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 tutor children one-on-one for eight weeks. During the eight weeks, students will administer several informal diagnostic reading assessments and develop an instructional plan to assist the reader.

II. **Rationale:** This course is an advanced course that presumes undergraduate students 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:
   A. demonstrate knowledge of appropriate corrective techniques
   B. demonstrate knowledge of informal techniques to assess reading ability
   C. adapt reading approaches and materials to meet the needs of the individual student
   D. 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)
   B. 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—a 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 (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 young 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 one-on-one tutoring. You will need to include books from different genres and different reading levels. Your bag must consist of...
12 books. You will 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 for detailed instructions.

D. Textbook responses: You will respond to the reading of the textbook chapters that are assigned for
class. Your responses may be a summary of what was read and/or may include questions that come up
during reading. I also want you to connect the reading to what you already know. During tutoring you
are also expected to add to your journal writing concerning what you learn about assessments with the
student you tutor. This journal will be turned in with your case study journal. (25 points)

E. 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
completion of the assessments with your student. (50 points)

F. Quizzes: You will have two quizzes during the semester; these will cover course readings and lecture
notes. (40 points) Quizzes are taken in class.

G. 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.

1. You will prepare a “Tutoring Plan” for each day you assess and instruct students. The plan may be
   handwritten. All plans will be turned in with the final case study.
2. You will develop hands-on activities based on children’s literature and other authentic texts for the
   student you tutor.
3. You are responsible for planning 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 for tutoring plan format and suggestions for activities.

H. Strategies presentation: You are expected to present a comprehension strategy to the class (allotted
time: 5-10 minutes). This could be a strategy that you will be using with the student you tutor.
(20 points)

I. Cadre meetings (before each tutoring session): For each meeting (starting when the tutoring sessions
begin) you will need to 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 completed in a professional manner and contains evidence of significant
effort and accomplishment. The work is 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—All 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
Class participation responses 40 points
Strategy Presentation 20 points
Cadre Meeting Notes 20 points
Chapter responses (Journal) 25 points
Bag of Books 75 points
Student Reading Profile 50 points
Quizzes 40 points
Case study portfolio and oral report 230 points
Missed tutoring session (-50)
Missed class (-20)
Total 500 points

Percentile Grade
92%-100% A
84%-91% B
76%-83% C
68%-75% D
67% or below F

VII. Texts
Required:

Recommended:

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.

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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:** Classes are dated to reflect dates of instruction. Office Hours: by appointment.

<table>
<thead>
<tr>
<th>READ 3351 - THURSDAY 4:20 -6:50</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>January 23</strong></td>
</tr>
<tr>
<td>Introductions</td>
</tr>
<tr>
<td>Course requirements</td>
</tr>
<tr>
<td>Bring MH book daily!!!</td>
</tr>
<tr>
<td>Struggling readers</td>
</tr>
<tr>
<td>Assess: Bag of Books</td>
</tr>
<tr>
<td>Elem Rdg Attitude Surveys</td>
</tr>
<tr>
<td>Reading Journals MH: 1, 2</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Quizzes coming!**

| February 20                     | February 27                     | March 6                         | March 20                         |
| Quiz 1                          | Assessments: Cassidy and IRI    | Cadre Meetings Strategy         | Quiz 2                           |
| Parent Interview                | and IRI                         | Presentation                    | Cadre Meetings Strategy          |
| Student Interview               | Activities!!                     |                                | Presentation                     |
| Garfield                        |                                |                                | Reading Profile DUE              |
| BAG OF BOOKS – annotated        |                                |                                |                                  |
| bibliography                     |                                |                                |                                  |
| **Tutoring**                    | **Tutoring**                    | **Tutoring**                    | **Tutoring**                     |

**What do your students need from you?**

| March 27                        | April 3                         | April 10                        | April 17                        |
| Cadre Meetings Strategy         | Cadre Meetings Strategy         | Cadre Meetings Strategy         | Cadre Meetings Strategy         |
| Presentation                    | Presentation                     | Presentation                     | Presentation                     |
| **Tutoring**                    | **Tutoring**                    | **Tutoring**                    | **Tutoring**                     |

**Case Study presentations!**

| April 24                        | May 1                           | May 8                           |                                   |
| Case Study Reports              | Case Study Reports              | Final                           |                                   |
| **Tutoring**                    | **Tutoring**                    | **Final**                       |                                   |

**RELAX!**
# READ 3351 Case Study

**Name:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Possible Points</th>
<th>Actual</th>
</tr>
</thead>
</table>

## *Introductory Elements*

### Table of Contents

Points will be based on the level of detail.

