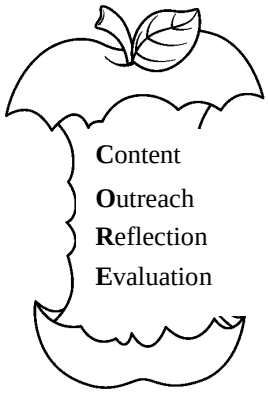

Eastern Illinois University
Early Childhood, Elementary, and Middle Level Education Department
ELE/MLE 4280 Content Area Reading in the Elementary, Middle and Secondary School

Instructor: April Flood
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Office Hours: Mondays 9 a.m. – 10 a.m.; Tuesdays/Thursdays 9:30 a.m. – 10:30 a.m.; Tuesdays 1:45 p.m. – 2:45 p.m.
Phone: 217-581-5728 (Messages Only) Cell Phone: (217) 621-1007
Class Meetings: Tuesday/Thursday 12 p.m. – 1:40 p.m. (Class will not meet October 26th – November 20th while you are in practicum.) You will have an alternate assignment for Thursday, October 1st and Thursday, October 22nd since I will be at a conference. Class will not meet face-to-face on October 1st and October 22nd.
Semester: Fall 2015

Unit Theme: Educator as creator of effective educational environments: integrating students, subjects, strategies and societies.

Course Description: Techniques for providing appropriate reading instruction in proper sequence for students in grades sixth through 12 (3-0-3).

Prerequisites & Concurrent Enrollment: ELE 3281 for early childhood; ELE 3280 for elementary; ELE 3280 and MLE 3110 for middle level; or permission of department chair. University teacher education requirements apply and department requirements for enrollment must be met.

Course Purpose: This course is designed to convey to elementary/middle school/secondary pre-service teachers the understanding that they have a serious responsibility to provide students with the instructional support necessary to comprehend content textbooks. To achieve this end, class members will become familiar with several perspectives of the reading process and will acquire multiple strategies for teaching the reading skills using content textbooks, reading textbooks, and other reading materials.

Course Textbook:
ELE Alvermann, D. E., Phelps, S. F., & Gillis, V. R. (2010). *Content Area Reading and Literacy: Succeeding in Today's Diverse Classroom (6th ed.).* Boston: Allyn & Bacon. (This is the textbook we will be using this semester.)
MLE Vacca, R., Vacca J., & Mraz, M.(2014) *Content area reading (11th ed).* Boston: Pearson.

Teaching Model:
The Information-Processing Models

- Information-processing models emphasize ways of enhancing the human being's innate drive to make sense of the world by acquiring and organizing data, sensing problems and generating solutions to them, and developing concepts and language for conveying them. (pp 10-13)

Joyce, B., Weil, M., & Calhoun, E. (2015). *Models of teaching*. (9th ed). Boston: Pearson.

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

Live Text Assessment Requirement: For those classes with Live Text or Practicum- If the portfolio or 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.

Standards
Course requirements are aligned with the following standards:

- Illinois Professional Teaching Standards (IPTS): http://www.isbe.net/PEAC/pdf/IL_prof_teaching_stds.pdf
- Eastern Illinois University Professional Dispositions http://www.eiu.edu/clinical/forms/DispositionsforEIUcandidates.pdf
- Illinois Social Emotional Learning Standards (SEL) http://www.isbe.net/ils/social_emotional/standards.htm
- Association for Childhood Education International (ACEI): http://www.isbe.net/rules/archive/pdfs/20ark.pdf
- National Association for the Education of Young Children (NAEYC): http://www.ncate.org/Standards/ProgramStandardsandReportForms/tabid/676/Default.aspx
- Association for Middle Level Education: http://www.amle.org/AboutAMLE/ProfessionalPreparation/AMLEStandards.aspx

