Eastern Illinois University
Early Childhood, Elementary, and Middle Level Education Department
MLE4280 Teaching Reading in the Middle-Secondary School

Instructor: April Flood
Office: BB 2207
Email: adflood@eiu.edu
Office Hours: Monday 10:00 – 11:00 a.m.; Wednesday 9:00 – 11:00 a.m.; Thursday 10:00 – 11:00 a.m.
Phone: (217) 581-7886
Class Meetings: Mondays 7:00 – 9:30 p.m.

Unit Theme: Educator as creator of effective educational environments: integrating students, subjects, strategies and societies.

Course Description: Techniques for providing appropriate reading instruction in proper sequence for students in grades sixth through 12.

Prerequisites & Concurrent Enrollment: ELE 3280 for general and middle school option; or permission of department chair. MLE3110, concurrent enrollment in MLE 3150 and 4760 s preferred. University teacher education requirements apply and department requirements for enrollment must be met.

Course Purpose: This course is designed to convey to middle school/secondary pre-service teachers the understanding that they have a serious responsibility to provide students with the instructional support necessary to comprehend content textbooks. To achieve this end, class members will become familiar with several perspectives of the reading process and will acquire multiple strategies for teaching the reading skills using content textbooks, reading textbooks, and other reading materials.

Course Textbook:
Vacca, R. & Vacca J. (2011) *Content area reading (10th ed).* Boston: Little Brown.

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.

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 Standards:

- *Illinois Professional Teaching Standards: (IPTS)*
- http://www.isbe,net/profprep/CASCDvr/pdfs/24100_ipts.pdf
- *Illinois Core Technology Standards: (ICTS)*
- http://www.isbe,net/profprep/CASCDvr/pdfs/24100_coretechnology.pdf
- *Illinois Core Language Arts Standards: (ICLAS)*
- http://www.isbe,net/profprep/CASCDvr/pdfs/24100_corelangarts_std.pdf
- *Association for Childhood Education International (ACEI):*
- http://ncate.org/ProgramStandards/ACEI/ACEIstandards.doc

Outcomes Specific to MLE 4280:

- Develop an enduring capacity to care, specifically, to care about the literacy needs of pupils by utilizing the content area classroom as a vehicle for teaching and extending the reading skills of pupils.
- Recognize that the vast range of individual differences in the middle school population requires a career-long dedication to acquiring, developing, and pursuing instructional strategies and resources which illuminate the essential concepts in each content field and enable pupils to read and comprehend textbooks and other reading materials literally, inferentially, and critically.
- Show their work in this class and will be judged on his/her ability to prepare a portfolio of teaching strategies for pre-reading, during reading, post reading, and study skills. Each student will teach a directed reading activity. In addition, students will become familiar with a variety of reading materials and formulate a bibliography appropriate for use in the middle school class along with strategies for using these books in the classroom.

- Develop in each student a commitment for providing reading instruction in content are classrooms.
- Provide students with an understanding of the reading process
- Provide for cultural diversity and provide curriculum for students with special needs.

Reading Teacher Standard 1:
Knowledge Indicators - The competent reading teacher:
1D. is aware of trends, controversies, and issues in reading education.
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.
3C. is aware of guidelines for the evaluation of curriculum material and instructional technology.
Performance Indicators - The competent reading teacher:
3F. participates in the evaluation and selection of instructional materials, including textbooks, trade books, materials for students with special needs, and technology.

Course Requirement	Demonstrated Competencies	Standards (Illinois, ACEI Language Arts, Technology)
Participation	Participation includes presence in and contribution during class sessions and support of peers in group work.	Standard 11: Professional Conduct and Leadership ACEI: 5.1 LA: 1A., 1B., 1C., 2H. Dispositions: PEP, EC, SDE, IWS
Internet Assignment	Student uses skills and ability to search, locate, and use technology information on-line	Standard 7: Communication ACEI 3.1, 3.2, 3.3, 3.4, 3.5 LA: 2A., 2B. Tech: 1A., 1C., 1F., 2A. Dispositions: PEP, EC, IWS
Traditional Exam	Student demonstrates content knowledge of various components of middle school philosophy and the development of the pre-adolescent/	Standards 2: Content Knowledge ACEI: 1; 4 LA: 2C., 2D., 2F. Dispositions: PEP, EC
Card file, notebook, and book talk	Student develops a notebook and card file representing diverse populations in the choice of literature. In addition, student plans for instruction by offering a creative book talk which reflects student's understanding of alternative assessment.	Standard 3: Diversity Standard 4: Planning for Instruction Standard 8: Assessment ACEI: 3.1, 3.2, 3.3 LA: 3B., 3F. Dispositions: PEP, EC, SDE, PTSL, IWS
Literature Circles (I and II)	The student understands the role of effective communication techniques through peer interaction	Standard 5: Learning Environment Standard 7: Communication

