



Diagnosis and Correction of Reading Difficulties
READ 4223 Section X301
Summer 2022

Contact Information

Instructor: Dr. Suhua Huang

Office: BH214

Office hours: Mondays to Thursdays (12:30 pm-1:30 pm) summer only or by appointment

Office phone: (940)3974763

E-mail: suhua.huang@msutexas.edu

Academic Interests/Specialization

Reading Assessment, Reading Motivation, Writing self-efficacy, and Vocabulary instruction

Textbook & Instructional Materials

Johns, J. L. (2016). Basic reading inventory (12thed). Dubuque, IA: Kendall/Hunt Publishing Company. ISBN: 9781524905620

Erekson, J. A., Opitz, M. F., Rubin, D., & Schendel, R. (2020). Understanding, Assessing and Teaching Reading: A diagnostic approach (8thed). Boston: Allyn & Bacon.

Reutzel, R., & Cooter, R. B. (2020) Strategies for Reading Assessment and Instruction: Helping Every Child Succeed (6thed). Boston: Allyn & Bacon.

Supplemental Reading Material

Course Description

To assess students' 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 measures and will select and use various assessment instruments appropriate for children they are tutoring (ILA standard 7, PPR (f), STR standards, STR Competency 2, 13).
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 standard 7, PPR (f), STR standards, STR competency 2, 13,).

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

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), and PPR standards. The detailed competency (or competencies) and standards for each assignment are listed below. The WCOE Conceptual Framework/Standards is listed on Appendix C.

International Literacy Association (2017) Standards for Literacy Professionals

Standard 1: Foundational Knowledge

Teacher candidates demonstrate knowledge of the theoretical, historical, and evidence-based foundations of literacy and language and the ways in which they interrelate and the role of literacy professionals in schools.

Standard 2: Curriculum and Instruction

Teacher candidates use foundational knowledge to critique and implement literacy curricula to meet the needs of all learners and to design, implement, and evaluate evidence-based literacy instruction for all learners.

Standard 3: Assessment and Evaluation

Teacher candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; participate in professional learning experiences; explain assessment results and advocate for appropriate literacy practices to relevant stakeholders.

Standard 4: Diversity and Equity

Teacher candidates demonstrate knowledge of research, relevant theories, pedagogies, essential concepts of diversity and equity; demonstrate and provide opportunities for understanding all forms of diversity as central to students' identities; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.

Standard 5: Learners and the Literacy Environment

Teacher candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.

Standard 6: Professional Learning and Leadership

Teacher candidates recognize the importance of, participate in, and facilitate ongoing professional learning as part of career-long leadership roles and responsibilities.

Standard 7: Practicum/Clinical Experiences (for specialized literacy professionals only). Teacher candidates apply theory and best practice in multiple supervised practicum/clinical experiences.

Assignments: Journal Entry; Lesson plans & written reflections; Constructed response questions; Final tutoring report and presentation; case study analysis

PPR Standards

PPR Standards 19 TAC §235.11 (b) Instructional planning and delivery:

Demonstrate understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students and makes learning relevant for today's learners.

PPR Standards 19 §TAC 235.11 (c): Work to ensure a high level of learning-social-emotional development, and achievement outcomes for all students, taking into consideration each student's education and developmental backgrounds and focusing on each student's needs.

PPR Standards 19 §TAC 235.11(f) Data-Driven Practices: Use formal and informal methods to assess student growth aligned to instructional goals and

course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content.

Assignments: Case Study Analysis; Final tutoring report & presentation; Teaching Strategy Notebook; Reflective Journals; Theory into Practice Project

Science of Teaching Reading (STR) Standards

Standard 19 §TAC 235.15 (a) Early Childhood: PreK-Grade 5 standards: The STR standards identified in this section are targeted for classroom teachers of early learners (birth through age eight). The standards address the discipline that deals with the theory and practice of teaching early reading. The standards inform proper teaching techniques, strategies, teacher actions, teacher judgments, and decisions by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students.

Assignments: Reflective Journals, Case Study Analysis

Standard 19 §TAC 235.15 (b) Reading Development: Demonstrate understanding of Kindergarten-Grade 5 Texas Essential Knowledge and Skills (TEKS) and *Texas Prekindergarten Guidelines* pertaining to reading and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade level skills within the following components of reading (1) oral language development; (2) print awareness; (3) phonological and phonemic awareness; (4) phonics; (5) fluency; (6) vocabulary development; (7) comprehension of literary text; (8) comprehension of informational text; and (9) beginning strategies and reading comprehension skills.

