“When a teacher is able to accurately map where a particular student is in his or her reading development journey, the teacher is able to plan “just in time” instruction that helps the child grow and develop properly” (McAndrews, 2007, p.2).

Required Texts:

McAndrews, S. (2008). Diagnostic Literacy Assessments and Instructional Strategies: A Literacy Specialists Resource. International Reading Association.* [this book is out of print, you may find a used copy on-line or contact SIU Bookstore, as I am making arrangements with them to provide a copy from a PDF file for you.]


Catalogue Description: Diagnostic instruments and teaching techniques with an emphasis on diversity, universal design for learning, and understanding and teaching students underachieving in the area of reading.

Instructional Objectives: 407f is meant to provide students with both a conceptual and working knowledge of assessment for instruction and is fundamentally grounded in teaching reading and writing to learners of all ages and backgrounds who are experiencing reading difficulties. To accomplish this objective, students will learn diagnostic methods and strategies for addressing weaknesses with direct and explicit instruction strategies. This course deals with teaching the science of reading across all content areas and incorporates Universal Design for Learning, as well as current policies, and issues in educational settings (i.e. Common Core, etc).

This course is intended to provide learners with opportunities to:

- understand the policies that influence reading assessment and instruction
- become familiar with and practice administering reading assessments
- learn instructional reading/writing strategies to address areas of literacy weaknesses
- plan data-based literacy instruction
- gain an understanding of reading and writing instructional trends/approaches (i.e., guided reading, reading workshop, literacy centers)
- observe a literacy lesson being taught with students identified as being low in some capacity of reading
- gain practical ideas that will help to improve literacy instruction for students that are underachieving in the area of reading

VII. Description of Course Requirements:

1. **Course Notebook:** All course work and notes will be organized in a three-ring notebook. Please write CI 407f Corrective Procedures in Reading, your name and the semester on the front cover and your name on the binding. You are to have following labeled tabbed dividers: Affective Assessments, Fluency Assessments, Comprehension Reading Inventory and Lesson Plans, Reading Techniques, Writing Techniques, Technology, and Class Notes. Place all class notes in last section of notebook. These do not need to be edited. (10 points) Meets IPTS 2, 6
2. **Reflection Journal**: You need to keep a journal where you take notes during assigned reading, answer specific given questions and journal your reflections of the content being introduced. Please date and give your journal entries a title. **(10 points)** Meets IPTS 2, 9 (reflective practitioner)

3. **Literacy Assessments**: If you do not have access to students you can assess, you will be asked to find an elementary student to work with. If you need assistance finding a student, contact the instructor. If you are currently teaching in a classroom, you can administer assessments to the students you teach.

   - **Interest inventory/Affective measures.** Administer assessment and write a one page reflection of what you learned about the student and how you would/will use this information to plan for instruction. **(10 points)** Meets IPTS 7, 3, 5
   
   - **Fluency check/Running record/Miscue Analysis.** You will give a one minute fluency assessment. You will also take a running record and do miscue analysis. Write a one page reflection of what you learned about the student and what type of fluency instruction you would/will plan for this student. **(10 points)** Meets IPTS 7, 3, 5
   
   - **Comprehension Reading Inventory**: Choose the assessment record sheet for the grade level of your student.
     - Administer the specific assessments for that grade level.
     - Identify the student’s strengths and needs based on the assessment.
     - Turn in completed record sheets and all assessments.
     - Make a copy of the record sheet and be prepared to discuss the results with a partner and brainstorm an appropriate data-based instructional plan. Real names of students should not be used. **(10 points)** Meets IPTS 7, 3, 5

4. **Literacy Lessons/ Instructional Plan**

   Based on the results of your assessment, prepare an individualized comprehensive literacy instructional plan for the assessed student. This plan should include what literacy instruction would look like for a week.

   - Select both reading and writing objectives that are observable and measurable, and based on student’s reflected needs from the assessments.
   
