

**Early Childhood, Elementary, and Middle Level Education Department**  
**ELE 4880: Diagnostic-Prescriptive Reading Instruction**

Spring - 2011

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**Unit Theme:** Educator as creator of effective educational environments: integrating 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 junior high/middle school. Field-based experiences. (3-0-3)

**Prerequisites & Concurrent Enrollment:** 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 Purpose:** 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.

**Course Textbooks:**

Rubin, D. & Opitz, M. F. (2007). *Diagnosis and improvement in reading instruction* (5th ed.). Boston: Pearson/Allyn and Bacon.

Roe, B.D. & Burns, P.C. (2007). *Roe/Burns informal reading inventory* (7<sup>th</sup> ed.). Boston: Houghton Mifflin.

**Supplemental Materials:** Class Packet available at Copy Express in the MLK, Jr. Student Union.

**Teaching Model:**

The Information-Processing Models

- Information-processing models emphasize ways of enhancing the human being's innate drive to make sense of the world by acquiring and organizing data, sensing problems and generating solutions to them, and developing concepts and language for conveying them.

The Social Family Models: Building the Learning Community

- When we work together, we generate a collective energy that we call synergy. The social models of teaching are constructed to take advantage of this phenomenon by building learning communities. Essentially, "classroom management" is a matter of developing cooperative relationships in the classroom. The development of positive school cultures is a process of developing integrative and productive ways of interacting and norms that support vigorous learning activity.

Joyce, B., Weil, M., & Calhoun, E. (2009). *Models of teaching*. (8th ed.). Boston: Pearson.

**Dispositions:** Teacher candidates in the Department of EC/ELE/MLE will exhibit professional ethical practices, effective communication, and sensitivity to diversity, the ability to provide varied teaching practices evidenced in a supportive and encouraging environment.

**Live Text Assessment Requirement:** For those classes with Live Text or Practicum- If the portfolio or Live Text requirements are rated, by the instructor, to have been completed in less than a satisfactory manner then no more than a "D" may be earned in the class regardless of the number of points earned.

**Standards:**

**Course Requirements and Demonstrated Competencies are aligned with the following Standards:**

- Illinois Professional Teaching Standards (IPTS): <http://www.isbe.net/profprep/standards.htm>
- Illinois Core Technology Standards (ICTS): <http://www.isbe.net/profprep/standards.htm>
- Illinois Core Language Arts Standards (ICLAS): <http://www.isbe.net/profprep/standards.htm>
- Association for Childhood Education International (ACEI): <http://ncate.org/ProgramStandards/ACEI/ACEIstandards.doc>
- National Association for the Education of Young Children (NAEYC): <http://www.naeyc.org/faculty/college.asp#2001.pdf>

Reading Teacher Standard 1:

**Knowledge Indicators** - The competent reading teacher:

- 1A. knows theoretical models and philosophies of reading education and their relevance to instruction.
- 1B. knows the scope and sequences for reading instruction at all developmental levels, pre-K through grade 12.
- 1D. is aware of trends, controversies, and issues in reading education.

- 1E. understands the construction and psychometric properties of classroom reading tests, including the State assessment.
  - 1F. understands, respects, and values cultural, linguistic, and ethnic diversity and knows how these differences can influence learning to read.
  - 1G. understands the differences between reading skills and strategies and the role each plays in reading development.
  - 1H. knows a wide range of quality literature for students.
- Performance Indicators** - The competent reading teacher:
- 1I. adjusts reading instruction to meet the needs of diverse learners (e.g., gifted students, students with limited English proficiency), as well as those who speak non-standard dialects.
  - 1J. locates, evaluates, and uses literature for readers of all abilities and ages.
  - 1K. uses various tools to estimate the readability of texts.
  - 1L. uses technology to support reading and writing instruction.

**Reading Teacher Standard 2:**

**Knowledge Indicators** - The competent reading teacher:

- 2A. understands models of reading diagnosis that include students' proficiency with print conventions, word recognition and analysis, vocabulary, fluency, comprehension, self monitoring, and motivation.
- 2C. knows a wide variety of informal and formal assessments of reading, writing, spelling, and oral language.
- 2D. understands the uses and limitations of informal and formal assessments.
- 2E. is aware of a variety of individualized and group instructional interventions or programs for students with reading problems.