Assignments: Case Study Report Analysis; Teaching Strategy Notebook

Standard 19 §TAC 235.15 (c) Reading Pedagogy: Demonstrate understanding of the principles of reading instruction and assessment and use a range of instructional strategies and assessment methods to promote students' development of foundational reading skills, including: (1) implementing both formal and informal methods of measuring student progress in early reading development; (2) designing and executing developmentally appropriate, standards-driven instruction that reflects evidence-based best practices; and (3) acquiring, analyzing, and using background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage all students in reading, including students with exceptional needs and English language learners.

Assignments: Case Study Analysis; final tutoring report and presentation; lesson plans and written reflections

Technology Applications for All Teachers Standards

Standard I: All teachers use and promote creative thinking and innovative processes to construct knowledge, generate new ideas and create products:
1.1k how to use innovative technology and electronic communication to create new knowledge.

Standard III. All teachers acquire, analyze, and manage content from digital resources:

3.1k how to use strategies for acquiring information from electronic resources in a variety of formats.

Assignment: Case Study Analysis/Lesson plans & written reflections

Science of Teaching Reading (STR) Examination Framework TEST 293

Domain I: Reading Pedagogy

Competency 001: Foundations of the Science of Teaching Reading

- A. Demonstrate knowledge of scientifically based reading research.
- B. Demonstrate knowledge of the Texas Prekindergarten guidelines related to reading and the Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading (ELAR), (Kindergarten through Grade 5.)
- C. Apply knowledge of the interconnected nature of listening, speaking, reading, writing, and thinking by planning reading instruction that reflects an integrated and recursive model of literacy.
- D. Demonstrate knowledge of the characteristics of students at various stages of reading development from learning to read, including emergent, beginning, and transitional and advanced in order to help inform instructional planning and management of reading instruction.
- E. Recognize that decoding and encoding skills are reciprocal and develop synchronously during the early stages of literacy development, and demonstrate knowledge of the characteristics of students at various stages of spelling development (e.g., pre-communicative or pre-phonetic, semi-phonetic, phonetic, transitional, conventional).
- F. Demonstrate knowledge of the interrelationships between the various components of reading and the importance of promoting young children's development of both foundational reading skills and various dimensions of reading comprehension at all stages of reading development.
- H. Demonstrate knowledge of key principles of research-based and evidence-based reading instruction, including basing instruction on the standards outlined in the Texas Prekindergarten Guidelines and the TEKS for ELAR (Kindergarten through Grade 5); making instructional decisions based on ongoing assessment results; designing and implementing developmentally appropriate, standards-driven instruction that reflects evidence-based best practices; and ensuring that reading instruction is systematic, sequential, explicit, and strategic and promotes the prevention of reading difficulties.

- I. Demonstrate knowledge of the importance of using an assets-based approach when acquiring, analyzing, and using background information about students to inform instructional planning and engage all students in learning.
- J. Demonstrate knowledge of key factors to consider in planning and delivering differentiated instruction and flexible grouping, including students' assessed strengths and needs in the area(s) of reading to be addressed in a lesson, the prerequisite knowledge and skills required for students to be able to benefit from instruction, the pacing of instruction, the complexity of the content or skills to be taught, and the scaffolds needed to support all students' learning.
- P. Demonstrate knowledge of the critical role that families play in young children's reading development, strategies for promoting collaboration with families to support every student's development in reading, and ways to empower families to engage in at home with their child, and to facilitate their child's reading development in various areas (e.g., using new vocabulary, practicing decoding skills, and oral reading fluency)
- R. Demonstrate knowledge of various instructional technologies (e.g., hardware, software, applications) that may be used to support young children's reading development, reading engagement, and motivation to read.
- S. Demonstrate knowledge of criteria for evaluating and selecting curricular resources and research-based strategies and best practices for teaching students how to select, view, and share books and other reading materials for independent reading.

