



Sul Ross State University – Rio Grande College  
EDUC 4315

Assessment and Remediation Techniques for Reading Problems  
Fall 2016

Instructor: Joy Watkins  
Phone: (830) 486-5862  
Email: jwatkins3@sulross.edu

**Text:**

Reutzel, D.R., & Cooter, R.B. *Strategies for reading assessment and instruction: Helping every child to succeed.* (4<sup>th</sup> ed.). Boston: Pearson Allyn Bacon.

**Course Description:**

This course serves to prepare teachers and pre-service teachers to effectively utilize evidence-based literacy assessment and instructional strategies in their classrooms. Pre-service teachers will learn literacy assessment tools and techniques to identify students' strengths and needs. The course will also cover strategies to plan for effective intervention that enhance student literacy development. Students will examine the influence of RtI and progress monitoring to established literacy programs. Students will also demonstrate assessment, instruction, and intervention related to early literacy, fluency, vocabulary instruction and comprehension. Diagnosis of specific learning needs related to reading will also be examined.

**Objectives:**

Throughout and upon completion of this course, the student will:

1. Understand the teacher's critical role in assessing and teaching literacy skills.
2. Engage in the cycle of data-driven instructional planning based on analysis of ongoing monitoring of students' literacy growth and progress.

3. Learn evidence-based assessment tools and techniques to evaluate students' literacy growth and progress.
4. Learn evidence-based instructional strategies to enhance students' literacy skills.
5. Use assessment results to plan effective instructional interventions for large groups, small groups, and individual groups.
6. Understand the critical role of families and communities in children's literacy development and learn strategies to increase school, home and community partnerships.

### **Standards:**

**Standard II. 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 III. 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 IV. 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 X. 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 XI. 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 XII. Viewing and Representing:** Teachers understand how to interpret, analyze, evaluate, and produce.

### **Course Requirements:**

#### ***Attendance and Participation***

Class attendance is essential for successful completion of this course. Your attendance grade will be based on a sign-in sheet which will be distributed at the beginning of class. It is your responsibility to sign-in at each class meeting. As well, participation implies active contribution and is essential for optimal learning to occur. Your ability to effectively participate in class will be significantly enhanced by appropriate preparation, which includes reading and reflecting on assigned chapters, articles, or other assigned materials.

## Quizzes

There will be four quizzes throughout the semester. Quizzes will be multiple choice format and completed via Blackboard. Please make arrangements to take the quiz on the scheduled dates. Any quiz not made up prior to the next class meeting will receive no credit.

## Journal Entries

Students will participate in weekly journal entries which will correspond with chapter coverage. Topics for each entry are listed at the end of the syllabus but can vary from week to week. Credit for journal entries is based on effort, writing skill, and ability to convey understanding of information covered.

## Grading Policy

Quizzes 4 @ 25 points	100
Attendance/Participation	100
Journal/Key Terms 4@ 25 points	100
Assignments 4@ 25 points	100
Observations 2 @ 50 points	100

---

A: 450-500

B: 400-449

C: 350-399

D: 300-349

F: < 299

## Reminders:

- In class activities and assignments will not be turned in as “makeup” work. Please do not request special consideration of this policy.
- Course sign-in sheet will be available at the beginning of class. Arriving late or leaving early can result in an absence. There is not a distinction between excused and unexcused absences.
- Please be prepared to begin class on time and stay through the duration of class. Entering and exiting after class has started serves as a disruption to me and your peers. Bathroom and snack breaks need to occur before, between or after classes.
- When corresponding with me via email, please include your name either by identifying yourself in the text or signing at your closing.

• **Please keep cell phones and pagers on vibrate or silent and out of sight.**  
*Sul Ross State University – Rio Grande College is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the students' responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact the Student Support Specialist on their campus.*

## **Key Terms # 1**

### Chapter 1

1. Zone of Proximal Development
2. Gradual Release of Responsibility
3. Benchmark Skills
4. Running Record
5. Retelling
6. Miscue

### Journal

1. After you read the chapter, consider the variety of assessment methods discussed and reflect on your own experiences as a K-12 student with these, or other forms of assessment.
2. Describe the difference between guided practice and independent practice.
3. What is the significance of assessing students' strengths as well as their needs?
4. What information can a running record provide? What concerns might you have in performing a running record?

