



Diagnosis and Correction of Reading Difficulties
READ 4223 Section X10
Fall 2026 (Residency)

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.

Synchronous Zoom Meeting Requirement

Effective August 2, 2026, the State of Texas adopted new requirements related to the delivery of asynchronous coursework in educator preparation programs. Under these requirements, asynchronous coursework is defined as self-paced, non-simultaneous instruction in which students access course materials and complete assignments within the time frame prescribed by the course. A course is considered asynchronous when more than 50% of the coursework is delivered asynchronously.

To ensure that this course meets the new state requirements, students will be required to participate in **one synchronous Zoom meeting each week**. These meetings will provide opportunities for live instruction, discussion, interaction, and meaningful engagement with the instructor and classmates.

The day and time for the weekly synchronous Zoom meeting will be determined through a class poll during the first week of the semester. **All students must respond to the poll by August 31.** After reviewing the poll results, the instructor will determine the day and time for the weekly synchronous Zoom meeting and notify the class of the established schedule.

Students are expected to attend and actively participate in each scheduled Zoom meeting. The Zoom link will be available in **D2L → Course Information.**

This synchronous component is incorporated into the course to support student learning, provide regular opportunities for real-time interaction, and ensure compliance with current Texas requirements governing the delivery of coursework in educator preparation programs.

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. All required standards are available on D2L.

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](#)

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](#).

Emergency Aid Resources for Basic Needs

Unexpected life circumstances can affect anyone. If you are experiencing challenges meeting basic needs—such as housing, utilities, food, transportation, healthcare, technology, textbooks or other life necessities, resources may be available to help. Visit the [Student Emergency Support and Resources webpage](#) to learn more, and explore emergency support opportunities through MSU and how to access them. For additional information, please contact the Office of Student Affairs: Clark Student Center #108, (940) 397-7500, student.affairs@mstuexas.edu.

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.

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 or 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 in 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).

Recording Classes

****Recording classes is generally prohibited without the professor's explicit permission.*** Such recordings, when permitted, are for personal use only and may not be uploaded to the internet or otherwise shared, transmitted, or published without the professor's prior consent. Some faculty may not permit recordings of their classes. When it is feasible and appropriate, students may record classes to accommodate disabilities under the Americans With Disabilities Act, with prior approval of Disability Support Services. Such recordings may not be uploaded to the internet or otherwise shared, transmitted, or published.

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 a 100% 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) exist 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 10 (Oct.26 to Oct. 30)**

Key Assessments

Final tutoring report and case study report presentation.

Assignments

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 Oct 11th, Nov.15th and Dec. 6th**). An example of a Double Entry is listed on page number 28.

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.

Residency-Based Reading Diagnosis and Instruction Portfolio Project and Video Presentation

Assignment Description

The Residency-Based Reading Diagnosis and Instruction Portfolio Project is the major clinical assignment for READ 4223 for students participating in a residency program.

Because residency students are already working regularly in an elementary classroom, you are **not required to complete the traditional eight 90-minute tutoring sessions with two individual children**. Instead, you will complete an eight-week reading diagnosis and instructional experience within your residency classroom beginning in **Week 5**.

Throughout this project, you will work collaboratively with your classroom/mentor teacher to examine reading assessment data, identify students' literacy strengths and needs, plan appropriate reading instruction, participate in or lead literacy instruction, differentiate instruction, monitor student learning, and reflect on your professional growth.

You are not required to work individually with specific children. Your experiences may involve:

- whole-class literacy instruction;
- small-group reading instruction;
- guided reading;
- literacy centers;
- intervention groups;
- differentiated instruction;
- reading conferences;
- assessment activities; or
- individual students when appropriate.

The specific structure of your experience should be determined collaboratively with your classroom/mentor teacher and should fit naturally within the literacy instruction occurring in your residency classroom.