   - Use at least three literacy techniques from the text or other research-based sources. Be sure to document how you will conduct ongoing assessment and/or additional assessment to guide instruction (Refer to Appendix of McAndrews – pg. 253-332). **(20 points)** Meets IPTS 1, 2, 3, 5, 6 & 7

5. **Instructional Activities**: Model and demonstrate assigned reading instructional strategies from the McAndrew’s text. **(20 points total)** Meets IPTS 2, 5 & 6

6. **Websites/Resources**: E-mail me five high-quality informative websites about instructional strategies (i.e., vocabulary, fluency) and/or supportive idea sites for instructional approaches (i.e., literacy center ideas, reading workshop). Be prepared to share these resources in class. **(5 points)** Meets IPTS 2, 3, & 5

7. **Field Literacy Observations**: Keep a notebook to record and reflect on the field experience. This should be done in an elementary or secondary public school. If you are not in a school, please see the instructor. Turn in one typed literacy observation paper (1-2 pages) with the following bolded headings.

   **Field Literacy Observation**
   
   **Name:** **Grade:** **Teacher:** **School:** **Dates of Observation:**
   
   **Literature Genres**: Identify types of literature, types of books and reading material including computer programs.
   
   **Environmental Literacy**: (charts, word walls, bulletin boards, posters, learning centers, maps)
   
   **Literacy Activities**: Describe the kinds of reading and writing activities that the teacher demonstrates or the children participate in during the class. Include oral and
written, whole group,  small group and individual examples.

**Teacher’s Questions:** Write the types of questions the teacher asks before, during and after reading and writing activities. *(10 points)* Meets IPTS 2, 9 (reflective practitioner)

6. Weekly Assignments to include presentation and demonstration of various reading strategies. You will be assigned specific strategies from the McAndrews text. You will also be asked to share/demonstrate strategies that you find from sources other than the text. These sources can include printed materials as well as on-line resources. *(5 points each)* Meets IPTS 2, 9 (reflective practitioner)

7. **Final Exam:** It is a take-home 1-2 page typed reflection paper. In paragraph form answer the following questions:
   - Describe three things you learned in the course about literacy assessment and instruction.
   - Describe three things you like about this course.
   - Write suggestions for continuing or changing aspects of the course.
   - *(20 points)* Meets IPTS 2, 9 (reflective practitioner)

8. **Attendance:** Attendance, tardiness, and dispositions will be monitored throughout the program and failure to adhere could result in removal from the program. If you are absent, 5 points will be deducted per day for each absence. Absences may result in a reduction of one letter grade. In the event of an absence you are required to notify me to make arrangements to make up any missed work. You must also arrange to meet with your student on your own time, to make up for time missed. All other policies and procedures are listed in the SIUC Handbook.

9. **Assignments:** All assignments are to be professionally written. They are to be typed, and edited for meaning, grammar and spelling. If there are more than 4 errors in an assignment, it will be returned ungraded, and will need to be edited and resubmitted for a maximum grade of a B.

**Grading Scale:** 92% = A, 85% = B, 70% = C, 60% = D, Below 60% = Failing

SIU Policy on “Incomplete” as a Course Grade: The following text is taken from the 2011-2012 Undergraduate Catalog, p. 32: An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within a time period designated by the instructor but not to exceed one year from the close of the term in which the course was taken, or graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, not to exceed one year, or graduation, whichever comes first, the incomplete will be converted to a grade of F and the grade will be computed in the student’s grade point average. Students should not reregister for courses in which an INC has been assigned with the intent of changing the INC grade. Re-registration will not prevent the INC from being changed to an F. It is expected that students taking the class will satisfactorily meet the requirements of the course in the allotted time frame. I am most reluctant to give incompletes for the courses I teach except in extreme cases. Please do not ask for an incomplete unless you feel yours is an extreme case.

**Plagiarism**

Copying the work of web articles, other writers, or students, and turning it in as one’s own constitutes plagiarism and will not be tolerated. Any student found guilty of plagiarism may be asked to leave the University. See the SIU Handbook for a complete description.

