

**ED4357-001-501-502**  
**Diagnostic Reading**  
**2005 Fall**  
**Dr. Candice T. Chandler**

**Phone: 972 883-4005 or -883-2730 (office)    Office hours by appointment**

**Contact e mail: [Candice.Chandler@utdallas.edu](mailto:Candice.Chandler@utdallas.edu)**

**Course Description:**

**This course examines a variety of assessment and evaluation strategies that are appropriate for the classroom teacher to utilize. Although both formal and informal procedures are introduced, the main focus is on the non-intrusive, naturalistic processes that occur in a classroom and result in instructional decisions. You are required to work with one child for a minimum of six one-hour sessions. YOU MUST FIND A CHILD TO ASSESS AND TUTOR WHO IS IN ONE OF THE GRADES FOR WHICH YOU ARE SEEKING CERTIFICATION ( 1 – 6, EC – 4, 4 – 8, or 8 – 12). The child must be enrolled in at least the second grade.**

**Course Requirements:**

- (1) Attendance** - Attendance is one indication of your commitment and professionalism; therefore, attendance will be taken and absences will be seriously considered when assigning final grades. You are expected to attend every class and participate fully in class activities. One absence will be the maximum allowed. Two tardies (or leaving early) will be counted as one absence. **If you have more than two absences, you will receive an F.** You are responsible for determining and making up any work that you missed due to an absence. Please arrange to have a “buddy” to collect handouts, communicate assignments, and inform you about the material covered.
- (2) Participation** – Show up (on time); sit up; eyes up, listen up; and speak up. As a future or practicing teacher, you should be aware of the disruptive nature of off-task behavior to the classroom environment. Personal conversations, working on other assignments, ringing cell phones, etc. are not acceptable. You are to read the assigned material and complete homework assignments BEFORE class and take part in discussions, in-class assignments, and group work. Be prepared to ask questions about material you do not understand. Quality, neat work is expected. Work will be graded based upon the instructor’s evaluation of the quality of the work as well as completion of the work. **Your professionalism is being assessed for the entire semester.**

***Students are expected to conduct themselves in a professional manner, which includes, but is not limited to, taking responsibility for completing assignments, contributing to group effort, turning in assignments on time, contributing to discussions, and attending class. In addition,***

*students will refrain from any behavior during class that interrupts class and/or disturbs classmates. Respect for the learning environment is essential.*

- (3) **Due Dates** - Assignments are to be completed and turned in on time; late assignments will not be accepted. You are responsible for assignment due dates as listed in the syllabus and announced in class. Some work will be assigned a point value; other work will be checked for completion and considered in the instructor's subjective evaluation. **Late penalty: 25%**
- (3) **Exams** - Two exams will be given. Make-up tests will only be allowed for exceptional reasons.
- (4) **Professional Growth Projects** - You will be responsible for projects that involve reflection, research, interaction with the material, and development of effective assessment and evaluation strategies that guide literacy instruction. Plagiarism is not tolerated in booktalks, reader's theater, etc. ALL EMAIL MUST BE THROUGH UTD.

**Required:**

Rubin, Dorothy (2002). Diagnosis and Correction in Reading Instruction (4<sup>th</sup> ed.). Columbus, Ohio: Merrill Prentice Hall.

Roe, Betty (2002) Infomal Reading Inventory: Preprimer to Twelth Grade, (6<sup>th</sup> ed) Houghton Mifflin Co. New York.

ED 4357 Diagnostic Reading Handbook(Study Guides)

A copy of the Reading/Language Arts TEKS for either 1<sup>st</sup>-6<sup>th</sup>, EC-4<sup>th</sup> grade, 4<sup>th</sup> - 8<sup>th</sup> grades or 8<sup>th</sup> - 12<sup>th</sup> grades. You can access the TEKS at ([www.tea.state.tx.us](http://www.tea.state.tx.us)). Put them in a notebook and bring them to class each time.

