

Assessing and Correcting Reading Difficulties (T & L 413)
and Corrective Reading Practicum (T & L 414)

Department of Teaching and Learning, University of North Dakota

4 credits

June 4, 2007-August 2, 2007,

Monday-Thursday, 8:00-11:00, Education Room 6

INSTRUCTOR INFORMATION:

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Office/Office Hours:

11:00-11:30, Monday through Thursday, Room 214, Education Building

DEPARTMENTAL FRAMEWORK:

This course is aligned with the conceptual framework defined by the Department of Teaching and Learning and with the Interstate New Teacher Assessment and Support Consortium Standards (INTASC) which have been adopted for the undergraduate programs in the Department of Teaching and Learning. (Note: Not every dimension of the conceptual framework or every INTASC Principle is covered in any single course).

Conceptual Framework: The teacher education programs at the University of North Dakota are grounded on constructivist principles. Throughout our programs, we support the development of teachers who are learners, active agents of learning, and articulate visionaries.

INTASC PRINCIPLES:

1. Content Pedagogy
2. Student Development
3. Diverse Learners
4. Multiple Instructional Strategies
5. Motivation and Management
6. Communication and Technology
7. Planning
8. Assessment
9. Reflective Practice.
10. School and Community Development

COURSE DESCRIPTION:

413: The focus of this course and practicum is to learn about current approaches of assessment and methods to assist students who are having difficulty with reading and writing. Observation, running records, interviews, and other evaluation procedures are used to learn about readers and writers, and these assessments are used to plan instruction.

414: Applying the knowledge and skills learned in T & L 413, students in this practicum assess, plan for and teach children who are having difficulty with reading and/or writing.

COURSE GOALS

- To investigate ways of getting inside the reading and writing processes, and to understand the child's way of working in order to facilitate his or her learning. (INTASC #2, 8)
- To examine and use tools that illustrate students' attitudes regarding reading and writing by recognizing strengths and weaknesses. (INTASC #8)
- To learn to implement and analyze a variety of assessment tools. (INTASC #8)
- To become familiar with a variety of instructional practices aimed at strengthening a student's ability to process print and perform more efficiently as a reader and writer. (INTASC #4)
- To provide an experience for children that will give them opportunities to engage in reading and writing (INTASC #1-10)

REQUIRED TEXTS:

Hill, B.C., Ruptic, C., & Norwick, L. (1998). *Classroom based assessment*.
Norwood, MA: Christopher Gordon.

McCormick, S. (2007). *Instructing students who have literacy problems*.
Upper Saddle River, NJ: Pearson Education, Inc.

Strickland, K. (2005). *What's after assessment?* Portsmouth, NH: Heinemann.

* Also, you will need to purchase one "just right book" for the child that you are working with.

RECOMMENDED TEXT:

Rog, L.J. (2003). *Guided Reading Basics*. Portland, ME: Stenhouse.

REQUIRED MATERIALS:

1" 3 ring binder with clear pocket for cover insert for portfolio

Dividers for binder, yellow highlighter, audio/video tapes or CD's/DVD's, pocket calculator

ASSESSMENT AND GRADING:

You will receive two grades: one for T&L 413 and one for T&L 414.

Grading Scale:

A= 100-92 points , B= 91-84 points, C= 76-83 points , D= 75-68 points,
F= 67 points and below

OVERVIEW OF ASSIGNMENTS:

(Subject to change or adaptation)

T&L 413

15% Active Participation

This class will require you to read the assignments carefully and thoughtfully, and then demonstrate your understanding of the readings through participation in class discussions and/or activities.

20% Comprehension Activities

Our textbook, *Instructing Students Who Have Literacy Problems*, incorporates comprehension activities for you as a reader. For designated chapters, you will choose three strategies, use the strategy as you read, and then reflect upon how this strategy helped you as a reader. Each activity will be worth five points.

15% Strategy Lesson

You will research a reading strategy and develop a strategy lesson for a struggling reader. The strategy will be taken from the list of ideas in the text, *What's After Assessment?*

10% DRA Assessment

You will be learning how to use the DRA Assessment tool in class. A complete assignment description will be handed out at a later date.