Competency 002: Competency 002 -- Foundations of Reading Assessment

- A. Demonstrate knowledge of the role of assessment in standards-based reading instruction, including basing reading assessment on relevant grade-level standards in the Texas Prekindergarten Guidelines or TEKS for ELAR, and using data from ongoing reading assessments to inform instruction, to plan differentiated instruction, and to adjust instructional planning and delivery to meet all students' reading needs.
- B. Demonstrate knowledge of key assessment concepts and the characteristics, uses, and limitations of standardized criterion-referenced and norm-referenced tests to assess reading development and identify reading difficulties
- C. Demonstrate understanding of the importance of using both code-based and meaning-based classroom reading assessments to inform instructional planning, and identify techniques for assessing decoding skills (e.g., using word lists to assess recognition of high-frequency

sight words; using word pattern surveys, etc.) and various dimension of reading comprehension (e.g., using oral retelling, using oral language and writing samples to analyze academic language and vocabulary development, etc.)

- D. Demonstrate understanding of the importance of selecting and using texts for reading assessments that reflect a diversity of genres, cultures, perspectives, and time periods, including the diversity of the classroom, the school community, and society.
- E. Demonstrate knowledge of key assessment concepts (e.g., validity, reliability, equity in testing) and the characteristics, uses and limitation of standardized criterion-referenced and norm-referenced tests to assess reading development and identify reading difficulties.
- F. Demonstrate knowledge of the distinctions between group and individual classroom reading assessments and the characteristics, uses, and limitations of various formal and informal reading inventories, phonics inventories, spelling inventories, retelling, running records, oral reading fluency measures, and use of rubrics of portfolio assessment of authentic reading tasks.
- G. Demonstrate knowledge of the distinctions between group and individual classroom reading assessments and the characteristics, uses, and limitations of various formal and informal reading assessments (e.g., miscue analyses, informal reading inventories, phonics inventories, spelling inventories, retellings, running records, oral reading fluency measures, use of rubrics, portfolio assessment, and assessment of authentic reading tasks).
- H. Demonstrate knowledge of strategies for using the results of assessment to guide students' independent reading, including conferencing with individual students about their interest, text selections, and response to specific texts.
- I. Demonstrate knowledge of strategies for using the results of assessment (e.g., informal reading inventories, interest surveys or questionnaires) to guide students' independent reading, including conferencing with individual students about their interests, text selections, and responses to specific texts.
- J. Demonstrate knowledge of various instructional technologies (e.g., hardware, software, applications) that may be used to support the assessment of reading development.
- K. Demonstrate knowledge of strategies for differentiating reading assessments to ensure that they accurately assess all students' reading needs.

Assignments: Teaching Strategy Notebook; Reflective Journals; Lesson plans & written reflections

Domain 2: Reading Development: Foundational Skills

Competency 003 (Oral Language Foundations of Reading Development)

- A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing various aspects of students' oral language development, including their academic language development (e.g., knowledge and usage of sentences and grammatical structures of increasing complexity)
- B. Demonstrate ability to accurately interpret the results of ongoing assessments in oral language development, including sentence and grammatical complexity, and to use the results to inform instructional planning and delivery, including differentiation strategies and intervention.

Competency 004(Phonological and Phonemic Awareness) planning and delivery including differentiation strategies and interventions.

- A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing students' development of phonological and phonemic awareness.
- B. Demonstrate ability to accurately interpret the results of ongoing assessments in phonological and phonemic awareness and to use the results to inform instructional planning and delivery including differentiation strategies and interventions.

Competency 005 (Print Concept and Alphabet Knowledge)

- A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing various aspects of students' development in print concepts and alphabet knowledge, including their understanding of the alphabetic principle.
- B. Demonstrate ability to accurately interpret the results of ongoing assessments in print concepts, alphabet knowledge, and the alphabetic principle, and to use the results to inform instructional planning and delivery including differentiation strategies and interventions.

Competency 006 (Phonics and Other Word Identification Skills)

- A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing various aspects of students' development in phonics and other word identification skills, including related spelling skills.
- B. Demonstrate ability to accurately interpret the results of ongoing assessments in phonics and other word identification skills including related

spelling skills, and to use the results to inform instructional planning and delivery including differentiation strategies and interventions.

Competency 007 (Syllabication and Morphemic Analysis Skills)

- A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing various aspects of students' development in phonics and other word identification skills, including related spelling skills.
- B. Demonstrate ability to accurately interpret the results of ongoing assessments in phonics and other word identification skills including related spelling skills, and to use the results to inform instructional planning and delivery including differentiation strategies and interventions.

