I. **Course Description:** This is an undergraduate diagnostic reading course. This course is an introduction to various formal and informal means to assess the reading strengths and weaknesses of children. Students will have the opportunity to apply a variety of reading assessment strategies and develop an instructional plan for young children. You will work one-on-one with a student for 8 weeks. During this time you will administer several informal diagnostic reading tests and plan a reading program to assist the student.

II. **Rationale:** This course is an advanced course that presumes undergraduates have had some introductory reading experiences/courses. Students will learn various assessment techniques that can be applied in the classroom with individual students or with groups of students.

III. **Course Objectives:** The student will be able to:
   1. demonstrate knowledge of appropriate corrective techniques
   2. demonstrate knowledge informal techniques to assess reading ability
   3. adapt reading approaches and materials to meet the needs of the individual student
   4. develop an appropriate dynamic instructional literacy plan for a young child

IV. **Instructional Methods and Activities:** Methods and activities for instruction include:
   A. Traditional experiences (lecture, discussion, demonstration, practicum). Clinical Experiences (simulations, cooperative groups, student demonstrations and presentations, and experience working with elementary learners).

V. **Course Requirements:**

   A. **Case study portfolio and oral report:** You will work with one child with reading problems. You will administer some informal assessments and provide instruction based on the results of your assessments. The results of your work with this one child will be summarized in a case study - handout will be provided. It is expected that your work be well written, word-processed, spell-checked and grammatically correct. Points will be taken off if I have to make major (grammatical/spelling, etc.) corrections to your paper. *(230 points). These assignments have a grading rubric.*

   B. **Class attendance, activities and participation:** Students are expected to attend class and be punctual. Students should come to each class prepared to discuss assigned readings and make contributions to the class/group discussions. Twenty point (20) points will be deducted for each absence during the class sessions before and after the tutoring period. Class periods before the tutoring sessions are important times to organize and learn about strategies and diagnosis. **This is a practicum, meaning small children are involved.** You must be willing to be in attendance and on time for class.
C. Bag of Books: You will put together a bag of books to use the first day of tutoring. You need to look for books that cover the different genres and different reading levels. Your bag must consist of 12 books. You should turn in a book list that includes the title of each book, the author, publisher, date of publication and a brief description of each book (75 points). See appendix or assignment on Blackboard for detailed instructions.

E. Textbook responses
You will respond in the textbook chapters the day each chapter is assigned for the class. Your journals may be a summary of your reading and questions you that come up during reading. I also want you to connect the reading to what you know. The class will utilize journaling techniques throughout the semester. Your journal is interactive, so I expect to take the journal at some point to react to your writing. During tutoring you are also expected to add to your journal writing with what you learn about assessment while with the students you tutor. I prefer Cornell double column notes. This journal will be turned in with your case study journal. Textbook responses. (25 points)

F. Student Reading Profile
You will prepare a preliminary report on your assessment findings on the Student Reading Profile. Your scores and examples of student performance will be turned in at the end of the assessments with your student. (50 points) See appendix or Blackboard for profile form.

G. Quizzes
You will have two quizzes during the semester; these will cover course readings and lecture notes. Quizzes will be taken on Blackboard and will be open for at least two days. You will not be permitted to take a quiz after the date of the quiz. (40 points). Quizzes are taken in class.

H. Tutoring sessions:
You will have 8 tutoring sessions with a student. You are required to be present for all tutoring sessions. If you can't make it you must ask a classmate to take your student for that day. If you do not make up that missed day you will not receive credit for that tutoring session. You will lose 50 points for each absence. So make sure you get cell phone numbers and any other information you need from your classmates.
   a. You will prepare a “Tutoring Plan” for each day you assess and instruction students. The plan may be handwritten. All plans will be turned in with the final case study.
   b. You will develop hands-on activities based on children’s literature and other authentic texts for the student you tutor.
   c. You are responsible to plan eight sessions. If your student is not in attendance on the date the plan addresses, the missing REFLECTION is expected. In the section for reflection, write student absent.

See appendix or study guide on Blackboard for tutoring plan format and suggestions for activities as you break the session into small time periods.

