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

Instructor:	**Linda Sherwood**
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Office Hours:	**8:00-8:30 MW; 1:00-3:00 MW; or by appointment**
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Class Meetings:	**Doudna 2650 10:00-11:40 TR**

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

Course Description: The instructional program in reading from kindergarten through grade six; goals, methods, and materials with emphasis on basal reader approaches. Field based activities will be provided in conjunction with ELE 3100; MLE 3110; MLE 40001.

Prerequisites: ELE 3050. Concurrent enrollment in ELE 3100 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. (2013). *The essentials of teaching children to read: The teacher makes the difference* (3rd Ed.). Columbus, OH: Pearson Prentice Hall.

Savage, J.F. (2011). *Sound it out: Phonics in a comprehensive reading program* (4th Ed.). New York: McGraw-Hill.

**Middle Level*: Gunning, T.G. (2012), *Creating literacy: Instruction for all students in grades 4-8* (3rd Ed.). New York: Allyn and Bacon.

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:
·   Illinois Professional Teaching Standards (IPTS) http://www.isbe.net/rules/archive/pdfs/24ark.pdf
·   Association for Childhood Education International (ACEI)
http://www.ncate.org/LinkClick.aspx?fileticket=2G2qXsJF9cI%3d&tabid=676

· National Association for the Education of Young Children (NAEYC)
http://www.naeyc.org/ncate/files/ncate/file/faculty/Standards/NAEYC%20Initial%20and%20Advanced%20Standards%203_2012.pdf

· Illinois Social Emotional Learning Standards (SEL) http://www.isbe.net/ils/social_emotional/standards.htm

· Eastern Illinois University Professional Dispositions http://www.eiu.edu/clinical/forms/DispositionsforEIUcandidates.pdf

Outcomes Specific to ELE 3280:

- Apply research-based criteria for selecting and designing instructional materials for literacy instruction.
- Demonstrate knowledge of the unique nature of individuals recognizing characteristics of culturally pluralistic and at-risk populations, and foster appreciation for those differences.
- Apply knowledge of classroom management to build interconnections among reading, writing, listening, and speaking to optimize children's engagement with and development of literacy.
- Build knowledge of reading processes and instruction by analyzing and synthesizing research, literary, and informational sources.
- Apply knowledge of literacy instruction to identify and evaluate cognitive processes pupils use in different contexts to comprehend more fully when reading, writing, listening, or speaking.
- Demonstrate knowledge of effective choices to achieve targeted learning outcomes in regard to alternative instructional methods with diverse student populations.
- Apply current technologies as a means to support literacy instruction in various domains.
- Become productive members of the educational community by effectively participating in a range of conversations, collaborating with diverse partners, and responding analytically to literary and informational sources.

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 Resources	Performance includes creating literature resources with Developmentally Appropriate Practices [DAP] & Culturally and Linguistically Diverse [CLD] activities using children's literature from various authors and	ACEI 1, 2.1, 3.1, 3.2, 3.3, 3.4, 4, 5.2 NAEYC 1, 2, 4b, 4c, 4d

