



Hannibal-LaGrange UNIVERSITY

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The mission of Hannibal-LaGrange University is to provide an excellent education in both liberal arts and professional disciplines in a distinctively Christian environment that integrates Christian faith and learning in preparing graduates for personal and career effectiveness.

EED 423 – Reading Diagnosis and Correction

Term: Fall 2018

Course Information:

Mondays and Wednesdays, 11:00 - 12:15AM
Burt Administration Building, Room 202
3 credit hours

Instructor Contact Information:

Julie Jackson Albee, PhD, Professor of Education

Office Location: Burt Administration Building, 420, Office F

Office Hours: Tuesdays, 8:00 – 9:00 a.m. & 1:00 – 3:00 p.m.;
Wednesdays, 9:00 – 10:00 a.m.; Thursdays, 8:00 – 9:00 a.m. & 11:00 – noon
Friday, 10:00 – 11:30 a.m.

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Course Description: This course presents principles and techniques for diagnosing and prescribing instructional planning in the area of literacy at the early childhood and elementary levels. This includes classroom experiences with children. Prerequisite: EED 333. Co-Requisite: EED 453

Prerequisite: EED 333, Teaching Reading in the Elementary School, must be completed before taking this course.

Co-requisite: EED 453, Literacy Practicum, must be taken concurrently with this course.

Mode of Delivery: In-seat (see location above)

Required Text(s) and Material(s):

Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. (2012). *Words their way: Word study for phonics, vocabulary, and spelling instruction (5th ed.)*. Boston, MA: Pearson.

DeVries, B. A. (2011). *Literacy assessment and intervention for classroom teachers (3rd ed.)*. Scottsdale, AZ: Holcomb Hathaway.

Recommended Text:

Leslie, L., & Caldwell, J. (2017). *Qualitative reading inventory – 6*. New York: Longman.

Course Learning Objectives

“Commit to the Lord whatever you do and He will establish your plans.” Proverbs 16:3

In conjunction with the Education Division’s purpose of *preparing future teachers to become reflective decision makers and to use knowledge for service* and the Knowledge Base adopted by the HLGU Education Division, objectives for EED 423 fall into the following categories:

I. Teaching and Learning—The preservice teacher will:

- be familiar with and use resources available for professional development in the literacy area by scoring 86%+ on the Article Critique and Remediation Strategy Presentation. (MoSPE Quality Indicators 1 & 4)
- use a variety of assessment tools and practices that range from individual and standardized group tests to informal, individual, and group classroom assessment strategies that can also include technology-based assessment tools and score 86%+ on the Fountas and Pinnell Benchmark Analysis and Form and Diagnosis and Assessment of Elementary Students Scoring Guides. (MoSPE Quality Indicator 7)
- demonstrate understanding of the importance of diagnostic assessment and evaluation in classroom literacy planning by scoring 86%+ on the report/analysis section of the Diagnosis and Assessment of Elementary Students Scoring Guides. (MoSPE Quality Indicators 3 & 7)

II. Subject Matter—The preservice teacher will:

- construct a diagnostic literacy classroom survey and deeper assessment process and score 86%+ on this section of the final exam. (MoSPE Quality Indicators 3 & 7)
- use assessment information to plan and revise effective instruction for students and score 86%+ on application questions on the mid-term and final exam. (MoSPE Quality Indicators 1, 3, & 7)
- examine methods and materials used for diagnosing and correcting literacy deficits through in-class activities. (MoSPE Quality Indicator 4 & 8)
- compile a variety of effective instructional strategies and score 86+ on the Assessment and Strategies Binder and Remediation Strategy Scoring Guides. (MoSPE Quality Indicators 1 & 4)

III. Learners—The preservice teacher will:

- demonstrate proper administration of literacy diagnostic tools by scoring 86%+ on Diagnosis and Assessment of Elementary Students Scoring Guides. (MoSPE Quality Indicator 7)
- select appropriate lessons to tutor an elementary student, based on assessment information and best practice and score 86%+ on the Tutoring Report. (MoSPE Quality Indicators 1, 2, 3, & 7)
- determine instructional needs of diverse learners by scoring 86%+ on the appropriate section on the Diagnosis and Assessment of Elementary Student Scoring Guides and Running Records Analysis. (MoSPE Quality Indicators 2, 4 & 7).

- identify students' literacy proficiencies and difficulties and score 86% on that section of the Diagnosis and Assessment of Elementary Students Scoring Guides. (MoSPE Quality Indicators 2 & 7)

Course Policies

Academic Integrity: Students are responsible for upholding the HLGU Honor Code. Cheating, plagiarism, or other violations of the Honor Code will not be tolerated. Consequences for Honor Code violations are outlined in the *HLGU Student Handbook* at <http://www.hlg.edu/campuslife/downloads/student-handbook.pdf>. Students who are placed on probation or suspension or who have been dismissed may appeal by following the procedures as outlined in the *HLGU Student Handbook*.

