

Course Syllabus

LEE 230: Supervised Teaching in Reading/Language Arts

Fall 2021 Oct. 19 – Dec. 16, 2021	Reading/Literacy Master’s Program Dept. of Literacy, Early, Bilingual, and Special Education
Class Time: Asynchronous	Instructor: Dr. David Low
Class Location: Online	Virtual Office: https://fresnostate.zoom.us/my/davidlow
Units: 3	E-Mail: dlow@csufresno.edu
Office Hours: by appointment	Telephone: 559-278-0208
<p><i>If there are questions or concerns that you have about this course that you and Dr. Low are not able to resolve, please feel free to contact the Chair of the LEBSE department to discuss the matter: Dr. Imelda Basurto, ibasurto@csufresno.edu, 559-278-0250.</i></p>	

Special Note: *We are living through unsettling times that have disrupted and continue to disrupt countless lives and processes. Please know that I am here to support you however I can. In these times, your #1 job is to take care of yourselves, your families, your students, and your community. Our class should not be your top priority, but I do hope you find the experience meaningful. Many things about LEE 230 can be made flexible, including assignment specifications and due dates. We will make this class work for you by making any modifications necessary. Our class will closely shadow the daily/weekly realities of your life as a teacher, including unpredictable changes that may occur. Whatever happens in the world and in your lives, we will work through it together. Never hesitate to reach out to me directly. I’m here.*

INTRODUCTION and COURSE DESCRIPTION

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 (and may already be) 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 work to foster 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 help 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 your students, including language learners and children/youth identified as having 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 students). These practicum experiences can be done virtually or in person.

At the same time, this course will question and strongly critique 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," "reluctant," and "resistant" readers. (Students affixed with such labels are disproportionately students of color. Critical educators must subsequently question how these labels and discourses are generated and perpetuated.) Forcing reading development into a bell curve glosses over what is actually a complex issue that includes child and youth cultures, languages, and identities (not to mention various types of text). In LEE 230 we will explore holistic alternatives to deficit approaches as we seek to honor differences in young people's literacy practices.

Prerequisites: Students are required to have been accepted into the online Masters in Reading/Language Arts 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 various philosophies regarding intervention. These books come from different philosophical and ideological traditions:

1. Owocki, G., & Goodman, Y. (2002). *Kidwatching: Documenting children's literacy development*. Heinemann.
2. Bomer, K. (2005). *Hidden gems: Naming and teaching from the brilliance in every student's writing*. Heinemann.
3. Bomer, K., & Arens, C. (2020). *A teacher's guide to writing workshop essentials: Time, choice, response*. Heinemann.

5. Wilson, L. (2002). *Reading to live: How to teach reading for today's world*. Heinemann.
6. España, C., & Herrera, L. Y. (2020). *En comunidad: Lessons for centering the voices and experiences of bilingual Latinx students*. Heinemann.
7. Crawley, S. J. (2012). *Remediating reading difficulties*. McGraw-Hill.
8. Gillet, J.W., Temple, C., & Crawford, A. (2008). *Understanding reading problems*. Pearson.
9. Clay, M. M. (2002). *An observation survey of early literacy achievement* (2nd ed). Heinemann.
 - a. (For first/second grade children.) Second assessment: Follow me moon, No Shoes, Sand, and/or Stones (Clay).
10. Beers, K (2003). *When kids can't read: What a teacher can do*. Heinemann.
11. Dufresne, M. (2002). *Word solvers: Making sense of letters and sounds*. Heinemann.
12. Fountas, I., & Pinnell, G. S. (1996). *Guided reading: Good first teaching for all children*. Heinemann.
13. Herrell, A., & Jordan, M. (2001). *50 active learning strategies for improving reading comprehension*. Pearson.
14. Layne, S. (2009). *Igniting a passion for reading: Successful strategies for building lifetime readers*. Stenhouse.
15. Shanker, J. L., & Ekwall, E. E. (2003). *Locating and correcting reading difficulties* (8th ed.). Merrill Publishing.

