

COURSE SYLLABUS
LEE 230: Supervised Teaching in Reading/Language Arts

Fall 2019 Oct. 23 – Dec. 18, 2019	Reading/Literacy Master’s Program Dept. of Literacy, Early, Bilingual, and Special Education
Class Time: Asynchronous	Instructor: Dr. David Low
Class Location: Online	Office Location: ED 269
Units: 3	E-Mail: dlow@csufresno.edu
Office Hours: by appointment	Telephone: 559-278-0208

Vision:

The Kremen School of Education and Human Development is a center for academic excellence and collaboration in the fields of education and counseling. Graduates will become community leaders who advocate for high standards and democratic values with attention to professional ethics and diversity. The faculty of the Kremen School of Education and Human Development fosters the development of the following candidate dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-long Learning. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.

Course Description:

LEE 230 is the first of three supervised fieldwork courses required for the Reading/Language Arts Specialist Credential and an elective for the Master’s program. This course is designed to provide an in-depth experience in tutoring a small group of children or youth who are demonstrating literacy achievement “below expected performance for their grade level.”

Students in LEE 230 will be required to demonstrate competence in applying appropriate assessment measures and designing effective intervention/remediation instruction to assist pupils improve their use of effective literacy strategies based on assessments. In essence, you will be applying various intervention approaches to meet the needs of students, including language learners and children/youth with reading difficulties. During the 8 weeks of our course, you will be required to accrue 12 hours of practicum experiences in a small group intervention setting (3-5 children).

At the same time, this course will present questions and critiques about the diagnosis-and-intervention/remediation model of literacy instruction. We will examine some of the major conversations in the field, such as “the reading wars” and “scientifically-based reading research.” We will also dig a little deeper and investigate how the educational experiences we construct with students are invariably informed by both our explicit and implicit theories of practice. When words like “diagnosis,” “remediation,” and “intervention” are used, they signal what is often a deficit orientation for teaching children who are deemed to be “struggling” readers. Forcing reading development into a normal curve glosses over what is actually a complex issue that includes children’s cultures, languages, and identities (not to mention various types of texts). We will explore holistic alternatives to deficit approaches that seek to honor differences in children’s learning styles and reading practices.

Prerequisites: Students are required to have been accepted into the online Masters in Reading Program.

Required Books: There is no required textbook for this course; all readings will be provided via Canvas.

Recommended Reading: While not required, the following books are recommended to familiarize yourself with intervention:

1. Owocki, G., & Goodman, Y. (2002). *Kidwatching: Documenting children's literacy development*. Portsmouth, NJ: Heinemann.
2. Wilson, L. (2002). *Reading to live: How to teach reading for today's world*. Portsmouth, NH: Heinemann.
3. Crawley, S. J. (2012). *Remediating reading difficulties*. New York, NY: McGraw-Hill.
4. Gillet, J.W., Temple, C., & Crawford, A. (2008). *Understanding reading problems*. New York, NY: Pearson.
5. Clay, M. M. (2002). *An observation survey of early literacy achievement* (2nd ed). Portsmouth, NH: Heinemann. (For first/second grade children.) Second assessment: Follow me moon, No Shoes, Sand, and/or Stones (Clay).
6. Beers, K (2003). *When kids can't read: What a teacher can do*. Portsmouth, NH: Heinemann.
7. Dufresne, M. (2002). *Word solvers: Making sense of letters and sounds*. Portsmouth, NH: Heinemann.
8. Fountas, I., & Pinnell, G. S. (1996). *Guided reading: Good first teaching for all children*. Portsmouth, NH: Heinemann.
9. Herrell, A., & Jordan, M. (2001). *50 active learning strategies for improving reading comprehension*. Upper Saddle River, NJ: Pearson Education, Inc.
10. Layne, S. (2009). *Igniting a passion for reading: Successful strategies for building lifetime readers*. Stenhouse Publishers, Portland, Maine.
11. Shanker, J. L., & Ekwall, E. E. (2003). *Locating and correcting reading difficulties* (8th ed.). Upper Saddle River, NJ: Merrill Publishing Company.

Note: See fuller list of resources at the end of the syllabus.

