Early Childhood, Elementary, and Middle Level Education Department
MLE4280 Teaching Reading in the Middle-Secondary School
7:00-9:30 Monday evening
Room 1103 Buzzard

Professor: Mr. Clyde Self, Assistant Professor
Office: Buzzard Hall 1103
Office Hours: 6:30-7:00 on Monday; Or by appointment
Phone: Office: 217/581-7881  Cell: 217.246.6961
Email: clydeself@eiu.edu or clydeself@consolidated.net
Web Address: TBA (under construction)

Unit Theme: Educator as creator of effective educational environments: integrating students, subjects, strategies and societies.

Course Description: Techniques for providing appropriate reading instruction in proper sequence for students in grades sixth through 12.

Prerequisites & Concurrent Enrollment: ELE 3280 for general and middle school option; or permission of department chair. MLE3110, concurrent enrollment in MLE 3150 and 4760 s preferred. University teacher education requirements apply and department requirements for enrollment must be met.

Course Purpose: This course is designed to convey to 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:

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.


Dispositions:
Teacher candidates in the Department of EC/ELE/MLE will exhibit professional ethical practices, effective communication, and sensitivity to diversity, the ability to provide varied teaching practices evidenced in a supportive and encouraging environment.

Live Text Assessment Requirement: For those classes with Live Text or Practicum- If the portfolio or Live Text requirements are rated, by the instructor, to have been completed in less than a satisfactory manner then no more than a "D" may be earned in the class regardless of the number of points earned.

Standards
Course Requirements and Demonstrated Competencies are Aligned with the Standards:
- Illinois Professional Teaching Standards: (IPTS)
- Illinois Core Technology Standards: (ICTS)
- Illinois Core Language Arts Standards: (ICLAS)
- Association for Childhood Education International (ACEI):
- http://ncate.org/ProgramStandards/ACEI/ACEIstandards.doc

Outcomes Specific to MLE 4280:
- Develop an enduring capacity to care, specifically, to care about the literacy needs of pupils by utilizing the content area classroom as a vehicle for teaching and extending the reading skills of pupils.
- Recognize that the vast range of individual differences in the middle school population requires a career-long dedication to acquiring, developing, and pursuing instructional strategies and resources which illuminate the essential concepts in each content field and enable pupils to read and comprehend textbooks and other reading materials literally, inferentially, and critically.
- Show their work in this class and will be judged on his/her ability to prepare a portfolio of teaching strategies for pre-reading, during reading, post reading, and study skills. Each student will teach a directed reading activity. In addition,
students will become familiar with a variety of reading materials and formulate a bibliography appropriate for use in the middle school class along with strategies for using these books in the classroom.

- Develop in each student a commitment for providing reading instruction in content are classrooms.
- Provide students with an understanding of the reading process
- Provide for cultural diversity and provide curriculum for students with special needs.

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.

