READ 3351.001: Diagnosis and Correction of Reading Problems  
Summer II 2017 Syllabus  
MTWR 10:00-11:55AM | ECDC219 A

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Course Description
Diagnosis and correction of reading problems are examined in detail. Emphasis is upon the precise administration, scoring, and interpretation of various diagnostic instruments used to detect reading problems. The correction processes for identified problems are also examined. Components of the course will include but not be limited to the five pillars of reading instruction identified by the National Reading Panel (2000): phonemic awareness, phonics, fluency, vocabulary, and comprehension. Prerequisites: READ 3310 & READ 3320, or READ 3353.

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.

EC6 Standards, Chapter 149 Standards
Standard I: Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.
1.1k basic linguistic concepts (e.g., phonemes, segmentation) and developmental stages in acquiring oral language, including stages in phonology, semantics, syntax, and pragmatics, recognizing that individual variations occur;  
1.2k how to build on students’ cultural, linguistic, and home backgrounds to enhance their oral language development;  
1.3k the relationship between the development of oral language and the development of reading;  
1.5k active, purposeful listening in a variety of contexts;  
1.6k the use of critical listening to analyze and evaluate a speaker’s message;  
1.7k listening skills for enjoying and appreciating spoken language;  
1.9k how to use effective informal and formal assessments to evaluate students’ oral language skills, and recognize when speech or language delays or differences warrant in-depth evaluations and additional help or intervention;  
1.10k similarities and differences between oral and written language conventions and how to promote young students’ awareness of these similarities and differences; and  
1.11k how to use instruction that interrelates oral and written languages to promote student reading and learning (e.g., preview-review, discussions, and questioning) when speech or language delays or differences warrant in-depth evaluations and additional help or interventions.
1.2s Strengthen vocabulary and narrative skills in spoken language by reading aloud to students and teaching them to recognize the connections between spoken and printed language;  
1.3s Provide direct and indirect instruction, including modeling and reading aloud, in “classroom” English (e.g., language structures and pronunciations commonly associated with written English) and support students’ learning and use of classroom English through meaningful and purposeful oral language activities;
1.4s Select and use instructional materials and strategies that promote students’ language development, respond to students’ individual strengths, needs, and interests, and reflect cultural diversity;
1.7s Plan, implement, and monitor instruction that is focused on individual students’ needs, strengths, and interests and is based on informal and formal assessment of students’ progress in oral language development;
1.8s Communicate with student’s families about ways that they can encourage their student’s language development;
1.9s Provide opportunities for students to engage in active purposeful listening;

Standard II: Phonological and Phonemic Awareness: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.
2.2k the significance of phonological and phonemic awareness for reading and typical patterns in the development of phonological and phonemic awareness, and recognizes that individual variations occur (A student who has phonological awareness hears distinct words, syllables, and sounds in language separate from print. A student who has phonemic awareness can identify individual sounds in spoken words, blend together the separated sounds of spoken words to form words, and play with the sounds of spoken language by adding or taking away sounds from words.); and
2.1s Plan, implement, and monitor instruction that is focused on individual students’ needs and is based on continuous use of formal and informal assessments of individual students’ phonological development;
2.2s Use instructional approaches, including language games, activities, materials, and direct teacher instruction, that promote students’ phonological awareness;
2.3s Select and use instructional materials that promote students’ phonological and phonemic awareness and build on students' current language skills;

Standard III: Alphabetic Principle: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.
3.1k the importance of the elements of the alphabetic principle, including letter names, graphophonemic knowledge, and the relationship of the letters in printed words to spoken language;
3.2k expected patterns of students’ alphabetic skills development and knowledge that individual variations may occur;
3.3k that not all written languages are alphabetic, that many alphabetic languages are more phonetically regular than English, and know how to help English language learner deal with positive and negative transfer related to the alphabetic principle; and
3.4k how to select, administer, and analyze results from informal and formal assessments of alphabetic knowledge.
3.1s Respond to individual student's needs by providing focused instruction on the letters of the alphabet and the relationships of sounds and letters;
3.2s Select and use instructional materials and strategies, including multisensory techniques (e.g., letter names, graphophonemic knowledge, and the relationship of letters and printed words to spoken language) to promote students’ understanding of the elements of the alphabetic principle;
3.3s Use formal and informal assessments to analyze individual student's alphabetic skills, monitor learning, and plan instruction;

