I. TITLE: Assessment and Instruction of Children with Reading Difficulties

II. COURSE DESCRIPTION & PREREQUISITES: A study of the causes of reading difficulties and procedures used to support P-12 students with reading difficulties. Approaches reading difficulty from a holistic view. Attention is given to technology-based assessment strategies, curriculum materials, and remedial procedures for correction. Prerequisite: REA 612

III. COURSE OBJECTIVES: Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky Teacher Performance Standards (KTPS), Interstate Teacher Assessment and Support Consortium (InTASC) standards, and the International Literacy Association’s (ILA) Standards for the Preparation of Literacy Professionals addressed by that objective. Upon successful completion of this class, students will be able to:

A. recognize, understand and value the forms of diversity that exist in society and their effect on literacy development (ILA 4.1; KTPS/InTASC 1, 2, 3);
B. describe and create a supportive environment for language learners and for students who are learning English as their second language (ILA 5.1, 5.2, 5.3, 5.4; KTPS/InTASC 3, 4, 5);
C. apply knowledge of first and second language acquisition theories and models in selecting appropriate instructional methods, strategies and materials in planning instruction for second language learners and gifted ESLs (ILA 7.1, 7.2, 7.3, 7.4, 4.1, 4.2, 4.3; KTPS/InTASC 4, 5, 6, 7, 8);
D. provide a wide range of curriculum materials for learners at different stages of reading and writing development that accurately portray other cultures (ILA 2.3, 4.1, 4.2, 4.3; KTPS/InTASC 6, 7, 8);
E. implement instructional and assessment techniques, including performance assessments, from course lectures and readings to help diverse learners meet the Common Core Standards (ILA 7.1, 7.2, 7.3, 7.4, 3.2, 4.2, 4.3; KTPS/InTASC 6, 8);
F. implement technology-based instructional strategies in regard to pre-reading, in-processing reading (fluency, comprehension, strategy use), and post-treading. (ILA 2.2, 2.3; KTPS/InTASC 6, 7, 8);
G. explain the Kentucky Code of Ethics, particularly how it relates to the assessment and instruction of students with reading difficulties (ILA 1.3; KTPS/InTASC 6);
H. understand the role of the Literacy Specialist/Coach in helping teachers work with diverse learners (ILA 7.1, 7.2, 7.3, 7.4, 6.3, KTPS/InTASC 9, 10).

The COE Conceptual Framework and the Theme of Educator as Reflective Decision-Maker are addressed in this course by requiring teachers to reflect on how to integrate current theory about teaching language arts into their existing classroom curriculum (Obj. C). College and Career Readiness is addressed during evaluation of students’ Case Study and Lesson Plans (Obj. A, B,
The theme of technology is addressed by implement technology-based instructional strategies during tutoring diverse and special learners (Obj. F).

The theme of literacy/reading is stressed throughout every course assignment as students learn how to facilitate children’s literacy development (Obj. D). The theme of assessment is explored through identifying, using, and creating multiple methods of assessing and addressing children’s literacy efforts (Obj. E, H). The themes of diversity and closing the achievement gaps are addressed through discussing diverse learners, diverse gifted learners, special learners, and struggling readers (Obj. A, C).

Students will examine bilingual/ESL programs, materials and strategies for English language learners, and assist colleagues in understanding the relationship between first and second language acquisition and literacy development (Obj. A, C).

IV. CONTENT OUTLINE:

A. Foundations of remedial and clinical literacy instruction
B. Assessment for identifying specific strengths and weaknesses in reading, writing, listening, and speaking
C. Instructional interventions for gifted readers and ESL gifted readers
D. Principles of remedial and clinical literacy instruction for students from different cultural and linguistic backgrounds
E. Literacy instruction for English language learners and other learners with special needs
F. Creating a literate environment to motivate lifelong reading
G. Implementing technology-based instructional practices for struggling readers
H. Word recognition and fluency
I. Word identifications
J. Knowledge of word meanings
K. Severely delayed readers and nonreaders
L. Effective reading instruction for students with dyslexia

V. INSTRUCTIONAL ACTIVITIES:

Instructional methods will be a mixture of instructor presentations, field experiences, group discussions, problem solving, collaborative group work, independent readings and both group and independent assignments. The model of the reflective decision-maker as the foundation of teacher development, including learning techniques for reflection and self improvement, will be emphasized in all aspects of the course and assignments.