Course Goals and Primary Learning Outcomes:

Through outside intervention, outside reading, and interactions with a small group of intervention students, students shall:

1. Provide extensive and effective reading and writing practice for students, including reading in connected texts and reinforcing that reading through writing experience (CCTC Standard 9).
2. Teach skills and strategies that contribute to independent reading and writing, including phonemic awareness, phonological, and morphemic analysis, L1 and L2 transfer strategies and spelling (CCTC Standard 6).
3. Develop listening and reading comprehension skills using high quality and multicultural literature and informative texts (CCTC Standard 3 & 10).

4. Create an understanding of the nature, uses, and development of academic language and background knowledge and its role in reading comprehension (CCTC Standard 3 & 8).
5. Emphasize the critical role of vocabulary and concept development (CCTC Standard 9).
6. Scaffold strategies that assist English language learners with comprehension (CCTC Standard 9 & 10).
7. Provide extensive and effective instruction in comprehension strategies such as text analysis, narrative and expository text structure (CCTC Standard 3).
8. Select, use, and interpret formal and informal measures of student reading and writing abilities (CCTC Standard 11).
9. Align instructional strategies, materials, and programs with the results of student assessments (CCTC Standard 4).
10. Deliver successful intervention strategies based on individual differences, knowledge of home and community literacy practices, and the English language skills of students (CCTC Standard 5).
11. Align reading and writing intervention models and strategies with on-going assessment results (CCTC Standard 4; IRA/NCATE Guidelines 1.5, 2.2, 4.8, 4.9, 6.6, 7.4, 7.5, 7.8, 10.1, 10.4, 11.1, 11.2, 11.4, 12.1, 12.2, 12.3, 12.5, 12.6, 12.7, 12.9, 12.10, 13.1, 13.3, 13.6, 15.1, & 15.2).
12. Understand a variety of assessment instruments to evaluate pupil performance and progress, including the ability to administer, and interpret the results of each instrument (IRA/NCATE Guidelines 6.9, 9.4, 13.2, 13.4, 13.5, & 15.1).
13. Use curriculum and instructional approaches for students who are experiencing difficulty becoming readers (CCTC Standard 7).
14. Use models of a balanced comprehensive literacy instruction (CCTC Standard 9 & 8).
15. Understand and respect individual differences, including ethnic, cultural, gender, linguistic, and socioeconomic differences (CCTC Standard 10; IRA/NCATE Guidelines 3.4, 4.2, 6.9, 9.1, & 9.4).
16. Implement effective instructional practices and intervention models in reading and language arts instruction for English speakers and English learners (CCTC Standard 5 & 10).
17. Articulate and apply an understanding of the relevant research and theory pertaining to language development, literacy instruction, and diagnostic assessment (CCTC Standard 8 & 9; *TPE* 4, 6, 7, 8, 9, 12).
18. Prepare, summarize, and communicate to relevant audiences (e.g., parents, teachers, school administrators) the results of assessment and instructional procedures, and to evaluate student progress (IRA/NCATE Guidelines 2.7, 14.1, & 14.3).
19. Understand the unique relationship between tutor and tutee/intervention student through a sense of responsibility for the progress of the tutee/intervention student and by maintaining an environment of respect, successful endeavor, and motivational involvement (IRA/NCATE Guidelines 4.4, 7.4, 7.5, 7.8, 8.1, 8.7 & 15.3).

Course Procedures and Policies:

Three live online seminars will be conducted on a Wednesday afternoon from 6:00-7:00 pm (Pacific Time) using Zoom (links will be sent out by email ahead of time). ***These three meetings are required for all students.*** These meetings give us an opportunity to ask questions, seek clarification, and review fundamental aspects of reading instruction. The meetings will fall on:

1. Oct. 30th (6-7:00 PST) - <https://fresnostate.zoom.us/j/721199962>
2. Nov. 13th (6-7:00 PST) - <https://fresnostate.zoom.us/j/673908758>
3. Dec. 11th (6-7:00 PST) - <https://fresnostate.zoom.us/j/600350836>

Students are expected to be actively engaged in the learning experience through various discussions and activities. Therefore, consistent preparation and input are MANDATORY.

Expectations:

- *Diverse opinions and thoughts are encouraged! Please feel free to disagree with one another and your instructor (while maintaining respectful and collegial interactions).*
- *Students are expected to have completed the assigned readings and Canvas posts as they align with our class sessions. Please inform Dr. Low if you require extra time.*

“Attendance” Policy:

This course meets online and is typically asynchronous, meaning you will complete activities on your own schedules within an allotted timeframe. Nevertheless, you should still be using digital tools to interact with one another, through discussion boards and assigned group activities. Therefore, consistent preparation is crucial. Please make every attempt to keep current with the readings and discussions.

