Diagnosis and Correction of Reading Difficulties
READ 4223 Section X20
Spring 2026

Contact Information

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Textbook & Instructional Materials

Required:
Erekson, J., Optiz, M.,& Schendel, R. (2020). Understanding, assessing, and teaching: A diagnostic approach (8thed). Boston: Allyn & Bacon.
Supplemental:
Elish-Piper, L, Matthews, M. W., & Risko V. J. (2022). Reading assessment to promote equitable learning: An empowering approach for Grades K-5. New York: The Guilford Press.

Course Description

To assess EC-6students' reading ability in ten areas: oral language development, print awareness, phonological and phonemic awareness, phonics, fluency, vocabulary development, comprehension of literacy and informational texts, reading comprehension skills, and writing development.

Course Objectives

1. Students will demonstrate knowledge of informal assessment and will select and use various assessment instruments appropriate for Prek-6 students (including English Language Learners) they are tutoring (ILA standards 3 & 7, CTPS b), (c) and d), STR standards, STR Competency 2, 13, PPR Exam Framework, competency 1-10).

2. Students will demonstrate knowledge of how to use a child's literacy strengths to meet his/her literacy needs as the students plan and carry out appropriate literacy lessons for the children they are tutoring (ILA standards 3 & 7, CTPS(d), STR standards, EC-6 Core Subjects ELAR Standards and competencies STR competency 2, 13, and Texas Teacher Standards 1-3, and 4-5, PPR Exam Framework, competency 1-10).

3. Students will demonstrate knowledge of reading and writing processes and will select appropriate literacy methods, strategies, and materials for the children (including English Language Learners) they are tutoring (STR standards, CTPS (b), (c) and d), EC-6 Core Subjects ELAR Standards and competencies, PPR Exam Framework, competency 1-10)
4. Students will analyze and interpret informal diagnostic data in order to develop tutoring lessons appropriate for the strengths and needs of the children (including English Language Learners) they are tutoring (ILA standard 3 & 7, CTPS (c) and (d), STR standards, STR competency 2, 13 and Texas Teacher Standards 1-3, and 4-5 PPR Exam Framework, competency 1-10).
5. Students will demonstrate knowledge of how to document and monitor children's literacy progress (ILA standard 3 & 7, CTPS (b), (c) and d, STR standards, STR competency 2, 13, and Texas Teacher Standards 1-3, and 4-5, PPR Exam Framework, competency 1-10).
6. Students will analyze and adjust their own instruction as needed to assist children to develop their literacy abilities (ILA standard 3 & 7, CTPS(b), (c) and d, STR standards, STR competency 2, 13, PPR Exam Framework, competency 1-10).
7. Students will demonstrate knowledge of a variety of reading teaching methods, reading and writing strategies, and materials to assist children with reading and writing including technology implementation plans (ILA standards 1-3, 4, and 7, CTPS (b), (c) and d, STR standards, EC-6 Core Subjects ELAR Standards and competencies, and Texas Teacher Standards 1-3, and 4-5, PPR Exam Framework, competency 1-10).
8. Students will synthesize diagnostic data obtained from informal assessments, lesson plans, and lesson reflections in a case study report and presentation (ILA standards 3 & 7, CTPS (b), (c) and d, EC-6 Core Subjects ELAR Standards and competencies STR standards, STR competency 2, 13, and Texas Teacher Standards 1-3, and 4-5, PPR Exam Framework, competency 1-10).
9. Students will engage with classroom teachers and parents by sharing their case study report about the children's learning progress (ILA standard 3 & 7, CTPS (b), (c) and d STR standards, STR competency 2, 13, and Texas Teacher Standards 1-3, and 4-5, PPR Exam Framework, competency 1-10).

