ELE 4880: Diagnostic – Prescriptive Reading Instruction

**Instructors:** Nunn, Reven, Croy

**Catalog Description:** Diagnostic procedures and materials in reading for teachers in self-contained and departmentalized classrooms from kindergarten through the middle school. Field-based activities will be provided in conjunction with ELE 4000. This course is required for Elementary and Early Childhood majors. (3-0-3)

**Unit Theme:** EDUCATOR AS CREATOR OF EFFECTIVE EDUCATIONAL ENVIRONMENTS: INTEGRATING STUDENTS, SUBJECTS, STRATEGIES, AND SOCIETIES

**Prerequisites:** ELE 3280 or 3281 or MLE 4280. Concurrent enrollment with ELE 3340, ELE 3290, and ELE 4000

**Course Rationale:** This course complements ELE 3280 (Developmental Reading in the Elementary School) in that it provides future teachers with skills, strategies, and theories necessary to provide corrective teaching within the regular classroom. *(13.0)*

**Learning model:** The information-processing model (Joyce, Weil & Showers, 1992) enhances student attempts to comprehend by acquiring and organizing data, sensing problems/generating solutions, and developing concepts (i.e., including the language needed to convey them). The model focuses on input, processing and output. As the content is taught, the teacher directs attention to the methods and materials used to present the data (e.g., advance organizers) and has students focus on what is occurring as it is assimilated (e.g., inductive thinking and questioning). This model provides the student with information while emphasizing concept attainment and hypothesis testing.

**Textbooks:**

**Course Goal:** 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 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 teaching of reading. Future teachers will be made aware of factor that support student learning or place students “at risk” and some ways to manage these variables in the regular classroom.

**CEPS Outcomes for All ELE Classes**
1. Develop a desire of lifelong learning in students and personally display one's own desire for lifelong learning, including self-evaluation skills.
2. Demonstrate good communication skills.
3. Demonstrate/exhibit sensitivity to students’ feelings.
4. Design instruction to develop and utilize the cognitive processes by which pupils learn.
5. Demonstrate a knowledge of facts and an understanding of fundamental principles, ideas, and relationships among the various knowledge domains.
6. Demonstrate a knowledge of past and present developments, issues, research, and social influences in the field of education.
CEPS Outcomes Specific to ELE 4880

1. Design instruction to promote a healthy concept in their students.
2. Demonstrates alternative methods of achieving similar learning outcomes.
3. Decide what will be learned and the process of learning.
4. Develop in students intellectual, social, ethical and moral skills and behaviors.
5. Use basic concepts of measurement and assessment in instructional decision making.
6. Provide for the uniqueness of individuals, recognizing the characteristics of culturally pluralistic and “at risk” populations, and foster appreciation for those differences.
7. Perform successfully within the social and political contexts of school and community.
8. Model appropriate professional behavior…ethical, legal, social, and moral.
9. Demonstrate a mastery of basic skills in language arts and mathematics.

Performance Outcomes:

As a result of taking this course, students will be able to:

- identify developmental reading skills commonly taught in grades K-8.
- cite a wide range of materials and strategies that would be appropriate from kindergarten through 8th grade.
- 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.

Course Requirements:

*Two abstracts 40 (20 points each)
*Technology assignment 20
*Language experience project 30
*Book discussion (3) 15 (5 points each)
*Group presentation (incl. indiv. paper) 50
*Mini Case Study *(13.7) 80

Exam #1 95
Exam #2 95
Exam #3 75

Total 500

*Complete written instructions and evaluation criteria will be provided for these assignments.

Bonus points: A maximum of 10 bonus points can be earned by attending reading-related professional meetings and/or completing approved projects.

Attendance: Good attendance is expected. Each unexcused absence in excess of two class periods will be penalized 5 points. Students who accrue more than two unexcused absences will not be allowed to earn bonus points.

Late work policy: A grace period of one week will be given for unexcused late assignments. Work submitted beyond that date will be penalized 5 points. No extra credit write ups or assignments will be accepted after the last period.

Grading Scale:

93-100 = A  72-82 = C  below 63 = F
83-92 = B  63-72 = D

If you have a documented disability and wish to discuss academic accommodations, please contact the Office of Disability Services.
Course Outline

I. Teaching Reading (one week)
   A. An overview of the Reading Process Gillett & Temple, Ch. 1 *(13.0)
   B. Model of Diagnostic-Prescriptive Teaching

II. Assessment (four weeks)
   A. Levels of Reading Competence
      1. Independent
      2. Instructional
      3. Frustration
   B. Concept of Emergent Literacy Gillett & Temple, Ch. 6 *(13.4)
   C. Assessment
      1. Informal Tests
      2. Standardized Tests
      3. Reading Recovery
   D. Assessment Devices
      1. Informal Procedures Gillett & Temple, Ch. 2, 3, 4, & 5 AND
         a. Word lists Burns/Roe
         b. Informal reading inventories
         c. Observations/anecdotal records
         d. Basal tests
         e. Cloze procedure
         f. Phonics inventories
         g. Miscue analysis
         h. Diagnostic spelling tests
         i. Oral & written language samples
      2. Use of Standardized Tests
         a. Achievement/Survey
         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 *(13.3)
         Gillett & Temple, Ch. 7
      2. Grouping Purposes and Practices
      3. Individualizing for Special Needs
         a. Factors that Support Student Learning Gillett & Temple, Ch. 10 & 11
         b. Factors that Place Students “At Risk”
         c. Teaching Non-English Speaking Students
      4. Making Referrals
         a. Writing IEP’s
         b. Implementation
   B. Strategies for Effective Word Identification
      1. Four Areas of Instruction *(13.3)
         a. Sight words
         b. Phonics
         c. Structural analysis
         d. Contextual analysis
      4. Building Fluency
         a. Echo reading
         b. Choral reading
         c. Readers theater
IV. Content Area Reading
A. Characteristics of Text *(13.4)
   1. Narrative
   2. Expository
B. Reading Strategies  
   Gillett & Temple, Ch. 8 & 9
   1. Storymapping
   2. Cohesive Ties
   3. K-W-L
   4. DRTA
   5. Strategies for development for metacognition *(13.5)
C. Vocabulary (meaning) Development *(13.2)
D. Study Skills
   1. Location Information
      a. Notetaking
      b. Outlining
      c. Summarizing
   2. Visual Aids (e.g. Graphs & Charts)
   3. Reference Skills (e.g. Dictionary)
E. Factors Affecting Difficulty of Textbooks
F. Strategies for integrating L.A. across the curriculum *(13.6)

V. Instructional Materials for Reading (three weeks)
A. Published Programs *(13.11)
B. Trade Books
C. Instructional Games (Incl. Manipulatives)
D. Computer Software

VI. Motivating Pupils/Promoting Reading (one week) *(13.10)
A. Reading to Students *(13.11)
B. Reinforcing Student Interests
C. Incentive Programs
D. Opportunities to Establish a Personal Library (e.g. Trumpet Book Club)

VII. Communicating Student Progress (two weeks)
A. Record-Keeping Systems
B. Classroom Case Study*(13.8)
C. Sample Letter to Parents *(13.8)