COURSE DESCRIPTION:
This course will prepare pre-service teachers to use multiple assessment measures to assess and diagnose students' strengths and needs in literacy learning. Based on individual student profiles, teachers will design instruction to enhance literacy development. Pre-service teachers will assess and tutor a child each week during the semester.
Prerequisite: RED 4310

COURSE OBJECTIVES:
Upon successful completion of this course pre-service teachers will be able to:
1. Identify purposes of various reading and writing assessments and the design of various types of assessment tools, e.g., standardized tests, informal assessments of products and of processes, criterion referenced assessments, performance based assessments (AP 1, COE 6, IRA 3; INTASC 1, 3, 8; FLDOE Reading Endorsement Competencies: 3.1, 3.4, 3.5, 3.6, 3.10, 4.10).
2. Analyze assumptions about learning and culture that underpin assessment tools and identify how to use this information to choose appropriate tools (AP 5, COE 5, IRA 4 INTASC 2, 3; FLDOE Reading Endorsement Competencies: 3.11, 3.12, 5.10)
3. Evaluate assessment tools and their use for bias, strengths, weaknesses, fairness and consistency in administration and evaluation (AP 1, 5; COE 5, 6, IRA 3, 4; INTASC 1; FLDOE Reading Endorsement Competencies: 3.5, 3.11, 3.12, 4.10).
4. Administer appropriate literacy assessments, determining what needs to be assessed and what tool(s) would be appropriate (AP 1, COE 6, IRA 3; INTASC 3; FLDOE Reading Endorsement Competencies: 3.5, 4.10, 5.10, 5.11, 5.12, 5.3).
5. Gather information from standardized and non-standardized assessment tools and demonstrate how to analyze and interpret assessment data; identify patterns of convergence of evidence, that is, information from different sources that support reasonable conclusions about a child's literacy (AP 1, COE 6, IRA 3; INTASC 1, 2 FLDOE Reading Endorsement Competencies: 3.3, 3.5, 3.6, 3.7, 3.9; 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.11).
6. Communicate assessment data to families, to colleagues and to team members, orally and in writing, including through a final assessment report (AP 1, 2; COE 6, IRA 3; INTASC 10; FLDOE Reading Endorsement Competencies: 6.5, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11).
7. Demonstrate how to plan for instruction based on assessment data and knowledge about Reading and Writing and children's literacy development (AP 1, 7, 8, 9, 10 COE 2, 6, IRA 1, 2, 3, 4; INTASC 3, 7; FLDOE Reading Endorsement Competencies: 3.9, 5.1, 5.2, 5.4, 5.5, 5.6, 5.7, 5.12, 5.13; 66.1, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11).
8. Describe the relationship between instruction and assessment and identify ways to assess the literacy development of emergent, novice, transitional and expert readers and writers (AP 1, 7, 8, 9, 10 COE 2, 6, IRA 1, 2, 3, 4; INTASC 3, 7; FLDOE Reading Endorsement Competencies: 3.2 3.6, 3.7; 4.1, 4.2, 4.3, 4.4; 5.1, 5.8, 5.11, 5.12, 5.13).
9. Demonstrate ability in matching and adapting materials for students having various levels of proficiency in reading, including materials for English Language Learners and students with special needs (AP 1, 7, 8, 9, 10 COE 2, 6, IRA 1, 2, 3, 4; INTASC 3, 7; FLDOE Reading Endorsement Competencies: 3.10, 3.11, 3.12, 4.10, 5.10, 5.11, 5.12).
COE 2, 6, IRA 1, 2, 3, 4; INTASC 3, 7; ESOL 4, 5, 8, 13, 15, 16; FLDOE Reading Endorsement Competencies: 3.8, 3.9; 5.5, 5.4, 5.5, 5.6, 5.7, 5.10, and 4.9)

10. Give explanations of proposed causes of reading difficulties and how each impacts decision making about instruction AP 1, 7, 8, 9, 10 COE 2, 6, IRA 1, 2, 3, 4; INTASC 3, 7; FLDOE Reading Endorsement Competencies: 3.11, 3.12, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.11)

