

Early Childhood/Elementary/Middle Level Education Department
ELE 3281: Developmental Reading in Early Childhood

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Class Meetings: M and W 10:00-11:40 a.m. Buzzard Building Rm. # 1441

Unit Theme: Educator as Creator of Effective Educational Environments: Integrating diverse students, subjects, strategies, societies, and technologies.

Catalog Course Description: Strategies and materials for teaching reading in preschool and primary grades. Emphasis placed on emergent literacy, diagnostic procedures, individualization, evaluation, and reading interests. Field based activities will be provided in conjunction with ELE 4000.

Prerequisites: Concurrent enrollment in ELE 3250 and ELE 4000, or permission of department chair.

Course Purpose: The purpose of this course is to present content on emergent literacy and reading instruction for the young child. Strategies for implementing reading lessons and activities are a major focus of the course.

Course Texts: Combs, M (2006). *Readers and writers in primary grades: A balanced literacy approach*. Columbus, OH: Merrill
Prentice-Hall, Inc.

Supplemental Materials:
None

Learning 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, 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.

Course requirements and demonstrated competencies are aligned with the following standards:

Illinois Professional Teaching Standards (IPTS) <http://www.isbe.il.us/profprep/PDFs/ipts.pdf>

Illinois Standards for Certification in Special Fields-Early Childhood

http://www.isbe.net/profprep/CASCDvr/pdfs/26110_earlychildhood.pdf

Illinois Standards for Certification in Special Fields-Elementary

http://www.isbe.net/profprep/CASCDvr/pdfs/26310_elementaryed.pdf

Association for Childhood Education International (ACEI) <http://www.acei.org/Synopsis.htm>

National Association for the Education of Young Children (NAEYC) http://www.naeyc.org/accreditation/next_era.asp

Illinois Core Language Arts Standards (ICLAS) http://www.isbe.net/profprep/CASCDvr/pdfs/24110_corelangarts_std.pdf

Illinois Core Technology Standards (ICTS) http://www.isbe.net/profprep/CASCDvr?pdfs/24100_coretechnology.pdf

Course Outcomes:

Upon completion of this course, teachers will be able to teach children to:

- Design developmentally appropriate instruction in reading using a variety of materials.
- Provide for the uniqueness of individuals recognizing the characteristics of culturally pluralistic and "at risk" populations, and foster appreciation for those differences.

- Manage the classroom to optimize academically engaged time.
- Decide what will be learned and the processes of learning.
- Design instruction to develop and utilize the cognitive processes by which pupils learn.
- Demonstrate alternative methods of achieving similar learning outcomes.
- Uses technology to support teaching and learning.

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.
- 1C. knows the history of reading instruction and its relevance to current theory and practice.
- 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 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.
- 3C. is aware of guidelines for the evaluation of curriculum material and instructional technology.

Reading Teacher Standard 4:

Knowledge Indicators - The competent reading teacher:

- 4C. facilitates home-school connections and parental participation in school reading programs.

Reading Teacher Standard 5:

Knowledge Indicator - The competent reading teacher:

- 5B. reflects on teaching practices and conducts self-evaluation.

Competencies and Standards Matrix

Core Course Requirements	Demonstrated Competencies	Aligned Standards
Literature Response File/ Book Cards	<ul style="list-style-type: none"> • Create a literature file with Developmentally Appropriate Practices (DAP) & Culturally and Linguistically Diverse/(CLD) activities & children’s literature from various authors • Comprehend, apply and teach the five core components (phonemic awareness, phonics, fluency, vocabulary, comprehension) of reading education and provide a means for their assessment • Evaluate children’s literature as a means for teaching reading when readability and interests are considered 	ACEI 1, 2.1, 2.8, 3.1, 3.2, 3.3, 3.4, 4, 5 NAEYC 1, 2, 4b, 4c, 4d IPTS 1, 3, 4, 5, 6, 7, 8, 10 ICRLAS 1, 2, 3, 4 IRTS 1, 2, 3 ICTS 1, 2, 3, 5, 6, 7, 8 ILSCSTF-EC 1, 2, 8, 9, 10 Dispositions: PTSL, SDE
Directed Reading Activity [DRTA] or Directed Listening Activity[DLTA] Lesson	<ul style="list-style-type: none"> • Prepare and present Directed Reading Thinking Activity appropriate to the intended grade level of students • Comprehension of fundamentals of reading instruction & current/past best practices methods • Comprehend, apply and teach the five core components of 	ACEI 1, 2.1, 2.8, 3.1, 3.2, 3.3, 3.4, 4, 5 NAEYC 1, 2, 4b, 4c, 4d IPTS 1, 3, 4, 5, 6, 7, 8, 10 ICRLAS 1, 2, 3, 4