Although the residency experience differs from the traditional tutoring pathway, the academic expectations remain rigorous. You will demonstrate your understanding of the complete diagnostic-instructional cycle:

Assess → Analyze → Identify Needs → Plan → Teach → Monitor → Adjust → Reflect

Learning Objectives

Upon successful completion of this project, you should be able to:

1. Identify and describe different reading assessments used in an elementary classroom.
2. Collect, examine, and interpret reading assessment data.

3. Identify students' literacy strengths and areas of instructional need.
4. Recognize reading needs related to areas such as phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension, and writing.
5. Use assessment information to establish appropriate instructional goals.
6. Collaborate professionally with a classroom/mentor teacher in planning literacy instruction.
7. Design or assist in designing evidence-based reading instruction based on student needs.
8. Implement literacy instruction with the whole class, small groups, intervention groups, or individual students when appropriate.
9. Differentiate literacy instruction to address diverse reading abilities and needs.
10. Use formative assessment and progress-monitoring evidence to evaluate student learning.
11. Modify instructional decisions based on students' responses and performance
12. Reflect critically on the relationship among reading assessment, diagnosis, and instruction.
13. Demonstrate professional and ethical responsibilities related to assessment, instruction, collaboration, and student confidentiality.

Purpose of the Assignment

Effective reading teachers do more than administer assessments. They use assessment information to understand their students and make appropriate instructional decisions.

The purpose of this project is to provide you with authentic experience connecting reading assessment, diagnosis, and instruction within a regular classroom setting. During your residency, you will observe how your classroom teacher gathers and uses reading data. You will also have opportunities to participate in this process by analyzing student performance, planning instruction, teaching literacy lessons, monitoring learning, and modifying instruction when necessary. This project is designed to help you understand an essential principle of effective reading instruction:

Assessment should inform instruction, and instruction should continually produce new information about student learning.

Working With Your Classroom/Mentor Teacher

Collaboration is an important component of this assignment.

Throughout the eight-week experience, communicate regularly with your classroom/mentor teacher about reading assessment and instruction.

Your mentor teacher can help you understand:

- reading assessments used in the classroom or school;
- available student reading data;
- students' literacy strengths;

- areas requiring additional instruction;
- classroom reading groups;
- intervention practices;
- instructional priorities;
- curriculum expectations;
- differentiation practices; and
- methods used to monitor student progress.

You should not simply observe your mentor teacher throughout the eight weeks. As appropriate within your residency responsibilities, you should gradually become an **active participant in the assessment–instruction process**.

Eight-Week Residency Process

Week 1 – Understanding the Classroom Literacy Environment

Begin by becoming familiar with the literacy environment in your residency classroom.

Meet with your classroom/mentor teacher and discuss the reading curriculum, assessments, instructional practices, and student needs.

Observe literacy instruction and consider:

- How is reading instruction organized?
- What reading curriculum or materials are used?
- How are students grouped for reading instruction?
- What assessments are used?
- How does the teacher identify struggling readers?
- How is instruction differentiated?
- What types of intervention are available?
- How does the teacher monitor reading progress?

Week 1 Documentation

Write a brief description of the classroom literacy environment and reflect on what you learned from your classroom teacher.

Week 2 – Reading Assessment and Data Collection

Work with your classroom/mentor teacher to examine reading assessment practices and available literacy data.

Depending on the classroom and school, data may come from:

- screening assessments;
- diagnostic assessments;
- curriculum-based assessments;
- running records;
- word lists;
- oral reading passages;
- fluency assessments;
- comprehension assessments;
- phonics assessments;
- phonological awareness assessments;
- spelling assessments;

- writing samples;
- teacher observations; or
- other district or classroom assessments.

When appropriate and permitted by your classroom teacher, participate in administering or scoring reading assessments.

Week 2 Documentation

Identify the assessment tools or data sources used and explain what information they provide about students' reading development.