Case Study Project
This is a multiple part assignment that will offer you the opportunity to apply and demonstrate knowledge of reading assessment. You will select appropriate instructional methods and strategies in working with a student who is having reading difficulties. Confidentiality and respect for the student, family, and staff colleagues is to be maintained throughout the tutoring sessions.
We will assign you with a student who is struggling in reading. You will select, administer, and interpret well-researched reading assessments for screening and diagnosis purposes. Following the administration of these measures, you will implement different reading and writing strategies in lesson activities with your respective student. You will use interactive writing to connect reading and writing by using children’s literature as a take-off point.

The lesson will be two hours in duration each day and 21 hours of practicum will be completed.

You will use data from scientifically based reading assessments to make educational decisions of the student. You will analyze and summarize assessment data, document instructional activities and provide recommendations. The instructional recommendations for each instructional intervention session will be submitted along with a copy of the case study. Your case study should be a high quality artifact/product that reflects your skill as a coach or a literacy specialist.

Your engagement in course assignment and activities should provide documentation that you could plan instruction that effectively integrate technology into P-12 classrooms and use technology for professional purposes.

**Lesson Plan**
You will **teach 21 hours** and create a **TPA lesson plan** targeting Phonemic Awareness, Phonics, Vocabulary, Fluency, Writing, and Comprehension. The student’s literacy skills (speaking, listening, reading, writing, viewing, and creating) should be integrated into the lesson. You will state what skills are demonstrated as a result of the lesson. Describe the assessment and the performance criteria you may use to determine the mastery of the objectives. Describe how you differentiate assessments to meet the needs of the student. Describe the instructional strategies that are used to meet the objectives. At the end of the tutoring experience, you will administer assessment to determine learning gains, write an impact on student learning, and **submit your lesson plan on Livetext.**

**VI. FIELD, CLINICAL & LABORATORY EXPERIENCES:**

A **twenty one hour of literacy program (Practicum) will be in operation.** You will be responsible for conducting an assessment/instructional program for a P-12 student

**VII. TEXT & RESOURCES:**


**LiveText- All assignments must be word processed (Word) and submitted via LiveText.**
A large number of texts about reading and writing instruction, as well as journals such as *The Reading Teacher* and *Language Arts,* are available at Waterfield Library and College of Education and Human Services Curriculum Resource Center. In addition, a number of readings
will be made available online, and many more are available via electronic databases available through Waterfield library. All students are expected to use these resources.

**VIII. GRADING PROCEDURES:**

The key signature assessments for this course are the Case Study Project and a Lesson Plan

1. Successful completion of a case study 50 Points  
   Lesson Plan 20 Points

2. Reading Response Journal 30 Points  
   TOTAL 100 Points

**Assessment Scale:**

<table>
<thead>
<tr>
<th>Percentage of Total Points</th>
<th>Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>below 59%</td>
<td>E</td>
</tr>
</tbody>
</table>

Details about each assignment, criteria for grading, and due dates are included on Canvas and in the course schedule and assignment handouts. No assignments will be accepted more than one class meeting late. Late assignments will be penalized by one letter grade. No extra credit assignments will be given.

**IX. ATTENDANCE POLICY:** This course adheres to the policy published in the MSU Graduate Bulletin.

**X. ACADEMIC HONESTY POLICY:**
Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students’ academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

**Violations of Academic Honesty include:**

**Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

**Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.
**Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

**Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one’s own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:
1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

**XI. NON-DISCRIMINATION POLICY STATEMENT:**
Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, sex, gender identity, sexual orientation, religion, age, veteran status, or disability in employment or application for employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities.
In particular and without limiting the preceding and pursuant to and consistent with the requirements of Title VI of the Civil Rights Act of 1964 and its regulations 34 CFR 100 et seq.; Section 504 of the Rehabilitation Act of 1973 and its regulations 34 CFR 104; Title IX of the Education Amendments of 1972, 20 USC 1681 et seq., and its regulations 34 CFR 106 et seq; and the Age Discrimination Act of 1975 and its regulations 34 CFR 110, Murray State University does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its educational programs and activities. This nondiscrimination in education programs and activities extends to employment and admissions and to recruitment, financial aid, academic programs, student services, athletics, and housing. Murray State is required by Title IX and 34 CFR part 106 not to discriminate on the basis of sex and the prohibition against sex discrimination specifically includes a prohibition of sexual harassment and sexual violence.