	<p>reading education and provide a means for their assessment</p> <ul style="list-style-type: none"> • Applications of knowledge in planning, presenting and modeling of reading lessons • Design developmentally [DAP] and culturally [CLD] appropriate instruction to further student cognitive learning • Select appropriate learning activities and texts for reading with consideration of readability levels, appropriateness for ability levels, diverse prior experiences and student interests. 	<p>IRTS 1, 2, 3 ICTS 1, 2, 3, 5, 6, 7, 8 ILSCSTF-EC 1, 2, 8, 9, 10, 11, 12, 14</p> <p>Dispositions: IWS, EC, PTSL, SDE</p>
Phonemic Awareness or Phonics Activity & Test on Basic Phonics	<ul style="list-style-type: none"> • Demonstrate comprehension and the ability to apply phonics knowledge • Design developmentally [DAP] and culturally [CLD] appropriate instruction to further student cognitive learning • Comprehend and apply the core components of reading education and their assessment 	<p>ACEI 1, 2.1, 3.1, 3.2, 3.4, 4 NAEYC 3, 4b, 4c, 4d IPTS 1, 2, 3, 4, 5, 6, 7, 8 ICTS 2, 3, 8 ICLAS 1 ILSCSTF-EC 1, 2, 8, 9, 10, 12, 14</p> <p>Dispositions: PTSL, SDE</p>
Basal Textbook or Reading Program Review	<ul style="list-style-type: none"> • Conduct a thoughtful evaluation of basal reading programs • Identify developmentally [DAP] and culturally [CLD] appropriate instruction to further student cognitive learning • Recognize the five core components of reading education and their assessment 	<p>ACEI 1, 2.1, 3.2, 3.4, 4 NAEYC 1, 2c, 3, 4b, 4c, 4d IPTS 1, 2, 3, 4, 5, 6, 7, 8, 9 ICTS 2, 3, 8 ICLAS 1 ILSCSTF-EC 1, 2, 8, 9, 10, 11, 12, 14</p> <p>Dispositions: EC, PTSL, SDE</p>
Exams	<ul style="list-style-type: none"> • Comprehend and apply the five core components of reading education and their assessment • Compare and contrast multiple methods for teaching/enabling reading by grade levels • Exhibit a basic knowledge of reading assessments valid for diverse elementary age students • Demonstrate understanding of the advantages and caveats of using observation, performance standards and standardized tests for assessing reading ability 	<p>ACEI 1, 2, 3, 4, NAEYC 2, 3 ICLAS 1 IRTS 1,3 IPTS 1, 3, 6, 7, 8, ICTS 2, 3, 8 ILSCSTF-EC 1, 2, 8, 9, 10, 11, 12, 14</p> <p>Dispositions: EC, PTSL, SDE</p>
Participation	<ul style="list-style-type: none"> • 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 	<p>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 ILSCSTF-EC 13, 17</p> <p>Dispositions: PEP, EC, SDE</p>

Core Course Assignments	Brief Description	Points/ DueDate	Approximate Weight
Literature Response File/ Book Cards	Select children's books, review and summarize them; recommend methods for incorporating them during the teaching of reading;	30 points Sept. 5	15%
Directed Reading Activity [DRTA] or Directed Listening Activity [DLTA] Lesson	Design a directed reading/thinking lesson or a directed listening /thinking lesson; model it in class; and submit the written lesson plan for recording in LiveText; Plan should include activities for before, during, & following the reading of text in manageable segment	30 points Oct. 17	15%
Phonemic Awareness or Phonics Activity & Test on Basic Phonics	Activity - prepare a phonemic awareness or phonics activity using manipulatives and/or visual aids and model the activity in class; AND Test - terminology related to teaching of phonics and use of diacritical marks	10 points Sept. 24 20 points Sept. 24	15%
Basal Textbook or Reading Program Review	Examination of the basal series including the student books, teacher's manual, and additional support resources or a review of a reading program used within a school during the practicum experience	20 points Oct. 1	10%
Exam(s)	Examination(s) based on relevant terminology, concepts, and applications	2@30 points each Midterm: Oct. 10 Final: Dec. 11 10:15 a.m	30%
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.	10 points	5%
Optional assignments/ projects	Other items/adjustments of percentages at teacher discretion and /or student needs	2@10 points each Graphic Organizers Nov. 28	10%
DETAILED INSTRUCTIONS AND EXPECTATIONS FOR EACH ASSIGNMENT WILL BE PROVIDED BY THE INDIVIDUAL INSTRUCTOR			

Reading Assignments & Discussion Questions- It is your responsibility to keep up with the reading assignments and to come to class prepared to discuss the information contained in the assigned reading and be able to apply this to the information presented in class.

