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

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

III. **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.

IV. **State Adopted Proficiencies and Competencies**
State Adopted Proficiencies - The state-adopted proficiencies covered in this course include the following:
1. The teacher possesses and draws on a **rich knowledge base** of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.
2. To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using **technology and other resources**.
3. The teacher responds appropriately to **diverse groups of learners**.
4. While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal **communication skills**.
5. The teacher, as a **reflective practitioner** dedicated to all students' success demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

V. **TExES Competencies**

**Generalist, EC-6**
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.  
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.  
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.  
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.  
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.  
Standard VI. Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve 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.  
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.  
Standard IX. Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions.  
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.  
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.  
Standard XII. Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce, produce visual images and messages in various media and to provide students with opportunities to develop skills in this area.

**English Language Arts 4-8**

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

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

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

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

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

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

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

English Language Arts 8-12

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

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

Special Education EC-12

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

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

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

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

VI. Course Objectives: The student will be able to:

- Students will collect appropriate corrective techniques for working with academically fragile learners and demonstrate these through actual instruction with a tutee.
- Students will analyze informal techniques to assess reading ability and demonstrate these with a tutee.
- Students will select and adapt reading and writing approaches and materials to meet the needs of the individual child.
- Students will design a dynamic instructional literacy plan for a child in a tutorial setting.
VII. 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.

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

IX. 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. Some will be handwritten; others will be submitted via Blackboard in the form of a journal entry or a 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.

a. 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.

b. 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. The work is 100% professional in content and appearance.

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

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

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

F = Failing-The work is inadequate or incomplete.

Points

A. 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

<table>
<thead>
<tr>
<th>Points</th>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>496-540</td>
<td>92-100</td>
<td>A</td>
</tr>
<tr>
<td>448-495</td>
<td>83-91</td>
<td>B</td>
</tr>
<tr>
<td>405-447</td>
<td>75-82</td>
<td>C</td>
</tr>
<tr>
<td>367-404</td>
<td>68-74</td>
<td>D</td>
</tr>
<tr>
<td>0-366</td>
<td>Below 68</td>
<td>F</td>
</tr>
</tbody>
</table>
## Tentative Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading(s) Due Today</th>
<th>Assignment(s) Due</th>
</tr>
</thead>
</table>
| 8-27  | • Introductions  
• Syllabus  
• Introduction to Reading Assessment  
• General Concepts of Assessment | *Bring both textbooks to class every day                                             | Class discussion response                               |
| 8-27  | • Reading Attitudes  
• Reading Interests  
• Writing  
• Getting ready for tutoring Assessments: Garfield Reading Attitude Survey Cassidy Writing Inventory | Chapter 1: Fountas and Pinnell  
Chapter 8: Fountas and Pinnell  
Chapter 1 Reutzel and Cooter  
Chapter 5 Reutzel and Cooter | Textbook and class discussion response                                             |
| 9-3   | • Emergent Literacy  
• Word Recognition Assessments:  
Letter Identification  
Sight Words  
Phonemic Awareness Phonics Assessments | Chapter 7 – 8 Reutzel and Cooter  
Chapter 17: Fountas and Pinnell | Quiz 1 due on Blackboard by midnight on 9-8 on Blackboard                         |
| 9-10  | • Informal Reading Inventories Assessments: Bader-Pearce IRI          | Chapter 9 & 11 Reutzel and Cooter  
Chapter 18 Fountas and Pinnell | Class response                                                                         |
| 9-17  | • Fluency  
• Comprehension                                                     | Chapter 14 Fountas and Pinnell  
Chapter 8 Reutzel and Cooter | Textbook and class discussion response                                             |
| 9-24  | • Getting ready for tutoring  
• Tutoring Day 1                                                      | Chapter 11 Fountas and Pinell | Bag of Books assignment due by midnight on 9-29 on Blackboard                     |
| 10-1  | • Discuss Tutoring Day 1 (assessment results)  
• Tutoring Day 2                                                    | Chapter 10 and 12 Reutzel and Cooter | Class Response and                                      |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
<th>Review/Assignment</th>
</tr>
</thead>
</table>
| 10-8  | • Discuss Tutoring Day 2  
• Tutoring Day 3  
• Discuss Student Reading Profile | Quiz 2 due on Blackboard by midnight on 10-20 on Blackboard                     |
| 10-15 | • Discuss assessment results  
• Tutoring Day 4 | Review assessment readings  
Student Reading Profile due by midnight on 10-27 on Blackboard                 |
| 10-22 | • Running Records  
• Tutoring Day 5 | Ch 22 and 23 Fountas and Pinell  
Email or bring to class the following Case Study Components:  
• Student Background  
• Bag of Books  
• ERAS |
| 10-29 | • Interactive Read-Alouds  
• Tutoring Day 6 | Morrison & Wlodarczyk article (Blackboard)  
Email or bring to class the following Case Study Components:  
• Comprehension  
• Cloze  
• Running Record (other than Reading A-Z) |
| 11-5  | • Comprehension  
• Tutoring Day 7  
Last day to drop a class – November 8 | Email or bring to class the following Case Study Components:  
• All Corrective Actions |
| 11-13 | • Word Study  
• Vocabulary  
• Tutoring Day 8 | Class Discussion                                                                 |
| 11-13 | • Running student-led conferences (Student-led conferences and celebration) |                                                                                   |
| 11-19 | • Case Study Oral Reports | Case Study Report – Due TBA                                                       |
| TBA   | • Final Exam | Final Exam due on Blackboard by midnight                                           |
XI. Additional 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. See calendar for drop and other important dates.

