

**Course Title: Reading Practicum**

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**Instructor: Dr. Tim Ham**

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**Course Description:**

The course focuses on the practical application of current philosophical theories, methods, and models of assessment and instruction for the remediation of reading.

**Course Objective/Goals:**

Each student shall:

1. Administer formal and informal reading assessments for identifying a student's reading levels, strengths, and weaknesses with print processing and comprehension utilizing the Basic Reading Inventory, Early Literacy Assessment.
2. Analyze reading assessments to identify student's reading levels, strengths, and weaknesses with print processing.
3. Design a program of remediation based on the student's reading levels, strengths, and weaknesses in print and meaning processing. (Lesson Plans)
4. Write a Formal Diagnostic Report, which includes pre-assessments results, and a plan for remediation.
5. Implement the plan for remediation with student.
6. Devise and complete a Formal Final Report, which includes post-assessment results, remediation results, and recommendations for continued improvement.

**Course Outline:**

- Administer formal and informal reading assessments-submit assessments
- Analyze reading assessments-Submit identification of student's strengths & challenges
- Devise and develop a program of remediation-Submit program outline
- Write a Formal Diagnostic Report-Submit diagnostic report
- Implement plan for remediation with student which includes at minimum 6 lesson plans for a total of 10 tutoring sessions-submit reflection/summary
- Write a final report that includes post-assessment results, remediation results and recommendations for continued support. -Submit Final Report
- Textbook reading-submit instructor inquiries as needed

**Method of Evaluating Student's Performance:**

- . Dialogue and participation through email
- . Assignment Submittals
- . Formal Final Diagnostic Report

**Textbooks and/or Other Materials:**

Johns, Jerry L. (2001) Basic Reading Inventory: Pre-Primer through Grade 12 and Early Literacy Assessments (8<sup>th</sup> ed.) Dubuque, IA: Kendall-Hunt.

Johns, Jerry L. (2001) Improving Reading Strategies and Resources (3<sup>rd</sup> ed.) Dubuque, IA: Kendall-Hunt.

Walker, B.J. (1999) Diagnostic Teaching of Reading: Techniques for Instruction and Assessments. (5<sup>th</sup> ed.) Upper Saddle River, NJ: Prentice Hall.

**Suggested Reading bibliography:**

Allington, Richard, ed. (1998) Teaching Struggling Readers. Newark, DE: International Reading Association.

Barr, R., Blachovicz, C., & Wogman-Sadow, M. (1995) Reading Diagnosis for Teachers: An Instructional Approach. (3<sup>rd</sup> ed.) White Plains, NY: Longman.

Bembridge, T. (1992). A MAP for reading assessment. *Educational Leadership*, 49, 46-48.

Brown, J. Goodman, K. & Marek, A. (1996) Studies in Miscue Analysis: An Annotated Bibliography. Newark, DE: International Reading Association.

Flood, J., & Lapp, D. (1989). Reporting reading progress: A comparison portfolio for parents. *The Reading Teacher*, 42, 508-514.

Gillet, Jean W. & Temple, Charles. (2000) Understanding Reading Problems: Assessment and Instruction (5<sup>th</sup> ed.) New York: Harper Collins.

Johnston, P. (1984). Assessment in reading. In P.D. Pearson (Ed.), Handbook of reading research (147-182). New York: Long man.

Morrow, L.M. (1985). Retelling stories as a diagnostic tool. In S. Glazer, L. Searfoss, & L. Gentile (Eds.), Reexamining reading diagnosis (128-149). Newark, DE: International Reading Association.

Valencia, S.W., (1990, January). A portfolio approach to classroom reading assessment: The whys, whats, and hows. *The Reading Teacher*, 43, 338-340.