

THE UNIVERSITY OF GEORGIA
College of Education - Department of Language and Literacy Education

READ 3420

Reading Instruction in the Elementary School

Course Description: READ 3420, Reading Instruction in the Elementary School, is part of a four-course sequence in literacy instruction for prospective elementary teachers at the University of Georgia. The other three courses include the following: (1) READ 3430, Reading Assessment in the Elementary School; (2) ELAN 3110, Children's Literature and Oral Language; and (3) ELAN 4120, Language and Literacy. Though the content of all four courses should be considered as complementary and integrated, this course in particular will focus on the principles behind effective reading instruction and will provide practical strategies for the classroom based on these principles.

Instructor: Jessica Baxter
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(706) 542 – 4526
jessbax@uga.edu (preferred method of communication)

Class Meetings: Tuesday 11:00 a.m. – 1:45 p.m. (Room 317)

Office Hours: Before or after class (or by appointment)

Course Text

Fountas, I.C., & Pinnell, G.S. (2006). *Teaching for comprehending and fluency: thinking, talking, and writing about reading, k-8*. Portsmouth, NH: Heinemann Education.

Fountas, I.C., & Pinnell, G.S. (1998). *Word matters: teaching phonics and spelling in the reading/writing classroom*. Portsmouth, NH: Heinemann Education.

- *Additional reading will be supplemented with these texts, but will be provided by the instructor.*

Recommended Text

Harvey, S., & Goudvis, A. (2007) *Strategies that work: teaching comprehension for understanding and engagement*. Portland, ME: Stenhouse Publishers.

Course Objectives

A professional, knowledgeable, and caring teacher is vital to students' success. It is my intention that you leave the class with the following understandings, skills, and attributes:

- a sense of the importance of early literacy instruction, along with the importance of your role as a teacher in building young people's literacy
- a commitment to lifelong learning from your students, from your colleagues, from reflection, and from professional development in the area of literacy

- foundational knowledge regarding principles behind effective reading instruction, including a knowledge of phonics, vocabulary, fluency, and comprehension
- foundational knowledge of different theories of reading, including sociocultural theories that stress the importance of valuing students' interests, cultures, experiences, and languages and actively connecting them to literacy learning

Professionalism

Attendance, punctuality, preparedness, active participation, and collegiality all contribute to being viewed as a professional. Successful class sessions depend on thoughtful and careful reading, attentive listening, and a willingness to participate in discussion and interactive activities. Being collegial means sharing your ideas and showing respect for other people's thinking- even if different from your own. Throughout this course, we will concentrate on encouraging and supporting one another throughout our journey to discover the most effective ways to provide appropriate reading instruction in the elementary classroom. Remember also that as a student at The University of Georgia you are bound and protected by the policies and practices of academic honesty specified in the booklet titled [A Culture of Honesty](http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm). http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm All academic work must meet the standards contained in "A Culture of Honesty". All students are responsible to inform themselves about those standards before performing any academic work.

Class Attendance

Because many of the topics and considerable content covered in the course 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. Only one absence will be excused this semester, and only for a severe illness or personal/family emergency. For an absence to be considered excused, notify the instructor before class via email with a valid reason for missing class and be responsible for missed class information. Any unexcused absence will result in five points deducted from your grade (from the point total, not the percentage). Missing two or more classes may be considered "an excessive number of absences" and may be subject to withdrawal from the class (see the UGA Bulletin). Timeliness is also appreciated and rewarded. Upon your arrival to class, a quick write topic or 'quick check' assignment over the week's assigned reading will be available for you. This assignment will serve as a record of your attendance in class. It will also serve as an indicator of your level of understanding of course material.

Course Requirements

Readings: Each week you will be responsible for reading the required class material and be knowledgeable enough about the content to engage in class discussions in an informed manner.

Mid-Term Exam: You will be given a midterm exam that will require demonstration and knowledge of reading instruction in the elementary classroom. The midterm will be given to you on **March 3rd**.

Field Experience Requirements

Reading Instruction Observations: You should select two instructional settings in your host teacher's classroom in which reading instruction occurs. These instructional settings can be whole group, small group, or individualized. Upon completion of the observation, you will compare and contrast the happenings within the two settings. During these observations, informal notes should be taken on what is happening within the lesson. Suggestions are provided below for questions to ask as you observe. Please understand that you are not limited to these questions, but rather these questions should serve as a springboard for possible areas of exploration within the observation. *This observation should also include notes on discussion that occurs between you and the teacher prior to the teaching of the lesson and afterwards. You are encouraged to review the teacher's lesson plan for the learning activity that is to be observed prior to the lesson, conference with the teacher upon completion of the lesson to debrief, and ask insightful questions.* An observation form will be provided to you for your use during these weekly observations. These observations will be utilized in our class discussion. A sheet will be passed around in

class so that you may sign-up for a date to present your recorded information from the observations. On these dates, you will facilitate the group discussion. Any connections to class material should be highlighted in your discussion with the class.

Suggestions for Exploration in Observations

- ✓ Document how much time is spent actually reading by the students. How much time is spent reading aloud by the teacher? How much time is spent by the teacher giving direct instruction?
- ✓ Make note of discussion that takes place between the teacher and individual students- as well as discussion taking place between students and the teacher. What kinds of questions are being asked? Does the teacher provide 'wait time' for students when asking questions?
- ✓ Is the teacher recording information as she teaches? How does she organize information collected from informal and formal assessments?
- ✓ What preparation goes into the teacher's lesson? What steps are taken by the teacher upon completion of the lesson?