Plagiarism: Plagiarism is a form of cheating. To submit a paper that is in part or in whole the work of another person not credited as the source is plagiarism. To avoid plagiarism, if writers use words or ideas from another person's work, they must document the source. To document a direct quotation in APA (5th edition) style, writers must:

- a. include quotation marks around the material or indent it within the text to indicate their use of the source;
- b. provide parenthetical notation indicating the author's name (if available), or title of article or book if author's name is not available, year of publication, date of publication, and page where statement was originally found, for example, (Hays, 2002, p. 203);
- c. include the paragraph number if the article is an online presentation and does not have page numbers, for example, (Hays, 2002, ¶ 5).

If, instead of quoting, writers paraphrase the facts or ideas of others, they must fully digest the concepts, state them in their own words and sentence structure, and credit the source as in b and c above. (adapted with permission from NWMSU's plagiarism statement)

Lesson plan sources (online, suggested by cooperating teacher, teacher resource title, etc.) must be included on the lesson plan, unless the ideas are 100% your own.

Turn It In Software: The article critique must be submitted to the *Turnitin* software site before it is submitted to the course instructor. That software site will generate an "Originality Report" which will show if you have plagiarized or used material that is original to someone else without giving credit. If sections or sentences in a paper have been taken from internet and other origins without appropriate citations, these will be noted in the report that is generated. Instructions for submitting papers to *Turnitin* will be given in class.

Late Assignments: All assignments are to be word-processed, using 12-font professional type, unless they are in-class activities or other instructions are given. Assignments are due at the beginning of the class period and will be considered late (-5% if turned in later in class or the same day) if not turned in at the appropriate time. Late assignments will have ten-percent reduction for each day late (Monday through Friday, not just each class period day), and then graded using the grading criteria for the assignment. Work that is due on the date of an "excused" absence (excused by the Vice President for Academic Affairs) must be turned in prior to the absence.

Grading Scale:

Check with me if you have any questions about		
99 – 100%	=	A+ your class work. Know that I am here to help you
96 - 98%	=	A acquire the skills that will enhance your professional
94 – 95%	=	A- competence in teaching. Please ask questions or come
92 – 93%	=	B+ to my office if any assignment or grade is unclear.
88 – 91%	=	B I want to enable you to be the best teacher God can help
86 – 87%	=	B- you to become.
84 – 85%	=	C+
80 – 83%	=	C 78-79% = C- 73- 75% = D below 70% = F
78 – 79%	=	C- 76-77% = D+ 71 – 72% = D-

Reporting of progress/student feedback: Grades will be posted in the student portal. You may access your final grade in this course via the student portal, after you have completed the course evaluation.

Attendance Requirements: Class attendance is a vital part of the learning process; therefore, students are expected to attend all class sessions, arrive on time and leave only after the class has dismissed. Absences and tardiness will affect your final grade: one percentage point will be taken off your final total point score for each absence in excess of two. Being tardy or leaving class early two times will equal one absence. Students are responsible for all materials covered and all assignments made in class sessions. If you are absent, it is your responsibility to notify the instructor before class (email, voicemail, or telephone) and it is your responsibility to obtain notes and copies of handouts from classmates for the class session(s) missed. The academic requirements of the course will not be adjusted for student absences. If one fourth of the class sessions are missed, you will receive an FA (failure due to absences) grade for the course.

Technology Use: Cell phones and other electronic devices should be silenced during class, unless you are asked to use it. If your cell phone rings during class, or if you use an electronic device at a non-designated time during class (check your cell phone, text, etc.), you will receive one warning then 20 points will be subtracted for each subsequent inappropriate action. Your attendance should reflect the professional behavior you will bring to your future workplace.

Note for Students with Disabilities: If you have a special need addressed by the *Americans with Disabilities Act (ADA)*, please notify the instructor at the beginning of the course. In order for reasonable accommodations to be provided, you must provide appropriate documentation to Hannibal-LaGrange University's ADA Coordinator whose office is in Woodrow W. Burt Administration Building, 2nd floor, and phone: 573-629-3016.

Course Assignment Descriptions

1. **Class Participation Points (10 points possible):** During selected class sessions, students will complete in-class activities for a designated number of points. If a student is not in class, he or she cannot earn the class participation points.
2. **Journal Article Critique (20 points possible):** Each student will write one journal article critique on an assigned literacy topic. See Scoring Guide.