Standard IV: Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students’ literacy.
4.2k that the developing reader has a growing awareness of print in the environment, of the sounds in spoken words, and of the uses of print;
4.3k that literacy development occurs in multiple contexts through reading, writing, and the use of oral language;
4.8k the use of technology in promoting literacy; and
4.1s Provide instruction that focuses on concepts about print and functions of print, including book handling, parts of a book, orientation, directionality, and the relationships between written and spoken words;
4.2s Assist young students in distinguishing letter forms from number forms and text from pictures;
4.3s Provide multiple opportunities for young students to listen to and respond to a wide variety of student literature, both fiction and non-fiction, and to recognize characteristics of various types of narrative and expository texts;
4.4s Talk with students about their favorite books;
4.5s Engage students in story reading experiences and encourage young students to interact with others about stories;
4.7s Assist young readers in selecting their own books for independent reading;
4.8s Teach students about authors and their purposes for writing;
4.9s Use formal and informal assessments of individual student’s literacy development to plan, implement, and monitor instruction;
4.10s Communicate with families about ways to enhance students’ literacy development;
4.11s Communicate with other professionals and continually seek implications for practice from current research on literacy acquisition; and

**Standard V. Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.**

5.1k that many students develop word analysis skills (e.g., decoding, blending, structural analysis, sight word vocabulary) and reading fluency in a predictable sequence, recognizing that individual variations occur;
5.5k strategies for decoding and determining the meaning of increasingly complex words;
5.6k the importance of word recognition skills (e.g., decoding, blending, structural analysis, sight word vocabulary) to reading comprehension and know a variety of strategies to help young student develop and apply word analysis skills;
5.7k differences in students’ development of word analysis skills and know how to adjust instruction in response to various students' needs;
5.8k a variety of formal and informal procedures for assessing students’ word identification and decoding skills; and
5.9k instructional practices to meet students’ individual needs in decoding and word identification.
5.1s Teach the analysis of phonetically regular words in a simple-to-complex progression, i.e., phonemes, blending onsets and rimes, short vowels, consonant blends, other common vowel and consonant patterns, and syllables;
5.2s Teach students to read passages using decodable texts and provide opportunities for students to progress from sounding out words orally to decoding words silently;
5.3s Teach students to recognize high-frequency irregular words by selecting words that appear frequently in students’ books and reviewing difficult words often;
5.4s Teach students ways to identify vowel sound combinations and multisyllabic words;
5.5s Provide instruction in how to use structural cues to recognize compound words, base words, and inflections (e.g., prefixes and suffixes);
5.6s Teach students to use knowledge of word order (English syntax) and context to support word identification and confirm word meaning;
5.7s Use formal and informal assessments to analyze individual student’s word identification and decoding skills in order to plan and monitor instruction;

**Standard VI. Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.**

6.1k how students’ reading rate and fluency affect comprehension;
6.2k how young students develop reading fluency and that fluency involves rate, accuracy, and intonation;
6.3k how to assess students’ reading fluency on an ongoing basis and know the norms that have been established for various age and grade levels;
6.4k instructional practices that enhance the development of fluency, including providing opportunities for students to read regularly, both orally and silently, in independent-level materials and to do repeated reading and partner reading;
6.5k instructional strategies and practices for promoting students’ word analysis skills and reading fluency;
6.6k differences in students’ development of word analysis skills and reading fluency, and instructional practices for meeting students’ individual needs in these areas; and
6.7k a variety of informal and formal procedures for assessing on an ongoing basis students’ reading fluency.
6.1s Identify and monitor on an ongoing basis young students’ fluency levels by using leveled passages or reading materials on a daily basis;
6.2s Provide frequent opportunities for fluency development through reading in independent-level materials, reading orally from familiar text, repeated reading activities, and silent reading for increasingly longer periods;
6.3s Apply norms for reading fluency to evaluate students’ reading fluency;