Outcomes Specific to ELE-MLE 4280:

i. Demonstrates an understanding that the reading process involves an active, purposeful construction of meaning through the interactions of background knowledge/prior experiences, text information, and the context of the reading situation when designing content area instruction.
IPTS 6B, 6G, 6I, 6O;
IRA 1.1, 1.3, 4.1, 5.2, 5.4;
ILRT 1F, 1J;
ACEI 3.1, 3.2, 3.3, 5.1
AMLE B2c; C4a
SEL 2B, 2C
NAEYC 1A, 1B, 1C, 5A, 5B, 5C
Dispositions EC, SDE, IWS, PTSL

ii. Analyzes instructional approaches and designs appropriate and varied content area literacy methodology that is to be implemented before, during, and after reading (i.e., vocabulary, comprehension and fluency) to create a motivating context.
IPTS 6A, 6F, 6I, 6L, 6M, 6N;
IRA 2.1, 2.2, 3.3, 3.4, 4.2, 4.3, 5.4;
IL RT 1G;
SEL 3B
ACEI 3.1, 3.4, 5.1
AMLE B2a; C4a; C4b
NAEYC 1A, 1B, 1C
Dispositions EC, SDE, IWS, PTSL

iii. The competent teacher elicits students' motivation by evaluating developmentally appropriate instructional practices to support students' reading, writing, oral communication, and aspects of visual literacy (viewing and visually representing) to increase content learning.
IPTS 6A, 6D, 6F, 6I, 6M, 6P,
IRA 1.1, 2.1, 2.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3. 5.4, 6.2;
IL RT 1G, 1L
ACEI 3.4
AMLE C4a; C4b
SEL 2B, 2C
NAEYC 1A, 1B, 1C
Dispositions: PEP, EC, SDE, IWS, PTSL

iv. Designs, selects, modifies, and evaluates a wide range of content-specific materials (including print-based texts and electronic resources) that enable students to analyze, synthesize, evaluate, and construct meaning from a variety of narrative/expository text structures and genres.
IPTS 6B, 6G, 6O, 6P;
IRA 2.3, 5.1, 5.3;
IL RT 1H, 1J, 1K, 3F;
SEL 2B
ACEI 3.1, 3.2, 5.1
AMLE B2a; B2c; C4a; C4b
NAEYC 5A, 5B, 5C
Dispositions SDE, IWS, PTSL

v. Applies modeling, explanation, practice, and feedback to teach students to self-monitor and apply comprehension strategies independently, appropriate to the content learning.
IPTS 6L, 6M, 6N,
IRA 3.1, 3.2, 3.3, 3.4, 5.3;
IL RT 1I;
SEL 2C, 3B
ACEI 3.1, 5.1
AMLE C4a; C4b
NAEYC 3A, 3B, 3C
Dispositions EC, IWS, PTSL

vi. Applies a variety of appropriate diagnostic, formative, and summative assessments to identify students' literacy needs, monitor student progress, measure student growth, and evaluate student achievement of specific literacy standards and outcomes in order to make data driven decisions and adjust practices to meet the needs of each student.
IPTS 6L, 6O,
IRA 3.1, 3.2, 3.3, 3.4;
IL RT 1D, 1I, 3C,
SEL 3B
AMLE C4a
ACEI 3.1, 3.2, 3.3, 5.1
NAEYC 1A, 1B, 1C, 3A, 3B, 3C
Dispositions EC, SDE, IWS, PTSL

Reading Teacher Standard 1:
Knowledge Indicators - The competent reading teacher:

1D. is aware of trends, controversies, and issues in reading education.
1F. understands, respects, and values cultural, linguistic, and ethnic diversity and knows how these differences can influence learning to read.
1G. understands the differences between reading skills and strategies and the role each plays in reading development.
1H. knows a wide range of quality literature for students.
Performance Indicators - The competent reading teacher:
1I. adjusts reading instruction to meet the needs of diverse learners (e.g., gifted students, students with limited English proficiency), as well as those who speak non-standard dialects.
1J. locates, evaluates, and uses literature for readers of all abilities and ages.
1K. uses various tools to estimate the readability of texts.
1L. uses technology to support reading and writing instruction.

Reading Teacher Standard 3:
Knowledge Indicators - The competent reading teacher:
3A. knows State and national educational standards that are relevant to reading education.
3C. is aware of guidelines for the evaluation of curriculum material and instructional technology.
Performance Indicators - The competent reading teacher:
3F. participates in the evaluation and selection of instructional materials, including textbooks, trade books, materials for students with special needs, and technology.

