

**Early Childhood, Elementary and Middle Level Education Department**  
**ELE 4880 Diagnostic – Prescriptive Reading Instruction**  
**Fall 2008 Section 003 8-9:40 AM MW, Buzzard Room 2440**

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Office Hours: Mon. through Thurs. 9:50-Noon  
Drop-In & Appointments at other hours welcomed ☺

**Unit Theme:** Educator as creator of effective educational environments: integrating students, subjects, strategies, societies and technologies. [Theme for ALL education courses, i.e. college level theme]

**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)

**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.

**Prerequisites & Concurrent Enrollment:** 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. [ELE 3280/81 are prerequisites. It is strongly recommended to take ELE 4000 concurrently with ELE 4880.]

**Course Textbooks:**

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

Roe, B.D. and Burns, P.C. (2007). *Roe/Burns Informal Reading Inventory* (7th ed.). Boston: Houghton Mifflin.

**Essential Supplemental Materials:** Class Packet [Packet is available at Copy Express ~ about \$4.]

Professional Journals, Recommended Internet sites, and Library resources are also important.

Armbruster, B.B., Lehr, F. & Osborn, J. (June 2003). *Put Reading First: The research building blocks for teaching children to read Kindergarten through Grade 3* (2nd ed.). Jessup, MD: National Institute for Literacy.

**Teaching Models:** Two models are combined. The Information Processing Family Models and the Social Family: Building the Learning Community Models. Joyce, B., Weil, M., & Calhoun, E. (2009). *Models of teaching*. (8th ed.). Boston: Pearson.

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).

**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>

### Illinois 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:**

Teacher candidates will be able to:

- \*select goals and developmentally appropriate methods to enable students to achieve literacy standards with enjoyment*
- \*apply best practices theory and measurements to validly and reliably assess student reading abilities for strengths and needs.*
- \*understand and be able to implement a variety of interventions to meet student needs and to comply with legislated criteria*
- \*select, administer, score, and interpret a variety of informal assessments in reading.*
- \*write a mini-case study based on a practicum student, profiling strengths and weaknesses in reading and to recommend specific instructional strategies to help the individual student improve.*
- \*interpret information from a professional journal and from an internet site and use it to plan and present a literacy lesson in class*

Course (Core) Requirements	Demonstrated Competencies The pre-service teacher will	Standards
Examinations/Tests	--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
Mini-Case Study	-- administer, score, and interpret a variety of informal reading assessments; assess student reading abilities with validity and using reliable measures	IPTS - 1, 2, 3, 4, 6, 7, 8, 9,10, 11 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
Differentiate Instruction / RtI Lesson	-- compile a case study for an individual student based on the assessment data collected.	
	-- profile the student’s strengths and weaknesses in reading.	
	-- recommend and explain specific intervention strategies	
Journal Article and Internet Site Review and Presentation	-- review article from a professional journal and compose a written review and lesson that reflects ability to relate the information to teaching students in an elementary/middle level classroom.	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
Class Participation In class individual, small and whole group projects and journal writing	--exhibit effective communication skills, conduct him/her 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

**Course Requirements:**  
SCHEDULED DATES WILL DEPEND ON PRACTICUM DATES

Course Requirements	Brief Description - More Details to Follow	Point Values General Date - See Schedule
Sharing of information	Current Event sharing; “quip” of the day, <i>etc.</i> Individual, small and whole group projects, PBL, games; Short [mini] assignments, in-class journal/log	50 points Continuous
Article & Internet Review Teaching Lesson	The article must have been published in a professional reading journal ( Suggestions provided in class). From the internet select a lesson plan. Both should relate to reading instruction. The typed review is to include) key points, application to a classroom situation and a critical evaluation of the information. Present ONE	20 points/ review + 20 points for lesson = 60 points  September