

**Eastern Illinois University**  
**Department of Early Childhood, Elementary, and Middle Level Education**  
**ELE 5260-001 Advanced Developmental Reading-fall 2012**

Credit Hours: 3 semester hrs.

Prerequisites: ELE3280 or ELE3281, or permission of department chair.

Instructor: Jacquelynne Brosam

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Office Hours: Wed., 12:00-4:30pm, following class, or by appointment

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Class Meetings: Buzzard Building 1302 Wednesday, 4:30-7:00pm

Unit Theme:

Educator as a Creator of Effective Educational Environments: Integrating Students, Subjects, Strategies, Societies and Technologies.

**Graduate Mission Statement:**

The Department of Early Childhood, Elementary, and Middle Level Education seeks to advance scholarly preparation by providing quality teaching and promoting excellence in research/creative activity in order for graduate students to exemplify best teaching practices for children from birth through age fourteen.

The Department is dedicated to the preparation of knowledgeable citizens of the 1st century and seeks to empower individuals to meet the challenges faced by professional educators in a rapidly changing society. Candidates for the Master of Science in Education Degree will be prepared to teaching diverse environments recognizing multiple pathways of learning.

The Department is committed to enhancing the graduate academic experience in order to create educators who can function effectively in a culturally diverse, technologically advanced, and global environment in order to engage learning at all levels.

**Outcomes for all Graduate Students at Eastern Illinois University:**

Graduate students will:

1. possess content knowledge including effective technology skills and ethical behaviors;
2. engage in critical thinking and problem solving;
3. exhibit effective oral and written communication skills;
4. engage in advanced scholarship through research and creative activity;
5. demonstrate an ability to work with diverse clientele, recognizing individual differences; and
6. collaborate and create positive relationships within the school community and profession in which they work.

**Course Description:** A study of current issues in reading instruction, including a contemporary view of literacy processes, goals of reading instruction, approaches to instruction, and assessment procedures.

**Rationale/Purpose** This course is intended to extend students' basic understanding of literacy instruction, including critical evaluation of trends and issues. It is required for those pursuing a M.S. in Elementary Education.

**Course Goal:** To provide teachers with effective practices that have been substantiated by research findings

**Models of Teaching:**

**Social 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. (pp. 28-30).

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

**Textbook:**

Gunning, T. (2010). *Creating literacy instruction for all students (7<sup>th</sup> ed.)*. Boston: Pearson Education Inc..

**Supplemental Materials:** none**International Society for Technology in Education (ISTE)**

Standards for Students (2007)

[http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS\\_for\\_Students\\_2007.htm](http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007.htm)

Standards for Teachers (2008)

[http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS\\_for\\_Teachers\\_2008.htm](http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS_for_Teachers_2008.htm)

**Performance Outcomes:**

- The competent reading teacher knows the scope and sequences for reading instruction at all developmental levels, pre-K through grade 12.
- The competent reading teacher understands, respects, and values cultural, linguistic, and ethnic diversity and knows how these differences can influence learning to read.
- The competent reading teacher knows exemplary programs and practices in reading education.
- The competent reading teacher knows state & national educational standards that are relevant to reading education.
- The competent reading teacher uses various tools to estimate the readability of texts.
- The competent reading teacher uses technology to support reading & writing instruction.
- The competent reading teacher locates, evaluates, & uses literature for readers of all abilities & ages.
- The competent reading teacher determines strengths and needs of individual students in the areas of reading, writing, and spelling.
- The competent reading teacher designs, implements, & evaluates appropriate reading programs for small groups & individuals.
- The reading teacher understands the differences between reading skills & strategies & the role each plays in reading development.

