Department of Early Childhood, Elementary, and Middle Level Education

ELE 3280.002
Developmental Reading in the Elementary School
Spring 2008

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EIU CEPS Theme: Educator as creator of effective educational environments – integrating diverse students, subjects, strategies, societies, and technologies.

Catalog Course Description: The instructional program in reading from kindergarten through grade six; goals, methods, and materials with emphasis on basal reader approaches. Field based activities will be provided in conjunction with ELE 3000.

Prerequisites: Concurrent enrollment in ELE 3000 and ELE 3350 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: 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.


Supplemental Materials:
LiveText Account

Learning Models: Information-Processing Model
This model enhances student attempts to comprehend by acquiring and organizing data, sensing problems/generating solutions, and developing concepts (i.e., including the language needed to convey them). The model focuses on input, processing and output. As the content is taught, the teacher directs attention to the methods and materials used to present data (e.g., advance organizers), and has students focus on what is occurring as it is assimilated (e.g., inductive questioning). This model provides the student with information while emphasizing concept attainment and hypothesis testing.

Social Systems Model
This model is constructed to take advantage of the collective energy people generate when working together by building learning communities. Learning is viewed as an interaction between the student and critical aspects of the school and home environment and focuses on the whole ecosystem, not just the learner. The model is designed to lead students to define problems, explore various perspectives of the problems, and study together to master information, ideas, and skills. The teacher organizes the group process and disciplines it, helps the students find and organize information, and ensures a vigorous level of activity and discourse.

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.
Course requirements and demonstrated competencies are aligned with the following standards:

Illinois Professional Teaching Standards (IPTS)
http://www.isbe.il.us/profprep/PDFs/ipts.pdf

Association for Childhood Education International (ACEI)
http://www.acei.org/Synopsis.htm

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

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

Illinois Core Technology Standards (ICTS)

Outcomes specific to ELE 3280:

The students will be able to:

- Demonstrate a mastery of theories, concepts, facts, principles, ideas and relationships related to reading.
- Understand and describe reading as a developmental and cognitive process and design instruction to further pupil development of those processes.
- Comprehend the components of and develop learning activities for teaching phonemic awareness, phonics, fluency, vocabulary and comprehension strategies.
- 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.
- Select appropriate reading materials for various grade levels with consideration of student interest and reading levels, readability levels, and genre.
- Understand appropriate assessments of student reading ability.
- Demonstrate knowledge of historical and current issues related to reading education including culturally and linguistic diverse [CLD] learning.

