

THE UNIVERSITY OF GEORGIA
College of Education - Department of Reading Education
Course Outline for READ 3420 - "Reading Instruction in the Elementary School"*

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Time and Location: Thursdays 8:00 a.m. – 12:15 p.m., Aderhold Hall, Room 317

Appointments: After class or other times at students' convenience

Overview of the Course

READ 3420, "Reading Instruction in the Elementary School," is a course on the "principles and methods for teaching reading in the elementary school" (*UGA Bulletin*). READ 3420 is the first course in a two-course sequence of methods of reading instruction for Early Childhood Education (Preschool – Grade 5) majors at the University of Georgia. The second course, READ 3430, "Reading Assessment in the Elementary School," follows the next semester in the ECE program. It is important to note that reading, literacy, and language arts content and instruction are addressed also in two other courses: ELAN 3110, "Children's Literature and Oral Language, Grades P-5," and ELAN 4120, "Language and Literacy, Grades P-5." This 4-course block should be viewed as a unified set of courses that prepares ECE majors to teach children to develop proficiency and interest in reading, writing, oral language, and children's literature. READ 3420 addresses foundational aspects of reading instruction and basic strategies for teaching children to identify words, read fluently, develop a reading vocabulary, comprehend text, and learn from textual material. Technology and student diversity are also addressed. READ 3430 will build on and extend these topics by focusing on reading assessment strategies and techniques for teaching struggling readers, as well as extending topics addressed in READ 3420.

Course Objectives

The objectives of READ 3420 are to:

- acquire an understanding and appreciation of the significant responsibilities elementary teachers have and the issues they face in teaching a classroom of young children to read;
- learn about current research, theoretical issues, and pragmatic topics associated with creating an effective and successful elementary reading instruction program;
- move forward along the professional role and responsibility continuum that will lead to the development of high competence in classroom elementary reading instruction;
- demonstrate developing competence in teaching reading through an elementary classroom field experience; and
- acquire an understanding of and ability to apply current research, theory, and practices regarding the teaching and learning of reading for young children. Specific content to be addressed in this course includes the following:
 - ⇒ varying views and models of literacy learning and instruction;
 - ⇒ balancing reading instruction with activities that immerse students in a reading/literate environment;
 - ⇒ motivation for literacy learning;
 - ⇒ the relationships between reading and writing;
 - ⇒ emergent literacy/beginning reading principles and practices;
 - ⇒ phonemic awareness and learning to read;
 - ⇒ word identification instruction through sight vocabulary and phonic, structural, and contextual analysis;
 - ⇒ developing reading fluency;
 - ⇒ developing meaning vocabulary;
 - ⇒ comprehension processes and strategies;
 - ⇒ reading, understanding, and learning from subject-matter texts;
 - ⇒ literacy and technological tools;
 - ⇒ literacy and diverse learners; and
 - ⇒ structures and plans for organizing classroom literature instruction.

Course Requirements

* Please read this course outline carefully and thoroughly. Your instructor will provide an overview of course outline information in class, but READ 3420 students are responsible for being aware of, understanding, and complying with the details of all course requirements and procedures as specified in this outline and any updates to it. Please ask your instructor if you have questions or are unclear about any course requirement or procedure. Also, please note that the course syllabus is a general plan for the course; deviation announced to the class by the instructor may be necessary. ©

1. Class Attendance. Because many of the topics and considerable content covered in READ 3420 are taught and communicated by way of class demonstrations, class activities, and class discussions, attendance is crucial for a full understanding of course material. Therefore, attendance will be a factor in computing your grade (see “Grades” section of this outline). The only excused absences will be for illness or emergency. If you miss class due to illness or emergency, please send an email to jbaumann@uga.edu. The *UGA Bulletin* states that “Students are expected to attend classes regularly. A student who incurs an excessive number of absences may be withdrawn from a class at the discretion of the professor.” Missing more than 25% of classes (i.e., 3 or more of the 11 class sessions) regardless of the reasons for being absent will be considered an “excessive number of absences” for READ 3420. Please also be aware of the UGA Inclement Weather Policy as described later in this outline.

Timeliness of work: Please note that work must be turned in on time, and late work will affect your grade for the weekly Readings and Responses (#2 below), the Field Experience Requirements (#4 below), and the Final Examination (#6 below). Grade points will be subtracted for any of these materials turned in late (see the “Evaluation Criteria” column of the table in the “Grades” section of this course outline for specifics).

2. Readings and Responses. This requirement involves reading and responding to textbook chapters, professional articles, and internet documents that address the core components of READ 3420. These readings come from three sources:

- A. The required textbook: *Literacy for the 21st Century: A Balanced Approach* (4th edition) and accompanying DVD by Gail E. Tompkins and published by Pearson Merrill Prentice Hall, 2006 (ISBN 0-13-119076-8). This text should be available at the University, FTX, Off Campus, and Baxter Street bookstores. If you purchase a used copy, please make certain that it contains the accompanying DVD. Also, please purchase the text promptly, for you will need to read and submit a written response to a section from it at Class 2 on January 19.
- B. Full-text journal articles that can be retrieved through the “Academic Search Premier (at EBSCOhost)” data base available through GALILEO on the UGA Libraries web site (<http://www.libs.uga.edu/>; Spring 2006 Password = _____) or copies provided by your instructor.
- C. Internet documents for which you will be provided the URLs.

You are required to make 10 written responses, one each for Classes 2 through 11. Each response will cover 2 different readings. Weekly response formats will be included in the “Response Formats” link within the READ 3420 WebCT web page (proceed to <http://webct.uga.edu> and log in using your UGA myID). Response formats will vary, and your instructor will preview, explain, and/or demonstrate response formats the class before each is due. Responses are due on the days the corresponding topics are addressed in class. Please place paper copies of your responses in your designated file folder.

3. Group Presentations. This assignment requires small groups of READ 3420 students (a total of 9 groups with 2-3 students per group) to explore professional resources, instructional strategies, and issue-oriented topics related to Preschool to Grade 5 reading instruction and to share their new understandings and learnings with members of the class. The information in the group presentations will complement and extend the information covered in class lectures and core readings such that students begin to develop an awareness of the range of professional materials, instructional strategies, pedagogical issues related early childhood education reading/literacy education. Each group will be responsible for 3 different presentations (not to exceed 30 minutes each) as follows (see “Content Calendar” for the group presentation schedule):

Professional Article Presentation: For this presentation, group members will select an article related to the course topic for the scheduled class and “teach” to the class the content of the article (including extensions, adaptations, and limitations of the work). This presentation may involve some combination of lecture, discussion, demonstration, question/answer, and/or interactive group-participation activities. A “Professional Article Presentation Bibliography” is included later in this syllabus and lists possible class-by-class professional articles from which groups may choose. A group may also choose to identify an alternate related reading not on the bibliography, in which case the group should seek confirmation regarding the appropriateness of the work with the instructor before proceeding. To complement the in-class presentation, each group should prepare a 1-2 page handout with copies for all class members and the instructor that includes the following sections (a) **Heading:** the names of group members and the date of the presentation; (b) **Reference:** a full bibliographic citation for the article, and (c) **Key Ideas:** a listing of the key points or ideas contained in the work as they apply to early childhood reading/literacy teaching and learning or how an ECE teacher might adapt or extend the ideas.

