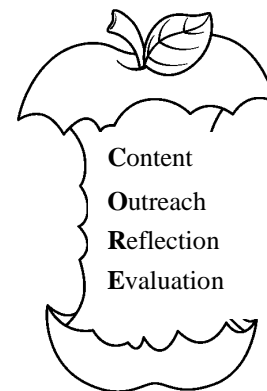


**Eastern Illinois University**  
**Early Childhood, Elementary, and Middle Level Education Department**  
**ELE/MLE 4280 Content Area Reading in the Elementary,**  
**Middle and Secondary School**



**Instructor:** Dr. Debbie Harrison  
**Office:** 2219 Buzzard Hall  
**Email:** dharrison@eiu.edu  
**Office Hours:** Tuesday: 7:30 am-8:00 am; 9:40-10:00; 11:40-2:00  
Thursday: 7:30 am-8:00 am; 9:40-10:00; 11:40-12:40  
**Phone:** 217-581-5728 (Messages Only)  
**Class Meetings:** 7:00-9:30 pm, Tuesday  
**Semester:** Spring, 2017

**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 (3-0-3).

**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 (6<sup>th</sup> ed.)*. Boston: Allyn & Bacon.  
MLE Vacca, R., Vacca J., & Mraz, M. (2014) *Content area reading (11<sup>th</sup> ed)*. Boston: Pearson.

**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. (pp 10-13)

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.

**Standards**

Course requirements are aligned with the following standards:

- Illinois Professional Teaching Standards (IPTS): [http://www.isbe.net/PEAC/pdf/IL\\_prof\\_teaching\\_stds.pdf](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](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.ncaete.org/Standards/ProgramStandardsandReportForms/tabid/676/Default.aspx>
- Association for Middle Level Education:  
<http://www.amle.org/AboutAMLE/ProfessionalPreparation/AMLEStandards.aspx>

#### **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.  
**IPTS 6B, 6G, 6I, 6O;**  
**IRA 1.1, 1.3, 4.1, 5.2, 5.4;**  
**ILRT 1F, 1J;**  
**ACEI 3.1, 3.2, 3.3, 5.1**  
**AMLE B2c; C4a**  
**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.  
**IPTS 6A, 6F, 6I, 6L, 6M, 6N;**  
**IRA 2.1, 2.2, 3.3, 3.4, 4.2, 4.3, 5.4;**  
**IL RT 1G;**  
**SEL 3B**  
**ACEI 3.1, 3.4, 5.1**  
**AMLE B2a; C4a; C4b**  
**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.  
**IPTS 6A, 6D, 6F, 6I, 6M, 6P,**  
**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**  
**ACEI 3.4**  
**AMLE C4a; C4b**  
**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.  
**IPTS 6B, 6G, 6O, 6P;**  
**IRA 2.3, 5.1, 5.3;**  
**IL RT 1H, 1J, 1K, 3F;**  
**SEL 2B**  
**ACEI 3.1, 3.2, 5.1**  
**AMLE B2a; B2c; C4a; C4b**  
**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.  
**IPTS 6L, 6M, 6N,**  
**IRA 3.1, 3.2, 3.3, 3.4, 5.3;**  
**IL RT 1I;**  
**SEL 2C, 3B**  
**ACEI 3.1, 5.1**  
**AMLE C4a; C4b**  
**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.

**IPTS 6L, 6O,**

**IRA 3.1, 3.2, 3.3, 3.4;**

**IL RT 1D, 1I, 3C,**

**SEL 3B**

**AMLE C4a**

**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.  | ACEI: 5.1<br>NAEYC: 5A, 5B<br>AMLE: C4a; C4b<br><br>Dispositions:<br>PEP, EC, SDE, IWS             |
| Book Talk and Annotated Bibliography | Student develops a content-based annotated bibliography representing diverse populations in the choice of literature that match children's interests and cultural backgrounds. The annotated bibliography will include various genres, including narrative and informational text. Students will identify text features and demonstrate understanding of the role, perspective, and purpose of text in the content areas. In addition, student plans for instruction by offering a creative book talk that reflects understanding of differentiated instruction, the use of authentic resources, and alternative assessment. | ACEI: 3.1, 3.2, 3.3<br>NAEYC: 1A<br>AMLE: B2a; C4b<br><br>Dispositions:<br>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  | ACEI: 3.4<br>IPTS: 6I,   |