For information regarding nondiscrimination policies contact the Executive Director of IDEA/Title IX Coordinator, Camisha Duffy, Office of Institutional Diversity, Equity and Access, 103 Wells Hall, Murray, KY 42071. Telephone: 270-809-3155 (Voice) 270-809-3361 (TDD).

**STATEMENT ADDRESSING STUDENTS WITH DISABILITIES**

**Students with Disabilities:** Students requiring special assistance due to a disability (temporary or permanent) should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students with disabilities should contact the Office of Student Disability Services, Ken Ashlock, 423 Wells Hall, Murray, KY 42071. Telephone: 270-809-2018 (Voice) 270-809-5889 (TDD).

**Course Assignments**

**Case Study**

Murray State University’s Reading/Writing and Literacy program coordinator (course instructor) will assign you with a student who is struggling in reading. You are required to read additional material specific to grade-level literacy instruction to prepare for the tutoring (Course textbooks and supplemental materials). The field experience (21 hours) will include tutoring sessions. You will meet with your assigned child on June 8. Tutoring sessions will be held on June 11, 12, 14, 15, 18, 19, 21, 22, 25 and 26. The sessions will be two hours in duration and 21 hours will be completed.

The practicum will include tutoring sessions following an initial assessment period. During the assessment period you will use several instruments (Attitude Survey, or DIBELS, TPRO, AIMSWEB, or Running Records, or Oral Fluency Assessment) to determine your student’s strengths and weaknesses in reading. Following the administration of these measures, you will implement different reading and writing strategies in lesson activities with your respective student. You will use interactive writing to connect reading and writing by using a variety of narrative and expository texts (curriculum material center and faculty computer lab will be open for practicum sessions). The student’s sense of ownership in the tutoring process would
positively affect his engagement and willingness to participate. Therefore, it is essential that this student have access to a wide variety of reading material that he/she can and want to read.

You are required to employ the vocabulary, comprehension, study skills, fluency, phonemic awareness, and writing strategies that you learned in previous courses in each of the session. During each two hour tutoring session, you may want to present lessons incorporating before-, during-, or after reading literacy strategies. The lessons should be developed on the basis of the specific needs of the individual student and focus on vocabulary, word recognition, comprehension, writing, and phonemic awareness/phonics strategies. Emphasis should be on age-appropriate, meaningful strategy instruction geared toward understanding. You will spend the majority of your time building comprehension and developing fluency.

You will analyze and summarize pre and post-test assessment data, document instructional activities and provide recommendations. At least one lesson will include the use of technology. Use of technology is the use of Interactive PowerPoint, Excel, Photo Story 3, and technology-based game, story book maker apps, use of digital cameras, scanners, etc. by your student. It does not include word processing, use of Excel, Access, or any other program used by you to create your student materials.

Your engagement in course assignments and activities should provide documentation that you can plan instruction that effectively integrate technology into P-12 classrooms and use technology for professional purposes.

Your case study should include the following items in your formal report (please go to CANVAS module and review sample assignments. I have posted sample assignments to guide you as you write your case study and analysis).

Parent’s Interview/ Family History and Demographic Information (posted on the course module) and attached to course syllabus

Conferences and Interviews with the student/ Attitude and Interest Survey (see course handout) and also posted on the course module

Analyses of Assessment/ Pre-test (Running Records, or Reading Miscue Analysis, or Oral Fluency Assessment or DIBELS or AIMSWEB or TPRO) or any assessments related to literacy

Analyses of Instructional Strategies
Link multicultural experiences with vocabulary development. Semantic maps as well as other types of graphic organizers can be used to activate prior knowledge and preview new vocabulary.

Analyses of Assessment Strategies – Retellings, open response, and cloze procedures etc.

