

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

Instructor: April Flood

Office: Buzzard Building 2207

Email: adflood@eiu.edu

Office Hours: Monday/Wednesday: 9 a.m. – 10 a.m.; Tuesday 9:00 – 11:00 a.m.

Phone: (217) 581-7886 ; I will provide my cell phone number in class.

Class Meetings: Monday, 7 p.m. – 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 3281 for early childhood; ELE 3280 for elementary; ELE 3280 and MLE 3110 for middle level; or permission of department chair. University teacher education requirements apply and department requirements for enrollment must be met.

Course Purpose: This course is designed to convey to elementary/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:

ELE Alvermann, D. E., Phelps, S. F., & Gillis, V. R. (2010). *Content Area Reading and Literacy: Succeeding in Today's Diverse Classroom* (6th ed.). Boston: Allyn & Bacon.

MLE 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 are aligned with the following standards:

· Common Core State Standards for English/Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (CCSS)

<http://www.corestandards.org/ELA-Literacy>

· Illinois Professional Teaching Standards (IPTS)

http://education.illinois.edu/ci/oce/Documents-new/Professional_Teaching_Standards.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>

· Elementary and Middle Grades Advisory Group (EMAG)

<http://www.isbe.state.il.us/prep-eval/htmls/emag.htm>

· Illinois Reading Teacher

<http://www.isbe.state.il.us/ils/ela/standards.htm>

Outcomes Specific to ELE-MLE 4280:

- i. Demonstrates an understanding that the reading process involves an active, purposeful construction of meaning through the interactions of background knowledge/prior experiences, text information, and the context of the reading situation when designing content area instruction.
CCSS.ELA-Literacy.RH/RST6-8.1, 6-8.2, 6-8.3,
IPTS 6B, 6G, 6I, 6O;
EMAG 1, 5;
IRA 1.1, 1.3, 4.1, 5.2, 5.4;
ILRT 1F, 1J;
ACEI 3.1, 3.2, 3.3, 5.1
SEL 2B, 2C
NAEYC 1A, 1B, 1C, 5A, 5B, 5C
Dispositions EC, SDE, IWS, PTSL
- ii. Analyzes instructional approaches and designs appropriate and varied content area literacy methodology that is to be implemented before, during, and after reading (i.e., vocabulary, comprehension and fluency) to create a motivating context.
CCSS.ELA-Literacy.RH/RST6-8.7, 6-8.8, 6-8.9
IPTS 6A, 6F, 6I, 6L, 6M, 6N;
EMAG 2, 6;
IRA 2.1, 2.2, 3.3, 3.4, 4.2, 4.3, 5.4;
IL RT 1G;
CCSS 1-10 (p. 63-64)
SEL 3B
ACEI 3.1, 3.4, 5.1
NAEYC 1A, 1B, 1C
Dispositions EC, SDE, IWS, PTSL
- iii. The competent teacher elicits students' motivation by evaluating developmentally appropriate instructional practices to support students' reading, writing, oral communication, and aspects of visual literacy (viewing and visually representing) to increase content learning.
CCSS.ELA-Literacy.RH/RST6-8.4, 6-8.5, 6-8.6
IPTS 6A, 6D, 6F, 6I, 6M, 6P,
EMAG 2, 5;
IRA 1.1, 2.1, 2.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4, 6.2;
IL RT 1G, 1L;
CCSS 1-10 (p. 63-64)
ACEI 3.4
SEL 2B, 2C
NAEYC 1A, 1B, 1C
Dispositions: PEP, EC, SDE, IWS, PTSL
- iv. Designs, selects, modifies, and evaluates a wide range of content-specific materials (including print-based texts and electronic resources) that enable students to analyze, synthesize, evaluate, and construct meaning from a variety of narrative/expository text structures and genres.
CCSS.ELA-Literacy.RH/RST6-8.7, 6-8.8, 6-8.9
IPTS 6B, 6G, 6O, 6P;
EMAG 3, 5;
IRA 2.3, 5.1, 5.3;
IL RT 1H, 1J, 1K, 3F;
SEL 2B
ACEI 3.1, 3.2, 5.1
NAEYC 5A, 5B, 5C
Dispositions SDE, IWS, PTSL
- v. Applies modeling, explanation, practice, and feedback to teach students to self-monitor and apply comprehension strategies independently, appropriate to the content learning.
CCSS.ELA-Literacy.RH/RST6-8.1, 6-8.2, 6-8.3
IPTS 6L, 6M, 6N,
EMAG 4, 6;
IRA 3.1, 3.2, 3.3, 3.4, 5.3;
IL RT 1I;
SEL 2C, 3B
ACEI 3.1, 5.1
NAEYC 3A, 3B, 3C
Dispositions EC, IWS, PTSL
- vi. Applies a variety of appropriate diagnostic, formative, and summative assessments to identify students' literacy needs, monitor student progress, measure student growth, and evaluate student achievement of specific literacy standards and outcomes in order to make data driven decisions and adjust practices to meet the needs of each student.
CCSS.ELA-Literacy.RH/RST6-8.10
IPTS 6L, 6O,
EMAG 1, 2, 4, 5:
IRA 3.1, 3.2, 3.3, 3.4;
IL RT 1D, 1I, 3C,