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 evening from 6:00-7:00 pm (Pacific Time) using Zoom. ***These three meetings are required.*** These meetings give us an opportunity to ask questions, seek clarification, and review fundamental aspects of reading theory and instruction. The meetings are scheduled for:

1. **Oct. 27th (6:00-7:00 PST)**

<https://fresnostate.zoom.us/j/81250700524?pwd=NnNxVm5lWnBYaGZtSlJvdHY1M2U5UT09>

- Meeting ID: 812 5070 0524

- Passcode: 823468
2. **Nov. 17th (6:00-7:00 PST)**
<https://fresnostate.zoom.us/j/86309104039?pwd=RFI0WUdyTUpFSWNWM3RiQWtnLytMUT09>
 - Meeting ID: 863 0910 4039
 - Passcode: 975618
 3. **Dec. 8th (6:00-7:00 PST)**
<https://fresnostate.zoom.us/j/89167191705?pwd=RUFvcW14cFM0ZCtXSE4xYzAxMThBdz09>
 - Meeting ID: 891 6719 1705
 - Passcode: 561310

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

Expectations:

- *Diverse opinions and thoughts are encouraged! Please feel free to disagree with one another and your instructor (while maintaining respectful and collegial interactions). It is expected and appreciated that you will pull from your own classroom teaching experiences to generate knowledge for our community.*
- *Students are expected to complete the assigned readings and Canvas posts more or less as they align with our class sessions. (Late penalties will not be assessed, but you don't want to dig yourself a hole.)*

“Attendance” Policy:

This course meets online and is typically asynchronous, meaning you will complete activities on your own within an allotted timeframe. Nevertheless, you will still be using digital tools to interact with one another, through discussion boards and assigned group activities. Therefore, consistent preparation is important. Please make every attempt to keep current with the readings and discussions. **(NOTE: We are living in a pandemic; attendance and punctuality will be treated with flexibility.)**

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 grade will reflect the extent to which you show evidence that you can critically engage the content of the course.

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 roughly one 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 or .docx) or PDF format.

Assignments, Feedback, and Grading:

In order to develop your ability to provide research-based, targeted small-group intervention, you will engage in regular reflections of your teaching practice, filtered through the lenses of course readings and discussions. Your reflections will be housed both on the Discussion Board in Canvas and in your eventual Intervention Log (see below). You will receive multiple types of feedback throughout the course.

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 an educator. It is expected that you will use some of the readings (as “thought partners”) in your reflections on the Discussion Board and in your Intervention Log.
2. **Participation in 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 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. Conversing with your classmates offers an important form of feedback from other practitioners doing similar work in different sites.
4. **Intervention Activities (45 points)** – A major course requirement is to meet with a small group of students (3-5) students for a total of 12 hours (virtual or face-to-face) to deliver targeted literacy instruction based on ongoing assessment. For your interventions, you will:
 - a. Prepare **LESSON PLANS** and related instructional materials for conducting teaching/tutoring sessions with a small group of students (3-5 students) who are experiencing some type of “literacy difficulty.” Your lesson plans should demonstrate that you are 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 that 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 teaching/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). Citing the course readings is encouraged.**
 - 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. Citing the course readings is encouraged.

- c. Keep a **CONTACT LOG**. To confirm your regular delivery of lessons (virtual or face-to-face), 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). **(If signatures are impossible to obtain due to COVID-19, a verification email will suffice.)** 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:
- narrative description of the context of your school site. What community/ies does the school serve? What are the school's demographics? What are some of the aspects that contribute to your school's diverse student population (i.e., racial, linguistic, socioeconomic, neurodiverse, etc.) What are some issues faced in the larger community and how are they invoked in your school?
 - 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.). How are the students identified for intervention representative (or not representative) of the larger school population?
 - 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.

A note from Dr. Low about feedback and grading:

I spend a great deal of time reflecting on ways to assess student learning in my courses, and have come to believe that when we assess students, it should be “a process of inquiry, one of exploration and uncertainty, and not simply one of measurement” (Serafini, 2010). I try to enact this belief by creating customizable assignments that can be interpreted in multiple ways. You, as students, are invited to bring your whole selves into your assignments, and to put your trust in me to be assessed with empathy and curiosity. Rather than responding to your work from a place of all-knowing appraisal, I will engage you in open dialogue. Providing you with qualitative feedback on your Intervention Log and Case Study Report is certainly much more time consuming (for me) than giving quizzes and tests, or evaluating your work with a prefabricated rubric, but it is nevertheless how I want to model assessment for you. Quizzes, tests, and rubrics assume that the destination is already known by the instructor, and that you should make your way to it; conversations allow for new trails to be charted, so that we all may be edified in multidirectional learning.