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	genres aligned with CCSS.	IPTS-1A,1C,1E,1G, 3A,3C,4E,5C,5E,6A, 6B,6G,6I,8A SEL 2A.5a, 2A.5b, 2B.5b Dispositions: PTSL, SDE
Directed Reading Activity [DRTA]	Design developmentally [DAP] and culturally [CLD] appropriate instruction following the DRTA (Directed Reading Thinking Activity) model while addressing the five core components of reading education and providing ongoing assessment. Teacher candidate selects appropriate learning activities and texts for reading with consideration of readability levels, appropriateness for ability levels, diverse prior experiences, grade level content, and student interests. The reading activities and reading processes integrate reading, writing, and oral communication to foster comprehension and critical thinking.	ACEI 1, 2.1, 3.1, 3.2, 3.3, 3.4, 4, 5.2 NAEYC 1, 2, 4b, 4c, 4d IPTS-1A,1B,1C,1E, 1G,2A,2C,2F,2G,2H, 3A,3C,3E,3G,4A,4C,4E, 4G,5A,5B,5C,5E,5F,6A, 6B,6F,6I,7A,7C,8D,9A SEL 1C.5b, 3B.5b Dispositions: IWS, EC, PTSL, SDE
Test on Basic Phonics	Performance includes demonstration of knowledge through the completion of an exam addressing the core component of phonics instruction including letter-sound relationships, terminology, diverse instructional strategies and assessment practices derived from research and exemplary programs.	ACEI 1, 2.1, 3.1, 3.2, 3.4, 4 NAEYC 3, 4b, 4c, 4d IPTS-1A,1B,1C,1E,2A, 2B,2C,2E,2F,2G,2H,3A, 3C,3G,4A,5A,5B,5C,5E, 6C,6E,7D SEL 1C.5b, 2B.5a, 3B.5b Dispositions: EC
Core Reading Program (Basal) Review	Conduct a thoughtful evaluation of a Core Reading Program. An effective Core Reading Program uses evidence-based reading instruction and preferred instructional practices derived from research findings on the five core reading components and addresses the CCSS. An effective Core Reading Program includes developmentally appropriate and culturally linguistic and diverse practices.	ACEI 1, 2.1, 3.2, 3.4, 4 NAEYC 1, 2c, 3, 4b, 4c, 4d IPTS-1A,1B,1C,1E,1G, 2A,2B,2C,2D,2F,2G,2H, 3A,3C,3E,3G,4C,5A,5B,5C, 5F,6A,6B,6I,7A,7B,7D,9A SEL 1A.5b, 1C.5b, 2B.5a, 3B.5b Dispositions: EC, PTSL, SDE
Exams	Performance includes demonstration of knowledge through the completion of exams addressing the five Core Components of reading instruction, theoretical models and philosophies, current issues in education, diverse instructional strategies, assessment instruments and developmentally [DAP] and culturally [CLD] appropriate practices aligned with CCSS.	ACEI 1, 2.1, 3.1, 3.2, , 4, NAEYC 1, 2a, 3, 4b, 4d IPTS-1A,1B,1C,1E,1G,3A, 3E,4A,4D,4E,4G,6A,6B,6C, 6H,6I,7A,7B,7G,8D SEL 1C.5b, 2B.5a, 2C.5A, 3A.5b Dispositions: EC, PTSL,

		SDE
Participation	Performance includes presence, participation and preparation for group and whole class discussions, and working cooperatively with peers. Focus is on practices and behaviors that allow the learner to grow professionally. The teacher candidate will exhibit effective communication skills.	ACEI 1, 2.1, 3.1, 3.2, , 4, NAEYC 1, 2a, 3, 4b, 4d IPTS-1A,1B,1C,1E,1F,2A, 2B,2C,2E,3C,3F,4C,8B,8F, 9A,9D,9E,9H SEL 1C.5b, 2B.5a, 2C.5A, 3A.5b Dispositions: PEP, EC, SDE
Teacher Selections	• Varied	Varied

Course Core Assignments	Brief Description	Points/Due Date
Literature Resources	Select children's books, review and summarize them; recommend methods for incorporating them during the teaching of reading	50 pts. Due Date: (To be determined after date is confirmed with school partnership)
Directed Reading Activity [DRTA] Lesson	Design a directed reading/thinking lesson; model it in class; and submit the written lesson plan for recording in LiveText; Plan should include activities for before, during, and following the reading of text in manageable segment	50 pts. Due Date: Posted on LiveText by Oct. 15
Test on Basic Phonics	Terminology related to teaching of phonics and use of diacritical marks	50 pts. Due Date: Sept. 19
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. Due Date: Oct. 3
Exam(s)	Examination(s) based on applicable terminology, concepts, & applications	75 pts. Dec. 12 10:15-12:15
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
Teacher Selections	Other items/adjustment of percents at teacher discretion and/or student needs (i.e. Flesch-Kincaid/Fry Project)	5 pts.

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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=100-93%; B=92-84%; C=83-75%; D=74-66%; F=below 66%

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

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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 - - - -

IV. Developing Reading Skills/Strategies   (Five weeks)
    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

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    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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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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