|  |   |  |
|--|---|--|
|  | active inquiry, collaboration, and support interaction in the classroom. Within the literature circle roles, the students will engage in Close Reading using text-based evidence to answer text-dependent questions. When taking on the Vocabulary role, students will identify Tier 2 and Tier 3 academic vocabulary. Text complexity, including qualitative and quantitative measures, will be determined by the literature circle groups.  | SEL: 2B, 2C<br>NAEYC: 1A<br>AMLE C4a; C4b<br><br>Dispositions:<br>PEP, EC, SDE,<br>PTSL, IWS   |
| Response Journal                         | Responses will be in various forms, included but not limited to: Double Entry Journals, Literature Circle Role Sheets, and other activities. If these activities are in-class activities, points may not be awarded if you are absent.  | ACEI: 1, 2.1,<br>IPTS: 6A, 6B, 6D, 6I,<br>6F, 6G, 6L, 6N<br>SEL: 2C,<br>NAEYC: 1B, 3A, 3B,<br>3C, 5A, 5B<br>AMLE: C4b<br><br>Dispositions:<br>PEP, EC, SDE, IWS  |
| Reading Strategies Notebook/Presentation | Using the provided lesson plan format, students will include Tier 2/Tier 3 academic vocabulary to create a lesson plan implementing a research-based strategy aligned to the CCSS. 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 presents an individual content area reading strategy in the classroom demonstrating knowledge and understanding of the need for accommodations for struggling readers, English Language Learners, and an overall diverse student body. The lesson plan will model and support the conventions of language.   | ACEI: 3.1, 3.2, 3.4,<br>5.1<br>IPTS: 6A, 6I, 6L,<br>6M, 6O, 6P,<br>SEL: 2C,<br>NAEYC: 1C, 5C<br>AMLE: C4a; C4b<br><br>Dispositions:<br>PEP, EC, SDE, IWS,<br>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"> <li>Determine and synthesize central ideas or conclusions of multiple and divergent sources</li> <li>Explore, integrate, and assess the credibility and accuracy of evidentiary sources</li> <li>Distinguish facts, reasoned judgment based on research findings, and speculation within and between texts</li> <li>Demonstrate audience-awareness</li> <li>Apply content-appropriate prescriptions with clarity, complexity, and cohesion in a logically-sequenced and organized format.</li> </ul> | IPTS: 6B, 6G, 6J, 6I,<br>6O, 6P<br>IRA 1.1, 1.3, 2.3, 4.1,<br>5.1, 5.2, 5.3, 5.4;<br>ILRT 1F, 1H, 1J, 1K,<br>3F,<br>SEL: 3B,<br>NAEYC: 3A, 3B, 3C,<br>5A, 5B<br>AMLE: B2a, B2c;<br>C4a, C4b<br><br>Dispositions:<br>EC, PTSL, SDE, PEP |
| Participation                            | Participation includes presence in and contribution during class sessions and support of peers in group work.   | ACEI: 5.1<br><br>Dispositions:<br>PEP, EC, SDE, IWS  |

| Course Requirement | Demonstrated Competencies   | Points/Due Date |
|--------------------|---|-----------------|
| Participation      | Participation includes presence in and contribution during class sessions | Points and due  |