Instructional Procedure Group Project: In an effort to review various instructional opportunities for student learning within reading instruction, we will review Gail Tompkins 'Compendium of Instructional Procedures'. In groups of 4-5 students, you will be assigned an instructional procedure that you will demonstrate in class. Your group will implement these activities with content that aligns with the Georgia Performance Standards. Appropriate instructional materials should also be utilized. Demonstration of the mini-lesson should take no more than 15 to 20 minutes. During and after the presentation, be prepared to answer the following question: (1) How would this activity help to build students' literacy and their understanding of a particular body of content? (2) For which grade would you use this activity? (3) What preparation was required of you to make this activity successful? Afterward, be prepared to discuss and reflect on what went well and what you could do differently. One copy of the lesson plan, with GPS objectives included, should be submitted to the instructor on the day the procedure is to be presented. Be sure that all group members' names are included on the plan. A rubric will be provided for information pertaining to how grades will be assigned during class discussion on this project.

Portfolio Synthesis Project: As a final project, the intern will prepare a reading instruction portfolio. This assignment will allow the student to synthesize the various components of reading instruction presented in class and make connections to the value they provide to specific learners in the elementary classroom. The portfolio synthesis project will include the following:

1. Overview of the Reading Instructional Block
2. Classroom Sketch
3. Interactive Read Aloud Lesson Plan
4. Reader's Workshop Lesson Plan
5. Interactive Vocabulary *or* Interactive Edit Lesson Plan
6. Guided Reading Lesson Plan
7. Word Study Lesson Plan
8. Two reflections on lesson implementation
9. Summative Reflection

The student will be required to implement two of the five lessons to be included in the portfolio synthesis project. Upon completion of the lesson implementations, the student will be required to write a 1-2 page reflection on his or her experience with the particular lesson in the classroom.

If possible, I would appreciate receiving all of this in a 1/2 inch three ring binder or paper folder with brads. If it won't fit, a one inch binder is acceptable. *Do not place sheet protectors over any of the pages to be included in the portfolio.* The completed project will be due in class on **April 28th**. However, periodical checks will be required throughout the semester to ensure adequate progress is being made.

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 for 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 (clarity, depth, insight) but also with regard to the form of your written work (how you present the information stylistically). Correct grammar, proper punctuation, correct spelling, neatness, and adherence to assignment guidelines will be part of the grading process.

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 regarding the possible closings of the university on the main homepage www.uga.edu.

Grading

Course Requirement	Points Assigned
Participation: (minus five points for each unexcused absence) <input type="checkbox"/> completion of quick write and 'quick check' assignments <input type="checkbox"/> active participation in class discussions and activities <input type="checkbox"/> class preparation	10
Reading Instruction Observations	10
Mid-Term Exam	30
Group Instructional Procedure Project	10
Portfolio Synthesis Project <input type="checkbox"/> Rubric will be given in class	40
Total Possible Points	100

Grading Scale

A: 94-100 A-: 90-93 B+: 86-89 B: 82-85 B-: 78-81 C+: 74-77 C: 69-73
 Any score at or below a 68 percent is a C- or lower.

Anticipated Schedule of Topics

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Date	Topics	Reading Due	Assignments Due
January 13	<ul style="list-style-type: none"> Overview of Course Syllabus Effective Teaching 	<ul style="list-style-type: none"> TFC&F: Opening 1-2 	
January 20	<ul style="list-style-type: none"> Literacy Development Understanding Language and Words 	<ul style="list-style-type: none"> TFC&F: Chapter 1 WM: Chapter 6-7 	Syllabus Contract
January 27	<ul style="list-style-type: none"> Understanding the Literate Learner in the Classroom 	<ul style="list-style-type: none"> TFC&F: Chapter 2-3 WM: Chapter 8 	
February 3	<ul style="list-style-type: none"> Understanding the Literate Learner in the Classroom 	<ul style="list-style-type: none"> TFC&F: Chapters 4-6 	
February 10	<ul style="list-style-type: none"> Understanding the Literate Learner in the Classroom Assessment 	<ul style="list-style-type: none"> TFC&F: Chapters 7-9 	
February 17	<ul style="list-style-type: none"> Language Block: 	<ul style="list-style-type: none"> TFC&F: Chapters 15-17 	

	Interactive Read Aloud Interactive Edit Interactive Vocabulary	Course lecture will be supplemented with additional material during this class day.	
February 24	• Reader's Workshop	• <i>TFC&F: Chapters 22-23</i>	
March 3	• MID-TERM	• MID-TERM	
March 10	• Spring Break	• <i>No Reading Due</i>	Class will not meet!
March 17	• Reader's Workshop: Guided Reading	• <i>TFC&F: Chapters 24-26</i>	
March 24	• Word Study: World Solving	• <i>WM: Chapters 3-5</i>	
March 31	• Word Study: Children's Knowledge	• <i>WM: Chapters 9-11</i>	
April 7	• Word Study: Teaching Strategies	• <i>WM: Chapters 12-14</i> • <i>Part 4: Compendium of Instructional Procedures (To be given in class)</i>	
April 14	• Instructional Procedures • Classroom Organization	• <i>Chapter 3: Creating a Purposeful Environment and Daily Schedule (To be given in class)</i>	Groups A,B, & C present 'instructional procedures' project
April 21	• English Language Learners	• <i>TFC&F: Chapter 29</i>	Groups D, E, & F present 'instructional procedures project'
April 28	• Lingering Questions	• <i>No Reading Due</i>	Submit 2 lingering questions via e-mail by April 27 at 12 PM Portfolio Synthesis Project

Instructor: Jessica Baxter

Fall 2008

Course Contract

I have read the syllabus and understand the course objectives and demands of this course. I also understand how I will be assessed in this course. I accept sole responsibility for my attitude, performance, and growth in understanding of reading assessment in the elementary classroom. In addition, I understand the University's Academic Honesty Policy and will adhere to it.

PRINT NAME:

SIGNATURE:

DATE: _____