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<tr>
<th>Course Requirements</th>
<th>Demonstrated Competencies</th>
<th>Aligned Standards</th>
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<tr>
<td>Literature Response</td>
<td>Performance includes reviewing and analyzing children’s books and their implication to the teaching of reading. The review writings will be evaluated by a rubric.</td>
<td>IPTS 2, 7, ACEI 3.1, 3.3, 3.5, ICTS 1A, 2A, 2E, 5B, 7, ICLAS 1, 2, 3, NAEYC 3, 4a, 4b, 4c</td>
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<tr>
<td>Lesson Planning</td>
<td>Performance includes written utilization of the directed reading/thinking lesson format and its various formats for each lesson taught, careful formulation of objectives, research, enrichment, manipulatives, assessment of children’s prior knowledge, and appropriate assessments and follow-up. Focus is on pre-reading, reading, and follow-up strategies that utilize integrated instruction, and children’s academic, behavioral, and cultural diversity.</td>
<td>IPTS 1, 2, 3, 4, 6, ACEI 1, 2.8, 3.1, 3.2, 3.3, 3.4, 4, NAEYC 2.3, ICTS 3A, 3F</td>
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<tr>
<td>Curricular Overview</td>
<td>The students will demonstrate the ability to design an instructional unit based on curricular materials such as basal programs.</td>
<td>IPTS 1, 2, 3, 4, 5, 6, 7, 8, ACEI 1, 2.1, 2.8, 3.1, 3.2, 3.3, 3.4, 4, NAEYC 1, 3, 4, 5, ICLAS 1, 2, 3</td>
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<tr>
<td>Participation</td>
<td>Performance includes presence and contribution during class meetings, and support of peer classmates.</td>
<td>IPTS 2, 7, 10, 11, ICLAS 4.5, NAEYC 3, 4a, 4b, 4c, 5, ACEI 3.1, 3.5</td>
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<td>Exams</td>
<td>The students will demonstrate their content and pedagogical knowledge of reading by completing assessment tools.</td>
<td>IPTS 2, 7, 11, ICTS ICLAS 4.5, NAEYC 3, 4a, 4b, 4c, 5, ACEI 3.1, 3.5</td>
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<tr>
<td>Core Assignments</td>
<td>Brief Description</td>
<td>Point Value</td>
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<td>Children’s Literature Project</td>
<td>Using a children’s story book as the directive, develop a reading skill lesson that follows the DR/TA lesson plan format. The book and lesson will be shared with the class.</td>
<td>60 pts</td>
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<td>Directed Reading Lesson Plan</td>
<td>The Directed Reading Lesson is an adaptation of pre-existing reading lessons, allowing the teacher to design a curriculum which meets the needs of their specific group of students. Developed from a basal reader short story, explore the elements involved in a complete DRL. Construct the DRL incorporating skill development, getting ready to read, guided silent reading, and follow-up.</td>
<td>50 pts</td>
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<td>Reading Program Overview</td>
<td>Compile a “scrap-book” of the reading instruction conducted during your practicum participation. This can be divided between what you observed and what you personally implemented. The objective is to present a concise overview of the way reading was taught to the individual class you worked with during practicum.</td>
<td>50 pts</td>
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<td>Phonics Mastery Exam</td>
<td>This exam will focus on terminology and the use of diacritical marks for decoding purposes. Concepts of structural analysis, syllabication, and phonetic generalizations will also be of primary focus.</td>
<td>75 pts</td>
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<td>In-class Assignments and Quizzes</td>
<td>Daily assignments may be offered in connection with course content. Assignments will be an incorporation of multiple language arts elements. Credit for the assignment is dependent upon attendance.</td>
<td>10 pts each</td>
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<td>Midterm / Final Exams</td>
<td>The exams may consist of multiple measures, including multiple choice, short answer, and essay questions. Questions will be derived from lecture, assigned readings, discussions, and student-generated ideas. The final exam will not be comprehensive.</td>
<td>75 pts each</td>
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<td>Participation</td>
<td>Active participation in classroom activities is a basic expectation. All notes, in-class work, and assignments should be kept neatly organized in a three ring binder. These will be reviewed during the final exam and used to aid in evaluating class participation.</td>
<td>25 pts</td>
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**Reading Assignments & Discussion Questions** - It is your responsibility to keep up with the reading assignments and to come to class prepared to discuss the information contained in the assigned reading and be able to apply this to the information presented in class.

**Grading Scale:**
- 92%-100% = A
- 82%-91% = B
- 72%-81% = C
- 62%-71% = D

Consistent attendance is a basic expectation and extremely important to educational progress. You are expected to notify the instructor prior to any absence. Grades on all assignments will be deducted 5% of the possible points for each weekday the assignment is late. Your assignments will be judged on quality of content, presentation, organization, and the integration of ideas. Evaluation of progress will be based on written exams, course assignments, and class contributions.

All information in this syllabus should be considered subject to change based upon professional discretion. If you need course adaptations or accommodations due to a disability, please make an appointment to see me as soon as possible or contact the Director of Disability Services (581-6583).
References:


Key Resources:
- National Reading Panel Report and Putting Reading First (NCLB Legislation)
- Illinois State Board of Education
- International Reading Association
- National Council of Teachers of English

Journals:
- *Language Arts*
- *The Reading Teacher*
- *Adolescent Literacy*
- *Reading Research Quarterly*

Web Sites:
- www.reading.org
- www.ncte.org
- www.readwritethink.org
- www.pbskids.org