[http://libguides.lib.siu.edu/plagiarism](http://libguides.lib.siu.edu/plagiarism)

1. turning in an essay you found on the internet
2. not putting quotation marks around a quotation
3. copying words or sentences without citing where you got the information
4. making up a source because you couldn’t remember where you got the information
5. copying the sentence structure of a source even if you change the words

**VIII. Research Base:**

**Required Texts and Readings:**


References - Additional readings include (but are not limited to):


Tentative Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| 8/21/14| Introductions/Goals/Overview               | • [http://www.corestandards.org/the-standards](http://www.corestandards.org/the-standards)  
• [http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)  
• Response to intervention: Guidelines for parents and practitioners  
• Behind test scores: What struggling readers really need  
• Begin process of finding student to test and receiving parent permission  
Journal - Specific Questions: Summarize the RTI and Common Core Initiatives. Thoughts on the approaches? |
| 8/28/14| Plans/Terms/RTI/Common Core Overview of Reading Components Cycle of Instruction and Assessment | Read:  
McAndrews Chap. 1(Literacy Assessment)  
Chap. 7 (Motivation)  
The reader self-perception scale (RSPS): A new tool for measuring how children feel about themselves as readers  
Finalize details with testing student/parent permission  
Journal – Take notes from your reading on important details/main ideas or parts you want to discuss |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/4/14</td>
<td>Assessment: Affective Measures/Interest Inventories</td>
<td>Field Literacy Observation Due. Give Starting Point Assessments and complete write-up of assessments</td>
</tr>
<tr>
<td>9/11/14</td>
<td>Fluency/Running Records/Miscue Analysis</td>
<td>Take running record/do miscue analysis/fluency check with student – complete write-up (Due 10/2)</td>
</tr>
<tr>
<td>9/18/14</td>
<td>Reflections from affective measures</td>
<td>Read McAndrews Chap 2 (Vocabulary) and Chap 3 (Phonemic Awareness/Phonics)</td>
</tr>
<tr>
<td></td>
<td>Fluency Instruction</td>
<td>Journal: Take notes on definitions and main ideas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prepare Vocab/Phonemic Awareness/Phonics Activities for instruction</td>
</tr>
<tr>
<td>9/25/14</td>
<td>Vocab/Phonemic Awareness/Phonics Activities for instruction &amp; Reflections from Fluency Assessments Reading and Listening Comp Instruction</td>
<td>Read McAndrews Chap 5 &amp; 6 (Reading and Listening Comp &amp; Emergent Writing and Writing Composition)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Journal: Take notes on definitions and main ideas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prepare Comprehension &amp; Writing Activities for instruction</td>
</tr>
<tr>
<td>10/2/14</td>
<td>No class</td>
<td>Illinois Reading Conference</td>
</tr>
<tr>
<td>10/9/14</td>
<td>Writing Instruction</td>
<td>Read and familiarize yourself with the appropriate sections of CRI/Begin preparing CRI to administer</td>
</tr>
<tr>
<td></td>
<td>Writing Workshop</td>
<td>Guest Speaker: Maria Deaton, Teacher Unity Point</td>
</tr>
<tr>
<td>10/16/14</td>
<td>Go over CRI procedures</td>
<td>Administer CRI and complete write-up (Due 10/30)</td>
</tr>
<tr>
<td>10/23/14</td>
<td>No Class</td>
<td>No Class Meeting - Work on administering CRI and completing write-up</td>
</tr>
<tr>
<td>10/30/14</td>
<td>Share CRI write-up with partner/plan instruction</td>
<td>Plan a week of instruction based on the student’s instructional needs. Lessons should reflect instructional decision based on data (CRI results). Lesson Plan due 11/14</td>
</tr>
<tr>
<td>11/6/14</td>
<td>Reading and Writing Workshop/Literacy Centers</td>
<td>Work on Lesson Plan and reflection</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Journal – Take notes on main ideas and answer the questions: (1) what are the purposes of portfolios and (2) what type of student products could you gather based on the instructional activities you have learned about this semester. Give 2 examples</td>
</tr>
<tr>
<td>11/13/14</td>
<td>Guided Reading/Finding Instruction Levels</td>
<td>E-mail me five websites that provide resources for an instructional strategy or support for an instructional approach. Be prepared to share some of these with the class this week. (Due to me 11/20)</td>
</tr>
</tbody>
</table>
November 20th - Reading/Writing Online resources

No Assignment: Happy Thanksgiving!