3. **Remediation Strategy: (13 points possible):** Each student will locate one remediation strategy for a specific area of reading. The strategy will be modeled in class and clearly described in a handout given to each class member and to the professor. Students working on the same topic must confer to be sure they are presenting different strategies. See Scoring Guide.
4. **Diagnosis and Assessment Experiences of Elementary Students (191 points possible):** Each student will be responsible for assessment activities with students who are home-schooled and kindergarten or first grade students at an area elementary school. After completing the assessments, the student will interpret and summarize the assessments, then provide suggested areas of literacy strengths and needs. A typed report or summary chart will be submitted after each assessment experience (Informal Reading Inventory with a Graded Word List, Oral Reading Passage Assessment, Oral Reading Rate; Fountas and Pinnell Benchmark, Sulzby's Storybook Reading Procedure, spelling test, etc.). See Scoring Guides.
7. **Group Spelling Presentation (29 points possible):** In small groups, students will research a spelling stage in the textbook and present it to the class with an activity. See Scoring Guide.
8. **Diagnostic and Corrective Reading Toolbox and Classroom Assessments and Further Strategies Worksheet (74 points possible):** Each student will compile a collection of key literacy information, literacy survey instruments, further assessment measures and remediation strategies. Scoring Guide will be provided.
9. **Assessment and Strategies Binder (15 points possible):** Each student will purchase a 3- inch or larger binder and divider sheets and organize the course information on assessment and strategies. Detailed information will be presented in class. See Scoring Guide.
10. **Running Records and Comprehension Check (125 points possible):** Each student will complete running records of children's audiotaped reading, with and without text, and will identify comprehension level, figure all literacy areas, and determine reading strengths, needs and appropriate strategies for each student.
11. **Chapter Responses (134 points possible):** After reading the entire chapter, each student will write responses concerning instructional strategies, assessment practices, and concepts discussed in each chapter of the textbook and then in the class. Specific response questions are listed in the course tentative schedule. These responses will be kept in the Assessment and Strategies Binder.
12. **Tutoring of Student (103 points possible):** Each student will tutor a student for four tutoring sessions. During the first three sessions the student will follow the prescribed tutoring protocol. During the fourth tutoring session, the student will follow the first steps in the protocol then plan a fun and creative reading activity for the student based on an area of need. See scoring guide.
13. **Exams (2 exams, 200 total points possible):** Questions on exams will be a combination of objective (matching, fill in the blank, multiple choice), subjective (short answer, essay), and application.

Course Outline

Reading Diagnosis and Correction Tentative Schedule

Fall 2018

Save a chapel skip for Wednesday, October 10th. We will be assessing at Stowell Elementary. Does anyone have class on Wednesday at 9:00?

(While reading each chapter in the DeVries' textbook, be sure to review the resources in the appendix!)

Week 1

Wed., Aug. 22 Introduction to Course and Syllabus; Reading Interest Inventory; Web prior reading knowledge; Reading for Meaning Cycle; Discuss Literacy Assessment and Strategies Binder; pre-assessment of running records

Week 2

Mon., Aug. 27 Reading Diagnosis Model; Review running records procedure; Do Running Record (use Ann's example); reading levels; Draw for tutoring dates; Discuss Chapter 2: The Literacy Event

_____ Read DeVries' Chapter 2 (pp. 20 - 44) Response: What did you learn about motivation for reading? List and define in your own words the three levels of readability. What did you learn about leveling text in this chapter? (10 pts. possible)

Wed., Aug. 30 Informal Reading Inventory (IRI); Word Lists; Graded Passages; Reading Rate; Discuss Chapter 3: Assessment

_____ Record Running Records (miscue analysis) on printed text (Ann, Carly & Ethan)

_____ Read DeVries' Chapter 3 (pp. 45 - 71) Response: List the different types of Assessments discussed in this chapter with a brief description, and an example. (focus on pages 45 -51): What are the key sections in an Informal Reading Inventory - IRI? Specifically what can you learn about a student's reading development from administering an Informal Reading Inventory---what reading areas are assessed? (10 pts. possible)

_____ Due: Literacy Binder with cover page and clearly labeled tabs. Review your notes from Teaching Reading in the Elementary School (but do not include them in your binder).

*Deadline to add a class—Friday, Aug. 31

Week 3

Mon., Sept. 3 No Class—Labor Day

Wed., Sept. 5 Discuss tutoring protocol; Type of Teachers/Tutors

_____ Carefully read Tutoring Protocol Handout and list questions

_____ Read DeVries' Chapter 13: Tutoring (pp. 355 - 366) Response: What ideas for tutoring (benefits, types, techniques, etc.) did you learn in this chapter? (6 pts. possible)

_____ Read the following pages in Richardson's (Literacy Practicum textbook): 48-50, 98-102, 150-154, 203-207, and 210-215 containing ways to help struggling readers in each level. Response: What helpful intervention ideas did you gain from reading each set of pages? (5 pts. possible)

Week 4

Mon., Sept. 10 Continue middle grades assessments (give handout on tutoring protocol)
Record Running Records on printed text (Betsy, Danielle, & Foster)

3:00 – 4:00 p.m. at Mark Twain Elementary School, Judy Taylor's 4th grade classroom

Tutor on Sept. 11, 13, 18 & 20

Student 1:

Student 2:

***Tutoring report is due Sept. 28.**

Wed., Sept 12 Continue IRI; Review assessment instruments to be used with middle grade students

Read DeVries' Chapter 6: Word Identification (pp. 121 – 124) (Response: List and define in your own words the four cueing systems. (4 pts. possible)

Week 5

Mon., Sept. 17 **Home School Students' Assessments**

Wed., Sept. 19 **Home School Students' Assessments**

Week 6

Mon., Sept. 24 Complete scoring of home school students' assessments; Discuss Chapter 1: Developmental Word Knowledge, Discuss Chapter 2: Getting Started: The Assessment of Orthographic Development; Language Experience Diagnostic Evaluation

Read Bear, et al.'s Chapter 1 (pp. 4 – 25) Response: In your own words define orthography. Describe the three levels of orthography. In your own words define the five levels of spelling. (10 pts. possible)

