, demonstration, and modeling • Teaching for fluency (principles of instruction & developmental approaches), definition, how children become fluent, causes of dysfluent reading & underlying problems, video samples from classroom • Oral reading record – digging deeper into case study student literacy processing, identify where to go next, examples of early and late visual processing and strategic activity <ul style="list-style-type: none"> a. analysis of records, check & practice b. sources of information c. level 1 analysis – accuracy rate, s/c rate and text difficulty d. level 2 analysis – semantic, syntactic and graphophonic analysis (M,S,V) e. level 3 analysis – summary statement of observed behavior to indicate evidence for strategic activity to inform and guide instruction • Comprehension and ties to fluency and automaticity, definition, rationale and research/background • Comprehension instructional strategies & techniques, factors that affect reading comprehension 	<ul style="list-style-type: none"> • Written reports of research projects and reputable journal articles. • Class discussions with student samples • Videotape of lesson with written transcript and analysis
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- Discuss strategies and teaching prompts for fiction and non-fiction reading
- Review and discuss questions about comprehension for different grade levels
- Retelling – discuss definition and rationale, review current research
- Review and discuss (Struggling Readers & Choice Words) whole group ideas to tie into case study and summative learning of course content for literacy learning
- Understand difference between summarizing and retelling
- Review and demonstrate assessments for retelling and review procedures
- Developmental levels for retelling
- Profundity – introduce definition, discuss rationale and research
- Describe steps involved, example
- Understand the importance of having students respond in a variety of ways to texts
 - Discuss strategies and teaching prompts for fiction and non-fiction reading
- Partner discussion
- Reflection: use chapter readings & listen to sections of Peter Johnson’s keynote address (record 10 individual important thoughts, 10 shared thoughts with partner and list 10 important wonderings whole group)
- Understand how to utilize a variety of ways to promote comprehension of texts within the content areas to connect prior knowledge with new information
- Review and use student core examples and case study student examples to guide and model instruction and demonstrations
- Review (Choice Words) quotes and record thoughts:
 1. Do you agree or disagree with the statement? Why or why not?
 2. How can you incorporate this into your classroom or case study assignment? What might it look like?
- Recognize elements of fiction and non-fiction, including imaginative, narrative, and expository texts
- Discuss strategies and teaching prompts for fiction and non-fiction reading
- Model a variety of questioning strategies

<p>Spelling, writing What specific symbol sound knowledge do students need to become independent writers? How can teachers help students improve their writing and spelling?</p>	<ul style="list-style-type: none"> • Guide students understanding in refining spelling knowledge through reading and writing • Review writing samples and assignment 3 • Spelling Principles <ul style="list-style-type: none"> a. Letter and letter combinations b. Position of a sound c. Letter patterns d. Morphemes/meaning e. Word origin • Review assignment of writing with case study student <ul style="list-style-type: none"> a. What strengths does the student have? b. How does this inform your instruction? c. What evidence do you have that is reciprocal to the student's reading? d. What patterns are evident? • Writer's workshop – review research, definition and rationale • Discuss and review progression of skills and instructional techniques • Writing process – steps, strategies and procedures • Components of To-With-By chart for instruction • Discuss and review components – model, share and review procedures • Mini-lesson and looking at student work • Explain interactive writing, definition, rationale and research • Understand the developmental stages of spelling and writing (including spelling inventory) • Review spelling inventory assessment • Understand the nature of the writing process including teaching prewriting, drafting, revising, editing, and publishing • Discuss current research on teaching spelling and writing (include rubrics, assessment) • Using writing to inform instruction • Instructional techniques and authentic purposes • Review tool kit assessments for writing • Review writing samples and assignment 3 • Provide appropriate scaffolding strategies 	<ul style="list-style-type: none"> • Written reports of research projects and reputable journal articles • Class discussions with student samples for scoring • Documentation of writing included in case study portfolio • Documentation of spelling sample included in case study portfolio • Videotape of lesson with written transcript and analysis
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Instructional strategies

How can teachers implement instructional strategies that help students develop learning strategies?