Competency 008 (Reading Fluency)

- A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing various aspects of students' development in reading fluency.
- B. Demonstrate ability to accurately interpret the results of ongoing assessments in reading fluency and to use the results to inform instructional planning and delivery including differentiation strategies and interventions.

Assignments: Case Study Analysis; Teaching Strategy Notebook; Reflective Journals; Lesson plans & written reflections

Domain 3: Reading Development: Comprehension

Competency 009 (Vocabulary Development)

- A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing students' development of vocabulary knowledge and skills in the context of authentic and meaningful reading.
- B. Demonstrate ability to accurately interpret the results of ongoing assessments in vocabulary development and to use the results to inform instructional planning and delivery including differentiation strategies and interventions.

Competency 010 (Comprehension Development)

- A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing various aspects of students' development in reading comprehension (e.g., inferring), including their development of reading comprehension strategies (e.g., self-monitoring).
- B. Demonstrate ability to accurately interpret the results of ongoing assessments in reading comprehension, including reading comprehensions

strategies and trends in students' work that provide insights into possible misconceptions and to use the results to inform instructional planning and delivery including differentiation strategies and interventions.

Competency 011 (Comprehension of Literary Texts)

- A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing students' reading comprehension and analysis of literary texts.
- B. Demonstrate ability to accurately interpret the results of ongoing assessments in reading comprehension, and analysis of literary texts and to use the results to inform instructional planning and delivery including differentiation strategies and interventions.

Competency 012 (Comprehension of Informational Texts)

- A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing students' reading comprehension and analysis of informational texts.
- B. Demonstrate ability to accurately interpret the results of ongoing assessments in reading comprehension, and analysis of informational texts and to use the results to inform instructional planning and delivery including differentiation strategies and interventions.

Assignments: Case Study Analysis; Teaching Strategy Notebook; Reflective Journals; Lesson plans & written reflections

Domain IV-Analysis and Response

Competency 13 (Analysis and Response): Analyze assessment data related to reading development in foundational reading skills and reading comprehension, and prepare an organized, development written response based on the data and information presented.

- A. Demonstrate the ability to analyze, interpret, and discuss accurately and appropriately the results of a reading assessment for an individual student.
- B. Demonstrate the ability to identify a significant need that a 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 (e.g., accuracy, rate, and prosody) and to support the analysis with specific, appropriate examples from the student's reading performance.
- C. Demonstrate the ability to select and accurately describe an appropriate, effective instructional strategy or intervention to address a student's identified need in foundational reading skills.

- D. Using sound reasoning and knowledge of foundational reading skills, demonstrate the ability to explain the effectiveness of the selected instructional strategy or intervention to address a student's identified need in foundational reading skills.
- E. Demonstrate the ability to identify a significant need that a student demonstrates related to reading comprehension (e.g., vocabulary knowledge; knowledge of sentence and grammatical structures; application of literal, inferential, or evaluate comprehension skills; use of comprehension strategies; application of text analysis skills to a literary or informational text) and to support the analysis with specific, appropriate examples from the students' reading performance.
- F. Demonstrate the ability to select and accurately describe an appropriate, effective instructional strategy or intervention to address a student's identified need in reading comprehension.

Assignments: Constructed response questions; case study analysis;
Final tutoring report and presentation

TEGES EC-6 Core Subjects ELAR Standards

Standard 1: Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

Standard 2: Phonological and Phonemic Awareness: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.

Standard 3: Alphabetic Principle: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

Standard 4: Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.

Standard 5: Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.

Standard 6: Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

Standard 7: Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.

Standard 8: Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.

Standard 9: Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions.

Standard 10: Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

Standard 11: Research and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.

Standard 12: Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.

Assignments: Case Study Analysis; Lesson plans & written reflections; Final tutoring report and presentation

TEXES EC-6 Core Subjects ELAR Competency (Test 391)

Competency 001-Oral Language: The teacher understands the importance of oral language, knows the developmental processes of oral language, and provides students with varied opportunities to develop listening and speaking skills.

Competency 002- Word Analysis and Identification Skills: The teacher understands the importance of word analysis and identification skills for reading comprehension and provides many opportunities for students to practice and improve these skills.

Competency 003—Reading Fluency: The teacher understands the importance of fluency for reading comprehension and provides many opportunities for students to improve their reading fluency.

