

## **READ 6020 – Children with Reading Difficulties – Spring 2007**

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(Contact Dee by 9am Thursday morning if you will be absent)

In this course we tutor children and in doing so we learn about a variety of ways of assessing reading and a variety of instructional methods and materials for improving decoding, fluency, vocabulary, comprehension and motivation. Prerequisite: READ 4010 or READ 6010 or permission of department.

### **Course Expectations and Responsibilities**

Professionalism: Attendance, punctuality, preparedness, participation, and collegiality all contribute to being viewed as a professional. Successful class sessions depend on thoughtful and careful reading, attentive listening and a willingness to participate in discussion and activities. Being collegial means sharing your ideas and showing respect for other peoples thinking. Whenever possible find ways to be helpful to members of the class (that includes the instructors). Let us concentrate on encouraging and supporting one another as we each work to do our best as educators. Remember also that as a student at The University of Georgia you are bound and protected by the policies and practices of academic honesty specified in the booklet titled A Culture of Honesty.

[http://www.uga.edu/ovpi/academic\\_honesty/culture\\_honesty.htm](http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm)

### **Special Need Students**

Both University policy and law (the Americans with Disabilities Act) require that students with documented disabilities receive reasonable accommodation by way of access to classroom information and expression of their knowledge. Reasonable accommodation may include course modification and course substitution. If you have special needs as a student please register with the University of Georgia's Disability Resource Center: <http://www.drc.uga.edu> and inform Dr. Commeyras at the beginning of the course.

### **Course Requirements**

#### Attendance

Your final grade depends in part on your attendance as a tutor and student. You are expected to be on-time for tutoring and class. If you need to miss class due to illness or an emergency please call or send an email to both Dee and me. If you have a legitimate reason for being absent you

will not be penalized for missing that class. Be aware that a student who incurs an excessive number of absences may be withdrawn from the class at the discretion of the professor. Missing more than two tutoring sessions and/or class sessions will be considered excessive regardless of the reasons for being absent.

### **Texts and Resources:**

Leslie, L. & Caldwell, J. (2005) Qualitative Reading Inventory-4 (4th Edition). MA: Allyn & Bacon.

McKenna, M. C., & Stahl, S. A. (2003). Assessment for Reading Instruction. New York: Guilford Press.

Strickland, K. (2005). What's After Assessment?: Follow-Up Instruction for Phonics, Fluency, and Comprehension. Portsmouth, NH: Heinemann.

Equipment: Digital or Tape recorder (If you do not already own a recorder you can borrow one from the Reading Clinic but you need to supply the blank tape). Have on hand a computer disk or flash drive for saving work done on computers.

### Tutoring a Child

You will work with one child during the course. For this child you will:

- (a) use a variety of assessments to learn about the child's reading competencies and needs;
- (b) set learning goals related to reading and writing;
- (c) learn about what literacy learning experiences interest the child;
- (d) use a variety of teaching methods to further develop the child's reading and have a reading or writing homework component;
- (e) complete at least one literacy project with the child;
- (f) write a comprehensive case study report about the child for parents and teachers.

During tutoring promptness is expected. You are required to be ready to tutor at 4:45. If you cannot tutor, please call Ms. Dee Palmer by 9am Thursday morning so a substitute tutor can be arranged. Still send your tutoring plan by 9am to WEBCT. If your child will not be attending a session, you are still required to be here. On those days, you may observe others tutoring, or serve as a substitute tutor if needed. You will write about what you observed making connections to your readings.

In all dealings with the public we must conduct ourselves as professionals and as proper representatives of the University of Georgia. This means professional dress and demeanor are required when you are working with children and meeting parents.

Confidentiality must be respected. No information about children you are working with can be discussed with anyone other than those in this course--not your spouse/partner, significant other, bus driver, etc.

You are encouraged to make use of the Instructional Materials Center on the second floor of Aderhold Hall and resources in the Reading Clinic rooms (children’s literature, software, materials, etc).

