Early Childhood/Elementary/Middle Level Education Department
ELE 3280-010 Developmental Reading in the Elementary School
Spring 2013

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Office Hours: **1:00-3:00 M; 1:00-6:30 R; or by appointment**
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Class Meetings: **2439 BH 10:00-11:40 MW**

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

Course Description: The instructional programs in reading from kindergarten through grade 6; goals, methods, and materials with emphasis on basal reader approaches. Field based activities will be provided in conjunction with ELE 3000.

Prerequisites: Concurrent enrollment in ELE 3000 and 3350; MLE 3110 and MLE 4000; or permission of department chair. University Teacher Education requirements apply and department requirements for enrollment must be met, including an expectation of second semester Junior standing.

Course Purpose: This course is designed to provide learning experiences for teacher candidates to prepare them to teach pupils from kindergarten through grade eight, the attitudes, skills, and concepts needed to become competent readers. The nature of reading as a developmental process, planning for instruction, emergent literacy, and development of competence in phonemic awareness, phonics, fluency, vocabulary, and comprehension strategies will be stressed. Because a developmental reading methods course is required for state certification, this course is required for elementary education majors in the General Elementary and Middle Level options.

Course Textbooks:
Elementary Level: Reutzel, D.R. & Cooter, R.B., Jr. (2008). *Teaching children to read: The teacher makes the difference* (5th Ed.). Columbus, OH: Pearson Prentice Hall.

****Middle Level*: Gunning, T.G. (2008), *Creating literacy: Instruction for all students in grades 4-8.* New York: Allyn and Bacon. [This is our book for this course.]**

Supplemental Materials:
LiveText - required for all Education Students at Eastern Illinois University

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, sensitivity to diversity, and 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:

- 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 Professional Teaching Standards (IPTS) http://www.isbe.il.us/profprep/PDFs/ipts.pdf
- Illinois Core Language Arts Standards (ICLAS) http://www.isbe.net/profprep/CASCDvr/pdfs/24110_corelangarts_std.pdf
- Illinois Reading Teacher Standards http://www.isbe.il.us/profprep
- Illinois Core Technology Standards (ICTS) http://www.isbe.net/profprep/CASCDvr?pdfs/24100_coretechnology.pdf

Outcomes Specific to ELE 3280:

1. Demonstrate a mastery of the theories, concepts, facts, principles, ideas and relationships of reading.
2. Understand and describe reading as a developmental and cognitive process and design instruction to further pupil development of those processes.
3. Comprehend the components of and develop learning activities for teaching phonemic awareness, phonics, fluency, vocabulary and comprehension strategies.
4. Compare, contrast, and use multiple methods of teaching reading, including, but not limited to: basal readers, teacher directed instruction [DRA/DRTA], reading workshop, guided.
5. Reading, reciprocal teaching, QAR--question-answer-response
6. Select appropriate reading materials for various grade levels with consideration of student interest and reading and readability levels, genres, and sources [online, books, magazines, environmental, etc.]
7. Understand appropriate assessments of student reading ability.
8. Demonstrate knowledge of historical and current issues related to reading education including culturally and linguistic diverse [CLD] learners.

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.

Course Core Requirements	Demonstrated Competencies	Aligned Standards
Literature Response File/Book Cards	• 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 ICRLAS 1, 2, 3, 4 IRTS 1, 2, 3 IPTS 1, 3, 4, 5, 6, 7, 8, 10 ICTS 1, 2, 3, 5, 6, 7, 8 Dispositions: PTSL, SDE

Directed Reading Activity [DRTA]	• Prepare and present Directed Reading Thinking Activity appropriate to the intended grade level of students • Comprehension of fundamentals of reading instruction and current/past best practice methods • Comprehend, apply, and teach the five core components of reading education and provide a means for their assessment • 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	ACEI 1, 2.1. 2.8, 3.1, 3.2, 3.3, 3.4, 4, 5 NAEYC 1, 2, 4b, 4c, 4d ICRLAS 1, 2, 3, 4 IRTS 1, 2, 3 IPTS 1, 3, 4, 5, 6, 7, 8, 10 ICTS 1, 2, 3, 5, 6, 7, 8 Dispositions: IWS, EC, PTSL, SDE
Test on Basic Phonics	• Demonstrate comprehension and the ability to apply phonics knowledge	ACEI 2.1 NAEYC 4c ICLAS 2a, 2c IRTS IPTS 1 Dispositions: EC
Basal Textbook or Reading Program Review	• Conduct a thoughtful evaluation of basal reading programs • Identify DAP and CLD appropriate instruction to further student cognitive learning • Recognize the five core components of reading education and their assessment	ACEI 1, 2.1, 3.2, 3.4, 4, NAEYC 1, 2c, 3, 4b, 4c, 4d ICLAS 1 IRTS IPTS 1, 2, 3, 4, 5, 6, 7, 8, 9 ICTS 2, 3, 8 Dispositions: EC, PTSL, SDE
Exams	• 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	ACEI 1, 2, 3, 4 NAEYC 2, 3 ICLAS 1 IRTS 1, 3 IPTS 1, 3, 6, 7, 8 ICTS 2, 3, 8 Dispositions: EC, PTSL, SDE
Participation	• 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	ACEI 1, 2.1, 3.2, 5.1, 5.2, 5.4 NAEYC 5 IRTS ICLAS 1, 2, 3 ICTS 2, 6 Dispositions: PEP, EC,