Instructional Procedure Lesson: For this presentation, group members will select and “teach” to the class one strategy from the “Part 4 Compendium of Instructional Procedures” section of *Literacy for the 21st Century* (pp. 467-508). Each group should select one of the strategies related to the course topic for the day that are identified in the “Instructional Procedure Lesson Choices” listing that is included later in this syllabus. The group should prepare and teach the lesson as though READ 3420 participants were early childhood students, identifying or creating all needed instructional materials and teaching aides. To complement the in-class lesson, the group should prepare copies of a lesson plan for all class members and the instructor that includes the following sections: (a) Heading: the names of group members and the date of the lesson; (b) Background Information: the topic or area of focus for the lesson, the intended grade(s) level(s), and any assumptions you would make about the class setting or organization (e.g., students’ knowledge, skills, prior experiences, etc.); (c) Objectives: list the cognitive and affective objectives for the lesson; (d) Materials: list and describe the materials needed to carry out the lesson; (e) Procedures: describe in sequence the steps or procedures for carrying out the lesson; (f) Evaluation: how you would evaluate students’ learning and your teaching; and (g) Bibliography: references for any resources used when implementing the lesson.

Technology and Diversity Topics in Reading/Literacy Education: It is part of the College of Education’s Technology Strategic Plan to “acquire and maintain technology to enhance teaching and learning as it prepares competent educational professionals for the 21st century workplace” (<http://www.coe.uga.edu/techplan>). Additionally, as per the College of Education Dean’s Council on Diversity, there is a commitment for “the development of programs and practices in the College of Education that assist both students and faculty in the development of knowledge and actions necessary to educate and counsel students from various cultural and socioeconomic backgrounds” (<http://www.coe.uga.edu/diversity/mission.html>). Although issues of technology and diversity will be integrated throughout READ 3420, this set of presentations will provide an opportunity to focus on ways in which technology and student variation can be addressed within the context of early childhood reading and literacy education. For this presentation, group members will select a technology or student diversity resource and share that information with the class. This sharing might involve one or more of the following: lecture, discussion, demonstration, question/answer, panel presentation, microteaching lesson, or another innovative format determined by the group. There are “Technology Resources” and “Diversity Resources” lists near the end of this syllabus that provide possible resources from which a group may choose. A group may also choose to identify an alternate related resource not on the lists, in which case the group should seek confirmation regarding the appropriateness of the resource with the instructor before proceeding. To complement the in-class presentation, each group should prepare copies of a 1-2 page handout for all class members and the instructor that includes the following sections (a) Heading: the names of group members and the date of the presentation; (b) Reference: a full bibliographic citation for the resource(s), and (c) Key Ideas: a listing of the key points or ideas contained in the resource as they apply to technology or diversity issues.

4. Field Experience Requirements. In READ 3420, a Preschool to Grade 5 reading program is conceptualized as a balance of reading *instruction* (teaching reading skills and strategies) and *immersion* (engaging students in literacy practice and application activities). For READ 3420, you are required to plan and implement (during the 4 week field component, Feb. 13 – March 10) 3 instruction lessons and 3 immersion activities that relate to the balanced reading/literacy framework that is used to structure this course. These lessons and activities must be appropriate for the age and grade level of students in your practicum classrooms, and they should be compatible with your Mentor Teacher’s literacy program. A brief description of these lessons is included in the “Field Requirements” section of this course outline, and an elaboration regarding the nature of and distinctions between instruction and immersion activities will be provided in class. See also later in this course outline a “Format for Instruction Lessons & Immersion Activities,” which includes annotations describing how to complete the lesson form. A template of this lesson plan format, which you should use for actual practicum lessons, is included within the “Field Experience” link on the READ 3420 WebCT web page. Following are specifics regarding how to prepare preliminary and final plans.

A. Preliminary Lesson Plans: Due in Class 4 on February 2nd are 2 completed preliminary plans: 1 for an instruction lesson and 1 for an immersion activity. The purpose of this requirement is to provide you some initial experience planning with the opportunity for feedback on your plans by your instructor. This should guide you as you prepare and implement your actual 6 plans later. Use the lesson plan format as described above for each preliminary plan due this day (you may leave the “Evaluation” section of the plans empty, however). Also in class on February 2nd, you will have the opportunity to engage in a “Microteaching” activity within a small group, in which you practice teach one of the lessons for which you have planned. Therefore, come to class prepared with all the lesson materials needed to “teach” one lesson to a small group of READ 3420 classmates.

B. Final Lesson Plans: Due at Class 8 on April 6th are the 6 completed plans for the 3 instruction lessons and 3 immersion activities you implemented in the three-week field experience. Also, be prepared the following week (April 13) to engage in a second “Microteaching” activity within a small group in class. For this Microteaching, come to class prepared to (a) share an overview of your 6 lessons, and (b) describe in detail 1 instruction lesson and 1 immersion activity that you believe were especially productive and successful.

A note on professionalism: Within the context of these field experience requirements, it is important to be aware of the professional nature of the field you are entering. Parents and care givers entrust to elementary teachers their most precious possessions—their children. As a result, teachers have tremendous responsibilities involving the care and education of the children in their classes. Elementary teachers are some of the most dedicated, hard-working, committed individuals in the work force, and your field experience this semester will begin to provide you opportunities to demonstrate the professional qualities associated with being an elementary teacher. Therefore, through this course and in subsequent terms, you will have opportunities to develop professional behaviors that include the following: (a) being prepared and timely when fulfilling all instructional responsibilities; (b) interacting with children in a warm, respectful, professional manner; (c) communicating with parents clearly, honestly, and tactfully; (d) maintaining the confidentiality of information about students and families you teach (use first-name pseudonyms, not actual names, when referring to students in class or in written materials); (e) cooperating with colleagues through planning and instruction; (f) maintaining a scholarly, learning attitude toward the content of our field; and (g) putting forth the greatest effort possible to enable the children you teach to grow and develop intellectually, emotionally, and socially. It is important that you begin to strive to acquire these professional qualities now, at the onset of the most serious and challenging portion of your program. Please also be aware of and comply with the “Professional Responsibilities” and “Confidentiality” expectations as outlined in your Spring 2006 ECE Partnership Packet for EDEC 4020L.

5. Criterion-Referenced Assessments. In addition to the preceding requirements for which you will receive course points (see “Grades” section that follows), you are required to complete two criterion-referenced (i.e., mastery) assessments in order to fulfill all course requirements and pass READ 3420.

A. Handwriting Assessment: The first criterion-referenced assessment requires that you demonstrate proper manuscript and cursive writing. Skill at manuscript and cursive handwriting will enable you to teach handwriting successfully to students. This skill will also provide you the ability and confidence to demonstrate proper handwriting on the board in class and in your written responses to students and written communications to parents and care givers. The handwriting assessment will be due at Class 6 on March 23.

B. Phonemic Awareness-Phonics Knowledge Assessment: The second criterion-referenced assessment requires that you demonstrate knowledge of the components of phonemic awareness and phonic analysis. A thorough knowledge of phonics and phonemic awareness is essential in order to successfully implement decoding instruction and conduct proper student evaluation and diagnosis in word identification. The phonemic awareness-phonics knowledge assessment will be administered at Class 7 on March 30

Should a student not successfully pass either of these criterion-referenced assessments at the first administration, an opportunity for a retest will be provided.

6. Final Examination. There will be a final, take-home examination due to Baumann’s mailbox in 309 Aderhold no later than 4:00 p.m. on Friday, May 5th. This examination will require you to demonstrate knowledge of course content by applying it to problems and issues typically faced by early childhood reading/literacy teachers.

