ED 318 Elementary Reading Instruction II

Purpose of the Course:
This course extends the content provided in Language Arts Methods and Materials for Elementary Teachers and Elementary Reading Instruction I (i.e., ED 311/316) by considering literacy instruction and assessment in the upper elementary and middle school grades. Course material reflects Michigan’s Curriculum Frameworks English Language Arts Content Standards and Benchmarks for K-12 education (MELAF, 1996) and Michigan Reading Instruction for the Certification of All Elementary Teachers Standards (MRICETS, 2002), available at http://www.michigan.gov/mde.

ED 318 focuses on the assessment and instructional decision-making process as it relates to reading development and difficulties occurring within upper elementary and middle school classrooms. Six areas are considered in-depth: (1) motivation and interest, (2) print skills and vocabulary, (3) comprehension strategies for both fiction and non-fiction texts, (4) writing as a complement to reading development, (5) readability, leveling, and matching text levels to student needs, and (6) informal and formal assessments of student needs. Special populations considered in relation to classroom reading difficulties include students who speak English as a second language, who are bilingual, who speak a non-standard dialect, who come from diverse cultural backgrounds, or who are special needs students (e.g., learning disabled or gifted/talented). An examination of cultural diversity as it relates to learning styles, language patterns, interpretation of assessment, and instructional planning is an integral component of the course. Reading of content area or expository materials is considered as a special type of reading challenge that occurs within the regular classroom setting.

Goals of the Course:
The overall goal of the course is to develop within prospective elementary teachers the ability to assume an informed, decision-making perspective in selecting and/or designing appropriate assessment and instructional techniques that will identify students’ literacy strengths and needs and will promote student growth rather than deny students access to learning opportunities.

Objectives of the Course:
Elementary Reading Instruction II includes and expands the objectives from Elementary Reading Instruction I (ED 316) and Language Arts Methods and Materials for Elementary Teachers (ED 311). Additional objectives are listed
below with references to appropriate Michigan standards for elementary teachers.
(Numbers refer to Michigan Department of Education Language Arts Standards for Teacher Education (MELAS-TE, 2000), e.g., 1.2, 1.3—numbers containing decimals—and the Michigan Reading Instruction for the Certification of All Elementary Teachers Standards (MRICETS, 2002), e.g., 1, 2, 44—whole numbers without decimals).

Students will:
1. Understand the importance of and be able to apply a corroborative framework, e.g., a variety of assessment instruments, in making decisions for literacy instruction. (3.4.g, 4.1.f, 4.3.b, 4.3.d, 4.3.f, 4.3.g, 4.3.h and 19,21,22,23,24,25)
2. Understand and use a variety of curriculum-based or classroom assessment approaches to guide instruction such as Informal Reading Inventories, teacher-made inventories, anecdotal records, and writing samples.(3.4.g, 4.1.f, 4.3.b, 4.3.d, 4.3.f, 4.3.g, 4.3.h and 14,19,20,21,22,23,24,25)
3. Evaluate standardized and high stakes literacy tests, both criterion and norm referenced, with regard to purpose and uses, format and layout, construction and development, norms, scores, and interpretive criteria such as reliability, validity and test bias. (4.3.g and 23)
4. Understand and interpret scores from standardized reading tests, e.g., raw scores, grade equivalency scores, percentiles, stanines, etc. (4.3.g and 23)
5. Understand results from standardized reading tests, how they relate to instructional needs of students, and their value and limitation for instructional planning. (4.3.f and 23)
6. Administer a variety of informal assessments and use the results to plan instruction such as Informal Reading Inventories, teacher-made inventories, anecdotal records, and writing samples. (4.1.d, 4.2.f and 21,22,24,25)
7. Administer and interpret results from various measures of reading interest, attitude, and motivation to make instructional decisions, knowing that motivation and affective aspects of literacy development are crucial to progress and success.(4.1.d, 4.2.f and 12,14,15,18,26)
8. Record, summarize, and interpret oral reading error patterns using miscue analysis, reading rates, fluency, and vocabulary measures.(4.3.c and 8,9,22,25,29,30,32)
9. Understand and describe the needs of special populations such as the bi-lingual and those who speak a non-standard dialect and identify appropriate instructional adaptations for reading instruction. (2.1, 2.2, 3.1.g, 4.2.f and 10,11,16,17,18)
10. Assess and plan instruction in reading comprehension and writing from a schema theoretic viewpoint. (3.4.e, 3.4.f and 2,5,7,8,9,19,25,31,34,35,36,37,38,41,42)

11. Understand the special challenges involved in subject matter reading and select appropriate strategies (both assessment and instructional) to address these challenges. (3.4.e, 3.4.f and 3,4,26,30,31,38)

Compose reports on student progress that might inform colleagues, parents, and specialists about students’ literacy strengths and instructional needs (43,44).

Understands subject matter and current research
Demonstrates accurate, appropriate, and comprehensive knowledge about the subjects taught to the degree needed to effectively teach the curriculum.
Engages students in practical activities that demonstrate the relevance, purpose, and function of the subject matter
Demonstrates knowledge about instructional management resources
Develops effective lessons and units within the contexts of the curriculum and assessment
Knows and uses multiple approaches to assess student abilities and the merit of students’ work.
Self-evaluates and reflects on the course, materials, and curriculum and makes improvements.

If you have a need for disability-related accommodations or services, please inform the Coordinator of Disability Services in the Disability Services Office by coming into the office at 2001 C. B. Hedgcock; calling 227-1700; or e-mailing disserv@nmu.edu. Reasonable and effective accommodations and services will be provided to students if requests are made in a timely manner, with appropriate documentation, in accordance with federal, state, and University guidelines.