

**READ 3430 Corrective Reading in Elementary School**  
Fall, 2006

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**Required Texts:** Reutzel, D. R., & Cooter, R. B. (2003). *Strategies for reading assessment and instruction: Helping every child succeed*. Upper Saddle River, NJ: Merrill Prentice Hall.

- Course Overview:** In this course you will have opportunities to
- I. explore the role of the teacher as a reading instruction and assessment decision maker
  - II. explore how a variety of strategies can be adapted to fit individual needs
  - III. discuss how alternative assessment as well as test scores inform instructional decision making, facilitate parent/child conferences, and allows children to have a voice in reflecting upon their reading strengths and needs
  - IV. demonstrate administering, scoring, and interpreting informal reading assessment tools as they relate to instruction
  - V. describe the value of assessment in the total reading program

<b>Course requirements:</b>	<b>POINTS</b>
Participation	10
Electronic Portfolio	30
Tutoring Log	30
Content Reading Inventory	10
Final Exam	20
<b>TOTAL</b>	<b>100</b>

**Grading:**

Grading scale: 96-100=A 90-95=A- 86-89=B+ 81-85=B 77-80=B-  
Below 77 is a C+ or lower.

## FIELD REQUIREMENTS

### **Electronic Portfolio:**

With your teacher, choose one student that is having some difficulties in reading. You will be providing some ongoing assessment and tutoring with that student throughout your placement. First administer an interest inventory. This should be done in conversation with the student and is not to be given as a written task. Specific assessment tools will be discussed in class and you will be expected to choose the appropriate assessments for your student. In addition, informal observations, checklists, etc. may be used. Then you will design an appropriate tutoring program for the child. Your electronic portfolio should be posted by Nov. 30.

### GUIDELINES FOR THE DEVELOPMENT OF AN ELECTRONIC PORTFOLIO:

Your portfolio should include this information within the PowerPoint:

- I. Student Information:  
NAME (first name only)  
AGE:  
GRADE:
- II. Summary of Test Scores (chart or list)
- III. Description of Tests  
(brief description only, no results or comments)
- IV. Strengths and Weaknesses  
**(based on test results)**
- V. Recommendations for Instruction  
(What do you recommend for this student?)
- VI. Tutoring Summary

### **Daily Individual Tutoring Log:**

Begin tutoring the student you are assessing as soon as you have enough information to be able to plan appropriate instruction in literacy. Try to plan lessons that will support the student and fit within the context of the classroom activities. This should include specific reading strategies/skills identified in your assessment of the student. Use your books for resources as well as other strategy books, your teacher, the internet, professional journals, etc.

On WebCT you will keep a daily log of your tutoring that includes your activities and instruction with your student as well as a reflection on how the session went, what you are observing, how the child is responding, etc. For each lesson, note the resource that was used for planning. If you were not able to work with your student on any given day

(absence, field trip, teacher request, etc) then note this in your log under the plan for that day. The following day your lesson can say to see the previous day's plan and then add your reflection. Your log should also include ongoing assessment data (what assessment you administered and the results).

## ADDITIONAL COURSE REQUIREMENTS

### **Participation:**

Participation is a critical part of building a sense of community. Therefore, prior to each class, you should have completed the readings and any other assignments. You should be prepared to participate in discussions and activities in each class session. It is expected that you will be respectful and professional with all class participants.

### **Content Reading Inventory:**

Choose any content area textbook appropriate for your students and design a CRI. Include all of the components discussed in class and listed on the CRI handout. Due Oct. 12.

### **Final Exam:**

A written final will be given that will require demonstration of knowledge of appropriate classroom assessment and instruction.

**Course Content:**

DATE	TOPIC	READINGS*
August 17	Introduction, Course Overview Interest Inventories, Review of 3420	R&C skim 1-3
24	Assessing Emergent Readers	R&C 6, 7
Aug 31	Assessing Vocabulary and Word Analysis	R&C 8, 9
Sept 7	Running Records	Clay, R&C 5
14	Assessing Comprehension and Study/Locational Skills	R&C 10-12
21	Assessing Fluency	R&C 14
22	FIELD	
28	Keeping Anecdotal Records Checklists, Observation Notes	R&C 15
29	FIELD	
Oct 5	Formal/Informal Tests Content Reading Inventories	R&C 2-4, 16
6	FIELD	
12	Resources for Tutoring Electronic Portfolio Discussion	R&C 5-10, 14
Oct 16-Nov 14	FIELD	
Nov 16	Matching Student Needs With Instructional Techniques	R&C 5-10, 14
23	THANKSGIVING	
30	ELECTRONIC PORTDOLIO DUE Book Buffet	

\*Additional readings from professional journals may be assigned throughout the semester.