Standard VII: Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.
7.2k how to model and teach literal comprehension skills (e.g., identifying stated main idea, details, sequence, and cause-and-effect relationships);
7.4k reading comprehension as an active process of constructing meaning;
7.5k factors affecting students’ reading comprehension, such as oral language development, word analysis skills, prior knowledge, previous reading experiences, fluency, ability to monitor understanding, and the characteristics of specific texts (e.g., structure and vocabulary);
7.7k the relationship between extensive reading, vocabulary development, and reading comprehension;
7.8k the use of metacognitive skills in reading comprehension;
7.9k various literary genres (e.g., historical fiction, poetry, myths, and fables) and their characteristics;
7.10k how to model and teach inferential comprehension skills (e.g., inferring main ideas, comparisons, unstated and stated cause-and-effect relationships; summarizing; making predictions; drawing conclusions; making generalizations);
7.11k know to model and teach evaluative comprehension skills (e.g., distinguishing between fact and opinion; detecting faulty reason reacting to a text’s content, characters, and use of language);
7.13k the importance of vocabulary development through wide reading and experiences, such as interpreting idioms, multiple-meaning words and analogies;
7.14k a variety of formal and informal procedures for monitoring students’ reading comprehension and instructional practices to meet individual student’s needs;
7.15k comprehension skills and strategies for understanding and interpreting different types of written materials, including narratives, expository texts, technical writing, and content-area textbooks;
7.16k different purposes for reading and associated reading strategies;
7.18k the importance of providing students with direct, explicit instruction in the use of comprehension strategies;
7.19k a range of strategies that students can use to facilitate comprehension before, during, and after reading (e.g., previewing, making predictions, questioning, self-monitoring, rereading, mapping, using reading journals, and discussing texts);
7.21k literary response and analysis and ways to promote students’ development of literary response and analysis;
7.23k the reading comprehension needs of students with different needs (e.g., English Language Learners and students with disabilities) a how to provide instruction for those students; and
7.1s Formally and informally assess students’ reading comprehension and provide focused instruction in reading comprehension based on individual student’s needs;
7.3s Guide students in developing and using metacognitive skills;
7.4s Model strategies for improving reading comprehension such as previewing texts, self-monitoring, and retelling;
7.6s Guide students to generate questions and apply research about topics introduced in reading selections, both fiction and nonfiction;
7.8s Use instructional strategies that help increase students’ reading vocabulary;
7.11s Provide opportunities for students to apply comprehension strategies to literature and to respond to literature in a variety of ways (e.g., using reading journals and discussions), including relating background knowledge to literary texts;
7.12s Teach elements of literary analysis, such as story elements and features of different literary genres;
7.13s Provide instruction in comprehension skills that support students’ transition from “learning to read” to “reading to learn,” (e.g., recognizing different types and functions of texts and matching comprehension strategies to the type of text) and teach students how to locate, retrieve, and retain information from a range of content-area and expository texts;

Standard VIII: Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.
8.1k predictable stages in the development of written language and writing conventions, including the physical and cognitive processes involved in letter formation, word writing, sentence construction, spelling, punctuation, and grammatical expression, while recognizing that individual variations occur;
writing processes, including the use of self-assessment in writing;
writing for a variety of audiences, purposes, and settings;
the differences between first draft writing and writing for publication;
appropriate instructional strategies and sequences for developing students’ writing skills;
the development of writing in relation to listening, speaking, and reading, and know instructional strategies that connect these various aspects of language;
the similarities and differences between language (e.g., syntax and vocabulary) used in spoken and written English and how to help students recognize these similarities and differences to promote effective use of written English conventions;
the benefits of technology for teaching writing and writing for publication; and
informal and formal procedures for ongoing monitoring and assessment of writing development and writing conventions, and know how to use assessment results to help plan instruction for individuals and groups.
Formally and informally monitor students’ writing development and provide focused instruction to address students’ individual strengths, needs, and interests;
Provide instruction in various stages of writing, including prewriting, drafting, editing, and revising;
Use instruction in the use of available technology that facilitates written communication;
Provide opportunities for students to write in a variety of forms and modes and for various purposes and audiences;
Provide opportunities for students to self-assess both personal writings (e.g., for clarity, comprehensiveness, and interest to audience) and development as a writer and to elicit critiques from others;
Communicate with families about students’ development of written communication and ways to encourage students’ written communication;
Communicate with other professionals and continually seek implications for practice from current research about students’ development of written communication; and
Provide opportunities for students to conference with peers and the teacher.