Additional Information

Preparation of Written Work: This is an upper-division university course, so you are expected to exhibit competence in your written work. In addition, given that the focus of this course is literacy teaching and learning, it is essential that you demonstrate high levels of literacy with students in current and future classrooms and in written professional communications with colleagues, administrators, and parents. Therefore, your written products in this course will be graded not only for substance in your writing (i.e., what you say—its clarity, depth, insight, etc.) but also with regard to the form of your written work (i.e., how you present information rhetorically and stylistically). Consequently, correct grammar, proper punctuation, correct spelling, neatness, and adherence to assignment guidelines will be part of the grading process. If you need assistance with academic writing, you are encouraged to avail yourself of services provided by the UGA Writing Center (<http://www.english.uga.edu/writingcenter/home.html>). In addition to working with Writing Center staff directly as needed, your instructor encourages you to visit their web site and in particular the “Writing Resources” tab, which contains numerous useful resources and links that relate to the writing process, style and diction, organization and content, grammar and mechanics, and technical and reference tools. Contact your instructor if you have specific questions or concerns about the writing process or style issues, and he will provide you guidance and feedback or refer you to additional resources.

Academic Honesty: All academic work must meet the standards in “A Culture of Honesty.” All students are responsible to inform themselves about those standards before performing any academic work. The UGA “Academic Honesty Policy (A Culture of Honesty)” can be found at <http://www.uga.edu/ovpi/honesty/acadhon.htm>.

Disabilities and Health-Related Issues: Students with a disability or health-related issue who need a class accommodation should make an appointment to speak with the instructor as soon as possible.

UGA Inclement Weather Policy: Please be aware of the UGA Inclement Weather Policy as stated in the UGA Academic Affairs Policy Manual, section, 3.01-3 (<http://www.uga.edu/provost/polproc/aapm/cm/cm301.htm#3013>), regarding possible closings of the university. This policy stipulates that there will be one of three announcements in the event of inclement weather: UGA is open, UGA is closed, or UGA will delay opening until a specific time. If, according to this policy, UGA is “open” during the time scheduled for READ 3420, class will be held. However, please use your best judgment regarding coming to class and do not jeopardize your own safety in any way should the weather be questionable.

General Plan: The course syllabus is a general plan for the course; deviation announced to the class by the instructor may be necessary.

Grades

The point distribution and evaluation criteria for course requirements are as follows:

Requirement	Total Points	Evaluation Criteria
1. Class Attendance: 7%	20 points	<ul style="list-style-type: none"> • no absences = 20 points (each tardy or early departure = .5 absence) • 1 absence = 10 points • 2 absences = 0 points • 3+ absences = “excessive absences” as per <i>UGA Bulletin</i>
2. Readings and Responses (10 written responses, one due each at Classes 2 – 11): 33%	100 points (10 points for each response)	<ul style="list-style-type: none"> • Compliance with specific response format = 2 points • Thoughtful, insightful, substantive response to readings = 6 points • Grammar, mechanics, usage, neatness, spelling = 2 points • Timeliness: Loss of 2 points for each day late
3. Group Presentations (3 separate presentations): 20% total	60 points (20 points for each presentation)	<ul style="list-style-type: none"> • Thoughtful, substantively important, and relevant content addressed in presentation/lesson = 8 points • Engaging, pedagogically-sound, well-paced presentation/lesson = 7 • Clear, complete, well-written class handout/lesson plan that complies with the presentation format and demonstrates proper grammar, mechanics, usage, neatness, and spelling = 5 points

4. Field Experience Requirements (2 components): 22% total	65 points total as follows	
A. Preliminary Lesson Plans	15 points	<ul style="list-style-type: none"> • Complete background information = 2 points • Clear, appropriate cognitive & affective objectives = 3 points • Necessary materials described and appended = 4 points • Clear, complete, pedagogically sound procedures = 4 points • Grammar, mechanics, usage, neatness, spelling = 2 points • Timeliness: loss of 3 points for each day late
B. Final Lesson Plans	50 points	<ul style="list-style-type: none"> • Complete background information = 5 points • Clear, appropriate cognitive & affective objectives = 7 points • Necessary materials described and appended = 8 points • Clear, complete, pedagogically sound procedures = 12 points • Thoughtful, insightful student learning and intern teaching evaluation = 12 points • Grammar, mechanics, usage, neatness, spelling = 6 points • Timeliness: loss of 10 points for each day late
5. Criterion-Referenced Assessment: must pass each		
A. Phonemic Awareness-Phonics Knowledge	Mastery demonstrated	<ul style="list-style-type: none"> • 80% or greater on the test
B. Handwriting Criterion-Referenced Assessment	Mastery demonstrated	<ul style="list-style-type: none"> • Demonstration of satisfactory skill in manuscript and cursive writing for two commonly used handwriting styles
6. Final Examination: 18%	55 points	<ul style="list-style-type: none"> • Graded according to final exam rubric • Timeliness: loss of 10 points for each day late
Total Possible Points = 300 points		

A course grade will be determined by computing a final point total (0-300), which will be converted to a course grade as follows: A = 270-300 points (90-100%); B = 240-269 points (80-89%); C = 210-239 points (70-79%); D = 180-209 points (60-69%); F = 0-179 points (0-59%). According to the *UGA Bulletin* the UGA grading systems assigns the following quality labels to grades: A is *Excellent*; B is *Good*; C is *Satisfactory*; D is *Passing*; and F is *Failure* (see <http://bulletin.uga.edu/bulletin/ind/grades4.html>). These same quality labels should be used to interpret grades on course requirements and the course final grade.

Requirement “Redo” Option

For students who wish to deepen their learning while possibly solidifying or enhancing a course grade, there is an option to “redo” select course requirements. Specifically, students may choose to revise and resubmit for further grading no more than one of the following: (a) up to a total of 5 “Readings and Responses,” (b) the “Preliminary Lesson Plans,” or (c) the “Final Lesson Plans.” If students select a redo option, they should do so with the understanding that the final requirement grade will be the second grading, which may be higher or possibly lower than the initial grade on the requirement. If students wish to exercise this option, they must inform their instructor no later than April 14 (the day after the graded Final Lesson Plans are returned) regarding which redo requirement they have chosen (a, b, or c above). The revised work must be submitted to the instructor no later than April 27 to be considered for further evaluation.

