Early Childhood, Elementary and Middle Level Education Department
ELE 4880-006: Diagnostic – Prescriptive Reading Instruction
Fall 2009

Instructor: Jacquelynne Brosam
Office: BB1324
Email: jkbrosam@eiu.edu
Office Hours: Mon. and Wed. 12:00-1:30p.m., Tues. 6:00-7:00p.m., or by appointment
Phone: office 217-581-8480, cell 812-240-0643, home 765-828-0093
Class Meetings: BB1302 Mon. and Wed. 8:00-9:40a.m. (no class meetings during practicum)

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
- Illinois Core Language Arts Standards (ILCAS): http://www.isbe.net/profprep/standards.htm
- Association for Childhood Education International (ACEI): http://ncate.org/ProgramStandards/ACEI/ACEIstandards.doc

Revised Spring, 2009
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. 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>
</table>
| Examinations/Tests | • The student will document his/her content knowledge by appropriately responding to test items that require the application of course information. | 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 |

Revised Spring, 2009
| **Mini-Case Study** | The student will administer, score, and interpret a variety of informal reading assessments. | 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 |
| 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. |  |

| **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 – 5  
Dispositions: EC, PEP, SDE |
| 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. |  |

| **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 |

<table>
<thead>
<tr>
<th><strong>Course (Core) Requirements</strong></th>
<th><strong>Brief Description</strong></th>
<th><strong>Points/Due Date</strong></th>
<th><strong>Approximate Weight</strong></th>
</tr>
</thead>
</table>
| 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. | 2 @ 100 pts. each  
= 200 pts.  
*midterm  8/15/09  
*final 12/17/09 | 50 % |
| 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). *see attached sheet for detailed description | 100 pts.  
11/30/09 | 25% |
| Article Review | The article must have been published in a professional reading journal (e.g., *The Reading Teacher*, *Journal of Adolescent and Adult Literacy* or the *Illinois Reading Council Journal*) 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. *see attached sheet for detailed description | 40 pts.  
8/23/09 | 10 % |
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.

<table>
<thead>
<tr>
<th>Class Participation</th>
<th>Optional assignments/projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Other items/adjustments of percentages at teacher discretion and/or student need.</td>
</tr>
<tr>
<td>20 pts.</td>
<td>40 pts.</td>
</tr>
<tr>
<td>5%</td>
<td>10%</td>
</tr>
</tbody>
</table>

Optional assignments/projects

- 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)

*see attached sheet for detailed description*

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% (Total points = 400)

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
         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 (four weeks)
   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

Revised Spring, 2009
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 (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 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

Revised Spring, 2009
**TOPIC: Teaching Reading**


**TOPIC: Assessment Procedures**


**TOPIC:** Organizing for Instruction


Revised Spring, 2009


**TOPIC**: Content Area Reading


**TOPIC**: Instructional Materials


*****************************************************************************

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.

*****************************************************************************
Test Analysis/Mini-Case Study

1. Five assessments must be administered after explanation in class or individual explanation by the instructor:

   **Interest Inventory/Attitude Assessment**—select only one
   - Interest Inventory
   - Projective Technique

   **Roe & Burns Graded Word Lists**

   **Roe & Burns Informal Reading Inventory**—includes multiple components
   - Oral Reading of Graded Passages
   - Listening Potential of Graded Passages

   **Writing Assessment**—a prompt should be given. “What is your favorite thing to do and who do you do it with?” or “What is your favorite sports team and why?” or your choice.
   - Writing Sample—use unlined paper, if possible

   **Reading Fluency and Comprehension**
   - 3 Minute Assessment

2. The Informal Reading Inventory consists of multiple components—graded word lists, oral reading, silent reading, and listening comprehension—but only components **assigned** must be administered.

3. Find an age appropriate subject for the assessments. It is necessary to have the same subject do all of the tests. DO NOT use your own child or younger siblings as testing subjects.

4. The purpose of this assignment is to provide you with **practice** in administering, scoring, and interpreting a variety of reading assessments. Professional ethics must be exercised at all times. Assessments should be given according to the instructions in an environment conducive to test taking and free from distractions. All materials and results should be restricted for use in this course. Do not share detailed results of the testing or scoring with parents or other individuals.

5. **The 3-Minute Assessment** will need to be signed out from the instructor in the Reading Center. Do not give another student the materials you have checked out. Respect all copyright laws.

6. Use the summary format outlined below to concisely analyze the information obtained during testing. Submit all data/scoring sheets or other relevant testing materials attached to the **Summary of Results** page.

7. The case study must be written professionally (third person/the examiner and the student or student’s name—no pronouns.)
Summary Format for Assessments of Mini-Case Study

Mini-case study (cover sheet)
Examiner's Name: Examinee's Name:
Age: Grade:

General Background Information: (school information and description of student)

Mini-case study Assessments
Name of Assessment:
✓ Level and form
✓ Author(s)
✓ Copyright date (if available)

Date of Assessment:

Description of Assessment:
✓ Purpose

Explain the procedures:

Description of Student’s behaviors: (general observations as they impact testing results—fatigue, anxiety, frustration, etc.)

