

Classroom Literacy Assessment & Intervention Course Outline

- I. What is a struggling reader?
 - A. Characteristics and definition
 - B. The struggling writer
 - C. Which approaches work best for struggling readers?
 - D. Rethinking literacy interventions
 - 1. Deficit driven model vs. striving reader
 - 2. Commercial programs
 - 3. Direct instruction
 - E. Position statement of the International Reading Association: *Making a Difference Means Making it Different*
 - F. Response to Intervention (RTI)
 - 1. Overview and components
 - 2. Implications for educators and struggling readers
 - 3. Newly authorized Individuals with Disabilities Education Act (IDEA) 2004
 - 4. New role for reading teachers

- II. The politics and policy of reading instruction in U.S. schools
 - A. National Reading Panel findings
 - 1. Characteristics of scientifically based reading research
 - B. National Assessment of Educational Progress (NAEP) findings
 - C. Implications of No Child Left Behind Act of 2001

- III. Culturally and linguistically diverse readers
 - A. Demographic overview of changing student enrollment
 - B. Making cultural connections in literacy instruction. Multicultural literature in guided reading
 - C. English Language Learner
 - 1. Acquisition of English as a second language
 - 2. Selecting materials
 - 3. Differentiating instruction
 - 4. Promoting vocabulary growth
 - 5. Essential comprehension strategies
 - 6. Content area instruction
 - 7. Negotiating meaning through writing

- IV. Creating conditions for literacy learning
 - A. Volume of reading
 - 1. Research on effects of amount of reading on reading achievement
 - 2. Restructuring the school day to make time for reading
 - a. Reading lessons with too little reading
 - b. Uninterrupted blocks of time
 - c. Rethinking the design of special programs
 - d. Interruptions

V. Matching books and readers

A. Accuracy

1. Independent, instructional & frustration levels (Betts)
2. Quick fluency check

B. Importance of choice

C. Methods for estimating text complexity

1. Readability formulas
2. *Degrees of Reading Power (DRP)*
3. *Lexile Framework*
4. *Reading Counts*
5. *Accelerated Reader*
6. Leveled books
7. Five finger rule
8. Observation

D. Access to appropriate books

1. School library
2. School book rooms
3. Magazines
4. Series books
5. Children's book ownership
6. Building & displaying classroom collections

VI. Fluency

A. Importance of fluency in reading comprehension and success

1. Automaticity
2. Fluency problems
3. Traits of fluent versus disfluent readers
4. Instruction of fluent vs. disfluent readers
5. Research related to fluency

B. Interventions to develop fluency in struggling readers

1. Tutorial approaches
 - a. Paired Reading Peer Tutors
 - b. Preview-Pause-Prompt-Praise
 - c. Rereading to meet a standard
2. Small group approaches
 - a. Choral reading
 - b. Teacher modeling initial pages
 - c. Echo reading
3. Whole Class instruction
 - a. Fluency oriented reading instruction
 - b. Shared book experience
 - c. Repeated reading for interpretation
 - d. Rereading for performance
 - i. Reader's Theatre

- ii. Be the character
- iii. Being on Oprah
- iv. Character masks
- v. Commercial audiotapes of texts
- vi. Puppet show

VII. Comprehension

A. Research based comprehension strategies

1. Activating prior knowledge
2. Summarizing
3. Story grammar lessons
4. Imagery
5. Question generating
6. Thinking aloud
7. Research findings on effective comprehension instruction
 - a. Reading comprehension performance can be improved with effective teaching
 - b. Reading comprehension involves active thinking.
 - c. Teachers could learn to provide effective instruction in comprehension strategy development.
 - d. Strategy learning takes time

B. Thoughtful literacy lessons:

1. Create connections
 - a. Text-to-self
 - b. Text-to-text
 - c. Text-to-world
2. Create conversations that involve;
 - a. Summarizing
 - b. Analyzing
 - c. Synthesizing
 - d. Evaluating
3. Thoughtful literacy requires;
 - a. Different organization of instructional time and curriculum design
 - b. Teachers to think about teaching and learning differently
 - b. Vocabulary knowledge

