

DIVISION OF CURRICULUM AND INSTRUCTION

ELEMENTARY AND SECONDARY EDUCATION
CALIFORNIA STATE UNIVERSITY, LOS ANGELES

Reading Case Study

EDEL 4150: Curriculum and Teaching of Reading and Language Arts

Add Name

Add Date

Kellie Albrecht, Ph.D.

A. Student’s Demographic and Educational Background Data

1. Student’s demographic info: age, gender, grade, ethnicity, ELPAC level, SBAC or benchmark scores (if obtainable) (Aligned Standards and TPEs: TPEs 1.1, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 5.1, 5.3, 7.2, 7.5, 7.6; CTC Foundational Skills Standard 7a; Language Development Standards 7c)

Age: _____

Gender: _____

Grade level: _____

Ethnicity: _____

*English Language Proficiency Assessments for California (ELPAC) Level of the student from the classroom teacher: _____

- a. *Smarter Balanced Assessment Consortium (SBAC) and/or District’s Benchmark scores: _____

*if obtainable

2. Rich background info describing language history, length of time at school, newness to area, learning preferences, special needs, interests, IEP/504 status (Aligned Standards and TPEs: California Teaching Performance Expectations (TPEs) 1.1, 3.1, 3.2, 4.4, 4.7, 5.1; CTC Foundational Skills Standard 7a; Language Development Standards 7c)

Use the table below to describe the student’s experiences; for example, length of time at their school, new to country/state/area, language learner/special needs/behavioral contract/gifted, students interests, how the student learns best (i.e., visual, auditory, kinesthetic), and any information that will better inform your teaching plan for this student. Provide rich detail in each area.

3. Interpretations and recommendations informed by multilingual learner considerations, cross-language transfer, and oral English proficiency development (Aligned Standards and TPEs: TPEs 1.1, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 5.1, 5.3, 7.2, 7.5, 7.6; CTC Foundational Skills Standard 7a; Language Development Standards 7c)

Use the table below to add your interpretations *and* recommendations for the students, based on the background information; for example, if the student is new to the school, you will need to support their social-emotional growth (interpretation of the data). How will you do this? (recommendation).

Background Information *add answers below each question	Interpretations and Recommendations
Length of time at the current school?	Interpretations:

	Recommendations:
Is the student new to the country/state/city/area?	Interpretations: Recommendations:
What is the student's L1 (first language)? What is the student's L2 (2nd language, if applicable)?	Interpretations: Recommendations:
Does the student have any special needs (disability, language, or behavior related)? Does the student have an IEP or 504 plan in place?	Interpretations: Recommendations:
Does the student do any extra-curricular activities?	Interpretations: Recommendations:
What are the students interests inside and outside of school (likes)?	Interpretations: Recommendations:
How does the student best learn (kinesthetic, visual, auditory, etc.)?	Interpretations: Recommendations:
Add any other information about the student's background that will help inform your instruction with this student.	Interpretations: Recommendations:

•

IRI Results from Administration and Analysis (Aligned Standards and TPEs: TPEs 1.1, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 5.1, 5.3, 7.2, 7.5, 7.6, 7a)

- Complete word list, paragraph, and comprehension assessments across multiple grade levels to determine frustration, instructional, and independent reading levels.
 - Complete and analyze the IRI Summary Sheet (Appendix A) and attach marked assessments in Appendix B.
 - Determine the student's decoding, comprehension, and overall instructional reading levels.
 - Include analysis specific to multilingual learner literacy profiles and cross-language transfer factors, reflecting foundational skills instruction per Standard 7a.
-

Needs Assessment / Initial Planning (Aligned Standards and TPEs: TPEs 1.1, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 5.1, 5.3, 7.2, 7.5, 7.6, 7a, 7c)

Identify 2–3 long-term strengths and needs in decoding, comprehension, and spoken language in English and L1, supported by evidence from assessments.

Align each identified need with relevant ELA/ELD standards and objectives.

Select one primary short-term instructional need as the focus for your lesson plan.

Include language development needs such as vocabulary knowledge, syntax, and discourse-level understanding, aligned with TPE 7.7 and Standard 7c.

Select an instructional strategy that is evidence-based, particularly for multilingual and English learner students, reflecting guidance from Standards 7a and 7c.

Lesson Planning (Aligned Standards and TPEs: TPEs 3.1, 3.2, 3.3, 4.6, 4.7, 5.1, 5.3, 7.2, 7.5, 7.6, 7a, 7c, 7.8)

- Provide the title, rationale, and reference for the instructional strategy you will use.
- Specify the grade level, aligned ELA and ELD standards, required materials, necessary technology, and the estimated time for the lesson.
- Explicitly include differentiation plans that support multilingual learners and students with literacy-related disabilities, referencing Universal Design for Learning (UDL).

Multi-Tiered System of Supports (MTSS), and California Dyslexia Guidelines.