Standards
The course learning objectives and framework are aligned with the International Literacy Association (2017) Standards for Literacy Professionals, the Science of Teaching Reading (STR) standards/ examination framework (competency 1-13), TExES EC-6 Core subject ELAR standards/examination framework (competency 1-10), Exam Framework Pedagogy and Professional Responsibilities EC–12 (160), Texas Teacher Standard, Early Childhood-Grade 12 (TAC Chapter 149), Classroom Teacher Pedagogy Standards-early Childhood-Grade 12, and Chapter 110 Texas Essential Knowledge and Skills (TEKS) for Elementary English Language Arts and Reading. The detailed competency (or competencies) and standards for each assignment are listed on Appendix A to J.

Campus Carry Policy
Active Shooter:
The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit Safety / Emergency Procedures. Students are encouraged to watch the video entitled "*Run. Hide. Fight.*" which may be electronically accessed via the University police department's webpage: *"Run. Hide. Fight."*

Campus Carry:
Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit Campus Carry.

Student Handbook
Refer to: Student Handbook

Academic Misconduct Policy & Procedures
Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individuals to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.
Office of Student Conduct

AI /Chat GPT Policy

The MSU Student Handbook covers Academic Honesty under University Policies and procedures. Academic dishonesty is defined as cheating, collusion, and plagiarism.

- Cheating is (1) the use of any unauthorized assistance, (2) dependence upon the aid of sources beyond those authorized by the instructor, or (3) acquisition without permission, of tests of other academic materials.
- Plagiarism is the use of another person's published or unpublished work without full and clear acknowledgement.
- Collusion is collaboration with another person is preparing work offered for credit if the faculty member in charge does not authorize that collaboration.

AI/Chat GPT are relevant to the academic domain. All writing assignments should be well-prepared and created by the students for this course. Writing, analytical, and critical thinking skills are part of the learning outcomes of this course. Developing strong competencies in these areas will prepare you for a competitive workplace. Therefore, AI-generated submissions are not permitted and will be treated as plagiarism (Source from Texas Tech University).

Moffett Library

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this Moffett Library webpage to explore these resources and learn how to best utilize the library.

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Student Wellness Center, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to Disability Support Services.

Obligation to Report Sex Discrimination under State and Federal
Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require

University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:
Laura Hetrick

Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213
laura.hetrick@msutexas.edu

Instructor Class Policies

Students are expected to assist in maintaining a classroom environment which is conducive to learning. Inappropriate behavior in the D2L online classroom shall result, minimally, in a request to drop the class and a Professional Fitness Form will be filed for review with the college. If the instructor must file a Fitness Alert Form for any reason, including failure to demonstrate appropriate classroom behaviors, the student may receive an instructor drop with an "F" for the course.

An instructor may drop a student any time during the semester for failure to participate, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor must give the student a verbal or written warning prior to dropping the student from the class. An instructor's drop of a student takes precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of a long semester, the first 6 weeks of a 10-week summer term, or on the 11th class day of a 4- or 5-week summer term consisting of 20 days. After these periods the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date.

Late Assignment Policy

No late work is acceptable. 50 points per day will be deducted for late assignments. Arrangements for exceptional cases must be made AT LEAST two days prior to the due date, but only one time per semester. You need to turn in all course assignments to D2L.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

***Notice:** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Special Trainings

Throughout the semester, students will receive on-line training activities that are related to how to diagnose students' reading challenges and provide effective strategies to improve their instructional needs. House Bill (HB), 86th Texas Legislature, 2019, requires that all educators that teach any grade level from prekindergarten through grade six demonstrate proficiency in the science of teaching reading on a certification examination beginning January 1, 2021. The instructor will provide the Science of Teaching Reading (STR) training on the Week 11 (Mar.30 to Apr.4)

Key Assessments

Final tutoring report and case study report presentation.

Assignments

Clinical Experience: Tutoring Performance
a. During the semester, you will design and carry out 8 tutoring lessons of 90 minutes each, starting with Week 5. You need to work with two children and spend 45 minutes per each child. It is a very intense schedule since you need to work with two children. Effective time management is needed. You can arrange your tutoring sessions according to your own schedule. You also need to submit your tutoring hours to the TK-20 system. Please let me know if you need any assistance to find tutees. You need to video one of your tutoring sessions and create a link and upload to D2L if you can get permission. Since the D2L has limited data, it will be better for you to create a link after videotaping, therefore, the instructor can easily access your videos.
b. You must finish the Child Protection Training before working with children. You do not need to do it again if you have already done this training for other courses. However, you need to submit your certification to D2L by Feb.7th.