Course Requirement	Demonstrated Competencies	Standards
Traditional Exam	Student demonstrates content knowledge of various components of content area reading instruction for the appropriate grade level.	ACEI: 5.1 NAEYC: 5A, 5B AMLE: C4a; C4b Dispositions: PEP, EC, SDE, IWS
Book Talk and Annotated Bibliography	Student develops a content-based annotated bibliography representing diverse populations in the choice of literature that match children's interests and cultural backgrounds. The annotated bibliography will include various genres, including narrative and informational text, Students will identify text features and demonstrate understanding of the role, perspective, and purpose of text in the content areas. In addition, student plans for instruction by offering a creative book talk that reflects understanding of differentiated instruction, the use of authentic resources, and alternative assessment.	ACEI: 3.1, 3.2, 3.3 NAEYC: 1A AMLE: B2a; C4b Dispositions: PEP, EC, SDE, PTSL, IWS
Literature Circles (I and II)	The student understands the role of effective communication techniques through peer interaction in Literature Circles to foster active inquiry, collaboration, and support interaction in the classroom. Within the literature circle roles, the students will engage in Close Reading using text-based evidence to answer text-dependent questions. When taking on the Vocabulary role, students will identify Tier 2 and Tier 3 academic vocabulary. Text complexity, including qualitative and quantitative measures, will be determined by the literature circle groups.	ACEI: 3.4 IPTS: 6I, SEL: 2B, 2C NAEYC: 1A AMLE C4a; C4b Dispositions: PEP, EC, SDE, PTSL, IWS
Response Journal	The student is reflective and continually evaluates himself/herself through a response journal. Responses will include a reflection of how the information is important to the teacher, student, and	ACEI: 1, 2.1, IPTS: 6A, 6B, 6D, 6I, 6F, 6G, 6L, 6N SEL: 2C, NAEYC: 1B, 3A, 3B, 3C, 5A, 5B

	classroom.	AMLE: C4b Dispositions: PEP, EC, SDE, IWS
Reading Strategies Notebook/Presentation	Using the EQUIP lesson plan format, students will include Tier 2/Tier 3 academic vocabulary to create a lesson plan implementing a research-based strategy aligned to the CCSS. Student develops a useable notebook of reading strategies demonstrating access to a variety of strategies and competent planning for reading in the content area classroom. The student presents an individual content area reading strategy in the classroom demonstrating knowledge and understanding of the need for accommodations for struggling readers, English Language Learners, and an overall diverse student body. The lesson plan will model and support the conventions of language.	ACEI: 3.1, 3.2, 3.4, 5.1 IPTS: 6A, 6I, 6L, 6M, 6O, 6P, SEL: 2C, NAEYC: 1C, 5C AMLE: C4a; C4b Dispositions: PEP, EC, SDE, IWS, PTSL
Writing Assignment	Students will incorporate best practice writing concepts and skills in researching best practice methodology and assessment for their specific content area. These concepts and skills include, but are not limited to: • Determine and synthesize central ideas or conclusions of multiple and divergent sources • Explore, integrate, and assess the credibility and accuracy of evidentiary sources • Distinguish facts, reasoned judgment based on research findings, and speculation within and between texts • Demonstrate audience-awareness • Apply content-appropriate prescriptions with clarity, complexity, and cohesion in a logically-sequenced and organized format.	IPTS: 6B, 6G, 6J, 6I, 6O, 6P IRA 1.1, 1.3, 2.3, 4.1, 5.1, 5.2, 5.3, 5.4; ILRT 1F, 1H, 1J, 1K, 3F, SEL: 3B, NAEYC: 3A, 3B, 3C, 5A, 5B AMLE: B2a, B2c; C4a, C4b Dispositions: EC, PTSL, SDE, PEP
Participation	Participation includes presence in and contribution during class sessions and support of peers in group work.	ACEI: 5.1 Dispositions: PEP, EC, SDE, IWS