Week 3 – Analyze Reading Data and Identify Instructional Needs

Work with your classroom/mentor teacher to examine available reading data. Do not simply report scores. Think about what the data mean for instruction. Identify important literacy strengths and needs within the classroom.

Consider areas such as:

- phonological/phonemic awareness;
- phonics;
- decoding;
- word recognition;
- oral reading accuracy;
- fluency;
- vocabulary;
- comprehension;
- spelling; and
- writing.

Consider whether different students or groups demonstrate different instructional needs.

Connecting Data to Instruction

Ask yourself:

What does this reading evidence tell us that students need next?

Week 3 Documentation

Summarize the major reading strengths and instructional needs you identified. Explain the evidence supporting your conclusions.

Do not include students' full names or other identifying information.

Week 4 – Collaborative Instructional Planning

Work with your classroom/mentor teacher to plan literacy instruction based on the needs identified through assessment and observation.

Instruction may be designed for:

- the whole class;
- small groups;
- guided reading groups;
- literacy centers;
- intervention groups; or
- individual students when appropriate.

Discuss:

- the instructional goal;
- the reading skill or strategy being addressed;
- why the instruction is needed;
- appropriate texts or materials;
- evidence-based instructional strategies;
- differentiation for different learners; and
- how student learning will be assessed.

Week 4 Documentation

Prepare an instructional plan showing a clear connection between:

Assessment Evidence → Identified Need → Instructional Goal → Teaching Strategy → Evidence of Learning

Weeks 5–7 – Implement, Monitor, and Adjust Reading Instruction

During these weeks, become actively involved in literacy instruction.

Depending on your classroom responsibilities and your mentor teacher's recommendations, you may:

- teach a whole-class reading lesson;
- teach or assist with small-group reading;
- conduct guided reading;
- facilitate literacy centers;
- provide targeted intervention;
- conduct reading conferences;
- model reading strategies;
- provide vocabulary instruction;
- support fluency development;
- teach comprehension strategies;
- provide phonics or word-study instruction; or
- differentiate an existing classroom lesson.

Your instruction should be connected to identified student needs rather than simply completing an activity.

Evidence-Based Literacy Instruction

Your instructional activities may address areas such as:

Phonological and Phonemic Awareness

Possible activities include:

- rhyming;
- blending;
- segmenting;
- syllable activities;
- phoneme identification; and
- phoneme manipulation.

Phonics and Decoding

Possible instruction may address:

- letter-sound relationships;
- word patterns;
- decoding strategies;

- word building;
- multisyllabic words; and
- structural analysis.

Word Recognition

Instruction may include:

- high-frequency words;
- irregular words;
- automatic word recognition; and
- meaningful word practice.

Fluency

Possible strategies include:

- modeled fluent reading;
- repeated reading;
- echo reading;
- partner reading;
- phrase-cued reading; and
- reader's theater.

Vocabulary

Possible strategies include:

- explicit vocabulary instruction;
- semantic mapping;
- morphology;
- context clues;
- word relationships; and
- meaningful application of new vocabulary.

Reading Comprehension

Possible strategies include:

- prediction;
- questioning;
- summarizing;
- identifying main ideas;
- making inferences;
- identifying text structure;
- story mapping;
- monitoring comprehension; and
- supporting responses with evidence from the text.

Progress Monitoring

During instruction, collect evidence showing how students respond to teaching.

Progress monitoring does not always require a formal test.

Evidence may include:

- observation notes;
- running records;
- oral reading samples;
- comprehension responses;
- word-reading checks;

- fluency data;
- student writing;
- student work samples;
- exit tickets;
- classroom assessments; or
- other formative assessment evidence.

After instruction, consider:

- What did students understand?
- Where did students experience difficulty?
- Which students may need additional support?
- Did the instructional strategy appear effective?
- Should the next lesson provide additional practice?
- Should students be regrouped?
- Does the instructional approach need to change?

The goal is to demonstrate that assessment and instruction are continuous and connected processes.

