

**CENTRAL WASHINGTON UNIVERSITY**  
**DEPARTMENT OF TEACHER EDUCATION PROGRAMS**  
**READING UNIT**

**EDRD 521.06: READING IN THE ELEMENTARY SCHOOL**

Four credits, Summer 2004, Tuesday/Thursday, 12:30 p.m.-3:30 p.m.,

**INSTRUCTOR INFORMATION**

Andrea Celine Sledge, Ph.D.

Office: Black Hall 204-19

Office Hours: Monday, Wednesday: 12:50 p.m.-1:30 p.m.; Tuesday, Thursday: 8:00 a.m.-8:40 a.m., and by appointment

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**COURSE DESCRIPTION**

Prerequisites, a basic undergraduate reading course and classroom experience, or permission. Contemporary influences in reading instruction in American elementary schools. A required course for the Master of Education, Reading Specialist degree.

**TEXT**

Routman, R. (1994). *Invitations: Changing as teachers and learners k-12*. Portsmouth, NH: Heinemann.

Other readings will be assigned.

**PURPOSE OF THE COURSE**

This course deals with approaches used to teach reading, assessment of reading; the language base of reading; and areas of reading such as comprehension, vocabulary development, word identification, literature-based reading, and curriculum development.

Guiding Principles

Reading in the Elementary School, is consistent with the mission of Central Washington University -- *Docendo Discimus; By Teaching We Learn*; the mission of the Center for Teaching and Learning -- "Facilitating learning for a diverse world"; and the mission of the Department of Teacher Education Programs -- "The commitment to ensuring graduates are prepared to be outstanding educational leaders who demonstrate knowledge, skill, and attitudes necessary to educate a diverse population." Further, Reading in the Elementary School, using the Constructivist model of learning, is designed to develop abilities and skills in understanding, interpreting and questioning.

Guidelines of the International Reading Association

Reading in the Elementary School is consistent with the guidelines of the International Reading Association. As stated in their standards, "Effective reading requires an understanding of how print works, intertwined with the ability to interpret critically and apply new information to existing knowledge. Hence, the school reading programs must involve students in both learning to read and reading to learn."

Compliance with the Office of Superintendent of Public Instruction

EDRD 521 complies with the Essential Academic Learning Requirements for Reading and the Reading/Literacy Endorsement Competencies.

**METHODS OF INSTRUCTION**

1. Lecture
2. Discussion
3. Collaborative Learning
4. Media
5. Technology

**LEARNER OUTCOMES AND PERFORMANCE INDICATORS**

Upon completion of this course, you will be:

| <b>Learner Outcomes</b>  | <b>Performance Indicators</b>   |
|--|---|
| 1. Understand the four cueing systems of language.   | Interactive lecture/ demonstration. Discussion of videotapes<br>Matrix: 1.1, 1.4, 5.1, 6.10   |
| 2. Develop and apply strategies for teaching the four cueing systems of language to reading.   | Interactive lecture/demonstration.<br>Read text and other assigned readings<br>Matrix: 1.1, 5.1, 5.3, 6.10  |
| 3. Develop and apply strategies for teaching comprehension skills including the value of word recognition skills.  | Small group activities. Read text and Assigned readings. Discussion.<br>Matrix: 6.6, 12.1, 12.6   |
| 4. Recognize the contribution of literacy to moral, social, and cultural life, and to the development and quality of community life, as the context in which literacy curriculum is developed. | Text and assigned readings. Lecture and discussion. Literacy curriculum development project.<br>Matrix: 3.2, 4.1, 15.1, 15.2  |
| 5. Develop concepts and a literacy curriculum for teaching reading through basal reader, language experience, whole language, and literature-based reading approaches.                         | Discuss, compare, and contrast various current and historical approaches to reading. Literacy curriculum development project, which includes children's literature.<br>Matrix: 1.2, 1.3, 15.1, 15.2 |
| 6. Develop and apply strategies which incorporate the reading and writing connection, including the conventions.   | Small group construction of reading/writing connection activities. Writing workshop simulation.<br>Matrix: 4.7, 7.8, 12.4   |
| 7. Utilize informal assessment techniques including informal reading inventories, cloze, and running records.  | Review of research. Assigned readings. Lecture/discussion.<br>Matrix: 9.1, 13.4   |

| <b>Learner Outcomes</b>   | <b>Performance Indicators</b>   |
|---|---|
| 8. Recognizes the importance of keeping current by reading professional journals and reporting to colleagues.   | Use materials from IRA, NCTE, CBC, databases, internet, and research databases for research reports.<br>Matrix: 2.1, 14.6, 16.5   |
| 9. Recognize the relationship and importance of modeling, practice, and activities to reading.  | Interactive lecture/discussion. Assigned readings. Text reading.<br>Matrix: 6.6   |
| 10. Develop ways to provide a positive, motivating learning environment for individuals, classes, school, home and community  | Research reports and discussion<br>Matrix: 4.6, 8.5   |
| 11. Become aware of linguistic, sociological, cultural, cognitive, and psychological bases of the reading process.  | Lecture/discussion. Watch and respond to video. Assigned readings. Construct research-based reading curriculum.<br>Matrix: 1.1, 1.4, 5.2, 5.3, 5.5                            |
| 12. Recognize the importance of individual and diverse language development and the language using process to reading success.  | Attend and respond to lecture/demonstration of the socio-psycholinguistic model of the reading process. Discussion. Assigned and text readings.<br>Matrix: 1.1, 1.4, 6.1, 6.2 |
| 13. Understands what the reader brings to the text.   | Schema theory, Assigned reading, lecture, and discussion.<br>Matrix: 9.1, 12.9  |
| 14. Research and develop a literacy curriculum containing appropriate adaptations based upon information (needs, budgetary and resource constraints) gleaned from interviewing district reading specialists, coordinators and classmates. | Create a notebook (or similar product) containing a research-based literacy curriculum.<br>Matrix: 15.1 15.2, 15.3, 15.4  |
| 15. Perceives reading is a process of constructing meaning.   | Lecture, text readings, and discussion.<br>Matrix: 6.1  |

