Eastern Illinois University
Early Childhood/Elementary/Middle Level Education Department
ELE 3281: Developmental Reading in Early Childhood

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Class Meetings: **Tuesday & Thursday 10:00 – 11:40 a.m. Buzzard Hall 2439**
Semester: Fall 2016

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 3250. (3-0-3)

Prerequisites: ELE 3225. Concurrent enrollment in ELE 3250 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: 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 Textbooks:
Combs, M. (2009). *Readers and writers in primary grades: A balanced literacy approach (4th Ed.)* Columbus, OH: Merrill
Prentice-Hall, Inc.

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

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 (pp 10-13).

The Social Models
- When we work together, we generate a collective energy called 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 (pp 13-15).

Joyce, B., Weil, M., & Calhoun, E. (2015). *Models of teaching*. (9th 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 and/or Practicum Requirements: For those classes with Live Text and/or Practicum- If the portfolio, practicum, and/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.net/PEAC/pdf/IL_prof_teaching_stds.pdf

- Eastern Illinois University Professional Dispositions
  http://www.eiu.edu/clinical/forms/DispositionsforEIUcandidates.pdf
- Illinois Social Emotional Learning Standards (SEL) http://www.isbe.net/ils/social_emotional/standards.htm
- Association for Childhood Education International (ACEI): http://www.isbe.net/rules/archive/pdfs/20ark.pdf
- National Association for the Education of Young Children (NAEYC):
  http://www.ncate.org/Standards/ProgramStandardsandReportForms/tabid/676/Default.aspx
- Association for Middle Level Education:
  http://www.amle.org/AboutAMLE/ProfessionalPreparation/AMLEStandards.aspx

Course Outcomes:
Upon completion of this course, teacher candidates will be able to teach children to:

- 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.

Competencies and Standards Matrix:

Core Course 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 genres aligned with NILS/ CCSS.	ACEI 1, 2.1, 3.1, 3.2, 3.3, 3.4, 4, 5.2 NAEYC 1, 2, 4b, 4c, 4d 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] or Directed Listening Activity[DLTA] Lesson	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 as stated in the NILS/CCSS.	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
Phonemic Awareness or Phonics Activity and Test on Basic Phonics	Design a developmentally [DAP] and culturally [CLD] appropriate Phonemic Awareness or Phonics Learning Activity to achieve targeted learning outcomes that are aligned to NILS/CCSS. Performance includes demonstration of knowledge through the completion of an exam addressing the core components of phonics instruction including letter-sound relationships, terminology, diverse instructional strategies and assessment practices derived from research and exemplary programs (i.e., described in the Foundational Skills K-3 in the NILS/CCS).	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: PTSL, SDE
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 NILS/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 NILS/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
Journal Article Review	Read and analyze an article from a Professional Reading Journal and compose a written review that addresses and explains how the NILS/CCSS cover one of the five components in Reading. (e.g.., phonemic awareness, phonics, fluency, vocabulary, and/or text comprehension instruction).	ACEI- 1.0, 2.1,3.1,3.2,3.3,3.4,4.5,4.0,5.1,5.2 NAEYC- 1a, 1b, 1c, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 6a, 6b, 6c, 6d, 6e, IPTS- 3G, 3M, 5A, 5G, 6H SEL-1C.5b, 2B.5a, 3B.5b Dispositions: EC, PEP, 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, 3.2, 5.1, 5.2, NAEYC 5 IPTS-1A,1B,1C,1E,1F,2A, 2B,2C,2E,3C,3F,4C,8B,8F, 9A,9D,9E,9H SEL 1A.5b, 1C.5b, 2A.5a, 2C.5a, 3A.5a, 3B.5b, 3C.5b Dispositions: PEP, EC, SDE

Core Course Assignments	**Brief Description**	**Points/Due Date (Weight)**
Literature Resources	Select children's books, review and summarize them; recommend methods for incorporating them during the teaching of reading;	10 pts. Due October 4 (5%)
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. Due October 20 (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	10 pts. Due September 20 (15%)
Basal Textbook or Reading Program 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. Due October 11, 2016 (10%)

Journal Article Review	Read and analyze an article from a Professional Reading Journal and compose a written review that addresses and explains how the NILS/CCSS cover one of the five core components in Reading.	20 pts. Due December 12, 2016 (15%)
Exam(s)	Examination(s) based on relevant terminology, concepts, and applications	Midterm 60 pts. Administered: October 20, 2016 Final 50 pts. Administered: December 15, 2016 (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.	Ongoing throughout semester (5%)
Optional Assignments/ Projects	Other items/adjustments of percentages at teacher discretion and /or student needs Graphic Organizer (2) Technology Shared Reading Assignment Language Experience Approach In-class activities	Technology 10 pts. Due September 8, 2016 Graphic Organizers 10 pts. Due October 18, 2016 (5%)
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.