Read Bear, et al.'s Chapter 2 (pp. 24 – 51) Response: What did you learn about assessing orthography in this chapter? How does this compare to traditional weekly spelling tests? What questions do you still have? Work to assess each word and determine the overall spelling level of the home-schooled children you tested. (4 pts. possible)

3:00 – 4:00 p.m. at Mark Twain Elementary School, Judy Taylor's 4th grade classroom

Tutor on Sept. 25 & 27, Oct. 2 & 4

Student 1:

Student 2:

***Tutoring report is due October 12.**

Wed., Sept. 26 Discuss Chapter 1: Forming a Personal Philosophy About Literacy Assessment and Intervention; explain running records with no text; Give study guide for Exam I

Read DeVries' Chapter 1 (pp. 1 – 18) Response: After reading Chapter 1, take, score, and analyze (see p. 12) the DeFord Theoretical Orientation to Reading Profile on p. 421. What did you learn about your approach to reading and assessment from this profile? In your own words, what is Response to Intervention? What else did you learn or review from this chapter's content? (10 pts. possible)

Week 7

Mon., Oct. 1 Review for Exam I; Principles of Diagnosis & Principles of Remediation;
Explain Running Record without text

_____ Turn in Home-schooled student's Report of Testing (and hand in all original assessments for both students)

Wed., Oct. 3 Exam

Week 8

Mon., Oct. 8 Chapter 4: Phonemic Awareness; Levels of Phonemic Awareness; Prepare for
primary assessments; Mid-Term Feedback

_____ Read DeVries' Chapter 4: Phonemic Awareness (pp. 75 -97) Response: Define *phonemic awareness*. List the seven dimensions of phonemic awareness and one activity that could be used to practice each level. What are four strategies that you will use to encourage phonemic awareness? (10 pts. possible)

_____ Record Running Records on form – no text (Ann, Carly, & Ethan). Be sure to complete all information in analysis, except comprehension.

3:00 – 4:00 p.m. at Mark Twain Elementary School, Judy Taylor's 4th grade classroom

Tutor on Oct. 9, 11, 18, & 19 (Fall break is Oct. 16—tutor on Oct. 19 during the day)

Student 1: Student 2:

***Tutoring report is due October 26.**

Wed., Oct. 10 **Assess kindergarten students at Oakwood Elementary School
(9:30 – 10:45 a.m.) Save a chapel skip for this assignment.**

_____ Revised Report of Testing for home-school student, original report, and scoring guide

Week 9

Mon., Oct. 15 Fall Break—No Class

Wed., Oct. 17 Analyze primary assessments; Discuss assessment results; Get into classroom
teams to discuss instruction needed and to complete charts

_____ Bring scored primary assessments to class with questions.

Week 10

Mon., Oct. 22 Chapter 5: Phonics; Types of Phonics; Discuss assessments that will be
used with first grade students; Practice Discuss article critique

_____ Bring two journal research articles on tutoring or on research-based strategies for phonemic awareness, phonics, comprehension, vocabulary, or fluency (at least 8 pages in length not including references and at least 10 references listed at end of article) to class for approval (from a peer-reviewed journal such as: *The Reading Teacher*, *Reading Research Quarterly*, *Journal of Adolescent and Adult Literacy*, *Journal of Reading Disabilities*, etc.)

_____ Read DeVries' Chapter 5 (pp. 99 – 120) Response: Read this chapter to review the basics of phonics that you learned in Teaching Reading. List and define in your own words the six types of systematic phonics instruction. What are four strategies that you will use to encourage phonics instruction? (10 pts. possible)

3:00 – 4:00 p.m. at Mark Twain Elementary School, Judy Taylor's 4th grade classroom

Tutor on Oct. 23, 25, 30, Nov. 1

Student 1:

Student 2:

***Tutoring report is due November 9.**

Wed., Oct. 24 Physical Factors that Affect Reading; Fountas & Pinnell Benchmark Analysis
_____ **Article Critique, scoring guide and TurnItIn Similarity % (in Canvas)**
_____ **Fountas & Pinnell Benchmark Analysis completed in class**

Week 11

Mon. Oct., 29 Reading Recovery videotape; Model sharing of remediation strategy or tutoring protocol (based on article you critiqued)
_____ **Review DeVries' pg. 88 about Sound Boxes and pp. 32, 357-359 about Reading Recovery.**
_____ **Read handout on Reading Recovery before coming to class.**
_____ **Record Running Records on form – no text (Betsey, Danielle, & Foster). Be sure to complete all information in analysis, except comprehension.**

Wed., Oct. 31 Chapter 6: Word Identification; Sight Words

_____ **Read DeVries' Chapter 6 (pp. 125 – 144) Response: Define *receptive vocabulary* and *expressive vocabulary* and ways to expand each. In your own words describe the difference between *visual analysis* and *structural analysis*. Compare both to the use of context clues. What key words are associated with each? What are sight words and why are they important? What three facts in this chapter will be helpful for you to know and apply in Literacy Practicum or your future classroom? (10 pts. possible)**

_____ **Read Bear, et al.'s Chapter 3 (pp. 52 – 91). Response: List the steps you would take to organize developmental spelling/word study groups in your future classroom.**

(5 pts. possible)

