

READ 3430 Corrective Reading in Elementary School
Fall, 2005

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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.

Hoyt, L. (2000). *Snapshots: Literacy minilessons up close*. Portsmouth, NH: Heinemann.

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

Course requirements:	POINTS
Participation	10
Assessment Report	30
Tutoring Log	30
Content Reading Inventory	10
Final Exam	20
TOTAL	100

90-100 = A 80-89 = B 70-79 = C 60-69 = D <60 = F

FIELD REQUIREMENTS

Reading Assessment Report:

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 assessment report will be due Dec. 6.

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, etc. Keep a 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. This will be due with your assessment report on Dec. 6.

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 Nov. 8.

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 23	Introduction, Course Overview Interest Inventories, Review of 3420	Tompins 3 R&C skim 1-3
30	Assessing Emergent Readers	R&C 6, 7
Sept. 6	Assessing Vocabulary	R&C 9
13	Assessing Word Analysis	R&C 8
20	Running Records	Clay, R&C 5
27	Assessing Comprehension and Study/Locational Skills	R&C 10-12
Oct. 4	Assessing Fluency	R&C 14
11	Resources for Tutoring Assessment Report Discussion	R&C 2-4, 16 H 1
18	Keeping Anecdotal Records Checklists, Observation Notes	R&C 15 H 2
25	Formal/Informal Tests	
Nov. 1	Content Reading Inventories	H 6, 7, 8
8	Matching Student Needs With Instructional Techniques: Emergent Literacy Strategies	R&C 5-7 H 4
15	Matching Student Needs With Instructional Techniques: Word Analysis	R&C 8 H 5
22	Matching Student Needs With Instructional Techniques: Vocabulary Strategies	R&C 9 H 2
39	Matching Student Needs With Instructional Techniques: Comprehension and Fluency Strategies	R&C 5, 10-12, 14 H 3

Dec. 6 Poetry Picnic

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

GUIDELINES FOR THE DEVELOPMENT OF A READING ASSESSMENT REPORT

Cover Page

Student Information

NAME (first name only)

AGE:

GRADE:

- I. Summary of Test Scores (chart or list)
- II. Description of Tests
(description only, no results or comments)
- III. Strengths and Weaknesses
(paragraph form **based on test results**)
- IV. Recommendations for Instruction
(What do you recommend for this student? Be specific.)
- V. Tutoring Log
(accounting of time spent with student-instruction? how? materials used? self evaluation of process and reflections)
- VI. Appendices
(test sheets, etc including interest inventory and selected assessments)
- VII. Samples of student work