Analyses of Assessment/ Post-test (Running Records, or Reading Miscue Analysis, or Oral Fluency Assessment or DIBELS or AIMSWEB or TPRO)
Recommendations/ Action Plan

Student’s work sample if pertinent

Case Study Evaluation Rubrics
50 Points

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Outstanding</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional intervention</td>
<td>Candidate exhibits a defined and clear understanding of the assignment. Case Study demonstrates candidate’s in-depth understanding of the major components of reading, and how they are integrated in fluent reading as reflected in the selection of evidenced-based instructional and corrective practices, approaches, and methods to support reading and writing instruction appropriate for selected students, and the description of these students’ ability to integrate the components in fluent reading.</td>
<td>Candidate exhibits general understanding of the assignment. Case Study demonstrates candidate’s general, fundamental understanding of the major components of reading, and how they are integrated in fluent reading as reflected in the selection of evidenced-based instructional and corrective practices, approaches, and methods to support reading and writing instruction appropriate for selected students, and the description of these students’ ability to integrate the components in fluent reading.</td>
<td>Candidate lack basic understanding of the assignment. Case Study fails to demonstrate candidate’s general, fundamental understanding of the major components of reading, and how they are integrated in fluent reading.</td>
</tr>
<tr>
<td>Presentation</td>
<td>Candidate exhibits a defined and clear understanding of the assignment. Case Study provides impressive and detailed evidence of candidate’s knowledge of a wide range of instructional practices that are appropriate in addressing the needs of selected students.</td>
<td>Candidate exhibits general understanding of the assignment. Case Study provides some evidence of candidate’s knowledge of a wide range of instructional practices that are appropriate in addressing the needs of selected students.</td>
<td>Candidate lacks basic understanding of the assignment. Case Study provides no evidence of candidate’s knowledge of a wide range of instructional practices that that are appropriate in addressing the needs of selected students.</td>
</tr>
<tr>
<td>Data Collection</td>
<td>Candidate exhibits a defined and clear understanding of the assignments. Case Study provides impressive and detailed evidence of candidate’s knowledge of a wide range of</td>
<td>Candidate exhibits a general understanding of the assignments. Case Study provides some evidence of candidate’s knowledge of a wide range of assessment tools and practices appropriate</td>
<td>Candidate lacks basic understanding of the assignments. Case Study lacks evidence of candidate’s knowledge of a wide range of assessment tools and practices appropriate for</td>
</tr>
<tr>
<td>Interpretation of date</td>
<td>Recommendations</td>
<td>Research</td>
<td>Writing mechanics</td>
</tr>
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<td>(ILA 7.1, 7.2, 7.3, 7.4, 3.2, 4.2, 4.3, KTPS/InTASC 6)</td>
<td>Reflective narrative addressing how standard is met convincing demonstrates candidate’s ability to effectively communicate assessment information, including recommendations to further support selected students’ reading development to the individual students, classroom teachers, colleagues, and parents, orally and/or in writing.</td>
<td>Supplements case study with relevant research into the present situation; clearly and thoroughly documents all sources of information.</td>
<td>Writing demonstrates a sophisticated clarity, conciseness, and correctness; includes thorough details and relevant data and information; extremely well-organized.</td>
</tr>
<tr>
<td>Candidate exhibits a defined and clear understanding of the assignment. Case Study provides impressive and detailed evidence of candidate’s ability to appropriately select, and effectively administer, score, and interpret assessment of selected student in order to identify his/her proficiencies and difficulties, and place him/her along a developmental continuum.</td>
<td>Reflective narrative addressing how standard is met convincingly demonstrates candidate’s ability to effectively communicate assessment information, including recommendations to further support selected students’ reading development to the individual students, classroom teachers, colleagues, and parents, orally and/or in writing.</td>
<td>Supplements case study with relevant research into the present situation; clearly and thoroughly documents all sources of information.</td>
<td>Writing is accomplished in terms of clarity and conciseness and contains only a few errors; includes sufficient details and relevant data and information; well-organized.</td>
</tr>
<tr>
<td>Candidate exhibits a general understanding of the assignment. Case Study provides some evidence of candidate’s ability to select, administer, score, and interpret assessment of selected student in order to identify his/her proficiencies and difficulties, and place him/her along a developmental continuum.</td>
<td>Reflective narrative addressing how standard is met fails to demonstrate candidate’s ability to communicate assessment information, including recommendations to further support selected students’ reading development to the individual students, classroom teachers, colleagues, and parents, orally and/or in writing.</td>
<td>Supplements case study with limited research into the present situation; provides limited documentation of sources consulted</td>
<td>Writing lacks clarity or conciseness and contains numerous errors; gives insufficient detail and relevant data and information; lacks organization.</td>
</tr>
<tr>
<td>Candidate lacks basic understanding of the assignment. Case Study lacks evidence of candidate’s ability to select, administer, score, and interpret assessment of selected student in order to identify his/her proficiencies and difficulties, and place him/her along a developmental continuum.</td>
<td>Reflective narrative addressing how standard is met fails to demonstrate candidate’s ability to communicate assessment information, including recommendations to further support selected students’ reading development to the individual students, classroom teachers, colleagues, and parents, orally and/or in writing.</td>
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<td>Writing lacks clarity or conciseness and contains numerous errors; gives insufficient detail and relevant data and information; lacks organization.</td>
</tr>
</tbody>
</table>
**Lesson Plan 1**

