Unit Theme: Educators as Creators of Effective Educational Environments: Integrating diverse students, subjects, strategies, societies and technologies.

Course Description: The instructional programs in reading from kindergarten through grade 6; goals, methods, and materials with emphasis on basal reader approaches. Field based activities will be provided in conjunction with ELE 3000. Credit hours 3-0-3.

Prerequisites and Concurrent Enrollment: The teacher education sequence [ELE 2000 level courses] must be completed, and students currently enrolled in ELE 3000 and 3350; or MLE 4000 or permission of department chair.

Purpose: This course is designed to provide learning experiences for teacher candidates to prepare them to teach pupils from kindergarten through grade eight, the attitudes, skills, and concepts needed to become competent readers. The nature of reading as a developmental process, planning for instruction, emergent literacy, and development of competence in phonemic awareness, phonics, fluency, vocabulary, and comprehension strategies will be stressed.

Because a developmental reading methods course is required for state certification, this course is required for elementary education majors in the General Elementary and Middle Level options.

Current Textbooks:
Middle Level: Gunning, T.G. (2004), Creating Literacy: Instruction For All Students In Grades 4-8. New York: Allyn and Bacon

Additional Recommended Resources:
Livetext - required for all Education Students at Eastern Illinois University
Illinois State Board of Education – Reading/Language Arts Standards, Assessments, Benchmarks, [online at www.isbe.state.il.us or paper copy]
The English Reading Language Arts Standards - International Reading Association, [IRA] and National Council of Teachers of English [NCTE] online at www.reading.org
Children's Literature from multiple Genres and Authors - Booth Library and other sources

Model of Teaching:
Two models are combined. The Information-Processing Model emphasizes acquiring and organizing data and developing concepts and the language to convey them. In the Social System Model students define problems, explore various perspectives and study together to master information, ideas, and skills. The teacher provides organization, helps students find and organize information and ensures a vigorous level of activity and discourse. [Adapted from Joyce, Weil & Showers, 1992]
**Dispositions:** Teacher candidates in the Department of EC/ELE/MLE will exhibit professional ethical practices, effective communication, sensitivity to diversity, and the ability to provide varied teaching practices evidenced in a supportive and encouraging environment.

**Standards:**
Course requirements and demonstrated competencies are aligned with the following standards:
- **Association for Childhood Education International (ACEI)**
  
  [http://www.acei.org/Synopsis.htm](http://www.acei.org/Synopsis.htm)

- **National Association for the Education of Young Children (NAEYC)**
  
  [http://www.naeyc.org/accreditation/next_era.asp](http://www.naeyc.org/accreditation/next_era.asp)

- **Illinois Professional Teaching Standards (IPTS)**
  
  [http://www.isbe.net/profprep/PDFs/ipts.pdf](http://www.isbe.net/profprep/PDFs/ipts.pdf)

- **Illinois Core Language Arts Standards (ICLAS)**
  
  [http://www.isbe.net/profprep/CASCDvr/pdfs/24110_corelangarts_std.pdf](http://www.isbe.net/profprep/CASCDvr/pdfs/24110_corelangarts_std.pdf)

- **Illinois Reading Teacher Standards**
  
  [http://www.isbe.net/profprep](http://www.isbe.net/profprep)

- **Illinois Core Technology Standards (ICTS)**
  

**Teacher Candidates will:**
1. demonstrate a mastery of the theories, concepts, facts, principles, ideas and relationships of reading
2. understand and describe reading as a developmental and cognitive process and design instruction to further pupil development of those processes
3. comprehend the components of and develop learning activities for teaching phonemic awareness, phonics, fluency, vocabulary and comprehension strategies
4. compare, contrast, and use multiple methods of teaching reading, including, but not limited to: basal readers, teacher directed instruction [DRA/DRTA], reading workshop, guided reading, reciprocal teaching, QAR--question-answer-response
5. select appropriate reading materials for various grade levels with consideration of student interest and reading and readability levels, genres, and sources [online, books, magazines, environmental, etc.]
6. understand appropriate assessments of student reading ability
7. demonstrate knowledge of historical and current issues related to reading education including culturally and linguistic diverse [CLD] learners

**Standards:**

- **ACEI:**
  1. Development, learning & motivation
  2. Curriculum: 2.1 English language arts; 2.8 connections across the curriculum
  3. Instruction
  4. Assessment
  5. Professionalism

- **NAEYC:**
  2 Family & Community Relations
  4: Teaching and Learning [with emphasis on 4c – knowledge, 4d meaningful curriculum]

- **Illinois Professional Teaching Standards:** [IPTS]
  1. Content
  2. Diversity
  3. Planning for instruction
  4. Learning environment
  5. Communication
  6. Instructional Delivery
  7. Assessment
  8. Reflection and professional growth
  9. Professional conduct

- **Illinois Learning Standards [ILS] for Reading/Language Arts:** 1, 2, 3, 4, 5 are met in this course. They correlate closely with the Standards for the English Language Arts developed by the International Reading Association/National Council of Teachers of English, thus both sets are met.