Competency 004—Reading Comprehension and Applications: The teacher understands the importance of reading for understanding, knows the components and processes of reading comprehension, and teaches students strategies for improving their comprehension, including using a variety of texts and contexts.

Competency 005—Vocabulary Development: The teacher knows the importance of vocabulary development and applies that knowledge to teach reading, listening, speaking, and writing.

Competency 006—Reading, Inquiry, and Research: The teacher understands the importance of inquiry and research skills to students' academic success and provides instruction that promotes students' acquisition and effective use of these skills in the content areas.

Competency 007—Writing Conventions: The teacher understands the conventions of writing in English and provides instruction that helps students develop proficiency in applying writing conventions.

Competency 008—Written Communication: The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.

Competency 010—Assessment of Developing Literacy: The teacher understands the basic principles of literacy assessment and uses a variety of assessments to guide literacy instruction.

Assignment: Lesson plans & written reflections; Final tutoring report

Campus Carry Rules/Policies

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at [Campus Carry Rules and Policies](#)

Academic Honesty

Honesty is a fundamental precept in all academic activities, and those privileged to be members of a university community have a special obligation to observe the highest standards of honesty and a right to expect the same standards of all others. Academic misconduct in any form is inimical to the purposes and functions of the university and therefore is unacceptable and rigorously proscribed. Academic dishonesty may result in a failing grade for the semester and will be reported to the appropriate authorities within the College. This policy applies to the issue of plagiarism, in particular. It is critical that you cite your sources and give people the credit they deserve.

Plagiarism Statement

Plagiarism is academic dishonesty. Plagiarism will be considered grounds for failing this course. You are required to use the APA citation properly and you are not allowed to directly quote the textbook or any other books without proper citation.

Note: By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity and for educational purposes (Student Handbook)

Attendance Policy

This course has a strict attendance policy. Professional teachers are dependable, reliable, and responsible. Therefore, you are expected to be on time and in

attendance at every class. Tardiness, leaving early, and absences are considered evidence of lack of dependability and are taken seriously.

If you are absent, your grade will be reduced.

1st Absence – No penalty. (Please use the first absence wisely such as family events, conferences, or other social activities)

2nd Absence – 50 points deducted from your final grade average

3rd Absence – 100 points deducted from your final grade average

More than 3 absences – additional 100 points deducted from your final grade average for each absence beyond the first 3.

If you have an unexpected medical treatment, car accident or a family emergency, etc. You must turn in a doctor's note and/or official documents at the time you return to class. It is your responsibility to provide the written documentation to the instructor to avoid the loss of points.

Punctuality is also expected for all classes. When you arrive 10 minutes after class has started, it is considered a tardy. Three tardies will result in a loss of 50 points from your final point total. Five tardies will lose 100 points in your final point total. When you arrive 20 minutes after class has started or leave before it ends you will be counted absent for that class period.

Disability Access: In accordance with the law, MSU provides academic accommodations for students with documented disabilities. Students with documented disabilities who believe they may need accommodations in this class are encouraged to notify the instructor and to contact the MSU Disability Support Services, Clark Student Center, Room 168, phone: 940 – 397 – 4140.

Do not use your laptop to do any assignments in the class. You are supposed to do your assignments after the class. It may result in your being issued a fitness alert if the instructor finds that you are doing homework and/or if you are on a social network website (e.g., Facebook, Twitter, etc). Meantime, you will lose 300 points.

Make your cell phone vibrate during class time. Be considerate of others and do not take calls or text messages during class because it interrupts the learning process of other students. Do not do it! Please use your cell phones on break and not during class.

Special notes: some in-class projects may be required, but not listed specifically in the syllabus. You will be informed in class and/or-via email of any changes to the calendar.

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. Turn in your assignments to D2L system on the due day which is listed on the course calendar.

Inclement Weather Policy

In case of inclement weather, the instructor will post an announcement regarding the status of the class through email. Students are also encouraged to call the department if they have no immediate access to the Internet.

Accommodation Policy

Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact the professor as soon as possible so we can discuss accommodation necessary to ensure your full participation in the course and to facilitate educational opportunities

Special Trainings

Throughout the semester, students will receive four in-person and 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 Monday, June 27.

Key Assessments

Final tutoring report and case study report presentation.