You are expected to meet with your designated student 4 times a week for two hours for a total of 21 hours during the semester.

The core problem of literacy in struggling readers is they are transitioning from learning to read to reading to learn. Your goals should be to engage the student in the reading process and to build his confidence as a reader. Please prepare a lesson with the student's interests in mind. The style of the lesson plan follows the College of Education TPA model (attached to course syllabus and also posted on CANVAS module). Focus on the goals, review, and a variety of reading activities. Include comprehension, reading fluency, phonics, writing and vocabulary in the lessons. You are required to employ the vocabulary, comprehension, study skills, fluency, phonics, and writing strategies and provide support as appropriate in reaching higher levels of reading skills. In addition to reading and writing, you may want to include listening, speaking, viewing, and creating to help boost your student’s reading skills.

In your lesson plan, please state what skills were demonstrated as a result of this lesson. Describe the assessment and the performance criteria you used to determine the mastery of the objectives. Describe how you differentiated assessments to meet the needs of the student. Describe the instructional strategies that were used to meet the objectives. List all the resources that were needed for this lesson. What did your impact analysis of the student’s learning tell you about the success of the literacy strategies you used? Please write an impact on student learning and submit your lesson plan on Livetext.

**Lesson Plans Evaluation Rubrics**

20 points

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Outstanding</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional intervention</td>
<td>The teacher establishes challenging and measurable goal(s) for student learning that aligns with the Kentucky and IRA standards and reflects a range of student learner needs. The teacher demonstrates how the goal(s) fit into the broader unit, course, and school goals for content learning and skills</td>
<td>The teacher demonstrates a focus for the student learning, with appropriate learning objectives that include measurable goal(s) for student learning aligned with the Kentucky and IRA standards. The teacher demonstrates the importance of the goal and its</td>
<td>The teacher does not demonstrate a clear focus for student learning. Learning objectives are too general to guide lesson planning and are inappropriate for the student, and/or do not reference the Kentucky and IRA standards.</td>
</tr>
<tr>
<td>Data Collection (ILA 3.2, 4.2, 4.3, KTPS/InTASC 6)</td>
<td>The teacher purposefully plans assessments and differentiates assessment choices to match the full range of student needs, abilities, and learning styles, incorporating a range of appropriate diagnostic, formative, and summative assessments into lesson plans. Student learning needs are accurately identified through an analysis of student data; the teacher uses assessment data to identify student strengths and areas for student growth.</td>
<td>The teacher demonstrates an understanding that assessment is a means of evaluating and supporting student learning through effectively incorporating diagnostic, formative, and/or summative assessments into lesson planning. The teacher employs a variety of formal and informal assessment techniques to collect evidence of the student’s knowledge and skills and analyzes data to effectively inform instructional planning and delivery.</td>
<td>The teacher does not plan for the assessment of student learning or does not analyze student learning data to inform lesson plans. The teacher does not use or only uses one measure of student performance.</td>
</tr>
<tr>
<td>Presentation/Delivery (ILA 5.1, 5.2, 5.3, 5.4), (ILA 4.1, 4.2, 4.3), (ILA 6.3, KTPS/InTASC 5), (ILA 1.3)</td>
<td>Teacher explanations are clear, coherent, and precise. The teacher uses well-timed, individualized, developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking, including the appropriate use of questions and discussion techniques. The teacher accurately anticipates</td>
<td>Teacher explanations are clear and accurate. The teacher uses developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking. The teacher effectively addresses confusion by re-explaining topics when asked and ensuring understanding. The teacher employs</td>
