

**Early Childhood, Elementary and Middle Level Education Department
ELE 4880:001 Diagnostic – Prescriptive Reading Instruction**

Semester: Spring, 2017

Instructor: Dr. Mildred Pearson, Professor

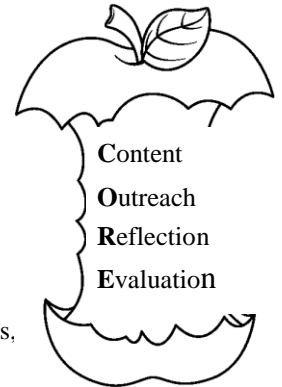
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Class Meetings: Tuesday/Thursday 8:00-9:40 **Buzzard Hall-2439**

Unit Theme: Educator as creator of effective educational environments: integrating students, subjects, societies and technologies.



Course Description: Diagnostic procedures and materials in reading for teachers in self-contained and departmentalized classrooms from kindergarten through junior high/middle school. Field-based experiences. (3-0-3)

Prerequisites & Concurrent Enrollment: ELE 3281 for Early Childhood Option; ELE 3280 for General and Middle School Options; or permission of department chair. University Teacher Education requirements apply and department requirements for enrollment must be met.

Course Purpose: The overall goal of this course is to provide future teachers with the knowledge base necessary for appropriate use of diagnostic teaching procedures and materials of reading instruction within the regular classroom, from kindergarten to junior high/middle school. Emphasis will be based on understanding how students learn to read, strategies for improving an individual student's reading achievement, and how to become an informed diagnostic-prescriptive teacher of reading. Future teachers will be made aware of factors that support student learning or place students "at risk" and some ways to manage these variables in the regular classroom.

Course Textbooks:

Rubin, D. & Oritz, M. F. (2007). *Diagnosis and improvement in reading instruction* (5th ed.). Boston: Pearson/Allyn and Bacon.

Roe, B.D. & Burns, P.C. (2011). *Informal reading inventory* (8th ed.). Boston: Houghton Mifflin.

Supplemental Materials: Class Packet

Teaching Model:

The Information-Processing Models

- ☐ Information-processing models emphasize ways of enhancing the human being's innate drive to make sense of the world by acquiring and organizing data, sensing problems and generating solutions to them, and developing concepts and language for conveying them (pp 10-13).
- ☐ **Social Models:** When we work together, we generate a collective energy called *synergy*. The social models of teaching are constructed to take advantage of this phenomenon by building learning communities. Essentially, classroom management is a matter of developing cooperative relationships in the classroom. The development of positive school cultures is a process of developing integrative and productive ways of interacting and norms that support vigorous learning activity. (pp. 13-15)

Joyce, B., Weil, M., & Calhoun, E. (2015). *Models of teaching* (9th ed.). Boston: Pearson.

Dispositions: Teacher candidates in the Department of EC/ELE/MLE will exhibit professional ethical practices, effective communication, and sensitivity to diversity, the ability to provide varied teaching practices evidenced in a supportive and encouraging environment.

Live Text Assessment and/or Practicum Requirements: For those classes with Live Text and/or Practicum- If the portfolio, practicum, and/or Live Text requirements are rated by the instructor to have been completed in less than a satisfactory manner then no more than a "D" may be earned in the class regardless of the number of points earned.

Standards

Course requirements are aligned with the following standards:

- ☐ Illinois Professional Teaching Standards (IPTS): http://www.isbe.net/PEAC/pdf/IL_prof_teaching_stds.pdf
- ☐ Eastern Illinois University Professional Dispositions <http://www.eiu.edu/clinical/forms/DispositionsforEL-Ucandidates.pdf>
- ☐ Illinois Social Emotional Learning Standards (SEL) http://www.isbe.net/ils/social_emotional/standards.htm
 - ☐ Association for Childhood Education International (ACEI): <http://www.isbe.net/rules/archive/pdfs/20ark.pdf>
 - ☐ National Association for the Education of Young Children (NAEYC): <http://www.nocate.org/Standards/ProgramStandards/Forms/tabid/676/Default.aspx>
 - ☐ Association for Middle Level Education: <http://www.amle.org/AboutAMLE/ProfessionalPreparation/AMLEStandards.aspx>

Reading Teacher Standard 1:

Knowledge Indicators - The competent reading teacher:

- 1A. knows theoretical models and philosophies of reading education and their relevance to instruction.
- 1B. knows the scope and sequences for reading instruction at all developmental levels, pre-K through grade 12.
- 1D. is aware of trends, controversies, and issues in reading education.
- 1E. understands the construction and psychometric properties of classroom reading tests, including the State assessment.
- 1F. understands, respects, and values cultural, linguistic, and ethnic diversity and knows how these differences can influence learning to read.
- 1G. understands the differences between reading skills and strategies and the role each plays in reading development.
- 1H. knows a wide range of quality literature for students.