Assignments

Participation

Merely attending class is not sufficient to earn the class participation credit. You are expected to come to class prepared and ready to actively participate in each class session: ask questions, answer questions, share your knowledge and experiences, and actively participate in whole class and small group discussions and activities. Read any assigned course materials, bring your texts and course materials to every class session, and take responsibility for your share of the discussion. Absence will affect your participation grade. Each absence will lose 10 points for participation.

Clinical Experience: Tutoring Performance

- a. During the semester, you will design and carry out seven tutoring lessons during designated tutoring hours (10:20pm-12:00pm), starting on Tuesday, June 14 and ending on June 23 at the College of Education. In case of illness, you should notify the instructor by 10:00 am on the day of your tutoring lesson. Appropriate attire is required. No bare midriff. No tongue rings.
- b. You must have a lesson plan for each tutoring session.

- c. 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, teachers, school staff, and the school principal.
- e. Write thoughtful reflective journals after each tutoring session.

Details of writing lesson plans and reflective journals will be discussed

Double Entry Journal (Group Project)

Each group needs six students. You will write a journal entry outside of class in response to the 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 five chapters (**Due days are June 6, June 9, and June 29**). An example of a Double Entry is listed on page number 24.

Teaching Resource Notebook

You need to create or compile a notebook of 30 teaching strategies that you could use to support EC-3 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

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. It also depends on the school needs such as the numbers of students who need to receive tutoring sessions. 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 eight, 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. 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.25-26). 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. A hard copy of the typed, single-spaced, 12 font (Times New Roman font, like this syllabus), lesson plan is due in the class on Mondays so that I can give you feedback before the next 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.

As Part of the Tutoring Lessons, You Will Administer and Analyze the Following Assessments for the Children You Are Tutoring: As part of the course requirements, you will be working at one of the local schools. You will use a variety of assessment instruments to identify the literacy strengths and needs of the student you will be tutoring. These assessments will be introduced and discussed in class during the semester. From the assessments discussed in class, you will select the informal assessments that are most appropriate for the child you are tutoring, based on the preliminary information you are given about that child. Please remember that any information about the children you are tutoring is confidential and should not be discussed or shared with anyone other than the children's parents, teachers (if tutoring children recommended by their teacher and the clinic is located at the school), or within our READ 4223 course classroom discussions.

(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?

(1) 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?

(2) 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?

(3) 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?

(4) 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 are 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?

(5) Informal Reading Inventory (IRI) and Miscue (Reading Error) Analysis Summary Sheets

Administer the various parts of the Johns Informal Reading Inventory. This includes the word lists and oral reading passages. You will only administer the silent reading passages and listening passages if the children you are tutoring are a certain age level. Each part of the inventory provides specific information about the children's reading ability. 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?

(6) Tutoring Session **Running (Reading Error) Records**

The running (error) record should be completed on a familiar reading—a 100 to 150 word passage that each child read during the prior tutoring session. In order to administer the running record, you will need a copy of the material the children read. You will mark any miscues as they read. Analyze the reading miscues after the tutoring session. Do not take session time to complete your analysis of the reading. In your lesson plan summarize what you learned about each child's reading from the running record. For example, what is your interpretation of the miscue analysis? What patterns do you see in the children's reading? In the written lesson reflection, reflect on that information. How will it affect your tutoring? What are their reading strengths? What are their reading needs? Have the children's reading levels changed? If so, why do you think they changed? If not, why didn't they change? Based on information from the running record, how can you help the children with reading during the tutoring lessons?

Written Reflections

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 with the typed lesson (double-spaced, 12 font, Times New Roman) in the class on Monday so that I can give you feedback before the next tutoring session. 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

At the end of your tutoring experience, 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 levels, 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. Final tutoring report's evaluation and rubric are listed in the syllabus (page 27-30). An example of a tutoring report will be posted on the D2L. You need to upload your final tutoring report to D2L.

Comprehensive Tutoring Report Presentation

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 page 31-32. 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 Case Study Analysis Project (Group Project)

You will review two comprehensive case studies. You need to write comprehensive teaching plans and strategies for the two cases. Plan teaching strategies and resources that will help the students in each of the two cases to make progress and overcome reading challenges. The two case studies will be given in the class.

Theory into Practice Project (Group 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.

Briefly discuss why each cluster is important to literacy instruction in classrooms.

| | |
|------------------------------|-----------------------|
| 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

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.

