Instructor: Denise E. Reid
Location & Time: BB2160 T & TH 1-2:40 p.m.
Office: BB2211
Office Hours: Monday & Wednesday 8:30-9:30 a.m.
          Tuesday & Thursday 3:00-4:00 p.m.
Telephone: Office (217) 581-7891/Cell (217) 549-3633
E-mail address: dereid@eiu.edu
Web Site: http://www.ux1.eiu.edu/~dereid

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](http://www.isbe.net/profprep/standards.htm)
- Association for Childhood Education International (ACEI): [http://ncate.org/ProgramStandards/ACEI/ACEIstandards.doc](http://ncate.org/ProgramStandards/ACEI/ACEIstandards.doc)

**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:
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>
</tr>
</thead>
<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&lt;br&gt;ICTS – 2, 8&lt;br&gt;ICLAS – 1, 2, 3&lt;br&gt;ACEI – 1.0, 2.1, 2.8, 3.2, 3.3, 3.5, 4.0&lt;br&gt;NAEYC – 1, 2, 3, 4&lt;br&gt;Dispositions: EC, PEP</td>
</tr>
<tr>
<td>Mini-Case Study</td>
<td>• The student will administer, score, and interpret a variety of informal reading assessments.</td>
<td>IPTS – 1, 2, 3, 4, 6, 7, 8, 9,10, 11&lt;br&gt;ICTS – 2, 3, 5, 6, 8&lt;br&gt;ICLAS – 1, 2, 3&lt;br&gt;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&lt;br&gt;NAEYC – 1, 2, 3, 4, 5</td>
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<tr>
<td></td>
<td>• The student will compile a case study for an individual child based on the assessment data collected.</td>
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<tr>
<td></td>
<td>• The student will profile the child’s strengths and weaknesses in reading.</td>
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</table>
- The student will recommend specific intervention strategies.

**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.

**Dispositions:**
- 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

### 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.

**Dispositions:**
- EC, PEP, IWS, SDE

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<table>
<thead>
<tr>
<th>Course (Core) Requirements</th>
<th>Brief Description</th>
<th>Points/Due Date</th>
<th>Approximate Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examinations/Tests</td>
<td>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></td>
<td>50 %</td>
</tr>
<tr>
<td>Mini-Case Study</td>
<td>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></td>
<td>minimum of 20%</td>
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<tr>
<td>Article Review</td>
<td>The article must have been published in a professional reading journal (e.g., <em>The Reading Teacher</em>, <em>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></td>
<td>10 %</td>
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</tbody>
</table>
Class Participation

Class attendance and participation are expected in the course. The student will be present during class meetings, contribute 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)
- Integrated Learning Project (Complete alternative assessments with elementary student(s), interpret data, and plan lesson.)

Course 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%

A. Participation: Class attendance and participation are expected in the course. Participation includes the following: being in class on time (3-5 minutes early), looking at those who are speaking, working cooperatively with group members, being prepared for class, and being actively involved in labs and discussions. This also means that your cell phones are turned off. If an emergency arises please notify the instructor if you are unable to attend class by leaving a message on voice mail or e-mail. Five points will be deducted for each unexcused class absence.

B. Examinations: Two tests consisting primarily of objective items with a few short essay questions will be administered to assess student understanding of course content. These tests include one which is scheduled during the semester and a final exam given at the scheduled time for finals. The final will not be comprehensive. The tests treat text assignments, class activities, lectures and audio-visual materials used. (Each exam is worth 100 points.)

C. Assignments: Specific guidelines for the written assignments/projects will be provided as the semester progresses.

COURSE ASSIGNMENTS

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Total # of Points</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Participation</td>
<td>30 points</td>
<td></td>
</tr>
<tr>
<td>Article Review 1*</td>
<td>15 points</td>
<td>September 10, 2009</td>
</tr>
<tr>
<td>Article Review 2*</td>
<td>15 points</td>
<td>October 1, 2009</td>
</tr>
<tr>
<td>Midterm</td>
<td>100 points</td>
<td>October 6, 2009</td>
</tr>
<tr>
<td>Integrated Learning Project</td>
<td>75 points</td>
<td>TBA</td>
</tr>
<tr>
<td>Case Study</td>
<td>80 points</td>
<td>December 26, 2009</td>
</tr>
<tr>
<td>Final</td>
<td>100 points</td>
<td>December 17, 2009 12:30-2:30 p.m.</td>
</tr>
</tbody>
</table>

*Article Review Guidelines: Please adhere to the guidelines listed below. The abstract should be 1 to 2 pages in length with one-inch margins.
1. The paper must be typed.
2. Check spelling, grammar, and sentence construction. Papers with multiple spelling, punctuation, or grammatical errors will be returned prior to evaluation for revisions.

3. Use the APA standards for citations and the reference list.

4. Criteria to follow:
   - **Summary**: (3 pts.) Clearly describe the main points of the article.
   - **Reaction**: (3 pts.) What is your reaction to the main ideas?
   - **Implications/Implementation**: (3 pts.) Exactly how would you implement the main ideas of the article in your teaching or what implications does the article have for educators. Explain what you learned from this article and describe what you would do.
   - **Language and Mechanics**: (3 pts.)
   - **Copy of Article**: (3 pts.) Include a copy of article with important concepts highlighted and notes written in the margins.

D. Special Accommodations: If you have a documented disability and wish to receive academic accommodations or services, please contact the Office of Disability Services at 581-6583.

### COURSE OUTLINE

**ELE 4880-Diagnostic-Prescriptive Reading Instruction Course Outline**

I. Teaching Reading (One Week)  
   A. An Overview of the Reading Process  
   B. Model of Diagnostic-Prescriptive Teaching  
      2. Standardized Tests/Formal Assessments  
         a. Norm-referenced/Achievement  
         b. Diagnostic  
         c. Criterion-Referenced

III. Organizing for Instruction (Four Weeks)  
   A. Decision-Making for Effective Instruction  
      1. Using Assessment Information in Lesson Development/Planning  
      2. Grouping Purposes and Practices  
      3. 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 (Writing IEP’s, 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 (Narrative-Story Grammar; Expository-Descriptive, Temporal Sequence, Cause/Effect, Compare/Contrast)  
         b. Comprehension Strategies (Story Mapping; K-W-L: DRTA; Think-Alouds; QAR-Question Answer Relationships; Graphic/Semantic Organizers; Metacognition; Connections; Visual Imagery)

   4. Vocabulary (Meaning) Development  
   5. Content Area Reading/Study Skills
a. Locating Information (Note taking; outlining; summarizing)
b. Visual Aids (e.g., Graphs & Charts)
c. Reference Skills (e.g., Dictionary)
d. Factors Affecting Difficulty of Textbooks (Readability)
e. Strategies for Integrating the language across the curriculum

IV. Instructional Materials for Reading (Three Weeks)
   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 Interest
   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


**TOPIC:** Organizing for Instruction


**TOPIC**: Content Area Reading


**TOPIC**: Instructional Materials


Please turn your cell phone off!