10% Reading Recovery Reflection

We will be observing a reading recovery lesson. After completing this assignment, you will write a two page reflection about the various procedures implemented in this process.

30% Final Exam

For the final exam, you will be given a case study in which you will apply your knowledge and understanding of the required readings and concepts learned in class. You will be allowed to use class notes and course texts to finish the exam.

T&L 414

40% Daily Lesson Plan Book

You are responsible to plan and implement lessons for students based on the results of evaluation and ongoing observation. The plans will include the date, goal of the lesson, the context of the goal, materials, procedures and assessment. A form will be provided for you, which can be adapted for your needs. You will also complete a daily reflection following each day's lessons. Your reflections will help you to evaluate your teaching and student learning, as well as instructional goals. Each reflection should include: what went well, your challenges and how they will be handled differently

in future lessons, what you learned about the child, and what you learned about yourself as the teacher. Daily lesson plans and reflections should be kept in your binder and placed where it is available for the instructor to review when observing your teaching. The binder will be turned in weekly on a rotating schedule.

30% Demonstration of Teaching

During the reading practicum, your teaching will be observed both formally and informally. Two formal observations will be prearranged and observation notes will be written, then discussed at a meeting after the children have been dismissed.

Informal observations will also be taken throughout the semester, and results will be given to you in the form of a brief note.

Note: You will be evaluated on your teaching, but most importantly, you will be evaluated on your ability to reflect upon the teaching honestly and adjust/adapt teaching to meet the needs of the students.

30% Portfolio and Final Review

Your portfolio and final report is due on August 2, but may be submitted as early as July 31. The portfolio will consist of a beginning section that is your lesson plan book, your daily reflections, assessments, observation forms, and your final report. The contents of your portfolio will provide information that is needed to write your final report.

Your final report is a detailed statement defining your child(ren) as a reader and writer. Students who work with one child only will be expected to have a more detailed analysis of the child, while students with more than one child will have less information about each child.

- Background of the child:
 - Interests, including personal and reading interests
 - Reading Level
 - Abilities
- Areas of strengths and weaknesses in reading (decoding, comprehension, fluency, phonemic awareness, vocabulary, motivation) and writing.
- A summary of the child's development in reading, writing, and spelling.
 - Reading, Writing, Spelling Continuum marked in an appendix.
- A summary of the assessment data you collected, interviews, attitude/interest surveys, miscue analysis, running records, work samples, etc.
- Future plans of what you would do next with this child.
- Letter to the parents of each of your students describing your observations, activities, and evaluations.

Course Schedule: T&L 413

Date	Content	Due Today
June 4	Course Introduction, Overview of Syllabus, Course Expectations, Motivation for Struggling Readers Building Blocks of Reading (review) <u>Assessment Tool: Interest and Attitude Surveys</u>	* Survey (In-Class)
June 5	Building Blocks of Reading, cont. Assessment Based Instruction Planning for Instruction Matching Books to Readers <u>Assessment Tool: Running Records</u>	McCormick, Chapter 1 and 4 Strickland, Chapter 1 Skim: Strickland, Chapter 2 Comprehension Activity #1
June 6	Causes of Reading Difficulties Leveled Books Activity <u>Assessment Tool: Observational Notes</u>	McCormick, Chapter 2 Dyslexia Article Comprehension Activity #2
June 7	Vocabulary and Fluency <u>Assessment Tool: Sight Word Lists</u> <u>Assessment Tool: DRA Training</u>	Strickland, Chapters 4-5 McCormick, Chapter 10
June 11	Word Recognition and Word Identification Decoding Strategies <u>Assessment Tool: DRA Word Analysis Training</u>	McCormick, Chapters 8-9 Comprehension Activity #3
June 12	Comprehension Activities: Before, During, After <u>Assessment Tool: Miscue Analysis</u>	Strickland, Chapters 6-8 DRA Reflection Due Today