You also have available computer labs on the second floor of Aderhold where you and your child can read and do research on the Internet. You will be able to print and the Reading Clinic will pay for the charges.

### Grading Scheme

| Requirements                 | Due Dates   | Final Grade            | Grade |
|------------------------------|---|------------------------|-------|
| Plans and Tutoring           | Plans Posted on WEBCT Thursdays 9am<br>Tutoring Child Thursdays 4:45-6:00 | # sessions<br>x 10 pts |       |
| Tutoring summary/class notes | Post to WEBCT SUNDAYS by 9pm  | # session<br>x 10 pts  |       |
| Tutoring Report              | March 4 – DRAFT DUE ON WEBCT<br>May 6 – FINAL DUE ON WEBCT                | 100 pts<br>100 pts     |       |
|                              |   |                        |       |

Tutoring Plans (send to WebCT > Assignments > Tutoring Plans > Thursdays by 9am)

For each tutoring session have a written plan that includes homework. Send the plan every Thursday morning by 9am to WebCT. **Name the file with your last name and the date.** Also have a copy with you during tutoring. Use the following format for your tutoring plans. A word file of this format is available on WebCT

|  |        |                |
|--|--------|----------------|
| Date:  | Child: | Tutor:         |
| Action (Assessment, Instruction, Activity linked to Goal): |        | Time Allotted: |
| 1.   |        | 1.             |
| 2.   |        | 2.             |
| 3.   |        | 3.             |
| 4.   |        | 4.             |
| Reading/Writing Homework:                                  |        |                |
| Resources (Texts, Websites, Materials, etc.)               |        |                |

Tutoring Summary, Assessment Records, Connections and Class Notes (Post to WEBCT by Sunday 9pm)

1. Using your lesson plan as the framework provide a summary of what happened in tutoring session. Always include some explicit connections (at least two) to information from your readings or from class. Clearly label your connections as either:
  - (a) Tutoring  $\leftarrow\rightarrow$  Readings; or
  - (b) Tutoring  $\leftarrow\rightarrow$  Class.
2. Attach a copy of completed records of assessments administered.
3. Important information will be presented during class in a variety of ways. Take notes of important ideas and salient details. These notes will help you internalize the content and it will

provide evidence of your attentiveness and understanding. These notes must be typed. If you have a laptop computer you can bring it to class to take notes. If you don't have a laptop computer you can borrow an Alphasmart (from the Reading Clinic) and then upload the file to a computer and send to WebCt.

Tutoring Report for Parents/Teachers

You will write a first draft of the tutoring report (a sample draft report is on WebCT with grading rubric) using summaries of tutoring with the assessment records. The final report will include information on what was accomplished during the tutoring sessions, additional assessment information and recommendations for parents and teachers (Examples a Final Report are on WebCT with grading rubric).

**CALENDAR (You can record reading assignments given in class on this chart)**

| <b>Dates</b> | <b>Tutoring</b>                  | <b>Leslie and Caldwell: QRI- 4</b> | <b>McKenna and Stahl: Assessment for Reading Instruction</b> | <b>Strickland: What's after assessment?</b> | <b>Other</b>                         |
|--------------|----------------------------------|------------------------------------|--|---|--------------------------------------|
| Jan. 11      | Choose children                  |                                    |  |   |                                      |
| Jan 18       | Plan for Tutoring                | pp. 18-30                          | Chapters 1 pp. 1-22  |   |                                      |
| Jan 25       | 1 <sup>st</sup> . Tutoring       |                                    |  |   |                                      |
| Feb 1        | 2 <sup>nd</sup> Tutoring         |                                    |  |   |                                      |
| Feb 8        | 3 <sup>rd</sup> Tutoring         |                                    |  |   |                                      |
| Feb 15       | 4 <sup>th</sup> Tutoring         |                                    |  |   |                                      |
| Feb 22       | 5 <sup>th</sup> Tutoring         |                                    |  |   | First page of Tutoring Report        |
| Mar 1        | 6 <sup>th</sup> Tutoring         |                                    |  |   | Draft of Tutoring Report             |
| Mar 4        |                                  | Report draft due on WebCt          |  |   |                                      |
| Mar 8        | 7 <sup>th</sup> Tutoring         |                                    |  |   |                                      |
| Mar 15       | Spring Break                     |                                    |  |   |                                      |
| Mar 22       | 8 <sup>th</sup> Tutoring         |                                    |  |   |                                      |
| Mar 29       | 9 <sup>th</sup> Tutoring         |                                    |  |   |                                      |
| Apr 5        | 10 <sup>th</sup> Tutoring        |                                    |  |   |                                      |
| Apr 12       | 11 <sup>th</sup> Tutoring        |                                    |  |   |                                      |
| Apr 19       | 12 <sup>th</sup> (last) Tutoring |                                    |  |   |                                      |
| Apr 26       | Class                            |                                    |  |   | Bring to class draft of final report |
| May 3        |                                  | Final Report due on WebCt          |  |   |                                      |