	in Literature Circles to foster active inquiry, collaboration, and supports interaction in the classroom.	ACEI: 3.4 LA: 1B., 3A. Dispositions: PEP, EC, SDE, PTSL, IWS
Response Journal	The competent teacher is reflective and continually evaluates himself/herself through a response journal.	Standard 10: Reflection and Professional Growth ACEI: 1, 2.1, 2.2, 2.3, 2.4, 2.8 LA: 1A., 1D. Dispositions: PEP, EC, SDE, IWS
Portfolio/Reading Strategies	Student develops a useable notebook of reading strategies demonstrating access to a variety of strategies and competent planning for reading in the content area classroom/	Standard 6: Instructional Strategies Standard 8: Information Literacy Skills (Technology Standard) ACEI: 3.1, 3.2 LA: 1D. 3A Dispositions: PEP, EC, SDE, IWS, PTSL
Strategy Presentation/Chapter Presentation	Student develops a lesson plan and presents an individual content area reading strategies in the classroom demonstrating knowledge and understanding of students' needs for diverse accommodations	Standard 7: Communication Standard 9: Collaborative Relationships ACEI: 3.1, 3.4, 5.1 LA: 1D., 1E. Dispositions: PEP, EC, SDE, IWS, PTSL

Course Requirement	**Demonstrated Competencies**	**Points/Due Date**	**Weighted Assessment**
Participation	Participation includes presence in and contribution during class sessions and support of peers in group work.	60 pts.	12%
Internet Assignment	Student uses skills and ability to search, locate, and use technology information on-line	5 pts. January 14th Beginning of Class	1%
Traditional Exam	Student demonstrates content knowledge of various components of middle school philosophy and the development of the pre-adolescent by taking 2 exams	160 pts. March 4th April 29th	32%
Card file, notebook, and book talk	Student develops a notebook and card file representing diverse populations in the choice of literature. In addition, student plans for instruction by offering a creative book talk which reflects student's understanding of alternative assessment.	50 pts. (Book Talk will be presented in class on assigned date.)	10%
Literature Circles (I and II)	The student understands the role of effective communication techniques through peer interaction in Literature Circles to foster active inquiry, collaboration, and supports interaction in the classroom.	80 pts. (40 pts. Each)	16%
Response Journal	The competent teacher is reflective and continually evaluates himself/herself through a response journal.	84 pts. (7 points for each chapter)	Approx. 16%

Portfolio/Reading Strategies	Student develops a useable notebook of reading strategies demonstrating access to a variety of strategies and competent planning for reading in the content area classroom/	40 pts.	8%
Strategy Presentation/Chapter Presentation	Student develops a lesson plan and presents an individual content area reading strategies in the classroom demonstrating knowledge and understanding of students' needs for diverse accommodations	25 pts.	5%
Optional Assignments	Optional Assignments may be added at the discretion of the instructor.	50 pts.	10 %

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Grading Scale: A = 100-93%, B = 92-86%, C = 85-76%, D = 75-70%, F= Below 70%

Participation (60 points): Attendance is expected. Please be in your seats, ready to begin, promptly at 7 p.m. You are required to be in class to participate. However, attendance does not mean participation. Texting, instant messaging, playing on Facebook, and other off task behaviors during class time will result in the loss of participation points for the day.

Assignments: You are expected to have assignments in on time. Points will be deducted for late work.