Students are responsible for all the material presented in lectures and in the readings. Please see the detailed reading and assignment schedule below, and be prepared to discuss the readings assigned for each session. Your final grade will reflect the extent to which you show evidence that you can critically discuss the content of the readings.

Course Organization:

This course is web-based. It is the student’s responsibility to check our Canvas site regularly. Students must report any problems accessing material to the instructor immediately.

Our course will be organized in Canvas by Modules. Every Module corresponds with a week of instruction. A sequence of activities for each Module will include readings, discussion boards, and assignments.

Assignment Specifications:

Assignments submitted online should be labeled by Last name and first name followed by first word of the assignment (For example: Low_David_Case Study Report). All written assignments should be submitted in Microsoft Word (.doc) format.

Major Assignments:

1. **Readings** – It is required that you peruse all readings posted on Canvas in order to gain some familiarity with their concepts. However, it is not expected that you will become an expert in each reading. You may decide to read strategically, skipping around and picking up information that seems useful to you as a teacher of literacy.
2. **Participation in 3 Live Sessions (5 points)** – actively participate in the conversation during our three live meetings.
3. **Discussion Board posts on Canvas (20 points)** – For most Modules, you will be assigned a Discussion Board post, which will typically be a prompt addressing one or more of your assigned readings for that week.
 - a. Posts should typically be about ½ to 1 page in length (single-spaced or equivalent).
 - b. When asked to respond to a classmate’s post, your response should be around 1 paragraph in length.
4. **Intervention Activities (45 points)** – A major course requirement is to meet with a small group of students (3-5) students twice or thrice a week (for a total of 12 hours) to deliver targeted literacy instruction based on ongoing assessment. For your intervention, you will:
 - a. Prepare **LESSON PLANS** and related instructional materials for conducting two one-hour teaching sessions each week, for a total of 12 hours, with a small group of students (3-5) who are experiencing some type of literacy difficulty. Your lesson plans should demonstrate that you are planning and teaching to the specific needs of the students in accordance with assessment results you have obtained. Your **LESSON PLANS** may include time for:
 - i. relationship-building with the students (to learn about their interests, backgrounds, languages, learning styles, and motivations/desires for tutoring)
 - ii. use of assessments that are appropriate for evaluating some aspect of reading, writing, or literacy. These could be related to text decoding (phonemic awareness), fluency, comprehension, vocabulary, writing, or storytelling objectives. **Use a minimum of three different literacy assessments during your tutoring sessions.**
 - iii. shared/guided reading or writing activities using an appropriate text (multicultural picturebooks, novels, graphic novels, poems, visual texts, writing prompts, graphic organizers, etc.)
 - iv. Intervention activities (i.e. strategies you work on with the tutees).

- v. Your **LESSON PLANS** can be informal. There is no required or preferred format you must use. You can choose to create lesson plans for individual tutoring sessions or for each week of tutoring (2-3 sessions per week). All lesson plans should include sections for Objective, Standards, Materials, Brief description of activity or guided/independent practice, and Time to be spent on activities.
 - b. Keep an **INTERVENTION LOG**. You will maintain a set of materials for assessing, planning, and collecting the artifacts for the delivery and results of instruction to their intervention student. Following each week of tutoring, your log will include 2-4 pages of reflection about:
 - i. assessments used (min. 3 total),
 - ii. tools and materials used (including literature, media, etc.) and whether you recommend them for use by other teachers,
 - iii. instructional strategies, methods and procedures used,
 - iv. progress of your intervention students (by sharing anecdotal records of your observations and insights into the reading process derived from your interactions with the students),
 - v. reproduced learning artifacts (samples of students' writing; Running Records; your anecdotal records of the intervention; etc.)
 - vi. ideas garnered (from assigned readings or your own observations)
 - vii. critical reflections on teaching and learning (including philosophical/ethical issues that are arising for you).
 - viii. final reflection upon your teaching over the 8-week term, including what you have gained from the experience of providing an intensive intervention, as well as at least two goals you have identified for your teaching for the future.
 - c. Keep a **CONTACT LOG**. To confirm your regular delivery of lessons, you will submit a log of contact time with your intervention students, verified (signed) by the students' teacher(s) (if not you) or the immediate supervisor at the site of your intervention sessions (if you are the students' teacher of record). Though actual times may vary, always use hour increments for this contact log. If you must be absent for any reason from an intervention session, reflect this on your teaching log and indicate how you will make up the missed session(s).
5. **Case Study Report (30 points)** – The culminating activity of the course will be the preparation of a formal report detailing the overall progress of the students under your tutelage. Throughout the 8 weeks of the course, you will reflect on the progress each student is making and keep notes on their progress. At the end of the semester, you will write a summary of the progress

each student made during the 12 hours of small-group instruction. Your final report will include the following information:

