

**EDU 5316/6316: Basic Intervention for Primary Grade Readers**

Formerly, EDU 5316: Reading Practicum K-3: Next Steps

Spring 2025

**Instructors:**

Dr. Kelly C. Patrick, Director  
Carrie Faulkner, Instructor  
University of Utah Reading Clinic (UURC)  
Phone: 801-265-3951(office) 801-946-6800(cell)  
Email: [carrie.faulkner@utah.edu](mailto:carrie.faulkner@utah.edu)

**Location:**

- Marriott Library Rm 1150
- Field Placement Sites—either in-person or virtual

**Course Description and Expectations:**

This course satisfies the Reading Practicum K-3 requirement for Elementary Education, Special Education, and Early Childhood Education majors. It supplements ED PS 5315/Reading Methods K-3 and is a pre-requisite for EDU 5321/Reading Practicum 4-6.

This credit/no credit field practicum is designed to help pre-service educators develop an introductory understanding of the theory and practice of instruction/intervention for the early phases of reading development. For normally-achieving readers, these phases occur during end-Kindergarten, 1<sup>st</sup> and 2<sup>nd</sup> grades, however, many struggling readers in older grades maintain similar behaviors as a result of environmental and/or neurobiological problems.

By participating in the practicum, pre-service educators will extend their knowledge of: assisted reading at instructional level, word identification, phonics instruction, phonological awareness, fluency development, comprehension, text structure, oral language and vocabulary development, textual scaffolding, motivation, and using assessment as a guide for pacing instruction.

Most importantly, pre-service educators will be expected to use their knowledge of these topics to provide ongoing, one-to-one Next Steps<sup>SM</sup> assessment and intervention for a struggling reader. Each pre-service educator will receive formal and informal coaching, observation, and feedback throughout the practicum. Please note that this practicum does not satisfy requirements for Next Steps<sup>SM</sup> certification.

Hybrid/IVC Hybrid/IVC/Online • Parts of this class may be delivered online or digitally. Attendance requirements, assignment submission format and, and exam modalities will be clearly stated in the syllabus and on Canvas. Changes to these requirements are up to the discretion of the instructor.

**Working with Minors: Your Background Check & Youth Protection Training:**

You are reminded that you should be a positive role model for minors and conduct yourself in a respectful, honest, and caring manner. You may not engage in abusive conduct toward a minor or any conduct of a sexual nature. We suggest that you never be alone with a minor.

All persons working with students in field schools or through our Murray site are required to have a cleared criminal background check through the Utah State Office of Education BEFORE they begin working with students. For this reason, you must contact Kristen Lindsay at [kristen.lindsay@utah.edu](mailto:kristen.lindsay@utah.edu) and request a code authorizing registration for this course. To receive this code, you must have already cleared your Utah Board of Education background check—the same background check required for EDU 1010, which is a pre-requisite for this course. **The deadline for requesting this code is one week prior to the beginning of the semester.**

You must complete the U of U Youth Protection Training prior to tutoring. This training may be completed on-line: contact [youthprotection@utah.edu](mailto:youthprotection@utah.edu) and you will be directed as to how to proceed.

***Students who have not completed these requirements by the code deadline will not be allowed to register for this course.***

### **Textbooks & Materials**

To complete the practicum, you must have the following technology available and ready-to-go:

1. **Next Steps<sup>SM</sup> Word Study Kit.** You have two options for meeting this requirement:
  - **Make your own.** If you choose this option, you will need to photocopy the cards on card stock, laminate, cut, and organize them. This process is time-intensive, so we suggest you begin ASAP. Go to: <https://uurc.utah.edu/Educators/Resources.php> and click on the following **Word Study Kits** links; “*Word Study Inventory and Kit Organization*” and “*Word Study Kit*” to download the Next Steps Word Study Kit. Before you do anything, carefully read the instructions and then follow them in sequence. The cost of making your own kit will vary from \$30-\$150, depending on where you laminate your materials, so we encourage you to shop around for the best price.
  - **Purchase a printed, shrink-wrapped kit with laminated and already cut cardstock** from University Print and Mail Services (see contact info above). Pre-made kits save time, but you will need to sort, organize, and place the cards in envelopes BEFORE you attend your first training! Many tutors purchase a small plastic container with a handle for easy storage and transport.
  - The cost of a pre-made kit is approximately \$75; final cost is determined by University Printing Services.
2. Timer **that counts both up & down** (many cell phones have this feature).
3. **Next Steps<sup>SM</sup>** tutor binder materials will be emailed and discussed at training #1. A link will also be provided on Canvas.

