ELE 4880
DIAGNOSTIC-PRESCRIPTIVE READING INSTRUCTION

Short Title: Diag Presc Rdg
Credit Hours: 3-0-3
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.

Instructor: Dr. Linda M. Reven
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Office Hours: Monday & Wednesday 9:00 – 10:00 a.m.; Tuesday & Thursday 3:30 – 4:30 p.m.; or by appointment
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Class Meetings: The class will meet on Monday and Wednesday from 10:00 - 11:40 a.m. (Section 006).

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 150 points.)

C. **Assignments:** Specific guidelines for the written assignments/projects will be provided as the semester progresses. (Tentative Dates)

1. Examinations:  
   
   Test One 150 pts.  TBA
   
   Test Two 150 pts.  TBA

2. Case Study 80 pts.  TBA
   - Analysis of Reading Skills

3. Article Review (1 @ 20 pts.) 20 pts.
   - Article Review One 20 pts.  Jan. 30th

4. Class Participation 20 pts.

   **NOTE:** Class attendance and participation are expected in the course. Five points will be deducted for each unexcused class absence.

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.

   A total of 420 points is possible in the course. The following grading scale will be employed.

   **GRADES**
   
   386-420  A  (92-100%)
   344-385  B  (82-91%)
   302-343  C  (72-81%)
   260-301  D  (62-71%)
   259 and below  F  (61% and below)

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.
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 Competence 
      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. Phonic Inventories 
         g. Interest Inventories 
         h. Miscue Analysis 
         i. Diagnostic Spelling Tests 
         j. Oral and Written Language Samples 
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   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 
            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

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

--- FINAL EXAMS ---
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SUGGESTED READINGS
* Denotes Knowledge Base References

TOPIC: Teaching Reading


TOPIC: Assessment Procedures


TOPIC: Organizing for Instruction


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