Weekly Instructional Reflections

During the instructional portion of the project, complete a weekly reflection. Your reflection should not simply describe what happened. It should demonstrate your ability to think critically about teaching and student learning.

Address questions such as:

1. What was the literacy goal for this week's instruction?
2. What assessment information or classroom evidence influenced the lesson?
3. What strategy or activity was used?
4. What was your role in the instruction?
5. How did students respond?
6. What evidence showed that students understood the skill or concept?
7. What difficulties did you observe?
8. How was instruction differentiated?
9. What worked particularly well?
10. What would you change?
11. What should happen next instructionally?
12. What did you learn from your classroom/mentor teacher?

Week 8 – Evaluate Student Learning and Instructional Effectiveness

During the final week, work with your classroom/mentor teacher to examine student progress.

Use available assessment and instructional evidence to determine whether students demonstrated growth in the areas addressed during the project.

When appropriate, compare earlier and later assessment information.

Consider:

Beginning Evidence → Instruction → Progress Monitoring → Current Evidence

Discuss:

- areas in which students demonstrated growth;
- areas that continue to require instruction;

- instructional strategies that appeared effective;
- strategies that may need modification;
- differences among students' responses to instruction; and
- recommendations for future teaching.

Remember that eight weeks is a relatively short instructional period. Students may demonstrate different levels of growth. Your responsibility is to interpret the evidence professionally rather than assume that every student should demonstrate the same amount of progress

Classroom Reading Diagnosis Analysis

At the conclusion of the eight-week experience, prepare an analysis demonstrating your understanding of how reading diagnosis functions within an authentic classroom. Address the following areas:

1. Classroom Literacy Context

Describe the grade level, literacy curriculum, classroom organization, and general approach to reading instruction.

Do not identify the school, teacher, or children unnecessarily.

2. Assessment Practices

Describe the reading assessments and data sources used within the classroom. Explain what types of information these assessments provide.

3. Analysis of Reading Needs

Discuss important literacy strengths and instructional needs you observed through assessment data and classroom experiences.

4. Collaborative Planning

Explain how you and your classroom/mentor teacher used assessment information to plan literacy instruction.

5. Instructional Implementation

Describe your role in implementing reading instruction.

Provide examples of whole-class, small-group, intervention, center-based, or other literacy instruction in which you participated.

6. Differentiation

Explain how instruction was adjusted to address students with different literacy strengths and needs.

7. Progress Monitoring

Describe how student learning was monitored and what evidence was collected.

8. Instructional Decision-Making

Explain how student responses influenced subsequent instructional decisions.

9. Student Growth

Discuss evidence of student learning or growth during the project.

10. Recommendations

Based on the evidence you collected, identify appropriate next steps for literacy instruction.

Final Professional Reflection

At the end of the project, reflect on your development as a reading teacher.

Consider the following questions:

- What did you learn about reading diagnosis?
- How did your understanding of assessment change?
- How did your classroom teacher use assessment data to make instructional decisions?
- What did you learn from collaborating with an experienced teacher?
- How did you contribute to literacy instruction?
- What did you learn about teaching students with different reading abilities?
- What did you learn about differentiation?
- Which instructional strategies appeared particularly effective?
- What challenges did you encounter?
- How did you respond to those challenges?
- What did you learn about managing reading instruction within a regular classroom?
- How has this experience influenced the way you think about assessment and reading instruction?
- What will you take from this experience into your own future classroom?

Your final reflection should demonstrate professional growth and thoughtful analysis, rather than simply provide a summary of the activities you completed.

Residency Reading Diagnosis and Instruction Portfolio

At the conclusion of the eight-week experience, submit a Residency Reading Diagnosis and Instruction Portfolio containing evidence of your work.