- summary of diagnostic procedures (i.e. how were students identified as being in need of remediation or intervention)? Describe the students holistically, including their literacy strengths, interests, and areas in need of development. You may also include other pertinent information about the students (school history; family or language background; etc.).
- listing of each assessment measurement and your interpretation of the results (what do the assessments tell us about the students, and just as importantly, what do they leave out)?
- explanation of instructional procedures you implemented.
- summary of progress achieved, including the possibility of zero progress. (You will not be graded based on the students' reported progress!)
- recommendations for future literacy interventions and strategies with these students.
- bibliography of materials used/sources consulted.

The Case Study Report is to be prepared as a formal, professional report suitable for distributing to parents and appropriate school personnel. We will discuss the format in one of our live sessions, but the CSR typically has the following sections: Initial Assessment Results, Initial Plan of Instruction, Instruction Provided, Summary of Overall Progress, Conclusions and Recommendations, and Appendices.

GRAND TOTAL: 100 POINTS

- A 90-100
- B 80-90
- C 70-80

Students must complete all major activities and assignments in order to receive a course grade.

Subject to Change Statement

This syllabus and schedule could change in the event of extenuating circumstances.

Course Policies & Safety Issues

Students with (dis)abilities: Upon identifying themselves to the instructor and the university, students with (dis)abilities will receive reasonable accommodations for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (559-278-2811).

Honor Code: “Members of the Fresno State academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities. You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration).
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.

- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Schedule of Courses (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www/csfresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Copyright Policy: "Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its [Copyright Web Page](http://libguides.csufresno.edu/copyright/) (<http://libguides.csufresno.edu/copyright/>)."

LEE 230 ONLINE Weekly Schedule

Date	Activities & Assignments Due	Live Sessions	Intervention Activities
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Class 1 Week of 10/25	<ul style="list-style-type: none"> • Complete Week 1 Activities • Read Syllabus • Complete Online Introductions 		
Class 2 Week of 11/1	<ul style="list-style-type: none"> • Complete Week 2 Activities 	Oct. 30 6-7 pm (PST)	<ul style="list-style-type: none"> • Locate your tutees; form an intervention group • Select assessments
Class 3 Week of 11/8	<ul style="list-style-type: none"> • Complete Week 3 Activities 		<ul style="list-style-type: none"> • Begin intervention/ tutoring • Pre-assessments
Class 4 Week of 11/15	<ul style="list-style-type: none"> • Complete Week 4 Activities 	Nov 13 6-7 pm (PST)	<ul style="list-style-type: none"> • Provide intervention based on assessments
Class 5 Week of 11/22	<ul style="list-style-type: none"> • Complete Week 5 Activities 		<ul style="list-style-type: none"> • Provide intervention based on assessments
Class 6 Week of 12/6	<ul style="list-style-type: none"> • Complete Week 6 Activities 		<ul style="list-style-type: none"> • Provide intervention based on assessments • Begin post assessments
Class 7 Week of 12/13	<ul style="list-style-type: none"> • Complete Week 7 Activities • Submit final intervention lesson plan(s) and reflections 	Dec 11 6-7 pm (PST)	<ul style="list-style-type: none"> • Finish interventions
Class 8 Week of 12/20	<ul style="list-style-type: none"> • Complete Week 8 Activities • Submit Case Study Report 		

Suggested Intervention Schedule

Week 1 or 2

- Identify and select focal students for intervention
- Select some basic assessments such as: the [ARI](#) and/or Observation Survey or assessments that can determine diagnostic patterns of reading. (You can choose any assessments you want.)

Week 3

- Establish rapport: Interest & attitude inventories; create a supportive context
- Assessment of tutees' strengths and needs
- Case Study Report (CSR) components: "Initial Assessment Results" and "Initial Plan of Instruction"
- Planning tutorial instruction: Select a variety of appropriate materials; vary instructional activities; create meaning-based lessons
- Share with teacher and/or parents factors related to tutees' reading difficulties according to your assessments, if any.