**Core Assignments**

Course Requirement	Demonstrated Competencies	Aligned Standards for Graduate Programs at Eastern Illinois University
Participation	<p>Knowledge Indicators:</p> <p>The competent reading teacher knows State &amp; national educational standards that are relevant to reading education.</p>	<p>1.d. an understanding and respect for professional ethics in the discipline</p> <p>1.e. a respect for the professional environment through their honesty, integrity, &amp; professionalism</p> <p>2.a. critical thinking &amp; problem solving</p> <p>6.a. the ability to collaborate with other professionals to promote the success of their clientele</p>
Technology Awareness Assignment	<p>Performance Indicator:</p> <p>The competent reading teacher uses various tools to estimate the readability of texts.</p> <p>The competent reading teacher uses technology to support reading &amp; writing instruction.</p>	<p>1.a. a depth of content knowledge in the discipline</p> <p>1.b. effective use of technology as appropriate</p> <p>2.a. critical thinking &amp; problem solving</p>

<p>Research paper</p>	<p>Knowledge Indicator:</p> <p>The competent reading teacher knows theoretical models and philosophies of reading education and their relevance to instruction.</p> <p>Performance Indicator:</p> <p>The competent reading teacher uses various tools to estimate the readability of texts.</p> <p>The competent reading teacher uses technology to support reading &amp; writing instruction</p>	<p>1.b. effective use of technology as appropriate</p> <p>1.c. the ability to apply content knowledge to practice</p> <p>1.d. an understanding and respect for professional ethics in the discipline</p> <p>1.e. a respect for the professional environment through their honesty, integrity, &amp; professionalism</p> <p>2.a. critical thinking &amp; problem solving</p> <p>3.b. effective written communication skills</p> <p>4.a. an understanding of the role of research in the discipline</p>
<p>Oral Presentation on Research Paper</p>	<p>Performance Indicator:</p> <p>The competent reading teacher uses technology to support reading &amp; writing instruction</p>	<p>1.a. a depth of content knowledge in the discipline</p> <p>1.b. effective use of technology as appropriate</p> <p>1.c. the ability to apply content knowledge to practice</p> <p>1.d. an understanding and respect for professional ethics in the discipline</p> <p>1.e. a respect for the professional environment through their honesty, integrity, &amp; professionalism</p> <p>2.a. critical thinking &amp; problem solving</p> <p>3.a. effective oral communication skills</p> <p>5.e. an ability to provide evidence of inquiry based instruction</p> <p>5.f. an ability to engage in reflective practice</p>
<p>Discussion Question Packet</p>	<p>Knowledge Indicator:</p> <p>The competent reading teacher knows</p>	<p>1.c. the ability to apply content knowledge to practice</p>

	<p>the history of reading instruction and its relevance to current theory and practice.</p> <p>The competent reading teacher knows theoretical models and philosophies of reading education and their relevance to instruction.</p> <p>The competent reading teacher is aware of trends, controversies, &amp; issues in reading education</p>	<p>2.a. critical thinking and problem solving</p> <p>5.f. an ability to engage in reflective practice</p> <p>6.a. the ability to collaborate with other professionals to promote the success of their clientele</p>
<p>Book Series/Reading Program Presentation</p>	<p>Knowledge Indicator:</p> <p>The competent reading teacher knows the scope and sequences for reading instruction at all developmental levels, pre-K through grade 12.</p> <p>The competent reading teacher understands, respects, and values cultural, linguistic, and ethnic diversity and knows how these differences can influence learning to read.</p> <p>The competent reading teacher knows a wide range of quality literature for students.</p> <p>The competent reading teacher knows State and national educational standards that are relevant to reading education.</p> <p>The competent reading teacher knows exemplary programs and practices in reading education.</p> <p>Performance Indicator:</p> <p>The competent reading teacher adjusts reading instruction to meet the needs of diverse learners as well as those who speak non-standard dialects.</p> <p>The competent reading teacher locates, evaluates, &amp; uses literature for readers of all abilities &amp; ages.</p> <p>The competent reading teacher uses various tools to estimate the readability of texts.</p> <p>The competent reading teacher</p>	<p>1.a. a depth of content knowledge in the discipline</p> <p>1.b. effective use of technology as appropriate</p> <p>1.c. the ability to apply content knowledge to practice</p> <p>2.a. critical thinking and problem solving</p> <p>3.a. effective oral communication skills</p> <p>5.a. an understanding of individual differences in clientele</p> <p>5.b. a respect for all clientele by fostering a supportive and encouraging atmosphere in their workplace</p> <p>5.c. a respect for individual differences through the use of rich and varied approaches</p> <p>5.d. an ability to provide evidence of differentiation of curricula</p> <p>5.f. an ability to engage in reflective practice</p>