Grading Scale: A = 92-100 %, B = 83-91%, C = 74-82%, D = 65-73%, F = below 65%

COURSE OUTLINE

I. Foundations of Language and Literacy

A. Literacy Issues

1. Definition of terms
2. Concerns about literacy instruction
 - a. Diverse achievement levels (e.g., ELL, gifted, etc.)
 - b. Standards-based instruction (NRP 2000 and NCLB)
 - c. State/district mandated testing (ISAT, DIBELS, AYP)

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- 3. Five Areas of literacy instruction
 - a. phonemic awareness
 - b. phonics
 - c. fluency
 - d. vocabulary
 - e. reading comprehension
- B. Teaching and Learning Principles
 - 1. Language and literacy development
 - a. language acquisition stages
 - b. preschool and primary grade development
 - 2. Teaching-learning relationships
 - a. zone of proximal development
 - b. scaffolding
- C. Current Models of Reading
 - a. bottom-up/top down (phonics/whole word)
 - b. balanced reading (whole language+phonics)
 - c. social interaction
 - d. transaction of text to reader

II. Learning About Words-transitioning from oral to written language

- A. Emergent Literacy/ Schema development
- B. Concepts about Print (CAP)
 - 1. Print contains message
 - 2. Directionality, one-to-one matching, and return sweep
 - 3. First and last, top to bottom, left to right
 - 4. Concept of letters, lines, and word boundaries
 - 5. Sense of story
- C. Clay's Principles of Written Language
- D. Decoding Print Strategies (configuration, context, phonics, chunking)
- E. Phonological/Phonemic Awareness Activities
 - 1. Rhyming
 - 2. Onset and rime
 - 3. Segmenting/blending
- F. Sorting Activities (picture and word cards)
- G. Elkonin Boxes sounds and letters)
- H. Environmental Print and Alphabet Books
- I. Technological support for word learning

III. Learning about Words-phonics and morphemic analysis

- A. Developing and Transitional Readers
- B. Building Word Knowledge
- C. Phonics Instruction
 - 1. Consonants (initial, final, blend, digraph)
 - 2. Vowels (long, short, R-controlled, digraph, diphthong)
- D. Multi-syllable Word Instruction (morphemes, roots, bases, affixes)
- E. Instructional Guidelines (systematic and sequential)
- F. Building Words/Making and Breaking
- G. Monitoring Student Growth

IV. Reading Aloud-laying the foundation for text comprehension

- A. Rationale for Read Aloud Experiences
- B. Learning to Understand "Story Language"
 - 1. Literal comprehension
 - 2. Inferential comprehension
 - 3. Personal/critical comprehension
- C. Guiding Comprehension of Narrative and Expository Text
 - 1. Pre-reading (predict)
 - 2. During reading (confirm, infer, clarify, connect information)
 - 3. After reading (respond to text, draw conclusions, confirm, recall)
- D. Extending Comprehension
 - 1. Revisit the text (rereading and retelling)
 - 2. Making connections "This reminds me" text to... self, text, world
- E. Reading Aloud to Share Quality Children's Literature- all genres
- F. Reading Aloud to Introduce Story Elements (plot, characters, style, etc)

.....**MIDTERM**.....

V. Shared Reading-modeling how to make text “meaningful”

- A. Criteria for Shared Reading Text- illustrations, print, pattern type
- B. Rationale for Shared reading
- C. Extending the Shared Reading Experience
 - 1. Rereading or retelling the text
 - 2. “Read the Room” and Reader’s Theater

