

EDEL 603 Elementary Reading Methods

Textbook(s):

- Roe, B. D., Smith, S. H., & Burns, P. C. (2005). *Teaching reading in today's elementary schools* (9th Ed.). Boston: Houghton Mifflin Company.
- Cooter, R. B., Flynt, E. S., & Cooter, S. K. (2007). *Cooter/Flynt/Cooter comprehensive reading inventory: Measuring reading development in regular and special education classrooms*. Prentice Hall.
- Herrell, A., & Jordan, M. (2004). *Fifty strategies for teaching English language learners*. (2nd ed.). Upper Saddle River, NJ: Prentice Hall.
- Wan, G., & Cheng, H. (2004). *The media-savvy student: Teaching media literacy skills*. Tucson, AZ: Zephyr Press.
- Wan, G. (2007). *Virtually true: Questioning online media (Factor Finders)*. Mankato, MN: Capstone Press, Inc.
- Wan, G. (2007). *TV takeover: Questioning televisions (Factor Finders)*. Mankato, MN: Capstone Press, Inc.

Course Description:

This course serves as a foundation course in reading instruction preparing future reading teachers for grades K-8. Emphasis is given to theories of reading, emergent literacy, word recognition strategies, comprehension skills, approaches and materials for reading instruction, literature and **technology in reading**, content literacy, assessment and teaching individual learners including non-English speaking students. It teaches reading readiness and development of reading at the prekindergarten, kindergarten, primary, and middle school levels. It is a foundation for teaching clinical/remedial reading, consultant services to school personnel, and directing/supervising system-wide reading programs.

Course Objectives:

As a result of the successful completion of the course, candidates should be able to:

1. Explain what the reading act is
2. Describe the reading process and its theories
3. Name principles of effective reading instruction.
4. Discuss standards for the English language arts
5. Promote emergent literacy development
6. Help children learn to recognize unfamiliar words
7. Discuss roles of phonics in reading and define terms in phonetics
8. Teach children connections between sounds and letters
9. Discuss factors involved in vocabulary development
10. Foster vocabulary development with various techniques
11. Explain how schema theory and characteristics of text affect comprehension
12. Model strategies that enhance comprehension
13. Foster higher-order comprehension and critical reading skills in students
14. Compare and contrast major approaches of reading instruction
15. Select appropriate published reading series
16. Make reading and writing connections
17. Select appropriate and quality literature for children
18. Teach reading/study techniques
19. Implement reading coach strategies in content area
20. Demonstrate proficiency in teaching non English speakers

21. Integrate a variety of technological tools into literacy curriculum
22. Assess students' reading competencies with multiple measures
23. Determine reading levels of materials and match students with reading materials
24. Create a supportive physical and social-emotional environment in the classroom
25. Create an inclusive classroom
26. Plan and teach English language learners
27. Communicate with families and communities

TENTATIVE COURSE SCHEDULE & ASSIGNMENT CALENDAR

WEEK	TOPICS	ASSIGNMENTS
1	-The nature of reading: theories and principles - Teaching English language learners: Overview - Phonics pretest	-Read Chapter 1 (Roe, Smith and Burns) -Read Section I (Herrell &Jordan) -Start working on Reading File Box
2	Emergent literacy	-Read Chapter 2 (Roe, Smith and Burns) - Start working on Reading Assessment Project - Use Cooter/Flynt/Cooter: phonemic awareness
3	- Word recognition strategies and procedures - Developing phonics knowledge	-Read Chapter 3 (Roe, Smith and Burns) -Cooter/Flynt/Cooter: development in phonics - Phonics Competency Exam
4	-Vocabulary: development and instruction - Teaching English language learners	-Read Chapter 4 (Roe, Smith and Burns) -Cooter/Flynt/Cooter: assessing vocabulary development - Read Section IV (Herrell &Jordan) - Phonics Competency Exam 2
5	- Comprehension strategies: reader and text - Teaching English language learners	-Read Chapter 5 (Roe, Smith and Burns) - Read Section V (Herrell &Jordan) - Cooter/Flynt/Cooter: development of comprehension
6	-Comprehension strategies cont.: Higher-order comprehension/ - Effective questioning strategies -Question TV, Internet	- Read Chapter 6 (Roe, Smith and Burns) - Cooter/Flynt/Cooter: development of fluency - Read Wan & Cheng - Read Wan: (factor finders)
7	Presentation: Mini Unit and Instructional Material	Due: Mini Unit and Instructional Material - Cont. working on File Box and Assessment Project
8	-Understanding instructional materials and approaches - Teaching English language learners	- Read Chapter 7 (Roe, Smith and Burns) - Read Section I (Herrell &Jordan) - Cooter/Flynt/Cooter: ELL - Mid-term exam
9	- Assessment: authentic/informal and formal - Assessing text difficulty	- Read Chapter 12 (Roe, Smith and Burns) -Use Cooter/Flynt/Cooter
10	- Children's literature and reading - Reading-writing connections	- Read Chapter 8 (Roe, Smith and Burns)

11	Reading and study techniques	-Read Chapter 9 (Roe, Smith and Burns) Due: Reading Assessment Project
12	- Understanding content literacy - Teaching English language learners	- Read Chapter 10 (Roe, Smith and Burns) - Read Section III (Herrell & Jordan)
13	- Creating positive reading environment - Inclusion classroom/special needs - Home-school partnership	Read Chapter 13 (Roe, Smith and Burns)
14	-Technology and reading - Share Reading File Box	- Read Chapter 11 (Roe, Smith and Burns) - Due: Reading File Box
15	- Review - Final Examination	