**Download and print the following booklets if you are seeking EC-4 certification:**

- Essential Reading Strategies for the Struggling Reader: Activities for an Accelerated Reading Program

<http://www.tea.state.tx.us/reading/products/essential.pdf>

- Beginning Reading Instruction

<http://www.tea.state.tx.us/reading/products/redbk1.pdf>

- Guidelines for Examining Phonics and Word Recognition Programs

<http://www.tea.state.tx.us/reading/products/redbk3.pdf>

- Comprehension

[http://www.tea.state.tx.us/reading/practices/TRI-Comprehension\\_Instr.pdf](http://www.tea.state.tx.us/reading/practices/TRI-Comprehension_Instr.pdf)

**Download and copy the following booklets if you are seeking 4-8 or 8-12 certification:**

- Comprehension

[http://www.tea.state.tx.us/reading/practices/TRI-Comprehension\\_Instr.pdf](http://www.tea.state.tx.us/reading/practices/TRI-Comprehension_Instr.pdf)

- Research Based Content Area Reading Instruction

<http://www.tea.state.tx.us/reading/products/redbk4.pdf>

- Promoting Vocabulary Instruction

<http://www.tea.state.tx.us/reading/products/redbk5.pdf>

## Assignment Points

Assignments	Points	Your points
Test One	200	
Test Two	200	
Diagnostic Report and Tutoring Portfolio/tape	200	
Case study with IRI worksheets, forms	100	
Reader's Theater Script and Presentation /Booktalk	75	
Lesson Plan (6 @ 10 points each)	60	
Summary& Self Reflections (6 @ 5 points each)	30	
Online/Internet Activities	40	
Running Record	50	
Professionalism/Course Final Reflection	45	
<b>TOTAL POINTS POSSIBLE</b>	<b>1000</b>	

## Grading Scale

900-1000 = A  
 800-899 = B  
 700-799 = C  
 600-699 = D

- Each student in this course will complete a **lesson plan** for each week of tutoring. That plan will reflect the goals/objectives of the course and the profile of the reader's strengths and weaknesses. (total 6) 60
- Each student will complete a **weekly summary of tutoring** in which s/he discusses in complete detail what was done, learned, observed, etc. about the child's literacy development that day. Several paragraphs about one-half page, single-spaced. Each student will complete a **weekly self-reflection** that addresses what YOU learned about yourself, your beliefs, your understandings of the reading/teaching processes, and anything that touches you in a unique way in several paragraphs about a half-page, single spaced (total 6) (30 points)
- A final **diagnostic PORTFOLIO** will be a requirement of this course. Guidelines for this PORTFOLIO will be provided. **Students are expected to meet deadlines and complete all revisions suggested by the professor.** A complete portfolio containing all drafts of the diagnostic report, all testing materials, student materials, lesson plans, self-reflections, and summaries of tutoring, an audio-tape of the IR sessions, plus IRI forms etc. will be turned in at the end of the course. **These portfolios will NOT be returned to the student. Portfolio will become the property of the course professor.** All assignments must be word processed (unless otherwise stated).
- All assignments are due on the due date. They will **NOT** be accepted late.
- **CASE STUDY** template will be provided You will use the Burns IRI, complete the worksheets, and record on audio-tape the sessions using the IRI for assessment. Report your findings and the supporting documentation, plus interest inventories, and ERAS with case study Report outcomes and cite the instrument that supports your outcomes/findings for strengths and weaknesses. 100 points
- **Portfolio guidelines 200 points**

**Literacy Assessment/Tutoring Portfolio/ Diagnostic Report, 200 points**

- **First page** - Title Page (APA style)
- **Second page** - Description of child (age, grade, pertinent information supplied by parents or teachers) and setting of your sessions (please use pseudonyms) as well as two **initial** goals for your Assessment/Tutoring sessions from your case study
- Assessment Strategies in 6 Lesson Plan sections: LP, Summary, Child's work with tabs for each lesson
  - Copies of protocols used with your child
  - Include any appropriate instruments, such as: Interest/Attitude Survey, Miscue Analysis/Running Record, TPRI, fluency, writing sample, spelling level, think aloud, concepts of print, vocabulary, comprehension, reading levels, etc.