	<p>determines strengths and needs of individual students in the areas of reading, writing, and spelling.</p> <p>The competent reading teacher designs, implements, &amp; evaluates appropriate reading programs for small groups &amp; individuals.</p>	
Journal Article Reviews	<p>Knowledge Indicator:</p> <p>The competent reading teacher knows exemplary programs and practices in reading education</p>	<p>1.c. the ability to apply content knowledge to practice</p> <p>2.a. critical thinking and problem solving</p> <p>3.b. effective written communication skills</p> <p>4.a. an understanding of the role of research in the discipline</p> <p>5.f. an ability to engage in reflective practice</p>
Reading Enhancement Project OR Debate	<p>Performance Indicator:</p> <p>The competent reading teacher designs, implements, &amp; evaluates appropriate reading programs for small groups &amp; individuals.</p>	<p>1.c. the ability to apply content knowledge to practice</p> <p>1.e. a respect for the professional environment through their honesty, integrity, &amp; professionalism</p> <p>2.a. critical thinking &amp; problem solving</p> <p>2.b. the ability to effectively evaluate situations and identify an appropriate course of action</p> <p>3.a. effective oral communication skills</p> <p>3.c. effective, fair, and honest communication considering not only the message but also the audience</p> <p>5.a. an understanding of individual differences in clientele</p> <p>5.c. a respect for individual differences through the use of rich and varied approaches</p> <p>5.d. an ability to provide evidence of differentiation of curricula</p> <p>5.f. an ability to engage in reflective practice</p>

<p>Reading Strategies Presentation</p>	<p>Knowledge Indicator:</p> <p>The competent reading teacher knows the scope and sequences for reading instruction at all developmental levels, pre-K through grade 12.</p> <p>Performance Indicator:</p> <p>The reading teacher understands, respects, and values cultural, linguistic, and ethnic diversity &amp; knows how these differences can influence learning to read.</p> <p>The reading teacher understands the differences between reading skills &amp; strategies &amp; the role each plays in reading development.</p>	<p>1.a. a depth of content knowledge in the discipline</p> <p>1.c. the ability to apply content knowledge to practice</p> <p>1.d. an understanding and respect for professional ethics in the discipline</p> <p>2.a. critical thinking and problem solving</p> <p>3.c. effective, fair, and honest communication considering not only the message but also the audience</p> <p>5.c. a respect for individual differences through the use of rich and varied approaches</p> <p>5.d. an ability to provide evidence of differentiation of curricula</p> <p>5.f. an ability to engage in reflective practice</p>
<p>Exams</p>	<p>Knowledge Indicators:</p> <p>The competent reading teacher knows theoretical models &amp; philosophies of reading education &amp; their relevance to instruction</p> <p>The competent reading teacher knows the scope &amp; sequence for reading instruction at all developmental levels</p> <p>The competent reading teacher knows the history of reading instruction and its relevance to current theory and practice.</p> <p>The competent reading teacher is aware of trends, controversies in reading education</p>	<p>1.a. a depth of content knowledge in the discipline</p> <p>1.b. effective use of technology as appropriate</p> <p>1.c. the ability to apply content knowledge to practice</p> <p>1.d. an understanding and respect for professional ethics in the discipline</p> <p>2.a. critical thinking and problem solving</p> <p>3.b. effective written communication skills</p> <p>5.d. an ability to provide evidence of differentiation of curricula</p> <p>5.f. an ability to engage in reflective practice</p>

Although graduate courses may have common assignments (e.g., critiques of journal articles, literature reviews, or research papers), the overall goal of the program in elementary education is to provide a “spiral curriculum”. The class assignments submitted by a graduate student must provide evidence of growth and advancement by building upon prior coursework, but not duplicating previous projects, experiences, or materials.