Summary of Data Collected:
○ Quantitative—numerical data/report in list, graph or table format, if possible
  Miscalled letters or words are represented as follows:
  miscalled letter or word / correct word
  For example: g/j b/d i/l when/went I'll/I will run/ran
  ○ Qualitative—report in narrative (paragraph) form
  For example: Student was able to.... Student was unable to... Give specific examples in the interpretation.

Mini-case study conclusions (final page)
Summary of Results: What are the student’s strengths? What are the weaknesses? (include patterns of behaviors and cite examples from individual interpretations of each assessment.) Attach assessment data/scoring sheets and work samples.
<table>
<thead>
<tr>
<th>Assessments</th>
<th>Description of The Assessment Tool</th>
<th>Testing Impact And Behavior</th>
<th>Summary of the Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interest Inventory</strong></td>
<td>Assessment description +1</td>
<td>Description/Observations of student behavior +1</td>
<td>Summary of Data Collected +6</td>
</tr>
<tr>
<td>(10 points)</td>
<td>Procedure explanation +2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Word Lists</strong></td>
<td>Assessment description +1</td>
<td>Description/Observations of student behavior +1</td>
<td>Summary of Data Collected:</td>
</tr>
<tr>
<td>(20 points)</td>
<td>Procedure explanation +2</td>
<td></td>
<td>1.) Quantitative +4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2.) Qualitative +4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3.) Miscues &amp; patterns noted +4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4.) Placement Level +4</td>
</tr>
<tr>
<td><strong>IRI Passages Oral Reading</strong></td>
<td>Assessment description +1</td>
<td>Description/Observations of student behavior +1</td>
<td>Summary of Data Collected:</td>
</tr>
<tr>
<td>(20 points)</td>
<td>Procedure explanation +4</td>
<td></td>
<td>1.) Quantitative +4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2.) Qualitative +4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3.) Miscues &amp; patterns noted +4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4.) Reading Levels</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o Independent +2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o Instructional +2</td>
</tr>
<tr>
<td><strong>IRI Passages Listening</strong></td>
<td>Assessment description +1</td>
<td>Description/Observations of student behavior +1</td>
<td>Summary of Data Collected:</td>
</tr>
<tr>
<td>Potential**</td>
<td>Procedure explanation +1</td>
<td></td>
<td>1.) Quantitative +2</td>
</tr>
<tr>
<td>(10 points)</td>
<td></td>
<td></td>
<td>2.) Qualitative +2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3.) Inferences regarding comprehension +2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4.) Potential Level +1</td>
</tr>
<tr>
<td><strong>Writing Sample</strong></td>
<td>Assessment description +1</td>
<td>Description/Observations of student behavior +1</td>
<td>Summary of Data Collected:</td>
</tr>
<tr>
<td>(20 points)</td>
<td>Procedure explanation +2</td>
<td></td>
<td>1.) Letter formation +3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2.) Spelling +3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3.) Sentence structure +3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4.) Sample errors +3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5.) Patterns noted +4</td>
</tr>
<tr>
<td><strong>3-Minute Assessment</strong></td>
<td>Assessment description +1</td>
<td>Description/Observations of student behavior +1</td>
<td>Summary of Data Collected:</td>
</tr>
<tr>
<td>(20 points)</td>
<td>Procedure explanation +2</td>
<td></td>
<td>1.) Word Recognition Accuracy +3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2.) Fluency/Autom. +3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3.) Fluency Scale Total +3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4.) Comprehension +3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5.) Inferences regarding reading ability +4</td>
</tr>
</tbody>
</table>
Abstracts

1. Carefully select one recent article from scholarly journals pertaining to reading difficulties, diagnosis, assessment, or intervention programs.

2. Write at least a two-page (double-spaced) summary divided into the following headings:
   a. Citation: APA citation at the top of page 1.
   b. Summary: succinct summary of article contents
   c. Important Ideas: identify the significant ideas
   d. Personal Connection: how does the information presented relates to the reader/any prior knowledge?
   e. Application: explain how the article could or should be applied in the school setting

The summary should be a formally-written, proofed paper representative of Block II-level work. (third person)

3. Submit a copy of the article behind your abstract. Please staple pages together—No loose papers will be accepted.

Book Talk

1. Select one book to present during class. Your choice should be an award winner, favorite author, multicultural, or thematically related book.

2. Prepare a slide presentation to share in class—minimum of eight slides.

3. Include the following: book title, author, publication date, reading/grade level, plans for using the book (read aloud, thematic unit, author study, etc.), and at least two activities to accompany the book.

4. Sign up to present your selected book on one of the specified dates. To avoid duplication, check to see that no one else has chosen your book.

My date to present the Book Talk/Power Point Presentation is __________________.