Standard IX: Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions.
that young students go through predictable stages in acquiring writing conventions, including the physical and cognitive processes involved in letter formation, word writing, sentence construction, spelling, punctuation, and grammatical expression, but that individual students vary in development of these conventions;
The relationship between spelling and phonological, graphophonemic knowledge, alphabetic awareness, and the importance of this relationship for later success in reading and writing;
The stages of spelling development (prephonetic, phonetic, transitional, and conventional) and how and when to support students’ development from one stage to the next;
The similarities and differences between language (e.g., syntax and vocabulary) used in spoken and written English and how to help students recognize these similarities and differences to promote effective use of written English conventions;
The importance of spelling and graphophonemic knowledge for success in reading and writing; and
Formally and informally assess young students’ development of writing conventions and provide focused instruction based on individual students’ strengths, needs, and interests;
Provide hands-on activities to help young students develop the fine motor skills necessary for writing;
Provide direct instruction and guided practice in English writing conventions (e.g., grammar, spelling, capitalization, and punctuation);
Provide systematic spelling instruction in common spelling patterns based on phonics skills already taught and provide opportunities for student to use and develop spelling skills in the context of meaningful written expression (e.g., applying decoding skills as one strategy to help proofread spelling during the editing process);
Work with students to select pieces of their work to teach writing conventions, recognizing that first drafts are not always edited and revised, but help students realize that accuracy in conventions is necessary when preparing a piece for publication;
Communicate students’ performance in the use of writing conventions to families and discuss ways to encourage students’ use of writing conventions; and
Standard X: Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

10.1k appropriate uses and characteristics of screening devices, formal assessments (e.g., norm-referenced achievement tests and criterion-referenced state tests) and informal assessments (e.g., curriculum-based reading assessments and informal reading inventories) related to the development of literacy in young students;

10.2k formative and summative uses of assessment;

10.3k how to use multiple assessments and the results of these assessments to inform reading and writing instruction;

10.4k how to use assessment to determine when a student needs additional help or intervention to bring the student’s performance to grade level, based on state content and performance standards for reading, writing, listening, and speaking that comprise the Texas Essential Knowledge and Skills (TEKS);

10.6k the reciprocal nature of assessment and instruction and how to use assessment results to select appropriate instructional strategies and materials (e.g., basals, supplemental programs, and trade books) to ensure the literacy development of all students;

10.8k how to determine students’ independent, instructional, and frustration reading levels and the importance of using this information when selecting materials for reading instruction for individual students and guiding selection of independent reading materials.

10.1s Use multiple assessments to plan instruction in and monitor the literacy development of young students;

10.2s Analyze students’ errors in reading and writing and use them as a basis for future instruction;

10.3s Use ongoing assessments to determine when a child may be in need of classroom interventions or specialized reading instruction and develop an appropriate instructional plan;

10.4s Communicate students’ progress in literacy development to parents and other professionals through a variety of means, including the use of examples of students’ work;

10.5s Communicate instructional decisions based on research, assessments, and knowledge of students; and

10.6s Collaborate with other professionals and continually seek implications for practice from convergent research about assessment of students’ developing literacy.

Standard XI: Research 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.

11.1s Use ongoing assessment and knowledge of grade-level expectations to identify students’ needs in regard to study and inquiry skills and to plan instruction;

11.2s Respond to students’ needs by providing direct, explicit instruction to promote the acquisition and use of study and inquiry skills;

11.3s Provide students with varied and meaningful opportunities to learn and use study and inquiry skills and to recognize the importance of using these skills to enhance achievement across the curriculum;

11.6s Provide students with opportunities to use accepted formats for writing research, including the documentation of resources.

Standard XII: Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.