**TUTORING SESSIONS LESSON PLANS/INSTRUCTIONAL STRATEGIES WITH TEKS (GUIDELINES) in 12point New Times Roman or Courier, double spaced**

- **LESSON PLANS** for six hour-long or more sessions – or as many as it takes to complete the following requirements (tutoring times may vary acc. to grade level) Include appropriate grade-level TEKS
  - First lesson must include a “get to know you” activity; ERAS; interest survey
  - Second lesson must include Burns IRI, GWL, Listening Comprehension
  - Third Lesson complete IRI and the IRI analysis, focus on comprehension/SR
  - Each lesson must include both a reading and writing activity
  - Fourth Lesson must include struggling reader or comprehension activity
  - Fifth lesson must include use of reader's theater you developed with the student from **independent level book** on topic of the student's interest
  - Last lesson must include a closure activity or wrap-up
- **FORMAT** of lesson plans/instructional strategies – all in 12-point New Times Roman or Courier New, double spaced:
  - **Objectives** – **must** reflect TEKS and goals from assessments that you have completed.
  - **Warm-up Activity** – How will you activate prior knowledge and gain the student's attention?
  - **Reading Activity** – What reading activity will you engage in? (read Aloud, guided reading, shared reading, vocabulary, comprehension, etc.)
  - **Writing Activity** – What type of writing activity will you engage in? (story writing, journaling, responses, etc)
  - **Other Literacy Activity** – What other? (listening, speaking, viewing, visually representing)
  - **Ending the Lesson** – Acknowledging accomplishments of the lesson and plans for future.
  - **Assessment** – This should be included in the other literacy aspects and give guidance to your next session(s).
  - **Copies of samples of your child's work from ALL the 6 sessions**

**Summaries and Self-Reflections** : Both on same page and labeled: Total 6; length 1-2 page

- Separate **summaries** for each of the six (+) sessions – half page each– all in 12-point New Times Roman or Courier New, single spaced
  - A **description** of what you did – complete, but brief...mention things you did not get to and why as well as things you added.
- Separate **self-reflections** about for each of the six (+) sessions – all in 12-point New Times Roman or Courier New, single spaced length: one-half page
  - Tell what you **learned** about the student from this session. (assessment activity, reading activity, students reaction to activities, etc.)
  - Describe what you will do **next time** as a result of what you did this time.

**Portfolio/Tutoring Final Reflections of the 6 sessions /place in front pocket DUE:**

- Portfolio Final Reflection – all in 12-point New Times Roman or Courier New, double spaced
  - Synthesis of your findings **What you learned about the student** – one page  
Did you meet your initial objectives? Global outcomes?
  - Synthesis of your findings **What you learned about yourself** – one page  
(overview of **your** self-reflections, but more **global**)

**Parent's Letter or Professional Communication ( 2 copies)with stamped, addressed envelope**

- Professional Communication – to a parent/teacher/specialist concerning the child you are assessing and tutoring (10 points). *Do not give your letter to parent/teacher/specialist until it has been peer reviewed and instructor approved.*
  - Rubric:    **above average** 9-10 pts   **average** 7-8 pts   **below average** <7  
above average ✓✓✓    average ✓✓    below average ✓
    - Typed, standard business letter format  
above average ✓✓✓    average ✓✓    below average ✓
    - Paragraph 1    Thanks parent/teacherr/specialist for allowing you to work with child  
above average ✓✓✓    average ✓✓    below average ✓
    - Paragraph 2    Discusses the kinds of assessment and instruction you did with the child  
above average ✓✓✓    average ✓✓    below average ✓
    - Paragraph 3    Identifies some student strengths  
above average ✓✓✓    average ✓✓    below average ✓
    - Paragraph 4    Identifies some student needs  
above average ✓✓✓    average ✓✓    below average ✓
    - Paragraph 5    Identifies some appropriate and easy strategies to use with child  
above average ✓✓✓    average ✓✓    below average ✓

- Paragraph 6 Ends on a friendly note with a positive statement about the child  
above average ✓✓✓ average ✓✓ below average ✓
- Uses appropriate language, spelling, grammar, etc.  
above average ✓✓✓ average ✓✓ below average ✓