### **For those tutoring virtually**

- Internet connectivity
- PC or laptop computer with a camera (e.g., pc w/web cam or laptop with internal camera)
- Zoom **Pro** Account <https://tlt.utah.edu/forms/zoom-pro-license-request.php>
- Gooseneck Holder--for cell phone to be used as a document camera. If you do not have a cell phone, a USB document camera will suffice.

**Note:** Please make sure your internet service provides adequate bandwidth, as there could be problems connecting and remaining stable on the platform.

- Set up your Zoom profile name as your **first, last name**.
- Always check that your Zoom video and audio is on and not muted. See the small microphone and video icons on the bottom left of the screen. These icons should not be crossed out. Click on each icon to enable sound and video. Also do not enable a virtual background on your image.
- There are virtual safety precautions that will need to be in place prior to your first tutoring session, if you are tutoring virtually. These precautions will be discussed at the required trainings.

You will prepare 1 Student Binder (1' plastic)—to house student materials. You will copy the following pages from the **Next Steps<sup>SM</sup>** tutor binder for the Student Binder:

- 23 hard copies of the Next Steps Lesson Plan
- 1 hard copy of the Next Steps Book List Record Sheet
- 4 hard copies of Timed Repeated Readings/Two Minutes/200 Words

**In addition, please provide:**

- 1 black permanent marker (e.g., Sharpie, Accent)
- 1 permanent marker of another color
- 1 package of white unlined index cards

***All required materials must be complete and ready to access for all trainings, and every day thereafter.***

Recommended – available on-line

Morris, D.M. (2017). *The Howard Street Tutoring Manual: Teaching at-risk readers in the primary grades*. New York: Guilford Press.

**Recommended Readings Prior to Beginning Practicum:**

Morris, D. (2017). Chapter 1/The Tutoring Model  
Chapter 2/Assessment  
Chapter 4/Beth: The Fledgling Reader

**Recommended Readings During Practicum:**

Morris, D. (2017). Chapter 5/Kurt: The Late-First to Second Grade Reader

**Course Schedule**

**Session 1 - Overview**

Topics & Activities:

Introductions: UURC staff, participants

Discuss value of clinical practicum for pre-service educators: building the conceptual framework that informs reading instruction for the rest of your career.

Review expectations for pre-service educators: training schedule, tutoring schedule, placements, background check/youth protection training, word study kit, observations, student or tutor absence, communication with site supervisor, readings, and criteria for earning university credit.

Note empirical research base for intervention models (Early Steps/Next Steps/Higher Steps)

- *Reading Research Quarterly*, 1999; *Elementary School Journal*, 1984, 1990; *Scientific Studies of Reading*, 1996; *Journal of Educational Psychology*, 2001; *Journal of Literacy Research*, 2005.

Discussion of theoretical framework for intervention models based on empirical evidence explaining delays in reading development & components of effective intervention:

- assisted reading of text at instructional level
- text structure instruction for comprehension
- phonological awareness instruction
- systematic, explicit, one-syllable word study at instructional level
- oral language and vocabulary development through text content
- fluency work.

Overview of Tutor Binder, Next Steps Lesson Plan, Controlled Text & Next Steps Word Study Kit

Modeling (Video) and Peer Practice of Intervention Components:

- word bank for high frequency words
- assisted reading with preview, echo reading, prosody echo, error prompts, rate & accuracy

## **Session 2 - Review of Expectations and Next Steps Intervention Components**

### **Topics and Activities:**

Review training schedule, tutoring schedule, placements, materials, and expectations.

Modeling and Peer Practice of Intervention Components:

- word study focusing on vowel patterns for identifying unfamiliar single syllable words, anchored sorts, random check, memory, spelling, sentence stem.
- fluency work with repeated readings.
- Introduce Next Steps Pre-Service Observation Form and criteria for a "Satisfactory" Observation

## **Session 3 (online tutors only) – Technology Overview – Zoom and Canvas**

## **Session 4 - Intervention Practicum**

### **Activities:**

- provide intervention for a struggling student whose reading level is at least mid-first and no higher than end 2<sup>nd</sup>
- intervention lessons last for 45 minutes
- 15-minute balance devoted to lesson planning, record-keeping, interaction with site tutors/supervisors
- complete a minimum of 21 intervention sessions
- maintain professionalism
- tutor until the end of the semester

## **UNIVERSITY CREDIT REQUIREMENTS & CRITERIA**

### **University Policies**

1. ***The Americans with Disabilities Act.*** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability & Access, 65 Student Services Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability & Access.