11. Write a post tutoring report, including an assessment of a student’s literacy strengths and instructional needs, the subsequent instructional program, the results of implementing the program, and recommendations for further work with the student AP 1, 4, 5, 8, 10; COE 1, 2, 5, 6; IRA 1, 2, 3, 4; FLDOE Reading Endorsement Competencies: 3.10; 5.2, 5.4, 5.5, 5.6, 5.7, 5.12, 5.13, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11)

12. Explain how to evaluate literacy environments for appropriate instructional components, materials, multicultural perspective and physical design (AP 8, 9, COE 2, 6, IRA 4; INTASC 1, 2, 3, 5; FLDOE Reading Endorsement Competencies: 3.2, 3.11)

13. Explain the use of benchmarks and descriptors of children’s progression from emergent to fluent readers as a way to identify progress and to plan instruction (AP 8, COE 2, IRA 1; INTASC 1, 2; FLDOE Reading Endorsement Competencies: 3.1, 3.7)

14. Recognize the ethical dimensions of teachers’ literacy practices with respect to developmentally appropriate, individualized assessment and instruction (AP 5, 6; COE 5, IRA 4.5)

**ESOL STANDARDS:**

The ESOL standards of this course are as follows:

2. Recognize the major differences and similarities between the different cultural groups in the United States.

5. Determine and use appropriate instructional methods and strategies for individuals and groups, using knowledge of first and second language acquisition processes.

6. Apply current, effective ESOL teaching methodologies in planning and delivering instruction to LEP students.

7. Locate and acquire relevant resources in ESOL methodologies.

8. Select and develop appropriate ESOL content according to student levels of proficiency in listening, speaking, reading and writing; taking into account: (1) Basic interpersonal communication skills (BICS) and (2) Cognitive academic language proficiency (CALP) as they apply to the curriculum.

9. Develop experiential and interactive literacy activities for LEP students, using current information on linguistics and cognitive processes.

10. Analyze student language and determine appropriate instructional strategies using knowledge of phonology, morphology, syntax, semantics and discourse.

11. Apply essential strategies for developing and integrating the four language skills of listening, comprehension, oral communication, reading and writing.

12. Apply content-based ESOL approaches to instruction.

13. Select, evaluate, adapt and employ appropriate instructional materials, media and technology for ESOL in the content areas at the elementary, middle and high school levels.

14. Design and implement effective unit plans and daily lesson plans, which meet the needs of ESOL students within the context of the regular classroom.

15 & 17. Select, evaluate, adapt and employ appropriate instructional materials, media and technology for ESOL in the content areas at the elementary, middle and high school levels.

16. Design and implement effective unit plans and daily lesson plans, which meet the needs of ESOL students within the context of the regular classroom.

20. Administer tests and interpret test results, applying basic measurement concepts.


**USFSM AND USF SYSTEM POLICIES**

A. **Academic Dishonesty:** The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university’s policy in the USFSM Catalog, the USF System Academic Integrity of Students, and the USF System Student Code of Conduct.

B. **Academic Disruption:** The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the USFSM Catalog, USF System Academic Integrity of Students, and the USF System Student Code of Conduct.
C. Contingency Plans: In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USFSM and College websites, emails, and MoBull messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. See the Campus Police Website for further information.

D. Disabilities Accommodation: Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Disability Coordinator, 941-359-4714, disabilityservices@sar.usf.edu, http://usfsm.edu/disability-services/

E. Fire Alarm Instructions: At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated. See Emergency Evacuation Procedures.

F. Religious Observances: USFSM recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes. Instructors canceling class for a religious observance should have this stated in the syllabus with an appropriate alternative assignment.

G. Sexual Misconduct/Sexual Harassment Reporting: USFSM is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence (USF System Policy 0-004). The Counseling and Wellness Center is a confidential resource where you can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. This confidential resource can help you without having to report your situation to either the Office of Student Rights and Responsibilities (OSSR) or the Office of Diversity, Inclusion, and Equal Opportunity (DIEO), unless you request that they make a report.

Please be aware that in compliance with Title IX and under the USF System Policy, educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If you disclose any of these situations in class, in papers, or to me personally, I am required to report it to OSSR or DIEO for investigation. The Deputy Coordinator for USFSM is Mary Beth Wallace, AVP for Student Enrollment, Engagement and Success, 941-359-4330 or marybeth@sar.usf.edu.