Child Protection Training
c. You must have a lesson plan for each tutoring session (Draft only-For teaching preparation purposes). Take anecdotal notes during and after your tutoring sessions to record your observations of student engagement in reading and writing activities.
d. Demonstrate professionalism in your speech and action at all times when interacting with children and parents.
e. Write thoughtful reflective journals after each tutoring session and submit it to D2L. (See all due days on Dropbox).

Double Entry Journal (Group Project)
Each group needs four students. You will write a journal entry outside of class in response to each chapter's reading, which will be based on the Erekson, Opitz & Schendel textbook (Reading Diagnosis and Improvement 8th edition). Each journal entry has two columns. On one side, you'll write at least 5 quotes that strike you during the reading; on the other side, you should write your personal responses to these quotes. The response can be related to your prior knowledge on this topic, other readings you have done, your own schooling/learning experiences, and/or how this quote makes you feel and why, etc. You are expected to bring your journal to each class for sharing in small groups or with the whole class. You need to turn in your journal entry after every 5 chapters (**Due days are March 7th, Apr.18th and May 9th**). An example of a Double Entry is listed on page number 17.

Teaching Resource Notebook (Group Project)
You need to create or compile a notebook of 30 teaching strategies that you could use to support Prek-3/Prek-6 students' literacy development. The strategies should be divided into the following categories: phonics (5), phonological and phonemic awareness (5), fluency (5), vocabulary (5), reading comprehension strategies for narrative and expository texts (5), and writing process (5). Each entry should use the following format:
    A. Heading: Name of strategy
    B. Purpose: What will the students learn? Why do the routine?
    C. Description of the procedures: How would you do this in a classroom or tell someone else how to do this?
    D. Materials needed.
    E. Activities that could extend the learning.
    F. Reference: Where did you get this idea?

You may cross-reference strategies if you feel that they fit into more than one category, however each strategy will be counted only once. An example of a Teaching Strategy Notebook will be uploaded to D2L.

Lesson Plan (Individual Project)
The reason for conducting reading diagnosis is to ascertain one or two children's reading strengths and needs in order to adjust your instruction to benefit their learning. In order to learn how to diagnose the children's strengths and needs and how to adjust instruction, you will assess and tutor two children. On the basis of your analysis of the data from the assessments you administer and from your observations, you will design and implement approximately seven, 60-90-minute tutoring sessions in which you will utilize the children's literacy strengths to improve their literacy needs. To conduct instructional sessions, you need to collect assessment data to assist you in planning for instruction. Based on the data you collect, you create a data -driven lesson plans for each tutoring session. You will need to determine what data to collect and what instruction you must provide. You must make decisions about the reading strengths and needs of the children you are tutoring. You are to write a weekly tutoring lesson plan for each tutoring session. The format of the lesson will be discussed in class, and a form for writing the lesson plan is provided.

There are two lesson plan formats listed in the syllabus (pp.18-19). Session**#1** (pre-test) will be focused on using a variety of assessments; you will apply different strategies to meet each child's need after the tutoring session # 2. Each lesson plan is due after each tutoring session. The sessions 2-7 are a treatment period. This means that you not only provide a variety of strategies to meet the students' instructional needs, but also include some informal assessments such as taking observation notes, asking questions, etc. Assessment and instruction are always tied together during your tutoring sessions. The final session will be an overview to determine whether the students have made improvement, and it is more like a post-test. An example of lesson plan will be posted to the D2L.