12.4k procedures for producing visual images, messages, and meanings to communicate with others;

12.5k instructional practices that promote students’ ability to interpret, analyze, evaluate, and produce visual images, messages, and meanings;

12.6k grade-level expectations and procedures for assessing students’ skills in interpreting, analyzing, evaluating, and producing visual images, messages, and meanings;

12.7k how to distinguish between denotative and connotative meanings; and

12.5s Use various instructional techniques to help students understand and distinguish between denotative and connotative meanings;

12.6s Provide students with opportunities to interpret events and ideas based on information from maps, charts, graphics, video segments, and technology presentations, and to use media to compare ideas and points of view;

12.7s Teach students how to select, organize, and produce visuals to complement and extend meanings;

Technology Standards

2.3s employ technological collaboration such as sharing information through online communications to complete tasks
2.7s use productivity tools, such as slide shows, posters, multimedia presentations, newsletters, banners, brochures, or reports, to create effective document files for defined audiences
2.9s design and create interdisciplinary multimedia presentations that include audio, video, text, and graphics for defined audiences
3.1k how to use strategies for acquiring information from electronic resources in a variety of formats
3.3k how to access and use online help
3.3s use online help and other documentation

Course Objectives
The student will be able to:
1. Students will collect appropriate corrective techniques for working with academically fragile learners and demonstrate these through actual instruction with a tutee.
2. Students will analyze informal techniques to assess reading ability and demonstrate these with a tutee.
3. Students will select and adapt reading and writing approaches and materials to meet the needs of the individual child.
4. Students will design a dynamic instructional literacy plan for a child in a tutorial setting.

Course Topics
The major topics to be considered are:
1. Causes of Reading Disabilities,
2. Individual Assessment Instruments and Procedures,
3. Interpreting Reading and Writing Assessments,
4. Designing Appropriate Instruction Based on Assessment, and
5. Relate Appropriate TEKS to Assessment Finds.

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

Evaluation and Grade Assignment

Course Requirements
A. Evidence of Learning (50 points): Throughout the semester, you will turn in responses to readings and class discussions. Each response will be submitted via Blackboard in the discussion forum. These must be submitted on time and must be thorough and thoughtful. See class schedule for due dates.
B. Bag of Books (120 points): 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. See class schedule for due date.
C. Student Reading Profile (50 points): 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 first week of tutoring. See class schedule for due date.
D. **Quizzes (20 points each):** 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 one day. You will not be permitted to take a quiz after the time period has closed. See class schedule for due date.

E. **Case Study Portfolio and Oral Report (230 points)***: You will work with one child for eight tutoring sessions. You will administer 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. It is expected that your work be well written, word-processed, spell-checked and grammatically correct. Points will be taken off if there are errors in mechanics, usage, grammar, or spelling. ***NOTE: This is the benchmark assignment for this course. You must achieve a minimum score of 180 points on the case study in order to pass this course. See class schedule for due date.

F. **Final Exam (50 points):** The final exam will be administered on Blackboard. See class schedule for due date.

G. **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.

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

**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.
- **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. Evidence of learning 50 points
   i. Textbook responses
   ii. Class discussion responses
   iii. Tutoring session reflections
B. Bag of Books 120 points
C. Student Reading Profile 50 points
D. Quizzes 40 points
E. Case study portfolio and oral report 230 points
F. Final Exam 50 points
G. Missed class (-20)
H. Missed tutoring session (-50)

Total possible points 540 points

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<tr>
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<td>92-100</td>
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<td>83-91</td>
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<td>0-366</td>
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Texts