Campus Resources:
Counseling Center and Wellness Center 941-487-4254
Victim Advocate (24/7) 941-504-8599

List of off-campus resources:
Hope of Manatee: 941-755-6805
Safe Place & Rape Crisis Center (SPARCC) – Sarasota: 941-365-1976
First Call for Help- Manatee: 941-708-6488
Sarasota & North Port 941-366-5025
Manatee Glens: 941-782-4800

H. Web Portal Information: Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Canvas course information via that address.

I. USF Sarasota-Manatee College of Education: Our mission is to prepare effective educators who will Learn, Lead, Inspire, and Transform their schools and communities.
REQUIRED TEXTS:
Three Required Texts: Available at the Campus Bookstore


CANVAS USE:
The class syllabus is posted in Canvas, an online course management system. In this class Canvas will be used for your accessing information on and posting of designated assignments. Information on how to use Canvas is available at: http://usfsm.edu/information-commons/faculty-resources/.

GRADING, EVALUATION AND ATTENDANCE POLICIES:
A. USFSM policy requires that all students receive a graded assignment or examination prior to the semester's drop/withdraw date
B. Specifically state the value of and the manner in which each assignment in the syllabus will be evaluated or graded.
C. A precise description of the grading process, e.g. use of plus or minus grading, use of straight A,B,C,D and F system, point system with delineations of grades for accumulation of a stipulated number of points, etc.
D. Attendance policy to include make up of missed work.

TASKSTREAM:
TaskStream: TaskStream is a web-based electronic portfolio required of all students in the College of Education (COE) programs. It provides a way to submit documents, called Critical Tasks to instructors for feedback and assessment. The COE uses these assessments to evaluate candidate progress toward meeting standards set by the Florida Department of Education, the faculty and professional organizations. Further, the COE analyzes data from the assessments and uses the data for program planning in order to ensure continuous improvement. Assignments designated as Critical Tasks must be uploaded to your electronic portfolio on TaskStream and be rated with a mean score of 3 or higher in order for you to pass the course. Remember, failure to upload the Critical Task may result in a failing grade.

This course has ONE critical task: FINAL ANALYSES (Word Knowledge Development - Results and Recommendations Report, Synthesis of Diagnosis, and Final Recommendations). It is described in the "Assignments" segment of this syllabus. The task will be assessed to determine whether your responses meet the related standard.

Materials Needed for the Course:
1-subject spiral notebook, 3 -ring binder, tabs/dividers, sticky notes, index cards, markers, scissors
Requirements for the Course:

An At-risk Reader for your Case Study: The at-risk reader for your case study should be in 2nd, 3rd, or 4th grade. You will meet with this student once a week to conduct literacy assessments and instruction. You will also need a student that is in either 1st or 2nd grade for the first Early Literacy Assessments. This student may be different than your Case Study student, if need be.

Case Study Assessment Binder, with tabs, to include the following:
* Early Literacy Assessments and Discussions - Letter ID, Concepts of Print, & Hearing Sounds in Words (these assessments are to be completed with a student in either 1st or 2nd grade which may be different than your Case Study Student)
* Background Profile of Case Study Student (Use first name only)
* Initial Tutoring Lesson Plan, Garfield Survey, and Reflection (1)
* Lesson Plans with Assessments, Writing Samples, and Reflections (3)
* Balanced Literacy Plans, Writing Samples, and Reflections (4)
* QRI-5 Student Profile reflecting initial and final word lists and passage results
* QRI-5 Word Lists - Initial and Final
* QRI-5 Results and Passages - Initial and Final
* Miscue Analysis Worksheets - Initial and Final
* Reading Progress Continua
* Word Knowledge Development (Spelling Inventories) - Initial and Final, Include Feature Guides for each inventory.
* Word Knowledge Development - Results and Recommendations Report
* Synthesis of Diagnosis
* Final Recommendations

Grading Criteria:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Points</th>
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<tr>
<td>6 Lessons and Reflections (5 pts. each)</td>
<td>30 points</td>
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<tr>
<td>QRI-5 Assessments (Word Lists and Passages - 10 pts. each)</td>
<td>20 points</td>
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<tr>
<td>Case Study Final Analyses &amp; Presentation</td>
<td>30 points</td>
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<tr>
<td>Class Participation &amp; Homelearning</td>
<td>10 points</td>
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<tr>
<td>Attendance</td>
<td>10 points</td>
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Grading:
Grades will be based on quality of work and the demonstrated level of competence in meeting course objectives. You are expected to come to class prepared for active participation. Assignments should be thoroughly prepared, completed, and submitted on due dates. All papers must demonstrate college quality writing. All work submitted should be proofread prior to submission.