**REQUIREMENTS**

|  |                     |
|--|---------------------|
| Reading Response Papers<br>30 Points                             | See course schedule |
| Issues Literature Review and Poster<br>Presentation<br>40 Points | 5 August 2004       |
| Thematic Unit Design<br>30 Points                                | 3 August 2004       |

**GRADING POLICY**

A: 96-100 points

B+: 86-90 points

C+: 71-75 points

A-: 91-95 points

B: 81-89 points

C: 66-70 points

B-: 76-80 points

C-: 61-65 points

**COURSE SCHEDULE**

(Subject to revision) \*Additional readings will be assigned.

| Week #  | Topic  | Routman Chapters*       |
|---------|--|-------------------------|
| Week #1 | Current Issues in Reading<br>Instruction<br>Language Base of Reading | 2 & 3                   |
| Week #2 | Theories of Reading<br>Approaches to Teaching<br>Reading             | Readings to be assigned |
| Week #3 | Curriculum Development<br>Assessment                                 | 12, 13, & 15            |
| Week #4 | Comprehension<br>Reader Strategies                                   | 5, 6, & 7               |
| Week #5 | Writing Process  | 8, 9, 10, & 11          |
| Week #6 | Learning Environments<br>Issues Poster Presentations<br>(Thursday)   | 4, 12, & 15             |

## **READING RESPONSE PAPERS<sup>1</sup>**

30 Points      Due: See course schedule.

The reading response papers will serve as preparation for small group and class discussions. The objectives of the reading response papers are to enhance:

1. your habit of active and reflective reading through the process of “writing to learn;” and
2. your critical consumption of research.

Prepare a Reading Response Paper for each assigned chapter in Routman and for each assigned supplemental reading. (See course schedule for the focus week for each chapter.) Complete your reading response papers as follows:

Part One:

1. your name and the due date;
2. the Routman chapter number and title or bibliographic citation for the supplemental reading;
3. two significant quotes (with page numbers) that serve as key ideas, concerns, or inspirations; and
4. two personal responses, one to each the quotes.

Part Two:

- a question related to the reading that you would like to explore during discussions (the more “thoughtful” and open ended the questions, the better the discussions).

and

- an “a-ha,” discovery, or tidbit of new thinking you would like to bring to the discussion.

Format

Word-processed

No more than one page in length

Evaluation

The levels of your responses to the quotes and the levels of your question and “a-ha” (literal, inference, evaluation, application, analysis, synthesis).

Correct spelling and usage.

Note: Follow directions carefully and completely.

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<sup>1</sup> Courtesy of Dr. Katherine Schlick Noe, School of Education, Seattle University

## **ISSUES LITERATURE REVIEW AND POSTER PRESENTATION**

40 Points

Due: 5 August 2004

### Literature Review

The purpose of the issues literature review paper is to allow you to explore continuing issues in elementary education literacy curriculum. We will discuss possible issues that you might investigate, with an emphasis on those related to the course topics. Select two issues of interest by Tuesday 8 July 2003, the second class meeting. At that meeting, we will negotiate the issues/explorer match, with the purpose of not duplicating issues.

In exploring your literacy curriculum issue, consider current thinking from different perspectives. Rely on primary sources. Having defined the issue, formulate your position with regard to the issue, and support that position.

Anticipate that the final literature review paper will include a minimum of 10 sources (85% of which must be primary sources), and that it will be 10 pages in length, at a minimum, not including the title page, abstract, and references.

### Poster Presentation

The presentation session will include the following:

1. an informational handout for your colleagues, which includes the title page, the abstract, a brief definition and overview of the issue, and reference list of the issues paper; and
2. a poster presentation.

### Evaluation

The instructor, in consultation with the students, will establish the evaluation criteria

### Format

Word-processed

Correct usage and spelling

APA format

## **THEMATIC UNIT DESIGN**

20 Points

Due: 3 August 2004

The purpose of the literacy curriculum design is to allow you to apply the principles and practices addressed in EDRD 521. You will design a literacy curriculum for your classroom. Within this design, will be a design for a **theme immersion** unit.

### *COMPONENTS*

Curricular Components and rationale

Age/grade level

Classroom diagram

Learning resources

Daily schedule for literacy instruction

Weekly schedule overall

System for monitoring student growth

Plan for one theme immersion (nature and content to be provided)

### *CRITERIA*

Clarity

Comprehensiveness of the design

Congruity with the teaching/learning principles and practices in language-based classrooms

Accommodation for learner diversity

Creativity

## **SELECTED REFERENCES**

Consult the references in Routman.

### **Selected Periodicals**

*The Reading Teacher*

*The Journal of Adolescent and Adult Literacy*

*Reading Research Quarterly*

*Language Arts*

*Journal of Educational Psychology*

## **ADA STATEMENT**

Students who have special needs or disabilities that may affect their ability to access information and/or material presented in this course are encouraged to contact me or the ADA Compliance Office, Director, ADA Affairs and Student's Assistance on campus at (509) 963-2171 for additional disability-related educational accommodations.