<td>The teacher’s explanations are unclear, incoherent, or inaccurate, and are generally ineffective in building student understanding. The teacher uses language that fails to engage student, is inappropriate to the content, and/or discourages independent or creative thinking. The teacher fails to address student confusion or frustration and does</td>
</tr>
<tr>
<td>Resources</td>
<td>Instructional materials and resources are aligned to instructional purposes, are varied and appropriate to ability levels of the student, and actively engage him in ownership of his learning.</td>
<td>Instructional materials and resources are aligned to the instructional purposes and are appropriate for the student’s learning styles and needs, actively engaging students.</td>
<td>Instructional materials and resources used for instruction are not relevant to the lesson or are inappropriate for students.</td>
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<tr>
<td>(ILA 5.1, 5.2, 5.3, 5.4), (ILA 4.1, 4.2, 4.3), (ILA 6.3, KTPS/InTASC 7, 8, 9, 10), (ILA 1.3)</td>
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<tr>
<td>Differentiation</td>
<td>The teacher matches strategies, materials, and/or pacing to the student’s individual needs and to make learning accessible and challenging for the student. The teacher effectively uses independent instruction to support individual learning goals and provides varied options for demonstrating mastery.</td>
<td>The teacher supports the learning needs of the student through a variety of strategies, materials, and/or pacing that make learning accessible and challenging for the student.</td>
<td>The teacher does not attempt to make the lesson accessible and challenging for the student, or attempts are developmentally inappropriate.</td>
</tr>
<tr>
<td>(ILA 3.2, 4.2, 4.3, KTPS/InTASC 5)</td>
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</table>
Revised January, 2019

Reading Response Journal
Journals are part of your grades in this course. You may want to use the journal as a thinking tool. This is a personal record of your learning experiences. The purpose of the response journal is to build on your critical thinking skills. Answer to the following questions should become a way for you to show what you know, how you feel, or what matters to you about what you read.

Response Journal 1

Please read chapter 13

The Severely Delayed Reader and Nonreader

After you have read the chapter, discuss the multiple-exposure/multiple-context strategies. Discuss instructional strategies to use with severely delayed readers and nonreaders. Focus on several important concepts related to instruction of severely delayed readers and nonreaders.

Response Journal 2

Please read chapter 12

Comprehension of Informational Text

After you have read the chapter, discuss expository text characteristics that should be taken into account when planning comprehension instruction for delayed readers. Many instructional strategies are helpful in enhancing comprehension of narratives texts and they can also be used with expository text. Review strategies that are specifically useful before, during, and after reading exposition.

Response Journal 3

Please read chapter 7.

Language and Literacy Development for English Learners

After you have read the chapter, discuss language and literacy development for English learners. Explain how primary language literacy impacts second language literacy development. Explain the role of reading specialist and literacy coach in supporting students who are English learners.
## College of Education TPA Lesson Plan Format

### Murray State University - College of Education

#### Lesson Plan

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
<th>Age/Grade Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject:</td>
<td>Major Content:</td>
<td>Lesson Length:</td>
</tr>
<tr>
<td>Lesson Title:</td>
<td>Lesson Number (if a sequence):</td>
<td></td>
</tr>
</tbody>
</table>

Created by: (If not completely your original work, cite source –web or print):

### Context

- Explain how this lesson relates to your goals for teaching about the topic.
- Describe the students’ prior knowledge or the focus of the previous lesson.
- Explain what is needed from this lesson for the next lesson.
- Describe any critical student characteristics or attributes that will affect the student learning.

### Objectives (Learning Outcomes)

State what the student will demonstrate as a result of this lesson. Objectives must be student centered and observable/measurable. No more than 3 objectives.

1. 
2. 
3.

### Assessment Plan

In tabular format, organize how each objective will be assessed. Include copies of assessment instruments and rubrics (if applicable to the lesson plan).