Assignments: Students are responsible for all material covered in class and all assignments on the syllabus or assignments made in class. Assignments are to be completed by class time on the date for which they appear on the syllabus**. Class assignments will be submitted through D2L and late assignments will not be accepted.**

Instructor's Policies for the Course as Appropriate (attendance, late assignments, etc.):

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

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 (Illinois Early Learning and Development Standards, NILS/CCSS, PARCC, AYP)
    d. MTSS Multi-Tier System of Support - Struggling/At Risk Readers (Allington 2009, 2012; Dole, Brown & Trathen, 1996; Fuchs, Fuchs & Vaughn, 2008)
    e. Current Research in ELA
3. Five Areas of Literacy Instruction
    a. phonemic awareness
    b. phonics
    c. fluency
    d. vocabulary

e. reading comprehension

B. Teaching and Learning Principles-Evidence Based Instructional Strategies

1. Language and literacy development underlies all learning in literacy
    a. language acquisition theories, stages and processes of language acquisition (Chomsky, 1975; Vygotsky, 1962, 1978)
    b. social interaction and emergence of social discourse
    c. theories principles and practices of emergent literacy including the development of speaking and listening in relationship to reading and writing
    d. utilizing social discourse in developing critical thinking, argumentation and analysis
    e. models and supports children's use of conventions of grammar
2. Teaching-learning relationships
    a. zone of proximal development
    b. scaffolding
3. Stages of Reading and Writing Development
    a. supporting evidence from research and theoretical models

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

D. Criteria for Selecting DAP and Culturally Diverse Texts

    a. text complexity
    b. quantitative- readability and other scores of text complexity
    c. qualitative- levels of meaning, structures, language conventionality and clarity, and knowledge demands
    d. matching reader to text (motivation, knowledge, experiences) and task (purpose, task, assigned, and questions posed)

<u>II. Learning About Words-transitioning from oral to written language</u>

A. Emergent Literacy/ Schema development (Clay, 1985; Clay, 2000a; Clay, 2000b; Ehri,1991) (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 (Lane, Pullen, Eisele, & Jordan, 2002) / Phonemic Awareness (Griffith, & Olson, 1992; Yopp, 1988; Yopp, 1992; Yopp, & Yopp, 2000) Activities
1. Recognition of phonemes and the sound structure of words and their relationship for reading and writing proficiency
2. Uses phonologically significant text to build children's knowledge and understanding of the phonological aspects of language
3. Engages children in textual experiences that provide opportunities for exploration of sound-symbol relationships at the word, syllable, and phoneme level
    a. rhyming
    b. initial, medial, final sounds
    c. syllables
    d. onsets and rimes
    e. segmenting/blending

. Sorting Activities (picture and word cards)

G. Elkonin Boxes (sounds and letters)

H. Environmental Print and Alphabet Books

I. Technological support for word learning

<u>III. Learning about Words-phonics and morphemic analysis</u>

A. Developing and Transitional Readers (two weeks)

B. Building Word Knowledge (August, Carlo, Dressler & Snow, 2005; Beck, McKeown & Kucan, 2002; Bintz, 2011; Ganske,2000; Marzano & Simms, 2013)

1. intentionally and systematically engages children in textual experiences that provide opportunities for exploration
2. embed implicit and explicit instruction of varied and appropriate word identification strategies including sight word recognition, phonics, and context and morphemic cues
3. supports fluent language use in dialogue and in numerous and varied print sources
4. strategies that support the development of fluency of high frequency words, letter patterns and development of reading comprehension

C. Phonics Instruction (Cunningham, 2005; Ehri, 2005)

1. consonants (initial, final, blend, digraph)
2. vowels (long, short, r-controlled, digraph, diphthong)
3. structural analysis for decoding unknown words in language experiences for children

D. Multi-syllable Word Instruction (morphemes, roots, bases, affixes) - (Cunningham, 1978; Pachecko, & Goodwin, 2013)

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 (two weeks)