- **A** (90-100) reflects exemplary work, knowledge and skill in meeting the performance objectives - participant went beyond requirements, is analytical, reflective and professional in stance, and demonstrates a strong understanding of literacy assessment.
- **B** (80-89) reflects good, competent work, knowledge and skill in meeting the performance objectives. Participant demonstrates a good understanding of literacy assessment.
• C (70-79) reflects satisfactory, adequate work, knowledge and skill in meeting the performance objectives minimal requirements. Participant demonstrates a minimal understanding of literacy assessment.
• D (60-69) reflects inadequate work, knowledge and skill in meeting the performance objectives.
• Below 60: fails class

Total Class Points 100 points:
A+ 97-100  C+ 77-79
A 94-96     C 74-76
A- 90-93    C- 70-73
B+ 87-89    D+ 67-69
B 84-86     D 64-66
B- 80-83    D- 60-63
F 59-0

ASSIGNMENTS:

Early Literacy Assessments - Administer the three Early Literacy Assessments listed below to a 1st or 2nd grade student. Write three to four paragraphs describing the results of each assessment and attach the assessment forms. This student may need to be a student other than your Case Study student if your Case Study student is in third grade or higher.
  i. Letter Identification
  ii. Concepts of Print
  iii. Hearing and Recording Sounds in Words

Case Study - Your typed Case Study will be comprised of the following:

  Background Profile of Student - Provide a one-page background summary that includes: the student’s first name only, age (years and months, e.g. 8.4), grade level, gender, family members, culture, language proficiency, summary of the reading interest and attitude inventory, parent and/or teacher comments regarding reading problems, and any other relevant information.

  Initial Tutoring Lesson (1) - This lesson format will be slightly different than the remaining lessons, since it will be your first meeting. It should include the following:
  • Garfield Interest/Attitude Survey
  • Tutor Read Aloud - Select a picture book or short story of your choosing. (5-10 minutes)
  • Student Read Aloud from a few short books, nursery rhymes or songs. (10-15 minutes).
  • Student Writing in response to something you read or the student read and enjoyed (10 minutes). If the student is reluctant to write, you may take dictation or use a dialogue journal format, in which you write a few questions and the student writes his/her response and also writes a few questions to you. The writing does not need to be extensive but should be enough for you to analyze.

  Lesson Plans with Assessments (3) - This is a modified Balanced Literacy lesson plan to be used with your Case Study student during the weeks you are administering the various informal
assessments you are required to conduct. Your lesson plan should strive to offer a balanced learning session to include the following:

a. **Shared Reading/Rereading** of texts for fluency development and development of independent cueing systems and comprehension checks. You can have your student read a short book, some nursery rhymes/songs/poems or the first few pages from a previous chapter if you're reading a chapter book. Each week add a new book or chapter to the student's reading selection.

b. **Running Record** on newest book from previous lesson to check for cueing system usage and instructional reading level. Approximately 50-100 words. *(Start taking RR on your 3rd lesson.)*

c. **Writing Task** - shared or independent. The writing does not need to be extensive. Remember to date all samples.

d. **Informal Assessment** - This will change each week.

e. *Reflections are to be included after each lesson.*

**Balanced Literacy Lessons** (3) - To be used after assessments have been completed. The lessons should strive to offer a balanced learning session to include the following:

a. **Shared Reading/Rereading** of familiar texts from previous lessons (1-2 short books) or a few pages from a previous chapter, if you're reading a chapter book. Each week add a new book or chapter to the student's reading selection.

b. **Running Record** on new book from previous lesson. Approximately 50-150 words.

c. **Word Sorts** - Based on spelling inventory data and student writing. Include samples of selected word sorts.

d. **Writing Task** - Student should be fairly independent by now.

e. **New Book** - Should be on student's instructional level. Read through once with minimal support and then again to gain fluency and competence.

f. *Reflections are to be included after each lesson.*

**Note:**
*Be sure to select books that would support the child's ethnicity, culture, and background knowledge. You may choose to use the Fry Readability Formula or Flesch-Kincaide on MS Word to level the books you choose for your student.*

You will begin taking Running Records starting with your **third Lesson with Assessments and then continue through with your Balanced Literacy Lessons.** This will allow you to determine your student's reading level as well as his/her strengths and weaknesses of the cueing systems. Continue taking Running Records through your last weeks of the tutoring sessions. You may want to copy or retype and enlarge the text so it will be easier for you to take the Running Record.