**Performance Indicators** - The competent reading teacher:

- 2G. screens classes to identify students in need of more thorough reading diagnosis.
- 2H. determines strengths and needs of individual students in the areas of reading, writing, and spelling.
- 2I. determines students' reading levels (independent, instructional, frustration).
- 2J. gathers and interprets information for diagnosis of the reading problems of individual students.
- 2L. interprets and explains diagnostic information for classroom teachers, parents, and other specialists to assist them in planning instructional programs.
- 2M. develops case study reports of students with reading problems.

**Reading Teacher Standard 3:**

**Knowledge Indicators** - The competent reading teacher:

- 3A. knows State and national educational standards that are relevant to reading education.
- 3B. knows exemplary programs and practices in reading education.

**Reading Teacher Standard 5:**

**Knowledge Indicator** - The competent reading teacher:

- 5A. is aware of and adheres to ethical standards of professional conduct in reading education.
- 5B. reflects on teaching practices and conducts self-evaluation.
- 5C. stays current with developments in reading education and literature for children and adolescents by reading professional journals and other publications and by attending professional conferences.

**Outcomes specific to ELE 4880:**

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 (Core) Requirements	Demonstrated Competencies	Standards
Examinations/Tests	<input type="checkbox"/> The student will document his/her content knowledge by appropriately responding to test items that require the application of course information.	IPTS – 1, 2, 3, 4, 6, 7, 8 ICTS – 2, 8 ICLAS – 1, 2, 3 ACEI – 1.0, 2.1, 2.8, 3.2, 3.3, 3.5, 4.0 NAEYC – 1, 2, 3, 4  Dispositions: EC, PEP
Mini-Case Study	<input type="checkbox"/> The student will administer, score, and interpret a variety of informal reading assessments.	IPTS - 1, 2, 3, 4, 6, 7, 8, 9,10, 11

	<input type="checkbox"/> The student will compile a case study for an individual child based on the assessment data collected. <input type="checkbox"/> The student will profile the child's strengths and weaknesses in reading. <input type="checkbox"/> The student will recommend specific intervention strategies.	ICTS – 2, 3, 5, 6, 8 ICLAS – 1, 2, 3 ACEI – 1.0, 2.1, 2.8, 3.1,3.2, 3.3, 3.4, 3.5, 4.0, 5.1, 5.2, 5.3,5.4 NAEYC – 1, 2, 3, 4, 5  Dispositions: IWS, PEP, EC, PTSL, SDE
Article Review	<input type="checkbox"/> The student will review an article from a professional journal and compose a written review that reflects his/her ability to relate the information to the model of diagnostic/prescriptive reading presented in the course.	IPTS - 1, 2, 3, 4, 6, 7, 10 ICTS – 2, 6, 8 ICLAS – 1, 2, 3 ACEI – 1.0, 2.1, 2.8, 3.2, 3.3, 3.5, 5.2 NAEYC – 1, 2, 3, 4  Dispositions: EC, PEP, SDE
Class Participation	<input type="checkbox"/> The student will exhibit effective communication skills, conduct him/herself in a professional manner and engage in positive peer interactions that contribute to a supportive and encouraging learning environment.	IPTS 1, 2, 3, 7, 9, 10, 11 ICTS – 2, 6 ICLAS – 1, 2, 3 ACEI – 1.0, 2.1, 3.2, 5.1,5.2, 5.4 NAEYC – 5  Dispositions: EC, PEP, IWS, SDE

Course (Core) Requirements	Brief Description	Approximate Weight
Examinations/Tests	Three tests consisting of multiple item types (e.g., multiple choice, true/false, short answer, and essay) will be administered to assess student understanding of course content. The tests treat reading assignments, class activities, lecture content and audio-visuals materials used.	49 %
Mini-Case Study	The mini-case study is a profile of an individual student's literacy development. The case study contains an analysis and interpretation of the qualitative and quantitative data collected using informal assessment devices (e.g., an informal reading inventory).	23%
Article Review	The article must have been published in a professional reading journal (e.g., <i>The Reading Teacher</i> , <i>Journal of Adolescent and Adult Literacy</i> or the <i>Illinois Reading Council Journal</i> ) and the topic should relate to diagnostic/ prescriptive reading instruction. The typed review is to include the author(s) key points, their application to the course content and the student's critical evaluation of the information.	6 %
Class Participation	Class attendance and participation are expected in the course. The student will be present during class meetings, contribute to discussions, actively engage in projects/activities, and support his/her peers in the learning process.	11%
Optional assignments/projects	Other items/adjustments of percentages at teacher discretion and/or student need.  <input type="checkbox"/> Book Talks (e.g., Award Winning, Historical and/or Multicultural Books)	11%