Your portfolio should include:

1. Classroom Literacy Context
2. Week 1 – Classroom Literacy Environment and Reflection
3. Week 2 – Assessment and Data Collection
4. Week 3 – Reading Data Analysis and Identified Needs
5. Week 4 – Collaborative Instructional Plan
6. Weeks 5–7 – Instructional Plans/Activities and Reflections
7. Evidence of Differentiated Reading Instruction
8. Progress-Monitoring Evidence
9. Selected Student Work Samples, when permitted
10. Week 8 – Evaluation of Student Learning
11. Classroom Reading Diagnosis Analysis
12. Final Professional Reflection
13. References, when applicable

Your portfolio should clearly demonstrate the connection among:

**Assessment → Diagnosis → Planning → Instruction → Progress
Monitoring → Instructional Adjustment → Reflection**

Student Confidentiality

Student confidentiality must be maintained throughout this assignment.

Do not include students' full names in your portfolio, reflections, presentations, or other course submissions.

When discussing individual children, use:

- Student A;
- Student B;
- Student 1;
- pseudonyms; or
- another non-identifying designation.

Do not include identifiable photographs or confidential school records in your course assignment unless their use is specifically permitted by applicable school, district, university, and residency-program policies.

Professional Expectations

As a residency student, you are expected to demonstrate professional behavior throughout this experience.

You should:

- communicate regularly with your classroom/mentor teacher;
- follow school and district procedures;
- respect your mentor teacher's classroom schedule;
- arrive prepared for instructional responsibilities;
- protect student confidentiality;
- use assessment information responsibly;
- participate actively in literacy instruction;
- use instructional time effectively;
- accept and apply professional feedback;
- maintain accurate documentation; and
- demonstrate respect for students, families, teachers, and school personnel.

Your classroom/mentor teacher is an important professional partner. Ask questions, seek feedback, observe carefully, and use the residency **experience** as an opportunity to develop your own professional judgment.

Documentation of Residency/Clinical Hours

You are responsible for documenting the clinical/residency hours required for READ 4223 and submitting the appropriate information through the TK-20 system according to university and program requirements.

Maintain accurate records throughout the semester rather than waiting until the end of the experience.

Important Reminder

This assignment is not simply a classroom observation assignment.

Although collaboration with your classroom/mentor teacher is an essential component, you are expected to become an active participant in reading assessment, instructional planning, teaching, differentiation, and progress monitoring as appropriate within your residency placement.

You are also not required to tutor two children individually. Reading diagnosis in a regular classroom may involve the whole class, flexible groups, small groups, intervention groups, literacy centers, or individual students.

Throughout the eight-week experience, continue asking:

What does the assessment evidence tell us about our students' reading needs?

How should that evidence influence our instruction?

What evidence shows whether our instruction is helping students learn?

The goal of this project is to help you develop the professional ability to use assessment evidence, collaboration, and reflective decision-making to provide effective reading instruction in an authentic classroom environment.

Video Presentation

As the final component of the **Residency-Based Reading Diagnosis and Instruction Portfolio Project**, you will create a video presentation that summarizes and reflects on your eight-week residency-based reading diagnosis and instructional experience.

The purpose of the video presentation is **not to read your written portfolio aloud**. Instead, you should highlight the most important aspects of your experience and demonstrate what you learned about the relationship among reading assessment, diagnosis, instructional planning, teaching, differentiation, progress monitoring, and collaboration with your classroom/mentor teacher.

Presentation Requirements

Create a **10–15-minute video presentation** using PowerPoint, Google Slides, Canva, or another appropriate presentation platform. Your presentation should be professional, organized, visually clear, and easy to follow. Your video presentation should include the following components:

1. Introduction and Classroom Context

Briefly introduce your residency experience.
Include:

- grade level;
- general classroom literacy environment;
- types of reading instruction you observed or participated in; and
- your role in the classroom.

Do **not** identify the school, classroom teacher, or students by name.

2. Reading Assessment and Data

Explain the types of reading assessment data you and your classroom/mentor teacher examined during the project.