November 27th - Happy Thanksgiving!

No Class

December 4th - Study Session/Final Exam Review

Prepare for the Final Exam

December 11th - Final Exam

L. Stearns Fall 2014 CI 407f

SIU
Southern Illinois University

“We emphasize student achievement and success because achievement and success are essential if we are to shape future leaders and transform lives.”

IMPORTANT DATES *
Semester Class Begins: 08/18/2014
Last day to add a class (without instructor permission): 08/24/2014
Last day to withdrew completely and receive a 100% refund: 08/31/2014
Last day to drop a course using SalukiNet: 10/26/2014
Last day to file diploma application (for name to appear in Commencement program): 10/31/2014
Final examinations: 12/8-12/12/2014

Note: For outreach, internet, and short course drop/add dates, visit Registrar’s academic webpage http://register.siu.edu/

FALL SEMESTER HOLIDAYS
Labor Day: 09/01/2014
Fall Break: 10/11-10/14/2014
Veteran’s Day: 11/11/2014
Thanksgiving: 11/26-11/30/2014

WITHDRAWAL POLICY - Undergraduate only
Students who officially register for a session may not withdraw merely by the stopping of attendance. An official withdrawal form needs to be initiated by the student and processed by the University. For the proper procedures to follow when dropping courses and when withdrawing from the University, please visit http://register.siu.edu/pdf/ExpandingCatalog1114.pdf

INCOMPLETE POLICY - Undergraduate only
An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within one semester following the term in which the course was taken, or graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, that is, by no later than the end of the semester following the term in which the course was taken, or graduation, whichever occurs first, the incomplete will be converted to a grade of F and the grade will be computed in the student's grade point average. For more information please visit: http://register.siu.edu/grades/incomplete.html

REPEAT POLICY
An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit no more than two times (two total enrollments) unless otherwise noted in the course description. For students receiving a letter grade of A,B,C,D, or F, the course repetition must occur at Southern Illinois University Carbondale. Only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned. See full policy at http://register.siu.edu/pdf/ExpandingCatalog1114.pdf

GRADUATE POLICIES
Graduate policies often vary from undergraduate policies. To view the applicable policies for graduate students, please visit http://gradschool.siu.edu/about-us/grad-catalog/index.html

DISABILITY POLICY
Disability Support Services provides the required academic and programmatic support services to students with permanent and temporary disabilities. DSS provides centralized coordination and referral services. To utilize DSS services, students must come to the DSS to open cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements.
http://disabilityservices.siu.edu/

SIU consists of people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ is an important part of education as well as an essential preparation for any career. For more information please visit: http://www.inclusiveexcellence.siu.edu/

MORRIS LIBRARY HOURS
http://www.lib.siu.edu/about

LEARNING AND SUPPORT SERVICES
Help is within reach. Learning support services offers free tutoring on campus and math labs. To find more information please visit the Center for Learning and Support Services website:
Tutoring: http://tutoring.siu.edu/
Math Labs: http://tutoring.siu.edu/math_tutoring/index.html

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY
Our office's main focus is to ensure that the university complies with federal and state equity policies and handles reporting and investigating of discrimination cases. For more information visit: http://diversity.siu.edu/

ADDITIONAL RESOURCES AVAILABLE:

SALUKINET: https://salukinet.siu.edu/cp/home/display/login

ADVISEMENT: http:// advisement.siu.edu/

See http://pvcaa.siu.edu/index1/Syllabus%20Attachment_Fall2014-12.pdf for Syllabus Attachment