Other Reading Assessment Tools
(1) Interest Inventory
Several interest inventories are available. You will administer the one most appropriate for the child you are tutoring. Administer the interest inventory during the first tutoring session. Following the tutoring session (do not take tutoring time to analyze the form), summarize in your lesson plan what you learned about the child from the interest inventory. In the written lesson reflection, reflect on that information. How will it affect your tutoring?
(2) Garfield, Burke's, or the Metacognitive Reading Interview
You will be introduced to several reading interview forms during class. The objective of a reading interview is to discover how the child you are tutoring views reading. You will administer the most appropriate interview for the child you are tutoring. Administer the reading inventory during the first tutoring session. Following the tutoring session (do not take tutoring time to analyze the form), summarize in your lesson plans what you learned about the child's views of reading from the interview. In the written lesson reflection, reflect on that information. How will it affect your tutoring?
(3) Writing Sample

During one of the first tutoring sessions and during one of the last tutoring sessions (3 times), collect a writing sample from the children you are tutoring. Do not use tutoring time to do the analysis, use the form handed out in class to analyze each child's writing in terms of syntactic usage, semantic usage, graphophonic usage, writing mechanics usage (capitalization, punctuation, spacing, and legibility/penmanship). In your lesson plan summarize what you learned about the children's writing from the writing sample. In the written lesson reflection, reflect on that information. How will it affect your tutoring? How can you help each child with writing during the tutoring lessons?

(4) Writing Interview

During one of the first tutoring sessions, administer the writing interview to the children you are tutoring. You may need to reword some of the items for younger children. In your lesson plan summarize what you learned about the children's views of writing from the writing interview. In the written lesson reflection, reflect on that information. How will it affect your tutoring? How can you help each child with writing during the tutoring lessons?

(5) Spelling Inventory

You will be introduced to more than one spelling inventory form during class. During one of the first tutoring sessions, administer the appropriate spelling inventory to the children you are tutoring. In your lesson plan summarize what you learned about their spelling from the spelling inventory. In the written lesson reflection, reflect on that information. How will it affect your tutoring? What are each child's spelling strengths? What is each child's spelling needs? What patterns do you see? How can you help the children with spelling during the tutoring lessons, or is spelling a strength on which you do not need to focus?

(6) Informal Reading Inventory (IRI) Summary Sheets

Administer the various parts of the Informal Reading Inventory. This includes the word lists and oral reading passages. The instructor will provide (IRI) pretest and posttest (oral language reading lists, word lists, and silent reading lists from the first grade to seventh grade) and Early Literacy Assessment especially designed for kindergartners and upload them to D2L. After administering the IRI, score each part and complete the appropriate summary forms. Following the tutoring session, analyze the information from the forms (do not take tutoring time to do your analysis). Provide a brief summary of the information from each part of the IRI in your lesson plan for that tutoring session. In the written lesson reflection, reflect on that information. How will the IRI information affect your tutoring? What is each child's reading level? What are their reading strengths—word ID or comprehension? What are their reading needs? What patterns do you see in their reading? How can you help each child with reading during the tutoring lessons?

Written Reflections (Individual Project)

Following each tutoring lesson, you will write a 1-1 ½ page written reflection of the lesson—what went well, what went wrong, why did it go well, why didn't it go well, what might you have done differently, and so on. You also need to analyze the results of any assessments you administered during the lesson and write up your final tutoring report by the end of the semester. Written reflections are due

on Mondays with the typed lesson (double-spaced, 12 fonts, Times New Roman) A reflective indicator includes: (a) things that worked;(b) things that did not work;(c) things to be done differently;(d) plans for future lessons; (e) strengths and weaknesses of the child;(f) anything that stands out/unique/interesting;(g) reasons for lesson activity development; materials selections; (h) student progress in strategy use; (i) request for support of instructional materials and teaching strategies/activities. An example of a reflection will be posted on the D2L.