Content Calendar

Class & Date	Topics	Readings, Activities, & Materials Due
Class 1: Jan. 12	Introductions & Overview <ul style="list-style-type: none"> Course content & requirements A balanced, immersion-instruction perspective on literacy teaching & learning 	<ul style="list-style-type: none"> Various in-class activities
Class 2: Jan. 19	Effective Instruction, Models, Reading Aloud, & Motivation <ul style="list-style-type: none"> Qualities and characteristics of effective reading/literacy teachers and programs Models/philosophy of reading/literacy Motivation and literacy teaching and learning 	1. <i>Literacy for the 21st Century</i> Ch. 1 2. "Why Reading to Children is Important," Susan L. Hall & Louisa C. Moats, <i>American Educator</i> , Spring 2000, pp. 26-33. Group Presentations Round 1 <ul style="list-style-type: none"> Professional Article Presentation Group A Instructional Procedure Lesson Group B Diversity Topic Presentation Group C Due: Response to Readings 1-2
Class 3: Jan. 26 (MYTD 1/27)	Teaching Young Readers & Writers <ul style="list-style-type: none"> The reading/writing process An emergent literacy view Shared reading Interactive writing The language experience approach 	3. <i>Literacy for the 21st Century</i> Ch. 2 4. <i>Literacy for the 21st Century</i> Ch. 3 Group Presentations Round 2 <ul style="list-style-type: none"> Professional Article Presentation Group D Instructional Procedure Lesson Group E Technology Topic Presentation Group F Due: Response to Readings 3-4
Class 4: Feb. 2 (Field day 2/3)	Reading Words I <ul style="list-style-type: none"> Phonemic awareness: what is it and how to teach it Phonics: what is it and instructional perspectives 	5. <i>Literacy for the 21st Century</i> Ch. 4 6. "Phonemic Awareness and the Teaching of Reading," IRA Position Statement, (http://www.reading.org/downloads/positions/ps1025_phonemic.pdf) Group Presentations Round 3 <ul style="list-style-type: none"> Professional Article Presentation Group G Instructional Procedure Lesson Group H Diversity Topic Presentation Group I Microteaching: Practice teaching one of your Preliminary Lesson Plans Due: Preliminary Lesson Plans Due: Response to Readings 5-6
Class 5: Feb. 9 (Field day 2/10)	Reading Words II <ul style="list-style-type: none"> Teaching phonics Spelling & word recognition development Word-structure and context-clue instruction 	7. "The Role of Phonics in Reading Instruction," IRA Position Statement, (http://www.reading.org/downloads/positions/ps1018_phonics.pdf) 8. Saying the 'P' Word: Nine Guidelines for Exemplary Phonics Instruction," Steven A. Stahl, <i>The Reading Teacher</i> , Apr1992, Vol. 45 Issue 8, p618. Group Presentations Round 4 <ul style="list-style-type: none"> Professional Article Presentation Group B Instructional Procedure Lesson Group C Technology Topic Presentation Group A Due: Response to Readings 7-8
Field Experience: Feb. 13 – March 10		
Class 6: March 23	Developing a Sight Vocabulary and Reading Fluency <ul style="list-style-type: none"> High-frequency words: what they are and how to teach them Using word walls to promote word recognition Reading fluency: what, why, and how 	9. <i>Literacy for the 21st Century</i> Ch. 5 10. "I never thought I could be a star': A Readers Theatre ticket to fluency," Miriam Martinez, Nancy Roser, & Susan Strecker, <i>The Reading Teacher</i> , Dec. 98/Jan. 99, vol. 52, no. 4, p. 326, OR "Fluency Beyond the Primary Grades: From Group Performance to Silent, Independent Reading," Jo Worthy & Karen Broaddus, <i>The Reading Teacher</i> , Dec2001/Jan2002, vol. 55 no. 4, p. 334. Group Presentations Round 5

		<ul style="list-style-type: none"> • Professional Article Presentation Group E • Instructional Procedure Lesson Group F • Diversity Topic Presentation Group D <p>Due: Criterion-referenced handwriting assessment Due: Response to Readings 9-10</p>
Class 7: March 30	<p>Meaning Vocabulary Development</p> <ul style="list-style-type: none"> • Vocabulary goals & objectives • Vocabulary and its relationship to comprehension • Strategies for teaching word meanings • Teaching word-learning strategies 	<p>11. <i>Literacy for the 21st Century</i> Ch. 6 12. "Vocabulary instruction in a balanced reading program," William H. Rupley, John W. Logan, & William D. Nichols, <i>The Reading Teacher</i>, Dec. 98/Jan. 99, vol. 52, no. 4, p. 336 (Academic Search Premiere)</p> <p>Group Presentations Round 6</p> <ul style="list-style-type: none"> • Professional Article Presentation Group H • Instructional Procedure Lesson Group I • Technology Topic Presentation Group G <p>Due: Criterion-referenced phonemic awareness and phonics knowledge test in class Due: Response to Readings 11-12</p>
Class 8: April 6	<p>Reading Comprehension</p> <ul style="list-style-type: none"> • Comprehension processes • Comprehension strategy instruction • Different text genres and comprehension • Critical text and media literacy comprehension 	<p>13. <i>Literacy for the 21st Century</i> Ch. 7 14. <i>Literacy for the 21st Century</i> Ch. 8</p> <p>Group Presentations Round 7</p> <ul style="list-style-type: none"> • Professional Article Presentation Group C • Instructional Procedure Lesson Group A • Diversity Topic Presentation Group B <p>Due: Field Experience Final Lesson Plans Due: Response to Readings 13-14</p>
Class 9: April 13	<p>Reading & Writing in Content Areas</p> <ul style="list-style-type: none"> • Reading and learning from content area textbooks <p>Literacy Assessment Overview</p> <ul style="list-style-type: none"> • Literacy assessment tools • Portfolios in the classroom • Grading 	<p>15. <i>Literacy for the 21st Century</i> Ch. 14 16. <i>Literacy for the 21st Century</i> Ch. 9</p> <p>Group Presentations Round 8</p> <ul style="list-style-type: none"> • Professional Article Presentation Group F • Instructional Procedure Lesson Group D • Technology Topic Presentation Group E <p>Microteaching: Share in class your Field Experience Instruction Lessons & Immersion activities Due: Response to Readings 15-16</p>
Class 10: April 20	<p>Organizing for Literacy Instruction: Basal Textbooks and Reading/Writing Workshop</p> <ul style="list-style-type: none"> • Basal textbooks: what are they and how they can be used in a balanced literacy curriculum • Using a reading/writing workshop framework in elementary classrooms 	<p>17. <i>Literacy for the 21st Century</i> Ch. 10 18. <i>Literacy for the 21st Century</i> Ch. 13</p> <p>Group Presentations Round 9</p> <ul style="list-style-type: none"> • Professional Article Presentation Group I • Instructional Procedure Lesson Group G • Diversity Topic or Issue Presentation Group H <p>Due: Response to Readings 17-18</p>
Class 11: April 27	<p>Organizing for Literacy Instruction: Literature Focus Units and Literature Circles</p> <ul style="list-style-type: none"> • Designing and teaching a literature focus unit • Using literature circles as an organizing framework 	<p>19. <i>Literacy for the 21st Century</i> Ch. 11 20. <i>Literacy for the 21st Century</i> Ch. 12</p> <p>Due: Response to Readings 19-20 Complete Course Evaluations</p>
Final Exam	Take-home final exam due to Baumann's mailbox in 309 Aderhold no later than 4:00 p.m. on Friday, May 5	

General note on bibliographies: All articles on the following bibliographies should be accessible through the "Academic Search Premier (at EBSCOhost)" data base available through GALILEO on the UGA Libraries web site. Please note that you are not restricted to the articles on the bibliographies, and you can search data bases or journals for alternate readings. Also, note that the focus, content, and educational perspectives presented in the articles vary considerably, so *please review several choices* before your group settles on an article to present or use as a resource.

Professional Article Presentation Bibliography

Professional Article Presentation Round 1: Effective Instruction, Models, Reading Aloud, & Motivation

1. "Creating classroom cultures that foster reading motivation," Linda B. Gambrell, *The Reading Teacher*, Sep. 96, vol. 50, no. , p. 14.
2. "Interactive read-alouds: Is there a common set of implementation practices?" Douglas Fisher et al., *Reading Teacher*, Sep2004, Vol. 58 Issue 1, p8.
3. "Project Story Boost: Read-alouds for students at risk," Margo Wood & Elizabeth Prata Salvetti, *The Reading Teacher*, Sep2001, Vol. 55 Issue 1, p76.
4. "Talking Back and Taking Over: Young Children's Expressive Engagement During Storybook Read-Alouds," Lawrence R. Sipe, *The Reading Teacher*, vol. 55, no. 5, Feb. 2002, p. 476.
5. "Text Talk: Capturing the benefits of read-aloud experiences for young children, Isabel Beck & Margaret McKeown, *The Reading Teacher*, Sep2001, Vol. 55 Issue 1, p10.
6. "Using nonfiction in a read-aloud program: Letting the facts speak for themselves," Ray Doiron, *The Reading Teacher*, May 94, vol. 47, no. 8, p. 616.
7. "What Motivates Students to Read? Four Literacy Personalities," Jill E. Cole, *The Reading Teacher*, vol. 56, no. 4, December 2002/January 2003, p. 326.
8. "The Intermediate Grades: What makes intermediate-grade students want to read?" Worthy, Jo. *Reading Teacher*, Mar2002, Vol. 55 Issue 6, p568.