*Weekly Lesson/Reflections:* Your word processed lesson reflections will be a part of your grade. After each lesson write your reflections about the student's learning for each literacy activity in your lesson. Recall your student's reading behaviors during each activity. Then, recall your thinking when planning the lesson and compare this to how the student actually performed during the lesson. You should use this information, along with what you have learned from your assigned readings and class sessions to plan for your next tutoring session. Be sure to make the appropriate adaptations to accommodate your student's literacy.
language, and cognitive needs. During the tutoring session, you will want to jot key words or brief notes to assist your recall but don't distract from the flow of the lesson by writing too much. These notes/reflections will assist you in writing your final Synthesis of Diagnosis and Recommendations.

**QRI-5 Word Lists and Passages** - The QRI-5 must be administered, orally, until frustration level is reached on the word lists and on either the expository or narrative passages. This will allow you to determine your student's instructional level on the QRI-5. The QRI-5 Results section of your Case Study should include the following:

i. **Student Profile Sheet** (p. 87) - Record all word lists used and passages read, to frustration. (Sample on p. 97)

ii. **Copies of the Teacher Scoring Sheets for the word lists and passages at the instructional and frustration level (expository or narrative)** - This section should include all of the pages of concept questions, text with miscues marked, retelling, and comprehension questions.

iii. **Miscue Analysis Worksheet** (p. 67) - Complete worksheet and analyze miscues from the narrative or expository passage that was on the instructional level only.

**Reading Progress Continua** - Circle your student's fluency, retelling and developmental reading level on the continua after administering the QRI-5 passages for the final time. This information can be used when writing your Synthesis of Diagnosis and Recommendations.

**Word Knowledge Development (Spelling Inventories)** - Administer and score the *Elementary Spelling Inventory I*, Bear et al. You will administer this assessment two times, once for an initial assessment and once for a final assessment. After your final administration, you will write several paragraphs of diagnosis, describing what you have learned about your student's word knowledge development from the inventories, the student's writing, and from your *Words Their Way* text. Additionally, you are to write a few paragraphs describing where you began word study with your student and why. Also, give examples of the word sorts you taught across the semester. The student's initial and final spelling inventories along with the Feature Guide scoring sheet, with the student's word knowledge (spelling) stage highlighted or circled, should also be included.

**Synthesis of Diagnosis** - What have you learned about this child as a reader and a writer? Diagnose the student's strengths and weaknesses for a composite picture of his/her literacy profile. Be sure to include information you have gathered from your weekly lessons, the student's writing, spelling inventories, and QRI-5 results, which would include: automatic/sight word analysis (word lists), analysis of miscues and cueing system usage, retelling, and overall comprehension. Your diagnosis should also compare your student's comprehension on the short QRI-5 decontextualized texts versus a picture or chapter book retelling and/or responses to your comprehension questions that were completed during your lessons. (Two pages typed minimum.)

**Final Recommendations** - Make recommendations, at least two pages typed, for further reading support for your student. Your recommendations should offer detailed strategies for each of
your student’s literacy needs. These literacy needs would include; concept of word or print, alphabetic principle, reading levels, types of texts (narrative or expository), fluency, use of cueing systems, comprehension, retelling strategies, writing, word knowledge, level to begin word study and examples of word sorts. Be thorough.

**Presentation of Case Study** – You will share your assessment results with your classmates on **July 13th**. The final presentation should offer a **synthesis and reflection** of your Case Study. Use some **visual examples** to support your presentation. You will be allotted approximately 5-7 minutes.