_____ **Summary of Reading Recovery Lesson**

Share remediation strategy or tutoring protocol from article critique—

Share remediation strategy or tutoring protocol from article critique—

Week 12

Mon., Nov. 5 Chapter 11: Writing; Chapter 12: Spelling; Reading-Writing Connection; Study Skills; Six Traits; Developmental Writing Assessment (DWA);
In pairs or small groups, present spelling level information

_____ **Read DeVries' Chapter 11: Writing (pp. 284 – 328). Read this chapter as a review of Language Arts Methods. Response: What three new concepts/ideas did you learn? (6 pts. possible)**

_____ **Read DeVries' Chapter 12: Spelling (pp. 321 – 339) Response: What are the key concepts you learned? (5 points possible)**

_____ **Read Bear et al.'s Chapters 4—Emergent _____, 5—Letter-Name Alphabetic _____, 6—Within Word Pattern _____, 7—Syllables and Affixes _____, or 8—Derivational Relations _____ (depending on your assigned group) for Spelling Level presentation Response: Take notes for your group presentation (5 points possible)**

3:00 – 4:00 p.m. at Mark Twain Elementary School, Judy Taylor's 4th grade classroom

Tutor on Nov. 6, 8, 13 & 15

Student 1:

Student 2:

***Tutoring report is due November 26 (Nov. 21 - 23 is Thanksgiving Break)**

Wed., Nov. 7 Chapter 8: Comprehension of Narrative Text; Metacognitive Strategy Index; Fluency Strategies (review from Literacy Practicum)

Final report on primary student (turn in all assessments and a copy one student's assessments) (p. 15)

Read DeVries' Chapter 8 (pp. 173 – 210) Response: While reading this chapter, look for strategies to use when teaching in Literacy Practicum. List all of the comprehension strategies and all of the comprehension assessments in this chapter with corresponding page numbers. Put a star by the ones that you may use in Literacy Practicum. What two pieces of information did you find most useful in teaching comprehension? Why? What questions do you still have about comprehension? (10 pts. possible)
Share remediation strategy or tutoring protocol from article critique—
Share remediation strategy or tutoring protocol from article critique—

*Nov. 10—Deadline to file for May graduation

Week 13

Mon., Nov. 12 Chapter 9: Comprehension of Informational Text; Study Skills; DIBELS; Reading First Grants

Read DeVries' Chapter 9: Comprehension of Informational Text (pp. 211 – 257) Response: While reading the whole chapter, list the key concepts that you should consider when teaching information texts. What two pieces of information did you find most useful in teaching comprehension? Why? What questions do you still have about comprehension? (6 pts. possible)

Running Records (Comprehension, Reading Strengths, Weaknesses, & Strategies for Ann, Carly, & Ethan)

Share remediation strategy or tutoring protocol from article critique—
Share remediation strategy or tutoring protocol from article critique--

Wed., Nov. 14 Chapter 7: Vocabulary Building; Language Experience Diagnostic Evaluation

Read DeVries' Chapter 7 (pp. 145 – 172) Response: How many words do students need to learn each year? Each day? What strategies discussed in this chapter will you use in the classroom to expand your students' vocabularies? Be sure they are age-appropriate for the grade you plan to teach. What two pieces of information did you find most useful in teaching vocabulary? Why? (6 pts. possible)

Share remediation strategy or tutoring protocol from article critique--
Share remediation strategy or tutoring protocol from article critique—

Week 14

Mon., Nov. 19 Chapter 14: Teachers, Caregivers, and the Community Working in Collaboration; levels of books to send home each night; Examine Home School Link to Reading Success and Dig Into Reading; Discuss Literacy Toolbox

Read DeVries' Chapter 14 (pp. 367 - 381) Response: Based on the information in Chapter 14, specifically what will you do to foster collaboration with parents of students in your future classroom? (4 pts. possible)

Share remediation strategy or tutoring protocol from article critique--
Share remediation strategy or tutoring protocol from article critique—

Wed., Nov. 21 No Class—Happy Thanksgiving!

Week 15

Mon., Nov. 26 Discuss classroom assessment plan; Response to Intervention

_____ **Running Records (Comprehension, Reading Strengths, Weaknesses, & Strategies for Betsy, Danielle, & Foster)**

Share remediation strategy or tutoring protocol from article critique—

Share remediation strategy or tutoring protocol from article critique—

_____ **Read the handout on Response to Intervention and Code the Text on it**

Wed., Nov. 28 English Language and Culture Learners; give study guide for final exam

_____ **Review all of DeVries' chapters for ideas for English Language Learners. Look in the Subject Index for "English learners" for page numbers. List the six best ideas that you will use in your future classroom with the page number where each idea was found. They must come from multiple chapters. (6 pts. possible)**

_____ **Literacy Toolbox Due**

Week 16

Mon., Dec. 3 Discuss Chapter 10: Fluency; Review for Final Exam;

_____ **Bring Fluency strategies handout from Literacy Practicum**

_____ **Read DeVries' Chapter 10 (pp. 259 – 282) Response: List all of the fluency strategies and put a star next to the ones you will use with students in your future classroom. Be sure to include the grade level you plan to teach. (6 pts. possible)**

