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 and writing strengths and weaknesses of children. Students will have the opportunity to apply a variety of reading and writing assessment strategies and develop an instructional plan for young students. 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 of informal techniques to assess reading and writing ability;
   3. adapt reading approaches and materials to meet the needs of the individual student; and
   4. develop an appropriate dynamic instructional literacy plan for a young student.

IV. Instructional Methods and Activities: Methods and activities for instruction include:
   A. Traditional experiences (lecture, discussion, demonstration, practicum). Clinical Experiences (lesson planning, simulations, cooperative groups, student demonstrations and presentations, and experience working with elementary learners);
   B. Multi-modal experiences (Blackboard usage, cadre conference blogging, online journaling on wikispaces, iPad usage and applications; Prezi, Powerpoint, Youtube videos; Teachertube videos, edmodo, and other technological integration experiences.

V. Course Requirements:

A. Case study portfolio and oral report: You will work with a student with reading problems. You will administer some informal reading, comprehension, and writing assessments and provide instruction based on the results of your assessments. The results of your work with this one student will be summarized in a case study - handout will be provided. It is expected that your work be well written, word-processed, spell-checked, grammatically correct and APA formatted. Points will be deducted if major errors (grammatical/spelling, APA, etc.) are made on your paper. (200 points). All assignments have a grading rubric.

B. Class attendance, activities and participation: Students are expected to attend all classes 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. Students are considered absent if arriving late after 10 minutes. 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 and you are responsible for being present. You must be willing to be in attendance and on time for each class and each tutoring session.

C. Bag of Books: You will put together a bag of books to use the first day of tutoring. You need to locate and present 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 (60 points). See appendix or assignment on Blackboard for detailed instructions.

D. Cadre Conferencing Blog: (due before each tutoring session) Each blog (beginning with the first tutoring session) will require that you post an important question(s) about your tutoring practices, readings, assessments, strategies, iPad usage or applications and answer the cadre conference blog of the students in your cohort. (40 points)

E. Textbook journal responses: You will respond the reading in the textbook chapters the day each chapter is assigned for the class. Your Textbook journal responses must be posted online and must include a summary of your reading and questions you that come up during reading. I also want you to schematically connect the reading to what you know. The class will utilize journaling techniques throughout the semester. Your journal is interactive and reflective, so I expect to review online journal entries as the readings are due to be completed and will respond to your writing. You must provide a comment or questions for a textbook response of two classmates for every Textbook response due. My preference for your online journal posting is in Cornell notes format. The textbook journal responses are due on the date of discussion noted on the calendar for the course included with this syllabus. Points will be deducted for late, missing incomplete or poorly constructed responses. Textbook journal responses. (45 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 each). Quizzes are taken in the computer lab during 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 fAfter tutoring you are also expected to add to your journal writing with reflections on what you learn about assessment while with the
students you tutor. These reflections must be typed online onto your tutoring lesson plans.

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. (25 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

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Study and Oral Presentation</td>
<td>200</td>
</tr>
<tr>
<td>Bag of Books</td>
<td>60</td>
</tr>
<tr>
<td>Cadre Conferencing Blogs</td>
<td>40</td>
</tr>
<tr>
<td>Textbook Journal Responses</td>
<td>45</td>
</tr>
<tr>
<td>Student Reading Profile</td>
<td>50</td>
</tr>
<tr>
<td>Quizzes</td>
<td>80</td>
</tr>
<tr>
<td>Strategies Presentation</td>
<td>25</td>
</tr>
</tbody>
</table>

Each Missed tutoring session (-50)

Each Missed class (-20)

Total 500 points

Points | Grade     |
--------|-----------|
92%-100%| A         |
84%-91% | B         |
76%-83% | C         |

68%-75% | D         |
60%-67%  | F         |

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.

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**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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**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.

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**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.

