DEPARTMENT OF EARLY CHILHOOD, ELEMENTARY, 
AND MIDDLE LEVEL EDUCATION

ELE 4880
Diagnostic-Prescriptive Reading Instruction

Spring - 2008

Professor: Tim Croy, Assistant Professor
Office: Buzzard Hall, Room 2219
Office Hours: Mondays and Wednesdays 10:00 a.m. to noon; Tuesdays 9:00 a.m. to 10:00 a.m. or by appointment.
Phone: Office: 217/581-7890; Home/Cell: 217/254-4878
E-mail: cftwc@eiu.edu
Prerequisites: ELE 3280, ELE 3281 or MLE 4280. Concurrent enrollment with ELE 3340 and ELE 3290 or permission of department chair.

Theme:
Educators as Creator of Effective Educational Environments: Integrating Diverse 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 middle school. Field-based activities will be provided in conjunction with ELE 4000.

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

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 within the regular classroom. Emphasis will be placed on understanding how students learn to read, strategies for improving a student’s reading achievement, and how to become a diagnostic/prescriptive teacher of reading. Future teachers will be made aware of factors that support students learning or place students “at risk” (e.g., economic, cultural, social) and some ways to manage these factors in the regular classroom.

Textbooks:


Additional supplemental readings will be made available during the semester.
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 through middle school. Emphasis will be placed 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.

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

CEPS Outcomes Specific to This Course:
- Design instruction to promote a healthy self-concept in students.
- Demonstrate alternative methods of achieving similar learning outcomes.
- Decide what will be learned and the processes of learning.
- Strive to develop in students’ intellectual, social, ethical, and moral skills and behaviors.
- Use basic concepts of measurement and assessment in instructional decision making.
- Provide for the uniqueness of individuals, recognize the characteristics of culturally pluralistic and “at risk” populations and foster appreciation for those differences.
- Perform successfully within the social and political contexts of schools and community.
- Model appropriate professional behavior…ethical, legal, social, and moral.
- Demonstrate a mastery of the basic skills in language arts and mathematics.
- Explore the advantages and the possibilities of integrating the language arts and social studies.
- Use technology to develop new roles in living, learning, and working in an increasingly complex and information-rich society.

Learning Model:
Information-Processing Model:
This model emphasizes ways of enhancing students’ initiative drive to make sense of the world by acquiring and organizing data, sensing problems and generating solution to them, and developing concepts and language for conveying them. Some models provide the learner with information and concepts; some emphasizes concept formation and hypothesis testing; and still others generate creative thinking.

The model focuses on input, processing, and output. As content is taught, the teacher directs students’ attention to the methods and materials used to present data and try to get students to focus on what they are doing to make sense of the data.
Social System Model:
This model is constructed to take advantage of the collective energy people generate when working together by building learning communities. Learning is viewed as an interaction between the student and critical aspects of the school and home environment and focuses on the whole ecosystem, not just the learner.

The model is designed to lead students to define problems, explore various perspectives on the problems, and study together to master information, ideas, and skills. The teacher organizes the group process and disciplines it, helps the students find and organize information, and ensures a vigorous level of activity and discourse.

Course Disposition:
Teacher candidates in the department of EC/ELE/MLE will exhibit professional ethical practices, effective communication, sensitivity to diversity, the ability to provide varied teaching practices evidenced in a supportive and encouraging atmosphere for learning.

Course Requirements and Demonstration Competencies are Aligned with Standards:
- Illinois Professional Teaching Standards: 1, 2, 3, 4, 6, 7, 8, 9, 10 & 11
- Illinois Technology Standards: 2, 3, 5, 6 & 8
- Illinois Language Arts Standards: 1, 2 & 3
- NAEYC Standards: 1, 2, 3, 4 & 5
- ACEI Standards: 1, 2.1, 2.8, 3.1, 3.2, 3.3, 3.4, 3.5, 4, 5.1, 5.2, 5.3 & 5.4

Course Requirements:
- One abstracts: 25
- Technology assignment: 30
- Mini Case Study: 100
- Current Event: 10
- Book Discussions: 30
- Organization of portfolio & personal writing: 10
- Test #1: 75
- Test #2: 50
- Test #3: 75
- Project (activity/game): 45
- Class Attendance/Participation: 50
- Total: 500

Extra Credit:
A maximum of 20 bonus points can be earned. (See Professor for more details.)

Late Work Policy:
Due dates will be set for all work, one point shall be deducted for each calendar day that a paper or project is late. A 10% deduction will be assessed on all tests not taken on the assigned test day. No work will be accepted after Wednesday, April 25, 2008.

SPECIAL NOTE:
If a Mini Case Study is not turned in by the last class meeting, your grade will be lowered one letter grade. No exception!!
Assignments:
Journal Article:
Write one abstract of an article on reading from a professional journal published within the last five years (1997). The abstract, which will be a minimum of one to two typewritten pages will be presented orally to the class. Please submit a Xerox copy of article with the abstract. The abstract should have the following section headings clearly labeled:
   a. Type the complete citation using APA style, on the top of page one. (5 pts.)
   b. Write a succinct summary of the content of the article. (10 pts.)
   c. Reaction. (5 pts.)
   d. Critical evaluation (typos, grammar, etc). (5 pts.)