#### Objective/Assessment Plan Organizer (expand the table if necessary)

<table>
<thead>
<tr>
<th>Objective Number</th>
<th>Type of Assessment (summative or formative)</th>
<th>Description of Assessment(^1) (Describe the assessment and what scoring instrument you will use to score for mastery of the objective.)</th>
<th>Depth of Knowledge Level(^2)</th>
<th>Adaptations and/or Accommodations(^3)</th>
</tr>
</thead>
</table>

\(^1\) Examples: quiz, test, KWL, quick write, open response, essay, checklist, performance task, venn diagram, possible sentences, think/pair/share, photos

\(^2\) Level 1 – recall, Level 2 – application of skill/concept, Level 3 – strategic thinking to support ideas, develop a model, draw conclusions

\(^3\) Prompting, cueing, technology, visual aids, guided questions, additional directions
Resources, Media and Technology
- List the specific materials and equipment needed for the lesson.
- If appropriate, list technology resources for the lesson including hardware, software, and Internet URLs.

Procedures

Opening
Review of Prior Information (include what was learned prior to this lesson)

Motivation (state the strategy that will motivate the learner)

Lesson Objective(s) (state the lesson objective(s) for the student so he/she will know what he/she will be learning)

Middle
Presentation/Discussion:
Describe the strategies and activities you will use to involve the student and accomplish your objectives, including questions you will ask, and how you will adapt strategies to meet this student’s needs.
Objective 1

Objective 2

Objective 3 (if applicable)

Closing
Review of the lesson (state what was taught during the lesson)

Foreshadow (state what will occur in the next lesson)

Impact on Student Learning
(Analysis of student achievement from this lesson)
Did the student meet performance criteria for the objective(s)? How do you know?

Lesson Refinement
(How will you change the lesson to improve student learning?)

1. What did your impact analysis of the student’s learning tell you about the success of the literacy strategies you used?

2. How useful were the assessments in terms of the student’s learning?
Family History

1. Number of children currently living at home with student:

2. Student’s place in the family (oldest, youngest, etc.):

3. Languages spoken at home:

4. Have you or any other members of your family ever experienced reading difficulties? If yes, please explain.

5. To what extent is reading a recreational activity in your home?

Any additional information:

Student’s Health History

What is the general health status of the student? Please include the date of the most recent physical examination:

At approximately what age did the student say his/her first word?

At approximately what age did the student toilet train?

Did the student walk and speak first words at an earlier or later age than other children in the family?

Please check any of the following illnesses that the student has had.

<table>
<thead>
<tr>
<th>Illness</th>
<th>AGE</th>
<th>Illness</th>
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<tbody>
<tr>
<td>Measles</td>
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<td>Scarlet Fever</td>
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<td>Mumps</td>
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<td>Rheumatic Fever</td>
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<td>Chicken Pox</td>
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<td>Whooping Cough</td>
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<tr>
<td>German Measles</td>
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Other illnesses including accidents and surgery

Has the student ever worn glasses or contact lenses? __________________________

Does he/she wear them now? __________________________

Are the corrective lenses prescribed for reading?
When did the student have an eye examination? ______________
Please summarize the results of the examination

Has the student ever been troubled with ear infections? If yes, describe the nature of these infections:
Have you ever been notified of any hearing problem based on school screening? If so, please explain

Does the student have a history of allergies? If so, please explain:

MSU Reading Clinic
Parent Interview

Student Name: ______________

**Student’s Educational History**
Please check if the student has been enrolled in any of the following special school programs:
_____ Program for the gifted or talented
_____ Program for remedial reading
_____ Speech program
_____ Compensatory education program (math and/or reading)
_____ Other: _____________________________

In student has ever skipped a grade, please indicate which one
If student has ever repeated a grade, please indicate which one

The student exhibits strengths in these:
  School Subjects: ___________________________
  Extracurricular: ___________________________
  Activities: _____________________________

The student exhibits deficits in these:
  School Subjects: ___________________________
  Extracurricular: ___________________________
  Activities: _____________________________

How do you think the student would describe his/her reading and academic abilities?
Has the student had a reading diagnosis prior to coming to the clinic? If so, where and when was it done? If possible, we would like a brief summary of the results of the diagnosis.