Course Requirement	**Demonstrated Competencies**	**Points/Due Date**
Participation	Participation includes presence in and contribution during class sessions and support of peers in group work.	
Traditional Exam	Student demonstrates content knowledge of various components of content area reading instruction for the appropriate grade level. Quizzes/Exit Slips/In Class Activities will be used throughout the semester as an assessment tool. Students must be in class or have a documented excused absence to participate in these assessments. The final exam will be held in class on Monday, December 14th at 12:30 p.m. Students will present a 5 to 7 minute PowerPoint/Prezi of their research/writing assignment. A one-page handout including key resources/researchers and a summary will be shared with all classmates and teacher.	**Quizzes/Exit Slips/In class activities (50 points)** **Final Exam: Monday, December 14th, 12:30 p.m. – 2:30 p.m. (50 points)**

Book Talk and Annotated Bibliography	Student develops a content-based annotated bibliography representing diverse populations in the choice of literature that match children's interests and cultural backgrounds. The annotated bibliography will include various genres, including narrative and informational text, Students will identify text features and demonstrate understanding of the role, perspective, and purpose of text in the content areas. In addition, student plans for instruction by offering a creative book talk that reflects understanding of differentiated instruction, the use of authentic resources, and alternative assessment. **Book Talk:** Students will present a chapter book that can be used in their content area. Students will share a two-page handout with all classmates and teacher. The handout will include the title, author, publisher, names and descriptions of key characters, synopsis of book (without telling the ending), Lexile/ATOS/Interest reading levels, a summary of how they would incorporate the book into their curriculum, and a summary of how they would assess students using an alternative assessment. **Annotated Bibliography:** Students will develop an annotated bibliography with a minimum of 20 books that can be used in their content area. The annotated bibliography should include various genres, including narrative and informational text. Each book will be listed using APA citation format. Lexile/ATOS/Interest Reading levels, text features, purpose of text, and a short summary will be listed for each book. This assignment will be submitted using the d2L dropbox. The assignment will be entered into Turnitin through d2L.	**Students will sign up for Book Talks. Due dates will vary. (25 points) Handouts must be distributed during the presentation.** **Annotated Bibliography is due September 24th at 8 a.m. (25 points) This assignment will be submitted in d2L dropbox.**
Literature Circles (I and II)	The student understands the role of effective communication techniques through peer interaction in Literature Circles to foster active inquiry, collaboration, and support interaction in the classroom. Within the literature circle roles, the students will engage in Close Reading using text-based evidence to answer text-dependent questions. When taking on the Vocabulary role, students will identify Tier 2 and Tier 3 academic vocabulary. The literature circle groups will determine text complexity, including qualitative and quantitative measures. Students will share literature circle findings with whole class.	**10%** **Literature Circle I (25 points)** **Part I: August 27th** **Part II: September 1st** **Part III: September 3rd** **Part IV: September 8th** **Literature Circle II (25 points)** **Part I: September 15th** **Part II: September 17th** **Part III: September 24th** **Part IV: September 29th**
Response Journal	The student is reflective and continually evaluates himself/herself through a response journal. Responses will include a reflection of how the information is important to the teacher, student, and classroom. **Response journals will be submitted as an attached Word document through d2L dropbox by the due dates at 8 a.m.**	**15% (75 points)** **Each response is worth 6.25 points.** **Due Dates:** **Chapter 1: Aug. 26th** **Chapter 2: Sept. 1st** **Chapter 3: Sept. 3rd** **Chapter 4: Sept. 8th** **Chapter 5: Sept. 10th** **Chapter 6: Sept. 15th** **Chapter 7: Sept. 17th** **Chapter 8: Sept. 22nd** **Chapter 9: Sept. 24th** **Chapter 10: Sept. 29th** **Chapter 11: Oct. 1st** **Chapter 12: Oct. 6th**

