Course Description: A course providing for extensive study of recent trends in materials and methods in reading in the elementary/secondary school, including significant research studies which relate to these. Specifically emphasized will be various learning styles, the discussion of specific methods and materials, and their cross-cultural applicability; 3 hours.

Prerequisites: Graduate Standing

Conceptual Framework Statement: Overview: The Conceptual Framework provides direction for the development of effective professionals. Diversity is an integral part of each component, and Technology is emphasized throughout all programs in the educational unit. The Conceptual Framework is a living document that continuously evolves as opportunities and challenges emerge.

Components of the COEHD Conceptual Framework:
Knowledge of Learner: Candidates’ understanding of the learner which is necessary to provide effective and equitable instruction (KL)

Strategies and Methods: Strategies and methods appropriate to each program within the educational unit which are necessary to develop effective professionals (SM)

Content Knowledge: Candidates’ thorough understanding of the content appropriate to the area of specialization (CK)

Professional Standards: Established criteria that guide effective professionals in each discipline area (PS)

Course Objectives: Upon the completion of this course, the student should be able to:
1. describe the reading process, various models (reader-based, text-based, interactive, balanced) and cues (i.e., semantic, syntax, and grapho-phonics) and articulate a personal theory about the reading process, (CK, KL, SM)
2. define his/her role and make reflective, instructional decisions based on an evolving understanding of the literacy process, (PS)
3. interact and collaborate with students, colleagues, parents, paraprofessionals, and community to enhance literacy and facilitate change/improvement, (SM, PS, KL, CK)
4. model lifelong learning and professional development, (PS)
5. appreciate and foster reading in daily life for many purposes (e.g. personal enjoyment, social growth, learning), (SM, KL)
6. model and teach effective oral and written communication, (CK)
7. analyze and apply current research and trends related to developing components of the reading process: (a) affective; (b) emergent literacy; (c) metacognition; (d) decoding; (e) vocabulary; (f) syntax; (g) discourse; (h) social/pragmatic knowledge; (i) comprehension; (j) phonological awareness/phonics; and (k) fluency, (CK, PS, KL, SM)
8. analyze and apply current research and trends in the uses of literature in the reading program and content areas, (CK, SM, KL, PS)
9. plan for and provide a literate environment including the physical, emotional, and sociopsycholinguistic environment in the classroom, the school, the home and the community, (KL, SM)
10. facilitate students' understanding/development of the literacy process, comprehension, metacognition, self-questioning/monitoring, and strategies used to become self-directed, self-motivated language learners, (KL, SM, CK)
11. describe and apply diverse word identification strategies (e.g., phonics, context, morphemes, sight words, spelling patterns, dictionary), (KL, SM, CK)
12. describe and apply aspects of vocabulary acquisition, (KL, SM, CK)
13. describe and apply diverse comprehension strategies for different types of text, (KL, SM, CK)
14. describe and guide the writing process, (KL, SM, CK)
15. plan meaningful literacy experiences that integrate listening, speaking, reading, writing, spelling, and visual representations, (KL, SM, SBI)
16. plan learning experiences that accommodate and challenge students of varying ages, developmental levels, intellectual abilities, interests/attitudes, cultural/linguistic/ethnic backgrounds and exceptionalities in individual and whole class settings, (KL, SM, PS, CK)
17. demonstrate a basic understanding of assessment and correlate with
planning/ instruction/feedback, (PS, KL, SM)
18. use technology to aide literacy development, (CK, KL, SM)
19. discuss/apply national and state standards (PS, KL, SM)
20. independently/collaboratively explore in depth a topic/problem of interest. (CK, SM, KL, PS)

Course Evaluation

Student performance in the course will be evaluated through a combination of exams, individual projects, professional reports, class discussion/participation. Each instructor reserves the right to establish additional methods of evaluation.

**Passport Requirements:**

**Field Experiences:** As you complete field experiences, you are required to enter them into Passport on a weekly basis. Do not wait until the end of the semester. It is your responsibility to collect student data as appropriate during field experiences.

**Professional Development Activities:** As you complete any professional development activity, you are required to enter it into Passport.

**Artifacts:** Teacher candidates are required to upload portfolio specified artifacts and/or any other artifact required by the instructor.

Reference List

Texts:


Other Books:


Journals: Seek out the most current issues of the following:
- Annals of Dyslexia
- Perspectives
- LABIDA Journal
- Journal of Adolescent and Adult Literacy
- The Reading Teacher
- Reading Research Quarterly
- Journal of Learning Disabilities
Websites: International Reading Association
   International Dyslexia Association
   National Institute of Health and Human Development
   National Council of Teachers of English
   Association for Childhood Education International
   National Association for the Education of Young Children