Weeks 4-6

- Instructional planning & tutorial instruction with an emphasis on current strengths of tutees/intervention students
- Instructional procedures for specific needs, including: Word recognition, vocabulary development, comprehension, fluency, study strategies, writing, storytelling
- Scaffolding student learning: Assisting performance through reduction in degrees of freedom, maintaining direction, and reduction of frustration
- CSR components: "Instruction provided," "Summary of over-all progress," "Conclusions and recommendations," and appendices.

Week 7

- Post-assessment of tutees/intervention students
- Communicate with teacher/parents for their on-going support of literacy development and improvement; share results of instruction/post-assessments

Week 8

- Case Study Report

Resources for Literacy Intervention

- Adams, M. J. (1990). Beginning to read: Thinking and learning about print. Cambridge, MA: MIT Press.
- Allington, R. L., ed. (1998). Teaching struggling readers: Advice for helping children with reading/learning disabilities. Newark, DE: International Reading Association.
- Alvermann, D. E., Moore, D. W., & Conley, M. W., eds. (1987). Research within reach: Secondary school reading. Newark, DE: International Reading Association.
- Barr, R., Blachowicz, C. L. Z., Bates, A., Katz, C., & Kaufman, B. (2007). Reading diagnosis for teachers. 5th ed. Boston: Pearson.
- Barrentine, S. J. (1999). Reading assessment: Principles and practices for elementary teachers. Newark, DE: International Reading Association.
- Bates, G. W., & Nevin, S. L. (1986). Effects of parent counseling on remedial readers' attitudes and achievement. Journal of Reading, 30, 254-57.
- Bear, D. R., Invernizzi, M., & Johnson, F. (2006). Words their way: Letter and picture sorts for emergent spellers. Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.
- Clay, M. M. (1991). Becoming literate: The construction of inner control. Portsmouth, NH: Heinemann.
- Clay, M. M. (1998). By different paths to common outcomes. York, ME: Stenhouse Publishers.
- Clay, M. M. (2000). Concepts about print: What have children learned about the way we print language? Portsmouth, NH: Heinemann.
- Clay, M. M. (1993). Reading Recovery: A guidebook for teachers in training. Portsmouth, NH: Heinemann.
- Clay, M. M. (2000). Running records for classroom teachers. Portsmouth, NH: Heinemann.
- Clay, M. M. (2005). Literacy lessons designed for individuals. Portsmouth, NH: Heinemann.
- Cunningham, P. (1990). The names test: A quick assessment of decoding ability. The Reading Teacher, 44.
- Dreher, M. J., & Singer, H. (1989). The teacher's role in students' success. The Reading Teacher, 42, 612-17.
- Duffelmeyer, F. A., & Duffelmeyer, B. B. (1989). Are IRI passages suitable for assessing main idea comprehension? The Reading Teacher, 42, 358-63.
- Fader, D. N., & McNeil, E. B. (1968). Hooked on books: Program and proof. New York, NY: Berkeley Publishing Corporation.
- Flood, J., & Lapp, D. (1989). Reporting reading progress: A comparison portfolio for parents. The Reading Teacher, 42, 508-14.
- Ford, M. P., & Ohlhausen, M. M. (1988). Tips from reading clinicians for coping with disabled readers in regular classrooms. The Reading Teacher, 42, 18-22.