Reading Strategies Notebook/Presentation	Using the EQUIP lesson plan format, students will include Tier 2/Tier 3 academic vocabulary to create a lesson plan implementing a research-based strategy aligned to the CCSS. Student develops a useable notebook of reading strategies demonstrating access to a variety of strategies and competent planning for reading in the content area classroom. The student presents an individual content area reading strategy in the classroom demonstrating knowledge and understanding of the need for accommodations for struggling readers, English Language Learners, and an overall diverse student body. The lesson plan will model and support the conventions of language. **The strategy must be taught as it would in an elementary classroom. You are to teach the strategy while teaching content. Presentations are typically about 20 minutes in length.**	**10% (50 points)** **Each student will be assigned a strategy to present to the class. Students will sign up for presentation dates. A copy of the EQUIP lesson plan will be distributed to each student and teacher at the beginning of the presentation.** **Lesson Plan (25 points)** **Presentation(25 points)**
Writing Assignment	Students will incorporate best practice writing concepts and skills in researching best practice methodology and assessment for their specific content area. These concepts and skills include, but are not limited to: • Determine and synthesize central ideas or conclusions of multiple and divergent sources • Explore, integrate, and assess the credibility and accuracy of evidentiary sources • Distinguish facts, reasoned judgment based on research findings, and speculation within and between texts • Demonstrate audience-awareness • Apply content-appropriate prescriptions with clarity, complexity, and cohesion in a logically-sequenced and organized format.	**35% (175 points)** **5 Sources (10 points): Due Sept. 3rd in dropbox in d2L by 8 a.m. Sources must be from a peer-reviewed journal and cited using APA format.** **Detailed Outline (15 points): Due Sept. 17th in dropbox in d2L by 8 a.m. Include Roman Numerals for each paragraph. Include at least three points being discussed in each paragraph with last name of references in parentheses. The outline must include your introduction and conclusion (in outline form).** **Rough Draft (50 points): Due October 22nd in dropbox in d2L by 8 a.m. Rough draft must include a minimum of 5 full pages including introduction, conclusion, and one additional page for sources. A title page is not included in the five minimum pages.** **Final paper (100 points): Due December 3rd in d2L by 8 a.m. Your paper must be a minimum of 5 full pages – 6 pages with**

		sources (sources must be included). 7 pages minimum if you choose to include a title page.

Instructor's Policies for the Course as Appropriate (attendance, late assignments, etc.):
Attendance is expected. Attendance does not mean participation. Cell phones, laptops, and other electronic devices may not be used to interact with other on Facebook, Instagram, E-mail, Snapchat, texting, or any other off-task behavior. Electronic devices may be used to take notes and may be required for some class activities. Electronic devices will be available in class when needed for an assignment.

Students are expected to respect his/her teacher and peers. You should not be talking while another person is talking. You are expected to take notes during each class. A portion of this class will require you to complete activities/view videos online outside of class. A 10% deduction will automatically be taken off for late work. No assignments will be accepted 7 days after the original due date.

Grading Scale: A= 100-93%, B = 92 – 84%, C = 83 – 75%, D = 74 – 66%, F = 65% and below

COURSE OUTLINE

Weeks	Topics	Readings/Videos
Week 1	❖ Understanding Literacy (Shanahan, 2008) ❖ Text Comprehension and Content (Duke & Pearson, 2002) ❖ Research Based Practices	*Allington, R.L., McCuiston, K., & Billen, M. 2015).What research says about text complexity and learning to read. The Reading Teacher, 68(7), 491-501.* *Shanahan, T., & Shanahan, C., (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. Harvard Educational Review, 78, 40 - 59.*
Week 2	❖ Assessing Students in Text ❖ High Stakes Testing (Afflerbach, 2004) ❖ Authentic Approaches to Assessment using various text styles(Fisher & Frey, 2007) ❖ Portfolio Assessment ❖ Recognizing and Assessing Text Complexity (Frey & Fisher, 2013) ❖ Writing Topic: Selection	http://www.corwin.com/rigorousreading/ Video Clips from Chapters 1 – 6 Frey, N., & Fisher, D. (2013). Rigorous Reading: 5 Access Points for Comprehending Complex Texts. USA: Corwin Literacy.
Week 3	❖ Struggling Readers and Writers (Allington, 2001) ❖ Explicit Instruction in the Use of Strategies ❖ Models and Supports the conventions of expressive and receptive language ❖ Strategic Reading ❖ Writing Topic: Strategic Location of Multiple, Divergent Sources	
Week 4	❖ Culturally and Linguistically Diverse Learners(Au, 1993) o Awareness of differences and commonalities between the conventions (Cognates) ❖ Variety of strategies and authentic materials to expand Academic Vocabulary (Tier 2 and Tier 3) ❖ Intentional instruction of Comprehension Strategies ❖ Writing Topic: Strategic Writing Strategies (distinguish central ideas or conclusions of multiple, divergent sources)	
Week 5	❖ Learning with Trade Books (Authentic resources that promote differentiation) o Text features o Various Genres o Role, perspective, and purpose o Addressing backgrounds and providing access for English Language Learners o Annotated bibliography ❖ Learning with Electronic Texts	