I. Strategies Presentation (5/7 minutes)
You are expected to present a comprehension strategy to the class. This could be a strategy that you will be using with the student you tutor. (20 points)

J. Cadre Meetings (before each tutoring session)
Each meeting (starting when the tutoring sessions begin) you will bring a record of Something you want to talk about and Something to ask. These records are to be turned into your professor before you leave to tutor. (20 points)
VI. Evaluation and Grade Assignment

Grades will be assigned according to the professional level of the final submissions.

A = Excellent - All work is 100% completed in a professional manner and contains evidence of significant effort and accomplishment. The work is 100% professional in content and appearance.

B = Good - All work is completed in a useful manner and contains evidence of effort and accomplishment. The work is complete in content and appearance but lacks professional polish.

C = Average - The work is complete. The work contains all required parts. The work lacks evidence of time and effort.

D = Passing - The work is not adequate in details, efforts, professionalism, or completeness.

F = Failing - The work is inadequate or incomplete.

Points

A. Class participation responses 40 points
B. Strategy Presentation 20 points
C. Cadre Meeting Notes 20 points
D. Chapter responses (Journal) 25 points
E. Bag of Books 75 points
F. Student Reading Profile 50 points
G. Quizzes 40 points
H. Case study portfolio and oral report 230 points
I. Missed tutoring session (-50)
J. Missed class (-20)

Total 500 points

Points Grade
92%-100% A 68%-75% D
84%-91% B 60%-67% F
76%-83% C

VII. Texts:


VIII. Bibliography of Selected References:


**IX. State Adopted Proficiencies and Competencies**

State Adopted Proficiencies - The state-adopted proficiencies covered in this course include the following:

1. **Equity in Excellence for All Learners** - The teacher responds appropriately to diverse groups of learners.

2. **Learner-Centered Communication.** While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

3. **Learner-Centered Instruction.** To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.

**TExES Competencies**

**Generalist, EC-4**

*Standard I.* Oral Language: Teachers of students in grades 4–8 understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for students to develop listening and speaking skills.

*Standard II.* Foundations of Reading: Teachers of students in grades 4–8 understand the foundations of reading and early literacy development.

*Standard III.* Word Analysis Skills and Reading Fluency: Teachers understand the importance of word analysis skills (including decoding, blending, structural analysis, sight word vocabulary) and reading fluency and provide many opportunities for students to practice and improve their word analysis skills and reading fluency.

*Standard IV.* Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach students strategies for improving their comprehension.

*Standard V.* Written Language: Teachers understand that writing is a developmental process and provide instruction that helps students develop competence in written communication.

*Standard VI.* Study and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students’ development in applying study and inquiry skills.

*Standard VII.* Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce visual images and messages in various media and to provide students with opportunities to develop skills in this area.

*Standard VIII.* Assessment of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement instruction.

**English Language Arts 4-8**

*Standard I.* Oral Language: Teachers of students in grades 4–8 understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for students to develop listening and speaking skills.

*Standard II.* Foundations of Reading: Teachers of students in grades 4–8 understand the
foundations of reading and early literacy development.

**Standard III.** Word Analysis Skills and Reading Fluency: Teachers understand the importance of word analysis skills (including decoding, blending, structural analysis, sight word vocabulary) and reading fluency and provide many opportunities for students to practice and improve their word analysis skills and reading fluency.

**Standard IV.** Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach students strategies for improving their comprehension.

**Standard V.** Written Language: Teachers understand that writing is a developmental process and provide instruction that helps students develop competence in written communication.

**Standard VI.** Study and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students’ development in applying study and inquiry skills.

**Standard VII.** Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce visual images and messages in various media and to provide students with opportunities to develop skills in this area.

**Standard VIII.** Assessment of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement instruction.

**English Language Arts 8-12**

**Standard I.** English language arts teachers in grades 8–12 know how to design and implement instruction that is appropriate for each student, that reflects knowledge of the Texas Essential Knowledge and Skills (TEKS), that integrates all components of the English language arts (i.e., writing, reading, listening/speaking, viewing/representing), and that is based on continuous assessment.

**Standard II.** English language arts teachers in grades 8–12 understand the processes of reading and teach students to apply these processes.

