

EDU 5634-030 or 6634-030
BASIC ASSESSMENT AND INTERVENTION FOR STRUGGLING READERS:
NEXT STEPS PRACTICUM

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Logistics:

- on location in schools
- register fall semester/tutor all year/grade posts spring semester
- clinical sessions - 27 hours
- observations - 6 hours
- seminars - 5 hours
- intervention: Next Steps - approx. 50 hours
- 3 credit hours = \$300
- university transcript specifies credit/no credit; no letter grade
- obtain advisor permission for this course to count toward degree
- presentation of university transcript to USOE earns 54 re-licensure points

Course Description and Expectations

This credit/no-credit continuing education course is designed to help educators develop theoretical and practical knowledge of effective, research-based assessment and intervention for struggling readers of all ages who have reached a mid-G1 level, but whose reading abilities are below mid-grade three level. The course follows a “practicum model,” in which participants build a conceptual framework for reading development and effective intervention through a year-long, mentored tutoring experience.

The course is open to all educators, including but not limited to: classroom teachers, reading specialists, special educators, administrators, paraprofessionals, and English-Language-Learner (ELL) personnel.

Through tutoring, observations, reading and attendance at clinical sessions and seminars, participants will be expected to extend their knowledge of the following topics: reading development, phonological awareness, word identification, synthetic blending, decoding by analogy, basic English syllable structure, automaticity, fluency, assisted reading at instructional level, building/activating background knowledge, comprehension strategies, textual scaffolding, motivation, and using assessment as a guide for pacing instruction.

Most importantly, participants will be expected to use their knowledge of these topics as they provide ongoing, one-on-one assessment and intervention for at least one struggling reader. The instructional framework for this course, Next Steps, is a compilation of effective, research-based assessment and intervention techniques, designed for students experiencing reading difficulties.

Textbooks & Materials

Participants must make and assemble all materials for conducting tutoring lessons. A master binder of black-line masters is available from the Next Steps coordinator in each school.

****Recommended****

Morris, D.M. (2005). *The Howard Street Tutoring Manual: Teaching at-risk readers in the primary grades*. New York: Guilford Press.

Course Schedule

Clinical Sessions & Seminar: Topics and Readings

Session 1/Baseline Assessment

Overview of Next Steps: empirical research base, theoretical framework, issues in beginning reading, issues in professional development, overview of intervention model, demonstration of assessment for struggling readers.

Assessment: overview, modeling, and assisted practice administering the Next Steps Screening Instrument (RLA), importance of using accuracy, rate, and comprehension in determining instructional/intervention levels

Seminar 1: Prereading Foundations and the Role of Instruction

Reading: Morris, D. (2005). Chapter 2/Assessment. In, *The Howard Street Tutoring Manual*.

Session 2/Intervention

Word Identification: relationship between word study scope and sequence and development of the ability to read words

Lesson Format: Overview, modeling, and practice of Next Steps Lesson: assisted reading of new text, word study, dropping down to independent level for fluency read, reading aloud to student for vocabulary and concept development

Reading: Morris, D. (2005). Chapter 1/The tutoring model. In, *The Howard Street Tutoring Manual*.

Session 3/Fast Follow-up

Word Identification: high frequency words & word banks, synthetic blending, blends and digraphs, mixed short vowels, closed syllable structure, speed checks to determine automaticity

Assisted Reading: determining instructional level, importance of vocabulary control in assisted reading for strugglers from mid-G1 to end-G2, echo reading as support

Clinic: each participant has the opportunity to tutor one student in front of mentor and peers. Tutoring session is followed by discussion of relevant instructional issues (e.g., pacing, book level, sight word development) and opportunities for questions, remodeling, clarification.

Seminar 2: Reading Development: How Word Study and Text Change Along the Way (Ehri, Juel, Chall, etc.)

Reading: Morris, D. (2005). Chapter 4/Beth, the Fledgling Reader. In, *The Howard Street Tutoring Manual*.

Session 4/Sight Words, Synthetic Blending, & Short Vowel Automaticity

Word Identification: importance of sight vocabulary, using “Make-N-Break” & “Making Words” when difficulty persists with high frequency words and/or blending short vowel words, transition from mixed short vowels to more difficult vowel patterns, “vowel-consonant-e” syllable structure, open syllable structure, “r-controlled syllable structure, using speed checks to determine automaticity

Assisted reading: word study to book level correspondence, pacing, collecting accuracy and rate data as a guide to moving up or moving laterally in text level, echo and partner reading as support

Clinic: each participant has the opportunity to tutor one student in front of supervisor and peers. Tutoring session is followed by discussion of relevant instructional issues (e.g., pacing, book level, sight word development) and opportunities for questions, remodeling, clarification.

Seminar 3: Reading Development: How Word Study and Text Change Along the Way (Ehri, Juel, Chall, etc.)

Reading: Morris, D. (2005). Chapter 5/Kurt, the Late first to Second Grade Reader. In, *The Howard Street Tutoring Manual*.

