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

Course Description 3280 ELE. Developmental Reading in the Elementary School. (3-0-3) The instructional program in reading from kindergarten through grade six; goals, methods, and materials with emphasis on basal reader approaches. Fieldbased activities will be provided in conjunction with ELE 3000.

Prerequisites:
Concurrent enrollment in ELE 3000 and ELE 3350, or MLE 3110, or permission of department chair.

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 available in bookstore
Handout Packet available at Copy Express

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]

Dispositions:
Pre-service teachers will ideally be responsible, respectful, sharing, caring, curious and eager learners with excellent organizational skills.
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](http://www.isbe.il.us/profprep/PDFs/ipts.pdf)

- **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 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 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:** 4: Teaching and Learning especially 4c – knowledge, 4d meaningful curriculum

**Illinois Professional Teaching Standards:**

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<tbody>
<tr>
<td>1. Content</td>
<td>7. Communication</td>
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<tr>
<td>3. Diversity</td>
<td>8. Assessment</td>
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<tr>
<td>4. Planning for instruction</td>
<td>10. Reflection and professional growth</td>
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<tr>
<td>5. Learning environment</td>
<td>11. Professional conduct</td>
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<td>6. Instructional Delivery</td>
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**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

**Grading Scale:**

- **A = 92% - 100%; B = 82% - 91%; C = 72% - 81%; D = 62% - 71%;**
- 276 - 300 246 - 275 216 - 245 186 - 215
NOTE:
1. 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.

2. If the portfolio or LiveText 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.

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>% of Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td><strong>Attendance and Participation</strong></td>
<td>10%</td>
<td>30</td>
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<tr>
<td>Attendance is required. Participation in class activities and discussion is expected along with assignments not listed below. Two absences allowed. Five point off for each absence after the first two.</td>
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<tr>
<td><strong>Literature Response File / Book Cards</strong></td>
<td>10%</td>
<td>30</td>
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<tr>
<td>Teacher candidate selected children's books reviewed with explanations for use in teaching students to read and share with class. Ten books total.</td>
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<tr>
<td><strong>Directed Reading Activity Lesson Plan</strong></td>
<td>10%</td>
<td>30</td>
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<tr>
<td>Plan for and modeling of a directed reading/thinking lesson; written lesson submitted to LiveText; [Includes activities for pre-reading; during reading; &amp; following reading of text segments—DRTA]</td>
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<tr>
<td><strong>Test on Basic Phonics</strong></td>
<td>12%</td>
<td>35</td>
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<tr>
<td>Terminology and use of diacritical marks</td>
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<tr>
<td><strong>Basal Textbook Review</strong></td>
<td>8%</td>
<td>25</td>
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<tr>
<td>Examination of student text book and teacher guides from a recent basal series.</td>
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<tr>
<td><strong>Mini Phonics Lesson from Trade Book</strong></td>
<td>8%</td>
<td>25</td>
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<tr>
<td>Planning and presenting a lesson for a specific phonics skill based on a quality children’s book.</td>
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<tr>
<td><strong>Multicultural Novel Unit</strong></td>
<td>8%</td>
<td>25</td>
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<tr>
<td>Detailed lesson ideas for each section of the book including major concepts, vocabulary, discussion questions, activities, and related websites.</td>
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<tr>
<td><strong>Midterm Exam</strong></td>
<td>17%</td>
<td>50</td>
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<tr>
<td>The exam will be objective in nature and will consist of multiple choice and true/false questions. Questions will be derived from lecture, assigned readings, discussions, and student-generated ideas.</td>
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<tr>
<td><strong>Final Exam</strong></td>
<td>17%</td>
<td>50</td>
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<tr>
<td>The exam will be essay in nature. Topics will be derived from lecture, assigned readings, discussions, and student-generated ideas.</td>
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</table>

**TOTAL** 100% 300

DETAILED INSTRUCTIONS AND EXPECTATIONS FOR EACH ASSIGNMENT WILL BE PROVIDED
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:

[Integrated throughout all topics:
- Concern for cultural differences and similarities
- Appropriate integration of children's literature and multicultural 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
- Emphasis on differentiated instruction
- Focus on oral and written communication skills

Tentative Calendar:

**Week 1** 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

**Week 2** 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
D. Phonemic awareness
Week 3  III. Requirements for Reading – NCLB--- What and Methods for teaching
   A. Cueing Systems – Sight Words
      1. grapho-phonemic
      2. syntax
      3. semantic
   B. Phonemic Awareness

Week 4  C. Phonics
       1. Basic

Week 5  2. Structural Analysis

Week 6  D. Fluency
       1. Automaticity
       2. Rate
       3. Prosadics [expression, melody]

Week 7  E. Vocabulary development
       1. Before reading, during reading, after reading
       2. Experience oriented
       3. Synonyms, antonyms
       4. Multiple meaning words

Week 8  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

Week 9  4. Structural analysis clues – affixes, root & base words
        5. Metacognition
        6. Using graphic and semantic organizers
        7. Answers to questions – QAR

Week 10 IV. Teaching Methods for Classroom Effectiveness
       A. Assessment as a guide to teaching
       B. Basal Reading Programs

Week 11 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

Week 12 PRACTICUM
Week 13 PRACTICUM
Week 14 PRACTICUM

Week 15 Practicum Debriefing
       Review for Final Exam

Week 16 Final Exam