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**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 multi-literacies.
### Tentative Schedule – Summer II, 2015

<table>
<thead>
<tr>
<th>June 4</th>
<th>June 5</th>
<th>June 6</th>
<th>June 7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday</strong></td>
<td><strong>Monday</strong></td>
<td><strong>Monday</strong></td>
<td><strong>Monday</strong></td>
</tr>
<tr>
<td><strong>June 4</strong></td>
<td><strong>June 5</strong></td>
<td><strong>June 6</strong></td>
<td><strong>June 7</strong></td>
</tr>
<tr>
<td>Introductions</td>
<td>Interviews</td>
<td>Writing assessment</td>
<td>Informal reading inventories</td>
</tr>
<tr>
<td>Course requirements</td>
<td>Assess: Interviews</td>
<td>Informal Reading inventories- intro</td>
<td>Assessing oral reading</td>
</tr>
<tr>
<td>Struggling readers</td>
<td>Concepts of Print</td>
<td>Word identification</td>
<td>Assess: BADER IRI</td>
</tr>
<tr>
<td>Assess: Bag of Books</td>
<td>Assess: Elementary Reading Attitude</td>
<td>Assess: Cassidy Writing Inventory</td>
<td>MH: 6</td>
</tr>
<tr>
<td>*Bring MH book every day</td>
<td>Survey</td>
<td>MH: 3,7,8</td>
<td>BP: pp. 30-41</td>
</tr>
<tr>
<td>*Bring MH book every day</td>
<td>MH: 1, 2</td>
<td>BP: pp 1-28</td>
<td>Quiz 1Opens on BlackBoard</td>
</tr>
</tbody>
</table>

#### June 11
- Informal reading inventories
- Comprehension
- Assess: Running records, miscue analysis
- Quiz 1 closes
- Bag of Books due

#### June 12
- Planning instruction
- Assess: Comprehension assessments

#### June 13
- Other assessments
- Reading difficulties

#### June 14
- Planning instruction
- Getting ready to tutor
- Quiz 2 Opens on BlackBoard

#### June 18
- Tutoring
- Cadre conference 11:30
- Quiz 2 closes

#### June 19
- Tutoring
- Cadre conference 11:30

#### June 20
- Tutoring
- Cadre conference 11:30

#### June 21
- Tutoring
- Cadre conference 11:30
- Reading Profile due

#### June 25
- Tutoring
- Cadre conference 11:30

#### June 26
- Tutoring
- Cadre conference 11:30

#### June 27
- Tutoring
- Cadre conference 11:30

#### June 28
- Tutoring
- Cadre conference 11:30

---

#### Study hard!

**READ 3351 .001 Lucinda Juarez  7**
### READ 3351 APPENDIX

#### 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>*Introductory elements</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>*Written Case Study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Start each section on a new page with its own bold heading. Do not use dividers for individual sections.)</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>*Documentation</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>
Include your examiner’s copies of assessment tools and student performance pages.

<table>
<thead>
<tr>
<th>Daily Lesson Plans/Strategies</th>
<th>20</th>
</tr>
</thead>
<tbody>
<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**

<table>
<thead>
<tr>
<th>Case Study Presentation</th>
<th>10</th>
</tr>
</thead>
</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. <strong>Full</strong> publication information on the book, using APA or MLA style: Author, Year of publication, Title, City of publication, Publisher</td>
<td>2</td>
</tr>
<tr>
<td>2. The approximate reading level of the book: early reader, primary, intermediate, secondary</td>
<td>.5</td>
</tr>
<tr>
<td>3. The genre in which the book would be classified—indicate fiction/non-fiction and the specific genre</td>
<td>.5</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 good book to use with students.</strong></td>
<td>5</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>

| My plans are… | I Noticed….  
(This is the most important part – include detailed reactions.) |
|----------------|--------------------------------------------------|
| Poetry Warm-Up  
List book titles and poems  
Book or poem source: | Note student’s reaction to the poem. |
| Assessment  
Identify specific assessment  
Assessment: | Indicate, briefly, findings from the assessment |
| Interactive Reading  
List book/books used  
Book title:  
Objective:  
Activity: | Indicate student’s reaction to and performance on the activity. |
| Word identification  
Objective:  
Activity: | Indicate student’s reaction to and performance on the activity. |
| Writing  
Activity: | Indicate student’s reaction to and performance on the activity. |
| Read aloud  
List book title  
Book title: | Indicate student’s reaction. |
| 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: 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: see 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
- Miscue Analysis
- Running Record
- Comprehension
- IRI - word list/graded passages
- Phonemic awareness, etc.

**Reading** may include:

- **Interactive Reading**
  - Practice reading in 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.)
  - Correct/Conventional spelling demonstrated.
  - Word features (sound/symbol) analysis.
  - 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.

- **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!