Internet Assignment (5 points): Locate 5 sites on the internet related to the reading process in your subject area and describe how you would use each in your classroom. Include these in your reading portfolio. List each site and write a paragraph describing the website. You need to double-space and use Times New Roman, 12 point font. This assignment should be a minimum of 2 ½ pages in length. You will need to submit a paper copy of your assignment at the beginning of class on January 14th.

Exams (80 points each): You will have two exams. The first exam will be on Monday, March 4th. Your final exam will be on Monday, April 29, 2013 beginning at 7:30 p.m.

Card File: This will be included in your Reading Portfolio.

Book Talk (50 points):

You will read an adolescent book and present it to the class.

Prepare a brief description for each class member of the book with important information on the handout (title, author, ranking system, reading audience, synopsis, year published, publishing company, and suggestions how you would use these books in the content areas – include mathematics, language arts, science, social studies, etc.)

Select a book you have not read before.

Everything must be typed.

Give a book talk using a unique way of presentation and visual aid.

You must include a means of alternate assessment you would use when integrating the book in your classroom.

Notebook: See portfolio assignment.

Literature Circles I and II (40 points each):

Literature Circle I: Read the chapter book your group was assigned, complete your assigned role, be actively involved in the literature circle discussions, and present a book talk with your group. You should present it in a unique way and give suggestions how your group could use these books in the 4 core content areas.

Literature Circle II: The book you will read will be a book about a common theme within your group. Prepare a book talk with your group comparing/contrasting the commonalities with your group's books. Discuss how these books could be used to enhance the 4 core content areas.

Response Journal (84 points): You need to read pages 293 – 300 in your textbook before the second day of class. For each chapter, you will need to write a one page, typed, 12 point font, Times New Roman, response. Response topics will be provided on a handout. The Response Journal Entry for Chapter 1 is due at the beginning of class on January 14th. Your response journals will be returned after graded and will be included in your portfolio at the end of the semester.

Due Dates:

Chapter 1 – January 14th
Chapter 2 – January 28th
Chapter 3 – February 4th
Chapter 4 – February 11th
Chapter 5 – February 18th

Chapter 6 – February 25th
Chapter 7 – March 18th
Chapter 8 – March 25th
Chapter 9 – April 1st
Chapter 10 – April 8th
Chapter 11 – April 15th
Chapter 12 – April 22nd

Portfolio (40 points): This notebook will consist of several parts. You will need a three ring binder. I would recommend a 1 ½" binder. You will need to include:

***a detailed Table of Contents**
***All of your Response Journals**
***Compilation of Reading Strategies – all handouts received in class with reading strategies (yours, classmates, and from instructor)**
***Compilation of book summaries – all handouts received in class from book talks and literature circles and any additional book summaries from instructor)**

Reading Strategy Presentation (25 points): Students will develop a lesson plan and present an assigned reading strategy to the class. Assemble the reading strategies in your notebook/portfolio by categories – pre, during, post, and study skills.

Chapter Presentation (25 points): Students will be divided into groups and will outline an assigned chapter. The group will present the chapter to the class and provide a copy of the outline to each student.

Illinois Reads Project (25 points): Students will participate in a designated reading community program.

COURSE OUTLINE

Week 1

- Understanding literacy
- Text comprehension and content

Week 2

- Assessing Students in text
- High Stakes Testing
- Authentic Approaches to Assessment
- Portfolio Assessment
- Assessing test difficulty

Week 3

- Struggling Readers and writers
- Explicit instruction in the use of strategies
- Strategic reading
- Strategic writing

Week 4

- Culturally and linguistically diverse learner
- Vocabulary and Comprehension strategies

Week 5

- Learning with trade books
- Learning with Electronic Texts

Week 6

- Bringing students and text together
- Designing and planning test lessons
- Designing and planning units of study

Week 7

- Developing Vocabulary knowledge and concepts
- Activating prior knowledge and interest

Week 8

- Guiding reader-text interactions
- Instructional strategies
- Reading Guides

Week 9

- Writing to learn

Week 10
- Integrating reading and writing

Week 11
- Studying texts
- Graphic organizers
- Study Guides based on test pattens

Week 12
- Book Talks

Week 13
- Content Area Reading Strategies
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Week 14
- Literature Circles

Week 15
- Course review

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.

MLE4280 References

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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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