- Fountas, I., & Pinnell, G. S. (1996). Guided reading. Portsmouth, NH: Heinemann.
- Fountas, I., & Pinnell, G. S. (2001). Guided readers and writers grades 3-6: Teaching comprehension, genre, and content literacy. Portsmouth, NH: Heinemann.
- Gentile, L. M., & McMillan, M. M. (1987). Stress and reading difficulties. Newark DE: International Reading Association.
- Heckelman, R. G. (1969). A neurological-impress method of remedial reading instruction. Academic Therapy, 4, 277-82.
- Heckelman, R. G. (1986). N. I. M. revisited. Academic Therapy, 21, 411-420.
- Hermann, B. A. (1988). Two approaches for helping poor readers become more strategic. The Reading Teacher, 41, 24-28.
- Irwin, J. W. (1986). Teaching reading comprehension processes. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Johnson, D. D., & Pearson, P. D.. (1983). Teaching reading vocabulary. New York: Holt, Rinehart and Winston.
- Lee, N., & Neal, J. C. (1992/93). Reading Rescue: Intervention for a student "at promise." Journal of Reading, 36, 276-282.
- McCormick, S. (1995). Instructing students who have literacy problems. Englewood Cliffs, NJ: Prentice Hall, Inc.
- McCarrier, A., Pinnell, G. S., & Fountas, I. (2000). Interactive writing: How language & literacy come together, K-2. Portsmouth, NH: Heinemann.
- Nagy, W. E. (1988). Teaching vocabulary to improve reading comprehension. Newark, DE: International Reading Association.
- Neal, J. C. (1978). A review and reevaluation of the neurological-impress method of remedial reading instruction. Unpublished Masters Degree study. California State University, Fresno.
- Neal, J. C. (1988). Instruction of reading study skills in four academic content areas of California secondary schools. Doctoral dissertation. Stockton, CA: University of the Pacific.
- Neal, J. C., & Kelly, P. R. (2002). Delivering the promise of academic success through late intervention. Reading & Writing Quarterly, 17.
- Neal, J. C., & Moore, K. (1991-92). The very hungry caterpillar meets Beowulf in secondary classrooms. Journal of Reading, 35, 290-96.
- Paris, S. G., Lipson, M. Y., & Wixson, K. K. (1994). Becoming a strategic reader. In Ruddell, R. B., Ruddell, M. R., & Singer, H., eds., Theoretical models and processes of reading. 4th ed. Newark, DE: International Reading Association.
- Pearson, P. D., & Johnson, D. D. (1978). Teaching reading comprehension. New York: Holt, Rinehart and Winston.
- Peterson, B. (1991). Selecting books for beginning readers/Children's literature suitable for young readers: A bibliography. In DeFord, D. E., Lyons, C. A., & Pinnell, G. S., eds., Bridges to literacy: Learning from Reading Recovery. Portsmouth, NH: Heinemann
- Roller, C. M. (1998). So... what's a tutor to do? Newark, DE: International Reading Association.
- Sawyer, W. E. (1989). Attention Deficit Disorder: A wolf in sheep's clothing... again." The Reading Teacher, 42, 310-12.
- Schmitt, M. C. (1990). A questionnaire to measure children's awareness of strategic reading processes. The Reading Teacher, 43, 454-460.

- Snow, C. E., Burns, M. S., & Griffin, P., eds. Preventing reading difficulties in young children. Washington, D. C.: National Academy Press.
- Wahl, A. (1988). Ready. . . set. . . role: Parents' role in early reading. The Reading Teacher, 42, 228-31.

Professional Resource Books

- Bear, D. R., Invernizzi, M., & Johnson, F. (2006). Words their way: Letter and picture sorts for emergent spellers. Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.
- Beers, K (2003). *When kids can't read: What a teacher can do*. Portsmouth, NH: Heinemann.
- Bright, R. (1995). Writing instruction in the intermediate grades: What is said, what is done, what is understood. Newark, DE: International Reading Association.
- Clay, M. M. (2002). *An observation survey of early literacy achievement* (2nd ed). Portsmouth, NH: Heinemann. (For first/second grade children.)
- Cullinan, Bernice E., ed. (1987). Children's literature in the reading program. Newark, DE: International Reading Association.
- Cunningham, P. M. (2004). Phonics they use: Words for reading and writing. 4th ed. New York, NY: Addison Wesley Longman, Inc.
- Cunningham, P. M., & Allington, R. L. (2007). Classrooms that work: They can all read and write. 4th ed. Boston: Allyn and Bacon/Pearson.
- Dufresne, M. (2002). *Word solvers: Making sense of letters and sounds*. Portsmouth, NH: Heinemann.
- Fischer, P. E. (1993). The sounds and spelling patterns of English: Phonics for teachers and parents. Morrill, ME: Oxton House, Publishers.
- Fountas, I., & Pinnell, G. S. (1996). *Guided reading: Good first teaching for all children*. Portsmouth, NH: Heinemann.
- Fountas, I. C., & Pinnell, G. S. (1998). Word matters. Portsmouth, NH: Heinemann.
- Fountas, I. C., & Pinnell, G. S. (1999). Matching books to readers: Using leveled books in guided reading K-3. Portsmouth, NH: Heinemann.
- Fountas, I. C., & Pinnell, G. S., eds. (1999). Voices on word matters: Learning about phonics and spelling in the literacy classroom. Portsmouth, NH: Heinemann.
- Freeman, J. (1984). Books kids will sit still for: A guide to using children's literature for librarians, teachers, and parents. Hagerstown, MD: Alleyside Press.
- Fry, E. B., Polk, J. K., & Fountoukidis, D. (2006). The reading teacher's book of lists. 5th ed. New York: Jossey Bass.
- Hart-Hewin, L., & Wells, J. (1999). Better Books! Better Readers! York, ME: Stenhouse Publishers.
- Heilman, A. W. (2005). Phonics in proper perspective. 10th ed. Upper Saddle River, NJ: Merrill Publishing Company.
- Heimlich, J. E., & Pittelman, S. D. (1987). Semantic mapping: Classroom applications. Newark, DE: International Reading Association.
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LEE 230/LEE 234 Clinical Experience Matrix