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Demonstrated Competencies</th>
<th>Standards (Illinois, ACEI Language Arts, Technology)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>Participation includes presence in and contribution during class sessions and support of peers in group work.</td>
<td>Standard 11: Professional Conduct and Leadership ACEI: 5.1 LA: 1A., 1B., 1C., 2H. Dispositions: PEP, EC, SDE, IWS</td>
</tr>
<tr>
<td>Internet Assignment</td>
<td>Student uses skills and ability to search, locate, and use technology information on-line</td>
<td>Standard 7: Communication ACEI 3.1, 3.2, 3.3, 3.4, 3.5 LA: 2A., 2B. Tech: 1A., 1C., 1F., 2A. Dispositions: PEP, EC, IWS</td>
</tr>
<tr>
<td>Traditional Exam</td>
<td>Student demonstrates content knowledge of various components of middle school philosophy and the development of the pre-adolescent/</td>
<td>Standards 2: Content Knowledge ACEI: 1; 4 LA: 2C., 2D., 2F. Dispositions: PEP, EC</td>
</tr>
<tr>
<td>Card file, notebook, and book talk</td>
<td>Student develops a notebook and card file representing diverse populations in the choice of literature. In addition, student plans for instruction by offering a creative book talk which reflects student’s understanding of alternative assessment.</td>
<td>Standard 3: Diversity Standard 4: Planning for Instruction Standard 8: Assessment ACEI: 3.1, 3.2, 3.3 LA: 3B., 3F. Dispositions: PEP, EC, SDE, PTSL, IWS</td>
</tr>
<tr>
<td>Course Requirement</td>
<td>Demonstrated Competencies</td>
<td>Weighted Assessment</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Participation</td>
<td>Participation includes presence in and contribution to class sessions and support of peers in group work.</td>
<td>12% (50 points)</td>
</tr>
<tr>
<td>Internet Assignment</td>
<td>Student uses skills and ability to search, locate, and use technology information on-line.</td>
<td>2% (10 points)</td>
</tr>
<tr>
<td>Traditional Exam</td>
<td>Student demonstrates content knowledge of various components of middle school philosophy and the development of the pre-adolescent by taking an exam.</td>
<td>16% (66 points)</td>
</tr>
<tr>
<td>Portfolio</td>
<td>Student develops a portfolio representing diverse populations in the choice of literature. The portfolio is to be broken down into 3 specific areas/ teaching strategies with 22 areas/educational talks book talks/directed reading activities.</td>
<td>10% (40 points)</td>
</tr>
<tr>
<td>Literature Circles (I and II)</td>
<td>The student understands the role of effective communication techniques through peer interaction in Literature Circles to foster active inquiry, collaboration, and supports interaction in the classroom. Two novellas will be examined to accomplish this goal: <em>Holes</em> and the graphic novella <em>Moby Dick</em>.</td>
<td>14% (Holes=25 pts Moby Dick=36 pts)</td>
</tr>
<tr>
<td>Assignments</td>
<td>Due Dates</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>-----------</td>
<td></td>
</tr>
<tr>
<td>1. Participation</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>2. Internet Assignments</td>
<td>Week 10, 11/02</td>
<td></td>
</tr>
<tr>
<td>3. Book Talks</td>
<td>Week 2-6 8/31-10/5</td>
<td></td>
</tr>
<tr>
<td>4. Literature Circle:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Holes</td>
<td>Week 2-4, 8/31-9/21</td>
<td></td>
</tr>
<tr>
<td>b. Moby Dick</td>
<td>Week 5, 9/28-10/05</td>
<td></td>
</tr>
<tr>
<td>5. Portfolio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Response Journal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reading Strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Books</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Reading Strategy Presentation</td>
<td>Week 13, 11/30</td>
<td></td>
</tr>
<tr>
<td>7. Article Review</td>
<td>Week 2-8 8/31-10/19</td>
<td></td>
</tr>
<tr>
<td>8. ISAT Extended Writing Responses</td>
<td>Week 13, 11/30</td>
<td></td>
</tr>
<tr>
<td>9. Exam</td>
<td>Week 15, 12/14, 7:00-9:30 p.m.</td>
<td></td>
</tr>
</tbody>
</table>

**COURSE OUTLINE**

*(which is subject to change):*

**Week 1**

**August 24<sup>th</sup>**

Discussion over syllabus, assignments, article review
HW: Read Chapter 1.

**Week 2**

**August 31<sup>st</sup>**

Chapter 1 – Reading Matters: Discussion
- Cooperative grouping and understanding
- Previewing a novella
- Plot diagram

HW: Read *Holes* up to end of part one of the novellas, Article Review for those who are signed up next week.
Week 3

September, 14th
Discussion over novella first ½ of novella *Holes*
- Elements of foreshadowing in literature
- Utilizing literature circles/alternative reading strategies
- 5 elements of story
  - exposition
  - rising action
  - climax
  - falling action
  - resolution

**Student-Present classroom article review**

HW: Read Chapter 11; Finish last ½ of *Holes*, Article Review for those who are signed up next week.