CCSS 1-10 (p. 63-64)
SEL 3B
ACEI 3.1, 3.2, 3.3, 5.1
NAEYC 1A, 1B, 1C, 3A, 3B, 3C
Dispositions EC, SDE, IWS, PTSL

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
Traditional Exam	Student demonstrates content knowledge of various components of content area reading instruction for the appropriate grade level.	CCSS.ELA-Literacy.RH/RST6-8.1, 6-8.2 ACEI: 5.1 NAEYC: 5A, 5B, Dispositions: PEP, EC, SDE, IWS
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 that reflects understanding of alternative assessment.	CCSS.ELA-Literacy.RH/RST6-8.4, 6-8.5 ACEI: 3.1, 3.2, 3.3 NAEYC: 1A Dispositions: PEP, EC, SDE, PTSL, IWS
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 support interaction in the classroom.	CCSS.ELA-Literacy.RH/RST6-8.3, 6-8.4 ACEI: 3.4 IPTS: 6I, SEL: 2B, 2C NAEYC: 1A Dispositions: PEP, EC, SDE, PTSL, IWS
Response Journal	The student is reflective and continually evaluates himself/herself through a response journal.	CCSS.ELA-Literacy.RH/RST6-8.1, 6-8.6 ACEI: 1, 2.1, IPTS: 6A, 6B, 6D, 6I, 6F, 6G, 6L, 6N SEL: 2C, NAEYC: 1B, 3A, 3B, 3C, 5A, 5B Dispositions: PEP, EC, SDE, IWS

Portfolio/Reading Strategies/Presentation	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. The student develops a lesson plan and presents an individual content area reading strategy in the classroom demonstrating knowledge and understanding of the need for diverse accommodations.	CCSS.ELA-Literacy.RH/RST6-8.4, 6-8.5, 6-8.6 ACEI: 3.1, 3.2, 3.4, 5.1 IPTS: 6A, 6I, 6L, 6M, 6O, 6P, SEL: 2C, NAEYC: 1C, 5C Dispositions: PEP, EC, SDE, IWS, PTSL
Writing Assignment	Students will incorporate best practice writing concepts and skills in researching best practice methodology and assessment for their specific content area. These concepts and skills include, but are not limited to: <ul style="list-style-type: none"> • Determine and synthesize central ideas or conclusions of multiple and divergent sources • Explore, integrate, and assess the credibility and accuracy of evidentiary sources • Distinguish facts, reasoned judgment based on research findings, and speculation within and between texts • Demonstrate audience-awareness • Apply content-appropriate prescriptions with clarity, complexity, and cohesion in a logically-sequenced and organized format. 	CCSS.ELA-Literacy.WH/RST6-8.1, 6-8.2, 6-8.3, 6-8.4 IPTS: 6B, 6G, 6J, 6I, 6O, 6P EMAG: 1, 3, 5 IRA 1.1, 1.3, 2.3, 4.1, 5.1, 5.2, 5.3, 5.4; ILRT 1F, 1H, 1J, 1K, 3F, SEL: 3B, NAEYC: 3A, 3B, 3C, 5A, 5B Dispositions: EC, PTSL, SDE, PEP
Participation	Participation includes presence in and contribution during class sessions and support of peers in group work.	ACEI: 5.1 Dispositions: PEP, EC, SDE, IWS

Course Requirement	Demonstrated Competencies	Points/Due Date
Participation	Participation includes presence in and contribution during class sessions and support of peers in group work.	80 points (may use exit slips and other forms of assessment for participation)
Traditional Exam	Student demonstrates content knowledge of various components of content area reading instruction for the appropriate grade level.	Midterm: October 7th 40 points Final Exam: Monday, December 9th, 7:30 – 9:30 p.m.
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 that reflects understanding of alternative assessment.	Book Talk: 50 points Notebook: 30 points
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 support interaction in the classroom.	40 points each Specific discussion dates for Literature Circle I will be set in class. Literature Circle II will be held online in d2L.
Response Journal	The student is reflective and continually evaluates himself/herself through a response journal.	10 points each Due Dates are listed