Example of Tutoring Plan

|  |                  |   |
|--|------------------|---|
| Date: <i>January 12</i>  | Child: <i>SK</i> | Tutor: <i>FH</i>  |
| <p>Action (Assessment, Instruction, Activity):</p> <ol style="list-style-type: none"> <li>1. Introduce myself through Power Point Presentation (Goal: to establish rapport)</li> <li>2. Five finger rule: teach by explaining and having him practice with 5 pieces of reading that I have brought to class. (Goal: to provide strategy for selecting books to read that are not too difficult)</li> <li>3. <u>Shared Reading</u>: Ask him to choose one of the pieces for us to read together. Explain that he will read but I will help him when he needs help. (Goal: to get initial information from oral reading)</li> <li>3a. Focus will be on comprehension. Model TEXT TO SELF connection with this piece. Ask him to make a connection afterward. (Goal: To teach through modeling comprehension)</li> <li>4. San Diego Quick Assessment with cards. (Goal: to estimate child's reading level)</li> <li>5. Invite him to choose material to take home and read at least 3 times this week. (Goal: to promote reading at home)</li> <li>5a. Go over how to fill out the record book.</li> <li>6. Work on a Power Point focusing on him. (Goal: to create something personal that requires multiple literacies such as reading, writing and computer skills)</li> </ol> |                  | <p>Time Allotted in minutes:</p> <ol style="list-style-type: none"> <li>1. 5</li> <li>2. 10</li> <li>3. 15</li> <li>4. 10</li> <li>5. 5</li> <li>6. 10</li> </ol> |
| <p>Resources (Texts, Websites, Manipulatives, etc.)</p> <ol style="list-style-type: none"> <li>1. Power Point Presentation</li> <li>2. Five Finger Chart</li> <li>3. Wheels 'N Waves, published by The Summit Agency, Inc. [no indication of reading level].</li> <li>Simon, S. Incredible sharks. {Level 1}, Frantz, J. Journey to Skull Island. [Level 2], Patrick, D.L. A lesson for Martin Luther King, Jr. [Level 2], Rudy, L.J. Snakes. [Level 3].</li> <li>4. San Diego Quick Assessment cards</li> <li>5. Homework Record Booklet.</li> </ol>  |                  |   |

Rubric for Grading Tutoring Plans

| Dimension      | Particulars  | Scale             | Performance |
|----------------|--|-------------------|-------------|
| Timeliness     | Submitted by 9am Thursday Morning on WEBCT with correct filename.  | 1 pt              |             |
| Completeness   | All information on plan template has been included.  | 1 pt.             |             |
| Content        | The plan uses recommended methods of instruction that involve the child in reading and/or writing $\frac{3}{4}$ of the hour.<br>Working with letters/sounds, words in isolation, listening, illustrating, etc. comprise remainder of time. | 4 pts             |             |
| Tutoring Goals | The tutoring goals are listed and there is an obvious link between goals and instructional and assessment plans.   | 4 pts             |             |
|                |  | Possible Total=10 | Total:      |