Instructions for Technology Assignment:
In addition to professional readings described above, you are to use the Internet to find and print out the following:
1. information about the International Reading Association
2. a scholarly article about reading instruction
3. a list of quality trade books at your preferred grade level
4. information about a published author of children’s books
5. three useful ideas for teaching literacy
6. two good ideas for promoting parental involvement
After you have finished this task, write a one-page typewritten summary of what you learned from this assignment. (30 points)

Instructions for Book Discussions:
Purpose of Assignment:
• to broaden your knowledge of outstanding literature for children
• to provide an array of meaningful response activities for use in the classroom
You are required to read three high quality books (either fiction or nonfiction) outside of class time that would be suitable for children in the early childhood, elementary or middle level grades. On assigned dates bring the book for in-class activities.
Book #1 will be an individually selected award-winning book or one that is considered a classic.
Book #2 will be a book you read with a partner. It should be a multicultural selection.
Book #3 will be a book you read with a literacy group of no more than four members. It should be a selection that relates to some historical context. Please bring a copy of the book to class on the day of the discussion. (10 points each)

Mini Case Study:
Specific directions for the mini case study will be distributed at a later date. (100 pts.)
Current Event:
You will select a current event item from a newspaper or magazine that is relevant to ELE 4880. You will report on this news item orally to the class. Also, please write a small summary of the news item on a 3x5 notecard to be turned into the instructor. (10 points.)

Project (game/activity):
Purpose of Assignment:
• to explore your own creativity
• to increase the experience of reading through the use of a game/activity
You are to design a game/activity to use in the use of teaching reading. The game will be created from the results of your case study. The game will be useful in the elementary classroom, directions must be stated clearly, creative, visually stimulating, match the case study results, answer key, and presented orally to the class. (45 points)

Professional Reading Portfolio:
Purpose of Assignment:
1. to increase your knowledge and competencies in reading instruction
2. to familiarize you with professional references and sources of information
3. to give you an opportunity to reflect and express ideas in written form
4. to explore how new technological advances are impacting upon classroom instruction
5. to enable you to organize assessment and instructional materials for instant use in your future teaching situations
You will need a loose-leaf notebook divided into the following five sections:
   a. Professional Reading (1 abstract)
   b. Internet Assignments
   c. Mini Case Study and Assessment Materials
   d. Instructional Materials and Strategies (packet)
   e. Personal Writings (notes)
It is not necessary to bring the notebook to every class session, but you are responsible for keeping entries organized. (10 points)

Professional Behavior:
If an illness prevents you from attending class, please ask a classmate to turn in any assignments which may be due, take notes for you, and pick up any handouts.

Students enrolled in ELE 4000 level courses are in the final stage of their professional preparation; hence, mastery of the English language including grammar, mechanics, spelling, etc. is expected. One point will be deducted for each infraction in all written work submitted for a grade.

Students with Disabilities:
If you have a documented disability and wish to discuss academic accommodations, please contact the Office of Disability Services.
Tentative Due Dates:

- Article Review: TBA
- Current Event: TBA
- Book Talk #1: 01/16/08
- Book Talk #2: 01/23/08
- Book Talk #3: 01/30/08
- Technology Assignment: 02/27/08
- Mini Case Study: TBA
- Reading project (Activity/Game): TBA
- Organization of Reading Portfolio: 04/23/08
- Test #1: TBA
- Test #2: TBA
- Test #3: TBA

Tentative Course Outline:

Week One:
* Discuss ELE 4880 Syllabus
* Introduction to Diagnostic and Reading Improvement
* Burns/Roe Reading Inventory, Ekwall/Shanker Reading Inventory
* Part I – Setting the Stage for a Diagnostic-Reading and Improvement Program
* Chapter 1 – Introduction to a Diagnostic-Reading and Improvement Program

Week Two:
* Chapter 2 – The Teacher’s Role in the Diagnostic-Reading and Improvement Program
* Chapter 3 – Developing a Knowledge About Tests, Measurements, and Evaluation
* Presentations

Week Three:
* Chapter 4 – Factors That Affect Reading Performance
* Chapter 5 – Helping Children Achieve in Reading
* Presentations

Week Four:
* Test #1 (Chapters 1-5)
* Part II - Instruments and Techniques for the Assessment and Diagnosis of Reading Performance
* Chapter 6 – Using Alternative Assessment Techniques Across the Grades
* Presentations

Week Five:
* Chapter 7 – Assessing and Teaching Early Literacy
* Chapter 8 – Listening in on Students’ Oral Reading
* Presentations

Week Six:
* Test #2 (Chapters 6-8)
* Part III – The Diagnostic-Reading and Improvement Program in Action
* Chapter 9 – Using Texts to Help Children Overcome Reading Difficulties
* Presentations
Week Seven:
* Chapter 10 – Helping Children Acquire and Apply Phonics
* Chapter 11 – Helping Children Acquire and Apply Vocabulary

Week Eight:
* Chapter 12 – Helping Children Comprehend
* Case Study Preparation
* Presentations

Week Nine:
Case Study Preparation
* Presentations

Week Ten:
* Spring Break

Week Eleven:
Practicum

Week Twelve:
Practicum

Week Thirteen:
Practicum

Week Fourteen:
Practicum (?)