Course Requirement	Brief Description	Point Value (Approximate Weight)	Due Dates
Participation	Attend class regularly and participate in class discussions and group work. Show evidence of supporting other class members.	15 pts. 3%	Wks. 1-16
Technology Awareness Assignment	Survey Accelerated Reader, Bookadventure.org, and Reading Counts to tell the different components, strengths, and weaknesses of each program. Locate information about reading related websites (IRA, IRC, Inspiration, etc.) Create three graphic organizers displaying the information obtained on-line.	45 pts. 9%	Wk. 3 Sept. 5
Research paper	Write an 8-12 page research paper on a reading topic. Use APA format and include at least 10 current (within last 5 years) articles in the reference list. Research paper will have a rationale, Review of the Literature with a summary of research, and conclusion.	85 pts. 17%	Wk. 12 Nov. 7
Oral Presentation on Research Paper	Present a summary of research paper in a PowerPoint format using 10-12 slides.	60 pts. 12%	Wks. 12-15 Nov. 7 Nov. 14 Nov. 28 Dec. 5
Discussion Question Packet	Complete study packet review questions and discuss in class.	15 pts. 3%	Wks. 10&15 Oct. 24 Dec. 5
Book Series/Reading Program Presentation	Present components of classroom textbook series or other reading program used in their classroom. Include strengths, weaknesses, how program was chosen, age of program, and assessment techniques used in the program.	30 pts. 6%	Wk. 2 Aug. 29
Journal Article Reviews	Read, summarize, and write article reviews of 10 journal articles on the topic of reading (vocabulary, comprehension, fluency, phonics, etc.) Formulate a notebook with copies of the article reviews and the article. Present two articles in class.  *Refer to <a href="#">Article Review Rubric</a> for guidelines.	60 pts. 12%	Wks. 5&7 Sept. 19 Oct. 3
Reading Enhancement Project OR Debate	Provide a sample or replica demonstrating a reading enhancement project. This will be a project that will be used in the classroom. OR Debate a	40 pts. 8%	Wks. 7-10 Oct. 3 Oct. 10 Oct. 17 Oct. 24

	reading issue with a classmate. Provide an outline and reference list supporting either activity.		
Reading Strategies Presentation	Present and teach to the class an assigned metacognitive strategy providing a copy of the strategy to all class members.	40 pts. 8%	Wks. 4-6 Sept. 12 Sept. 19 Sept. 26
Exams	Demonstrate content knowledge by completing a minimum of two exams including essay questions, matching, true-false, fill-in-the blank, and short answer questions.	(2 @ 55 pts each) 110 pts. 22%	Wks. 11&16 Oct. 31 Dec. 12
Optional Assignments	Will vary by instructor	___ pts. (up to 9%)	

Grading Scale: 500 total points

93-100 = A (465-500)

85-92 = B (425-464)

77-84 = C (385-424)

69-76 = D (345-384)

Below 69 = F (below 383)

The Department of EC/ELE/MLE is committed to the learning process and academic integrity as defined within the Student Conduct Code Standard I. "Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship." Students are expected to develop original and authentic work for assignments submitted in this course. "Conduct in subversion of academic standards, such as cheating on examinations, plagiarism, collusion, misrepresentation or falsification of data" or "submitting work previously presented in another course unless specifically permitted by the instructor" are considered violations of this standard.