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 CCH 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Office of Veteran’s Affairs for assistance at (361) 825-2331.
# READ 3351APPENDIX

## READ 3351 Case Study Order of Presentation

<table>
<thead>
<tr>
<th>Item</th>
<th>Possible Points</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introductory elements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Table of Contents</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Points will be based on the level of detail.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><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.</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</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
refined your attitudes toward teaching and the practices you will use in the future.

<table>
<thead>
<tr>
<th>Documentation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Background page</td>
<td>5</td>
</tr>
<tr>
<td>Student Interest page</td>
<td>5</td>
</tr>
<tr>
<td>Diagnostic Assessment protocols</td>
<td>30</td>
</tr>
<tr>
<td>Include your examiner’s copies of assessment tools and student performance pages.</td>
<td></td>
</tr>
<tr>
<td>Daily Lesson Plans/Strategies</td>
<td>20</td>
</tr>
<tr>
<td>Student Artifacts</td>
<td>10</td>
</tr>
<tr>
<td>Include multiple samples of work your student did during the tutoring session.</td>
<td></td>
</tr>
<tr>
<td>Oral Report</td>
<td></td>
</tr>
<tr>
<td>Case Study Presentation</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>230</td>
</tr>
</tbody>
</table>

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 Case Study Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Table of Contents (10)</strong></td>
<td></td>
</tr>
<tr>
<td>Basic divisions are listed</td>
<td>7</td>
</tr>
<tr>
<td>Basic divisions listed and assessments identified</td>
<td>9</td>
</tr>
<tr>
<td>Basic divisions, assessments, and corrective activities subcategories are listed</td>
<td>10</td>
</tr>
<tr>
<td><strong>Student Background (20)</strong></td>
<td></td>
</tr>
<tr>
<td>Basic biographical and family information provided</td>
<td>16</td>
</tr>
<tr>
<td>Basic biographical information and student interests are provided</td>
<td>18</td>
</tr>
<tr>
<td>Basic information/interests are given; student performance during tutoring is discussed</td>
<td>20</td>
</tr>
<tr>
<td><strong>Diagnostic Assessments (40)</strong></td>
<td></td>
</tr>
<tr>
<td>One or more assessments missing and not explained</td>
<td>28</td>
</tr>
<tr>
<td>All assessments are included, but few details are provided</td>
<td>30</td>
</tr>
<tr>
<td>Assessments are complete and student performance is analyzed</td>
<td>32</td>
</tr>
<tr>
<td>Assessments are complete, quantitative data is provided and student perf. analyzed</td>
<td>35</td>
</tr>
<tr>
<td>Assessments are complete, quantitative data provided, specific examples are provided</td>
<td>40</td>
</tr>
<tr>
<td><strong>Corrective Actions (20)</strong></td>
<td></td>
</tr>
<tr>
<td>1. Discussed student’s performance on the activities</td>
<td>1/4 = 12</td>
</tr>
<tr>
<td>2. Specified materials – books, puzzles, etc. by name</td>
<td>2/4 = 16</td>
</tr>
<tr>
<td>3. Identified specific strategies (KWL, Story map)</td>
<td>3/4 = 18</td>
</tr>
<tr>
<td>4. Discussed activities in categories: Word recognition, comprehension, writing</td>
<td>4/4 = 20</td>
</tr>
<tr>
<td><strong>Recommendations (20)</strong></td>
<td></td>
</tr>
<tr>
<td>1. Recommendations follow correct form: complete sentences, bulleted</td>
<td>1/4 = 12</td>