### Chapter 2

1. Tier 1 intervention
2. Tier 2 intervention
3. Tier 3 intervention
4. Response to Intervention (RtI)
5. Systemic instruction
6. Explicit instruction
7. Differentiated instruction

### Journal

1. After you read the chapter, identify and describe possible benefits and drawbacks to using RtI as a method to assist struggling readers in your journal.
2. What is the importance of early intervention?
3. What is NCLB/IDEA?
4. What is outsourcing?

## Chapter 3

1. Behaviorist theory
2. Innatist theory
3. Constructivist theory
4. Social interactionist

## Key Terms # 2

### Chapter 4

1. Print concepts
2. Concept of words
3. Mapping speech sounds
4. Language Experience Approach
5. Environmental Print

### Journal

1. After you read the chapter, reflect back on your own experience with environmental print awareness and write about them in your journal. What memories do you have about signs, logos, or other forms of environmental print that were familiar to you as a young child?
2. Explain Mow Motorcycle
3. Explain Metalinguistic Interview

### Chapter 5

1. Onset
2. Rime
3. Coda
4. Phonemic Awareness
5. Graphemes
6. Alphabetic Principle

### Journal

1. After you read the chapter, reread the learning scenario on page 133 in the beginning of the chapter. Reflect on Nigel's learning experiences and Mr. Sinclair's choice of instruction strategies and materials in your journal. Use the "If-Then" intervention strategy guide on page 148 in your textbook to suggest strategies to enhance Nigel's skills.

### Chapter 6

1. Phonics
2. Decoding
3. Word families
4. Free morphemes
5. bound morphemes
6. Sight words
7. Early Names Test
8. C Rule
9. G Rule
10. Vowel digraphs

## Key Terms # 3

### Chapter 7

1. Reading Fluency
2. EMS (Explanation, Model, Scaffold)
3. Choral Reading
4. Automaticity
5. Rate
6. Prosody
7. Intonation

### Journal

1. Explain Wide and Repeated Reading.
2. What is a Wide Reading Genre Wheel?

### Chapter 8

1. 4 types of vocabulary
2. 2 categories of vocabulary
3. 3 tiers word can be categorized into
4. Direct and Indirect Vocabulary Instruction
5. Morphemic Analysis
6. Free/Bound Morphemes
7. Prefix/Suffix

### Journal

1. Describe various vocabulary strategies: ex. Making words, maps, grids, clusters, etc.
2. Explain how students acquire vocabulary through indirect learning experiences. Share examples from your own life to illustrate this method of vocabulary learning.

## Key Terms # 4

### Chapter 9

1. Reader
2. Text
3. Schema Theory
4. Schema
5. Construction Phase
6. Integration Phase
7. Leveled books

### Journal

1. After reading the chapter, refer to the section titled “Children from Poverty” on page 238 in your textbook. Reflect in your journal on the ways that poverty can influence children’s literacy development.
2. Can you describe the difference between a comprehension skill and a strategy?
3. What elements are needed to enhance or render useful comprehension processes noted in this chapter?

### Chapter 12

1. Mean Length of Utterance (MLU)
2. Reading Backpacks
3. Writing Briefcase
4. Buddy Journals
5. Family Stories Project
6. Project FLAME
7. DEAR
8. Building Language Together (BLT)
9. Make Believe Alouds
10. Family Stories Project (FSP)
11. Academic-literacy (Chapter 11)
12. New literacy studies (Chapter 11)
13. Self-Rating Scales (Chapter 11)
14. Semantic map (Chapter 11)

### Journal

1. After you read the chapter, go back and reread the scenario on page 409. In your journal, note ideas you suggest for the teacher to use in a community reading program.