These courses involve individualized programs of planned experiences in reading instruction at the Kremen School of Education and Human Development clinic sites and at school sites. Activities shall be varied, intensive and extensive, and shall include organization and modification of existing programs or development of new curriculum in conjunction with school personnel.

Objectives	Minimum Criteria	Learner's Responsibility	Verified by (initials)	Date
<p>The candidate shall: Theoretical Background</p> <ol style="list-style-type: none"> 1. demonstrate knowledge of readiness to learn and its relation to specific reading strategies 2. demonstrate knowledge of the linguistic patterns, including phonetics, morphology, and syntax 3. show knowledge of methods for teaching a group of children who speak a form of language other than English 4. show knowledge of specific socio-economic factors which contribute to variation in the learner's reading growth pattern 5. show knowledge of cultural influences upon the process of reading development 	<p>The candidate shall:</p> <ul style="list-style-type: none"> assess readiness level and will provide background as needed for each reading prepare five small lessons relating linguistics to the teaching of reading elements teach at least twelve improvement lessons to a small group of learners speaking non-standard English and standard English teach reading in at least two different socio-economic areas teach reading to at least one ethnic group which differs from his own 	<p>The candidate will:</p> <ul style="list-style-type: none"> prepare outline of strategy element taught to group or individual submit lesson plans and evaluation teach lessons for supervisor's observation note and report on daily work of learners report on daily progress of learners 		

Objectives	Minimum Criteria	Learner's Responsibility	Verified By (initials)	Date
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The candidate shall	The candidate shall:	The candidate will:		
<p data-bbox="191 277 443 305">Diagnosis and Referral</p> <p data-bbox="218 310 611 431">6. demonstrate knowledge to select, administer, and interpret appropriate instruments to diagnose various reading difficulties</p> <p data-bbox="218 464 611 586">7. administer a standardized reading survey test and show that he is able to select reading skills which need emphasis</p> <p data-bbox="218 618 611 821">8. demonstrate ability to refer students to appropriate individuals or agencies if their reading problems appear to be of such quality that they may not be resolved through normal classroom procedures</p> <p data-bbox="218 854 611 1003">9. demonstrate ability to report student needs to parents or other concerned individuals if the student is to be referred to an outside individual or agency</p>	<p data-bbox="653 310 1087 367">administer two group diagnostic tests to a small group and will interpret results</p> <p data-bbox="653 464 1062 553">administer a standardized reading survey test to a class and interpret the results</p> <p data-bbox="653 618 1041 708">survey a class as to reading competencies and make referrals as necessary for further help</p> <p data-bbox="653 854 1062 943">confer with school site personnel and parents regarding recommendations made</p>	<p data-bbox="1108 310 1507 334">submit written report of group needs</p> <p data-bbox="1108 464 1339 488">submit survey report</p> <p data-bbox="1108 586 1524 643">teach lessons for supervisor's observation referral recommendations</p> <p data-bbox="1108 854 1367 878">conduct the conference</p>		

