Instructor: Helen Wood  
Office: Room 1331, BB in Reading Center  
Email: hmwood@eiu.edu  
Office Hours: 9:45-11:30 on M & W 12:45-1:45 on T-R or by appointment  
Class Meetings: M & W BB, Room 2440  8:00-9:40

Unit Theme: Educator as creator of effective educational environments: integrating students, subjects, strategies, 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:  


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.

The Social Family Models: Building the Learning Community
- When we work together, we generate a collective energy that we call 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.


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 Requirement: For those classes with Live Text or Practicum- If the portfolio 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 and Demonstrated Competencies are aligned with the following Standards:
- Illinois Core Technology Standards (ICTS): http://www.isbe.net/profprep/standards.htm
- Association for Childhood Education International (ACEI): http://ncate.org/ProgramStandards/ACEI/ACEIstandards.doc

Reading Teacher Standard 1:  
Knowledge Indicators - The competent reading teacher:

Revised Spring, 2009
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:

Students will be able to:

- 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 to help the individual student improve.

<table>
<thead>
<tr>
<th>Course (Core) Requirements</th>
<th>Demonstrated Competencies</th>
<th>Standards</th>
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<tbody>
<tr>
<td>Examinations/Tests</td>
<td>The student will document his/her content knowledge by appropriately responding to test items that require the application of course information.</td>
<td>IPTS – 1, 2, 3, 4, 6, 7, 8 ICTS – 2, 8 ICLAS – 1, 2, 3 ACEI – 1.0, 2.1, 2.8, 3.2, 3.3, 3.5, 4.0 NAEYC – 1, 2, 3, 4 Dispositions: EC, PEP</td>
</tr>
</tbody>
</table>
### Mini-Case Study
- The student will administer, score, and interpret a variety of informal reading assessments.
- The student will compile a case study for an individual child based on the assessment data collected.
- The student will profile the child’s strengths and weaknesses in reading.
- The student will recommend specific intervention strategies.

**IPTS** – 1, 2, 3, 4, 6, 7, 8, 9, 10, 11
**ICTS** – 2, 3, 5, 6, 8
**ICLAS** – 1, 2, 3
**ACEI** – 1.0, 2.1, 2.8, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1, 5.2, 5.3, 5.4
**NAEYC** – 1, 2, 3, 4, 5

Dispositions: IWS, PEP, EC, PTSL, SDE

### Article Review
- The student 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** – 1, 2, 3, 4, 6, 7, 10
**ICTS** – 2, 6, 8
**ICLAS** – 1, 2, 3
**ACEI** – 1.0, 2.1, 2.8, 3.2, 3.3, 3.5, 5.2
**NAEYC** – 1, 2, 3, 4

Dispositions: EC, PEP, SDE

### Class Participation
- The student 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** – 1, 2, 3, 7, 9, 10, 11
**ICTS** – 2, 6
**ICLAS** – 1, 2, 3
**ACEI** – 1.0, 2.1, 3.2, 5.1, 5.2, 5.4
**NAEYC** – 5

Dispositions: EC, PEP, IWS, SDE

### Course (Core) Requirements

<table>
<thead>
<tr>
<th>Brief Description</th>
<th>Points/Due Date</th>
<th>Approximate Weight</th>
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<tbody>
<tr>
<td>Examinations/Tests Two tests consisting of multiple item types (e.g., multiple choice, true/false, short answer, and essay) will be administered to assess student understanding of course content. The tests treat reading assignments, class activities, lecture content and audio-visuals materials used.</td>
<td>50 %</td>
<td></td>
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<tr>
<td>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).</td>
<td>minimum of 20%</td>
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<tr>
<td>Article Review The article must have been published in a professional reading journal (e.g., <em>The Reading Teacher, Journal of Adolescent and Adult Literacy</em> or the <em>Illinois Reading Council Journal</em>) 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.</td>
<td>10 %</td>
<td></td>
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<tr>
<td>Class Participation Class attendance and participation are expected in the course. The student will be present during class meetings, contribute</td>
<td>5-10%</td>
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</table>
to discussions, actively engage in projects/activities, and support his/her peers in the learning process.

Optional assignments/projects

Other items/adjustments of percentages at teacher discretion and/or student need.
- Technology Project (e.g., Reading Website Exploration)
- Language Experience Project
- Book Talks (e.g., Award Winning, Historical and/or Multicultural Books)
- Current Events
- Plan for Differentiated Instruction (i.e., a week in length)

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

Grading Scale: A=100-92%; B=91-83%; C=82-74%; D=73-65%; F=below 65%

COURSE REQUIREMENTS:

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
<th>Date Due</th>
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</thead>
<tbody>
<tr>
<td>Current Event Presentations</td>
<td>5</td>
<td>Sept. 2</td>
</tr>
<tr>
<td>Technology Project:</td>
<td>15</td>
<td>Sept. 9</td>
</tr>
<tr>
<td>Professional Reading Journal Article Review</td>
<td>50</td>
<td>Sept. 16</td>
</tr>
<tr>
<td>Language Experience Manuscript/Final Project</td>
<td>20</td>
<td>Sept. 21 &amp; 30</td>
</tr>
<tr>
<td>Test # 1</td>
<td>125</td>
<td>Oct. 5</td>
</tr>
<tr>
<td>Children’s Books</td>
<td>15</td>
<td>Nov. 9, 16, 30</td>
</tr>
<tr>
<td>Mini-Case Study</td>
<td>100</td>
<td>Nov. 11</td>
</tr>
<tr>
<td>Participation</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>Final Test</td>
<td>125</td>
<td>Thurs, Dec. 17 8:00-10:00</td>
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</tbody>
</table>

*Detailed schedule and instructions for course assignments will be distributed later.