A. Rationale for Read Aloud Experiences

a. support emerging language and literacy development
b. model and engage children in social discourse about text as a means of scaffolding their understanding of more complex texts
c. develop text awareness and emergent reading behaviors in young children
   i. concepts about print
   ii. book knowledge
   iii. narrative structure
   iv. story telling
   v. retelling of story

B. Learning to Understand "Story Language"

1. literal comprehension
2. inferential comprehension
3. personal/critical comprehension

C. Guiding Comprehension of Narrative and Expository Text (Dennis-Shaw, 2006; Fisher, Frey & Lapp, 2009; Gunning, 2010; Harvey & Goudvis, 2007; Kelley & Clausen-Grace, 2007; Langer, 1984; Ogle, 1986; Oczkus, 2003; Palinscar, & Brown,1984; Presley, 2006; Silver, Dewing & Perini, 2012; Vaughn & Linan-Thompson, 2004)

1. using a wide variety of text and authentic resources that engage children with organization structures and literary devices, rhetorical features, text features and graphics
2. modeling and engaging children in developmentally appropriate independent practice of comparing multiple texts and evaluating and synthesizing information between and across texts to support understanding of topic
3. recognizing text features that may challenge readers' understanding and provide explicit modeling, instruction and discussion of these features to support reading comprehension
   a. prior knowledge
   b. assumptions
   c. unfamiliar vocabulary
   d. sentence complexity
   e. unclear cohesive links
   f. subtlety of relationships among characters or ideas
   g. sophistication of tone
   h. complexity of text structure
   i. literary devices or data
4. Before -Text Introduction
   a. pre-reading (predict)
   b. during reading (confirm, infer, clarify, connect information)

c. 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….
3. close reading (Frey & Fisher, 2013; Ehrenworth, 2013)

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-

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

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 (Fountas & Pinnell, 1996, 1999, 2001)
1. Definition (three weeks)
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
7. Academic Vocabulary and Shift Kits
   a. Word relationships and word meanings
   b. utilize children's background knowledge to create meaningful vocabulary learning and enrich instruction
   c. engage children in a variety of strategies and with authentic materials for developing and expanding vocabularies
   d. use word play and forms of language to enhance vocabulary and understanding (poetic devices, synonyms, antonyms, homonyms)
   e. explore strategies for clarifying the meaning of unknown words, including contextual analysis, structural analysis, and use of reference materials.

f. differentiate instruction to meet the diverse needs of students including using "home" language to develop and expand English vocabulary for ELLs.
g. Identifying, introducing, and reinforcing key vocabulary
h. Promote oral and written language development and the use of newly acquired vocabulary across disciplines
    i. Tier 1
    ii. Tier 2
    iii. Tier 3

D. Implementing the Guided Reading Lesson DRTA that addresses NILS/CCSS
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
    f. introduction to text that supports children's motivation, purpose and understanding
2. During initial reading
    a. student(s) reading aloud-teacher monitors
    b. student(s) reading silently-set purpose & read
3. After reading
    a. text dependent questions/ check for comprehension (react to text, confirm, revise)
    b. address one or two teaching points- specific praise
    c. opportunities for rereading
    d. 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) - (Kelleher, 1997; Kozub, 2000; Rasinski, Homan & Biggs, 2009; Young & Rasinski, 2009)

F. Additional Instructional Approaches to Reading
1. The Daily Five CAFÉ
2. Individualized reading programs, Eclectic reading programs
3. Linguistic readers

<u>VII. Independent Readers-orchestrating strategies and making meaning</u>
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 (Graves, 1982)
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 a wide range of authentic text at the appropriate level and including various genres and culturally responsive texts (i.e., various leveling systems)

1. stories/ narrative, informational,
2. drama
3. poetry
4. informational text
5. graphic text
6. news publications/ Weekly Reader- National Geographic/ Time for Kids

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 (two weeks)