Table 1

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.

| Assignment | Points |
|--|--------|
| Participation/Tutoring Performance | 100 |
| Reflective Journal | 150 |
| Teaching Strategy 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 & Lesson plan due the next day after your finishing each tutoring session**

| Date | Topics | Reading Assignments/ Assignment Due |
|--------------------------|--|--|
| Week 1 May 31 (T) | 1.(1)Course Introduction Syllabus Background Check (2) Introduction to a diagnostic and improvement program | Review Course Syllabus Chapter 1 Erekson, Optiz & Schendel Text |
| Week 1 June 1 (W) | 2. (1)Factors that Affect Reading Performance (2) Classroom Assess- ments (3) Commercial Tests | Chapter 2, 3, 5 Erekson, Optiz & Schendel Text |
| Week 1 June 2 (R) | 3. (1) Oral Reading Assessment (2) Becoming the Teacher with a Diag- nostic Mindset | Chapter 4 & 6 Erekson, Optiz & Schendel Text |
| Week 2 June 6 (M) | 4. Overview Basic Reading Inventory How to determine the students' three reading levels | Johns Texts ** Double Entry Journal # 1(Chapters 1, 2, 3, 4,5) Due |
| Week 2 June 7 (T) | 5. (1) Help Children Apply phonics (2) Teaching Fluency | Chapter 11 & 12 Erek- son, Opitz & Schendel Text |
| Week 2 June 8 (W) | 6. (1) Teaching with Texts (2) Vo- cabulary | Chapter 7 & 10 Erekson, Opitz & Schendel Text ** Teaching Strategy Notebook |
| Week 2 June 9 (R) | 7.Helping Children Comprehend | Chapter 9 Erekson, Opitz & Schendel Text ** Double Entry Journal # 2 (Chapters 6,7,9,10,11) Due |
| Week 3 June 13 (M) | 8. Professional Developmental Day | None |
| Week 3 | 9. Tutoring Session 1 | ** Lesson plan & Written Reflection |

| Date | Topics | Reading Assignments/ Assignment Due |
|----------------|---------------|--|
| June 14 (T) | | |

| Date | Topics | Reading Assignments/ Assignment Due |
|--------------------------|---|---|
| Week 3 June 15 (W) | 10.Tutoring Session 2 | ** Lesson plan & Written Reflection |
| Week 3 June 16 (R) | 11.Tutoring Session 3 | ** Lesson plan & Written Reflection |
| Week 4 June 20 (M) | 13. Tutoring Session 4 | ** Lesson plan & Written Reflection |
| Week 4 June 21 (T) | 14. Tutoring Session 5 | ** Lesson plan & Written Reflection |
| Week 4 June 22 (W) | 15. Tutoring Session 6 | ** Lesson plan & Written Reflection |
| Week 4 June 23 (R) | 16. Tutoring Session 7 | ** Lesson plan & Written Reflection |
| Week 5 June 27 (M) | 17. Constructed Response Questions -Case Study | Practice CRQs |
| Week 5 June 28 (T) | 18. (1) Early Literacy (2) Teaching Writing | Chapter 8 & 13 Erekson, Optiz & Schendel Text ** Theory into Practice ** Constructed Response Case Study Analysis |
| Week 5 June 29 (W) | 19. Partnering with Families, Teachers, and Community | ** Chapter 14 Erekson, Optiz & Schendel Text ** Double Entry Journal # 3 (Chapters 8, 12,13, 14) Due |

| Date | Topics | Reading Assignments/ Assignment Due |
|--------------------------|---|---|
| Week 5 June 30 (R) | 20. Comprehensive Tutor Report presentation | ** Presentation and Final Tutoring Report Due |

READ 4223: An Example of a Double Entry Journal

| | |
|---|--|
| <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p> | <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> |
|---|--|

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

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 activities

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

C. Materials (books and other instructional materials)

D. Analysis of Results for each section

READ 4223
Final Tutoring Report
Evaluation Sheet

Student: _____ Student: _____
Grade: _____ Grade: _____
Tutor: _____
Date: _____

- I. Summary of Instruction (40 points)
 - (a) Describe the instructional strategies used to address student needs in the following areas: motivation, word identification, fluency, vocabulary development, comprehension, & writing
 - (b) Discuss the effectiveness of the instructional strategies/methods and student progress.
- II. Recommendation (40 points)
 - (a) Future goals
 - (b) Classroom instructional support
 - (c) Home support
- III. Summary of materials used in tutoring (20 points)
Title of books read or shared, magazines, instructional needs, posters, teacher-made materials, etc.
- IV. Quality of writing (30 points)
Clarity, organization, grammar, spelling, neatness, etc---