Performance Indicators - The competent reading teacher:

- 1I. adjusts reading instruction to meet the needs of diverse learners (e.g., gifted students, students with limited English proficiency), as well as those who speak non-standard dialects.
- 1J. locates, evaluates, and uses literature for readers of all abilities and ages.
- 1K. uses various tools to estimate the readability of texts.
- 1L. uses technology to support reading and writing instruction.

Reading Teacher Standard 2:

Knowledge Indicators - The competent reading teacher:

- 2A. understands models of reading diagnosis that include students' proficiency with print conventions, word recognition and analysis, vocabulary, fluency, comprehension, self monitoring, and motivation.
- 2C. knows a wide variety of informal and formal assessments of reading, writing, spelling, and oral language.
- 2D. understands the uses and limitations of informal and formal assessments.
- 2E. is aware of a variety of individualized and group instructional interventions or programs for students with reading problems.

Performance Indicators - The competent reading teacher:

- 2G. screens classes to identify students in need of more thorough reading diagnosis.
- 2H. determines strengths and needs of individual students in the areas of reading, writing, and spelling.
- 2I. determines students' reading levels (independent, instructional, frustration).
- 2J. gathers and interprets information for diagnosis of the reading problems of individual students.
- 2L. interprets and explains diagnostic information for classroom teachers, parents, and other specialists to assist them in planning instructional programs.
- 2M. develops case study reports of students with reading problems.

Reading Teacher Standard 3:

Knowledge Indicators - The competent reading teacher:

- 3A. knows State and national educational standards that are relevant to reading education.

3B. knows exemplary programs and practices in reading education.

Reading Teacher Standard 5:

Knowledge Indicator - The competent reading teacher:

5A. is aware of and adheres to ethical standards of professional conduct in reading education.

5B. reflects on teaching practices and conducts self-evaluation.

5C. stays current with developments in reading education and literature for children and adolescents by reading professional journals and other publications and by attending professional conferences.

Outcomes specific to ELE 4880:

Teacher candidate will:

- ☐ Select, administer, score, and interpret a variety of informal assessments in reading.
- ☐ Write a case study based on a practicum student, profiling strengths and weaknesses in reading and recommending specific instructional strategies addressing the NILS/CCSS to help the individual student improve.

Course (Core) Requirements	Demonstrated Competencies	Standards
Examinations/Tests	<input type="checkbox"/> The teacher candidate will document his/her content knowledge by appropriately responding to test items that require the application of course information.	IPTS – 2A, 2E, 3G, 3M, 5A, 5G, 5H, 6A, 6H, 7A, 7C, 7D, 7F, 7I, 7R ACEI – 1.0, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1, 5.2 NAEYC – 1a, 1b, 1c, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d,, 5a, 5b, 5c, 6a, 6b, 6c, 6d, 6e AMLE B2a, B2c, SEL 1C.5b, 2B.5a, 2B.5a, 3A.5b Dispositions: EC, PEP
Mini-Case Study	<input type="checkbox"/> The teacher candidate will administer, score, and interpret a variety of informal reading assessments.	IPTS – 2A, 2E, 3D, 3G, 3M, 5A, 5G, 6A, 6H, 6I, 7A, 7D, 7E, 7G, 7J, 7K, 7M, 7Q, 9J, 9M ACEI – 1.0, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1, 5.2
	<input type="checkbox"/> The teacher candidate will compile a case study for an individual child based on the assessment data collected.	
	<input type="checkbox"/> The teacher candidate will profile the child's strengths and weaknesses in reading.	AMLE A1a, A1b, A1c, B2a, B2c, C4a, C4b, C4c,