A. Understand the organization and basic features of print
B. Guides children in all stages of writing development (scribbles – conventional writing)
C. Models instruction in production of writing with organization development, substance and style appropriate to task , purpose and audience.
D. Provides opportunities for children to write(including pictures and dictation) for authentic purposes in multiple forms and genres to demonstrate how ideas, thoughts and language can be represented by pictures and texts
    a. functional writing (lists, graphs, notes, labels, clusters, charts)
    b. shared writing- assisted writing / Shared/Interactive Writing Process
    c. interactive writing- "sharing the pen"
E. Engages children in using drawing and writing to comprehend content-area concepts and skills
F. Shared Writing vs. Language Experience Approach
G. Using Shared/Interactive Writing to Explore
    1. composing writing to focus on literary elements
    2. creating text with a beginning, middle and end based on real or imagined experiences
    3. creating an informative and explanatory text to introduce a topic, supported by facts, definitions, details, examples, quotations, uses precise language, academic vocabulary and transitional devices with a conclusion
    4. conducting research projects as developmentally appropriate using evidence drawn from multiple sources including how to select and develop topics: gather information from a variety of sources,, synthesize information and paraphrase, summarize and quote and cite sources
    5. providing instruction in the conventions of standard English grammar and usage in children's oral and written work
    6. using technology to produce and publish oral and written texts
    7. recognizing organizational patterns (description, cause and effect, argument, opinion. narrative.)
    8. using graphic organizers and formula writing (4-Square)
F. Writers Workshop (Graves, 1982)
    a. Confers with children to motivate and scaffold development throughout the writing process
    b. Provides feedback of written work to guide the process of children's revising and editing
I. 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
J. Criteria for assessing writing (rubrics)

IX. Teachers of Reading

A. Characteristics of effective reading teachers
    a. understands and uses DAP and evidence based practices to plan, evaluate and modify instruction to meet the needs of all diverse learners
        i. builds upon children's skills in their home language to develop language and literacy skills that are transferable to English
        ii. understands and uses the relationship between first and second language and literacy development to support the transfer of language and literacy skills from the home language to English
        iii. supports the transfer of literacy from first to second language for ELLs in regard to functions of print, text competency, effective writing strategies
    b. uses developmentally appropriate balanced literacy framework
        i. evaluates the components of a comprehensive curriculum that develops children's language and literacy skills and strategies and ensures that instructional goals and objectives are met
        ii. intentionally engages children in experiences that will build foundational literacy skills
        iii. utilizes a wide range of developmentally appropriate literacy assessments recognizing their purposes, strengths and limitations
        iv. critically reviews current research in English language arts
        v. applies research to instructional practice as appropriate
    c. builds a collaborative classroom community that supports and engages all children in ELA

        i. sets up an environment that is safe and low risk that encourages children and allows them to be comfortable taking risks

ii. understands motivation and engagement and the use of the "gradual release-of-responsibility" approach to design learning experiences that build children's self-direction and ownership of literacy learning
iii. establishes routines that promote independence, self-direction, collaboration and responsibility for literacy learning
iv. uses strategic combination of flexible groupings to meet the needs of each child efficiently and effectively

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.

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.

Students with Disabilities
If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217- 581-6583 to make an appointment.

ELE 3281 References
***Denotes Unit Conceptual Framework References**
****Denotes References for Course Specific Theorists/Researchers**

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Course Specific Glossary:
1. Alphabetic principle – The principle that the written language system of English (and other languages) is based on the relationship between spoken sounds and written symbols and that each speech sound has its own graphic counterpart.
2. Auditory discrimination – Ability to distinguish differences and similarities between sound symbols.
3. Automaticity – The rapid, effortless, accurate decoding of words.
4. Base – A word to which affixes are added to create new words.
5. Bottom-up reading models – Models which consider the reading process as one of grapheme-phoneme correspondences; code emphasis or subskill models.

