

Early Childhood, Elementary, and Middle Level Education Department
ELE 3281-001: Developmental Reading in Early Childhood
Fall 2009

Instructor: Jacquelynn Brosam

Office: BB1324

Email: jkbrosam@eiu.edu

Office Hours: Mon. and Wed. 12:00-1:30p.m., Tues. 6:00-7:00p.m. or by appointment

Phone: office 217-581-8480, cell 812-240-0643, home 765-828-0093

Class Meetings: BB2441 Mon. and Wed. 10:00-11:40a.m. (no class meetings during practicum)

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_elementary.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 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. | <p>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, 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 develop-mentally [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 develop-mentally [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,</p> |

| | | |
|--|--|---|
| | | NAEYC 5 ILSCSTF-EC 13, 17 Dispositions: PEP, EC, SDE |
|--|--|---|

| Core Course 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; | 30 pts. Oct. 19th | 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 pts. Oct. 26th | 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 - Test score must be 80% or above | 10 pts. Sept. 16th 20 pts. Sept. 21st | 15% |
| Basal Textbook 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 pts. Sept. 30th | 10% |
| Exam(s) | Examination(s) based on relevant terminology, concepts, and applications | 2 @ 30 pts. each Oct. 14 th -Midterm Dec. 15 th -Final | 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 pts. | 5% |
| Optional assignments/ projects | Other items/adjustments of percentages at teacher discretion and /or student needs *see attached schedule and description sheet | 2 @ 10 pts. each Sept. 2 nd -Tech Oct. 12 th -Graphic | 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% (TOTAL = 200 pts.)

Class Policy: More than **two absences** will lower your grade one complete letter grade; extreme circumstances will be given proper consideration with notification

Course Schedule:

| | | |
|--------|---|-----------|
| Week 1 | Introduction of Syllabus & Foundations for Literacy | Chapter 1 |
| Week 2 | Learning About Words-oral to written | Chapter 2 |
| Week 3 | Learning About Words, phonics/morphemic analysis | Chapter 3 |
| Week 4 | Learning About Words, phonics/morphemic analysis | Chapter 3 |

| | | |
|---------|-----------------------------------|------------|
| Week 5 | Reading Instruction-using a Basal | Chapter 10 |
| Week 6 | Guided Reading, DRTA | Chapter 6 |
| Week 7 | Guided Reading, continued | Chapter 6 |
| Week 8 | REVIEW & MIDTERM EXAM | |
| Week 9 | Reading Aloud | Chapter 4 |
| Week 10 | Shared Reading | Chapter 5 |
| Week 11 | PRACTICUM | |
| Week 12 | PRACTICUM | |
| Week 13 | PRACTICUM | |
| Week 14 | Independent Readers | Chapter 7 |
| Week 15 | Writing & Teachers of Reading | Chapter 8 |
| Week 16 | REVIEW & FINAL | |

COURSE OUTLINE

I. Foundations of Language and Literacy

A. Literacy Issues

(one week)

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)
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

(two weeks)

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

(two weeks)

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 (two weeks)
- 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 (one week)
- 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 (one week)
 - 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 (three weeks)
 - 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 (one week)
- 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 (two weeks)
- 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.

ELE 3281 References

Armbruster, B.B., Lehr, F. & Osborn, J. (June 2003). *Put Reading First: The research building blocks for teaching children to read Kindergarten through Grade 3* (2nd ed.). Jessup, MD: National Institute for Literacy.

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

Clay, M. M. (1975). *What did I write?* Auckland, New Zealand: Heinemann.

Clay, M. M. (2000). *Concepts about print: What have children learned about the way we print language*. Auckland, New Zealand: Heinemann.

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

Opitz, M. F., & Rasinski, T. V. (1998). *Good-bye round robin reading: 25 effective oral reading strategies*. Portsmouth, NH: Heinemann.

Piaget, J. (1955). *The language and thought of the child*. New York: World.

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

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.

Stricklin, K. (2005). *What's after assessment? Follow-up instruction for phonics, fluency, and comprehension*. Portsmouth, NH: Heinemann.

Vaughn, S., & Linan-Thompson. (2004). *Research based methods of reading instruction, grades k-3*. Alexandria, VA: Association for Supervision and Curriculum Development.

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.

ELE 3281 Assignment Schedule and Description

Fall 2009

Teacher Selections for Optional Assignments/Projects

1. Technology summary—research **5** educational websites. Write a 5-8 sentence summary about each describing it and telling how it could be utilized by the teacher. Include the following websites: two author sites, two reading and/or language arts websites, and one professional teacher resource website. **Due: Sept. 2, 2009**

Examples: Authors: www.seussville.com www.surfnetkids.com/ebwhite.htm

Reading/Language Arts: www.popcap.com/ www.starfall.com

www.primarygames.com/reading.htm

Teacher Resource: www.reading.org International Reading Association

2. Graphic Organizers—complete **2 different** graphic organizers for stories. One must be completed with pictures **and** text and one with text only. **Be sure to include book title, author, and a one sentence description of the book or story.**

Examples: story maps, webs, timeline, Venn diagram, story circle, story pyramid, T-chart, Somebody... Wanted... But... So... chart, or KWL chart. **Due: Oct. 12, 2009**

Bookcard File—on large-size note cards (connected by a ring) review and summarize **15** children's books, describe grade/reading level and how the book could be utilized in the classroom. **Due: Oct. 19, 2009**

Phonics Test—**Sept. 21, 2009**

Phonemic Awareness/Phonics Activity

Create a phonemic awareness or phonics game, book, or instructional tool that can be utilized as part of a lesson or learning center. Examples include: Sound Box Cards, Alphabet books, ABC flashcards or Concentration Game, Picture Sorting Game, or Making/Breaking Letter Cards. Activity must reflect **effort and quality** necessary for classroom use. **Due: Sept. 16, 2009**

Basal Textbook Review- see specific format on attached sheet.

