ELE 4880: Diagnostic – Prescriptive Reading Instruction

**Instructor:** Prof. Judy A. Barbour Ph.D.

**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)

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

**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.

**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 skills, strategies, and theories necessary to provide corrective teaching within the regular classroom. *(13.0)*

**Learning model:** The information-processing model and/or social systems model [ecological] (Joyce, Weil & Showers, 1992).

The information-processing model 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.

The social systems model [ecological] 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 of 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 disclosure (i.e., through cooperative learning, group inquiry/investigation, evaluation practice, interdisciplinary approach, role playing, problem solving, research and peer coaching).

**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 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.

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 taking 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.

Course Requirements:

Core Expectations: Points

- Mini-Case Study 60
- Article Reviews [Professional Reading Journals two, each 30pts] 60
- Two Examinations, 50pts each 100
- Class Participation: Class attendance and participation are expected in the course. 30
- Technology Project (e.g., Reading Website Exploration) 25pts each 50

TOTAL 300

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

GRADES

A (92-100%) B (82-91%) C (72-81%) D (62-71%) F (61% and below)

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.

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.
Course Topics Aligned with Standards

I. Teaching Reading
   Content-Area Standards 1G, 2C, 2E, 2G, & 4A
   A. An overview of the Reading Process*(13.0) Rubin & Opitz, Ch. 1
   B. Model of Diagnostic-Prescriptive Teaching

II. Assessment
   A. Levels of Reading Competence Content-Area Standard 8A
      1. Independent
      2. Instructional
      3. Frustration
   B. Emergent Literacy Rubin & Opitz, Ch. 7
      1. Phonemic Awareness
      2. Concepts of Print Content-Area Standards 2I, 4D, 5D, & 5E
   C. Formal vs. Informal Assessment Content-Area Standard 9A
   D. Assessment Devices Content-Area Standard 1F
      1. Informal Procedures Rubin & Opitz, Ch. 6, 7, & 8
         a. Word lists AND Roe/Burns
         b. Informal Reading Inventories (IRI) Content-Area Standard 6B
         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 Content-Area Standard 5H
      2. Standardized Tests/Formal Assessments Rubin & Opitz, Ch. 3
         a. Norm-referenced/Achievement
         b. Diagnostic
         c. Criterion-referenced

III. Organizing for Instruction
   A. Decision-Making for Effective Instruction Content-Area Standards 1A-C
      1. Using Assessment Information in Lesson Development/Planning *(13.3) Rubin & Opitz, Ch. 2, 5 & 9
      2. Grouping Purposes and Practices
      3. Individualizing for Special Needs Content-Area Standards 4B, 9C & 12F
         a. Factors that Support Student Learning Rubin & Opitz, Ch.3 & 4
         b. Factors that Place Students “At Risk”*(13.4)
         c. Teaching Non-English Speaking Students
         d. Making Referrals Content-Area Standards 1E & 10D
            i. Writing IEP’s
            ii. Implementation
   B. Intervention Strategies Content-Area Standard 2F
      1. Effective Word Identification *(13.3)
a. Sight words  Content-Area Standards 5A & 5F  
b. Phonics  Content-Area Standards 5B, 5C & 5G  
c. Structural analysis  Rubin & Opitz, Ch. 10 & 11  
d. Contextual analysis  

2. Building Fluency  Content-Area Standards 4C, 6A & 6C  
a. Echo reading  
b. Choral reading  
c. Readers theater  

3. Enhancing Comprehension  Rubin & Opitz, Ch. 12  
a. Text Structure  
   i. Narrative (Story Grammar)  
   ii. Expository (Descriptive, Temporal Sequence, Cause/Effect, Compare/Contrast)  
b. Comprehension Strategies  Content-Area-Standard-8D  
   i. Storymapping  
   ii. K-W-L  
   iii. DRTA  
   iv. Think-Alouds  
   v. Question-Answer Relationships (QAR)  
   vi. Graphic/Semantic Organizers  
   vii. Metacognition *(13.5)*  Content-Area Standard 8B  
   viii. Connections  
   ix. Visual Imagery  

4. Vocabulary (meaning) Development *(13.2)*  Content-Area Standards 7A & 7B  

5. Content Area Reading Study Skills  Rubin & Opitz, Ch. 13  
a. Locating Information  
   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 *(13.6)*  Content-Area Standard 8C  

IV. Instructional Materials for Reading  Content-Area Standards 1H, 3A, 3B, 9D, 10C & 12B  
A. Published Programs *(13.11)*  
B. Trade Books  
C. Instructional Games (Including Manipulatives)  
D. Technological Applications  

V. Motivating Pupils/Promoting Reading *(13.10)*  Content-Area Standards 1D, 2D, 10A & 12D  
A. Reading to Students *(13.11)*  
B. Reinforcing Student Interests  
C. Incentive Programs  
D. Opportunities to Establish a Personal Library  

VI. Communicating Student Progress  Content-Area Standard 9B  
A. Record-Keeping Systems  Rubin & Opitz, Ch. 14 & 15  
B. Classroom Case Study *(13.8)*  
C. Sample Letter to Parents *(13.8)*  Content-Area Standard 10B
THREE-WEEKEND FORMAT

Professor: Dr. Judy A. Barbour
Location: L.H. 215 Danville Community College

WEEK ONE  Feb. 8 & 9

FRIDAY 5:30 – 8:30

Introductions
Expectations of this Class
Syllabus – Assignments – Textbooks
Cohort Experience

Lecture/Discussion/Activities (Rubin & Opitz, Chapters 1 & 2)
   Introduction to a Diagnostic and Improvement Program in Reading
   What is the Teacher’s Role?

Assign Topics for Abstract #1 and Website#1 Presentations
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SATURDAY 8:00-4:00

Lecture/Discussion/Activities (Rubin & Opitz, Chapters 3 & 4)
   Tests, Measurement and Evaluation
   Factors that Affect Reading

Letter to Professor: What do you want me to know about you?

WEEK TWO  March 7 & 8

FRIDAY 5:30 – 8:30

Case Study Updates

Presentations of Article Abstract # 1. Turn in paper.

Lecture/Discussion/Activities (Rubin & Opitz, Chapters 5 & 6)
   Helping Children Improve in Reading
   Alternative Assessments

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SATURDAY 8:00-4:00

Presentations of Website # 1. Turn in paper.

Exam # 1 Rubin & Opitz, Chapters 1 through 6
   Discuss Answers

Assign Topics for Abstract #2 and Website #2 Presentations.
Lecture/Discussion/Activities  (Rubin & Opitz, Chapters 7, 8 & 9)
   Early Literacy
   Oral Reading
   Texts, - Trade Books and Textbooks

WEEK THREE      April 18 & 19

FRIDAY 5:30 – 8:30

   Turn in Case Study – Discuss

   Presentations of Article Abstract #2.  Turn in paper.

   Lecture/Discussion/Activities  (Rubin & Opitz, Chapters 10, 11 & 12)
      Phonics
      Vocabulary
      Comprehension

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SATURDAY 8:00-4:00

   Presentations of Website #2.  Turn in paper.

   Lecture/Discussion/Activities (Rubin & Opitz, Chapters 13, 14, & 15)
      Study Skills and Reading
      Parental Involvement
      Putting It to Use in My Classroom

   Exam #2  Rubin & Opitz, Chapters 7 through 15
      Discuss Answers

   Purdue Class Evaluations

   Letter to Professor

   Return Textbooks

   Register for Next Semester
ELE 4880
DIAGNOSTIC-PRESCRIPTIVE READING INSTRUCTION
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