Final Tutoring Report (Individual Project)
At the end of your tutoring experience, you need to write 6-8 pages report. You will synthesize all of the data you have gathered about the children you tutored into a case report presentation. Utilizing information from the assessment data, the tutoring lessons, and your written journal reflections, you will describe what you discovered about the tutored students' reading/ learning process, strengths and needs, useful instructional strategies, and so on. You will write a tutoring report and, in this report, you will describe the instructional strategies that you used with the student. Discuss the effectiveness of the different instructional strategies on the learner's literacy development (i.e. word identification, vocabulary fluency, comprehension/meaning construction, writing), and include recommendations for continued literacy learning. **Writing Tips:** 1. Summary of Instruction (a)Describe briefly the student's background and interest. (b) your teaching theory (c) Compare both pretest and posttest (d)Describe student progress and the instructional strategies used to address student needs in the following areas: motivation, word identification, fluency, vocabulary development, comprehension, & writing 2. Recommendation (a) Future goals, (b)Classroom instructional support, and (c)Home support. 3. Summary of teaching materials used in tutoring sessions. 4. Quality of writing (Clarity, organization, grammar, spelling, and neatness. Final tutoring report's evaluation and rubric are uploaded to D2L.

Comprehensive Tutoring Report Presentation (Individual Project)
In order to assist you in preparing your presentation, keep detailed and accurate notes and information from each assessment and tutoring session. Your lesson plans will also provide you with valuable information as you prepare your presentation. Plan to describe two instructional strategies that you have used with your tutoring student during the semester. Your presentation will include a complete explanation of the strategies with PowerPoint visual aids. An evaluation criterion is listed on D2L. Please upload your power point to D2L.
Comprehensive Case Study Portfolio Folder But not for grading
 On the first day of tutoring, begin to collect and store in a folder the materials from each tutoring session. Materials should be arranged chronologically with the most recent materials on top. The folder will include the original assessments, copies of your lesson plans, and copies of your written reflections. The folder and its contents will become part of the reading clinic files.

Constructed Response Question Analysis (Individual Project)
Direction:
Using your knowledge of reading pedagogy and the developmental profession of foundational reading skills and reading comprehension as described in the Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading (ELAR), analyze the information provided and write a response of approximately 400-600 words in which you:
Writing Tips
1. Identify one significant need that the case student demonstrates related to foundational reading skills (e.g., phonemic awareness skills, phonics skills, recognition of high-frequency words, syllabication skills, morphemic analysis skills, automaticity, reading fluency (accuracy rate, and prosody), citing specific evidence from the exhibits, particularly the Oral Reading Fluency Assessment, Fluency Rubric, to support your analysis.
2. Describe on appropriate, effective instructional strategy or activity that would address the case student's need you identified related to foundational reading skills and help the student achieve relevant grade-level standards;
3. Identify one significant need that the student demonstrates related to reading comprehension (e.g., vocabulary knowledge; knowledge of sentence and grammatical structures; application of literal; inferential, or evaluative comprehension skills; use of comprehension strategies; application of text analysis skills to literary or informational text), citing specific evidence from the exhibits, particularly the Comprehension Assessment, to support your analysis;
4. Describe one appropriate, effective instructional strategy or activity that would address the need you identified related to the case student's reading comprehension and help the student achieve relevant grade-level standards; and
5. Explain why each of the instructional strategies or activities you described would be effective in addressing the needs you identified and in helping the student achieve grade-level reading standards as described in the TEKS for ELAR.

 Scenario
Larry is ten years old and in fourth grade. He is in the slowest-paced group in the class, which reads from third-grade materials. Larry's teacher has almost immediately noted his difficulty in reading aloud. Although Larry has developed familiarity with some common words, he will wait for the teacher to assist him on many other words, particularly those that are multisyllabic. His comprehension of stories that he reads silently is extremely low, however. He comprehends well when the others in his group read aloud. He also demonstrates good understanding of key words in the reading selection; indeed, he is one of the most knowledgeable class members when it comes to science activities and social studies discussion. Larry's teacher, Mrs. Holidays, talked to RTI specialist, Mr. Lee about Larry's reading performance. Mr. Lee decides to use informal reading assessment to identify Larry's reading strengths and weakens. The below chart is Larry's pretest result. Here is the summary of performance on IRI Larry.

