Teacher: Lucia Schroeder, Ph.D.                                Office Hours: TR 1:00 - 2:45 PM
Office: Buzzard Hall, Room 1324                                 MW: 1:00-2:30 PM
Phone: Office: 217+581-7900 Stop by, or make an appointment
**E-mail: laschroeder@eiu.edu ** Best Contact

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

Course Description (3-0-3) 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 and Concurrent Enrollment:
Concurrent enrollment in ELE 3000 and ELE 3350; MLE 3110 and MLE 4000; 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.

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.

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. Special Needs ** If you need course adaptations or accommodations due to a disability, please make an appointment to see Dr. Schroeder as soon as possible and contact the Director of Disability Services (581-6583).

Performance Outcomes-- Teacher Candidates will:

- demonstrate a mastery of theories, concepts, facts, principles, ideas and relationships of 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 interests in reading and readability levels, genres, and sources [online, books, magazines, environmental, etc.]
- understand appropriate assessments of student reading ability
- demonstrate knowledge of historical and current issues related to reading education including culturally and linguistic diverse [CLD] learners

Resources:

Livetext - required for all Education Students at Eastern Illinois University [the Education “Unit”]

Departmental Policy Statement: If the instructor rates the Live Text requirements as less than satisfactory, then no more than a "D" may be earned in the class regardless of the number of points earned.
Additional Resources:
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]

Standards:
Course requirements and demonstrated competencies are aligned with the following standards:
Illinois Reading Teacher Standards  http://www.isbe.il.us/profprep
Association for Childhood Education International (ACEI)  http://www.acei.org/Synopsis.htm
National Assoc. for Education of Young Children (NAEYC)  http://www.naeyc.org/accreditation/next_era.asp
IL Professional Teaching Standards (IPTS)  http://www.isbe.il.us/profprep/PDFs/ipts.pdf
IL Core Language Arts Standards (ICLAS)  www.isbe.net/profprep/CASCDvr/pdfs/24110_corelangarts_std.pdf
IL Core Technology Standards (ICTS)  http://www.isbe.net/profprep/CASCDvr?pdfs/24100_coretechnology.pdf

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<tr>
<th>Course Requirements</th>
<th>Competencies to be Demonstrated by Pre-Service Teachers</th>
<th>Aligned to these Standards [Abbreviations Above]</th>
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<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 ICRAS 1, 2, 3 IPTS 1, 3, 4, 6, 10 IRTS 1, 2</td>
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<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 ICRAS 1, 2, 3 IRTS 1, 3 IPTS 1, 3, 4, 5, 6, 8, 10 ICTS 1,2,3,5,7,8</td>
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<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 ICRAS 1,2, IRTS 1, 2, 3 IPTS 1, 3, 4, 5, 6, 8, 10 ICTS</td>
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<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</td>
<td>ACEI 1, 2, 3, 4, 5 NAEYC 4 ICRAS 3 IRTS 1, 3 IPTS 1, 3, 4, 6, 7, 8, 10, 11 ICTS</td>
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recommended sample lessons; and through virtual observations

| Develop a basic knowledge of reading assessments valid for diverse elementary age students | 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 | ACEI 1, 2, 3, 4, NAEYC 2, ICRLAS 1,2 IRTS 1 IPTS 1, 3, 6, 7, 8, ICTS |

Grading Scale: A=100-92%; B=91-83%; C=82-74%; D=73-65%; F=below 65%  [Livetext see below]

Course Topics

Integrated through out 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
II. Reading Readiness  [Emergent Reading]
III. Requirements for Reading – NCLB--- What Is Required & Methods for Teaching
IV. Teaching Methods for Classroom Effectiveness

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


Grading
All students are expected to complete readings and assignments on time in order to participate in class discussions and experiences. Poorly done work will be returned for upgrading and scores will be averaged.
Attendance is expected because a basic premise of professional educators is that attendance and participation are extremely important to educational progress. All work except for the final must be in by April 23l.
Assignments are judged on quality of content, presentation, clear and understandable [with no mechanical /grammatical errors], organization, and unless original ideas, supported with references. If other’s ideas are used, give credit. "Schroeder's silver rule." “Give credit as you would want to be given credit for your work.”
## Learning Activities and Products Summary