|   |   |   |
|---|---|---|
|   | and support of peers in group work.   | <b>dates vary, see course outline for details</b>   |
| Traditional Exam  | Student demonstrates content knowledge of various components of content area reading instruction for the appropriate grade level.   | <b>Final (50 pts), May 2</b>  |
| Book Talk and Annotated Bibliography  | Student develops a content-based annotated bibliography representing diverse populations in the choice of literature that match children's interests and cultural backgrounds. The annotated bibliography will include various genres, including narrative and informational text. Students will identify text features and demonstrate understanding of the role, perspective, and purpose of text in the content areas. In addition, student plans for instruction by offering a creative book talk that reflects understanding of differentiated instruction, the use of authentic resources, and alternative assessment.  | 10 points for Book Talk, 30 points for Annotated Bibliography<br><b>Various dates, see calendar</b> |
| Literature Circles (I and II)<br>Literature Circle I: traditionally printed book<br>Literature Circle II: Graphic Novel | 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. Within the literature circle roles, the students will engage in Close Reading using text-based evidence to answer text-dependent questions. When taking on the Vocabulary role, students will identify Tier 2 and Tier 3 academic vocabulary. Text complexity, including qualitative and quantitative measures, will be determined by the literature circle groups. Students will share literature circle findings with whole class.   | 40 pts each (80 point total),<br><b>Various dates, see calendar</b>                                 |
| Response Activities/Participation   | Responses will be in various forms, included but not limited to: Double Entry Journals, Literature Circle Role Sheets, and other activities. If these activities are in-class activities, points may not be awarded if you are absent.  | 100 points, format varies<br><b>Various dates, see calendar</b>                                     |
| Reading Strategies Lesson Plan/Presentation   | Using the provided lesson plan format, students will create a lesson plan implementing a research-based strategy aligned to the CCSS; the lesson plan will include Tier 2/Tier 3 academic vocabulary. The student presents an individual content area reading strategy in the classroom demonstrating knowledge and understanding of the need for accommodations for struggling readers, English Language Learners, and an overall diverse student body. The lesson plan will model and support the conventions of language.  | Lesson plan- 20 points<br>Presentation- 20 pts<br><b>Various dates, see calendar</b>                |
| 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"> <li>• Determine and synthesize central ideas or conclusions of multiple and divergent sources</li> <li>• Explore, integrate, and assess the credibility and accuracy of evidentiary sources</li> <li>• Distinguish facts, reasoned judgment based on research findings, and speculation within and between texts</li> <li>• Demonstrate audience-awareness</li> <li>• Apply content-appropriate prescriptions with clarity, complexity, and cohesion in a logically-sequenced and organized format.</li> </ul> | 120 points,<br><b>April 25</b>  |

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

### COURSE OUTLINE

*Note: Readings are due **PRIOR** to class unless otherwise noted*

| <b>Date</b> | <b>Topics</b>  | <b>Readings/Videos</b>   |
|-------------|--|--|
| January 10  | <ul style="list-style-type: none"> <li>❖ Introduction to class</li> <li>❖ Content Area Literacy (Shanahan, 2008) <ul style="list-style-type: none"> <li>○ Article read in-class</li> </ul> </li> <li>❖ Double Entry Journal (DEJ) explanation</li> </ul>   | Shanahan, T., & Shanahan, C., (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. <i>Harvard Educational Review</i> , 78, 40 - 59. (in class)     |
| January 17  | <ul style="list-style-type: none"> <li>❖ DEJ discussion, Chapter 11</li> <li>❖ Learning with Trade Books (Authentic resources)</li> <li>❖ Overview of Literature Circles</li> <li>❖ Literature Circle Roles</li> <li>❖ Selection of book for Literature Circles</li> <li>❖ Writing Topic: Selection</li> <li>❖ Lexiles and Text Complexity Discussion</li> </ul> | <b>Chapter 11: Learning with Trade Books DEJ</b>   |
| January 24  | <ul style="list-style-type: none"> <li>❖ DEJ discussion, Article</li> <li>❖ Literature Circles</li> <li>❖ Lesson plan template and example</li> <li>❖ 4 Square explanation</li> </ul>  | <b>Nudging Teen Readers... DEJ</b><br><br><b>LC role sheet 1</b>   |
| January 31  | <ul style="list-style-type: none"> <li>❖ Chapter 8 Discussion (4-square)</li> <li>❖ Concept Definition Maps</li> <li>❖ Word Knowledge Ratings</li> <li>❖ Semantic Feature Analysis (SFA)</li> <li>❖ Magic Squares</li> <li>❖ Structural Analysis</li> <li>❖ Tier 1, 2, and 3 words</li> <li>❖ Literature Circles</li> </ul>                                      | <b>Chapter 8: Developing Vocabulary and Concepts (4-square response)</b><br><br><b>LC role sheet 2</b>   |
| February 7  | <ul style="list-style-type: none"> <li>❖ Additional Vocabulary Discussion</li> <li>❖ Literature Circles</li> </ul>   | <b>LC role sheet 3</b>   |
| February 14 | <ul style="list-style-type: none"> <li>❖ 4-square discussion, Chapter 4</li> <li>❖ Literature Circles</li> <li>❖ Rubrics (Chocolate Chip Cookies and Rubrics article)</li> <li>❖ High-stakes assessment (<i>Rise Above the Mark</i> Video)</li> </ul>  | <b>Chapter 4: Assessing Students and Texts ; 4-square response</b><br><br><b>LC Role Sheet 4</b><br><br><b>Reading Strategies Presentation #1</b>                                      |
| February 21 | <ul style="list-style-type: none"> <li>❖ DEJ discussion Chapter 5</li> <li>❖ Literature Circles--brainstorm final activity</li> <li>❖ Before, During, and After Reading activities</li> <li>❖ Collaborative Learning</li> </ul>  | <b>Chapter 5: Planning Instruction for Content Area Literacy (DEJ)</b><br><br><b>Reading Strategies Presentation #2</b>  |
| February 28 | <ul style="list-style-type: none"> <li>❖ 4-square discussion, Chapter 6</li> <li>❖ Literature Circles final activities and reflection</li> <li>❖ Importance of Prior Knowledge</li> <li>❖ Motivation</li> </ul>  | <b>Chapter 6: Activating Prior Knowledge and Interest (4-Square response)</b><br><br><b>Final activity for literature circle text</b><br><br><b>Reading Strategies Presentation #3</b> |
| March 7     | <ul style="list-style-type: none"> <li>❖ Comprehension strategies</li> <li>❖ Questioning the Author (QtA)</li> <li>❖ Question-Answer Relationship (QAR)</li> <li>❖ Reading Guides</li> <li>❖ Annotated Bibliography example</li> </ul>   | <b>Chapter 7: Guiding Reading Comprehension (4-square)</b><br><br><b>Reading Strategies Presentation #4</b>  |
| March 14    | <ul style="list-style-type: none"> <li>❖ SPRING BREAK!!!!</li> </ul>   |  |