Wed., Dec. 5 **Final Exam, 10:00-12:00**

_____ **Class Assessment and Strategies Binder and scoring guide**

Reading Assessments of Kindergarten or First Grade Students (60 points possible)

Name: _____ Students' Names: _____ & _____ _____ & _____	Points Possible	Points Earned
Assess and report on chart Rhyming Words and Rhyming Pictures	8	
Assess students' uppercase letter identification and graph (list all letters that were missed)	6	
Assess students' lowercase letter identification and graph (list all letters that were missed)	6	
Assess students' sight word identification and graph	6	
Assess students' writing of first and last name—create chart	6	
Analyze Developmental Spelling Assessment or Kindergarten Spelling Test (write spelling stage next to each word and tally at bottom of test). Include spelling errors and any patterns noticed.	8	
Accurately enter data for each student into compilation assessment chart	8	
For each student, write the student's next steps in instruction.	12	
If this scoring guide is not included with project, subtract one point.	-2	
Total	60	

Spelling Stage Presentation

(29 pts. possible)

Names of Team Members: _____

(Report specific tasks and % of work contributed by each group member.)

Develop a one-page handout and use visual presentation software to teach about a stage of spelling. Involve all class members in an activity at this stage. You may reference pages in the textbook during your presentation, if desired.	Points Possible	Points Earned
1. Names of all group members, stage of spelling identified, approximate grade level (see p. 49)	3	
2. Definition of the spelling stage for all students to write in their notes with unique spelling features	2	
3. Describe the Reading and Writing stages associated with this spelling stage (see p. 19)	4	
4. Phonics skills taught during this stage	2	
5. Clear description of how this stage of spelling could be taught	4	
6. One-page handout for each class member that contains 1 – 5 above	2	
7. Develop an activity at this spelling stage and involve all class members in participating in the activity. Students may work in pairs. Provide needed materials and clear explanations as you lead the activity. You are not required to provide individual copies of the activity for each class member to keep.	5	
8. Presentation software used helpful graphics and included needed information. Turn in a copy of the presentation with the handout and scoring guides for all group members.	5	
9. Presentation and activity between 5 – 7 minutes.	2	
Two points will be deducted if the scoring guide is not handed in with this assignment. One-half per error type will be deducted for grammar, spelling, punctuation errors.		
	29	

Remediation Strategy or Tutoring Protocol Scoring Guide

(based on article critique, 13 points possible)

Student's Name: _____

Reading Area: _____

Typed one-page handout includes:

Points Possible	Points Earned
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Name of remediation strategy or tutoring protocol _____	1	_____
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Identify type of activity/ies: (phonemic awareness, vocabulary, etc.) (include on each strategy description or components of tutoring)	1	_____
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Grade levels where strategy or protocol could be used	1	_____
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Clear description of strategy or protocol explained and modeled to class	3	_____
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Describe when this would be used in the classroom or when tutoring would take place	2	_____
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Article Citation—source of strategy or protocol (correct APA format)	1	_____
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Is there any other information that would be beneficial for the students to know?

Clear oral presentation to the class; clearly and concisely answered questions	2	_____
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One copy of the handout must be given to each class member and to the professor on the day of the presentation.	2	_____
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Two points will be deducted if the scoring guide is not handed in with this assignment. ____

One-half per error type will be deducted for grammar, spelling, punctuation errors. - ____

Total	13	_____
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Tutoring Report Scoring Guide

(103 points possible)

Name: _____ Student Tutored: _____

	Points possible	Points Earned
Write a five to seven-page report on the tutoring strategies you used and what specific reading skills were addressed through these strategies . Be very specific with examples to support your statements.		
Introductory paragraph – example – On (dates of sessions), I tutored (first name), a ____-year-old (age), 4 th grade student. We worked for ____ minutes during each session. (general statement about what you learned from this experience)	4	
Student's interests. What did you learn about the student's interests through your tutoring sessions and from the Reading Self-Appraisal? How did you use this information in your tutoring session? Be sure to add the student's interests to the Reading Self-Appraisal form in the first pocket of the binder.	4	
Why is Making Words a beneficial part of tutoring? List the two or three word families you added to the Word Wall folder (sessions 1-4) and all of the words used in Making Words with each phonogram. Be sure the words are phonetically regular.	5	
Fry's Sight Word Assessment (sessions 1 – 4) For each session, in your report list the sight words missed each session (note cards you made). Why is sight word development an important part of tutoring? Include % of sight words in reading.	5	
Poetry Time (sessions 1 – 4) Attach a copy of the three poems that you found (with reference of sources) or wrote (put your name as the author and add illustrations) that were on the student's independent reading level. Discuss the growth (or lack of growth) you observed in the student's fluency during the Poetry Time.	10	
Use a Miscue Analysis form to list and analyze the words the student missed while reading aloud. What specific patterns of errors do you see that are points for teaching/tutoring? What were the student's greatest reading problems?	10	
Based on the analysis of the running records, how proficient was the student in reading the Familiar Books aloud during the next tutoring sessions? What ____% of words was read accurately on running record? On what reading level (Ind., Instr. or Frus.) was each book? (Include a copy of each running record with the date read on it, total errors tallied, show how % was determined.)	10	
		Cont. on next page

