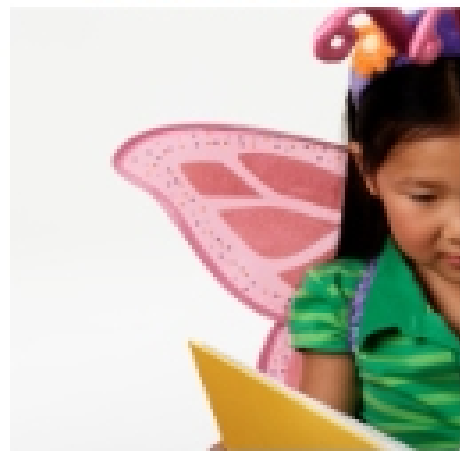


WINTHROP UNIVERSITY
RICHARD W. RILEY COLLEGE OF EDUCATION
READ 571.001
Diagnostic and Prescriptive Teaching of Reading
SPRING 2011



I. Instructor Information:

Instructor: Dr. Elke Schneider
Office: Withers 208
Office hours: MON, WED 11:00AM -1:00PM
And after evening classes:
MON/TUE/WED 7:45-9:00 PM

Individual meetings: Best to schedule a time via email ahead of time so I can set the appropriate time aside for your topics

Other times: by appointment, confirm evening appointments via email, please.

Phone: 803-323-4003

Email: schneidere@winthrop.edu

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Fax: 803-323-2585

Classroom: Withers 113

Class time MON 5:00-7:45

II. Course Information

Course designator: READ 571

Semester Credit Hours: 3

Course title: Diagnostic and Prescriptive Teaching of Reading

Catalogue description: Students develop skills for applying the principles learned in the basic reading course by providing instruction adjusted to the individual needs of one pupil.

Prerequisites: READ 461, Introduction to the Teaching of Reading in Elementary School

Course Goals: Major goals of this course include:

This course enables students to provide appropriate instruction based on the literacy strengths and needs of a pupil. Students use a combination of literacy strategies they learn from READ 461 and 571 along with information from interest/attitude surveys to plan and implement appropriate instruction. As such, READ 571 meets selected professional guidelines for elementary education (Association for Childhood Education), and special education (Council for Exceptional Children), and for literacy instruction (International Reading Association, National Council of Teachers of English, and South Carolina Language Arts Framework). As with other courses within the College of Education, READ 571 embraces the themes of the Conceptual Framework for Initial Teacher Education. Some themes of particular relevance include:

1. understanding how individuals learn differently and using this understanding to help students construct and implement knowledge;
2. delivering effective instruction which is continuously evaluated;
3. developing, using, and evaluating appropriate tools of assessment;
4. using instructional technology as an effective tool of instruction;

5. critically analyzing and reflecting upon personal teaching skills and responding constructively to those realizations in future teaching practice.

Assessment of learning outcomes and standards:

Learning outcomes-OBJECTIVES Candidates will be able to	IRA STANDARDS	STUDENT PERFORMANCE ASSESSMENT
1. Demonstrate an understanding of reading as a process	IRA20031.1, IRA2003.2.1, IRA2003.2.2, IRA2003.3.1, ACEI 2007.1.0, ACEI 2007.2.1, ACEI 2007.2.2, ACEI 2007.3.1, ACEI 2007.3.2, ACEI 2007.3.4, ACEI 2007.5.1, ACEI 2007.5.2	Article critique Lectures/Exams Literacy Lessons Diagnostic Report Tutoring Applications (Assessment Sessions One and Two & Five Literacy Lessons)
2. Identify correlates of reading difficulty	IRA2003.2.1, IRA2003.3.1, ACEI 2007.2.1, ACEI 2007.2.2, ACEI 2007.3.1, ACEI 2007.3.2, ACEI 2007.5.1, ACEI 2007.5.2	Five Literacy Lessons Diagnostic Report
3. Identify components of evaluation that are both formal and informal	IRA20031.1, IRA2003.3.1, ACEI 2007.4	Lecture/Exam 1 Assessment Sessions One and Two
4. Administer assessment instruments to pupils who demonstrate reading difficulties	IRA2003.3.1, ACEI 2007.5.1	Assessment Sessions One & Two
5. Interpret results of assessments	IRA20031.1, IRA2003.3.1, ACEI 2007.5.1	Diagnostic Report
6. Construct meaningful literature-based activities to remediate needs or promote strengths identified in the assessment data	IRA2003.2.1, IRA2003.2.2, ACEI 2007.2.1, ACEI 2007.2.2, ACEI 2007.3.2, ACEI 2007.4, ACEI 2007.5.2	Five Literacy Lessons Exam 2
7. Participate in tutoring experiences with a student who has reading needs	IRA2003.2.1, IRA2003.2.2, ACEI 2007.2.1, ACEI 2007.2.2, ACEI 2007.3.1, ACEI 2007.3.2, ACEI 2007.3.4, ACEI 2007.5.1, ACEI 2007.5.2	Tutoring Applications (Assessment Sessions One and Two & Five Literacy Lessons)
8. Compile a diagnostic summary that incorporates assessment data with instructional strategies	IRA2003.3.1, ACEI 2007.5.1	Diagnostic Report
9. Write letter and conduct a parent letter conference where the results of the child's literacy abilities are discussed	IRA2003.3.4, ACEI 2007.5.1, ACEI 2007.5.3	Parent Letter in Diagnostic Report

Teaching methods:

Teaching methods in this course include in-class guided discussions, lectures, demonstration lessons, and supervised practical experiences in working with students grades 1-6 who struggle with different aspects of literacy.

III. Course Requirements

Reading list

Required reading:

- Leslie, L. & Caldwell, J. (2011) *Qualitative Reading Inventory 5*. Boston: Pearson Education.
- Bear, D.R., Invernizzi, M., Templeton, S., Johnston, F. (2011) *Words their way: word study for phonics, vocabulary, and spelling instruction*. Upper Saddle River, NJ: Pearson Education, Inc.

Optional Reading:

- Beck, I.L., McKeown, M.G., & Kucan, L (2002). *Bringing words to life: Robust vocabulary instruction*. New York: Guilford.
- Ganske, K. (2000). *Word Journeys*. New York: Guilford.
- Johnston, F.J., Invernizzi, M.A., Juel, C., & Lewis-Wagner, D (2009). *Book buddies: A tutoring framework for struggling*