Session 5/Complex Vowel Patterns, Fluency & Comprehension

Word Identification: importance of sight vocabulary, vowel patterns, basic syllable structure, using speed checks to determine automaticity

Assisted reading: word study to book level correspondence, pacing, collecting accuracy and rate data as a guide to moving up or moving laterally in text level, echo and partner reading as support

Fluency development: rereading texts as a way to build fluency, prosody echo reading as a way to build expression, using knowledge of orthography and reading development to decide which prompt to use when students struggle with unfamiliar words

Comprehension: using questioning during assisted reading to assess comprehension, literal and inferential questions, trouble-shooting comprehension difficulties, providing a model for complete answers, extending thinking through questioning and modeling

Clinic: each participant has the opportunity to tutor one student in front of supervisor and peers. Tutoring sessions are followed by discussion of relevant instructional issues (e.g., pacing, book level, sight word development) and opportunities for questions, remodeling, clarification.

Seminar 4: Profiles of Struggling Readers: Who Are They and What Do They Need? (Velluntino et al., Shankweiler et al.,)

Reading: Morris, D. (2005). Chapter 3/Atticus, the Emergent Reader. In, *The Howard Street Tutoring Manual*.

Session 6/Complex Vowel Patterns, Fluency & Comprehension

Word Identification: vowel patterns, basic syllable structure, additional activities (Bingo, Go Fish, Matrix, Speed/Slap)

Assisted reading: word study to book level correspondence, pacing, moving up a text level via accuracy check data, echo and partner reading as support

Comprehension: using questioning during assisted reading to assess comprehension, literal and inferential questions, trouble-shooting comprehension difficulties, providing a model for complete answers, extending thinking through questioning and modeling

Fluency: rereading assisted texts as a way to build fluency, charting repeated reading data (rate and accuracy for 200 words), prosody echo reading as a way to build expression, using knowledge of orthography and reading development to decide which prompt to use when students struggle with unfamiliar words

Exit students performing at grade level: Who is ready to graduate mid-year? Using the RLA and teacher/tutor judgement as criteria

Clinic: each participant has the opportunity to tutor one student in front of supervisor and peers. Tutoring sessions are followed by discussion of relevant instructional issues (e.g., pacing, book level, sight word development) and opportunities for questions, remodeling, clarification.

Session 7/Complex Vowel Patterns, Fluency & Comprehension

Assisted reading: word study to book level correspondence, pacing, moving up a text level via accuracy check data, echo and partner reading as support

Comprehension: using text structure to guide comprehension questions during assisted reading, literal and inferential questions, trouble-shooting comprehension difficulties, providing a model for complete answers, extending thinking through questioning and modeling

Fluency: rereading assisted texts as a way to build fluency, charting repeated reading data (rate and accuracy for 200 words), prosody echo reading as a way to build expression, using knowledge of orthography and reading development to decide which prompt to use when students struggle with unfamiliar words

Clinic: each participant has the opportunity to tutor one student in front of supervisor and peers. Tutoring sessions are followed by discussion of relevant instructional issues (e.g., pacing, book level, sight word development) and opportunities for questions, remodeling, clarification.

Seminar 5: Early Steps and Next Steps: Empirical Evidence

Session 8/Complex Vowel Patterns, Fluency & Comprehension

Assisted reading: word study to book level correspondence, pacing, moving up a text level via accuracy check data, echo and partner reading as support

Comprehension: using text structure to guide comprehension questions during assisted reading to assess comprehension, literal and inferential questions, trouble-shooting comprehension difficulties, providing a model for complete answers, extending thinking through questioning and modeling

Fluency: rereading assisted texts as a way to build fluency, charting repeated reading data (rate and accuracy for 200 words), prosody echo reading as a way to build expression, using knowledge of orthography and reading development to decide which prompt to use when students struggle with unfamiliar words

Clinic: each participant has the opportunity to tutor one student in front of supervisor and peers. Tutoring sessions are followed by discussion of relevant instructional issues (e.g., pacing, book level, sight word development) and opportunities for questions, remodeling, clarification.

Session 9/End-of-Year Assessment

Assessment: overview, modeling, and assisted practice administering informal end-of-year assessments (word identification, passage reading), discussion of criteria for identifying instructional/intervention levels

Course Credit Criteria

To receive credit for the course, participants must satisfactorily meet each criterion outlined below:

- completion of at least 8 of 9 possible half-day clinical trainings, conducted by a Licensed Next Steps Trainer,
- completion of at least 4 of 6 possible formal observations conducted by a Licensed Next Steps Trainer or a certified Next Steps Tutor working in a support capacity under a Licensed Next Steps Trainer,
- earn satisfactory ratings for at least 2 of those observations, with 1 of those satisfactory ratings earned within the final 2 observations,
- completion of at least 4 of 6 possible peer observations,
- view 5 hour-long seminar DVDs on reading research/theory, and
- completion of at least 45 tutoring sessions with a Next Steps student.