### Course Outline

#### Week One:

Topic #1: Introductions, Course Syllabus and Class Expectations  
Effective Reading Instruction: What Research Says about Reading Instruction

#### Week Two:

Topic #2: Effective Reading Instruction: What Research Says about Reading Instruction  
Basal Series/Reading Program Presentations

#### Week Three:

Topic #3: Research on Reading Instruction with the Internet/Technology in Education  
Holistic, Integrated Approaches, Constructivist Framework (Theories of Literacy Learning)  
Technology Awareness Assignment

#### Week Four:

Topic #4: Holistic, Integrated Approaches, Constructivist Framework (Theories of Literacy Learning)  
Reading Strategies Presentations

#### Week Five:

Topic #5: Early Intervention/Home and School Together  
Journal Reviews Due & Reading Strategies Presentations

#### Week Six:

Topic #6: What We Know About Phonics  
Reading Strategies Presentations



**Week Seven:**

Topic #7: Word Consciousness in a Research-Based Vocabulary Program  
Journal Reviews Due & Reading Enhancement/Debate Presentations

**Week Eight:**

Topic #8: Reading Fluency  
Reading Enhancement Project/Debate Presentations

**Week Nine:**

Topic #9: Discipline/Content Area Reading  
Reading Enhancement Project/Debate Presentations

**Week Ten:**

Topic #10: Discussion Question Packet & Journal Review Presentations  
Reading Enhancement Project/Debate Presentations

**Week Eleven:**

Topic #11: MIDTERM EXAM

**Week Twelve:**

Topic #12: Reading Comprehension Strategies and Metacognition  
Research Papers Due  
Oral Presentations of Research Papers w/ppt.

**Week Thirteen:**

Topic #13: Reading/Learning Disability Intervention (Rtl)  
Standards, Assessment, Text Difficulty/High-Stakes Testing in Reading  
Oral Presentations of Research Papers w/ppt.

**Week Fourteen:**

Topic #14: Different Approaches to Reading/Pedagogy Frameworks/Creating a Balanced Literacy Program  
Integrating Reading and Writing  
Oral Presentations of Research Papers w/ppt.

**Week Fifteen:**

Topic #15: Discussion Question Packet  
Oral Presentations of Research Papers w/ppt.

**Week Sixteen:**

Topic #16: FINAL EXAM

## ELE 5260 References

\*Denotes Unit Conceptual Framework

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## ELE/MLE \_\_\_\_\_ - ARTICLE REVIEW RUBRIC

Name: \_\_\_\_\_

**Format:** (APA 6<sup>th</sup> edition, minimum of \_\_\_ double-spaced pages, 12 point font, article citation at the top of the page, name on paper at the top)

**Reference Format/Use of APA:**

\_\_\_\_\_ ( \_\_\_ pts./10%) **Exhibits appropriate use of APA within the review and for the bibliographic information**

- Author's last name & first initial only
- Year is in parentheses
- Capitals used only in first letter of article title & after a colon
- Punctuation correct (period after authors' names, after date, after article title, at the end of the citation)
- Journal name & volume number are italicized
- Journal issue number (if available) in parentheses immediately after the volume number (do not italicize the issue number)
- Use of scholarly journal: *Listing of acceptable journals/sources*
- Give inclusive page numbers
- Hanging indent
- DOI (if available)
- If DOI is not available the URL of the homepage of the journal needs to be listed (for electronic sources)

\_\_\_ Strong (consistent and correct) use of the above elements

\_\_\_ Appropriate application of most of the above elements

\_\_\_ Weak and inconsistent use of the above elements

If you need additional information regarding APA, please refer to the **Student Resources** section of the **Master of Science in Elementary Education** website:  
[http://castle.eiu.edu/~elegrad/advisement\\_student\\_resources.php](http://castle.eiu.edu/~elegrad/advisement_student_resources.php)

**Written Communication Skills:**

\_\_\_\_\_ ( \_\_\_ pts./10%) **Demonstrates appropriate use of conventions within the review**