Larry's Reading Performance

Level	Word List (%)	Oral Reading Task (accuracy) (%)	Oral-Reading Task (comprehension) (%)	Reading Fluency Rate (WPM)	Silent Reading (Comprehension) (%)	Listening Comprehension (%)
First	100	97	100	95		
Second	90	95	100	81	100	
Third	90	95	75	73	80	
Fourth	80	85	50	62	50	

(WPM: Word per minutes)

Theory into Practice Project- (Pair Project)

Listed below are 30 terms/concepts in random order that you have encountered, read about or discussed in class.
(1). Group the terms into ten clusters with each cluster containing terms that you think go together in some way. Each cluster can have a few as 2 items or as many as 4 items. You can use each term/concept more than once, but you must use all of them. (2) Put a label on each cluster and describe why you chose the label and why the terms go together. (3) Briefly discuss why each cluster is important to literacy instruction in classrooms.

Theory into Practice: 30 terminologies

Sound substitution	Prosody
Aesthetic reading	Vygotsky
Phonemic awareness	Affixes
Zone of proximal development	Phonemes
Morphemes	Diphthongs
Sociolinguistic theory	Schema
Blends	Efferent reading
Piaget	Graphemes
Word sorts	Scaffolding
Root words	Phonics
Digraphs	Onset
Rime	Decoding skills
Social interaction	Fluency
Phonological system	Constructivist theory
Prefixes	Semantic system

Format
 Name of the Cluster (Label):
 Terms:
 Describe why you chose the label and why the terms go together

Discussion of why each cluster is important to literacy instruction in classrooms. An example of a theory into practice project will be uploaded to D2L

Scoring for Each Reading Core Component

As a future elementary educator, you need to understand and know how to teach the five core components of scientifically based reading instruction throughout this course. Scientifically based reading instruction (SBRI) is grounded in the research on how students learn to read, which builds off the 2000 National Reading Panel report (synthesizing decades of research) that emphasized the importance of alphabetics (phonemic awareness and phonics), fluency, vocabulary, and comprehension.

- **Phonemic awareness:** The ability to focus on and manipulate the sounds made by spoken words.
- **Phonics:** The relationship between the sound of spoken words and the individual letters or groups of letters representing those sounds in written words.
- **Fluency:** The ability to read a text accurately and quickly while using phrasing and emphasis to make what is read sound like spoken language.
- **Vocabulary:** Knowledge about the meanings, uses, and pronunciation of words.
- **Comprehension:** Constructing meaning that is reasonable and accurate by connecting what has been read to what the reader already knows.

Each of the five core components (Phonemic awareness, phonics, fluency, vocabulary, comprehension) is assessed separately based on all four instructional approaches within the course, earning up to 100 points per component.

Reading Core Components

Instructional Approach	Component Analysis (Across the course)	Points Earned for each component
Instructional Hours	(1) Phonemic Awareness-2 hours;(2) Phonics- 2 hours (3) Vocabulary- 3 hours; (4) Comprehension- 4 hours, (5) Fluency- 2hours	20
Objective Measure of Knowledge	Reflective journal, Teaching Strategy Notebook, Lesson plans and written reflection, Final tutoring report	30
Practice/Application	Clinical Experience- tutoring sessions, Final Tutoring Report Presentation	30
Background Materials	One Textbook, five supplementary materials, and five video teaching demonstrations.	20
Total Points earned for Each Component		100

Final Grades

It is very important that you complete all tutoring lesson plans, assessments, and written reflections in a timely manner in order to prepare for the next tutoring lesson; therefore, late work will not be accepted. If you have any unfinished assignment, you will receive "incomplete" on your final grades till you completely finish all course required assignments. Grades are determined by weighing the course requirements in the following manner.

If you have any unfinished assignment, you will receive "incomplete" on your final grades till you completely finish all course required assignments. Meanwhile you will lose 100 points for your final grade. Grades are determined by weighing the course requirements in the following manner.

