

**READ 3430 Corrective Reading in Elementary School**  
Spring, 2003

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**Required Texts:** Clay, M. M. (2002). *An observation survey of early literacy achievement*. Portsmouth, NH: Heinemann.

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                 | 50            |
| Assessment Report             | 225           |
| Tutoring Log                  | 225           |
| Reading Lesson                | 100           |
| Group Reading Inventory       | 100           |
| Popular Culture Media Project | 150           |
| Final Exam                    | 150           |
| <b>TOTAL</b>                  | <b>1000</b>   |

900-1000 = A    800-899 = B    700-799 = C    600-699 = D    <600 = 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. During one of your half days, administer an interest inventory. This should be done in conversation with the student and is not to be given as a written task. Begin your assessments the first full week of your placement. 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 daily (15-20 minutes) tutoring program for the child to be implemented during the last three weeks in the field. Your assessment report will be due Monday, March 31.

### **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 (but no later than the beginning of the second full week in the field). 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 two strategies books for resources as well as your teacher, the internet, etc. Keep a daily log of your tutoring that includes your daily 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 which resource was used for planning. This will be due with your assessment report on March 31.

### **Reading Lesson Plan:**

Choose one lesson (guided, shared, independent, or LEA) that you would like to have the opportunity to try teaching again. Your lesson plan and reflection should be stapled together and turned in no later than March 24.

## 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.

### **Group Reading Inventory (GRI):**

Choose any content area textbook appropriate for elementary students and design a GRI. Include all of the components discussed in class and listed on the GRI handout. Your GRI is due on April 21.

**Popular Culture Project:**

Using popular culture media in the classroom can help motivate children's literacy practices. You will participate in a project that will help you plan a classroom project. Each week you will watch the pop media programs "Joe Millionaire" and "The Bachelorette" and complete the viewing form (turned in each following class). Video tapes will be available if you have a work/school conflict. You will then be asked to outline a classroom literacy project appropriate to your field placement grade level (from either semester) that includes the use of popular culture television. This outline will be due on April 28.

**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*                |
|-------------|---|--------------------------|
| Jan. 13     | Introduction, Course Overview<br>Intro to Pop Culture Project                                       |                          |
| 15          | Review of 3420, Interest Inventories  | Tompkins 3<br>R&C 1      |
| 20          | MLK Day- NO CLASS   | R&C 2, 3                 |
| 22          | Concepts About Print Test   | Clay intro to 4<br>R&C 6 |
| 27          | Letter Identification and Word Reading  | Clay 6<br>R&C 7          |
| 28          | MEET YOUR TEACHER   |                          |
| 29          | Running Records   | Clay 5                   |
| 31          | HALF DAY IN FIELD   |                          |
| Feb. 3      | Running Records continued<br>Summarizing the Observation Survey                                     | Clay 7, 8                |
| 5           | Using a model of reading to<br>guide assessment:<br>word analysis (phonics, structural, contextual) | R&C 8, 9                 |
| 7           | HALF DAY IN FIELD   |                          |
| 10          | Using a model of reading to<br>guide assessment:<br>comprehension, study/location skills            | R&C 9, 10, 11            |
| 12          | Resources for Tutoring  |                          |
| 14          | HALF DAY IN FIELD   |                          |
| 17          | Assessment Report and<br>Tutoring Discussion  |                          |
| 18-March 14 | FIELD   |                          |
| March 17-21 | UGA SPRING BREAK  |                          |

|         |   |                                 |
|---------|---|---------------------------------|
| 24      | Standardized Test Scores  |                                 |
| 26      | Keeping Anecdotal Records, Checklists,<br>and Observation Notes                       |                                 |
| 31      | Group Reading Inventories   |                                 |
| April 2 | Popular Culture Project   |                                 |
| 7       | Matching Student Needs With Instructional Techniques:<br>Emergent Literacy Strategies | R&C 5-7                         |
| 9       | Matching Student Needs With Instructional Techniques:<br>Word Analysis Strategies     | R&C 8, 9                        |
| 14      | Matching Student Needs With Instructional Techniques:<br>Comprehension Strategies     | R&C 10, 11                      |
| 16      | Matching Student Needs With Instructional Techniques:<br>Fluency Strategies           | R&C 5, 14                       |
| 21      | Grouping and Instructional Decision Making  |                                 |
| 23      | Organizing the classroom for instruction:<br>Meeting the needs of all students        | Tompkins,<br>review IV<br>R&C 4 |
| 28      | Special Learning Problems<br>Parent Involvement in Literacy Learning                  | R&C 15, 16                      |
| 30      | Poetry Picnic   |                                 |
| May 6   | FINAL EXAM 3:30-6:30  |                                 |

\*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. Log  
(daily accounting of time spent with student-did what? how? self evaluation of process and reflections)
- VI. Appendices  
(test sheets, etc including interest inventory and selected assessments)
- VII. Samples of student work

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