Due: Sept. 30, 2009

DRTA or DLTA Lesson Plan- see specific format on attached sheet.

Due: Oct. 26, 2009

Basal Reading Textbook Review

Teachers Edition:

1. Is it easy to read, find ideas, and find the most important areas to cover?
2. Is there a listing of activities for each of the five days of instruction? Are there suggested time allotments for each activity or lesson component?
3. Does it clearly state the extra resources that this series offers? (transparencies, copymasters, vocabulary cards)
4. Are technology resources mentioned?
5. Are there ideas/lessons for whole group, small group and individual instruction?
6. Are there ideas/activities to help tie the reading selection with other areas of the curriculum?
7. Are there ideas/resources for ELL and special needs students?

Books for all learners:

1. Does it contain authentic literature that would be motivating and interesting to the appropriate grade level?
2. Are they arranged into themes and if so, how many stories are there for each theme?
3. Does it include a variety of genre? (fiction, non-fiction, poetry, etc.)
4. Are library book collections mentioned to go along with themes/stories?
5. Does the series contain supplemental readers for varying reading levels? Do they appear to go along with the themes if applicable?
6. Are independent/self-selected books (leveled readers) included with the series to place in classroom libraries?

Basal Reading Textbook Review, continued

Practice and Resource Materials:

1. Are there consumable practice books?
2. Do practice materials include practice with phonics, vocabulary and comprehension?
3. Do practice materials include materials for below-level, on-level, advanced, and ELL students?
4. Do practice pages seem appropriate for lesson/skill that was covered?
5. Are there appropriate materials/ideas for word building included?
6. Do skills/strategies correspond with the literature selections and can be easily taught within the reading selection?
7. Is there an interventions resource kit for help with struggling readers?

Spelling:

1. Is there a spelling component with this series?
2. Does the spelling program correspond with the reading selections, skills, vocabulary?
3. Are there good ideas/lessons to motivate students in spelling?

Homework:

1. Are there homework ideas or home/school connection ideas for each week/literature selection?

Assessments:

1. How are the assessments arranged? (weekly, after each theme/unit)
2. Do assessments encompass all five areas of reading? (comprehension, phonemic awareness, phonics, fluency, and vocabulary)
3. Do any assessments involve finding an accurate reading level on each child to help determine what reading materials are appropriate?

Directed Reading Thinking Activity- DRTA

Lesson Overview ---The five parts of the reading lesson that are outlined below are intended to give the teacher an opportunity to explore the elements which should be a part of a complete Directed Reading /Thinking Lesson (DRL). The outline indicates what happens within each segment of a DRL. (Overall points=30)

I. Skill Development

- A. Teach a skill (word recognition, letter/word work (phonics), sight words, locating words /letters, onset/rime-(vocabulary, phonemic awareness, fluency, comprehension, or study skill) (2 pts)
- B. Practice a skill (2 pts)
- C. Apply a skill

II. Getting Ready to Read

- A. Teach vocabulary (2 pts.) (*Vocabulary*)
- B. Practice vocabulary (2 pts)
- C. Review needed skills from previous lessons
- D. Build background for selection (2 pts.) (*Schema / Prior knowledge*)
- E. Motivate for actual reading (2 pts.) (*Motivate*)
- F. Survey (picture walk) (2 pts.) (*Survey*)

III. Guided Reading of Text

- A. Application of skills occurs (1 pt.)
- B. Establish purposes for each segment (1 pt.)
(include page or story event where you plan to stop and discuss/make further Predictions) (*Predict, Read, Discuss*)
- C. Discuss answers to purpose questions and confirm/reject/refine predictions (1pt.)

- D. Broadening discussion occurs (1 pt.)
- E. Purposeful oral rereading takes place (1 pt.)

IV. Follow-up

- A. Enrichment is provided (1 pt.)
- B. Concepts are extended and broadened (1 pt.)
- C. Good attitudes toward reading are built
- D. Comprehension check (include some kind of response to literature) (3 pts.)
- E. Skills reinforced/practiced (1 pt.)

V. Other

- A. Technological applications have been appropriately included in the lesson (a-z website, website to activate prior knowledge, etc.) (2pts.)
- B. Modifications are evident to meet the needs of diverse learners (ELL, special needs, varying ethnicity) throughout the lesson plan. (2 pts.)
- C. Home/school connections are planned and applied (newsletters, story to read at home, follow-up, vocabulary, etc.) (1 pt.)