**Special Education EC-12**

**Standard IV.** The special education teacher understands and applies knowledge of the characteristics and needs of individuals with disabilities.

**Standard V.** The special education teacher understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions.

**Standard VI.** The special education teacher understands and applies knowledge of procedures for planning instruction and managing teaching and learning environments.

**Standard XI.** The special education teacher promotes students’ performance in English language arts and reading.

**Bilingual Education EC-4 and 4-8**

**Standard IV.** The bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in the primary language.

**Standard V.** The bilingual education teacher has a comprehensive knowledge of the development and assessment of biliteracy.
### X. Tentative Schedule – Spring 2012

<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
</tr>
</thead>
</table>
| **January 12** | Introductions  
Course requirements  
MH book daily!!!  
Struggling readers  
Assess: Bag of Books  
Elementary Rdg Attit |
|            | Reading Journals MH: 1, 2                                                 |
| **January 19** | Interviews Writing  
Assess: Interviews  
Cassidy Writing |
|            | Reading Journal MH: 3.8                                                   |
| **January 26** | Running Records Oral Reading  
Assess: Concepts of Print |
|            | Reading Journal MH: 7                                                    |
| **February 2** | Reading comprehension assessment  
Assess: Individual reading inventory |
|            | Reading Journal: MH: 6, BP: pp 1-28                                      |
| **February 9** | Informal reading inventories  
Assess: BADER IRI Practice |
|            | Reading Journal: BP: pp. 30-41  
Skim: pp. 42-77                                                             |
| **February 16** | Quiz 1  
Getting Ready for Tutoring!!  
Parent Interview  
Student Interview  
Garfield  
BAG OF BOOKS – annotated bibliography |
| **February 23** | Tutoring Day Two  
Assessments: Cassidy and IRI  
Activities!! |
| **February 29** | Cadre Meetings Strategy Presentation  
Tutoring |
| **March 1** | Quiz 2  
Cadre Meetings Strategy Presentation  
Tutoring |
| **March 8** | Cadre Meetings Strategy Presentation  
Tutoring |
| **March 22** | Cadre Meetings Strategy Presentation  
Tutoring |
| **March 29** | Cadre Meetings Strategy Presentation  
Tutoring |
| **April 2** | Cadre Meetings Strategy Presentation  
Tutoring |
| **April 5** | Cadre Meetings Strategy Presentation  
Tutoring |
| **April 12** | Cadre Meetings Strategy Presentation  
Tutoring(LAST) |
| **April 19** | Case Study Reports  
Final Case study notebooks are due final week |
| **April 26** | Final Project is the Case Study Notebook  
Please pick up notebook by June 15, 2012! |
| **March 1** | Cadre Meetings Strategy Presentation  
Tutoring |
| **March 8** | Cadre Meetings Strategy Presentation  
Tutoring |
| **March 22** | Cadre Meetings Strategy Presentation  
Tutoring |
| **March 29** | Cadre Meetings Strategy Presentation  
Tutoring |
| **April 5** | Cadre Meetings Strategy Presentation  
Tutoring |
| **April 12** | Cadre Meetings Strategy Presentation  
Tutoring(LAST) |
| **April 19** | Case Study Reports  
Final Case study notebooks are due final week |
| **April 26** | Final Project is the Case Study Notebook  
Please pick up notebook by June 15, 2012! |
### READ 3351APPENDIX

**READ 3351 Case Study Order of Presentation**

<table>
<thead>
<tr>
<th>Item</th>
<th>Possible Points</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introductory elements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Table of Contents</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Points will be based on the level of detail.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Written Case Study</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>(Start each section on a new page with its own bold heading. Do not use dividers for individual sections.)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Introduction</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>A synthesis of what you know about the student: background, interests, and attitude toward the tutoring experience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diagnostic Information</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Discuss by assessments. Each assessment should be introduced with a bold subhead. List student scores then discuss.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Report specific scores for all levels of all assessments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrective Action</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Discuss the activities you did with the students by reading/writing area: word identification, comprehension, and writing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify specific strategies and activities you used.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recommendations</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>List and bullet recommendations you would make to parents or teachers regarding future activities for the student. Identify and list recommendations by reading/writing area: word identification, comprehension, and writing. Include types of reading that appeal to the student.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflection</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>This is a reflection on your experience in the tutoring situation. Discuss what you learned, what surprised you, and how you changed or refined your attitudes toward teaching and the practices you will use in the future.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Documentation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Background page</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Student Interest page</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Diagnostic Assessment protocols</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