Professional Article Presentation Round 2: Teaching Young Readers & Writers

1. "Learning to read and write: Developmentally appropriate practices for young children," *The Reading Teacher*, Oct98, Vol. 52 Issue 2, p193.
2. "Characteristics of exemplary first-grade literacy instruction." Morrow, Lesley Mandel; Tracey, Diane H.; Woo, Deborah Gee; Pressley, Michael. *Reading Teacher*, Feb99, Vol. 52 Issue 5, p462.
3. "How Do You Know? A strategy to help emergent readers make inferences." Richards, Janet C.; Anderson, Nancy A. *Reading Teacher*, Nov2003, Vol. 57 Issue 3, p290-293.
4. "Using a computer in literacy groups with emergent readers." Eisenwine, Marilyn J.; Hunt, Diane A. *Reading Teacher*, Mar2000, Vol. 53 Issue 6, p456.
5. "Emerging literacy: Message boards in preschool." Laster, Barbara; Conte, Betty. *Reading Teacher*, Dec98/Jan99, Vol. 52 Issue 4, p417.
6. "Kindergarten writing workshop." Behymer, Angela. *Reading Teacher*, Sep2003, Vol. 57 Issue 1, p85-88.
7. "Struggling readers get hooked on writing." Furr, Derek; Bauman, Gail A. *Reading Teacher*, Mar2003, Vol. 56 Issue 6, p518.
8. "Invention, convention, and intervention: Invented spelling and the teacher's role." Sipe, Lawrence R. *Reading Teacher*, Nov2001, Vol. 55 Issue 3, p264.

Professional Article Presentation Round 3: Reading Words I

1. "Building on the sound system of Spanish: Insights from the alphabetic spellings of English-language learners," Lori Helman, *The Reading Teacher*, Feb2004, Vol. 57 Issue 5, p452.
2. "From phonological awareness to fluency in each lesson. By: Smith, Melinda; Walker, Barbara J.; Yellin, David. *Reading Teacher*, Nov2004, Vol. 58 Issue 3, p302-307
3. "Kindergarteners talk about print: Phonemic awareness in meaningful context," Donald Richgels, Karla Poremba, & Lea McGee, *The Reading Teacher*, May96, Vol. 49 Issue 8, p632.
4. "Phonemic awareness helps beginning readers break the code," P. Griffith & M. Olson, *The Reading Teacher*, Mar92, Vol. 45 Issue 7, p516.
5. "Using children's literature to enhance phonics instruction," Phyllis Trachtenburg, *The Reading Teacher*, May90, Vol. 43 Issue 9, p648.
6. "Whole-to-parts phonics instruction: Building on what children know to help them know more," Moustafa & Elba Maldonado-Colon, *The Reading Teacher*, Feb99, Vol. 52 Issue 5, p448.
7. Tile Test: A hands-on approach for assessing phonics in the early grades. By: Norman, Kimberly A.; Calfee, Robert C. *Reading Teacher*, Sep2004, Vol. 58 Issue 1, p42-52

Professional Article Presentation Round 4: Reading Words II

1. "Bringing word study to intermediate classrooms," Janet W. Bloodgood & Linda C. Pacifici, *Reading Teacher*, Nov2004, Vol. 58 Issue 3, p250.
2. "Connecting developmental word study with classroom writing: Children's descriptions of spelling strategies," Karin L. Dahl et al., *The Reading Teacher*, Dec. 2003/Jan. 2004, vol. 57, no. 4, p. 310.
3. "Explorations in developmental spelling: Foundations for learning and teaching phonics, spelling..." Donald Bear & Shane Templeton, *The Reading Teacher*, Nov98, Vol. 52 Issue 3, p222.
4. "Literacy activities for Spanish-English bilingual children," Manuela Gonzalez-Bueno, *The Reading Teacher*, Oct2003, Vol. 57 Issue 2, p198.
5. "Sentence by Sentence Self-Monitoring," Edwin G. Buettner, *The Reading Teacher*, vol. 56, no. 1, Sept 2002, p. 34.

6. "They Love Words," Adel Aiken & Lisa Bayer, *The Reading Teacher*, vol. 56, no. 1, September 2002, p. 68.
7. "Turn it on with Light Bulb Reading! Sound-switching strategies for struggling readers," Maryellen Vogt & Patty Nagano, *The Reading Teacher*, Nov. 2003, vol. 57, no. 3, p. 214.
8. "What can children's spelling of running and jumped tell us about their need for spelling instruction?" Hauerwas, Laura Boynton; Walker, Joanne. *Reading Teacher*, Oct2004, Vol. 58 Issue 2, p168-176.
9. "What do I Say When They Get Stuck on a Word? Aligning Teachers' Prompts With Students' Development," Kathleen J. Brown, *The Reading Teacher*, vol. 56, no. 8, May 2003, p. 720.
10. What can I say besides "sound it out"? Coaching word recognition in beginning reading," Kathleen Clark, *The Reading Teacher*, Feb2004, Vol. 57 Issue 5, p440.

Professional Article Presentation Round 5: Developing a Sight Vocabulary and Reading Fluency

1. "'I thought about it all night': Readers Theatre for reading fluency and motivation," Jo Worthy & Kathryn Prater. *The Reading Teacher*, Nov. 2002, vol. 56 no. 3, p, 294.
2. "Be a good detective: Solve the case of oral reading fluency," Meribe Richards, *The Reading Teacher*, April 2000, vol. 53 no. 7, p. 534.
3. "Center for the Improvement of Early Reading Achievement: Making it Sound Like Language: Developing Fluency," Stahl, Steven A.; Kuhn, Melanie R. *Reading Teacher*, Mar2002, Vol. 55 Issue 6, p582.
4. "Helping students become accurate, expressive readers: Fluency instruction for small groups," Melanie Kuhn, *Reading Teacher*, Dec2004/Jan2005, Vol. 58 Issue 4, p338.
5. "Curriculum-Based Readers Theatre: Setting the stage for reading and retention," Rosalind M. Flynn, *Reading Teacher*, Dec2004/Jan2005, Vol. 58 Issue 4, p360.
6. "A focus on fluency: How one teacher incorporated fluency with her reading curriculum," Lorraine Wiebe Griffith & Timothy V. Rasinski, *Reading Teacher*, Oct2004, Vol. 58 Issue 2, p126.