*Holes* literature exam next week

Week 4

September, 21st
Chapter 11: Learning with Trade Books
- Understanding how to find the climax within a story line
Using flashback and foreshadowing techniques within Trade Books
- Understanding characters (major vs. minor) and how the two develop the plot
- Exam over the novella *Holes*

Discussion centers
- Bloom’s Taxonomy
- Portfolio Rubric scales
- Understanding Context

**Student-Present classroom article review**

HW: Read Chapter 12, Read graphic novella *Moby Dick* by Herman Melville by next week, Article Review for those who are signed up next week.

*Moby Dick* exam next week

Week 5

September, 28th
Chapter 12: Learning with Electronic Books
- Understanding Point of View
- Using graphics along with sound for reading books
- Understanding the element of using the Inquiry method
- Exam over the graphic novella *Moby Dick*.

**Student-Present classroom article review**

HW: Read Chapter 8, Article Review for those who are signed up next week.

Week 6

October, 5th
Chapter 8: Writing to Learn
- Using these books for emphasis within literature
- Using context clues within different types of books including graphic books

**ISAT: Illinois State Achievement Test:**
- Understanding how to write a correct extended response format
- Being able to locate important facts from the written word

**Poetry:** Understanding how to use this genre
- *Stay Gold* understanding from *The Outsiders*.
Student-Present classroom article review
HW: Read Chapter 4, Article Review for those who are signed up next week.

Week 7

October, 12th

Chapter 4 Assessing Students and Text
• Discussions on different assessments
• Classroom management techniques
  o Homework
  o Discipline techniques

Writing continuing over ISAT writing.
• Restating prompt
• Deciphering main ideas from a passage
• Applying self to self writing
• Discussing balance between writer and responder

Student-Present classroom article review
HW: Read Chapter 6, Article Review for those who are signed up next week.

Week 8

October, 19th

Chapter 6 Activating Prior Knowledge and Interest

Understanding and using techniques for positive results
• Reinforcement techniques
• Becoming involved through positive environment

Student-Present classroom article review
HW: Read Chapter 5, Article Review for those who are signed up next week. Next week is the last week!

Week 9

October, 26th

Chapter 5 Developing Vocabulary and Concepts
• Using and understanding proper procedures using dictionaries
• Proofreading marks within writing and universal symbols
• Understanding call and response concepts in reading

Writing continuing over ISAT writing.
• Focusing on proper balance
• Dovetailing each paragraph to one another
• Final wrap must have a relevance to all that read

Student-Present classroom article review
ISAT writing due next week
HW: Read Chapter 7, ISAT writing is due next week

Week 10

November 2nd

Chapter 7 Engaging Student in Reading
• Discussing predictions and how to formulate for excitement in their reading
• Using enhancements while reading and readjusting predictions
• How to take all predictions and use for final adjustments for enjoyment

Revised Spring, 2009
Communication using voice mail
Poetry understanding and break downs within stanzas
ISAT writing is due

**Strategy Presentations begin next week. If you are selected to present, be ready for your presentation**

HW: Presentations will begin next week. Be prepared if you are to give your DRA.

**Week 11**

**November 9th**
Final ISAT proper writing
- Extending writing in all content areas
- Predictions using Twilight Zone
Directed Reading Strategies

**Strategy Presentations continue next week. If you are selected to present, be ready for your presentation**

HW: Presentations will continue next week. Be prepared if you are to give your DRA. Begin putting on your final touches for your portfolio. All portfolios are due in two weeks. Read Chapter 9

**Week 12**

**November 16th**
Chapter 9: Working Smart: Study Strategies and Guides
Directed Reading Strategies

Portfolios are due after Fall Break. Make sure you go over the rubric and all the material that is to be found within your binder.

********************************************************************************
Nov. 23 – Nov. 27 Fall Break – No Class
********************************************************************************

**Week 13**

**November 30th**
Collection of portfolios are due today completed
Final Directed Reading Strategies

HW: Read Chapter 10; Response Questions

**Week 14**

**December 7th**
Chapter 10 – Bringing Students and Text Together
- Great books: discussion on different genre
- 12 Powerful Words for everyday teaching
- Accelerated Reading to enhance a reading program
- Star testing for vocabulary foundation

Outline for final exam study guide
MLE4280 References
(the highly recommended ones are in bold)


******************************************************************************

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.

******************************************************************************