	<input type="checkbox"/> The teacher candidate will recommend specific intervention strategies.	NAEYC – 1a, 1b, 1c, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d,, 5a, 5b, 5c, 6a, 6b, 6c, 6d, 6e SEL – 1C.1b, 2A.1b, 3C.1a Dispositions: IWS, PEP, EC, PTSL, SDE
Article Review	<input type="checkbox"/> The teacher candidate will review an article from a professional journal and compose a written review that reflects his/her ability to relate the information to the model of diagnostic/prescriptive reading presented in the course.	IPTS - 3G, 3M, 5A, 5G, 6H, ACEI – 1.0, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1, 5.2 NAEYC – 1a, 1b, 1c, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d,, 5a, 5b, 5c, 6a, 6b, 6c, 6d, 6e AMLE d5a, D5d SEL – 1C.5b, 2b.5a, 3B.5b Dispositions: EC, PEP, SDE
Class Participation	<input type="checkbox"/> The teacher candidate will exhibit effective communication skills, conduct him/herself in a professional manner and engage in positive peer interactions that contribute to a supportive and encouraging learning environment.	IPTS – 3G, 3M, 5B,5C, 5E, 5F, 5G, 9H ACEI – 1.0, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1, 5.2 NAEYC – 1a, 1b, 1c, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d,, 5a, 5b, 5c, 6a, 6b, 6c, 6d, 6e AMLE D5a, D5d SEL – 1C.5b, 2B.5a, 2C.5a, 3A.5b Dispositions: EC, PEP, IWS, SDE

Course (Core) Requirements	Brief Description	Points/Due Date	Approximate Weight
Examinations/Tests	Two tests consisting of multiple item types (e.g., multiple choice, true/false, short answer, and essay) will be administered to assess understanding of course content. The tests treat reading assignments, class activities, lecture content and audio-visuals materials used.	Midterm Exam -Tuesday, March 2, 2017 Final Exam -Monday May 1, 2017 8:00-10:00 am 150 points	40 %
Mini-Case Study	The mini-case study is a profile of an individual student's literacy development. The case study contains an analysis and interpretation of the qualitative and quantitative data collected using informal assessment devices (e.g., an informal reading inventory). The written report will include intervention strategies addressing the NCLS/CCSS.	100 points March 21, 2017. You may drop your case study off from 8:30- 4:30 p.m. You are to submit an electronic copy on D2L as well as a hardcopy to ensure your base is covered.	minimum of 20% 30%
Article Review	The article must have been published in a professional reading journal (e.g., <i>The Reading Teacher</i> , <i>Journal of Adolescent and Adult Literacy</i> or the <i>Illinois Reading Council Journal</i>) and the topic should relate to diagnostic/ prescriptive reading instruction. The typed review is to include the author(s) key points, their application to the course content and the student's critical evaluation of the information.	30 points	10 %
Class Participation	Class attendance and participation are expected in the course. The teacher candidate will be present during class meetings, contribute to discussions, actively engage in projects/activities, and support his/her peers in the learning process.	daily	10%

Optional assignments/projects	<p>Other items/adjustments of percentages at teacher discretion and/or student need. Optional assignments/projects will address the NILS/CCSS.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Technology Project (e.g., Reading Website Exploration) <input type="checkbox"/> Language Experience Project <input type="checkbox"/> Book Talks (e.g., Award Winning, Historical and/or Multicultural Books) <input type="checkbox"/> Current Events <input type="checkbox"/> Plan for Differentiated Instruction (i.e., a week in length) <input type="checkbox"/> Pertinent Readings/Video 	<p>100 points</p> <p>Book-Talks-Diverse books and cultural experiences</p> <p>NILS, Current events, and Community Reading Outreach(TBA)</p>	10%
<p>Graduate Student: Students receiving graduate credit must meet graduate level requirements for this class. An expanded assignment/additional assignment is required in order to receive graduate credit in this course. One option would be to expand the mini-case study by completing <u>two</u> additional assessments and <u>two</u> additional recommendations for instruction. The nature of this assignment may vary and will be determined after consultation between the individual student and the instructor.</p>			To be determined

NOTE: Rubrics and samples will be provided on D2L
Your case study and all evidence must be turned in on time. No exceptions.
There will be absolutely NO revisions so please be sure to turn in your BEST work.

Evaluation: Evaluation of student progress will be on the basis of written examinations, course assignments, class contributions and the completion of the case study.

Instructor's Policies for the Course as Appropriate (attendance, late assignments, etc.)

Grading Scale: A 100-93%, B 92%-84%, C 83%-75%, D 74%-66%, F 65% and below.