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<tr>
<th>Class Requirements</th>
<th>Points</th>
<th>Details</th>
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| 1. Attendance and ACTIVE participation                   | 45     | • Participation in class is essential.  
• In-class activities or "drop" quizzes. If a student is absent for an in-class activity, points will be lost. Emergencies considered on an individual basis when teacher is notified. |
| 2. Literature File                                        | 65     | • Read and review 10 books—5 picture books or books for lower grades, (5 points each); 5 for 4-8 grade, (8 pts. each); submitted with full citation, short summary, and at least three ideas for incorporating into a class |
| [Must complete before practicum.]                         |        |                                                                                                                                                                                                          |
| 3. Children's Author Research and Mini-Lesson             | 35     | • Short class presentation and written report on a noted children's author, emphasize teaching strategies, cite all references used.                                                                           |
| 4. Phonics Test                                           | 55     | • Score based on percent correct as indication of understanding of decoding skills. Mastery required. Department requirement. (DR)                                                                            |
| 6. Directed Reading [Thinking] Activity                   | 55     | • Creative presentation, clear purpose, follow criteria for DRTA as provided in class.                                                                                                                   |
|                                                          |        | • Submit final copy for Livetext evaluation. DR                                                                                                                                                        |
| 7. Observation of Student                                | 20     | • Informal, anonymous observation of one reader during practicum. Format provided.                                                                                                                      |
| 8. Genre Study                                            | 35     | • Research a literary genre; bulletin board plan                                                                                                                                                    |
|                                                          |        | • Presentation to convince students to read this genre. Summary submitted on-line.                                                                                                                                 |
| 9. Midterm/Final [Points distributed based on timing of   | 75     | • Comprehensive understanding/application of assigned readings, handouts, videos, and class activities and presentations by teacher & peers.                                                           |
| practicum.]                                              |        |                                                                                                                                                                                                          |
| **Total**                                                 | 425    |                                                                                                                                                                                                          |

**Grading Scale:**  
A=100-92%; B=91-83%; C=82-74%; D=73-65%; F=below 65
Directions and Assessment for Book Reviews with Inclusion Ideas  Total of 65 points

Objective: Have "in my head" knowledge of 10 good books for classroom sharing

__ READ the whole book carefully
__ Bibliographic Data – Book Title & author; YOUR Name, Grade Level(s), Book type
__ Short Summary of Book, key characters, theme, [not copied from book jacket]
[ ] 3 Extra points for chapter books include ending and slightly longer summary
__ Three ways to incorporate book in classroom that enhance student learning.

Total: __ 5 [8] points  [Web CT submission OK; 3 reviews/page are due every 3rd Wed.]

Author Research and Mini Lesson

Objective:
* To study an author and introduce him or her to your classmates
* To benefit from other students’ research and learn about authors & their writing
* To be prepared to share author information with your future classes

Assignment:
* Select and sign-up for an author not being presented by others in the class.
* Using books, book covers, magazines, newspapers, an interview, documentaries, films, and the internet find out all you can about the author. Confirm prior knowledge.
* Use at least 3 sources. Cite sources with enough information so I could find them.
* Prepare a mini lesson [3-5 minutes] to introduce the author and his/her books as though to an elementary class; begin with introducing class level. USE Visuals—costume, realia, power point recordings to make it exciting, but not so much the information is masked. Include a short, representative reading from a book to show author’s style.
* Create a written report that includes the author’s name(s), 3-5 books he/she has written, the genre(s) of writing, sources of information for your report, and a very brief summary about the author’s personal life. (~ 2 pages to supplement presentation)

Assessment: For Author Study
Mini Lesson - 20 points, [3 points each, unless indicated otherwise]
__ State author’s name [2 points]; Write author’s name on board.
__ Share biographical information about the author
__ Give titles of 3-5 books, show at least one
__ Tell the genre or genres in which the author writes
__ Read/present a short but exemplary passage.
__ Use voice and body language to make it come alive. Present in an interesting way appropriate for the age group of the class you would like to teach
__ Use acceptable grammar and voice appropriate for intended audience. Enjoy!
__ 20 points

Written Report - 15 points [3 points each] ~ 1-2 pages in length
__ **Your name on the paper
__ Name the author, picture optional, if used, state source
__ Give titles of 3-5 books written; if several genres or readability; give example of each
__ List all your sources [3+] using information complete enough for someone else to find it
__ Write a brief, original summary paragraph about the author
__ Use appropriate grammar and accurate spelling

__ 15 points