- Read professional journals, publications, texts
- Participate in class discussions
- Understand how theories and research have influenced literacy education and practices for differentiating instruction of all students
- Recognize and provide differentiated instruction for students with reading disorders
- Build a community of learners – discuss student learning environment, breakout groups to discuss areas classroom student’s struggle most with in literacy (at-risk, ELL and LLL students, Special Education and Gifted and Talented) (a. student introductions b. interest in course c. biggest concern about student’s literacy in your current classroom)
- Read chapter (Choice Words) jigsaw activity and lead small group discussion on levels of knowing, teacher language and discourse in relation to current classroom environment
- Literacy framework – review components of literacy, organizational framework of reading in Michigan, national research (NRP, NIL, NICHHD)
- Review principles of constructivist learning and sociolinguistic theory, characteristics of traditional/constructive classroom, revisit theories of learning, Zone of Proximal Development (ZPD), key aspects of developmentally appropriate practice, introduce characteristics of reading stage
- Read chapter (Struggling Readers) and whole group discussion on reading in U.S. schools
- Sharing feedback on student interest interviews on reading and writing (Friday)
- Literacy timeline, important documents, research base (NRP), 12 essential components of research-based programs, past & present state & federal programs & initiatives (5 main components)
- Literacy assessment, framework and timeline
- System for instruction (comprehensive reading instruction) and assessment, balanced literacy, informing instruction – screening, progress monitoring, diagnostic and outcome based assessment
- Written reports of research projects and reputable journal articles.
- Class discussions with video taped or live student samples
- Written and oral presentations of case study portfolio
- Sharing during group discussions.
- Lesson plans developed that show accommodations.

	<ul style="list-style-type: none"> • Use appropriate grouping procedures, content area reading strategies, reading tasks, and assessment • Overview of literacy assessment tool kit, review of current initiatives in state Reading First, discuss subtests • Three Tier Model of instruction • Recognize and facilitate the value of learning through genuine inquiry and utilize strategies for fostering student inquiry and communication • Discuss Scientifically-research based reading research (quantitative & qualitative research) • Read chapter (Choice Words) jigsaw small group discussion reflect on current classroom language, environment and strategic actions • High performance in high poverty schools: 90/90/90 characteristics – multiple opportunities for improvement • Teach students to organize and interpret data to draw inferences and synthesize information for contingent instruction • Review questions(Struggling Readers) small group and discuss answers whole group • Feedback from literacy survey • Small group discussion on assignment 1 – share information gained from interest inventory with case study student, focus of instruction and current plan of action • Assist students in selecting appropriate resources to support and present conclusions • Reflection: use chapter readings & listen to sections of Peter Johnson’s keynote address (record 10 individual important thoughts, 10 shared thoughts with partner and list 10 important wonderings whole group) • 	
<p>Assessment strategies How can teachers assess students in formal and informal ways that promote</p>	<ul style="list-style-type: none"> • Use informal observations to discover problems with fluency, accuracy, comprehension, vocabulary, retention, prior knowledge • Select appropriate literacy assessments to inform instruction • Use assessment practices based on learning theories and aligned with literacy goals, curriculum standards, and instruction that 	<ul style="list-style-type: none"> • Written reports of research projects and reputable journal articles • Administration, scoring and using

<p>instruction?</p>	<p>reflect high expectations for all students</p>	<p>assessment to inform instruction with case study student</p> <ul style="list-style-type: none"> • Classroom opportunities to observe, administer and score appropriate informal assessment
<p>The law also mandates that teachers need to apply “appropriate field experiences” in light of these topics. As a result, learners will need to demonstrate appropriate application of these topics in a classroom setting.</p>	<ul style="list-style-type: none"> • Know how language choices advance and constrain people • Select appropriate instructional materials to facilitate learning • Understand the impact of physical, perceptual, emotional, social, cultural, environmental, and intellectual factors on learning, language development, reading acquisition, and comprehension • Advocate for appropriate intervention and support services and work in coordination with specialists to modify curriculum, instruction, assessment and follow-up 	<ul style="list-style-type: none"> • Written reflective report included in case study portfolio of observations and instruction • Written transcript of video recording and analysis of contingencies of instruction in 3 domains with case study student(s)