READ 3351 • Deb Culbertson
Include your examiner’s copies of assessment tools and student performance pages.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Lesson Plans/Strategies</td>
<td>20</td>
</tr>
<tr>
<td>Student Artifacts</td>
<td>10</td>
</tr>
<tr>
<td>Include multiple samples of work your student did during the tutoring session.</td>
<td></td>
</tr>
</tbody>
</table>

**Oral Report**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Study Presentation</td>
<td>10</td>
</tr>
</tbody>
</table>

**Total** 230

---

**Case Study Written Presentation Requirements**

1. Use dividers where indicated by *
2. Type (computer-print) and double-space
3. Use correct grammar, punctuation, spelling, and usage
4. Put Case Report pages and Lesson Plans on white paper and do not enclose in plastic sleeves. You may put divider pages, assessment documentation and student artifacts in plastic sleeves. Divider pages may be on the paper of your choice.
5. Select a standard readable and plain font for body copy: Times, Helvetica, Comic Sans. Headings and subheadings may be bold and/or in a font of your choice (if you want to be exotic).
READ 3351 Bag of Books Rubric

The Bag of Books is an informal introductory assessment. Your bag must contain at least 12 books. Books should cover ALL grade levels and MANY genres and MANY topics.

The Bag of Books is used at the first meeting with the student. You CANNOT assume anything based on the student’s age or grade. You may have a struggling reader, or you may have a student reading above level. You will not know beforehand what the student’s interests are.

You will turn in an annotated LIST of the books in your Bag of Books.

Include these elements in your list:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Full publication information on the book, using APA or MLA style:</td>
<td>2</td>
</tr>
<tr>
<td>Author</td>
<td></td>
</tr>
<tr>
<td>Year of publication</td>
<td></td>
</tr>
<tr>
<td>Title</td>
<td></td>
</tr>
<tr>
<td>City of publication</td>
<td></td>
</tr>
<tr>
<td>Publisher</td>
<td></td>
</tr>
<tr>
<td>2. The approximate reading level of the book: early reader, primary,</td>
<td>.5</td>
</tr>
<tr>
<td>intermediate, secondary</td>
<td></td>
</tr>
<tr>
<td>3. The genre in which the book would be classified—indicate fiction/non-</td>
<td>.5</td>
</tr>
<tr>
<td>fiction and the specific genre</td>
<td></td>
</tr>
<tr>
<td>4. A two-three sentence description of the contents of the book.</td>
<td>2</td>
</tr>
<tr>
<td>5. A 50- to 75-word personal statement about <strong>why you think this is a</strong></td>
<td>5</td>
</tr>
<tr>
<td><strong>good book to use with students.</strong></td>
<td></td>
</tr>
</tbody>
</table>

NOTE: Do not use descriptions from book lists, reference books or Internet sites. You may use books from your personal portfolios if you have taken READ 4380.
Tutoring Plan

*Use the format, not the form*

<table>
<thead>
<tr>
<th>Date ____________________________</th>
<th>Grade ______________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s Name __________________</td>
<td>Tutor’s Name ______</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>My plans are…</th>
<th>I Noticed…</th>
</tr>
</thead>
<tbody>
<tr>
<td>(This is the most important part – include detailed reactions.)</td>
<td></td>
</tr>
</tbody>
</table>

**Poetry Warm-Up**

List book titles and poems

<table>
<thead>
<tr>
<th>Book or poem source:</th>
<th>Note student’s reaction to the poem.</th>
</tr>
</thead>
</table>

**Assessment**

Identify specific assessment

<table>
<thead>
<tr>
<th>Assessment:</th>
<th>Indicate, briefly, findings from the assessment</th>
</tr>
</thead>
</table>

**Interactive Reading**

List book/books used

<table>
<thead>
<tr>
<th>Book title:</th>
<th>Indicate student’s reaction to and performance on the activity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective:</td>
<td></td>
</tr>
<tr>
<td>Activity:</td>
<td></td>
</tr>
</tbody>
</table>