VI. Reading Instruction-how to construct meaning from print

- A. Utilizing a Basal Reader
 - 1. Historical background of the basal/LA series
 - 2. Elements of a basal/LA reader
 - a. program components
 - b. organization of the basal
 - c. scope and sequence
 - 3. Respecting diversity and monitoring progress
- B. Teacher Directed (Explicit) Reading Strategy/Skills Instruction
 - 1. Lesson explanation
 - 2. Modeling
 - 3. Guided practice
 - 4. Application
- C. Guided Reading-scaffolding to construct meaning
 - 1. Definition
 - 2. Matching students to the appropriate text level
 - a. Independent (98%-100% accuracy)
 - b. Instructional (90% 97% accuracy)
 - c. Frustration (below 90% accuracy)
 - d. Listening (70%-100% comprehension)
 - 3. Flexible grouping (individuals, partners, small-groups)
 - 4. Cueing systems (MSV)
 - a. Meaning/Semantic
 - b. Structure/Syntactic
 - c. Visual/Graphophonic
 - 5. Strategic reading (automatic with good readers)
 - a. rereading
 - b. self-correcting (after rereading or point of error)
 - c. self-monitoring
 - d. cross-checking (MSV)
 - e. using prior knowledge and making connections
 - 6. Prompting for use of strategies-working in the ZPD
- D. Implementing the Guided Reading Lesson
 - 1. Before initial reading- Text Introduction
 - a. build background/activate prior knowledge
 - b. read the title and give an overview of the story
 - c. preview the text/picture walk- make predictions
 - d. locate and introduce any new vocabulary
 - e. rehearse new sentence structures/language patterns
 - 2. During initial reading
 - a. student(s) reading aloud-teacher monitors
 - b. student(s) reading silently-set purpose & read
 - 3. After reading
 - a. follow up discussion (react to text, confirm, revise)
 - b. address 1 or 2 teaching points- specific praise
 - c. check for comprehension
 - d. opportunities for rereading and extension activities
- E. Monitoring Progress during Guided Reading
 - 1. Running records/miscue analysis/informal reading inventories
 - a. miscues
 - b. accuracy rate
 - c. self-correction rate
 - 2. Fluency (accuracy, speed, expression, and comprehension)
- F. Additional Instructional Approaches to Reading
 - 1. Four/Five Blocks, Literature Circles, Collaborative Groups
 - 2. Individualized reading programs, Eclectic reading programs

3. Linguistic readers

VII. Independent Readers-orchestrating strategies and making meaning

- A. Independent Reading- a.k.a. SSR, DEAR, DIRT, SQUIRT, POWER
- B. Benefits of Independent Reading (fluency, vocabulary, comprehension)
- C. Reader's Workshop- organized reading experiences in the classroom
 - 1. Time- requires a block of time
 - 2. Choice (book tubs/boxes, "just right" books)
 - 3. Response- student response to literature
 - 4. Community- interaction and collaboration with peers
 - 5. Structure/organization
- D. Selecting appropriate level text (i.e., various leveling systems)
- E... Technological resources for independent reading
- F. Assessment of Independent Reading (running records, portfolios)
- G. Effectively Communicating with Parents
 - 1. Share expectations and resources
 - 2. Student progress (specific, documented, offer a plan)

VIII. Writing- reading's reciprocal operation

- A. Shared Writing- assisted writing
- B. Shared Writing vs. Language Experience Approach
- C. Interactive Writing- "sharing the pen"
- E. Functional Writing (lists, graphs, notes, labels, clusters, charts)
- F. Shared/Interactive Writing Process
- G. Using Shared/Interactive Writing to Explore
 - 1. Compose writing to focus on literary elements
 - 2. Study organizational patterns (description, cause and effect, etc.)
 - 3. Using graphic organizers and formula writing (4-Square)
- H. Extending Interactions with Writing Text
 - 1. Create a written cloze or class-made book
 - 2. Cut-up sentences, word banks, word wall, etc.
 - 3. Book making - accordion, fan, pocket, pop-up, shape and baggie
- I. Criteria for assessing writing (rubrics)

IX. Teachers of Reading

- A. Characteristics of effective reading teachers
- B. Meeting the current challenges
- C. Making a difference

.....**FINAL EXAM**.....

All information in this syllabus should be considered subject to change based upon professional discretion.

Academic Integrity

"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."

Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to first contact their instructor. If needing additional help, please contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call [217-581-6696](tel:217-581-6696), or go to 9th Street Hall, Room 1302.

ELE 3281 References

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Bloom, B. (1956). *Taxonomy of educational objectives*. New York: David McKay.

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Fountas, I. C., & Pinnell, G. S. (1999). *Matching books to readers: Using leveled books in guided reading, k-3*. Portsmouth, NH: Heinemann.

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Snow, C. E. & Burns, M.S. (Eds.) (1998). *Preventing Reading Difficulties in Young Children*. Washington, DC: National Academy Press.

Schickendanz, J. A. & Casbergue, R. M. (2004). *Writing in Preschool: Learning to Orchestrate Meaning and Marks*. Newark, DE: International Reading Association.

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Weaver, C. (2002). *Reading process & practice* (3rd ed.). Portsmouth, NH: Heinemann

 Students with Disabilities: If you have a documented disability and wish to discuss academic accommodations,
 please contact the Office of Disability Services at 581-6583.