**Class Participation and Attendance** – Active participation and attendance is essential and expected for each class session. You cannot keep up with the additional information and group learning activities if you are not present and involved. A significant portion of the course content will be acquired through lecture, demonstration, Case Study analysis, handouts, and cooperative problem solving during class time. If you are absent it is your responsibility to obtain notes and information from a classmate. **Attendance and participation are 10% of your grade.**
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<tr>
<td><strong>CLASS 1</strong>&lt;br&gt;May 11</td>
<td>Topic: Introductions, Course Syllabus and Text Review, Garfield Survey, Early literacy Assessment Student, Case Study Student, Student Background Profile, Early Literacy Assessments, Home-learning assignment review <em>(Journal of Reflections with evidence and responses to reading)</em>&lt;br&gt;<em>Identify student/s for Early Assessments &amp; Case Study (DUE/5/18)</em></td>
<td>Home-learning: <em>Reading Assessment</em> Ch.1 &amp; 2 and QRI-5 Sections 1 &amp; 2 - READING ASSIGNMENT <em>(Journal of Reflections with evidence and responses to reading)</em>&lt;br&gt;DUE on 5/18 At-risk reader identified for Case Study AND 1st or 2nd grader identified for Early Literacy Assessments, READING ASSIGNMENT</td>
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<td><strong>CLASS 2</strong>&lt;br&gt;May 18</td>
<td>Topic: Journal Discussions; Good Reader Behaviors, Assessment to Inform Instruction, Think-Alouds, What/When to Assess, Portfolios &amp; Rubrics; What is QRI-5?, Word Identification - Oral Dialect and Miscues, Early Literacy Assessments Administration Procedures and Data Collection, Lesson Plans, 3-2-1 Forms for home-learning activity and review.</td>
<td>DUE TODAY: READING ASSIGNMENT <em>(sticky notes)</em>, At-risk reader (2nd - 4th grader) should be identified AND 1st or 2nd grade student for Early Literacy Assessments identified.&lt;br&gt;Home-learning: <em>Reading Assessment</em> Ch. 3, 4 &amp; 8 and QRI-5 Sections 3, 4, &amp; 5 - READING ASSIGNMENT (complete a 3-2-1 form for each chapter) AND complete the Early Literacy Assessments with a 1st or 2nd grade student.&lt;br&gt;DUE on 6/1 - Bring completed Early Literacy Assessments to class and 3-2-1 READING ASSIGNMENT</td>
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<td>May 25</td>
<td>Memorial Day - NO CLASS</td>
<td>DUE TODAY - Early Literacy Assessments, 3-2-1 READING ASSIGNMENT&lt;br&gt;Home-learning: <em>Reading Assessment</em> Ch. 5 and QRI-5 Sections 6 &amp; 7 READING ASSIGNMENT <em>(summarize the steps in administering the QRI-5 word lists using Step 1, Step 2, Step 3, etc. AND write a brief summary of Reading Assessment Ch. 5)</em>, Complete Initial Tutoring Session with 2nd, 3rd, or 4th grader.&lt;br&gt;DUE ON 6/8 - Bring Initial Tutoring Session results and READING ASSIGNMENT (Steps for Word Lists Administration and Summary of Ch. 5 to class).</td>
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<td><strong>CLASS 3</strong>&lt;br&gt;June 1</td>
<td>Topic: Share 3-2-1; Review Early Lit Assessment Results; Initial Tutoring Sessions and Lesson format; Leveling Books and Readability Formulas (Fry, Flesch-Kincaide) - Stellaluna, Stone Soup, IRI process &amp; levels &amp; errors, Running Records, 3 cueing systems, Motivation, Learning Strengths Activity, Garfield Survey, QRI-5 - Why??, QRI-5 Administration Guidelines, Home-learning assignment review <em>(summarize the steps in administering the QRI-5 word lists using Step 1, Step 2, Step 3, etc. AND write a brief summary of Reading Assessment Ch. 5)</em>.</td>
<td>DUE TODAY - Initial Tutoring Session Results and READING ASSIGNMENT (Steps for Word Lists and Ch. 5 Summary)&lt;br&gt;Home-learning: <em>QRI-5</em> Sections 8, 9, &amp; 10 and <em>WTW</em> Ch. 1, 2, &amp; 3 READING ASSIGNMENT <em>(summarize the steps for administering the QRI-5 passages using Step 1, Step 2, etc. AND write a brief summary of WTW Ch. 1, 2 &amp; 3)</em>, Complete Lesson Plan 1 with Assessments (Word Lists), bring blank copies of the Primary &amp; Elementary Spelling Inventories to next class.&lt;br&gt;DUE on 6/15 - Bring Lesson Plan 1 with Assessments (Word Lists) AND READING ASSIGNMENT to class, bring blank copies of the Primary &amp; Elementary Spelling Inventories to next class.</td>
