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: Enrollment in teacher education sequence [ELE 2000 level courses completed] and current enrollment in ELE 3000 and ELE 3350; 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.


Additional Resources:
Putting Reading First (2nd ed.) (National Reading Panel Report and NCLB Legislation). Jessup, MD: edpubs@inet.ed.gov
Illinois State Board of Education – Reading/Language Arts Standards, Assessments, Benchmarks, [web site or paper copy]
Reading Language Arts Standards - International Reading Association [IRA], and National Council of Teachers of English [NCTE] [www.reading.org; www.ncte.org]
Current Reading Related Journals and Web sites, including www.readwritethink.org
Children's Literature
Livetext

Model of Teaching: Two models are used. 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 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)

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 especially 4c – knowledge, 4d meaningful curriculum

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

The 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:
Standard 1: deep understanding of reading
Standard 3: curriculum design and implementation
Standard 5: high professional standards - ethics, self-evaluation, professional memberships

Outcomes Specific to ELE 3280

Teacher Candidates will:
1. demonstrate a mastery of theories, concepts, facts, principles, ideas and relationships related to 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 levels, readability levels, and genre
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] learning
### 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>
Course Specific Requirements:
1. Literature File- Ten reviews of children’s books for appropriate grade levels (K-3), (4-6) should be submitted using a format provided. (25 points)

2. Individual Project- Assigned by the instructor. (25 points)

3. Textbook Basal Review- A written review of the basal series. (25 points)

4. Directed Reading Activity- Write a lesson plan exhibiting a clear purpose following all criteria of DRA. This will be submitted in LiveText format using the EIU lesson plan template. (50 points)

5. Phonics Test- A test over essential phonetic rules will be given. (50 points)

6. Final Exam- Consisting primarily of objective items and short answer questions will be administered to assess understanding of course content. (100 points)

Total points: (300 points)

- Some bonus activities may be provided in class for extra points.

Grading Scale:
A= 10-92%;  B=91-83%;  C=82-74%;  D= 73-65%

LiveText: If the LiveText requirement is completed in a less than satisfactory manner then no more than a “D” may be earned in the class regardless of the number of points earned.

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

Students with disabilities are encouraged to contact the Eastern Illinois University Office of Disability Services for assistance. [http://www.eiu.edu/~disablty/](http://www.eiu.edu/~disablty/) 217-581-6583

Note: This syllabus is tentative and subject to review and change based upon the instructor’s discretion.
References:

Key Researchers: Richard Allington, Benjamin Bloom, Brian Cambourne; Norm Chomsky, Marie Clay, Colleen Collins-Block, R.B Cooter, Pam Cunningham, Irene Fountas & Gay Sue Pinnell, Ken & Yetta Goodman, Jerry Johns, P. David Pearson, Jean Piaget, D.R. Reutzel, Regie Routman, Terry Shanahan, Richard Vacca, Lev Vygotsky, Helen Yopp

Key Resources:
National Reading Panel Report and *Putting Reading First* [NCLB Legislation]
Illinois State Board of Education – Standards, Assessments, Benchmarks For Elementary
Reading Language Arts Standards - International Reading Association, [IRA]
and National Council of Teachers of English [NCTE]

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

Web Sites:
- [www.reading.org](http://www.reading.org)
- [www.ncte.org](http://www.ncte.org)
- [www.readwritethink.org](http://www.readwritethink.org)
- [www.pbskids.org](http://www.pbskids.org)

Children's literature appropriate to various levels Pre-K – Grade 8
Children's literature author web sites

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 and 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
   1. Activate schema – prior experiences
   2. Context clues
   3. Selection of appropriate reading materials with consideration of
      a. readability and reading levels
      b. fiction and non-fiction
      c. student interest and involvement
   4. Structural analysis clues – affixes, root & base words
   5. Metacognition
   6. Using graphic and semantic organizers
   7. Answers to questions – QAR

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]
E. Reciprocal Teaching – predict, clarify, question, summarize