Oral Reading Rate – Figure the WCPM (words correct per minute) on each Familiar Reading book. Report the rate for each book with the tutoring date, then average the three rates. Compare this average to the Oral Fluency Chart and discuss the student’s reading rate. Is the student’s reading rate (too fast or too slow) causing a problem with the student’s overall reading ability? Be specific. Did the student’s reading rate increase?	5	
Writing Connection – Report the three sentences written by the student (the dated sentences should remain in the child’s binder). What problems did the student have during the writing process? What particular individual letters or chunks were difficult (review the practice area on top of the page)? Describe how you cut the sentences apart (between words, between certain prefixes or suffixes, beginning letter cut off, etc.). Describe any difficulty the student had when reconstructing the sentences. Was this an easy or difficult task? Was the student able to summarize the main idea of the story in a sentence?	8	
Introduce New Vocabulary and Book Walk—Describe the Book Walk (Did you introduce the cover, title & author, content, then look through the pages highlighting new vocabulary?) and list the vocabulary words you introduced for each New Book. Was the content of each book familiar or unfamiliar to the student? Describe how you determined familiarity.	12	
What fix-up strategy did you encourage the student to use? Why did you select that strategy? Did the student begin to show proficiency in using that strategy? Be specific.	10	
Revisiting Past Books - List the book selected by the student to read aloud. Did the student accurately answer the comprehension questions you asked and could the student ask you comprehension questions about the book? Does the student comprehend what he/she reads?	4	
At Home Reading –Give one copy of three short texts (one easy, one on level and one challenging) to the student to read at home. The poem and story read in tutoring, may be two of the three. Ask the student to bring the texts back to the next session. Discuss the student’s out-of-tutoring reading. What do you notice?	5	
Fun Reading/Writing Activity – Select and teach a fun reading activity that will especially help the student’s specific reading need. Explain the need you identified and describe how this activity will improve the student’s ability in that specific literacy area.	6	
Attach a copy of the completed tutoring summary sheet in the back of the binder. Leave the original in the binder.	5	
Mechanics (1/2 point will be deducted per error type)		
Total	103	

Journal Article Critique (remediation strategy or tutoring protocol)

(30 points possible)

Name: _____

	Points Possible	Self Eval.	Prof. Eval.
1. Citation Format (current APA)	3		
2. Body of critique Clear and concise summary of whole article	6		
3. Clearly link article content with one theorist and course material you have learned	4		
4. Your opinion and anticipated future use of article's content/ideas	4		
5. Paragraph discussing additional article or book (mentioned in the article or references) that you would like to read, and why you think it would be helpful	3		
6. Limits direct quotes to 2 (such important wording that it cannot be summarized)	2		
7. Overall quality of critique (writing vocabulary, paragraphs, precise language, references, etc.)	3		
6. Conventions (spelling, punctuation, sentence structure, grammar, etc. (subtract ½ point per error type)			
3. Current article (see Dr. Albee)	1		
4. Copy of article linked to critique or submitted to Dr. Albee through the database.	1		
7. Submit article critique to Turnitin in Canvas (similarity % should be low)	3		
Subtract one point if scoring guide is not handed in with assignment.	-1		
Total Points Possible	30		

GUIDELINES FOR WRITING CRITIQUES OF JOURNAL ARTICLES

Objective: To expose the students to the vast amount of professional research and writing being accomplished in the field of Reading Diagnosis and Correction.

Use the following APA citation format as the heading of your critique exactly as it is presented:

For a print article:

Author's last name, Initial of author's first name. (Year of Journal). Title of article.

Title of Publication, Vol. # (Issue #), page numbers.

Example:

Galda, L. (2018). Children's literature as a language experience. *The New Advocate*, 3(4), 147-159.

1. Summarize the content of the article (what was the whole article about). This should consist of no more than 3-4 well-developed paragraphs.
2. Link the content of the article with one theorist you have studied whose theory would support the article's content and to your course content
3. Critique the article.
 - a. Give your opinion of the article including supporting evidence.
 - b. Tell how you anticipate using the information in this article in your classroom.
4. Further Learning – Write a paragraph discussing one reference listed at the end of the article that you would like to explore further and tell why you think it would be helpful.
5. Your critique should not exceed 2 typed pages. Use the headings as they are listed.
6. Points will be deducted for convention errors, i.e., spelling, punctuation, sentence construction, usage.