## Example of Class Notes

### Tutoring Review:

- Some are working on fluency-try letting them listen to their oral reading on the tape recorder (maybe try with a poem)

### Reading Recovery: (readingrecovery.org)

- Short-term, early intervention for 1<sup>st</sup> graders; designed by Marie Clay in New Zealand
- Includes daily one on one instruction, is individually tailored for each child, has a teacher training network, and key part is the running record
- Key Features:
  - Safety net
  - Acceleration
  - Accountability (teachers keep track of progress)
  - Positive outcomes (confidence levels)
  - Continuation of progress when child returns to class
- Lesson Includes:
  - Familiar Reading-fluency, sight words
  - Running Record-on less familiar reading
  - Letter work/word work
  - Composing and writing story
  - Cut up story
  - New book Introduction and first reading
- Amy modeled a Reading Recovery Lesson by taking us through most steps:
  - Rereading familiar books: With a partner, we read *Functions of Running Records*
  - Taking a Running Record: Did a running record on our partner as they read *Recording the Reading* (looking for what was missed, done each time so teacher can pinpoint any patterns or progress made)
  - Letter Work/Word Work: With bag of letters, tried to make words, starting with a two letter word. Have child use in a sentence and then add on to the two letter word. Used with magnetic letters with words they are struggling with. \*orange word-fluency, blue word-scaffold
  - Composing/Writing a story: Student writes a sentence (not the place for invented spelling) “Good readers look back in the story when they get stuck.” Then teacher goes back over with the student to check and writes the sentence down correctly.
    - Elkonin Boxes/Penny Boxes/Sound Boxes: Break each word down by sound unit
  - Cut it Up: The teacher cuts up each word in the sentence and has the child put it back together. What makes sense, where does the period go, the correct punctuation?
    - For those who are making Power Points: Take a sentence the child has said and cut it up in front of them and have them put it back together
  - New Book Introduction & First Reading: Focus on meaning, structure and visual information

### Draft Report:

- Handout of Modified Cognitive Model: All boxes lead to reading comprehension
  - Decoding: Informal Phonics Survey
  - Sigh-Word Knowledge: Fry Word List, word list from Analytical Reading Inventory
  - Fluency and Use of Context: 1 minute timed reading, observing in reading-use of picture/word context (dependent on illustrations?)
  - Vocabulary: Speech observed
  - Knowledge of Structure: Beginning, middle, and end, retellings-narrative structure?
  - Background Knowledge: Experiences to draw from? Text connections
  - Print Concept: Read from left to right, what a sentence is
  - General Purposes of Reading: Poems vs. Sharks, read for different purposes
  - Knowledge of Strategies for Reading: Do they self correct, track with finger, ask questions when they don't understand?
  - Language Comprehension: Listening assessment
- In the report, make sure to include juicy details!

### Homework:

- Bring Draft of Tutoring Report to class for peer review

### Rubric Summaries of Tutoring and Class

|                     |  |      |  |
|---------------------|--|------|--|
| Tutoring Summary    | Add to your original tutoring plan details about what occurred for every activity or assessment or instructional lesson.<br>Include specific examples of what the child said, read, or wrote that informs your understanding of the child's abilities and areas of need. These specifics will be important when writing up the tutoring case report. | +3   |  |
| Assessment Records  | Include all assessments recording forms. They should be complete and understandable to us.   | +1   |  |
| Class Notes Summary | Main Topics = +1<br>Important Details = +1   | +2   |  |
| Connections         | Insert your three connections where appropriate within tutoring summary or class notes.<br>Clearly label each as either<br>(a) Tutoring-Text<br>(b) Tutoring-Class<br>(c) Class-Tutoring<br>Include text citations (Roller, 1998 p. 50)<br>Clearly explained and developed with specifics  | +3   |  |
| Style               | Organized format<br>Subheadings<br>Typed, correct spellings<br>Required Filename: (Commeyras_Jan_19.doc)   | +0.5 |  |
| Timeliness          |  | +0.5 |  |
|                     | Total  | =10  |  |