		SDE
Teacher Selections	• Varied	Varied

Course Core Assignments	Brief Description	Points/Due Date	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. A partnership program with Mattoon Middle School will be explained and be in conjunction with this assignment.	50 pts. Date Due: (To be determined after date is confirmed with school partnership)	15%
Directed Reading Activity [DRTA] Lesson	Design a directed reading/thinking lesson; model it in class; and submit the written lesson plan on LiveText; Plan should include activities for before, during, and following the reading of text in manageable segments.	50 pts. Date Due: Posted on LiveText by Mar. 4	15%
Test on Basic Phonics	Terminology related to teaching of phonics and use of diacritical marks (The five components of reading.)	50 pts. Date Due: Jan. 30	15%
Basal Textbook or Reading Program Review	Examination of student text book and teacher guides from a recent basal series, and/or review of a reading program used within a school during the practicum experience	20 pts. Date Due: Feb. 13	10%
Exam(s)	Examination(s) based on applicable terminology, concepts, & applications	75 pts. April 30 10:15:12:15	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.	20 pts. on-going	5%
Teacher Selections	Other items/adjustment of percents at teacher discretion and/or student needs. (i.e. Flesch-Kincaid/Fry Project)	5 pts.	10%
DETAILED INSTRUCTIONS AND EXPECTATIONS FOR EACH ASSIGNMENT WILL BE PROVIDED BY THE INDIVIDUAL INSTRUCTOR			**100%**

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.

MP3 players, texting, or cell phone usage are not permitted during class.

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

COURSE OUTLINE

I. Nature of the Reading Process (One week)

- A. Reading as a language process
  - 1. Definition of terms
    - a. Describing the reading process
  - 2. Cue Systems
    - a. Graphophonic
    - b. Syntactic
    - c. Semantic
- B. Relationship of reading with the other language arts
- C. Historical perspective
  - 1. Early reading instruction
    - a. Synthetic Approaches
    - b. Analytic Approaches
  - 2. Current models of reading
    - a. Bottom-up
    - b. Top-down
    - c. Interactive
    - d. Transactional
- D. Developmental Philosophy
- E. Trends in Reading Education
  - 1. Phonics vs. Whole Language
  - 2. Balanced Literacy
  - 3. Comprehensive Reading
- F. Standards Based Instruction
- G. Report of the National Reading Panel (Scientifically Based Reading Research)

II. Reading Readiness/Emergent Literacy (Two weeks)

- A. Definitions of reading readiness
- B. Nature of reading readiness/emergent literacy
  - 1. Neurological, physiological and physical factors
  - 2. Cognitive factors
  - 3. Linguistic factors
  - 4. Sociocultural, social and emotional factors
- C. Activities and materials for reading readiness
  - 1. Rationale for an oral-language program
  - 2. Developing basic prerequisites
    - a. Environmental print
    - b. Phonological awareness
    - c. Alphabetic Principle
    - d. Concepts about print
    - e. Story sense
- D. Fostering Emerging Readers
  - 1. Shared Book Experience (Big Books)
  - 2. Interactive Read Alouds
  - 3. Language Experience Approach
  - 4. Morning Message
- E. Transition classes

III. Planning for Instruction (Three weeks)

- A. Planning with the basal reader
  - 1. Historical background of basal readers
  - 2. Elements of a basal program
    - a. Program components
    - b. Organization/levels
    - c. Scope and sequence*
  - 3. Strengths and limitations of basal readers

B. Explicit (Direct) Strategy Instruction
   1. Direct Explanation
   2. Modeling
   3. Guided Practice
   4. Application

C. Planning a Guided Reading Lesson (i.e., Teacher Directed Lesson)
   1. **Before Reading** ~ Introducing the text
      a. Build background/Activate prior knowledge
      b. Introduce key vocabulary
      c. Survey the text (e.g., picture walk) - Predict
      d. Motivate the students
   2. **During Reading** ~ Guided Silent Reading
      a. Directed Reading Activity (Set-Purpose-Read-Discuss)
      b. Directed Reading-Thinking Activity (Predict-Read-Prove)
   3. **After Reading** ~ Follow-up/Extension activities
   4. Key Components for Effective Guided Reading Lessons
      a. Appropriately Leveled Texts
      b. Flexible Grouping Patterns