As the designer and instructor of this course, I feel that modeling humanizing, holistic, inquiry-based forms of assessment far outweighs the impulse to sort and measure student competencies and proficiencies with grades/scores. If the goal of learning in a Master’s level course is for you as graduates to further cultivate ethical and professional orientations for working with diverse children, youth, and families, then it is incumbent for me to model how to do that: with compassion, flexibility, humility, and the sort of authentic curiosity that is a precondition for ongoing learning. I must model that assessment is subjective, and that learning (and identifying “strengths” and “needs”) are not neutral/apolitical things easily sorted into rubric bins or determined by diagnostic tools sold by textbook publishers.

My hope is that an inquiry-based and dialogical approach to assessment in LEE 230 frees you to take intellectual risks and to be vulnerable in your writing. You should feel empowered to share impactful, idiosyncratic, and even problematic moments from your lives as educators, and apply numerous critical and creative lenses to interpreting these experiences and growing from them. Let the learning process be your focus, rather than the graded product. You will receive a final grade in this course, but I hope that ongoing discussions with your instructor and classmates prove to be a more authentic and meaningful form of feedback.

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.csufresno.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/)."

Vaccination: Students must complete all vaccination-related process requirements in order to come to campus. If you are not vaccinated, you may claim an Exemption to the Approved Vaccine requirement in accordance with Campus procedures. Students who require an accommodation (i.e., medical, religious, or disability, etc.) must go to their Student Portal to complete the COVID self-certification. Requests for exemptions can be found there.

You are **NOT** allowed to come to campus if any of the following is true:

- If you have not been vaccinated, and have not been granted an exemption.
- If you have been granted an exemption from getting the vaccination, but have not completed your required weekly testing.

Health Screening: Students who come to campus and/or are participating in off-campus in-person experiential learning will be required to complete a [Daily Health Screening](#) before coming to campus. You are **NOT** allowed to come to campus if any of the following is true:

- If you haven't completed the Daily Health Screening.
- If you have experienced COVID-19 symptoms (whether vaccinated or not).
- If you have tested positive for COVID-19 within the past 10 days.
- If you have had close contact (less than 6 feet) with someone confirmed to have COVID-19 within the past 14 days.

Safety Measures:

- Complete the campus [online reporting form](#). A campus official will reply to provide guidance and information.
- **Face coverings are required to be worn indoors**, on-campus and during in-person classes (whether you are vaccinated or not), to reduce the risk of community spread of COVID-19. The [Student Health and Counseling Center](#) has complimentary masks available for students who need them.
- Good hygiene of hand washing for a minimum of 20 seconds or using hand sanitizer is required. Avoid touching your face with unclean hands.
- See university website for the most updated information: www.fresnostate.edu/coronavirus

LEE 230 ONLINE Weekly Schedule

Date	Activities & Assignments Due	Live Sessions	Intervention Activities
Class 1 Week of 10/22	<ul style="list-style-type: none"> ● Complete Week 1 Activities ● Read Syllabus ● Complete Online Introductions 		
Class 2 Week of 10/29	<ul style="list-style-type: none"> ● Complete Week 2 Activities 	Oct 27 6-7 pm Passcode: 823468	<ul style="list-style-type: none"> ● Locate your tutees; form an intervention group ● Select assessments
Class 3 Week of 11/5	<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 11/12	<ul style="list-style-type: none"> ● Complete Week 4 Activities 		<ul style="list-style-type: none"> ● Provide intervention based on assessments
Class 5 Week of 11/19	<ul style="list-style-type: none"> ● Complete Week 5 Activities 	Nov 17 6-7 pm Passcode: 975618	<ul style="list-style-type: none"> ● Provide intervention based on assessments
Class 6 Week of 12/3	<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 12/10	<ul style="list-style-type: none"> ● Complete Week 7 Activities ● Submit final intervention lesson plan(s) and reflections 	Dec 8 6-7 pm Passcode: 561310	<ul style="list-style-type: none"> ● Finish interventions
Class 8 Week of 12/17	<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

Additional 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.
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