Professional Article Presentation Round 6: Meaning Vocabulary Development

1. "'Extraordinary,' 'Tremendous,' 'Exhilarating,' 'Magnificent': Middle School At-Risk Students Become Avid Word Learners With the Vocabulary Self-Collection Strategy (VSS)," Martha Rapp Ruddell & Brenda A Shearer, *Journal of Adolescent & Adult Literacy*, vol. 45, no. 5, February 2002, p. 352.
2. "Flip-a-Chip to Build Vocabulary," Lee Mountain, *Journal of Adolescent & Adult Literacy*, vol. 46, no. 1, September 2002, p. 62.
3. "Teaching Independent Word Learning Strategies to Struggling Readers," Janis M. Harmon, *Journal of Adolescent & Adult Literacy*, vol. 45, no. 7, April 2002, p. 606.
4. "Use dictionaries for word learning with caution," Carol Rhoder & Patricia Huerster, *Journal of Adolescent & Adult Literacy*, May2002, Vol. 45 Issue 8, p730.
5. "A word map for middle school: A tool for effective vocabulary instruction," Catherine Rosenbaum, *Journal of Adolescent & Adult Literacy*, Sep. 2001, vol. 45, no. 1, p. 44.
6. "Vocabulary teaching and learning in a seventh-grade literature-based classroom," Janis M. Harmon, *Journal of Adolescent & Adult Literacy*, Apr. 98, vol. 41, no. 7, p. 518.
7. "Storybook reading: Improving vocabulary and comprehension for English-language learners," Peggy Hickman et al., *The Reading Teacher*, May2004, Vol. 57 Issue 8, p720.
8. "Vocabulary instruction: Concerns and visions." Brabham, Edna Greene; Villaume, Susan Kidd. *Reading Teacher*, Nov2002, Vol. 56 Issue 3, p264.
9. "Zooming in and Zooming Out: Enhancing Vocabulary and Conceptual Learning in Social Studies." Harmon, Janis M.; Hedrick, Wanda B. *Reading Teacher*, Oct2000, Vol. 54 Issue 2, p155

Professional Article Presentation Round 7: Reading Comprehension

1. "A Picture is Worth a Thousand Words: Using Visual Images to Improve Comprehension for Middle School Struggling Readers," Anne Nielsen Hibbing & Joan L. Rankin-Erickson, *The Reading Teacher*, vol. 56, no. 8, May 2003, p. 758.
2. "Using Book Club to Engage Culturally and Linguistically Diverse Learners in Reading, Writing, and Talking About Books," Ailing Kong & Ellen Fitch, *The Reading Teacher*, vol. 56, no. 4, December 2002/January 2003, p. 352.
3. "The application of Question-Answer Relationship Strategies to Pictures," Emma E. Cortese, *The Reading Teacher*, Dec. 2003/Jan. 2004, vol. 57, no. 4, p. 374.
4. "Hooked on thinking," Ann Paziotopoulos & Marianne Kroll, *The Reading Teacher*, Apr2004, Vol. 57 Issue 7, p672.
5. "To err is human; to self-correct is to learn," Salli Forbes, Mary Ann Poparad, & Maryann McBride, *The Reading Teacher*, Mar2004, Vol. 57 Issue 6, p566.
6. "Help for struggling upper-grade elementary readers," Shira Lubliner *The Reading Teacher*, Feb2004, Vol. 57 Issue 5, p430.
7. "Motivating student interest with the Imagine, Elaborate, Predict, and Confirm (IEPC) strategy," Karen D Wood & Clare Endres, *Reading Teacher*, Dec2004/Jan2005, Vol. 58 Issue 4, p346.
8. "Promoting critical thinking through dialogical-thinking reading lesson, Michelle Commeyras, *The Reading Teacher*, March 93, vol. 46, no. 6, p. 486.
9. "What every teacher needs to know about comprehension," Laura S. Pardo, *Reading Teacher*, Nov2004, Vol. 58 Issue 3, p272.
10. "The ABCs of performing highly effective think-alouds," Cathy Collins Block & Susan E. Israel, *Reading Teacher*, Oct2004, Vol. 58 Issue 2, p154.

Professional Article Presentation Round 8: Reading & Writing in Content Areas

1. "Bridging the gap between fiction and nonfiction in the literature circle setting," Debbie Stien & Penny Beed, *The Reading Teacher*, Mar2004, Vol. 57 Issue 6, p510.
2. "Democracy's young heroes: An instructional model of critical literacy practices." Ciardiello, A. Vincent. *Reading Teacher*, Oct2004, Vol. 58 Issue 2, p138-147.
3. "Fostering Thought, Talk, and Inquiry: Linking Literature and Social Studies," Nancy L. Roser & Susan Keehn, *The Reading Teacher*, vol. 55, no. 5, February 2002, p. 416.
4. "Genres at home and at school: Bridging the known to the new," Nell K. Duke & Victoria Purcell-Gates, *The Reading Teacher*, Sep. 2003, vol. 57, no. 1, p. 30.
5. "Preview-Predict-Confirm: Thinking about the language and content of informational text." Yopp, Ruth Helen; Yopp, Hallie Kay. *Reading Teacher*, Sep2004, Vol. 58 Issue 1, p79-83.
6. "Reading Mathematics: More Than Words Can Say," T. L. Adams, *The Reading Teacher*, May 2003, p. 786.
7. "Teaching expository text structures through information trade book retellings," Barbara Moss, *The Reading Teacher*, May2004, Vol. 57 Issue 8, p710.
8. "Using Trade Books in Teaching Elementary Science: Facts and Fallacies," Diana C. Rice, *The Reading Teacher*, vol. 55, no. 6, March 2002, p. 552.

Professional Article Presentation Round 9: Organizing for Literacy Instruction

1. "Bears, trolls, and pagemasters: Learning about learners in Book Clubs." Frank, Carolyn R.; Dixon, Carol N.; Brandts, Lois R. *Reading Teacher*, Feb2001, Vol. 54 Issue 5, p448
2. "Bridging the gap between fiction and nonfiction in the literature circle setting." Stien, Debbie; Beed, Penny L.. *Reading Teacher*, Mar2004, Vol. 57 Issue 6, p510-518.
3. "From Rata to Rimu: Grouping for instruction in best practice New Zealand classrooms." Wilkinson, Ian A.G.; Townsend, Michael A.R. *Reading Teacher*, Mar2000, Vol. 53 Issue 6, p460.
4. "Giving them free rein: Connections in student-led book groups." Bond, Teresa Fluth. *Reading Teacher*, March2001, Vol. 54 Issue 6, p574.
5. "Initiating literature circles in a first-grade bilingual classroom." Martinez-Roldan, Carmen M.; Lopez-Robertson, Julia M. *Reading Teacher*, Dec99/Jan2000, Vol. 53 Issue 4, p270.
6. "Kindergarten writing workshop." Behymer, Angela. *Reading Teacher*, Sep2003, Vol. 57 Issue 1, p85-88.
7. "Using Book Club to engage culturally and linguistically diverse learners in reading, writing, and talking about books." Kong, Ailing; Fitch, Ellen. *Reading Teacher*, Dec2002, Vol. 56 Issue 4, p352.

Instructional Procedure Lesson Choices

Listed below are the choices for the Instructional Procedures Lesson presentations. For procedure details, please see the relevant sections of “Part 4 Compendium of Instructional Procedures” in *Literacy for the 21st Century* (pp. 467-508).