### Suggestions of 3-4 books for child stated within parent's letter

**Booktalk /Reader's Theater** (75 points): To demonstrate the importance of using supplemental resources in the classroom, you will locate an example of a nonfiction trade book that could be utilized in your classroom to teach concepts in grades K-12. A trade book is like a library book, not another textbook or reference text. The book you choose should be a motivational read with many features (e.g., illustrations, interesting information, format, etc.) to engage students. Avoid books with unrealistically high reading levels and content density. You are to choose an award winning book from the International Reading Association, [www.reading.org](http://www.reading.org) or American Library Association [www.ala.org](http://www.ala.org) since 2004.. Really take the average K-12 students' interests and reading abilities into consideration. You will bring the book to our class, present it to your peers, and provide your instructor with a written annotated bibliography of the book noting bibliographic citation, short description/summary of the book/content, 3-5 specific classroom activities for this book, and a discussion of how your students reacted to the book. **See grading rubric which follows for more specific guidelines.**

Grading Criteria	Points Possible	Points Earned
Presentation and written summary on time/on assigned day	25 % late penalty	
<b>Present a 5 minute booktalk meeting the following criteria.</b>		
Choose a children's/young adult book which meets the following criteria. <ul style="list-style-type: none"> <li>• <b>Fiction</b> trade book,Teacher's or Students Choices, State awards, ALA</li> <li>• recent publication (<b>2004-present</b>)</li> <li>• print-out the award list of book you chose; attach 1 pg with url</li> <li>• suitable for K-12 students</li> <li>• <b>post your choice on Blackboard discussion site;no duplicates</b></li> </ul>	Credit or no credit for <u>entire</u> assignment	
Presentation: <ul style="list-style-type: none"> <li>• within appropriate time frame--<b>5</b> minutes</li> <li>• includes demonstration of book, brief summary, activities to utilize the book in a specific content area</li> </ul>	10 points	
1-2 page <b><i>word processed</i></b> booktalk summary (as described below) with <b><i>copies made for each class member</i></b>	5 points	
<b>Submit a 1-2 page booktalk with information organized according to the subheadings below.</b>		
<ul style="list-style-type: none"> <li>• Print out of award list with your book choice highlighted</li> </ul>	5 points	
<b>Summary (What is the book about?) &amp; Justification for use (Why use it?)</b> <ul style="list-style-type: none"> <li>• Well-developed synopsis of the book</li> <li>• state why this book is applicable to your teaching field and what students gain from reading this book</li> </ul>	15 points	

<b>Application to the classroom</b> <ul style="list-style-type: none"> <li>Describe at least <b>3-5 specific classroom applications/activities</b> for the book in a specific content area (<b>NOTE:</b> Supplemental reading is <u>not</u> a valid activity to include since any book can be used as a supplemental resource; be creative and highlight a <b>specific activity to involve students</b> with the book. For example, students might construct a graph with information from the book, or they might collect points for and against an issue discussed in the book and then participate in a class debate.</li> </ul>	15 points	
If used in your classroom, present data about how the class received the book and their responses.	<b>Optional</b>	
<b>TOTAL</b>	<b>50</b>	

**Reader's Theater(25 pts) using same Award winning Tradebook for Booktalk**  
**General Criteria**

1. Emphasis is placed on reading rather than on props, costumes, or acting.
2. A narrator may explain related information about setting and action that is not included in the dialogue;
3. Participants read parts rather than memorize them;
4. Voice inflections and facial expressions, rather than action, express mood;
5. Practice of the material is essential (every day if possible)

**Selecting the Story**

- Use literature of good quality International Reading Assoc.;ALA
- It should appeal to leader and children
- Dialogue should be interesting but not complicated
- Story should have believable characters
- Include all members of class (min. 25 students)

**Writing RT(reference websites for Reader's Theater/ like Alan Sheperd)**

- Appropriate font size(larger for younger students).
- Minimum 5 pages

You will post your reader's theater on Blackboard and turn in hard copy of the Reader's Theater to the professor when giving the booktalk

**Professionalism**(30 points) You are expected to demonstrate the respectful, professional attitude an educator demonstrates . Your professor will do a professionalism evaluation form on you addressing the entire semester .Deduction of 10 points for cell ring.

