Eastern Illinois University  
Department of Early Childhood, Elementary, and Middle Level Education  
ELE4880.005-Diagnostic-Prescriptive Reading Instruction

Instructor: Denise E. Reid  
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Tuesday & Thursday 1:30-2:30 p.m.  
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Prerequisites: 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.

Catalog 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).

Course Rationale: This course complements ELE 3281 (Developmental Reading in Early Childhood) and ELE 3280 (Developmental Reading in the Elementary School) in that it provides future teachers with the skills, strategies and theories necessary to provide corrective teaching within the regular classroom.

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 junior high/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.  
This course is required for elementary education students enrolled as Early Childhood or Elementary Education (General/Middle School Options) Majors.
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.

Dispositions: 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 environment.

Unit Theme: Educator As Creator Of Effective Educational Environments: Integrating Students, Subjects, Strategies, Societies, And Technologies.

Standards Relevant to ELE 4880
- 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

Performance Outcomes:
As a result of completing this course, 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.

ADDITIONAL INFORMATION:
A. Texts:
(Note: Additional supplemental readings will be made available during the semester.)

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.
### Assignment Table

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Total # of Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>30 points</td>
<td></td>
</tr>
<tr>
<td>Article Review 1*</td>
<td>15 points</td>
<td></td>
</tr>
<tr>
<td>Article Review 2*</td>
<td>15 points</td>
<td></td>
</tr>
<tr>
<td>Reading Project</td>
<td>50 points</td>
<td></td>
</tr>
<tr>
<td>Midterm</td>
<td>100 points</td>
<td>Monday, March 3rd</td>
</tr>
<tr>
<td>Case Study</td>
<td>80 points</td>
<td></td>
</tr>
<tr>
<td>Final</td>
<td>100 points</td>
<td>April 28th</td>
</tr>
</tbody>
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### NOTE:
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.

#### Grading Scale:

- 92% - 100% = A
- 82% - 91% = B
- 72% - 81% = C
- 62% - 71% = D
- 61% or below = F

#### D. Late Assignments:
Late papers will be accepted, but will result in a point deduction which reflects the tardiness of the assignment. (One point will be deducted for each day for which the paper is late.) All assignments must be submitted by the last day of class for the semester (i.e., prior to the beginning of finals week).

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

#### F. 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.

#### *Abstract 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.

ELE 4880-Diagnostic-Prescriptive Reading Instruction Course Outline

I. Teaching Reading (One Week)  Rubin & Opitz
   A. An Overview of the Reading Process  Chapters 1 & 2
   B. Model of Diagnostic-Prescriptive Teaching
II. Assessment (Four Weeks)  Rubin & Opitz
   A. Levels of Reading Competence  Chapter 7
      1. Independent
      2. Instructional
      3. Frustration
      4. Potential
   B. Emergent Literacy
      1. Phonemic Awareness
      2. Concepts About Print
   C. Formal vs. Informal Assessment  Rubin & Opitz
   D. Assessment Devices  Chapters 3 & 6
      1. Informal Procedures
         a. Word Lists
         b. Informal Reading Inventories
         c. Observations/Anecdotal Records
         d. Basal Tests
         e. Cloze Procedures  Rubin & Opitz
         f. Phonics Inventories  Chapter 8
         g. Interest Inventories
         h. Miscue Analysis  Roe/Burns
         i. Diagnostic Spelling Tests
         j. Oral and Written Language Samples

Midterm  March 3rd

2. Standardized Tests/Formal Assessments
   a. Norm-referenced/Achievement
   b. Diagnostic
   c. Criterion-Referenced
III. Organizing for Instruction (Four Weeks)  Rubin & Opitz
   A. Decision-Making for Effective Instruction
      1. Using Assessment Information in Lesson Development/Planning
      2. Grouping Purposes and Practices
      3. Individualizing for Special Needs  Chapters 4 & 5
         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

Final Exam

Monday, April 28  2:45-4:45
ELE4880-Diagnostic-Prescriptive Reading Instruction Suggested Readings
* Denotes Knowledge Base References

**TOPIC: Teaching Reading**


**TOPIC: Assessment Procedures**


**TOPIC: Organizing for Instruction**


**TOPIC: Content Area Reading**


**TOPIC: Instructional Materials**