|          |  |  |
|----------|--|--|
| March 21 | ❖ NO CLASS MEETING   | <b>Chapter 9: Writing Across the Curriculum (DEJ) Submit on D2L</b><br><br><i>No class meeting!</i>  |
| March 28 | ❖ Article on Graphic Novels<br>❖ Response activities for Graphic Novels<br>❖ Choose graphic novels for literature circle<br>❖ Book talk example Graphic Novel review sheet |  |
| April 4  | ❖ Graphic Novel Response (your choice)<br>❖ NO CLASS MEETING   | <b>Chapter 10: Studying Texts (4 square response) Submit on D2L</b><br><br><b>Graphic Novel Response (your choice) Submit on D2L</b><br><br><i>No class meeting!</i> |
| April 11 | ❖ Graphic Novel Response (your choice)<br>❖ Book talks   | <b>Graphic Novel Response (your choice)</b>  |
| April 18 | ❖ Annotated Bibliography<br>❖ Graphic Novel Response (your choice)<br>❖ NO CLASS MEETING   | <b>Annotated Bibliography Due (Submit on D2L)</b><br><br><b>Graphic Novel Response (your choice) D2L</b><br><br><i>No class meeting!</i>                             |
| April 25 | ❖ Study Guide for Final<br>❖ Discussion of Writing Assignments<br>❖ Graphic Novel Final Response   | <b>Writing Assignment Due</b><br><br><b>Graphic Novel Final Response</b>   |
| May 2    | ❖ <b>FINAL EXAM 7:30-9:30</b>  | <i>Please note time!</i>   |

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

**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.* For a more detailed explanation of some of the assignments see supplemental explanations for assignments (below).

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

- Attend all class meetings. Attendance is mandatory. You are to be here when class begins and to stay until class ends. This is a part of the expected professionalism of the field. In case of an absence, in-class assignments cannot be made up unless prior arrangements have been made with the professor, and class content must be obtained from another class member. Absences will be excused only in an emergency situation. Absences are unexcused unless written documentation is provided. If you must be absent, call or email the instructor **BEFORE** the class. For each unexcused absence, 5% of points will be deducted from the final grade. Students are responsible for all material assigned or covered in class as well as class announcements. Attendance will be recorded.
- Tardiness shows a lack of professionalism, as well as a lack of consideration for colleagues. Two tardies will be counted as an unexcused absence, and points will be deducted accordingly.
- ***Complete all assignments on time. Assignments are due on the due date. Late assignments will receive a letter deduction for each day they are late. Assignments more than 3 days late will not be accepted, and will receive a grade of zero, unless the student and instructor have agreed that extenuating circumstances exist. Technology problems are not an acceptable excuse:*** Let's face it. . technology breaks, servers go down, viruses attack, files become corrupted...the list goes on and on. These are not considered emergencies. They are part of the normal process of working with technology. Any issue you may have with technology is no excuse for late work. Assume technology will fail you. Plan ahead. Manage your time. Back up