Report of Testing for Home-Schooled Elementary Students

(131 points possible)

Name: _____

Grade levels of students tested: Student 1's Name: _____ grade: _____ Student 2's Name: _____ grade: _____	Points Possible	Points Earned Student 1 Student 2 Report	
Make a copy of the reported student's assessments	4		N/A
Administer and completely mark graded word lists of intermediate grade student and mark results (make a mark next to each word)	4		
Accurately determine approximate independent, instructional, and frustration reading levels on word lists to know where to begin graded reading passages. Circle correct level at bottom of each list and record levels on profile sheet.	6		
Administer the Burt Reading Test. Determine the child's reading age in years and months.	6		
Determine students' oral reading rates on each graded passage (use a stopwatch or watch with second hand while student reads passage aloud).	4		
Accurately mark retelling of each passage read; write number correct out of number possible (i.e., 14/52), and determine %	4		
Accurately mark miscues on reading passages on Informal Reading Inventory	8		
Accurately figure total miscues and record on chart (mark number of miscues at the end of each line of text on left); mark totals at the end of each passage	8		
Accurately figure significant miscues and record on chart (mark number of miscues at the end of each line of text on right); mark totals in chart at end of each passage	8		
Accurately mark answers to comprehension passages and total. Circle question number of each missed question.	8		
Accurately mark lookbacks (LB) and total (when needed, one from next higher level)	4		
Accurately determine highest overall independent reading level, instructional and frustration reading levels based on significant miscues and comprehension questions (must be in grade level order—low to high—Ind., Instr., Frus.)	4		
Accurately complete chart of all miscues and figure % for each column	10		
Accurately complete summary chart for informal reading inventory for both students	8		
Accurately assess each spelling word and determine overall spelling level—complete spelling form	6		

Write a Report of Testing that includes each area below. Compare each area to expected level based on student's current age/grade.			
Spelling – compare student's level to expected level	2		
Record graded word list levels, Oral Reading Passage chart, and reading levels	7		
Burt Reading Test (report student's chronological age and reading age)	2		
Discussion of Results: Word recognition – in isolation (sight word lists & Burt Reading Test) and in context (word accuracy in reading passages)	6		
Analysis of Miscues (add information from chart)	2		
Retelling rate (compared to 30%)	2		
Comprehension (concept questions for background knowledge, comprehension questions)	4		
Fluency: oral reading ability (describe intonation, rhythm, heeding punctuation, etc.) and reading rate (average Ind. and Instr. level passages' oral reading rate and compare to Oral Reading Fluency chart)	4		
Strengths based on assessments (list all areas where student is above expected level, then list areas on expected level)	4		
Recommendations based on assessments (list all areas where student is below expected level, with specific recommendations for weak areas)	6		
Points will be deducted for errors in spelling, grammar, punctuation, etc. (1/2 point per error type)			
If this scoring guide is not included with project, subtract one point.	-2		
Paper handed in late (-10% per day)			
Total	131		

Running Records Assessment on Canvas

(125 points possible)

Name: _____

	Points Possible	Points Earned
Ann's running record – on printed text (Best Friends)	5	
Carly's running record – on printed text (Surprising Animal Senses)	5	
Carly's running record—on printed text (All About Koalas)	5	
Ethan's running record - on printed text (Dogs at Work)	5	
Ethan's running record—on printed text (Saving Up) Subtotal (25)	5	
Betsy's running record – on printed text (My Little Dog)	5	
Betsy's running record—on printed text (At the Park)	5	
Danielle's running record on printed text (The Best Cat)	5	
Foster's running record – on printed text (Saving Up)	5	
Subtotal	20	
Ann's running record – without text (Best Friends)	6	
Carly's running record – without text (Surprising Animal Senses)	6	
Carly's running record—without text (All About Koalas)	6	
Ethan's running record -- without text (Dogs at Work)	6	
Ethan's running record—without text (Saving Up)	6	
Subtotal	30	
Betsy's running record – without text (My Little Dog)	6	
Betsy's running record—without text (At the Park)	6	
Danielle's running record—without text (The Best Cat)	6	
Foster's running record – without text (Saving Up)	6	
Subtotal	24	
Ann's Comprehension, analysis and suggestions (Best Friends)	6	
Carly's Comprehension, analysis and suggestions (All About Koalas)	6	
Ethan's Comprehension, analysis and suggestions (Saving Up)	6	
Subtotal	18	
Betsy's Comprehension, analysis and suggestions (My Little Dog)	6	
Danielle's Comprehension, analysis and suggestions (The Best Cat)	6	
Foster's Comprehension, analysis and suggestions (Saving Up)	6	
Subtotal	18	
Total	135	

Scoring Guide for Literacy Assessments and Strategies Binder

Stages 1 & 2

(15 points possible)

Name: _____

	Points Possible	Points Earned
Appropriate cover page for binder with title of course and your name (may be 1 st page of syllabus) Literacy Assessments and Strategies Binder Reading Diagnosis and Corrective	2	
Dividers for each category written on tabs (see categories below)	3	
All class notes, chapter responses, and handouts from class are placed behind each category.	10	
Subtract one point if scoring guide is missing	(-1)	
Total	15	

In a 3-inch binder, make tabs for the following sections:

1. *General Literacy Information (class notes may be placed in the specific category listed below)*
2. *Reading Assessment (general instruments – informal reading inventory, DRA, Fountas and Pinnell Benchmark, etc.)*
3. *Comprehension Assessment & Strategies*
Narrative
Content Area
4. *ESL Strategies*
5. *Fluency Assessment & Strategies*
5. *Phonemic Awareness & Phonics (& word identification/analysis)*
6. *Vocabulary Assessment & Strategies*
7. *Spelling Assessment & Strategies*
9. *Writing Assessment*
10. *Tutoring (report, protocols, formats, etc.)*
11. *Standards (Missouri Learning Standards, etc.)*