Appendix A: Standards/Competencies

Required alignment to all applicable state/national standards (including IN-TASC/TEXES test framework competencies for certification courses-grad and undergrad.

| Course Objectives or Student Learning Outcomes | Standard or Competency |
|---|---|
| Students will demonstrate knowledge of informal assessment measures and will select and use various assessment instruments appropriate for children they are tutoring. | ILA standard 7, PPR (f), STR standards, STR Competency 2, 13, and InTASC standards. |
| 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 standard 7, PPR (f), STR standards, STR competency 2, 13. |
| Students will demonstrate knowledge of reading and writing processes and will select appropriate literacy methods, strategies, and materials for the children they are tutoring. | STR standards, EC-6 Core Subjects ELAR Standards and competencies, PPR standards |
| Students will analyze and interpret informal diagnostic data in order to develop tutoring lessons appropriate for the strengths and needs of the children they are tutoring. | ILA standard 7, PPR (f), STR standards, STR competency 2, 13). |

| Course Objectives or Student Learning Outcomes | Standard or Competency |
|--|---|
| Students will demonstrate knowledge of how to document and monitor children's literacy progress. | ILA standard 7, PPR (f), STR standards, STR competency 2, 13, and InTASC standards. |
| Students will analyze and adjust their own instruction as needed to assist children to develop their literacy abilities. | ILA standard 7, PPR (f), STR standards, STR competency 2, 13, and InTASC standards. |
| 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 1-6, STR standards, EC-6 Core Subjects ELAR Standards and competencies, PPR standards and InTASC standards. |
| Students will synthesize diagnostic data obtained from informal assessments, lesson plans, and lesson reflections in a case study report and presentation. | (ILA standard 7, PPR (f), STR standards, STR competency 2, 13). |
| Students will engage with classroom teachers and parents by sharing their case study report about the children's learning progress. | ILA standard 7, PPR (f), STR standards, STR competency 2, 13). |

Appendix B: Required assignment/standard alignment matrix

| Assignment/Module/ Course Activities | Standard or Competency |
|---|--|
| Clinical Tutoring Experience | ILA (2017) Standards 3 (Assessment and Evaluation) and 7(Practicum/Clinical Experiences), PPR standards 19, PPR (f),STR: designing and executing developmentally appropriate, standards-driven instruction that reflects evidence-based best practices, STR competency 13,and InTASC standards |
| Journal Entry | ILA Standards 1-6; Science of Teaching Reading (STR) standards/ examination framework (competency 1-13), TExES EC-6 Core subject ELAR standards/examination framework (competency 1-10), PPR standards, and InTASC standards |
| Weekly lesson plan and written reflection | ILA (2017) Standards 1-7, the Science of Teaching Reading (STR) standards/ examination framework (competency 1-13), TExES EC-6 Core subject ELAR standards/examination framework (competency 1-10), PPR standards, and InTASC standards. |
| Teaching Strategy Notebook | ILA (2017) Standards 1-5, the Science of Teaching Reading (STR) standards/ examination framework (competency 1-13), TExES EC-6 Core subject ELAR standards/examination framework (competency 1-10), PPR standards, and InTASC standards. |
| Theory into Practice | ILA (2017) Standards 1-4, TExES EC-6 Core subject ELAR standards/examination framework (competency 1-10), PPR standards, and InTASC standards. |
| Final Tutoring Report Presentation | ILA (2017) Standards 1-4, PPR(f) |
| Final Tutoring Report | ILA (2017) Standards 1-7, the Science of Teaching Reading (STR) standards/ examination framework (competency 1-13), TExES EC-6 Core subject ELAR standards/examination framework (competency 1-10), and PPR standards, |
| Constructed Response Case Study Analysis | the Science of Teaching Reading (STR) standards/ examination framework (competency 1-13) |

Appendix C:

WCOE Conceptual Framework/ Standards (InTASC):

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

- Learner Development - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences.
- Learning Differences - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Learning Environment - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Content Knowledge - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- Application of Content - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Assessment - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- Planning for Instruction - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Instructional Strategies - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- Professional Learning and Ethical Practice - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- Leadership and Collaboration - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

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