your work. **Any late assignment must be cleared with the instructor at least 24 hours in advance.**

- Proper classroom etiquette should be practiced in the classroom. *Thus, you should not be doing activities, such as talking out of turn, texting, talking on your cell phone, emailing, sleeping, doing homework or work for another class during MLE 4280 class time. **If you are doing any of the aforementioned activities during the class period, you will be marked absent.*** Cell phone usage is not permitted during class. Cell phones should be out of sight and silenced or on vibrate setting. To be ready to participate in each class meeting, you will have to complete reading and writing assignments.

#### Supplemental explanations for assignments

##### 1. **Book Talk and Annotated Bibliography**

You will develop an annotated bibliography of ten books (can be a combination of books and websites, no more than 3 websites), for a specific content area. The books should be a combination of genres, fiction, informational books, poetry, etc. You will be required to present a book talk on one of the books from your annotated bibliography.

##### 2. **Literature Circles I and II**

Literature Circle I will be small group discussions on, and responses to, a common text. Literature Circle II will be small group discussions on, and responses to, a common text as well. However, the text for Literature Circle II will be a graphic novel.

##### 3. **Response Journal**

Formats will include double-entry journals (DEJ), 4-square responses, QAR formats or other responses on chapters or articles read. Details will be given in class.

##### 4. **Reading Strategies Lesson Plan/ Presentation**

You will select one content area (math, science, social studies, etc.). You will choose a strategy appropriate for your content area. You must write a lesson plan for this strategy (using the lesson plan format provided) and execute the lesson plan in class. The lesson plan must include a trade book or other authentic text.

##### 5. **Writing assignment**

You will use a minimum of five peer-reviewed journal articles to write a literature review on content area literacy. All topics must be approved. Your literature review must be at least three strategies you can use in your content area. I would recommend using comprehension or vocabulary strategies, but you are not limited to those. These strategies can be for use before, during, and/or after reading. All references should be in APA format. The paper should include an introduction and a conclusion. Paper should be a minimum of 5 pages.

#### **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](http://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 9<sup>th</sup> 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/MLE4280 References**

#### **\*Denotes Unit Conceptual Framework References**

- Aarnoutse, C. & Schellings, G. (2003). Learning reading strategies by triggering reading motivation. *Educational Studies*, 29(4), 387-409.
- Afflerbach, P. (2004). *National Reading Conference policy brief: High-stakes testing and reading assessment*. Oak Creek, WI: National Reading Conference.
- Allington, R.L., McCuiston, K., & Billen, M. (2015). What research says about text complexity and learning to read. *The Reading Teacher*, 68(7), 491-501.
- Allington, R.L. (2001). *What really matters for struggling readers: Designing research-based programs*. New York: Longman.
- Alvermann, D. E., Swafford, J., & Montero, K.M. (2004). *Content area literacy instruction for the elementary grades*. Boston: Allyn & Bacon.
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### **Course Specific Glossary:**

Close Reading – The mindful, disciplined reading of a text with a view to deeper understanding of its meaning.

Explicit Instruction – Instruction guided by a teacher, who uses various strategies to help students understand what they are reading.

Reciprocal Reading Instruction – A four-step teacher-directed reading technique that consists of summarizing, questioning, clarifying, and predicting.

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)

Text Dependent Questions – specifically asks a question that can only be answered by referring back to the text being read.

Tier 2 Academic Vocabulary – High frequency words that occur across content areas; often used in conversations and text; strongly influence speaking and reading

Tier 3 Academic Vocabulary – Words specific to a content area (e.g., water cycle – science, island – social studies, quadrilateral – mathematics, verb – English)