D. Using Assessment Data to Inform Instruction
   1. Informal assessment procedures
      a. Running Records (Analysis of Miscues)
      b. Informal Reading Inventories (Brief Introduction)
   2. Standardized assessments
      a. ISAT
      b. DIBELS (Brief Introduction)
   3. Adjusting reading instruction to meet the needs of diverse learners

E. Other approaches/programs
   1. Reading Workshop
   2. Four/Five-Block Models
   3. Literature Circles/Book Clubs
   4. Individualized reading programs
   5. Linguistic readers
   6. Eclectic reading programs

- - - - MIDTERM - - - -

<u>IV. Developing Reading Skills/Strategies (Five weeks)</u>

A. Word recognition skills
   1. Whole word recognition
      a. Sight vocabulary
      b. Picture clues
      c. Configuration

B. Word-Attack Skills
   1. Context clues: content and teaching strategies
   2. Structural analysis: content and teaching strategies
   3. Phonics: content and teaching strategies

C. Fluency
   1. Automaticity
   2. Expression
   3. Rate
   4. Phrasing

D. Vocabulary development (meaning vocabulary)
   1. Preview in context
   2. Cloze/Maze
   3. Categorization
   4. Semantic Feature Analysis
   5. Semantic Maps

E. Text Comprehension

1. Dimensions of comprehension
    a. Literal recognition and recall
    b. Inferential comprehension
    c. Evaluation
    d. Appreciation
2. Factors affecting comprehension
    a. Decoding ability
    b. Vocabulary knowledge
    c. Syntactic knowledge
    d. Discourse knowledge
3. Comprehension Strategies
    a. Monitoring Comprehension (Metacognition)
    b. Using graphic and semantic organizers
    c. Answering/Generating questions
    d. Recognizing story structure
    e. Summarizing
4. Questioning strategies
    a. Phrasing comprehension questions
    b. Question-answer relationships (QAR)
5. Critical reading skills

V. Selecting and Using Appropriate Materials (Two weeks)

A. Criteria for selection of materials
    1. Readability formulas
B. Matching students and reading materials
    1. Decodable Text
    2. Predictable Text
    3. Leveled Books
        a. Easy Texts
        b. "Just Right" Texts
        c. Hard Texts
C. Available commercial materials
    1. Core materials (review basal)
    2. Workbook and practice materials
    3. Trade books and high interest/low
        a. vocabulary materials
    4. News publications
    5. Computer Software

D. Teacher-made materials
    1. Teaching aids
    2. Drill/Practice
    3. Application

VI. Communicating Student Progress (Two weeks)

A. Reporting to parents
    1. Progress reports
    2. Written reports and letters
    3. Parent conferences

VII. Concluding Component

A. Effective teachers of reading
    1. Generalizations about effective teachers
    2. Organizational factors
    3. Instructional time
    4. Importance of expectations

- - - - FINAL EXAM - - - -

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, or go to 9th Street Hall, Room 1302.

ELE 3280 References

Armbruster, B., Lehr, F., & Osborn, J. (2004). *Putting reading first: The research building blocks for teaching children to read (2nd ed.)* Jessup, MD: National Institute for Literacy (2nd Ed.).

Allington. R.L. (2001). *What really matters for struggling readers: Designing research-based programs*. New York: Addison-Wesley Longman.

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

Cambourne, B. (1988). *The whole story: Natural learning and the acquisition of literacy in the classroom*. New York: Ashton-Scholastic.

Chenfeld, M. B. (1993). *Teaching in the key of life*. Washington, DC: NAEYC

Chomsky, N. (1974). *Aspects of the theory of syntax* (2nd ed.). Cambridge, MA: MIT Press.

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Fountas, I.C., & Pinnell, G. S. (2001). *Guiding readers and writers: Grades 3-6. Teaching comprehension, genre, and content literacy*. Portsmouth, NH: Heinemann.

Goodman, K.S., & Goodman, Y.M. (1983). Reading and writing relationships: Pragmatic functions. *Language Arts*, 60(5), 590-599.

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Routman, R. (2003). *Reading essentials: The specifics you need to know to teach reading well*. Portsmouth, NH: Heinemann.

Vygotsky, L.S. (1990). *Mind in society*. Boston: Harvard University Press.

Yopp, H.K. (1992). Developing phonemic awareness in young children. *The Reading Teacher*, 45(9), 696-703.

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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.

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