Table 1: Scores for Each Assignment

Assignment	Points
Participation/Tutoring Performance	100
Reflective Journal	150
Teaching Resource Notebook	50
Theory into Practice	50
Lesson Plans	160
Written Reflections	160
Final Tutoring Report	130
Final Tutoring Report Presentation	100
Constructed Response Case Study Analysis	100
Total	1000

Table 2 Total points for final grade

Grade	Points
A	900 to 1000
B	800 to 899
C	700 to 799
D	600 to 699
F	Less than 600

Course Schedule
** Indicates due dates for each assignment. Lesson plan and written reflection due on Sundays after finishing each tutoring session. Please follow weekly module on D2L carefully.

Module	Topics	Reading Assignments/ Assignment Due
Week 1 Jan.20-Jan.24	1. Course Introduction Syllabus Background Check/Child Protection training	Review Course Syllabus / Background Check/Child Protection training
Week 2 Jan.26-Jan.31	2.Introduction to a diagnostic reading and improvement program	Chapter 1 Erekson,Opitz & Schendel Text
Week 3 Feb.2 to Feb.7	3. Factors that affect reading performance	Chapter 2 Erekson,Opitz & Schendel Text **** Background Check/Child Protection training Due by Feb.7th by 11:59pm.**
Week 4 Feb.9 to Feb.14	4. Classroom Assessments	Chapter 3 Erekson, Opitz & Schendel Text
Week 5 Feb.16 to Feb.21	5.Oral Reading Assessment	Chapter 4 Erekson, Opitz & Schendel Text
Week 6 Feb.24 to Feb. 28	6.Overview Informal Reading Inventory: How to Determine the Students' Three Reading levels: Independent, instructional, and frustration	Download Assessment materials from D2L **Video Training**
Week 7 Mar.2 to Mar.7	7. Commercial Tests	Chapter 5 Erekson, Opitz & Schendel Text **# Double Entry Journal 1(Chapter 1-5) Due March 7th by 11:59pm.** **Tutoring Session 1
Week 8 Mar.9 to Mar.14	8**. Spring Break**	**No Class**
Week 9 Mar.16 to Mar.21	9. Becoming the Teachers with a Diagnostic Mindset	Chapter 6 Erekson, Opitz & Schendel Text ****Tutoring Session 2**
Week 10 Mar.23 to Mar.28	10. Teaching with Texts	Chapter 7 Erekson, Opitz & Schendel Text ****Tutoring Session 3**

Date	Topics	Reading Assignments/ Assignment Due
Week 11 Mar.30 to Apr.4	11. Teaching Writing **Apr.2-3: Holiday Break**	Chapter 13 Erekson, Opitz & Schendel Text ****Tutoring Session 4** ** **STR Virtual Training**
Week 12 Apr.6 to Apr.11	12. Comprehension	Chapter 9 Erekson, Opitz & Schendel Text ****Tutoring Session 5** ** **Teaching resource book due on Apr.11th by 11:59pm.**
Week 13 Apr.13 to Apr.18	13. Vocabulary	Chapter 10 Erekson, Opitz & Schendel Text **** Double Entry Journal # 2 (Chapter 6,7,9,10, & 13) Due Apr.18th by 11:59pm. **Tutoring Session 6**
Week 14 Apr.20 to Apr.25	14. Phonics	Chapter 11 Erekson, Opitz & Schendel Text ****Tutoring Session 7**
Week 15 Apr.27 to May 2	15. Fluency	Chapter 12 Erekson, Opitz & Schendel Text ****Tutoring Session 8** ** **Constructed Response Case Study Analysis due on May 2nd by 11:59pm.**
Week 16 May 4 to May 9	16. Early Literacy; Patterning with families, teachers, and community	Chapter 8 & 14 Erekson, Opitz & Schendel Text ** **Double Entry Journal # 3 (Chapter 8,11, 12, & 14) Due May 9th by11:59pm.**
Week 17 May 11 to May 15	17. Wrap Up: Comprehensive Tutoring Report Video Presentation	****Final Tutoring Report Power Point slides and Video Presentation due on May12th by 11:59pm **Final Tutoring Report (Written Part) due on May.13th by11:59pm.**

READ 4223: An Example of a Double Entry Journal

1) "A broad definition is that reading is a dynamic, complex act that involves the bringing to and the getting of meaning from the printed page. This definition implies that readers bring their backgrounds, their experiences, as well as their emotions, into play." Reading Diagnosis and Improvement, pg. 6.