Objectives	Minimum Criteria	Learner's Responsibility	Verified by (initials)	Date
<p>The candidate shall:</p> <p>10. show his ability to construct such tests as diagnostic and informal inventories</p> <p><u>Prescription</u></p> <p>11. demonstrate knowledge of materials for the improvement of specific reading difficulties and the ability to use such knowledge to correct the reading disabilities of school children and young people</p> <p>12. show understanding of programs and techniques to use with children and young people who have specific reading problems</p>	<p>The candidate shall:</p> <p>diagnose reading difficulties of at least five individuals at different grade levels in school; prepare an informal inventory to assess reading level and a diagnostic test to assess competency on one study skill</p> <p>select materials on word skills, comprehension, and study skills to be used for remediation of learner difficulties on at least three different levels</p> <p>provide remedial teaching for at least six different learners</p>	<p>The candidate will:</p> <p>submit the inventory and the test</p> <p>submit plans to supervisor</p> <p>report progress of learners as observed through daily work, testing, and supervisor's judgment</p>		
<p><u>Selection, Use, and Evaluation of Materials and Methods for Teaching</u></p> <p>demonstrate knowledge of the concepts of readiness and its implications to the planning of reading programs</p>				

Objectives	Minimum Criteria	Learner's Responsibility	Verified by (initials)	Date
The candidate shall:	The candidate shall:	The candidate will:		

<p>13. show ability to select strategies, materials, and environmental factors which incorporate readiness influences upon reading behavior show knowledge of ways to teach</p> <p>show knowledge of ways to teach word recognition skills</p> <p>show knowledge of ways to evaluate lessons in word recognition</p> <p>14 show ways of selecting and evaluating materials with which to teach word recognition</p> <p>15 show knowledge of ways to teach and evaluate lessons in comprehension of skills and critical reading</p> <p>demonstrate ways in which to help students select purposes for reading</p>	<p>form three small groups needing different readiness and provide needed back-ground</p> <p>prepare and teach small group lessons on at least two elements of phonetic analysis, two elements of structural analysis, and two ways of expanding sight vocabulary</p> <p>prepare and teach to a small group three lessons on recognition of main idea in paragraphs, three on reading for inference, and three on differentiating between fact and opinion</p>	<p>prepare lesson plans</p> <p>prepare lesson plans and teach and evaluate lessons</p> <p>prepare lesson plans and teach lessons for supervisor's observation</p>		
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Objectives	Minimum Criteria	Learner's Responsibility	Verified by (initials)	Date
<p>The candidate shall:</p> <p>16. demonstrate ways to approach reading for different reasons and with different rates of reading</p> <p>17. demonstrate knowledge and abilities related to students competencies in study skills</p> <p>18. show how he can increase students' competencies in location skills</p> <p>supply interest and motivation for the students through his personal interest and knowledge</p> <p>19. show his ability to motivate students to increase their reading limits, both in reading levels and subject areas</p> <p>20. demonstrate his ability to books in terms of quality of content learner and style of writing</p>	<p>The candidate shall:</p> <p>Select content area materials of three different types and teach a group of learners to set purposes for reading and then to select an appropriate rate of comprehension to meet each purpose</p> <p>prepare and teach a series of at least five lessons each on outlining, note-taking, and summarization to a content area class</p> <p>prepare and teach two lessons on cross reference in indexes and three on use of library card catalog to find specific information</p> <p>devise three techniques to motivate an entire class, three for a small group, and three for individual learners</p> <p>discuss and critique at least five books critique of different types for a class of</p>	<p>The candidate will:</p> <p>outline strategy</p> <p>prepare lesson plans and teach lessons for supervisor's observation</p> <p>prepare lesson plans</p> <p>outline strategy and discuss with peers</p> <p>participate in discussion</p>		

Objectives	Minimum Criteria	Learner's Responsibility	Verified By (initials)	Date

<p>The candidate shall:</p> <p>21. be able to recommend to students books which have outstanding quality in their content and style of writing</p> <p>22. demonstrate his ability to read to groups of children, peers, or other groups in a pleasurable manner</p> <p>23. be able to show others significant ways in which they can improve their oral reading</p>	<p>The candidate shall-</p> <p>prepare booklists recommending books of outstanding quality in three different areas appropriate for learners involved</p> <p>read at least one fictional and one non-fictional selection to a group</p> <p>use tape recorder to demonstrate methods and to make learners aware of needs and of progress</p>	<p>The candidate will:</p> <p>prepare booklists</p> <p>demonstrate oral reading techniques</p> <p>prepare the tapes and outlines of strategy</p>		
<p><u>Locating and Using Professional Literature in Reading:</u></p> <p>24. demonstrate knowledge of materials which are appropriate to the California Framework</p>	<p>read and become familiar with California Framework in Reading and Literature and will select appropriate materials for students</p>	<p>Satisfy supervisors judgment</p>		

Verifiers

230 Professor Signature

Position

Date

234 Professor Signature

Position

Date