- **Illinois Reading Teacher Standards:** The competent reading teacher---
  
  Standard 1: has deep understanding of reading and reading instruction
  Standard 3: participates in curriculum design and implementation
  Standard 5: has high professional standards--ethics, self-evaluation, professional memberships
### Competencies and Standards Matrix

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Competencies to be Demonstrated by Pre-Service Teachers</th>
<th>Aligned to these Standards [Abbreviations Above]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension of fundamentals of reading instruction &amp; current/past best practices methods</td>
<td>Passing of exams with 85% or better accuracy Applications of knowledge in planning, presenting and modeling of reading lessons</td>
<td>ACEI 1., 2.1, 2.8, 3 NAEYC 4c, 4d IPTS 1, 3, 4, 6, 10 ICRLAS IRTS 1, 2</td>
</tr>
<tr>
<td>Design developmentally [DAP] and culturally [CLD] appropriate Instruction to further student cognitive learning</td>
<td>Create a literature file with DAP/CLD activities &amp; children’s literature from various authors Prepare and present Directed Reading Thinking Activity appropriate to the intended grade level of students with attention to multiple intelligences Participation in class and practicum lessons Thoughtful evaluation of basals &amp; reading programs</td>
<td>ACEI 2.1 2.8, 5 NAEYC 2, 4c, 4d ICRLAS IRTS 1, 3 IPTS 1, 3, 4, 5, 6, 8, 10 ICTS 1, 2, 3, 5, 7, 8</td>
</tr>
<tr>
<td>Comprehend and teach the five core components of reading education and means for their assessment</td>
<td>Include components and assessment in modeling a children’s literature lesson &amp; Directed Reading Thinking Lesson; Identify components taught &amp; assessed in practicum Evidence of comprehension and ability to apply on phonics test and other exams</td>
<td>ACEI 1, 2, 3, 4, 5 NAEYC 4 ICRLAS IRTS 1, 2, 3 IPTS 1, 3, 4, 5, 6, 8, 10 ICTS</td>
</tr>
<tr>
<td>Compare and contrast multiple methods for teaching/enabling reading by grade levels</td>
<td>Evaluate children’s literature as a means for teaching reading when readability and interests are considered Comparing and contrasting reading methods through modeling; problem solving activities; sample applications and observations of classroom teachers during practicum; by reading journals and recommended sample lessons; and through virtual observations</td>
<td>ACEI 1, 2, 3, 4, 5 NAEYC 4 ICRLAS IRTS 1, 3 IPTS 1, 3, 4, 6, 7, 8, 10, 11 ICTS</td>
</tr>
<tr>
<td>Develop a basic knowledge of reading assessments valid for diverse elementary age students</td>
<td>Select appropriate learning activities and texts for reading with consideration of readability levels and appropriateness for ability levels, diverse prior experiences and student interests. Indicate understanding of the advantages and caveats of using observation, performance standards and standardized tests for assessing reading ability</td>
<td>ACEI 1, 2, 3, 4, NAEYC 2, ICRLAS IRTS IPTS 1, 3, 6, 7, 8, ICTS</td>
</tr>
</tbody>
</table>

### Core Requirements and Grading Matrix

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>General Description of Assignments</th>
<th>~ % Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature Response File/ Book Cards</td>
<td>select children's books, review and summarize them; recommend methods for incorporating them during the teaching of reading;</td>
<td>15%</td>
</tr>
<tr>
<td>Directed Reading Activity [DRTA] Lesson</td>
<td>design a directed reading/thinking lesson; model it in class; and submit the written lesson plan for recording in Livetext; Plan should include activities for before, during, &amp; following the reading of text in manageable segment</td>
<td>15%</td>
</tr>
<tr>
<td>Test on Basic Phonics</td>
<td>Terminology related to teaching of phonics and use of diacritical marks</td>
<td>15%</td>
</tr>
<tr>
<td>Basal Textbook or Reading Program Review</td>
<td>Examination of student text book and teacher guides from a recent basal series, and/or review of a reading program used within a school during the practicum experience</td>
<td>10%</td>
</tr>
<tr>
<td>Exam(s)</td>
<td>Examination(s) based on applicable terminology, concepts, &amp; applications.</td>
<td>30%</td>
</tr>
<tr>
<td>Teacher Selections</td>
<td>In class participation; Other items/adjustment of percents at teacher discretion and/or student needs</td>
<td>15%</td>
</tr>
</tbody>
</table>
Grading Scale: A=100-92%; B=91-83%; C=82-74%; D=73-65%; F=below 65% [Livetext see below]

Livetext Departmental Policy Statement: If the 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 Topics [Not listed by weeks because of great variety as to practicum timing and experiences]