2) "Many times, the 'pull-out' program becomes the complete reading program for readers with severe reading problems, and rather than spending more time, the students spend less time in reading." Reading Diagnosis and Improvement, pg. 10.

3) "A diagnostic-reading and improvement program can help to stop the 'failure cycle'. If children continually have reading difficulties, they begin to see themselves as failures; their self-concept is destroyed. The more they perceive themselves as failures, the more they fail." Reading Diagnosis and Improvement, pg. 11-12.

4) "Some educators are disturbed by the term diagnosis because it seems to connote illness or disease, and they do not like the analogies that are often made between medicine and education." Reading Diagnosis and Improvement, pg. 5

5) "Early diagnosis is essential in order to ameliorate reading problems from the start." Reading Diagnosis and Improvement, pg. 6.

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1) I agree. I believe the more background knowledge, experiences, and emotions students bring into the classroom, the better readers they will become. They will be able to relate and understand more topics the teacher introduces to the class.

2) I think students with reading problems should receive extra help, but I think the students should spend as much time in their reading class listening, observing, and reading with good readers. Students learn much by others' example.

3) If I am failing at something, it's hard for me to continue trying at it. We need to discover each student's ability level and make sure every student finds success at reading, or they will give up and always hate to read. Once they have success at reading, we can build on it and challenge it.

4) This is a ridiculous statement to me. If reading difficulties are not diagnosed, the student may develop a real medical illness like depression. We need to be positive to help students and parents see that diagnosis will lead to a better reader.

5) I agree the earlier we can diagnose a reading problem, the faster we can solve the problem. As students become older, the more demand for understanding content comes into play. If the student is having problems reading, they definitely are having problems comprehending content.

READ 4223: Lesson Plan Format (Pre/Post Test) –
First Section and Last Section

Date: _____

Tutor's Name: _____ Child's Name _____

Grade Level: _____ Session #: _____ Date: _____

Independent Level: _____ Instructional Level: __Frustration Level: _____

Lesson Objective

Procedures
  A. Getting-to-know-you activity

  B. Interest/motivation Assessment: Interest inventories or teacher prepared
     questions

  C. Reading Assessment (Informal)

        ✓ Oral reading assessment

        ✓ Reading Inventory to check the word identification and fluency

        ✓ Reading comprehension assessment. Use retelling checklist and
          comprehension questions

        ✓ Vocabulary assessment through observation and use Basic Reading
          Inventory

  D. Writing Activities

        ✓ Teaching sentence structures and making word games for writing
          purpose- etc.

  E. Assessment/Evaluation of Learning (Assessment methods or tools to be
     used, e.g. observation notes, interest inventory, checklist, rubrics, student
     writing samples, etc.)

  F. Materials (books and other instructional materials)

  G. Analysis of Results for each section- you may keep each section's results
     until your final report.

READ 4223: Lesson Plan Format (Instructional Practice): from the second week through the seventh week

Date: _____

Tutor's Name: _____   Child's Name: _____

Grade Level: _____   Session #: _____   Date: _____

 Independent Level: _____Instructional Level: ____ Frustration Level _____

Lesson Objective:

Teaching Procedures
    A. Your lessons should cover these following areas, but not all in a single lesson.

    ✓ Reading activities

    ✓ Writing activities

    ✓ Fluency activities

    ✓ Comprehension activities

    ✓ Phonic activities

    ✓ Vocabulary activitiesAssessment/Evaluation of Learning (Assessment methods or tools to be used, e.g. observation notes, checklist, rubrics, student writing samples, etc.)

    B. Materials (books and other instructional materials)

    C. Analysis of Results for each section

References

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