Early Childhood, Elementary, & Middle Level Education
ELE 4880 Diagnostic Reading
Spring, 2017 Detailed Course Outline

NOTE: Modifications to the course outline is left to the instructor of record for the enhancement of all students.

***=recommendations for completing the one on one work case study with your student to allow adequate time to analyze the data and write your analysis.**

IC=In class assignments

HW= Homework assignment

Week 1

January 10, 2017 (Tues)

[In Class\(IC\):](#)

1. Introductory activity
2. Course Syllabus and Outline
 - a. What is reading?
 - b. Reading activity

Homework (HW):

Read Chapter 1-p.1-15: Understanding A Diagnostic Approach To Assessing and Teaching Reading([Orpitz & Erikson](#))

Work on Bio Cube

January 12, 2017 (Thurs)

[In Class\(IC\):](#)

1. Review Chapter 1: Understanding a Diagnostic Approach To Assessing and Teaching Reading.
 - a. An overview of the Reading Process ...Top – Down Model of Reading (Smith, 2012)
 - b. Model of Diagnostic-Prescriptive Teaching

Homework (HW):

1. Read Chapter 2-p.16-27: Factors that Affect Reading Performance ([Orpitz & Erikson](#))

HW: Recommendations

1. Read pages 1-5 Informal Assessment Table (Course packet)
2. Begin perusing the library for a peer review/scholarly reading article
3. Review the sample journal articles and handouts

Week 2

January 17, 2017 (Tues)

[In Class\(IC\):](#)

1. Review Chapter 2-p.16-27:Factors that Affect Reading Performance ([Orpitz & Erikson](#))

Homework (HW):

1. Read Chapter 3 p.28-56- Classroom Assessment ([Orpitz & Erikson](#))
Choose an interest inventory of choice from your course packet(pg. 6-14)

HW: Recommendations

1. Begin perusing the library for a peer review/scholarly reading article
2. Review the sample journal articles and handouts on D2L

January 19, 2017 (Thurs)

[In Class\(IC\):](#)

1. Review Chapter 3: p. 28-56-Classroom Assessment([Orpitz & Erikson](#))

2. Review Section One (Roe/Burns: Reading Inventory)
3. Article Review Expectation and Sample

Homework (HW):

1. Read Chapter 4: Oral Reading Assessment p. 57-91(Orpitz & Erikson)
2. *Read Reading Levels pg. 15-18 (Course packet)
3. *Review Running Records pg. 65-92 (Course packet)

HW: Recommendations

1. Begin perusing the library for a peer review/scholarly reading article
2. Review the sample journal articles and handouts on D2L

Week 3

January 24, 2017 (Tues)

In Class(IC):

1. Review Chapter 4: p. 57-91 Oral Reading Assessment (Orpitz & Erikson)
2. Review Running Records pg. 65-92 (Course packet)

Homework (HW)

3. Review Placement Word Lists

HW: Recommendations

1. Begin perusing the library for a peer review/scholarly reading article
2. Review the sample journal articles and handouts on D2L

January 26, 2017 (Thurs)

In Class(IC):

Library Visit-Literature Review Searches

Homework (HW)

1. Review Journal Article Score Sheet on D2L
2. Write Literature Review and upload to D2L along with pdf of article
3. Read Chapter Chapters 5-Commercial Tests p. 80-92 and Chapter 6-Teaching with a Diagnostic Mindset (pg. 93-107)

Week 4

January 31, 2017 (Tues) **Journal Articles Due and Child's Information Due**

In Class(IC):

6. **Reflective Practitioners: Journal Sharing**
4. Review: Chapters 5-Commercial Tests p. 80-92 and Chapter 6-Teaching with a Diagnostic Mindset (pg. 93-107)Orpitz & Erikson)

Homework (HW)

1. Read Chapter 7-p.108-129-Teaching With Texts

HW: Recommendations:

***Setting 1: Recommendation to begin give Interest Inventory**

February 2, 2017 (Thurs)

In Class(IC):

Reflective Practitioners: Journal Sharing

***Begin writing Part I & Part IIA of Case Study**

8. Review Chapter 7-p.108-129-Teaching With Texts
9. Answer any questions about placement word lists

Homework (HW)

1. Read Chapter 8-p.130-167-Early Literacy(Orpitz & Erikson)

2. Read Concepts to Print p.25-28 (Course packet)

HW: Recommendations

1. Read Word Attack Strategies p.19-24

Week 5

February 7, 2017 (Tues)