</tr>
<tr>
<td>2. Specific materials, books are suggested</td>
<td>2/4 = 16</td>
</tr>
<tr>
<td>3. Identifies specific skills</td>
<td>3/4 = 18</td>
</tr>
<tr>
<td>4. Discusses recommendations in appropriate categories</td>
<td>4/4 = 20</td>
</tr>
<tr>
<td><strong>Reflection (40)</strong></td>
<td></td>
</tr>
<tr>
<td>Student discusses changes in his/her</td>
<td></td>
</tr>
<tr>
<td>1. Future practices in reading instruction</td>
<td>1/5 = 24</td>
</tr>
<tr>
<td>2. Understanding of the teaching task</td>
<td>2/5 = 28</td>
</tr>
<tr>
<td>3. Understanding of children</td>
<td>3/5 = 32</td>
</tr>
<tr>
<td>4. Attitude toward reading</td>
<td>4/5 = 36</td>
</tr>
<tr>
<td>5. Knowledge base about reading</td>
<td>5/5 = 40</td>
</tr>
<tr>
<td><strong>Documentation (80)</strong></td>
<td></td>
</tr>
<tr>
<td>Student Interview form</td>
<td>0 or 5</td>
</tr>
<tr>
<td>Student emergency form</td>
<td>0 or 5</td>
</tr>
<tr>
<td>Assessment protocols -- 0 to 30</td>
<td></td>
</tr>
<tr>
<td>Daily lesson plans -- 0 to 20</td>
<td></td>
</tr>
<tr>
<td>Student artifacts – 0 to 10</td>
<td></td>
</tr>
<tr>
<td>Case study discussion</td>
<td>0 or 10</td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td>/230</td>
</tr>
</tbody>
</table>

*Note: This is the benchmark assignment for this course. You must score at least 180 points to pass the course.*
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,</td>
<td>.5</td>
</tr>
<tr>
<td>primary, intermediate, secondary</td>
<td></td>
</tr>
<tr>
<td>3. The genre in which the book would be classified—indicate fiction/non-</td>
<td>.5</td>
</tr>
<tr>
<td>fiction and the specific genre</td>
<td></td>
</tr>
<tr>
<td>4. A two-three sentence description of the contents of the book.</td>
<td>2</td>
</tr>
<tr>
<td>5. A 50- to 75-word personal statement about why you think this is a</td>
<td>5</td>
</tr>
<tr>
<td>good book to use with students.</td>
<td></td>
</tr>
</tbody>
</table>

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

[Include Appropriate TEKS for Instructional Activities]

Poetry Warm-Up may include:

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

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

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

Reading may include:

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

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, spread 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?
- Use words from story for word identification activities.

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

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

Word Identification
- Focus on words that are a part of the reading – whether it is from a story, a passage or a language experience chart.
- Phonemic Analysis (number of sounds, etc.)
- Tutor or student records the word on a word card.
Phonics
Sound boxes might be used.
Correct/Conventional spelling is demonstrated.
Word features (sound/symbol) analysis.
Use Word Wall/decoding by analogy strategies

Word Bank
Create a word bank using words from stories and language experience charts. Put words on 3x5 index cards. Keep in a file box or on a ring.
Word sort activities.
Review the words in the bank.

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

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

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

Comprehension
Use comprehension strategies: ReQuest, QARs, KWLs

Take Home may include:
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
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.