- Develop an anticipatory set to engage students, establish a connection to prior knowledge, and state clear lesson objectives that explicitly incorporate academic language development.
 - Detail the direct instruction, guided practice, and independent practice/assessment components of your lesson.
 - Include plans to promote students' oral and written language development (aligned with TPE 7.7), effective expression (TPE 7.8), and use of disciplinary academic language.
 - Describe the tools and questions you will use to monitor student learning and adjust instruction accordingly.
-

Appendices (Aligned Standards and TPEs: TPEs 1.1, 3.1, 3.2, 4.1, 4.2, 5.1, 7.2, 7.6)

- Appendix A: Completed IRI Summary Sheet demonstrating student reading levels and assessment data, supporting formative assessment and data-driven instructional planning (TPEs 3.1, 3.2, 4.1, 4.2, 5.1).
 - Appendix B: Scanned copies of IRI assessments (word lists, paragraph, comprehension) administered at Independent, Instructional, and Frustration levels to provide evidence of assessment administration and student literacy profiles (TPEs 1.1, 3.1, 3.2, 7.2).
 - Additional Artifacts: Anchor charts, lesson materials, and other instructional supports demonstrating application of literacy instruction (TPE 7.6).
-

Important Additions to Address Standards:

- In all sections, explicitly consider students' home language(s) and their oral English proficiency in planning and analysis (Standard 7a).
- Add formative feedback opportunities and documentation within clinical practice (Standards 3.3c and 4.2c). Consider adding a Clinical Practice Reflection or Formative Feedback Log to accompany fieldwork.
- In the Needs Assessment and Lesson Planning sections, include language development domains — vocabulary knowledge, grammatical structures (syntax), and discourse understanding — aligned with TPE 7.7.

- Explicitly address fostering oral and written language development environments that promote academic language and multiliteracy, including digital and multimedia texts, translanguaging, and culturally responsive practices (Standards 7c and 7d).
- Add language conventions instruction, including letter formation, capitalization, and punctuation tied to decoding skills, particularly for younger students (TPEs 4.1, 4.4, 4.7).
- Integrate Universal Design for Learning and Multi-Tiered System of Supports frameworks explicitly in differentiation and instructional planning (TPEs 7.2, 7.10).
- Ensure collaboration with families and other professionals is considered and documented where appropriate for students needing intensive support (TPE 5.1).

B. IRI Results from Administration and Analysis

- IRI Assessment, Analysis, and Identification of Needs and Strengths in Decoding and Comprehension, and other relevant areas

1. Circle or highlight <i>all grade-levels</i> assessed for the IRI word list/paragraph/comprehension tests administered to the student (multiple levels must be assessed to determine frustration, instructional, and independent levels).										
Word List	PP	P	1	2	3	4	5	6	7	8
Paragraph	PP	P	1	2	3	4	5	6	7	8

Comprehension	PP	P	1	2	3	4	5	6	7	8

2. Results of IRI Data Analysis

Results of IRI Data Analysis

- i. Transfer the IRI results from both the Word List Test and Paragraph Test to the IRI Summary Sheet (see Appendix A), and complete Part I and Part II of the Summary Sheet
- ii. Enter the student's approximate reading levels below and highlight the instructional level (a range is fine, if warranted):
 - Reading *Instructional* Level for Decoding (word lists / paragraph tests): Grade ____
 - Reading *Instructional* Level for Comprehension: Grade ____
- Overall Reading *Instructional* Level: Grade ____

TWO more tasks for Section B:

- **Fill out the IRI Summary Sheet under Appendix A.**
- **Scan or attach copies of the completed, marked up assessments to Appendix B (last page of the template). Upload all three assessments (i.e., Word List, Paragraph Test, and Comprehension Test) for each grade level that scores at Independent, Instructional, and Frustration.**

C. Needs Assessment

1. **Long-Term Plan** - what do you want your student to accomplish by the end of the school year?

Assessment Type	Analysis
a. Decoding (from IRI results)	Strengths: Needs: Recommendations and Name(s) of Instructional Strategy(ies):

b. Comprehension (from IRI results)	Strengths: Needs: Recommendations and Name(s) of Instructional Strategy(ies):
c. Spoken Language in English and L1	Strengths: Needs: Recommendations Name(s) of Instructional Strategy(ies):

a. ELA/ELD Standards that Align with the Long-Term Instructional Plan

ELA Standard Domains	ELA/ELD Standards & Objectives
<ul style="list-style-type: none"> Reading Comprehension of Informational Text (RI) and/or Narratives (RL) (1 pt) 	ELA Standards: ELD Standards: Objectives:

<ul style="list-style-type: none"> ● Foundational Skills, Decoding (RF) (1 pt) 	<p>ELA Standards:</p> <p>ELD Standards:</p> <p>Objectives:</p>
<ul style="list-style-type: none"> ● Language Knowledge and Skills (L) needed to Read, Comprehend, and Discuss Texts (1 pt) 	<p>ELA Standards:</p> <p>ELD Standards:</p> <p>Objectives:</p>

2. Short-Term Plan: This will be the skill you have identified as a primary need to focus on short term (one lesson). Of the needs identified above, select and state *one need* that is the most foundational or prerequisite to the other needs (this is the topic for the lesson plan you will construct for Section D).