	❖ Writing Topic: Strategic Writing Strategies (development of thesis sentence, topic sentences based on evidence/logic derived from multiple, divergent sources)	
Week 6	❖ Bringing Students and Text Together (Lesesne, 2003) ❖ Designing and Planning Text Lessons ❖ Designing and Planning Units of Study ❖ Writing Topic: Submission of (first) Rough Draft	
Week 7	❖ Developing Vocabulary Knowledge and Concepts (Blachowicz, 2006) ❖ Activating Prior Knowledge and Interest ❖ Writing Topic: Receive professor's revision requests for (first) Rough Draft	
Week 8	❖ Guiding Reader-Text Interactions ❖ Instructional Strategies ❖ Reading Guides ❖ Writing Topic: Revise (first) Rough Draft	
Week 9	❖ Writing Topic: Submit (second) Rough Draft for Peer Review;	
Week 10	❖ Integrating Reading and Writing (Atwell, 1998) ❖ Writing Topic: Receive peers' revision requests of (second) Rough Draft	
Week 11	❖ Studying Texts ❖ Graphic Organizers ❖ Study Guides Based on Text Patterns ❖ Writing Topic: Revise (second) Rough Draft	
Week 12	❖ Book Talks ❖ Writing Topic: Submit (third) Rough Draft to professor for review	
Week 13	❖ Content Area Reading Strategies o Challenging text features o Academic Vocabulary (Tier 2/Tier 3) o Text Structure o Literary Devices ❖ Writing Topic: Receive professor's review of (third) Rough Draft Revise	MLE 4280 - Tovani, C., Hartman, L., Moore, R., Button, B., & Tatlock, B. (2006). *Comprehending content: Reading across the curriculum, grades 6-12* Portland, ME: Stenhouse Publishers.
Week 14	❖ Literature Circles (Daniels, 1994) ❖ Writing Topic: (if necessary) submit (third) Rough Draft to professor for review	
Week 15	❖ Research-based Differentiation (Tomlinson, 1999) ❖ Struggling Readers/English Language Learners ❖ Developing skills while modeling English grammar and usage ❖ Accepts children's home language	

Academic Integrity

"The Department of EC/ELE/MLE is committed to the learning process and academic integrity as defined within the Student Conduct Code Standard I. "Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship." Students are expected to develop original and authentic work for assignments submitted in this course. "Conduct in subversion of academic standards, such as cheating on examinations, plagiarism, collusion, misrepresentation or falsification of data" or "submitting work previously presented in another course unless specifically permitted by the instructor" are considered violations of this standard."

Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to first contact their instructor. If needing additional help, please contact the Student Success Center (www.eiu.edu/~success) for assistance with time

management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

ELE/MLE4280 References
***Denotes Unit Conceptual Framework References**

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Students with Disabilities: If you have a documented disability and wish to discuss academic accommodations, please contact the Office of Disability Services at 581-6583.

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Course Specific Glossary:

Close Reading – The mindful, disciplined reading of a text with a view to deeper understanding of its meaning.

Explicit Instruction – Instruction guided by a teacher, who uses various strategies to help students understand what they are reading.

Reciprocal Reading Instruction – A four-step teacher-directed reading technique that consists of summarizing, questioning, clarifying, and predicting.

Text Complexity – the inherent difficulty of reading and comprehending a text combined with a consideration of reader variables (qualitative components, quantitative components, reader-task components)

Text Dependent Questions – specifically asks a question that can only be answered by referring back to the text being read.

Tier 2 Academic Vocabulary – High frequency words that occur across content areas; often used in conversations and text; strongly influence speaking and reading

Tier 3 Academic Vocabulary – Words specific to a content area (e.g., water cycle – science, island – social studies, quadrilateral – mathematics, verb – English)