June 13	Narrative Text Comprehension <u>Assessment Tool: Retellings</u>	McCormick, Chapter 11 Hill, Ruptic, Norwick, Chapters 8-9 Comprehension Activity #4
June 14	Expository Text Comprehension Strategies <u>Assessment Tool: Reader Response</u>	McCormick, Chapter 12 Hill, Ruptic, Norwick, Chapter 10
June 18	Phonics/Word Study/Spelling <u>Assessment Tools: Developmental Continuums/Monster Test</u>	Strickland, Chapters 3-4 Hill, Ruptic, Norwick, Chapter 11 Strategy Lesson Due Today
June 19	Reading Recovery Lesson: Class meets at West Elementary School	
June 20	Struggling Writers <u>Assessment Tool: Writing Assessments</u>	Reading Recovery Reflection Hill, Ruptic, Norwick, Chapters 8-9
June 21	Organizing Assessment <u>Assessment Tool: Portfolios</u> Final Exam	Hill, Ruptic, Norwick, Chapter 2 McCormick, pp. 177-183

414 Course Calendar

<p style="text-align: center;">June 25</p> <ul style="list-style-type: none"> • Icebreakers with graduate class • Room Assignments • Student Assignments • Lesson Planning Expectations 	<p style="text-align: center;">June 26</p> <ul style="list-style-type: none"> • Set up stations <p style="text-align: center;">Work on packets</p>	<p style="text-align: center;">June 27</p> <ul style="list-style-type: none"> • Set up stations <p style="text-align: center;">Work on packets</p>	<p style="text-align: center;">June 28</p> <ul style="list-style-type: none"> • Student Conferences <p>DUE TODAY: Lesson Plan for the first day. **All stations are ready to go!</p>
<p style="text-align: center;">July 2</p> <p style="text-align: center;">Set up stations if needed.</p>	<p style="text-align: center;">July 3</p> <p style="text-align: center;">Set up stations if needed.</p>	<p style="text-align: center;">July 4</p> <p style="text-align: center;">Holiday, Campus Closed</p>	<p style="text-align: center;">July 5</p> <p style="text-align: center;">*Off*</p>
<p style="text-align: center;">July 9</p> <p style="text-align: center;">Children arrive. Assessments</p>	<p style="text-align: center;">July 10</p> <p style="text-align: center;">Work with children. Assessments</p>	<p style="text-align: center;">July 11</p> <p style="text-align: center;">Work with children.</p>	<p style="text-align: center;">July 12</p> <p style="text-align: center;">Work with children.</p>
<p style="text-align: center;">July 16</p> <p style="text-align: center;">Work with children.</p>	<p style="text-align: center;">July 17</p> <p style="text-align: center;">Work with children.</p>	<p style="text-align: center;">July 18</p> <p style="text-align: center;">Work with children.</p>	<p style="text-align: center;">July 19</p> <p style="text-align: center;">Work with children.</p>
<p style="text-align: center;">July 23</p> <p style="text-align: center;">Work with children.</p>	<p style="text-align: center;">July 24</p> <p style="text-align: center;">Work with children.</p>	<p style="text-align: center;">July 25</p> <p style="text-align: center;">Work with children.</p>	<p style="text-align: center;">July 26</p> <p style="text-align: center;">Work with children, begin assessments.</p>
<p style="text-align: center;">July 30</p> <p style="text-align: center;">Work with children.</p>	<p style="text-align: center;">July 31</p> <p style="text-align: center;">Work with children.</p>	<p style="text-align: center;">August 1</p> <p style="text-align: center;">Work with children, Parent Program</p>	<p style="text-align: center;">August 2</p> <p style="text-align: center;">NO KIDS TODAY! Clean Up, Final Report Due</p>

Addendum: Recommended Readings
Guided Reading Basics, Rog

June 5: Chapter 1

June 6 Chapters 3 and 4

June 7: Chapter 11

June 11: N/A

June 12: Chapter 12

June 13: Chapter 13

June 14: Chapter 14

June 18: Chapter 10

During Break.... Read Chapters 5-9 as appropriate for the children you are working with.