In Class(IC):**Reflective Practitioners: Journal Sharing**

10. Review Chapter 8: Emergent Literacy p. 130-167(Orpitz & Erikson)
11. Review Concepts of Print
12. Review Spelling
13. Review Sight Words

Homework (HW)

1. Read Chapter 9 Comprehension p. 168-211

HW: Recommendations

1. Burns & Roe Sections Part I p.1-12) Levels of Reading
2. Cloze Procedure p. 129-135

***Setting 2: Recommendation to begin give Graded Word List**

February 9, 2017 (Thurs)

Reflective Practitioners: Journal Sharing***Begin writing Part IIB Graded Word List of Case Study**In Class(IC):

1. Review Ch. 9-Comprehension p. 168-211(Orpitz & Erikson)
2. Review a Cloze Procedure p. 129-135
3. Review Reading Comprehension Strategies

Homework (HW)

1. Write 3 Comprehension Strategies to enhance reading. Write a paragraph on how to use each suggested strategy you propose.

HW: Recommendations

1. Read pages 25-29 (Course packet)
2. Read Chapter 10-Vocabulary p. 212-243

Week 6

February 14, 2017 (Tues)

Reflective Practitioners: Journal SharingIn Class(IC):

1. Share Comprehension Strategies
2. Discuss Ch.10-Vocabulary p. 212-243(Orpitz & Erikson)
3. Review Vocabulary Strategies

Homework (HW)***Setting 3: Graded Passages (Oral/Silent Reading Passages) p. 73-108 Roe/Burns)****Begin Graded Passages (Oral/Silent)****Graded Passages Form A pg. 73-88****Graded Passages Form B pg. 109-124****Graded Passages Form C pg. 145-160**

February 16, 2017(Thurs)

1. **Write Vocabulary Strategies to enhance reading.** Write a paragraph on how to use each suggested strategy you propose.

HW: Recommendations

1. Read Spelling p. 29-37 (Course packet)
2. Sight Words p.38-42 (Course packet)

Week 7

February 21, 2017(Tues)

***Begin writing Part IIC Oral and Silent Reading Passages of Case Study**

Graded Passages (Oral/Silent)

Graded Passages Form A pg. 73-88

Graded Passages Form B pg. 109-124

Graded Passages Form C pg. 145-160

In Class(IC):

1. Chapter 11-Phonics pg. 244-270

Homework (HW)

14. Read Chapter 12 Fluency pg.271-288
15. Readers Theatre and Fluency Activities Assignment

February 23, 2017(Thurs)

***Setting 4: Listening Comprehension and Cloze Passage**

In Class(IC):

1. Review Chapter 12 Fluency pg.271-288
2. Share Fluency Activities

Week 8

February 28, 2017(Tues) Review for Mid-term exam

March 2, 2017 (Thurs) **MID-TERM EXAM**

Week 9

March 7, 2017(Tues)

Write Part IID, Listening Comprehension, Close or Monster of the Case Study

IC: Putting it all together p. 320-325(Orpitz & Erikson)

*** Analyze ALL data**

March 9, 2017(Thurs)

IC: Putting it all together p. 320-325(Orpitz & Erikson)

Begin Graded Passages (Oral/Silent)

Graded Passages Form A pg. 73-88

Graded Passages Form B pg. 109-124

Graded Passages Form C pg. 145-160

*** Finalize analysis and include recommended strategies for parents.**

Week 10

March 14, 2017(Tues) **SPRING BREAK**

March 16, 2017(Thurs) **SPRING BREAK**

Week 11 **CASE STUDY DUE on March 21st BY 4:30 p.m.**

March 21, 2017(Tues)Practicum

March 23, 2017(Thurs)Practicum

Week 12

March 28, 2017(Tues)Practicum

March 30, 2017(Thurs)Practicum

Week 13

April 4, 2017(Tues)Practicum

April 6, 2017(Thurs)Practicum

Week 14

April 11, 2017(Tues)Practicum

April 13, 2017(Thurs)Practicum

Week 15

April 18, 2017(Tues)Practicum

April 20, 2017(Thurs)Practicum

Week 16

April 25, 2017(Tues) Return Case Studies and Review

April 27, 2017(Thurs) Return to Case Study to Parents

Final Exam: May 1, 2017-8:00-10:00