C. Skills of a proficient reader vs. habits and characteristics of a poor reader of narrative text

D. Characteristics of skilled and unskilled readers of informational texts

IX. Informal assessment

A. Running Records

1. Reasons for:
 - a. To guide teaching
 - b. To assess text difficulty
 - c. To demonstrate progress

- 2. Conditions for taking a running record
- 3. Standard Procedures
 - a. Conventions for recording
 - b. Scoring errors and self-corrections
 - c. Quantifying
- 4. Interpreting running records
- 5. Individual & Group Progress
- 6. Classroom practice of running records and interpretation
- B. Miscue Analysis
- C. IRI
- D. Retelling
- E. Think alouds
- F. Cloze Test
- G. Portfolios
- H. Anecdotal Records
- I. Checklists
- J. Personal Interest Surveys
- K. Attitude Surveys
- L. Literacy Self-Perception Scales
- M. Readers Self-Perception Scale (RSPS) Henk & Melnick, 1995
- N. Writer Self-Perception Scale (WSPS) Bottomley, Henk & Melnick, 1998
- O. Student self assessment
- P. Logs

- X. Working with struggling adolescent readers
 - A. Varying Texts to Meet Students' Interests & Needs
 - 1. Connecting in-school and out-of-school reading
 - B. Supporting Classroom Reading, Writing & Inquiry
 - C. Study Strategies
 - D. Assessments Specific to Secondary Readers
 - 1. Using running records with older readers
 - 2. Mikulecky Behavioral Reading Attitude Survey
 - 3. Maxworthy Reading Attitude Test
 - E. Secondary Programs & Interventions
 - 1. School-wide literacy programs
 - a. Service Agencies
 - b. Local designs
 - c. School restructuring
 - 2. Status of intervention programs
 - a. The case for pull out programs
 - b. After School programs
 - c. Commercial programs
 - i. Academy of Reading: Academy of Reading 2000
 - ii. Accelerated Reader
 - iii. Corrective Reading (SRA)
 - iv. Failure Free Reading

- v. Language!
- vi. Reading 180
- vii. Soar to Success
- viii. Wilson Reading System

XI. Designing effective classroom programs for struggling readers

A. Improving classroom instruction

- 1. Study Groups: Teachers as Professional Education Readers
- 2. Teacher Research: Teacher Inquiry Projects
- 3. Class size
- 4. Access to appropriate instructional materials

B. Access to intensive expert instruction

- 1. Literacy coach
- 2. Caution on the use of paraprofessionals

C. Expanding available instructional time

- 1. Adding second daily lesson
- 2. Extended day
- 3. Extended year
 - a. Summer reading loss

**UNIVERSITY OF WISCONSIN-WHITEWATER
DEPARTMENT OF CURRICULUM & INSTRUCTION
CLASSROOM LITERACY ASSESSMENT & INTERVENTION (K-12) 767**

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Course Description: A course designed to provide experience in the use of informal assessment to plan, implement, evaluate and revise instruction to meet the needs and interests of the struggling reader in the K-12 classroom setting. Meeting the literacy needs of children from diverse cultural and linguistic backgrounds is emphasized. A practicum component is integrated into the course.

Special Note: Two practicum credits are included in the course to fulfill the requirements for the reading 316 license. The reading teacher candidates will work with a small group of elementary or secondary students (2-3) for thirty hours, which will be documented in writing. In the Clinical Assessment course the reading teacher candidates will work with a secondary student if they have previously worked with an elementary student or an elementary student if they have previously worked with a secondary student.

Prerequisites: Developmental Reading in the Elementary School (764); Content Area Reading (772)

Course Credits: 5

Objectives: The objectives are aligned with the International Reading Association Standards for the preparation of reading specialist/literacy coach candidates and the Wisconsin Teaching Standards. In a practicum setting the course will provide an opportunity for reading teacher candidates:

1. To develop the ability to teach decoding, vocabulary, fluency, comprehension and study strategies tailored to children's individual abilities. (IRA 1.4; 2.1; 2.2; 2.3) (WTS 1, 2, 3)
2. To use informal assessment to plan and implement instruction for the struggling reader. (IRA 3.1; 3.2; 3.3) (WTS 3, 7, 8)
3. To view continuous informal assessment as an extension of instruction as well as a means of public accountability. (IRA 3.1; 3.2; 3.3; 3.4) (WTS 3, 7, 8)
4. To plan instruction that meets the needs of children from different cultural and linguistic backgrounds. (IRA 2.2; 2.3, 4.1; 4.2) (WTS 2, 3, 7)

5. To consider flexible grouping strategies to organize the instruction of children with developmental, cultural and linguistic differences. (IRA 2.1) (WTS 5, 7)
6. To act on children's interests to design and implement literacy instruction that motivates children and increases both their skill and desire to read. (IRA 4.3; 4.4) (WTS 2, 3, 7)
7. To work in partnership with parents and community to foster children's reading growth. (WTS 2, 10)

Texts:

Allington, R.L. (2006). *What Really Matters for Struggling Readers Designing Research-Based Programs*. Boston, MA: Pearson Allyn & Bacon.