- Proper punctuation (capitals, apostrophe used to show possession, periods, colons, commas)
- Correct spelling used throughout review
- Formal and grammatically correct usage of language
- Clarity of organization
- Sentence structure (i.e., writing with complexity and clarity)

\_\_\_ Strong (consistent and correct) use of the above elements

\_\_\_ Appropriate application of most of the above elements

\_\_\_ Weak and inconsistent use of the above elements

**Content Summary:**

\_\_\_\_\_ ( \_\_\_ pts./50%) **Demonstrates understanding of content knowledge within the summary of the article**

\_\_\_ Strong depth of content knowledge

\_\_\_ Appropriate depth of content knowledge

\_\_\_ Weak depth of content knowledge

**Application:**

\_\_\_\_\_ ( \_\_\_ pts./15%) **Exhibits critical thinking in applying article content to ELE/MLE \_\_\_\_\_ course content**

\_\_\_ Strong understanding of the role of research in the discipline

\_\_\_ Appropriate understanding of the role of research in the discipline

\_\_\_ Weak understanding of the role of research in the discipline

**Critical Evaluation:**

\_\_\_\_\_ ( \_\_\_ pts./15%) **Overall critique of article**

\_\_\_ Demonstrates strong reflective thinking in linking content knowledge to classroom practice

\_\_\_ Demonstrates appropriate reflective thinking in linking content knowledge to classroom practice

\_\_\_ Demonstrates weak reflective thinking in linking content knowledge to classroom practice

\_\_\_\_\_ ( \_\_\_ pts./100%) **Total possible**

**Comments:**

## ELE/MLE \_\_\_\_\_ - ARTICLE REVIEW RUBRIC

Name: \_\_\_\_\_

Format: (APA 6<sup>th</sup> edition, minimum of \_\_\_ double-spaced pages, 12 point font, article citation at the top of the page, name on paper at the top)

**Reference Format/Use of APA:**

\_\_\_\_\_ ( \_\_\_ pts./10%) Exhibits appropriate use of APA within the review and for the bibliographic information

- Author's last name & first initial only
- Year is in parentheses
- Capitals used only in first letter of article title & after a colon
- Punctuation correct (period after authors' names, after date, after article title, at the end of the citation)
- Journal name & volume number are italicized
- Journal issue number (if available) in parentheses immediately after the volume number (do not italicize the issue number)
- Use of scholarly journal: *Listing of acceptable journals/sources*
- Give inclusive page numbers
- Hanging indent
- DOI (if available)
- If DOI is not available the URL of the homepage of the journal needs to be listed (for electronic sources)

\_\_\_ Strong (consistent and correct) use of the above elements

\_\_\_ Appropriate application of most of the above elements

\_\_\_ Weak and inconsistent use of the above elements

If you need additional information regarding APA, please refer to the **Student Resources** section of the **Master of Science in Elementary Education** website:  
[http://castle.eiu.edu/~elegrad/advisement\\_student\\_resources.php](http://castle.eiu.edu/~elegrad/advisement_student_resources.php)

**Written Communication Skills:**

\_\_\_\_\_ ( \_\_\_ pts./10%) Demonstrates appropriate use of conventions within the review

- Proper punctuation (capitals, apostrophe used to show possession, periods, colons, commas)
- Correct spelling used throughout review
- Formal and grammatically correct usage of language
- Clarity of organization
- Sentence structure (i.e., writing with complexity and clarity)

\_\_\_ Strong (consistent and correct) use of the above elements

\_\_\_ Appropriate application of most of the above elements

\_\_\_ Weak and inconsistent use of the above elements

**Content Summary:**

\_\_\_\_\_ ( \_\_\_ pts./50%) Demonstrates understanding of content knowledge within the summary of the article

\_\_\_ Strong depth of content knowledge

\_\_\_ Appropriate depth of content knowledge

\_\_\_ Weak depth of content knowledge

**Application:**

\_\_\_\_\_ ( \_\_\_ pts./15%) Exhibits critical thinking in applying article content to ELE/MLE \_\_\_\_\_ course content