Integrated throughout all Units:
- Concern for cultural differences and similarities
- Appropriate integration of children's literature
- Flexible grouping to meet needs of all students
- On-going assessment to guide future teaching
- Application of educational psychology techniques for effective teaching and learning

I. Nature of Reading Process
   A. Reading as a language process
   B. Reading theories: historical and current
      1. bottom-up / top-down (phonics / whole word)
      2. balanced reading (whole language, including phonics)
      3. social interaction
      4. transaction of text to reader
   C. Relationship of reading with other language arts

II. Reading Readiness [Emergent Reading]
   A. Nature of reading readiness
      1. Physical
      2. Cognitive
      3. Experiential
   B. Oral language/oracy as Basis for Reading
   C. Alphabetic Principles

III. Requirements for Reading – NCLB--- What Is Required & Methods for Teaching
   A. Cueing Systems –
      1. grapho-phonemic
      2. syntax
      3. semantic
   B. Phonemic Awareness
   C. Phonics
      1. Basic
      2. Structural Analysis
      3. Sight Words
   D. Fluency
      1. Automaticity
      2. Rate
      3. Prosadics [expression, melody]
   E. Vocabulary development
      1. Before reading, during reading, after reading
      2. Experience oriented
      3. Synonyms, antonyms
      4. Multiple meaning words
   F. Comprehension Strategies
      1. Activate schema – prior experiences
      2. Context clues
      3. Selection of appropriate reading materials with consideration of
a. readability and reading levels
b. fiction, non-fiction, multiple genres
c. student interest and involvement
4. Structural analysis clues – affixes, root & base words
5. Metacognition
6. Predicting
7. Answering and asking questions – QAR; clarifying difficult words/concepts
8. Summarizing Using graphic and semantic organizers
9. Compare and contrast

IV. Teaching Methods for Classroom Effectiveness
A. Assessment as a guide to teaching
B. Basal Reading Programs
C. Teacher Directed Instruction
   1. Directed Reading [Thinking] Activities
   2. Guided Reading – with and without leveled books
D. Reading and Reading/Writing Workshops [4 blocks/5 blocks, Adaptations of Reading Recovery]
E. Reciprocal Teaching – predict, clarify, question, summarize
F. Effective use of flexible grouping specifically related to teaching of reading

References/Resources: [See previous listing of text and recommended online or journal references]

Recommended Text Reading for ELE3280

Chapter 1 Effective Reading Instruction
Pages: 8-15, 16

Chapter 2 Developing Children’s Oral Language
Pages: 25-29, 33, 36-37, 67

Chapter 3 Early Reading Instruction
Pages: 72-75, 78-79, 82-95

Chapter 4 Phonics and Word Identification
Pages: 105-115, 131-139

Chapter 5 Developing Children’s Reading Fluency
Pages: 144-145, 150-160, 165-170, 174-175, 181-182

Chapter 6 Increasing Reading Vocabulary
Pages: 193, 195-199, 205, 207-211, 215-219, 223

Chapter 7 Teaching Reading Comprehension

Chapter 10 Programs (ie: Basals) and Standards for Reading Instruction
Pages: 372-373, 378, 391, 394, 397-400

Chapter 12 Effective Reading Instruction and Organization in Grades 4-8
Pages: 46-463, 470-473
# Assignments for ELE 3280

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 Literature File-Book Cards with one presentation</td>
<td>30</td>
</tr>
<tr>
<td>K/1, 2/3, 3/4, 5/6, 7/8</td>
<td></td>
</tr>
<tr>
<td>Lesson plan using Live Text format</td>
<td>30</td>
</tr>
<tr>
<td>Grade level: 1/2, 3/4, 5/6</td>
<td></td>
</tr>
<tr>
<td>Basal Review/Content Area</td>
<td>30</td>
</tr>
<tr>
<td>DRA Lesson Activity</td>
<td>5</td>
</tr>
<tr>
<td>Phonics Test</td>
<td>30</td>
</tr>
<tr>
<td>Bulletin Board Presentation</td>
<td>30</td>
</tr>
<tr>
<td>Short Answer/Multiple Choice in class assignments</td>
<td>30</td>
</tr>
<tr>
<td>Note: Assignments may not be made up without permission</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>50</td>
</tr>
</tbody>
</table>

Grading Scale:

- 92% to 100% = A
- 85% to 91% = B
- 75% to 84% = C
- 65% to 74% = D

**Please Remember:** Attendance and participation are very important. Please come to class to complete assignments given in class. Please bring your textbook and handout packet to class for discussion. I do take attendance. Missed work cannot be emailed to me. To receive full credit for an assignment it must be handed in during class on that day. If you need to miss class for a doctor, appt., or funeral please call me @ 581-2161 or email me. If you have a disability or think you may have a disability under ADA contact the Office of Disability Services @ 581-6583.