Given the nature of this course, attendance is required, and adjustments will only be permitted as required by Policy 6-100(III)(O). If you need to seek an ADA accommodation to request an exception to this attendance policy due to a disability, please contact the [Center for Disability and Access](#) (CDA). CDA will work with us to determine what, if any, ADA accommodations are reasonable and appropriate.

2. ***University Safety Statement.*** The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit <https://safeu.utah.edu>
3. ***Addressing Sexual Misconduct.*** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 383 South University Street, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).
4. ***Academic Misconduct Statement.*** It is expected that students adhere to University of Utah policies regarding academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative artificial intelligence (AI) tools without citation, documentation, or authorization. Students are expected to

adhere to the prescribed professional and ethical standards of the profession/discipline for which they are preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for their profession/discipline may be subject to academic sanctions as per the University of Utah's Student Code: <https://regulations.utah.edu/academics/6-410.php>

5. **Drop/Withdrawal Policies.** Students may drop a course within the first two weeks of a given semester without any penalties. Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A "W" grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade "W" is not used in calculating the student's GPA. For deadlines to withdraw from full-term, first, and second session classes, see the U's Academic Calendar.
6. **Supports for Students.** Your success at the University of Utah is important to all of us here! If you feel like you need extra support in academics, overcoming personal difficulties, or finding community, the U is here for you. Please refer to the [Student Support Services page for the U](#) for updated information.
7. **Basic Needs Student Support Statement.** Success at The University of Utah includes learning about and using available resources. The [Basic Needs Collective](#) (BNC) is a coordinated resource referral hub. They educate about and connect students to campus and community resources to help them meet their basic needs. As a central location for resource referrals related to food, housing, health insurance, managing finances, legal services, mental health, etc., any student experiencing difficulty with basic needs is encouraged to contact them. Drop into their office located in the Union basement or schedule with them online for an in-person or virtual visit through their webpage: <https://basicneeds.utah.edu/>.

#### **Future Impact:**

- use this practicum experience to develop a conceptual framework for how reading develops and how instruction can lead that development, a.k.a. think about your future students
- remember that even two dozen tutoring sessions can make a significant difference in a student's reading ability and YOU can be the person who makes that difference for the child YOU tutor

#### **Evaluation for Course Credit**

This course (EDU 5316) is a requirement for the University of Utah's elementary education degree, which is required for recommendation for state elementary certification.

To receive credit for this practicum, pre-service educators must meet the following criteria:

- cleared background check (USOE)
- complete **at least 21** full tutoring sessions with a struggling reader
- maintain professionalism\* throughout field placement
- earn a score of "satisfactory" on at least 2 of 4 possible formal observations conducted by UURC or school supervisor

\*Pre-service educators are reminded that they are guests working with participating schools and the UURC; and are asked to conduct themselves in a professional manner.

Professionalism for this field placement includes, but is not limited to:

- punctuality,
- displaying evolving attitudes toward teaching & learning that are supportive of all students and communities,
- refraining from abusive conduct toward a student or any conduct of a sexual nature,
- demonstrating an openness to feedback and using such to improve performance,
- seeking advice when needed,
- exchanging contact information with site supervisor (i.e., cell and/or home phone, email address)
- communicating with site supervisor regarding any potential conflicts in the schedule (e.g., school vacation days)
- if absence results in a missed session, consult with site supervisor to arrange a make-up session
- maintaining academic honesty <http://www.admin.utah.edu/ppmanual/8/8-10.html>, and,

- maintaining “Fitness to Teach” criteria (see <https://d182hggomw8pjd.cloudfront.net/wp-content/uploads/sites/11/2023/08/02112222/Fitness-to-Teach-2023-2024.pdf>)

A pre-service educator who fails to meet one or more criteria (i.e., failure to complete required number of full tutoring sessions, fails to complete and clear background check, fails to earn 2 satisfactory scores from formal observations, failure to maintain professionalism) will not receive credit for the course.

Significant and/or repeated failure to maintain professionalism may result in removal of the pre-service educator from the field placement and ‘no credit’ for the course.