Instructional Procedure Lesson Round 1: Effective Instruction, Models, Reading Aloud, & Motivation
<ol style="list-style-type: none"> 1. Directed Reading-Thinking Activity 2. Quickwriting 3. Reading Logs 4. Sustained Silent Reading
Instructional Procedure Lesson Round 2: Teaching Young Readers & Writers
<ol style="list-style-type: none"> 1. Class Collaborations 2. Book Talks 3. Language Experience Approach 4. Open-Minded Portraits
Instructional Procedure Lesson Round 3: Reading Words I
<ol style="list-style-type: none"> 1. Making Words 2. Minilessons (conduct a minilesson on a phonemic awareness or a phonics skill included in Chapter 4) 3. Running Records
Instructional Procedure Lesson Round 4: Reading Words II
<ol style="list-style-type: none"> 1. Word Sorts 2. Minilesson (conduct a minilesson on analogies, syllabic analysis, or morphemic analysis; see pages 165-172 in Chapter 5) 3. Word Walls (high-frequency words)
Instructional Procedure Lesson Round 5: Developing a Sight Vocabulary and Reading Fluency
<ol style="list-style-type: none"> 1. Choral Reading 2. Readers Theatre 3. Repeated Readings
Instructional Procedure Lesson Round 6: Meaning Vocabulary Development
<ol style="list-style-type: none"> 1. Exclusion Brainstorming 2. Minilessons (conduct a minilesson on a vocabulary or word-learning strategy included in Chapter 6) 3. Semantic Feature Analysis 4. Word Walls (words from literature selections or informational texts)
Instructional Procedure Lesson Round 7: Reading Comprehension
<ol style="list-style-type: none"> 1. Anticipation Guides 2. Cubing 3. Question-Answer Relationships 4. Reciprocal Teaching
Instructional Procedure Lesson Round 8: Reading & Writing in Content Areas
<ol style="list-style-type: none"> 1. Data Charts 2. GIST Procedure 3. Graphic Organizers 4. Learning Logs 5. SQ3R Study Strategy
Instructional Procedure Lesson Round 9: Organizing for Literacy Instruction
<ol style="list-style-type: none"> 1. Double-Entry Journals 2. Prereading Plan 3. Story Boards 4. Quilts

Technology Resources

1. "At-risk readers can construct complex meanings: Technology can help." Goetze, Sandra; Walker, Barbara J. *Reading Teacher*, May2004, Vol. 57 Issue 8, p778-780.
2. "Author's Computer Chair," Linda Labbo, *The Reading Teacher*, Apr2004, Vol. 57 Issue 7, p688.
3. "Becoming Literate in the Technological Age: New Responsibilities and Tools for Teachers," Louanne Ione Smolin & Kimberly A. Lawless, *The Reading Teacher*, vol. 56, no. 6, March 2003, p. 570.
4. "From Master Teacher to Master Novice: Shifting Responsibilities in Technology-Infused Classrooms," Shelley B. Wepner & Liqing Tao, *The Reading Teacher*, vol. 55, no. 7, April 2002, p. 642.
5. "Poetry on the screen," Labbo, Linda D. *Reading Teacher*, Nov2004, Vol. 58 Issue 3, p308-311.
6. "Process/content/design/critique: Generative and dynamic evaluation in a digital world." Tierney, Robert J.; Rogers, Theresa. *Reading Teacher*, Oct2004, Vol. 58 Issue 2, p218-221
7. "Taking a technological path to poetry prewriting." Roberts, Sherron Killingsworth. *Reading Teacher*, Apr2002, Vol. 55 Issue 7, p678.
8. "Teacher wisdom stories: Cautions and recommendations for using computer-related technologies for literacy instruction." Labbo, Linda D.; Leu Jr., Donald J.; Kinzer, Charles; Teale, William H.; Cammack, Dana; Kara-Soteriou, Julia; Sanny, Ruby. *Reading Teacher*, Nov2003, Vol. 57 Issue 3, p300-304.
9. "The digital whiteboard: A tool in early literacy instruction." Solvie, Pamela A., *Reading Teacher*, Feb2004, Vol. 57 Issue 5, p484-487.
10. "Using Web-based bookmarks in K-8 settings: Linking the Internet to instruction," Leighann S. Forbes, *Reading Teacher*, Oct2004, Vol. 58 Issue 2, p148.
11. "Weaving the Literacy Web: Changes in Reading From Page to Screen," Wendy Sutherland-Smith, *The Reading Teacher*, vol. 55, no. 7, April 2002, p. 662.
12. "Where do You Want to go Today? Inquiry-Based Learning and Technology Integration," Roxanne Farwick Owens, Jennifer L. Hester, & William H. Teale, *The Reading Teacher*, vol. 55, no. 7, April 2002, p. 616.

In addition to or in lieu of the preceding, your group might rely on one or more literacy-related web sites as resources, or you might preview one or more web sites as your presentation. Following is a sample of possible sites your group might explore. Please note that, as per any web listing, the following are not comprehensive (this is only a brief sample), not endorsed (as with any media/literacy resource, you need to be a critical reader/thinker/consumer, particularly for commercial web sites), and not guaranteed to work (unfortunately URLs come and go).

A to Z Teacher Stuff	http://atozteacherstuff.com/
American Library Association's Great Web Sites for Kids	http://www.ala.org/ala/alsc/greatwebsites/greatwebsiteskids.htm
AOL at School	http://www.aolatschool.com/
Between the Lions	http://pbskids.org/lions/index.html
Carol Hurst's Children's Literature Site	http://www.carolhurst.com/index.html
Center for Media Literacy	http://www.medialit.org/
Center for the Improvement of Early Reading Achievement	http://www.ciera.org/
Children's Book Council	http://www.cbcbooks.org/
Children's Literacy Initiative	http://www.cliontheweb.org/index-main.html
EDSITEment: Education Resources for the Humanities	http://edsitement.neh.gov/
International Reading Association	http://www.reading.org/
LD Online	http://ldonline.org/
MarcoPolo: Internet Content for the Classroom	http://www.marcopolo-education.org/
National Association for the Education of Young Children	http://www.naeyc.org/
National Center for Family Literacy	http://www.familit.org/
National Clearinghouse of English Language Acquisition	http://www.ncela.gwu.edu/
National Council of Teachers of English	http://www.ncte.org/
National Writing Project	http://www.writingproject.org/
New York Times Learning Network	http://www.nytimes.com/learning/index.html
Online Poetry Classroom	http://www.onlinepoetryclassroom.org/
Oracle ThinkQuest	http://www.thinkquest.org/library/
PBS TeacherSource Arts & Literature	http://www.pbs.org/teachersource/arts_lit.htm
Reading is Fundamental	http://www.rif.org/
Reading Online: IRA's Electronic Journal	http://www.readingonline.org/default.asp
Reading Rainbow	http://pbskids.org/readingrainbow/
Reading Recovery Council of North America	http://www.readingrecovery.org/

Read-Write-Think (note that the "Web Resources" tab lists hundreds of possible educational web sites)	http://www.readwritethink.org/index.asp
Scholastic	http://www.scholastic.com/
Sesame Street	http://www.sesameworkshop.org/sesamestreet/
Teacher's Guide to International Collaboration on the Internet	http://www.ed.gov/teachers/how/tech/international/guide.html
Teaching LD	http://www.teachingld.org/
The Internet TESL Journal	http://iteslj.org/
Jim Trelease's read aloud web site	http://www.trelease-on-reading.com/
US Dept. of Education No Child Left Behind	http://www.ed.gov/nclb/landing.jhtml
US Dept. of Education Resources for Parents	http://www.ed.gov/parents/read/resources/list.jhtml
Vocabulary University	http://www.vocabulary.com/
The WebQuest Page	http://webquest.sdsu.edu/
Web English Teacher	http://www.webenglishteacher.com/