**Course Reflection** (15 points) You will be required to write a detailed reflection of your learning in this course. Include in your discussion an evaluation of the text, class discussions and experiences, assignments, and discoveries you made during the course. Please respond to the following: Which experience in this class had the greatest impact

on your learning? How did the course make changes in your thinking? How did TEA, TExES, and other standards within this class promote your professional development and learning experiences as a pre-service teacher? In addition, provide ration for the grade YOU believe you have earned in this class. Please address your professionalism, attitude, effort, participation, attendance, work ethics, etc. Please bring this reflection to the final class meeting. Rubric will be provided.



**Calendar:**

**August 22,24-** Course introduction/syllabus; Access Blackboard

<http://blackboard.utdallas.edu> Sign on as if forgot password. They will email you how and give instructions. You may post information about yourself to welcome us.

**August 29,31** – Chapter 1;2 plus internet printouts assigned in syllabus from TEA

August 5 Labor Day

**September 7** - Reader's Theater **INTERACTIVE ONLINE CLASS 1** (no on-campus classes):  
READ: Chap 3 & 4 ; Go to [www.ala.org](http://www.ala.org). **PRINT-OUT** 2005 Newbery, Caldecott, & Coretta Scott King, Award winners (2) your book's award-book list for reader's theater and booktalk book choosing books from 2004 to present.(3) **PRINT OUT:** min. 3pgs from a reader's theater site with teacher instructions for using in classroom. Write booktalk and reader's theater using the same fiction book (for class of 25). (Online activities points for printouts: 30)

**September 12,14-** Chapters 5, 6, 7; **All Reader's Theater Due (hard copies)/booktalks (10)**

**September 19,21** – **INTERACTIVE ONLINE CLASS 2:** Running Records site: Readinga-z.com Print out all pages(10 pts) and administer practice running record to any k-4 student to be turned in.

**September 26,28** – Chapters 8,9, then 7 IRI; reading interest handouts; **Permission form & Running records due;** Booktalks (10); Flashlight Game for Word Wall vocabulary

**October 3,5 TEST ONE** (chapters 1-9 and all materials, notes, booklets) Burns IRI book

**October 10,12** – Chapter 10,11; Burns IRI all pages; Booktalks (10)

**Lesson Plan 1, with TEKS for each required element due**

**October 17,19 TUTORING SESSION RELEASE TIME, NO CLASS**

**Lesson Plan 2, Summary & Self-reflection 1 due**

**Tape IRI sessions to be turned in with portfolio**

**October 24,26– Chapter 12, (Comprehension activity for in-class discussion)**

**Lesson Plan 3, Summary & Self-reflection 2 due**

Identify two initial goals; address by **bolding** in lesson plans **at top**

**October 30/Nov. 2– Chapter 13,14 ADD Presentation (Booktalks, if needed)**

**Lesson Plan 4, Summary & Self-reflection 3 due**

**November 7,9 –CASE STUDY Due; Special Needs videos/speaker**

**Lesson Plan 5, Summary & Self-reflection 4  
READ Chapter 15, 16**

**November 14,15 PORTFOLIO DUE/** Special needs videos/bingo

**Portfolios due with case study/ IRI forms and analyses sheets; all child's work, parent letter(2 copies), (1) addressed ,stamped envelope; (1) audio tape of testing sessions;**

**Lesson 6, Summary & Self Reflection 5 due**

**November 21, 23 –; INTERACTIVE ONLINE CLASS 3:** Draft of letter to parents(see sample)  
Buddy approval via email; post summary & self-reflection 6

**November 28,29– TEST TWO** ( all concepts, but focus on chap. 10-16 , class notes, and videos) Due: parent letter(2 copies), (1) addressed ,stamped envelope :Tutoring sessions summary, and tutoring sessions self-reflection (of all 6 sessions) Course reflection;

*The University of Texas at Dallas complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you have a qualifying disability as defined in the Americans with Disabilities Act and would like to request accommodation, please inform me by the 3<sup>rd</sup> class day.*

*Academic dishonesty includes cheating and plagiarism. If you engage in academic dishonesty related to this class, you will receive a failing grade on the test or assignment and a failing grade for the entire course. In addition, your case will be referred to the Dean of Students for appropriate disciplinary action.*

*This syllabus is a tentative contract between the instructor of the course and its students. The instructor reserves the right to make changes to the calendar, assignments, topics, and requirements, if she deems this to be appropriate and beneficial.*