Discuss:

- assessment tools or data sources used;
- what the assessment information revealed about students' reading strengths;
- areas in which students needed additional support; and
- how assessment information helped guide instructional decisions.

You do not need to present every assessment score. Select examples that best demonstrate what you learned about reading diagnosis.

3. Collaboration With Your Classroom/Mentor Teacher

Describe how you worked collaboratively with your classroom/mentor teacher. Discuss:

- how you examined assessment data together;
- how instructional needs were identified;
- how reading instruction was planned;
- feedback or guidance you received from your mentor teacher; and
- what you learned from this professional collaboration.

4. Reading Instruction

Provide examples of literacy instruction in which you participated or that you helped plan and implement. Your examples may include:

- whole-class reading instruction;
- small-group instruction;
- guided reading;
- literacy centers;
- intervention groups;
- phonics or word-study activities;
- fluency instruction;
- vocabulary instruction;
- comprehension instruction; or
- other appropriate literacy experiences.

Explain **why particular instructional strategies were selected** and how they were connected to assessment evidence.

5. Differentiated Instruction

Explain how reading instruction was differentiated to address students with different literacy strengths and needs. Provide at least **one specific example** of how instruction, materials, grouping, level of support, or instructional strategies were adjusted to meet students' needs.

6. Progress Monitoring and Student Learning

Explain how you and/or your classroom teacher monitored student learning during the eight-week experience.

Discuss:

- the evidence used to monitor progress;
- changes you observed in student performance;
- areas in which students demonstrated growth;

- areas that continued to require support; and
- how student performance influenced subsequent instructional decisions.

Remember that the goal is not to demonstrate that every student made dramatic progress. Your goal is to show that you can interpret evidence of learning and use that evidence to make instructional decisions.

7. Most Meaningful Teaching Experience

Select **one experience from the eight-week project** that was particularly meaningful to you.

Briefly describe:

- what happened;
- why the experience was meaningful;
- what you learned about students as readers; and
- what you learned about yourself as a future teacher.

8. Professional Reflection

Conclude your presentation by reflecting on your professional growth. Address questions such as:

- What did you learn about reading diagnosis?
- How has your understanding of the relationship between assessment and instruction changed?
- What did you learn about working collaboratively with a classroom teacher?
- What did you learn about differentiating reading instruction?
- What was the most challenging part of this experience?
- What area of reading instruction do you feel more confident teaching now?
- What area would you like to continue developing?
- How will you apply what you learned to your future classroom?

9. Suggested Presentation Organization

Your presentation might include approximately **8–10 slides**:

1. Title
2. Classroom Literacy Context
3. Reading Assessment and Data
4. Identified Reading Strengths and Needs
5. Collaboration With the Classroom/Mentor Teacher
6. Instructional Strategies and Differentiation
7. Progress Monitoring and Evidence of Learning
8. Most Meaningful Teaching Experience
9. Professional Growth and Reflection
10. Key Takeaways

You may adjust the number of slides as needed, provided that all required components are addressed.

10. Confidentiality

Student confidentiality is especially important in your video presentation.

Do **not**:

- use students' full names;
- identify the classroom teacher or school unnecessarily;
- show confidential student records;
- display identifying information;
- include photographs or video recordings of children unless their use is specifically authorized under applicable school, district, university, and residency-program policies.

Use pseudonyms or terms such as **Student A**, **Student B**, **Group A**, or **Group B** when discussing individual students or groups.

11. Presentation Expectations

Your presentation should:

- demonstrate knowledge of reading diagnosis and instruction;
- make clear connections between assessment and instructional decisions;
- provide specific examples from your residency experience;
- demonstrate collaboration with your classroom/mentor teacher;
- include evidence of differentiation and progress monitoring;
- demonstrate thoughtful professional reflection;
- use clear and professional visual materials;
- be presented in your own words rather than read directly from the slides; and
- maintain student confidentiality throughout the presentation.

12. Submission

Submit your **video presentation or video link** according to the instructions provided in D2L.