**Word identification**

<table>
<thead>
<tr>
<th>Objective:</th>
<th>Indicate student’s reaction to and performance on the activity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity:</td>
<td></td>
</tr>
</tbody>
</table>

**Writing**

<table>
<thead>
<tr>
<th>Activity:</th>
<th>Indicate student’s reaction to and performance on the activity.</th>
</tr>
</thead>
</table>

**Read aloud**

List book title

<table>
<thead>
<tr>
<th>Book title:</th>
<th>Indicate student’s reaction.</th>
</tr>
</thead>
</table>

**Take Home Books**

List books:

**Reflections on your personal reactions about yourself in the tutoring session.** How has your thinking changed? What more do you know about yourself? (Note: This is not a place to discuss your student — only your professional growth.)

(50 - 75 words)

Do this as soon as possible after the tutoring session.
Ideas for Tutoring Plan Elements: see [www.adlit.org/strategy_library](http://www.adlit.org/strategy_library)

**Poetry Warm-Up** may include:

**Poetry Warm-Up**
- Short poem is read (modeled, read together)
- Enjoy/Discuss, reread, etc.
- Analyze for text features
- What do you notice about the print?

**Poetry – Text (Inspection Decoding)**
- Target key words or phonic elements for focused study from the warm up text.
- Practice phonological analysis, phonemic segmentation and blending with the keyword(s)

**Assessments** may include:
- CLOZE
- Running Record
- IRI - word list/graded passages
- Miscue Analysis
- Comprehension
- Phonemic awareness, etc.

**Reading** may include:

**Interactive Reading**
- Practice reading in an instructional level text.
- Use (as appropriate) walk through, predictions, and reciprocal questioning strategies.
- Use comprehension strategies: QARs, KWLs, Organization Mapping

**Practice reading for fluency and self-confidence**
- Practice reading in an independent level text (98%+ accuracy)
- Use (as appropriate) modeling, choral reading, repeated reading, echo reading, impress reading, etc.

**Language Experience**
- Discussion
  - Picture or object selected because it is interesting, relevant, provocative, etc.
  - The discussion should be general, moving from description to interpretation, to connections, to creations…
  - Pulled together by having the student come up with a story or a sentence word that captures the discussion.
  - Are there any words in the sentence that has been dictated that the student can recognize in isolation?

**Sentence Study**
- The student creates/dictates a sentence growing out of the language experience. The teacher or student records the sentence on a sheet of paper.
- Read the sentence, Track the text,
  - Sentence analysis (punctuation, capitalization, etc.) are discussed.
- Sentence is cut up. More sentence and word analysis.

**Dictation**
- Teacher dictates sentences or words. Teacher works with student to apply strategies for spelling.
- Words may come from the word bank or patterns being studied.

**Word Identification**
- Focus on words that are a part of the reading – whether it is from a story, a passage or a language experience chart.

**Phonemic Analysis (number of sounds, etc.)**
- Tutor or student records the word on a card.
- Sound boxes might be used.
- Sound features (sound/symbol) analysis.
- Correct/Conventional spelling demonstrated.
- Use Word Wall/decoding by analogy

**Word Bank:** Create a word bank. Put words on 3x5 index cards. Keep in a file box or on a ring.
- Word sort activities.
- Review the words in the bank.

**Games:** Word analysis games using word bank words, (sorting, classifying, bingo)

**Read Aloud** may include:

**Read Aloud Response**
- Picture book or chapter book
- Use a variety of literary genre
- Quick writes in journal. Share/discuss.
- Encourage critical thinking.

**Viewing:** Bring in non-traditional texts, (newspaper articles, graphs, charts), Work with the student on how to use these texts.

**Comprehension:** Use comprehension strategies: QARs, KWLs

**Take Home** may include:
- A book to take home with them to read
- A copy of the comic/joke to share
- A text for the child to share Remember: Independent Reading Level

**Other**
Other activities that may be appropriate based on the needs and interests of the student, e.g. textbook survey, note-taking skills, content reading flag words, etc.: Jokes, Riddles, Tongue Twisters – Try to make your students laugh with text!