LATE ASSIGNMENTS: Assignments will not be accepted late unless prior approval by teacher. (One point will be deducted for each class day for which the assignment is late). Rubrics will be given and explained BEFORE the assignment is due. All late assignments must be submitted by the last day of class for the semester. The instructor reserves the right to make changes in the syllabus upon notification of the change to all students in the course.

PROFESSIONALISM is expected. Attendance is very important. Remember: you are going to be a classroom teacher, and teachers are expected to be in their classrooms each day. If you are unable to attend class, please send assignments with a classmate, have them take notes for you and pick up hand-outs. Good grammar, mechanics, spelling and correct sentence structure is expected in any written work. Points will be deducted for each infraction. Classroom teachers are responsible for all the correspondence leaving their classroom, so mastery of the English language is important.

COURSE OUTLINE

I. Teaching Reading (one week)
   A. An overview of the Reading Process
   B. Model of Diagnostic-Prescriptive Teaching

II. Assessment (four weeks)
   A. Levels of Reading Comprehension
      1. Independent
      2. Instructional
      3. Frustration
      4. Potential
   B. Emergent Literacy
      1. Phonemic Awareness
      2. Concepts of Print
   C. Formal vs. Informal Assessment
   D. Assessment Devices
      1. Informal Procedures
         a. Word lists
         b. Informal Reading Inventories (IRI)
         c. Observations/anecdotal records

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d. Basal tests  
e. Cloze procedure  
f. Phonics inventories  
g. Interest Inventories  
h. Miscue analysis  
i. Diagnostic spelling tests  
j. Oral & written language samples

2. Standardized Tests/Formal Assessments  
a. Norm-referenced/Achievement  
b. Diagnostic  
c. Criterion-referenced

III. Organizing for Instruction  
A. Decision-Making for Effective Instruction  
   1. Using Assessment Information in Lesson  
   2. Development/Planning  
   3. Grouping Purposes and Practices  
   4. Individualizing for Special Needs  
      a. Factors that Support Student Learning  
      b. Factors that Place Students “At Risk”  
      c. Teaching Non-English Speaking Students  
      d. Making Referrals  
         i. Writing IEP’s  
         ii. Implementation

B. Intervention Strategies  
   1. Effective Word Identification  
      a. Sight words  
      b. Phonics  
      c. Structural analysis  
      d. Contextual analysis
   2. Building Fluency  
      a. Echo reading  
      b. Choral reading  
      c. Readers theater
   3. Enhancing Comprehension  
      a. Text Structure  
         i. Narrative (Story Grammar)  
         ii. Expository (Descriptive, Temporal Sequence, Cause/Effect, Compare/Contrast)  
      b. Comprehension Strategies  
         i. Story Mapping  
         ii. K-W-L  
         iii. DRTA  
         iv. Think-Alouds  
         v. Question-Answer Relationships (QAR)  
         vi. Graphic/Semantic Organizers  
         vii. Metacognition  
         viii. Connections  
         ix. Visual Imagery  
   4. Vocabulary (meaning) Development
   5. Content Area Reading Study Skills  
      a. Locating Information  
         i. i. Notetaking  
         ii. Outlining  
         iii. Summarizing  
      b. Visual Aids (e.g., Graphs & Charts)  
      c. Reference Skills (e.g., Dictionary)  
      d. Factors Affecting Difficulty of Textbooks  
      e. Strategies for integrating language arts across the curriculum

IV. Instructional Materials for Reading  
A. Published Programs  
B. Trade Books  
C. Instructional Games (Including Manipulatives)  
D. Technological Applications

V. Motivating Pupils/Promoting Reading  
   (one week)
A. Reading to Students
B. Reinforcing Student Interests
C. Incentive Programs
D. Opportunities to Establish a Personal Library

VI. Communicating Student Progress (two weeks)
A. Record-Keeping Systems
B. Classroom Case Study
C. Sample Letter to Parents

ELE 4880 Suggested Reading
* Denotes Knowledge Base References

TOPIC: Teaching Reading


TOPIC: Assessment Procedures


Revised Spring, 2009


**TOPIC:** Organizing for Instruction


Cunningham, P. (2006). What if they can say the words but don’t know what they mean? Reading Teacher, 59 (7), 708-711.


**TOPIC: Content Area Reading**


**TOPIC: Instructional Materials**


Revised Spring, 2009


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Students with Disabilities: If you have a documented disability and wish to discuss academic accommodations, please contact the Office of Disability Services at 581-6583.
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