I. Catalog Description and Credit Hours of Course:

Further in-depth theoretical and procedural development of Reading Recovery for at-risk students. Classroom instruction is coordinated with the individual instruction of one to three at-risk students in an integrated field experience. (3)

II. Prerequisite(s):

Admittance to the Reading Recovery Advocate program and successful completion of Reading Recovery Advocate Seminar I.

III. Purposes or Objectives of the Course:

A. The student will demonstrate knowledge of:
   1. instructional decision making through the use of the running record, lesson plans over time, choosing the text for the next day, and the writing portion of the lesson over time.
   2. analyzing lessons plans and running record.
   3. the linkage between reading and writing.
   4. how to deal with “hard to accelerate” children.
   5. the linkage between theory and practice for children from diverse backgrounds.

B. The student will demonstrate competence in the following areas:
   1. teaching for strategies and acceleration within the Reading Recovery lessons.
   2. making appropriate instructional decisions within the lessons.
   3. recording and interpreting information on the Reading Recovery forms.
   4. discontinuing children and completing the correct analysis and forms.

IV. Expectations of Students:

A. Attend all class sessions and participate in class discussions and activities.
B. Demonstrate behaviors associated with a professional educator.
C. Successfully complete all readings and assigned projects.
D. Complete field portion of class, involving successfully conducting (and keeping the appropriate records) a minimum of the following:
   1. complete diagnostic summaries for Reading Recovery students to be discontinued.
   2. tutor one to three students individually for 30 minutes each day.
   3. maintain accurate records of lesson plans, running records, book level and vocabulary charts and writing journals.
   4. one colleague visit.
   5. retest all individuals served and on waiting list.
V. **Course Content or Outline:**

| A. Predictions of progress | 3 |
| B. Discontinuing | 5 |
| C. Hearing sounds in words | 3 |
| D. Linking of reading and writing | 5 |
| E. “Hard to accelerate” children | 3 |
| F. Using lesson plans and running records to inform instruction for children from diverse backgrounds | 2 |
| G. Fluency and phrasing | 3 |
| H. Parents’ and classroom teachers’ roles in supporting literacy | 3 |
| I. Implementation procedures for final testing and evaluation | 3 |
| J. Behind the glass (demonstration teaching using Behind the Glass technology) | 15 |

VI. **Textbook(s) and/or Other Required Materials or Equipment:**


VII. **Basis for Student Evaluation:**

- A. Class participation/evidence of reading
- B. Observation reports/observation summaries/discontinuing forms
- C. Case studies
- D. Seminar discussions/behind the glass lessons
VIII. Knowledge Base