ELA Standard Domain (choose one from above)	ELA/ELD Standards & Objectives (add standards/objectives from the chosen need above. This will be added to your lesson plan).
	<p>ELA Standards:</p> <p>ELD Standards:</p> <p>Objectives:</p> <p>Name of Instructional Strategy that Aligns to the Need:</p> <p>Rationale for selecting <i>need</i> and <i>instructional strategy</i>:</p>

D. Lesson Planning

1. Outline of Instructional Strategy

Add title of instructional strategy, rationale for choosing the strategy, the reference and page number(s) you located the steps for the strategy (refer to the Chee text), and a brief description of the strategy.

Title of Instructional Strategy:

Rationale for Choosing this Strategy:

Reference with page Number for Instructional Steps:

Brief Description of the Strategy:

2. Heading

Grade Level:

ELA Standards (from Section C: add number, title, and description of standards):

ELD Standards (from Section C: add number, title, and description of standards):

Materials Needed:

Technology Needed (add equipment and/or software/websites)

Approximate Time Needed for Lesson (i.e., 30-minutes, 60-minutes, 120-minutes spread over two days, etc.):

3. Introduction

- **Anticipatory Set:** How will you draw the student into your lesson? Think of an attention grabber. Ideas: reading a storybook or excerpt from a book, posing a question, using realia, video clip, etc. Whatever you decide, try your best to make the activity related to the objective/ topic of your lesson.

- **Link to Prior Knowledge:** Describe how you would connect what the student is about to learn with their life, what they already know, or how it might build on something they already know, etc. In other words, make a connection before proceeding to the objective.
- **Lesson Objective(s):** Describe how you would state and present the ELA content objectives to the student(s). Describe how you would explain to the student the importance of what they are about to learn. It might sound something like this; “Today you will learn how to Readers do this because” or “This is important because”

4. Teacher-Led Instruction & Guided Practice (Minimum of 2 pages):

- **Direct Instruction:** Describe the activity you would show, explain, and/or model to teach the skills/strategies/concepts of the lesson; explain your instructional procedure.
- **Differentiated Instruction:** Describe the strategies you will implement to differentiate instruction for learners with a variety of needs (i.e., language/special needs, behavioral needs, gifted/enrichment):
- **Guided Practice/Assessment:** Describe the activity you would have the student(s) do in order to have the student(s) practice the skills/strategies/ concepts you have taught in the Direct Instruction. State the questions you would ask to monitor student learning thus far. Discuss the tools you will use to informally and formally assess the student’s learning of the standards and objectives?
- **Independent Activity:** Develop an activity that you would have your student complete independently and use the student-produced work to assess his/her learning from the lesson you just taught. You can also use the end of chapter or section test that already exists as long as it addresses the skills/strategies/concepts you taught.

Appendices

Appendix A

IRI Summary Sheet

IRI Summary Sheet						
Student's Name: _____ Grade: _____ Age: _____ Date _____						
Part I: Word Lists			Part II: Graded Paragraphs			
Grade Level	% of Words Correct	Word Recognition Errors	Grade Level	<i>SIG WR</i> <small>*Significant Word Recognition Errors</small>	<i>COMP</i> <small>*Comprehension</small>	<i>LC</i> <small>*Listening Comprehension (only if the child needs the passage read to them to answer the questions)</small>
PP	%	Consonants	PP	IND		
P	%	_____ Consonants	P	IND		
1	%	_____ Blends	1	INST		
2	%	_____ Digraphs	2	FRUST		
3	%	_____ Endings	3			
4	%	_____ Compounds	4			
5	%	_____ Contractions	5			
6	%	Vowels	6			
7	%	_____ Long	7			
8	%	_____ Short	8			
		_____ Long/Short oo				
		_____ Vowel + r				
		_____ Diphthong				
		_____ Vowel Comb.				
		_____ a + l or w				
		Syllables				
		_____ Visual Patterns				
		_____ Prefix				
		_____ Suffix				
		Word Recognition				
		_____ Reinforcement and Vocabulary Development				
<u>Comprehension Errors</u>			<u>Estimated Levels</u> <u>Grade</u>			
_____ Factual (F)			Independent _____			
_____ Inference (I)			Instructional _____ (range)			
_____ Vocabulary (V)			Frustration _____			
_____ "Word Caller" (a student who reads without associating meaning)			Listening Capacity _____			
_____ Poor Memory						
<u>Listening/Speaking Notes:</u>						

Appendix B
IRI Assessments

***Attach completed IRI Assessments below for the Frustration, Instructional, and Independent levels for each of the three tests (word list, paragraph test, and reading comprehension test). You may combine the paragraph test with the comprehension test, if you wish.**