6. **Close Reading-** The mindful, disciplined reading of a text with a view to deeper understanding of its meaning.
7. **Closed syllable –** Syllable that ends in a consonant sound, such as the second syllable in **ho-tel.**
8. **Cloze procedure –** A technique that helps teachers gain information about a variety of language facility and comprehension ability skills.
9. **Comprehension –** Understanding; the ability to get the meaning of something.
10. **Context clues –** Information found in the surrounding text that enables a reader to determine the meaning (and sometimes the pronunciation) of a word.
11. **Decoding –** The process of deriving pronunciation or identifying words by attaching the appropriate sound or sound sequences to the corresponding letter or letter sequences.
12. **Diagnosis –** The act of identifying difficulties and strengths from their signs and symptoms, as well as the investigation or analysis of the cause or causes of a condition, situation, or problem.
13. **Direct instruction –** Instruction guided by a teacher, who uses various strategies to help students understand what they are reading.
14. **Divergent thinking –** The many different ways to solve problems or to look at things.
15. **Emergent literacy –** That stage in literacy which is concerned with the young child's involvement in language and his or her attempts at reading and writing before coming to school or before conventional or formal reading and writing begin.
16. **English language learners (ELL) –** Teaching that concentrates on helping children who speak a language other than English or who speak nonstandard English to learn Standard English as a language.
17. **Experience story/chart –** A basic teaching technique in reading founded on experiences of students.
18. **Fluency –** The ability to read connected text accurately, quickly, and with expression.
19. **Frustration reading level –** The child reads with many word recognition and comprehension errors. It is to be avoided.
20. **Grapheme-phoneme correspondences –** Letter-sound relationships.
21. **Graphemes –** The written representation of phonemes.
22. **Graphic organizer –** A graphic representation used to illustrate concepts and relationships among concepts such as classes, properties, and examples.
23. **Implicit phonics instruction –** Does not present sounds associated with letters in isolation. Children listen to words that begin with a particular sound; then they state another word that begins with the same sound; analytic phonics.
24. **Independent reading level –** Level at which the child reads on his or her own without any difficulty.
25. **Inference –** Understanding that is not derived from a direct statement but from an indirect suggestion in what is stated; understanding that is implied.
26. **Instructional reading level –** The level at which a student should be receiving reading instruction.
27. **Interactive reading models –** The construction of meaning through the interaction of the reader and text.
28. **Language-experience approach –** A non-structured emerging reading program based on students' experiences, which incorporates all aspects of the language arts into reading.

29. Literacy – The process of reading and writing.
30. Literal comprehension – The ability to obtain a low-level type of understanding by using only information that is explicitly stated.
31. Metacognition – Thinking critically about thinking; refers to individuals' knowledge about their thinking processes and ability to control them.
32. Miscue – Unexpected response to print.
33. Miscue analysis – A process that helps teachers learn how readers get meaning from language.
34. Morpheme – The smallest individually meaningful element in the utterances of a language.
35. Observation – A technique that helps teachers collect data about students' behavior.
36. Onset – The part of the syllable that precedes the vowel, for example, **str**um.
37. Open syllable – A syllable having a single vowel and ending in a vowel. The vowel is usually long, for example, *go*.
38. Overlearning – Helps persons retain information over a long period of time; occurs when individuals continue to practice even after they think they have learned the material.
39. Paired reading – The child reads aloud simultaneously with another person.
40. Phoneme – The basic, minimal, indivisible unit of sound; pin has three phonemes /p/ /i/ /n/.
41. Phonemic awareness – A knowledge that spoken words are made up of sequences of discrete sounds and the ability to manipulate these sounds.
42. Phonics – The study of the relationships between letter symbols of a written language and the sounds they represent.
43. Phonological awareness – Awareness of sound features of spoken language, such as rhyme, syllables, and other speech features.
44. Prefix – An affix; a letter or a sequence of letters added to the beginning of a word that changes its meaning, for example, *re* plus *play* = *replay*.
45. Pre-reading – Activities that are conducted before reading actually begins to scaffold instruction (e.g., activate prior knowledge, survey the text, introduce/practice vocabulary).
46. Reading – A dynamic, complex act that involves the bringing of meaning to and the getting of meaning from the written page.
47. Reading comprehension – A complex intellectual process involving a number of abilities. The two major abilities involve word meanings and reasoning with verbal concepts.
48. Reading process – Concerned with the affective, perceptual, and cognitive domains.
49. Reading readiness – Preparing students for the reading lesson by taking into account their maturation, past experiences, and desire to learn.
50. Recreational reading – Reading primarily for enjoyment, entertainment, and appreciation.
51. Repeated reading – Child re-reads a passage until he/she gains confidence & fluency.
52. Rime – The vowel and any consonants that follow it in a syllable, for example, b**ook**; also called *phonogram* or

word pattern.

53. **Root –** A bound morpheme that if of Greek or Latin origin (i.e., *bio* ~ life).

54. **Running record –** Documentation of a child's reading performance by recording miscues or deviations from the text.

55. **Schemata –** These structured designs are the cognitive arrangements by which the mind is able to categorize incoming stimuli.

56. **Schema theory –** Deals with relations between prior knowledge and comprehension.