Week Fifteen:
* Chapter 13 - Learning Strategies and Study Skills in a Diagnostic-Reading and Improvement Program
* Presentations

Week Sixteen:
* Chapter 14 - Teachers and Parents as Partners in the Diagnostic-reading and Improvement Program
* Chapter 15 – Putting All Together
* Presentation

Week Seventeen:
* Test #3 (Chapters 9-15)
* Presentations
The information listed below is helpful if you are using the Ekwall/Shanker Reading Inventory

A Guide to Suitable Assessments in the Reading Practicum

This is not intended to be an exhaustive list of all possible assessments for a range of reading abilities.

Non-readers at Kindergarten level  (Ekwall/Shanker not used)

required:  
* interest inventory (handout)  
* identification of upper and lower case letters (handout)  
* concepts of print checklist (handout)  
* ability to write name without assistance  

other:  
* story retelling  
* visual discrimination (handout)  
* syntax matching (handout)  
* ability to write letters of alphabet without a model  

Ekwall/Shanker page reference for specific assessments (Grade 1 and up)

* Test 11 (interest inventory), grade 2 and up: p.266  
* Test 1:  Graded Word List  
  Description of test:  pp. 17-19  
  Test stimulus sheets:  pp. 115  
  Scoring sheets:  pp. 191-182  
* Test 5 (letter knowledge)  
  Description of tests:  pp. 36-37  
  Test stimulus sheet:  pp.161  
  Scoring sheet:  pp. 257  
* Test 6  (phonics)  
  Description of tests:  pp.37-39  
  Test stimulus sheets:  pp. 166-167  
  Scoring sheet:  p. 259  
* Tests 2 (graded passages:  oral use Set A; silent use Set B)  
  Description of tests:  pp. 20-22  
  Set A stimulus sheets:  starting on p. 118  
  Set A scoring sheets:  starting on p. 184  
  Set B stimulus sheets:  starting on p. 119  
  Set B scoring sheets:  starting on p. 185
Beginning readers 1st grade level
required: * interest inventory (handout)
          * Graded Word List (Start with PP list)
              If independent level is below 1st grade, begin with test 5 (letter knowledge).
              Proceed from 6.1 to 6.8, unless the child is having difficulty. Stop at the level at
              which the material becomes too hard.
          * oral reading of graded passages
              Have the child attempt Passage PPA first; if successful go to Passage 1A.
          * Dolch sight words (see handout)
other:   * spelling list 1

If the child you are working with cannot even read the PPA passage, you may select one or more of the
kindergarten assessments.

Readers at 2nd and 3rd grade level
required: * interest inventory (handout or E/S, p. 226)
          * Graded Word List (Start with PP list)
          * oral reading of graded passages  (attempt three levels)
              Begin where you think the material will be easy for the child (one level below the
              child’s independent level on the GWL). If you are unsure, start with the first grade
              passage 1A, and proceed upward.
          * Phonics tests 6.1 through 6.8
          * Structural analysis tests 7.1 through 7.6
          * Dolch Sight Word List (handout)
other:   * spelling list
         * unassisted process writing

Readers in 4th grade and above
required: * interest inventory
          * Graded Word List (see pages previously listed)
              Start two levels below the student’s grade placement (e.g. if working with a 5th
              grader start with 3rd grade list)
          * oral reading of graded passages (attempt three levels from Set A). Begin passages one
              level below independent level and proceed upward.
          * silent reading of graded passages, (attempt 3 levels from
              Set B). Silent reading can be assessed only by way of comprehension questions.
          * structural analysis 7.5 – 7.7
          * Name Test (handout)
other:   * spelling tests
         * unassisted process writing

Readers who are considered below grade level
If you are working with a severely disabled or another type of special needs student, it will be necessary
to modify assessments which are used.
Points to Remember
1. With the help of the cooperating teacher, select an individual student below the class average with whom to do the assessments. All six assessments should be done with the same child.
2. Be sure you understand the purpose and the instructions for administration before you attempt any Assessments.
4. When administering the Graded Word List, photocopy the stimulus page and cut the lists apart so that you can present one at a time to the student.
   Scoring is as follows:
   0 or more error – independent level
   2 errors – instructional level
   3 errors – frustration level (Stop at frustration level).
5. Tape record oral reading on the Graded Passages. If you don’t have a tape recorder, try to borrow one or use one at the school. Supply your own blank tape.
6. See me if you need any help

References:
* Denotes Knowledge Base References

TOPIC: Teaching Reading


*Slavin, R.E. (September 1991). Success for all: Ending reading failure from


**TOPIC: Assessment Procedures**


**TOPIC: Organizing for Instruction**


ED 314 400.


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**


