

# EDEL 4150 Reading Case Study Assignment Instructions

The Reading Case Study assignment is cumulative and completed over the duration of the semester. The Reading Case Study is the signature assignment for the EDEL 4150 course and will be added to your portfolio at the end of your program. The steps you will complete during this process will support your professional development.

It is crucial for teachers to plan instruction based on formative-assessment results. Students will locate a PreK-5th grade student (4-12 years of age) to work with as a participant of this study; the child may be a student in a classroom setting (remote assessment is fine), a relative, friend, or neighbor.

During this assignment, students will:

- Document research in a “fieldwork” setting (this course requires fieldwork).
- Learn assessment → planning → designing instruction → delivering instruction.
- Observe student(s) in a classroom environment to engage in the learning process.

The Reading Case Study involves collecting data from a Pre-K through 6th grade student, analyzing the data, identifying needs and strengths in the student’s decoding, comprehension, and academic language from the analyses, identifying long-term and short-term learning goals, and making recommendations for instructional planning using those analytic results.

---

## Case Study Sections and Points

Section	Content Description	Points
<b>A. Fieldwork Context</b>	Introduce self, student profile, explanation of student selection, summary of report topics, and goals for fieldwork experience. Include classroom layout sketch and relevant images.	<b>20</b>
<b>B. Analysis of Reading Data</b>	Identify 2-3 reading strengths and needs with evidence from assessments (quantitative and qualitative). Include assessment data (anonymized), fieldwork notes, student jottings, and reading work.	<b>20</b>

<b>C. Minilesson Development</b>	Design a minilesson that addresses a specific reading foundational skill or comprehension need. Use a mentor text, include an anchor chart, and ground your lesson in ELA/ELD Standards, ELA/ELD Framework, and CA Dyslexia Guidelines.	<b>20</b>
<b>D. Reflection</b>	Reflect on the minilesson planning process, including challenges, strengths, and modifications.	<b>20</b>
<b>E. Lifting All Learners</b>	Reflect on how your minilesson differentiated instruction to support students at risk for dyslexia or other literacy-related disabilities, referencing UDL, MTSS, and structured literacy principles.	<b>20</b>
<b>F. Supporting a Community of Readers</b>	Describe how you would organize a classroom environment that supports all learners emotionally and physically, including classroom management strategies. Provide images if possible.	<b>20</b>
<b>G. Appendix</b>	Include a signed Fieldwork Verification Log documenting your 15 hours of observation in a K-6 reading classroom.	<b>20</b>

---

## **Detailed Instructions:**

### **Section A: Fieldwork Context**

Provide detailed information about your case study student, including school/district, pseudonym, age, grade, ethnicity, and ELD level. Explain how you selected the student. Summarize what you will explore in the report. Share your learning goals for the fieldwork experience. Include images or sketches relevant to the classroom environment.

### **Section B: Analysis of Reading Data**

Collect and analyze assessment data including reading inventories (IRI), teacher observations, and student interactions. Identify at least 2-3 strengths and 2-3 needs related to decoding, vocabulary, and comprehension. Use both quantitative and qualitative data. Include anonymized assessment documents and your notes.

## Section C: Minilesson Development

Design a minilesson targeting a foundational reading skill or comprehension area identified in Section B. Your lesson must include:

- **An instructional strategy aligned to the California ELA/ELD Standards, ELA/ELD Framework, and the CA Dyslexia Guidelines.**
- Use of a mentor text or other media.
- Components: connection, teaching point, teaching/modeling, active engagement, and link.
- An anchor chart to support instruction.

## Section D: Reflection

Write a thoughtful reflection (1-2 paragraphs) on the minilesson planning process, including areas where you faced challenges or made modifications.

## Section E: Lifting All Learners

Reflect on how you differentiated instruction in your minilesson to meet the needs of diverse learners, including students at risk for dyslexia or other disabilities. Reference principles from **Universal Design for Learning (UDL), Multi-Tiered System of Supports (MTSS), and structured literacy.**

## Section F: Supporting a Community of Readers

Discuss your vision for creating a reading community that supports all learners socially and emotionally. Include classroom setup and management strategies that promote safety and engagement.

## Section G: Appendix

Include the signed **Fieldwork Verification Log** showing at least 15 hours of observation in a culturally and linguistically diverse K-6 reading classroom.

---

## Important Additional Standards Addressed in this Assignment:

- **TPE 1.1, 1.5** – Developmentally appropriate practices and equity in literacy instruction.
- **TPE 3.1, 3.2, 3.3, 3.4, 3.5** – Using assessment data to plan instruction, differentiating for special needs and ELs.
- **TPE 4.1, 4.2, 4.3, 4.4, 4.6, 4.7** – Foundational reading skills instruction, including phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- **TPE 5.1, 5.3** – Engaging students in literacy and language development through oral and written communication.
- **TPE 6.1, 6.2** – Reflection and professional development practices.
- **TPE 7.2, 7.5, 7.6, 7.10** – Use of assessment to monitor progress, promote effective instruction, and support diverse learners including multilingual and EL students.
- **Standard 7a – Plan foundational skills instruction for multilingual and English learners, leveraging their home language literacy experiences and cross-language transfer using ELA/ELD Framework guidance.**
- **TPE 7.7/U7.7** – Promote oral and written language development attending to vocabulary, grammar, and discourse in reading, listening, speaking, and writing.
- **TPE 7.8/U7.8** – Develop students' effective expression through collaborative discussions and varied writing.
- **TPE 7c and 7d** – Value and leverage students' linguistic repertoires and promote multilingualism, translanguaging, and effective expression in multiple languages.
- **TPE 7.10** – Monitor literacy progress through formative assessments and ongoing data analysis.

---

## Note on Clinical Practice (TPE 3.3c and 4.2c)

While clinical practice observation tools and formative feedback mechanisms may be located in other program components, **this Case Study assignment provides direct opportunities for**

candidates to practice foundational reading skills instruction and receive formative feedback via instructor guidance and reflections.

---

## Links to California Standards

- [California ELA Content Standards](#)
- [California English Language Development Standards](#)
- [California Dyslexia Guidelines](#)