57. **Segmentation –** The process of breaking words into their component phonetic elements; recognizing that the word **mat** consists of three phonemes /m/ /a/ /t/.

58. **Semantic clue –** Meaning clue.

59. **Sight words –** Words that readers recognize instantaneously without needing to analyze them.

60. **Structural analysis –** The process of determining the pronunciation and meaning of words by analyzing the structural elements of bases, roots and affixes.

61. **Suffix –** An affix added to the end of a base word to change the form and/or the meaning of the word – for example, walk**ed**, teach**er**.

62. **Sustained Silent Reading (SSR) –** Practice in independent silent reading.

63. **Syntax –** Refers to word order or position of the word in a sentence.

64. **Text Complexity-** the inherent difficulty of reading and comprehending a text combined with a consideration of reader variables (qualitative components, quantitative components, reader-task components.

65. **Text Dependent Question –** Specifically asks a question that can only be answered by referring back to the text being read.

66. **Think aloud -** Modeling strategy involving "thinking out loud"; verbalizing one's thoughts to help students gain understanding.

67. **Tier 1 Academic Vocabulary-** Basic, concrete, encountered in conversation/ oral vocabulary; words most student will know at a particular grade level e.g. clock, baby

68. **Tier 2 Academic Vocabulary-** abstract, general academic (across content areas); encountered in written language; high utility across instructional areas e.g. vary, relative, innovation, accumulate, surface, layer

69. **Tier 3 Academic Vocabulary-**Highly specialized, subject- specific; low occurrences in texts; lacking generalization e.g., lava aorta, legislature, circumference

70. **Top-down reading models –** These models depend on the reader's background of experiences and language ability in constructing meaning from the text.

71. **Visual discrimination –** The ability to distinguish differences and similarities between written symbols.

72. **Whole word method –** An approach to teaching reading that involves having children memorize entire words.

73. **Word recognition –** A twofold process that includes both the identification of printed symbols by some method so that the word can be pronounced and the association of meaning to the word after it has been properly pronounced.

Teacher Selections for Optional Assignments/Projects *

*Technology summary—research 5 educational websites. Write a 5-8 sentence commentary 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.

(WK 3-2) Due September 8, 2016

Examples: Authors: *www.**mowillems**.com/*
www.karenbeaumont.com/

Reading /Language Arts: www.popcap.com/

www.starfall.com
www.primarygames.com/reading.htm
Teacher Resource: www.reading.org International reading Association

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 serious effort and quality necessary for classroom use.

(Week 5-1) Due: September 20, 2016

Phonics Test- Administered: September 27, 2016

Literature Response File/ Book Cards- on large- size note cards (connected by a ring) review and summarize 10 children's books, describe grade/reading level and how the book could be utilized in the classroom.

(Week 7-1) Due: October 4, 2016

Basal Textbook Review- see specific format on attached sheet. (Week 8-1) Due: October 11, 2016

*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.

(Week 9-1) Due: October 18, 2016

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

(Week 9-2) Due: October 20, 2016

Midterm (Week 9-2) Administered: October 20, 2016

*Journal Article Review- Read and analyze an article from a Professional Reading Journal and compose a written review that addresses and explains the NILS/CCSS over one of the big 5 components in reading.

(Week 16-1) Due: December 5, 2016

Basal Reading Textbook Review

Teacher 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, copy masters, vocabulary cards, etc.)

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?

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.(Total points = 30)

1. Skill Development
    A. Teach a skill [word recognition, letter/word work (phonics), sight words, locate words/letters, onset/rime, vocabulary, phonemic awareness, fluency, comprehension, or study skill] (2 points)
    B. Practice a skill (2pts.)
    C. Apply a skill

II. Getting Ready to Read (Focusing Activity)
    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 (2pts.) (*Motivate)*
    F. Survey/picture walk and predict (2 pts.) *(Survey)*

III. Guided Reading of Text
    A. Application of skills occurs (1 pt.)
    B. Establish purposes for each segment (1pt.) [include page or story event where you plan to stop and discuss/make further predictions] (*Read, Predict, Read, Prove/Discuss)*
    C. Discuss answers to purpose questions and confirm/reject/refine predictions (1 pt.)
    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 [i.e. reading a-z website, website to activate prior knowledge, etc.] (2 pts.)
    B. Modifications are evident to meet the needs of diverse learners [ELLs, special needs, varying ethnicity, etc.] 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.)