		with assignment in d2L. Responses will be submitted electronically through d2L.
Portfolio/Reading Strategies/Presentation	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. The student develops a lesson plan and presents an individual content area reading strategy in the classroom demonstrating knowledge and understanding of the need for diverse accommodations.	Reading Strategy: 25 points Chapter Presentation: 25 points Portfolio: 30 points Due dates will be determined by presentation dates.
Writing Assignment	Students will incorporate best practice writing concepts and skills in researching best practice methodology and assessment for their specific content area. These concepts and skills include, but are not limited to: <ul style="list-style-type: none"> • Determine and synthesize central ideas or conclusions of multiple and divergent sources • Explore, integrate, and assess the credibility and accuracy of evidentiary sources • Distinguish facts, reasoned judgment based on research findings, and speculation within and between texts • Demonstrate audience-awareness • Apply content-appropriate prescriptions with clarity, complexity, and cohesion in a logically-sequenced and organized format. 	Specific instructions will be provided in class. A rubric will also be provided. This paper must be submitted, revised, and resubmitted. Original submission is due on Monday, September 30, 2013 via d2L.

Grading Scale: A= 100-93%, B = 92 – 84%, C = 83 – 75%, D = 74 – 66%, F = 65% and below

Participation (80 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.

Exams (40 points each): You will have two exams. The first exam will be on Monday, October 7th. Your final exam will be on December 9th at 7:30 p.m.

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 (30 points): You will compile the “Book Talks” from class in an electronic notebook.

*Compilation of book summaries – all handouts received in class (electronically) from book talks and literature circles and any additional book summaries from instructor)

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. Further directions for the second literature circle will be posted in d2L.

Response Journal (120 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 minimum of one page, typed, 12 point font, Times New Roman, response. Response topics will be provided in d2L. Each response journal will be submitted via d2L by 7 p.m. on the due date. Your response journals will be graded electronically and will be included in your portfolio due at the end of the semester.

Due Dates:

- Chapter 1 – August 26th
- Chapter 2 – September 9th
- Chapter 3 – September 16th
- Chapter 4 – September 23rd
- Chapter 5 – September 30th
- Chapter 6 – October 14th
- Chapter 7 – October 21st
- Chapter 8 – October 28th
- Chapter 9 – November 4th
- Chapter 10 – November 11th
- Chapter 11 – November 18th
- Chapter 12 – December 2nd

Portfolio (30 points): You will develop an electronic portfolio. You will need to include:

- *a detailed Table of Contents (links to strategies/journals)
- *All of your Response Journals
- *Compilation of Reading Strategies – all handouts received in class (electronically) with reading strategies (yours, classmates, and 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 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 electronically via d2L by 8 p.m. the day before the chapter is presented.

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 Text Difficulty
- Writing Topic: Selection

Week 3

- Struggling Readers and Writers
- Explicit Instruction in the Use of Strategies
- Strategic Reading
- Writing Topic: Strategic Location of Multiple, Divergent Sources

Week 4

- Culturally and Linguistically Diverse Learners
- Vocabulary and Comprehension Strategies
- Writing Topic: Strategic Writing Strategies (distinguish central ideas or conclusions of multiple, divergent sources)

Week 5

- Learning with Trade Books
- Learning with Electronic Texts
- Writing Topic: Strategic Writing Strategies (development of thesis sentence, topic sentences based on evidence/logic derived from multiple, divergent sources)

Week 6

- Bringing Students and Text Together
- Designing and Planning Text Lessons
- Designing and Planning Units of Study
- Writing Topic: Submission of (first) Rough Draft

Week 7

- Developing Vocabulary Knowledge and Concepts
- Activating Prior Knowledge and Interest
- Writing Topic: Receive professor's revision requests for (first) Rough Draft

Week 8

- Guiding Reader-Text Interactions
- Instructional Strategies
- Reading Guides
- Writing Topic: Revise (first) Rough Draft

Week 9

- Writing Topic: Submit (second) Rough Draft for Peer Review;

Week 10

- Integrating Reading and Writing
- Writing Topic: Receive peers' revision requests of (second) Rough Draft

Week 11

- Studying Texts
- Graphic Organizers
- Study Guides Based on Text Patterns
- Writing Topic: Revise (second) Rough Draft

Week 12

- Book Talks
- Writing Topic: Submit (third) Rough Draft to professor for review

Week 13

- Content Area Reading Strategies
- Writing Topic: Receive professor's review of (third) Rough Draft Revise

Week 14

- Literature Circles
- Writing Topic: (if necessary) submit (third) Rough Draft to professor for review

Week 15

- Differentiation

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.