\_\_\_ Strong understanding of the role of research in the discipline

\_\_\_ Appropriate understanding of the role of research in the discipline

\_\_\_ Weak understanding of the role of research in the discipline

**Critical Evaluation:**

\_\_\_\_\_ ( \_\_\_ pts./15%) Overall critique of article

\_\_\_ Demonstrates strong reflective thinking in linking content knowledge to classroom practice

\_\_\_ Demonstrates appropriate reflective thinking in linking content knowledge to classroom practice

\_\_\_ Demonstrates weak reflective thinking in linking content knowledge to classroom practice

\_\_\_\_\_ ( \_\_\_ pts./100%) Total possible

Comments:

### Assignment Sheet

ELE 5260 Advanced Developmental Reading  
Mrs. Brosam fall 2012

**Technology Awareness**-Locate information about **two** reading related websites (IRA, IRC, Inspiration, etc.) and create a graphic organizer of your own choosing to display the information [worth 5 pts each.] Also, survey Accelerated Reader, Bookadventure.org, and Reading Counts. Create a grid graphic organizer [worth 15 pts.] to display the following information about each: program components, strengths, and weaknesses.

Program	Accelerated Reader	Bookadventure.org	Reading Counts
Program Components			
Strengths			
Weaknesses			

**Research Paper**-complete an eight-twelve page research paper on a reading topic using the following criteria:

1. Written in formal language (conclusion in first person)
2. Label sections accordingly:
  - Introduction**- (2-3 pages) establish background and give a statement of rationale for the paper with proper citations
  - Summary of Literature**- (4-7 pages) report current research/positions about the topic using four to six research studies (may be qualitative, quantitative, or a combination of both)
  - Conclusion**- (1-2 pages) must include how you plan to use this information or incorporate it into current/future teaching
  - Works Cited**- must provide citations in APA format
3. Oral presentation of research paper- 10 to12 slide PowerPoint presentation (provide a print out of the slide presentation for the instructor.)

**Reading Strategies Presentation**- present and teach an approved reading strategy to members of the class. Strategies may include phonics, phonemic awareness, vocabulary building, reading comprehension, or discipline reading. Provide a copy of the strategy instructions to class members.



**Book Series/Reading Program-** (1 page) summary of current series or program in use

Name	Date
Reading Program for.....	
<b>Name of program:</b>	
<b>Strengths:</b>	
<b>Weaknesses:</b>	
<b>How chosen:</b>	
<b>Age of Program:</b> years in district OR years since development	
<b>Assessment Techniques:</b>	

**Journal Article Reviews**-complete professional journal article reviews using the following guidelines:

1. **formally written, full-length (2 page) article reviews** using the attached rubric for guidance. Place name and date at the top of the first page followed by the APA format citation. Divide the article review into the following labeled headings:
  - a. Summary: succinct summary of article contents (half page/label heading)
  - b. Important Ideas: identify the significant ideas (half page/label heading)
  - c. Personal Connection/Application: full page reflection with a labeled heading—How does the information relate to you? Is there any prior knowledge of this topic? How could the topic be applied in your school setting? Your reflection/personal connection is the MOST IMPORTANT part of the review. Reviews are due Sept. 19<sup>th</sup> and Oct. 3<sup>rd</sup>. Attach a RUBRIC SHEET to the front of each review.

**Reading Enhancement Project-**

Provide a sample (create in class or already made) of a reading enhancement project. Projects are usually implemented at the conclusion of a story or book. Provide all the materials needed to construct the project to class members, if constructed individually. This is a project you would utilize in your own classroom. Include instructions or an outline of the steps for completion and list the source on a one page handout for each class member.

OR

**Debate-**

With a classmate debate a current issue/practice in reading instruction. Each side will present supporting arguments and will respond to questions from the class at the end of the debate. Include an outline for your positions and a list of all your references on a one page handout for each class member.