DeVries, B.A. (2004). *Literacy Assessment and Intervention for the Elementary Classroom*. Scottsdale, AZ: Holcomb Hathaway Publishers.

Johns, J. (2005). *Basic Reading Inventory Pre-Primer Through Grade Twelve and Early Literacy Assessments*. Dubuque, Iowa: Kendall/Hunt.

(secondary teachers) Moore, D.W. , Alverman, D.E., & Hinchman, K.A. (Eds.). (2000). *Struggling Adolescent Readers: A Collection of Teaching Strategies*. Newark, DE: International Reading Association.

Summary of graduate course assignments

The reading teacher candidates is required to work with a small group of readers (2-3) for thirty hours which will be documented in writing.

All field based assignments will be conducted in the graduate students' own classroom under the supervision of the university instructor. Graduate students without their own classroom will be placed into a local school for the practicum component of the course.

Grading percentages

Participation in study group of select readings	10 %
Administration of informal assessment	20 %
Whole class grouping plan for instruction	5 %
Reflective log	10 %
Instructional Plans	15 %
Videotape & review of classroom instruction	15%
Case study of individual student	25%
	100%

All assignments will be evaluated with rubrics.

Grading Scale:

A 100-96

AB	95-91
B	90-86
BC	85-81
C	80-76

Detailed description of assignments:

1. The student will complete course readings. See texts and articles listed.
2. The student will complete selected additional readings for study group discussion.
3. The student will evaluate their own classroom environment considering how the environment impacts the children chosen for the class practicum. In a written summary the reading teacher candidate will describe the current class environment and the changes they will implement during the semester. The reading teacher candidate will devise a written grouping plan based on formal and informal assessment for their whole class.
4. The student will use formal and informal assessment to identify a small group of struggling readers (2-3 children) to focus their literacy instruction throughout the semester.
5. The student will conduct informal assessments appropriate to the specific needs of the identified group of struggling readers throughout the semester, which will include all of the following;
 - interviews
 - reading attitude survey
 - interest inventory
 - running records
 - IRI (informal reading inventory)
 - Assessment of emergent literacy abilities including: rhyme, alliteration, phoneme deletion and segmentation, concepts of print, writing and word identification (not applicable to older students)
 - Assessment of word identification skills in isolation and in context
 - Assessment of comprehension and vocabulary knowledge
 - Assessment of writing samples
6. The student will develop written goals and instructional plan(s) for the small group of struggling readers.
7. In a detailed reflective log the student will describe the implementation of instruction.
8. The student will summarize the assessment, findings and instruction of one student from the small group in a case study including samples of the child's work.

Attendance policy: Attendance is required unless the student has informed the instructor of illness, family emergency or university sponsored event through email or phone prior to the class session.

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Academic Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for

University Sponsored Events (for details please refer to the Schedule of Classes: the “Rights and Responsibilities” section of the Undergraduate Catalog; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Catalog; and the “Student Academic Disciplinary Procedures (UWS Chapter 14); and the “Student Nonacademic Disciplinary Procedures” (UWS Chapter 17)

Tentative Course Schedule

The course is scheduled in a nontraditional format to accommodate the needs of practicing teachers. Class sessions will be scheduled on Saturdays for 6- hour sessions.

Session 1	Foundation and Background What is a struggling reader? The politics and policy of reading instruction in U.S. schools Research base for struggling readers
Session 2	Teaching begins with Observation Informal assessment including interviews, attitude surveys, interest inventories, cloze tests, anecdotal records, checklists, and think alouds.
Session 3	Getting the most from Running Records
Session 4	Administering and analyzing Informal Reading Inventories
Session 5	Culturally and linguistically diverse readers
Session 6	The Adolescent Struggling Reader
Session 7	Case study
Session 8	Designing effective programs for struggling readers Improving family and community collaboration

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