Additional resources:
- TEKS: English and Reading
- EC-6 Generalist Standards

Bibliography of Selected References


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<th>Topic</th>
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<td>Introductions</td>
<td>*Bring both textbooks to class every day</td>
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<td>Syllabus</td>
<td>McKenna &amp; Stahl Chapters 1 and 2</td>
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<td>7-5</td>
<td>Reading Attitudes</td>
<td>McKenna &amp; Stahl Chapter 10</td>
<td>Textbook Response-Due to Blackboard before class. Please bring a copy of your response to share in your cadre group.</td>
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<td>Reading Interests</td>
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<td>7-10</td>
<td>Emergent Literacy</td>
<td>McKenna &amp; Stahl Chapters 4 and 5</td>
<td>Textbook Response-Due to Blackboard before class. Please bring a copy of your response to share in your cadre group.</td>
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<td>Word Recognition</td>
<td>Bader-Pearce pp. 93-117, 131-133</td>
<td>Quiz 1 due on Blackboard by 11:59 on 7-6-17 on Blackboard</td>
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<td>7-11</td>
<td>Informal Reading Inventories</td>
<td>McKenna &amp; Stahl Chapters 6, 7 and 8</td>
<td>Textbook Response-Due to Blackboard before class. Please bring a copy of your response to share in your cadre group.</td>
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<tr>
<td>7-13</td>
<td>Getting Ready for Tutoring</td>
<td>Review assessments/Tutoring Information</td>
<td>TBA</td>
</tr>
<tr>
<td></td>
<td>Lesson Plans</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Literacy Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading(s) Due Today</td>
<td>Assignment(s) Due</td>
</tr>
<tr>
<td>--------</td>
<td>------------------------------------------------</td>
<td>----------------------------------------------------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>7-17</td>
<td>Getting ready for tutoring</td>
<td>Review assessments/Tutoring Information</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tutoring Day 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7-18</td>
<td>Discuss Tutoring Day 1 (assessment results)</td>
<td>Discuss Student Reading Profile</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tutoring Day 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7-19</td>
<td>Discuss assessment results</td>
<td></td>
<td>Student Reading Profile due to Blackboard by 11:59.</td>
</tr>
<tr>
<td></td>
<td>Tutoring Day 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7-20</td>
<td>Tutoring Day 4</td>
<td>Morrison &amp; Wlodarczyk article (Blackboard)</td>
<td>Quiz 2 due on Blackboard by 11:59 on 7-20-17</td>
</tr>
<tr>
<td>7-24</td>
<td>Tutoring Day 5</td>
<td></td>
<td>Review Your Case Study components:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Binder, Table of Contents, Written Narratives for</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Student Background, Bag of Books, ERAS (bring to class)</td>
</tr>
<tr>
<td>7-25</td>
<td>Tutoring Day 6</td>
<td></td>
<td>Review Your Case Study components:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Written Narratives for BP Word Lists, BP Graded</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Passages, Cassidy Writing (bring to class)</td>
</tr>
<tr>
<td>7-26</td>
<td>Tutoring Day 7</td>
<td></td>
<td>Discussion Post (Before Tutoring)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Review Your Case Study components:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Written Narratives for Comprehension Analysis, Cloze,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Running Record (bring to class)</td>
</tr>
<tr>
<td>7-27</td>
<td>Running student-led conferences</td>
<td></td>
<td>Discussion Post (After Tutoring)</td>
</tr>
<tr>
<td></td>
<td>Tutoring Day 8 (Student-led conferences and</td>
<td></td>
<td>Review Your Case Study components:</td>
</tr>
<tr>
<td></td>
<td>celebration)</td>
<td></td>
<td>Written Narratives for Corrective Actions--all three</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>sections (bring to class)</td>
</tr>
<tr>
<td>7-31</td>
<td>Preparing the Case Study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8-1</td>
<td>TBA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8-2</td>
<td>Case Study Oral Reports</td>
<td>Case Study Report due when you present.</td>
<td></td>
</tr>
<tr>
<td>TBA</td>
<td>Final Exam</td>
<td>Final Exam due on Blackboard by midnight</td>
<td></td>
</tr>
</tbody>
</table>
Course Policies

Attendance/tardiness
Due to the nature of this course, active student participation is essential to overall successful class performance. Because this course is concerned primarily with helping prospective teachers develop literacy and learning strategies, it is very important that students attend class regularly. It is not enough to rely on others’ notes to make up for class activities and experiences. Additionally, failure to attend class regularly may place students at a severe disadvantage on the final examination, because test questions derive mostly from class activities. In addition, the reflections will be based on the text and lectures. Failure to include information from the lectures will result in a lower grade. If you are absent, ask a classmate for their notes. However, if you have a question about course material, please feel free to ask me to clarify. I will be happy to meet with you during office hours.

Late work and Make-up Exams
Full credit will not be given for late assignments. There can be no extensions for the final case study.

Extra Credit
Extra credit is not an option for this course.

Cell Phone/Electronic Device Usage
Cell phones, text messaging, and checking your cell phone, email, and text messages during class are all strictly prohibited. Come to class prepared to focus on class. Violations may result in being asked to withdraw from the course and/or failure of course. If there is a potential rising emergency, then prior notification of such possibility must be made known to me before the start of class and the phone set on vibrate.