Before submitting, check your video or link to make sure that:

- the video plays correctly;
- the audio can be clearly heard;
- all slides are visible;
- the link is accessible to the instructor; and
- student confidentiality has been protected

Constructed Response Question Analysis (Individual Project)

Direction:

Using your knowledge of reading pedagogy and the developmental progression 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 one 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 weaknesses. 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
Residency-Based Reading Diagnosis and Instruction Portfolio Project-Weekly Reflection	450
Residency-Based Reading Diagnosis and Instruction Portfolio Project-Final Presentation (Video)	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. All assignments are due on Sunday at 11:59pm. Please follow weekly module on D2L carefully.**

Module	Topics	Reading Assignments/ Assignment Due
Week 1 Aug.24-Aug.28	1. Course Introduction Syllabus Background Check/Child Protection training	Review Course Syllabus / Background Check/Child Protection training
Week 2 Aug.31-Sept.4	2.Introduction to a diagnostic reading and improvement program	Chapter 1 Erikson, Opitz & Schendel Text
Week 3 Sept.7-Sept.11 Sept 7: Labor Day Holiday	3. Factors that affect reading performance	Chapter 2 Erikson, Opitz & Schendel Text ** Background Check/Child Protection training Due by Sept.13th by 11:59pm.
Week 4 Sept.14 to Sept.18	4. Classroom Assessments	Chapter 3 Erikson, Opitz & Schendel Text
Week 5 Sept.21 to Sept.25	5.Oral Reading Assessment	Chapter 4 Erikson, Opitz & Schendel Text
Week 6 Sept.28 to Oct.2	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 Oct.5 to Oct.9	7. Commercial Tests	Chapter 5 Erikson, Opitz & Schendel Text # Double Entry Journal 1(Chapter 1-5) Oct 11th by 11:59pm. **Tutoring Session 1
Week 8 Oct.12 to Oct.16	8. Becoming the Teachers with a Diagnostic Mindset	Chapter 6 Erikson, Opitz & Schendel Text **Tutoring Session 2
Week 9 Oct.19 to Oct.23	9. Teaching with Texts	Chapter 7 Erikson, Opitz & Schendel Text **Tutoring Session 3
Week 10 Oct.26 to Oct.30	10. Teaching Writing	Chapter 13 Erikson, Opitz & Schendel Text **Tutoring Session 4 ** STR Virtual Training

Module	Topics	Reading Assignments/ Assignment Due
Week 11 Nov.2 to Nov.6	11. Comprehension	Chapter 9 Erikson, Opitz & Schendel Text **Tutoring Session 5 ** Teaching resource note book due on Nov.8th by 11:59pm.
Week 12 Nov.9 to Nov.13	12. Vocabulary	Chapter 10 Erikson, Opitz & Schendel Text ** Double Entry Journal # 2 (Chapter 6,7,9,10, & 13) Due Nov.15th by 11:59pm. **Tutoring Session 6
Week 13 Nov.16 to Nov.20	13. Phonics	Chapter 11 Erikson, Opitz & Schendel Text **Tutoring Session 7
Week 14 Nov.23 to Nov.27	14. Thanksgiving Holidays (Nov.25-27)	**Tutoring Session 8 (Manage your final tutoring session before Thanksgiving Holiday)
Week 15 Nov.30 to Dec.4	15. Fluency; Early Literacy; Patterning with families, teachers, and community	Chapter 8,12 & 14 Erikson, Opitz & Schendel Text ** Constructed Response Case Study Analysis due on Dec. 5th by 11:59pm. **Double Entry Journal # 3 (Chapter 8,11, 12, & 14) Due Dec. 6th by 11:59pm.
Week 16 Dec.7 to Dec.11	16. Wrap Up: Comprehensive Tutoring Report Video Presentation	** Final Tutoring Report Written part, Power Point slides and Video Presentation due on Dec 11th by 11:59pm