

Diagnosis & Correction of Reading Difficulties
15:299:564
3 Credits

Instructor Name: Lorell Levy	Email address: levyteach2@msn.com
Phone Number: 609-532-0203	Office Hours: Wednesdays before class (by appointment)
Fall 2001 Wednesdays 4:50-7:30	GSE Room 25 B

Learning goals:

- 1) Identify students' strengths and needs as they relate to literacy learning
- 2) Develop proficiency in the use of a range of literacy assessment tools
- 3) Design instruction that is responsive to students' strengths and needs
- 4) Develop a depth of knowledge of research and effective practice as it relates to the major domains of literacy
- 5) Design learning experiences for other teachers that allow you to share your growing expertise as a teacher of literacy

Standards:

This course will focus specifically on the Common Core State Standards and the NCTE/IRA standards that can be found online. Many of the standards will be addressed as part of specific weekly discussions (these will be noted in the syllabus outline).

Course catalog description:

Emphasis on teaching methods for individual and small group instruction. Topics include selection of appropriate assessment materials, strategies to strengthen literacy development, and written evaluation/intervention reports both for caregivers and school districts.

Required texts:

- Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. New York, NY: Guilford Press.
- Cunningham, P. (2008). *Phonics They Use: Words for Reading and Writing, 5th edition*. New York: Allyn & Bacon.
- Leslie, L., & Caldwell, J. (2011). *Qualitative Reading Inventory-V*. New York: Allyn & Bacon.
- McKenna, M.C., & Dougherty Stahl, C. (2009). *Assessment for Reading Instruction, 2nd edition*. New York: Guilford Press.

Grading policy:

Weekly Tutoring & Logs	30%
Mini-Workshop	20%
Participation & Reading Responses	25%
Case Study	25%

A	90% and above
B+	87 to 89.9%
B	80 to 86.9%
C+	77 to 79.9%
C	70 to 76.9%
D	60% to 69.9%
F	59.9% and below

Assignments:

1) Weekly tutoring & logs (approx. 2-4 pages or 700-1400 words) (30% of course grade)

One of your primary roles as a Reading Specialist will be the support you offer struggling readers and writers. With this in mind, you will be expected to tutor a child for at least one hour per week, and you will be expected to administer weekly assessments. Over the course of the semester, you will be asked to submit 9 logs in which you describe your tutoring sessions. Further description of this assignment will be provided in class.

NCTE/IRA Standards 1, 3, 5, 6, 11

2) One mini-workshop (20% of course grade)

In many districts, Reading Specialists offer multiple roles of support for both students and colleagues. As the resident literacy expert, you will often be asked to conduct professional development workshops. With this in mind, you will create one mini-workshop this semester to present in class. The focus can be on such topics as word study, fluency, reading comprehension or writing and should run parallel to readings assigned for that week. The workshops are NOT presentations; they are meant to be active investigations of specific topics. Participants should leave the session with one or more practical strategies to try with students – having had the opportunity to try it out themselves. A tentative implementation outline *must be approved by the course instructor at least 1 week before your workshop*. Please limit workshops to 20-30 minutes in length. You will be given the opportunity to pick a workshop topic during the first class.

NCTE/IRA Standards 1-7, 11, 12

3) Participation & Reading/Peer Responses (25% of course grade)

Your attendance and active participation in class are vital to the course and to your learning. Attendance is expected since class participation is a significant component of your grade, and it makes it easier to retain the information. Each week you will be responsible for coming to class prepared, and you will be responsible for participating in and/or guiding weekly discussions. It is imperative that you keep up with weekly reading assignments in order to get the most out of the class and support your peers during class discussions. You will have the opportunity to demonstrate and apply your knowledge in a variety of ways throughout the semester. Reading response assignments can take the form of written narratives, written reflections, and in-class discussions. They will be assigned as the semester unfolds.

4) Case Study (25% of course grade)

At the end of the semester, you will write a final case study and analysis of your assessments, interventions, and your student's progress. The paper should also discuss any long-term strategies you would suggest for future instruction. The case study is meant to be a synthesis of your learning over the course of the semester, and your weekly logs will offer much to pull from in this final piece. You can organize your final case study any way that you like; however, be sure to include the following in your

final report:

- A) Introduction
- B) Background Information
- C) Tutoring Summary
- D) Assessments administered
- E) Recommendations
- F) Conclusion & Reflection

NCTE/IRA Standards 1, 3, 4, 5, 6, 11, 12

Academic Integrity Policy:

Please refer to the Policy on Academic Integrity for Undergraduate and Graduate Students at <http://academicintegrity.rutgers.edu>. I will follow the policy strictly.

It is expected that you comply with standards of academic integrity in this course. If you need assistance in an assignment or course content, please seek assistance from your professor or other appropriate resources. Assignments should be your own work, except in cases where it is a group product. Any resources that are used to guide your thinking and/or written work should be appropriately referenced. The consequence for violating policies of academic integrity and other elements of the student code of conduct are serious.