### Written Case Study

(Start each section on a new page with its own bold heading. Do not use dividers for individual sections.)

### Student Introduction

A synthesis of what you know about the student: background, interests, and attitude toward the tutoring experience.

### Diagnostic Information

Discuss by assessments. Each assessment should be introduced with a bold subhead. List student scores then discuss. Report specific scores for all levels of all assessments *(Garfield, IRI, Running Record, Cassidy Writing)* (10 points each)

### Corrective Action

Discuss the activities you did with the students by reading/writing area: word identification, comprehension, and writing. Identify specific strategies and activities you used.

### Recommendations

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.

### Reflection

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.

## *Documentation*

<table>
<thead>
<tr>
<th>Item</th>
<th>Possible Points</th>
<th>Actual</th>
</tr>
</thead>
</table>

### Student Interview Form

5

### Student Emergency Form

5

### Diagnostic Assessment protocols

Include your examiner’s copies of assessment tools and student performance pages.

30

### Daily Lesson Plans/Strategies

20

### Student Artifacts

Include multiple samples of work your student did during the tutoring session.

10

## *Oral Report*

<table>
<thead>
<tr>
<th>Item</th>
<th>Possible Points</th>
<th>Actual</th>
</tr>
</thead>
</table>

### Case Study Presentation

10

**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

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

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 the interests of your student.

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>Full publication information on the book, using APA style: author, year of publication, title, city of publication, and publisher</td>
<td>2</td>
</tr>
<tr>
<td>The approximate reading level of the book: early reader, primary, intermediate, secondary</td>
<td>0.5</td>
</tr>
<tr>
<td>The genre in which the book would be classified—indicate fiction/non-fiction and the specific genre</td>
<td>0.5</td>
</tr>
<tr>
<td>A two to three sentence description of the contents of the book</td>
<td>2</td>
</tr>
<tr>
<td>A 50- to 75-word personal statement about why you think this is a good book to use with students</td>
<td>5</td>
</tr>
</tbody>
</table>

Total 10

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*

Date ___________________  Grade ___________________

Student’s Name ________________________________  Tutor’s Name ________________________________

| My plans are… | I noticed….  
|:---------------|:----------------|
|               | (This is the most important part – include detailed reactions.) |

### 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

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

### Take Home Books

| List books: | |
|-------------||

### Reflection

Reflections on your personal reactions about yourself in the tutoring session. How has your thinking changed? What more do you know about yourself? (Note: The 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

**Poetry Warm-Up** may include:

- **Poetry Warm-Up**
  - Short poem is read (modeled, read together)
  - Enjoy/ Discuss meaning
  - Analyze for text features, such as, what do you notice about the print?

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

**Assessment** may include:

- CLOZE
- Running Record
- IRI - word list/graded passages
- Miscue Analysis
- Comprehension
- Phonemic awareness

**Interactive Reading** may include:

- Practice reading in an instructional level text with support
- 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 at an independent level text (98%+ accuracy)
  - Use (as appropriate) modeling, choral reading, repeated reading, echo reading
- Language Experience Approach

**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 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/dicts 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.) is 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.
- Correct/Conventional spelling demonstrated.
- Word features (sound/symbol) analysis.
- Use Word Wall/decoding by analogy

**Games**:
- Word analysis games using word bank words, (sorting, classifying, bingo)
- Review the words in the bank.

**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 nontraditional texts (newspaper articles, graphs, charts)
  - Work with the student on how to use these texts.

- **Comprehension**: Use comprehension strategies: QARs, KWLs, story maps

**Take Home Books** 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!