

SECTION 2

Program Summary
Elementary Reading Minor: Reading in Elementary Grades
BT Endorsement

- a. Describe the philosophy, rationale and objectives of the program and explain how the program is consistent with the conceptual framework of the unit.**

The Reading in Elementary Grades Minor explores the entire spectrum of reading and writing in relationship to one another. The required courses approach literacy developmentally from inception to mastery and stress the integration of the language arts as a better way to understand the nature of language and communication. The program is designed to prepare entry level teachers to be effective classroom reading teachers in preschool through middle level classrooms.

The Reading in Elementary Grades Minor provides students with knowledge and skills to effectively teach and assess all of the language arts: listening, reading, speaking, viewing, visually representing and writing. The major objectives of the program include being able to:

1. organize and implement the research-based components of a comprehensive literacy program in the regular classroom
2. diagnose and treat difficulties in literacy using methods supported by scientific
3. implement appropriate listening, reading, speaking, viewing, visually representation, and writing instruction
4. develop interdisciplinary and integrated units involving literacy
5. use appropriate assessment tools for a variety of purposes including but not limited to:
 - informing instruction, meeting individual needs, documenting progress, and communicating with students, parents, administrators, and the larger community
6. develop technologies and viewing skills related to literacy programs.

Each of the required reading courses are related to the CLEAR Conceptual Framework through the goals of the course and by labeling how each objective in the course is related to the three components of the framework. The letter **C** follows objectives that are **Concept and Knowledge Driven**, the letters **LEA** follow objectives that are **LEArner centered**, and the letter **R** follows objectives that are **reflective practice relevant to diverse settings/roles**. Objectives may be related to more than one of the components of the framework.

- b. Describe the sequence of courses and/or experiences to develop an understanding of the structures, skills, core concepts, ideas, values, facts, methods of inquiry, and uses of technology.**

Undergraduate students who select the Reading in Elementary Grades Minor must be admitted into the education program before taking their first required reading course. EDU 330 Reading in the Elementary School is a methods course that is the first of two courses that teach the content of the six hours of reading required for entry level teacher certification and is also one of the classes in the first cohort that education students take in a sequence in addition to being the first required course on the Reading Minor. EDU 330 is a prerequisite for the following reading courses: EDU 431 Corrective Reading, EDU 532 Reading in the Content Areas, and EDU 538 Coordination of Reading with the Language Arts. EDU 431 is the second course of the required six hours of reading for elementary entry-level teachers and is in the second cohort that all entry level elementary teaching candidates must take. Students are advised to take either one or both of the other two courses, EDU 532 and EDU 538 the semester that they take EDU 431.

The last required reading course is EDU 533 Diagnosis and Treatment of Reading Materials that has EDU 431 as a prerequisite.

The structures, skills, core concepts, ideas, values, and facts are introduced in the introductory reading course EDU 330 Reading in the Elementary School. Each of the other required courses builds upon the structures, skills, core concepts, ideas, values, and facts taught in the previous prerequisite reading courses. Methods of inquiry are a part of each of the courses and EDU 532 Content Area Reading requires that students use inquiry in developing a unit plan or thematic unit using a content area focus.

Each of the courses require the use of technology: EDU 330 requires students to create a newsletter using computer software to communicate with parents; EDU 431 requires students to evaluate software programs and internet resources as well as word processing to create portfolio case studies; EDU 532 requires students to locate and evaluate technological resources for teaching reading in the content areas; EDU 538 requires that students use computer software to create semantic maps or data charts and use word processing to create literature units; and EDU 533 uses hypermedia to teach miscue analysis, evaluation of software for remedial work with students, and word processing for lesson plans and case studies.

c. Describe how candidates are prepared to utilize a variety of instructional approaches to address the various learning styles of students.

Faculty in Teacher Education and Professional Development model a variety of teaching methods in the required reading courses. The faculty instruct student about a variety of pedagogical strategies and approaches that students then practice in their tutoring for EDU 533: Diagnosis and Treatment of Reading Difficulties. Through peer teaching, guided discussion, literature discussion groups, and classroom projects, students experience a wide spectrum of teaching methods from formal direct instruction to guided discovery; large group, small group, and individual instruction models, and teacher directed and student directed methods of learning. The progression of to, with, and by for students to reach independent learning is also demonstrated and practiced. The need to include a repertoire of instructional methods is stressed in each reading course through modeling as well as through course content. In addition undergraduate students must teach three reading lessons as part of their mid-tier experience EDU 361 and teach reading/language arts in their student teaching placements.

d. Describe any differences that may exist between elementary or secondary preparation to teach in each major or minor area.

There is no longer a reading minor for secondary students at Central Michigan University.

e. Describe how the program incorporates gender equity, multi-cultural, and global perspectives into the teaching of the subject area.

Issues of diversity are included in the content of all of the required reading and literacy courses. Professors and any temporary instructors in the program model gender, racial, and cultural equity and candidates are exposed to professional literature that addresses equity issues and global perspectives. In addition students are encouraged to choose one of the electives that teach about issues in diversity: EDU 506 Individual Differences, ENG 481 International Literature for Children and Young Adults, ENG 582 Cultural Pluralism in Young Adult and Children's Literature, or SPE 550 Teaching Culturally Diverse Students.

f. Describe how the program covers multiple methods of student assessment appropriate to content area.

Candidates are exposed to multiple methods of student assessment and evaluation through the assessment practices used by faculty in their required reading courses. Faculty use a variety of assessments ranging from traditional paper and pencil assessments such as multiple choice, short answer, and essay to authentic assessments such as portfolios, rubrics, checklists, performance tasks, anecdotal records, examination of products, peer evaluation, and self-assessments. Each of the required readings courses teach and assess knowledge of student assessment in the classroom. Currently, reading faculty are engaged in becoming trainers for MLPP K-3. Part of the training will include how to integrate the MLPP modules into the required reading courses for both K-3 and 4th-5th. Currently, in EDU 431 students are required to administer diagnostic assessments including appropriate portions of the MLPP as well as standardized and informal literacy assessments to determine a students' strengths and needs in literacy, to use that information to create a portfolio case study, and to report data to students, their parents, and their schools. In EDU 533 students are

required to not only diagnose at least one student's strengths and needs but also to tutor that child for thirty hours to assist in improving literacy. Currently, students are also required to administer and interpret the results of the eleven assessments in the K-3 MLPP. In each of the reading courses the ELA MEAP for grades 4 and 7 are examined, interpreted, aligned to the ELA Standards and Benchmarks, and discussed for developing instructional strategies that will assist children in preparing for these assessments. Students are also instructed in additional methods for assessing and evaluating student progress in attaining the information in each of the twelve standards on the Michigan English Language Arts Core Curriculum Framework.