Course Schedule

Class Session	Guiding Questions	Readings Due	Assignments Due
Week 1 Sept 7	<p>Introduction to Reading Assessment</p> <p>General Concepts of Assessment</p> <p>Preparing a Clinic Report</p> <p>Common Core State Standards for Literature: 1, 2, 3-6, 9, 10</p>	None	None
Week 2 Sept 14	<p>Inquiry Oriented Assessment & Connecting Standards with Assessments</p> <p>Assessing Reading Attitudes</p> <p>NCTE/IRA Standards 1, 3</p>	McKenna & Stahl Ch. 1, 2, 9, 10	<p>Burke Reading Interview, McKenna & Stahl p. 190</p> <p>Additional Assessment (self-selected)</p> <p>Bio/description of student you are tutoring</p>
Week 3 Sept 21	<p>Qualitative Reading Inventory IV</p> <p>Common Core State Standards for Literature 1-4, 10</p> <p>NCTE/IRA Standards 1-3</p>	<p>McKenna & Stahl Ch. 3</p> <p>Cunningham Ch. 12-13</p> <p>QRI Preview Ch. 1-4</p>	QRI assessment
Week 4 Sept 28	<p>QRI / Informal Reading Inventories (cont.)</p> <p>Common Core State Standards for Literature 1-4, 10</p> <p>NCTE/IRA Standards 1-3</p> <p>Library Day</p>	<p>QRI Sections 1-14</p> <p>Cunningham Ch. 15</p>	QRI assessment (assessments due)
Week 5 Oct 5	<p>Emergent Literacy</p> <p>Dr. Erica Boling : Introduction to Wikispaces (bring laptop with wireless if you have one)</p>	<p>McKenna & Stahl Ch. 4</p> <p>Cunningham Ch. 1-4</p>	<p>Test of Phonemic Awareness p. 98</p> <p>Book-Handling Knowledge Guidelines p. 93 <i>or</i> appropriate alternative</p>

	Common Core State Standards: Foundational Skills 2, 3 NCTE/IRA Standards 3, 11		assessment Logs 1-3 Due
Week 6 Oct 12	Assessing Word Recognition Common Core State Standards: Foundational Skill 3 NCTE/IRA Standard 3	McKenna & Stahl Ch. 5 Cunningham Ch. 7 *Additional Reading Assignment*	Fry Sight-Word Inventory p.116-122 Obtain writing sample for the Qualitative Spelling Checklist p. 145
Week 7 Oct 19	Assessing Ability to Decode & Assessing Spelling Common Core State Standards: Foundational Skill 3 NCTE/IRA Standards 3, 6	Cunningham Ch. 8 *Additional Reading Assigned*	Qualitative Spelling Checklist p. 145 Informal Phonics Inventory p. 125-131 Z-test
Week 8 Oct 26	Assessing Ability to Decode & Assessing Spelling Common Core State Standards: Foundational Skill 3 NCTE/IRA Standards 3, 6	Cunningham Ch. 9-10 * Additional Reading Assigned *	Elementary Spelling Inventory p. 142-144
Week 9 Nov 2	Assessing Fluency Common Core State Standards: Foundational Skill 4 NCTE/IRA Standard 3	McKenna & Stahl Ch. 6 Cunningham Ch. 5-6 <i>Assessing Reading Fluency</i> by Timothy Rasinski http://www.prel.org/products/re_/assessing-fluency.htm <i>Oral Reading Fluency Norms: A valuable assessment tool for reading teachers</i> by J. Hasbrouck & G. Tindal	NAEP Rubric p.149-150 CBM/ORF (in Rasinski article) Logs 4-6 Due
Week 10 Nov 9	Assessing Comprehension & Vocabulary Common Core State Standards for Literature: 1-7, 9, 10 NCTE/IRA Standards 1-3, 5, 6	Beck, McKeown & Kucan, <i>Bringing Words to Life</i> (all) McKenna & Stahl Ch. 7, 8 Cunningham Ch. 11 * Additional Reading Assigned *	Self-Selected Assessment And Revisit assessments from week #2
Week 11 Nov 16	Assessing Through Book Talk & Writing Common Core State Standards for	* Additional Readings Assigned *	Catch-Up on Assessments

	Writing: 1-10 NCTE/IRA Standards 1-5		
Week 12 Nov 21 (class is on Monday this week)	Assessing Reading Attitudes NCTE/IRA Standard 1, 11	McKenna & Stahl Revisit Ch. 8-9 <i>Organizing and Evaluating Results From Multiple Reading Assessments</i> by J. Rubin	Continue analyzing data & Begin drafting out your final case study FRIDAY, Nov. 20: Logs 7-9 Due
Week 13 Nov 30	Planning Ahead for the Future Instruction	Cunningham Ch. 14	
Week 14 Dec 7	Writing Workshop ** To Be Arranged by Individuals **		
Week 15 Dec 14	Presentation of Case Studies Case Studies Due		