Academic Integrity/Plagiarism.
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a level of discipline appropriate to the misconduct. This may include a requirement to re-do work in question; requirement to submit additional work; lowering of grade on work in question; assigning grade of ‘F’ to work in question; assigning grade of ‘F’ for course; recommendation for more severe punishment, such as suspension or dismissal from the University. The procedure for Academic Misconduct cases is posted on BlackBoard.

Learning and teaching take place in an atmosphere of intellectual freedom and openness. All members of the academic community are responsible for supporting freedom and openness through rigorous personal standards of honesty and fairness. Plagiarism and other forms of academic dishonesty undermine the very purpose of the university and diminish the value of an education.

Plagiarism is wholly unacceptable and, for the purposes of this course, is defined as using in part or in whole any material written or designed by someone other than the student, unless specific credit is given to the person or resource material used. This includes, but is not limited to: lesson
plans found on the Internet and/or provided by classroom teachers, or found in any form of publication (e.g., books, magazines, Internet sites), book descriptions/reviews, course work done by previous students (or any other current or TAMU-CC student). Appropriate citation of resources is required.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class.

Preferred methods of scholarly citations
Scholarly paper organization and citations must follow the Association of American Psychologists Style Manual, 6th Edition. (See required textbook.)

Classroom/professional behavior
Professional decorum is expected.

Grade Appeals*
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Disabilities Accommodations*
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue
through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.
# READ 3351 Case Study Order of Binder

<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><em>Written Case Study</em></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. 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>
<tr>
<td>Include your examiner’s copies of assessment tools and student performance pages.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daily Lesson Plans/Strategies</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Student Artifacts</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Include multiple samples of work your student did during the tutoring session.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral Report</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Case Study Presentation</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>230</td>
<td></td>
</tr>
</tbody>
</table>

1. Use dividers where indicated by *
2. Typed, double-spaced, Times New Roman, 1-inch margins
3. Use correct grammar, punctuation, spelling, and usage
4. Do not enclose paper in plastic sleeves.
### READ 3351 Case Study Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Levels of Achievement</th>
<th>Satisfactory</th>
<th>Proficient</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Needs Improvement</td>
<td>Needs Improvement</td>
<td>Needs Improvement</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>0 Points</td>
<td>0 Points</td>
<td>7 Points</td>
<td>9 Points</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Basic divisions listed</td>
<td>Basic divisions listed and assessments identified</td>
<td>Basic divisions, assessments, and corrective activities; subcategories are listed</td>
</tr>
<tr>
<td>Student Background</td>
<td>0 Points</td>
<td>0 Points</td>
<td>16 Points</td>
<td>18 Points</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Basic biographical and family information provided</td>
<td>Basic biographical and family information and student interests are provided</td>
<td>Basic Information/interests are given; student performance during tutoring is discussed</td>
</tr>
<tr>
<td>Diagnostic Assessments</td>
<td>28 Points</td>
<td>30 Points</td>
<td>32 Points</td>
<td>35 Points</td>
</tr>
<tr>
<td></td>
<td>One or more assessments missing and not explained</td>
<td>All assessments are included, but few details are provided</td>
<td>Assessments are complete and student performance is analyzed</td>
<td>Assessments are complete, quantitative data as provided and student performance analyzed</td>
</tr>
<tr>
<td>Corrective Actions - 1) Discussed student’s performance on activities, 2) specified materials by name, 3) identifies specific strategies, 4) discussed activities in categories (word recognition, comprehension, writing, etc)</td>
<td>0 Points</td>
<td>12 Points</td>
<td>16 Points</td>
<td>18 Points</td>
</tr>
<tr>
<td></td>
<td>0 of the 4</td>
<td>1 of the 4</td>
<td>2 of the 4</td>
<td>3 of the 4</td>
</tr>
<tr>
<td>Recommendations - 1) Recommendations follow correct form (complete sentences, bulleted), 2) specific materials and books are suggested, 3) identifies specific skills, 4) discusses recommendations in appropriate categories</td>
<td>0 Points</td>
<td>12 Points</td>
<td>16 Points</td>
<td>18 Points</td>
</tr>
<tr>
<td></td>
<td>0 of the 4</td>
<td>1 of the 4</td>
<td>2 of the 4</td>
<td>3 of the 4</td>
</tr>
<tr>
<td>Reflection - Student discusses changes in his/her 1) future practices in reading instruction, 2) understanding of the teaching task, 2) understanding of children, 4) attitude toward reading, 5) knowledge base about reading</td>
<td>24 Points</td>
<td>28 Points</td>
<td>32 Points</td>
<td>36 Points</td>
</tr>
<tr>
<td></td>
<td>1 of the 5</td>
<td>2 of the 5</td>
<td>3 of the 5</td>
<td>4 of the 5</td>
</tr>
<tr>
<td>Documentation: Student Interview form, Student Emergency form, Assessment Protocols, Daily Lesson Plans, Student Artifacts, Case Study Discussion</td>
<td>0 Points</td>
<td>20 Points</td>
<td>40 Points</td>
<td>70 Points</td>
</tr>
<tr>
<td></td>
<td>Missing most or all of these</td>
<td>Missing some of these</td>
<td>All of these are accounted for but are not specific or thorough</td>
<td>All of these are accounted for and are somewhat specific, thorough, and accounted for</td>
</tr>
<tr>
<td>Oral report</td>
<td>0 Points</td>
<td>4 Points</td>
<td>6 Points</td>
<td>8 Points</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Needs Improvement</td>
<td>Satisfactory</td>
<td>Proficient</td>
</tr>
<tr>
<td></td>
<td>Needs Improvement</td>
<td>Needs Improvement</td>
<td>Needs Improvement</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td></td>
<td>Needs Improvement</td>
<td>Basic divisions listed</td>
<td>Basic divisions listed and assessments identified</td>
<td>Basic divisions, assessments, and corrective activities; subcategories are listed</td>
</tr>
</tbody>
</table>
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, 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 why you think this is a good book to use with students.</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