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<td><strong>CLASS 4</strong>&lt;br&gt;June 8</td>
<td>Topic: Share summaries &amp; QRI steps for word lists; Review Initial Tutoring Session Results, Q &amp; A; QRI-5 Word Lists, Running Records and Miscue Analysis, Word Sorts, QRI-5 Word Lists Administration, Assessment of Prior Knowledge, Lesson Plans with Assessments, Home-learning assignment review <em>(summarize the steps for administering the QRI-5 passages using Step 1, Step 2, etc. AND write a brief summary of WTW Ch. 1, 2, &amp; 3)</em>.</td>
<td>DUE TODAY - Initial Tutoring Session Results and READING ASSIGNMENT (Steps for Word Lists and Ch. 5 Summary)&lt;br&gt;Home-learning: <em>QRI-5</em> Sections 8, 9, &amp; 10 and <em>WTW</em> Ch. 1, 2, &amp; 3 READING ASSIGNMENT <em>(summarize the steps for administering the QRI-5 passages using Step 1, Step 2, etc. AND write a brief summary of WTW Ch. 1, 2 &amp; 3)</em>, Complete Lesson Plan 1 with Assessments (Word Lists), bring blank copies of the Primary &amp; Elementary Spelling Inventories to next class.&lt;br&gt;DUE on 6/15 - Bring Lesson Plan 1 with Assessments (Word Lists) AND READING ASSIGNMENT to class, bring blank copies of the Primary &amp; Elementary Spelling Inventories to next class.</td>
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<tr>
<td>CLASS 5</td>
<td>June 15</td>
<td>Topic: Share summaries &amp; QRI steps for passages; Review Lesson Plan 1 with Assessment (Word Lists), QRI-5 Passages/Miscues/Analyzing Miscues, Retelling, Comprehension Questions with/without look-backs, Spelling Development &amp; Inventory, Reading Development, Word Sorts, Background Profile, Home-learning assignment review (Journal of Reflections with evidence and responses to reading).</td>
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<td>CLASS 6</td>
<td>June 22</td>
<td>Topic: Journal Discussions; Review Lesson Plan 2 with Assessment (Passages &amp; Spelling Inventory), Look-backs, Student Profile Sheet, Word Study for Emergent Learners (Reading, Spelling, and Writing), Letter Name-Alphabetic Stage (Reading/Writing/Spelling, digraphs &amp; blends, short vowels), Review Balanced Literacy Lesson Plan (tutoring session without assessment). (Journal of Reflections with evidence and responses to reading).</td>
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<td>CLASS 7</td>
<td>June 29</td>
<td>Topic: Journal Discussions; Review Lesson Plan 3 with Assessment (Passages) and Running Record, Review Balanced Lit Lesson Plan 4 (tutoring session) results, Transitional Learners in the Within Word Pattern Stage, Fluency, Comprehension, Home-learning assignment review (Journal of Reflections with evidence and responses to reading).</td>
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<td>CLASS 8</td>
<td>July 6</td>
<td>Topic: Journal Discussions; Review of Balanced Lit Lesson Plan 5 &amp; 6 (tutoring sessions), Review/Compare Initial and Final Spelling Inventories, Word Knowledge Development Summary and Background Profile, Intermediate &amp; Advanced Readers &amp; Writers: Syllables and Affixes Stage, Standardized Tests, Schoolwide Reading Assessment;</td>
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<td><strong>CLASS 9</strong></td>
<td><strong>July 13</strong></td>
<td><strong>DUE TODAY - ALL Binders and Presentations are DUE!!</strong></td>
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<td><strong>Review/Compare all Writing Samples, Review Reading Progress Continua, Synthesis of Diagnosis and Final Recommendations Assignment Review, Review Case Study Binders and Presentation Requirements for 7/13.</strong></td>
<td><strong>DUE on 7/13 - Reading Progress Continua, Final Analyses (Word Knowledge Development - Results and Recommendations Report, Synthesis of Diagnosis, and Final Recommendations), and Case Study Binders &amp; Presentation</strong></td>
<td><strong>DUE TODAY - ALL Binders and Presentations are DUE!!</strong></td>
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*Course outline is subject to change*