Diversity Resources

1. "Children's books and special needs students." Kitterman, Joan F. *Reading Teacher*, Nov2002, Vol. 56 Issue 3, p236.
2. "Classroom conversations: Opportunities to learn for ESL students in mainstream classrooms." Williams, Joan A. *Reading Teacher*, May2001, Vol. 54 Issue 8, p750,
3. "Comprehension instruction for socioculturally diverse classrooms: A review of what we know," Dawnene Hammerberg, *The Reading Teacher*, Apr2004, Vol. 57 Issue 7, p648.
4. "English as an accelerated language: A call to action for reading teachers," Kathleen A. J. Mohr, *Reading Teacher*, Sep2004, Vol. 58 Issue 1, p18.
5. "From the known to the unknown: Using cognates to teach English to Spanish-speaking literates." Rodriguez, Timothy A. *Reading Teacher*, May2001, Vol. 54 Issue 8, p744.
6. "It's a difference that changes us": An alternative view of the language and literacy learning of Latina/o students." Jimenez, Robert T. *Reading Teacher*, May2001, Vol. 54 Issue 8, p736.
7. "More equitable literacy assessments for Latino students, Robert Jimenez B, *The Reading Teacher*, Mar2004, Vol. 57 Issue 6, p576.
8. "No half measures: Reading instruction for young second-language learners," Kimberly Lenters, *Reading Teacher*, Dec2004/Jan2005, Vol. 58 Issue 4, p328. (Paper Copy Only)
9. "Reading and writing pathways in the ESL classroom." Ernst, Gisela; Richard, Kerri J. *Reading Teacher*, Dec94/Jan95, Vol. 48 Issue 4, p320.
10. "Scaffolding oral language development through poetry for students learning English." Hadaway, Nancy L.; Vardell, Sylvia M.; Young, Terrell A. *Reading Teacher*, May2001, Vol. 54 Issue 8, p796.
11. "Selecting intermediate novels that feature characters with disabilities." Landrum, Judith. *Reading Teacher*, Nov2001, Vol. 55 Issue 3, p252.
12. "Storybook reading: Improving vocabulary and comprehension for English-language learners," Peggy Hickman et al., *The Reading Teacher*, May2004, Vol. 57 Issue 8, p720.
13. "The evils of the use of IQ tests to define learning disabilities in first- and second- language learners." Gunderson, Lee; Siegel, Linda S.. *Reading Teacher*, Sep2001, Vol. 55 Issue 1, p48.
14. "To Meet Your Students Where They Are, First You Have to Find Them: Working With Culturally and Linguistically Diverse At-Risk Students," Ken Pransky & Francis Bailey, *The Reading Teacher*, vol. 56, no. 4, December 2002/January 2003, p. 370.
15. "Using choral reading to promote language learning for ESL students." McCauley, J.K.; McCauley, D.S. *Reading Teacher*, Mar92, Vol. 45 Issue 7, p526.
16. "'Why can't she remember that?' The importance of storybook reading in multilingual, multicultural classrooms," Terry Meier, *The Reading Teacher*, Nov.2003, vol. 57, no. 3, p. 242.
17. "What reading teachers should know about ESL learners," M. Drucker, *Reading Teacher*, Sep03, p. 22.

Field Requirements

In READ 3420, a PreK to Grade 5 reading program is conceptualized as a balance of reading *instruction* (teaching reading skills and strategies) and *immersion* (engaging students in literacy practice and application activities). Interns are required to engage in 3 instruction and 3 immersion activities that are appropriate to the age and grade level of their students and that are compatible with their Mentor Teacher's literacy program. The following comprise sample lists of instruction and immersion activities.

Reading Instruction: Children need to be taught about reading, writing, and language. Such instruction must be context-bound, that is, crafted such that students see and realize how the instructional content helps them develop as readers, writers, and language users. In addition, such lessons must be connected to an authentic literary or subject matter text. During the field experience, Interns must engage in at least 3 instruction activities, such as (a) teaching young children phonemic awareness or phonic analysis lessons; (b) teaching structural or contextual analysis strategies; (c) teaching basic sight vocabulary or meaning vocabulary strategies; (d) teaching comprehension or critical reading strategies; (e) teaching content reading strategies; (f) engaging students in the guided reading of selections from the adopted reading program; (g) teaching reading skills or strategies from the adopted reading program; (h) teaching literature genre or response strategies; or (i) other instructional activities mutually agreed-upon by the Intern and course instructor prior to their implementation.

Reading Immersion: A second critical element of a balanced literacy program is to provide children literacy immersion opportunities such that they experience, practice, and apply what they are learning about reading and language arts. During the field experience, Interns must engage in at least 3 immersion activities, such as (a) engaging children in literature-response activities (oral, written, artistic); (b) engaging young children in the shared reading of big-book selections; (c) engaging children in reading fluency activities such as choral, repeated, or echoic reading or Readers Theatre; (d) organizing and monitoring independent, self-selected reading periods; (e) organizing and monitoring response activities (e.g., reading journals) following students' independent, self-selected readings; (f) organizing and monitoring buddy or paired reading periods; (g) organizing and monitoring reading sharing activities such as Reader's Chair; or (h) other immersion activities mutually agreed-upon by the Intern and course instructor prior to their implementation.

Additional Information about Instruction and Immersion Activities

- You may connect two or all three of your instruction or immersion lessons. For example, you might teach students 3 related phonemic awareness lessons or provide 3 related fluency activities.
- Reading aloud is a critical and essential component of a reading and language arts program. However, given that you have this as a major component of your ELAN 3110 field requirements, it is not repeated here. However, please make certain that reading aloud becomes and remains a key component of your literacy curriculum!
- Written composition is also a critical and essential component of a reading and language arts program, so you are encouraged to include writing activities within your lessons. Please note, however, that in Block 3, you will enroll in ELAN 4120, which includes considerable emphasis on written composition.
- As you design literacy instruction and immersion activities, consider how you might promote the mission and goals of the College of Education multicultural education initiative in order to develop "knowledge and actions necessary to educate and counsel students from various cultural and socioeconomic backgrounds" (see COE Multicultural Education web site: <http://www.uga.edu/~mctf/>).
- As you design lessons, consider how to accommodate the needs of English language learners.
- Consider also how to accommodate students who may have special needs, such as handicapped students or included special education students.
- You are encouraged to integrate the use of technology into your lessons as appropriate to achieve your instruction and immersion objectives.

Format for Instruction Lessons & Immersion Activities

Use this template for all 3 instruction lesson and all 3 immersion activities. Note that the italic text provides explanations and should not be included on the lesson plans you turn in.

BACKGROUND INFORMATION	
Intern Name:	Lesson Date:
School Name:	Grade Level:
Instruction Lesson 1 2 3 Immersion Activity 1 2 3 <i>[bold and underline the relevant # to identify this lesson/activity]</i>	
Organization/Setting: <i>[Provide a context for the lesson by describing briefly the nature of the organization (e.g., whole class, small group, 1-on-1) and relevant information about the students' knowledge/skill level, the curriculum, prior experiences or lessons, and so forth.]</i>	
OBJECTIVES	
1. 2. <i>[Include both cognitive and affective objectives.]</i>	
MATERIALS	
1. 2. <i>[List and describe all materials used for the lesson/activity, including the regular curricular materials (e.g., textbooks, trade books, little books) and those that you may have identified or constructed yourself. As appropriate, attach copies of relevant materials (e.g., student work papers, materials you have constructed).]</i>	
PROCEDURES	
1. 2. <i>[Describe in sequence and detail the steps involved in teaching the lesson or implementing the activity.]</i>	
EVALUATION	
Student Learning: <i>[Provide a narrative discussion of your judgments about the students' learning as a result of the lesson/activity. Connect this to your objectives for the lesson/activity.]</i>	
My Teaching: <i>[Provide a critique of your instruction and teaching abilities, that is, what went well, what aspects could use improvement, how you might adjust future lessons or develop your teaching abilities, and so forth.]</i>	