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

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:
TEK:
Activity:
Indicate student’s reaction to and performance on the activity.

Word identification
Objective:
TEK:
Activity:
Indicate student’s reaction to and performance on the activity.

Writing
Activity:
TEK:
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.
I Ideas for Tutoring Plan

*Include Appropriate TEKS for Instructional Activities*
*Use your toolbox of strategies from READ 3310, 3320, 3352, 4380

**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?
- 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)

**Required Assessments:**
- Concepts About Print
- Cassidy Writing Inventory
- Informal Reading Inventory
- Running Record
- Cloze or Maze
- Reading Interest Interview
- Garfield Attitude Survey

**Optional Assessments (depending on student – see course instructor):**
- Phonics Test
- Sight Word Test
- Developmental Reading Assessment
- Letter Identification

**Word Identification:**
- Focus on words that are a part of the reading
- Phonemic awareness activities (number of sounds, etc.)
- Tutor or student records the word on a word card
- Phonics activities
- Sound boxes/spelling boxes might be used
- Word features (sound/symbol) analysis
- Word Wall activities
- Decoding by analogy strategies
- Word sorts
- Games

**Interactive Reading may include:**
- Practice reading in an instructional level text (90-94% accuracy)
- Use (as appropriate) walk through, predictions, and reciprocal questioning strategies
- Use comprehension strategies: ReQuest, QARs, KWLs, RAN
- Practice reading in an independent level text (95-100% accuracy)
- Use (as appropriate) modeling, choral reading, repeated reading, echo reading, other fluency reading strategies

**Writing:**
- *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
- *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.)
  - Sentence is cut up and put back together
- *Dictation*
  - Teacher dictates sentence(s)
  - Teacher works with student to apply strategies for spelling

- **Read Aloud:**
  - *Read Aloud Response*
    - Picture book or chapter book
    - Use a variety of literary genres
    - Quick writes
    - Encourage critical thinking.
  - *Viewing*
    - Bring in non-traditional texts (newspaper articles, graphs, charts)
    - Work with the student on how to use these texts and notice text features
  - *Comprehension*
    - Use comprehension strategies: ReQuest, QARs, KWLs, RAN

**Take Home Books:**
- A book to take home with them to read
- A copy of the comic/joke to share
- Something that is text for the child to share with someone else
- Remember: Independent Reading Level

**Other Activities:**
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.