

READ 3420: Reading Instruction for Young Children  
Gwinnett Campus Wed. 5 – 7:45pm

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Course Description: The purpose of this course is to provide new teachers with information and experiences that will enable them to make informed instructional decisions to teach children in Pre-Kindergarten through Grade Five to read.

Course Expectations and Responsibilities

Professionalism: Attendance, punctuality, preparedness, 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 activities. Being collegial means sharing your ideas and showing respect for other peoples thinking. Whenever possible find ways to be helpful to members of the class (that includes the instructors). Let us concentrate on encouraging and supporting one another as we each work to do our best as educators. 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)

Special Need Students

Both University policy and law (the Americans with Disabilities Act) require that students with documented disabilities receive reasonable accommodation by way of access to classroom information and expression of their knowledge. Reasonable accommodation may include course modification and course substitution. If you have special needs as a student please register with the University of Georgia's Disability Resource Center: <http://www.drc.uga.edu> and inform Dr. Commeyras at the beginning of the course.

Attendance and Participation

Ten percent of your final grade depends on your attendance and participation. Full credit will be awarded for arriving on-time and for being alert during class by taking notes, asking/answering questions, offering ideas and listening to others. If you need to miss class due to illness or an emergency please leave a message at 706-542-4621 or send an email to pulane@uga.edu. If you have a legitimate reason for being absent you will not be penalized for missing that class. Be aware that the Undergraduate Bulletin states a student who incurs an excessive number of absences may be withdrawn from the class at the discretion of the professor. Missing 20% or more of class sessions will be considered excessive regardless of the reasons for being absent.

### Weekly Assignments

1. Reading assignments are all available on WEBCT. See syllabus schedule below for due dates.

2. “**Notes**” submitted to WEBCT every Thursday by 11 pm.

These notes must cover the weekly reading assignments and content covered in class. The notes must be organized according to these three subheadings:

- (1) summaries of important concepts and details;
- (2) connections (text-to-text; text-to-class; text-to-experience); and
- (3) wonderings (I wonder why...? I wonder if...? I wonder how...? Etc.)

### Course Grade

Attendance and Participation (15 x .66 per session)	10%
Weekly “Notes”	50%
Midterm Exam (First half of course)	20%
Final Exam (Second half of course)	20%

Grading Rubric for “Notes” (Due Thursdays 11pm on WebCT)

Levels of Performance	Criteria	Points
Exemplary	<ul style="list-style-type: none"> <li>• Included three areas for notes</li> <li>• Summary covers major concepts and important details from all assigned readings and class sessions</li> <li>• Two or more types of connections with specifics</li> <li>• Wonderings communicate thoughtful consideration of what has been understood and what remains unclear</li> <li>• Comprehensible to instructor</li> <li>• Organized according to sample “notes”</li> <li>• Correct spellings</li> <li>• 4-5 typed pages</li> </ul>	3
Acceptable	<ul style="list-style-type: none"> <li>• Included three areas for notes</li> <li>• Summary includes some content from all assigned readings and class sessions</li> <li>• One type of connection written with specifics</li> <li>• Wonderings included</li> <li>• Comprehensible to instructor</li> <li>• Organized according to sample “notes”</li> <li>• Correct spellings</li> <li>• 3-5 typed pages</li> </ul>	2
Needs Improvement	<ul style="list-style-type: none"> <li>• Notes are submitted that partially meet the criteria for acceptable.</li> <li>• 1-2 typed pages</li> </ul>	1
No Credit	<ul style="list-style-type: none"> <li>• Notes are submitted that do not meet the criteria or notes not submitted.</li> </ul>	0

Late Notes: For everyday your notes are late 1 pt will be subtracted from your grade.

## Schedule

<b>Course Introduction</b> Aug. 24
Read in class: Who are you as a reader? (Write about a recent reading experience that seems important. It could be reading a letter from someone, or a magazine article, or a bumper sticker, or a book...) Survey of Prior Knowledge of Teaching Reading What is Reading? (one page) Instruction on doing weekly "notes" assignment

<b>What is Reading?</b> Aug. 31 (First notes due Sept. 1)
Reading Done: (1) Becoming a Nation of Readers (Anderson et. al.) pgs. 1-13; (2) What makes a good teacher of reading and writing (Temple, Ogle, Crawford, & Freppon, 2005) pgs. 4-19

<b>Phonemic Awareness (Oral language, print concepts, alphabet knowledge)</b> Sep. 7
Reading Done: (1) Phonemic Awareness from Put Reading First pgs. 1-10 (2) Phonemic Awareness (Crawley & Merritt, 2004) pgs. 14-22

<b>Phonics</b> Sep. 14
Reading Done: (1) Phonics in Put Reading First pgs. 12-19 (2) Phonics Content (Durkin, 1989) pgs. 217-253

<b>Fluency</b> Sep. 21
Reading Done: (1) Fluency in Put Reading First pgs. 22-31 (2) From phonological awareness to fluency in each lesson (Smith, Walker & Yellin, 2004) pgs. 302-307 (3) Fluency: Bridge between decoding and reading comprehension (Pikulski & Chard, 2005) pgs. 510-519

<b>Vocabulary</b> Sep. 28
Reading Done:

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| (1) Vocabulary in Put Reading First pgs. 34-45<br>(2) Vocabulary in the Classroom (Blachowitz & Fisher, 1996) pgs. 1-13 |
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Comprehension Oct. 5
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| Reading Done:<br>(1) Comprehension in Put Reading First pgs. 48-57<br>(2) Guiding the development of comprehension (Harp & Brewer, 2005) pgs. 253-291 |
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Teaching Reading Lessons Oct. 12
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| Reading Done:<br>Guided Reading Instruction (Opitz & Ford, 2001) pgs. 49-81 |
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Midterm Oct. 19
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Oct. 26 Kindergarten
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| Reading Done:<br>Foundations of Literacy (Smith & Read, 2005) pgs. 31-65 |
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Nov. 2 Grade One
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| Reading Done:<br>A Day in John's First Grade Classroom (Smith & Read, 2005) pgs. 325-337 |
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Nov. 9 Grade Two
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| Reading Done:<br>A Day in Sylvia's Second Grade Classroom (Smith & Read, 2005) pgs. 337-348 |
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Nov. 16 Grade Three-Five Readings To Be Announced
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Nov. 30 Intervention Programs
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| Reading Done: Intervention Programs for At-Risk Readers pgs. 159-191 |
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Nov. Dec. 7
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To Be Announced
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Dec. 12-16: Final Examination
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Keep Your Own Attendance Record

August 24
August 31
Sep. 7
Sep. 14
Sep. 21
Sep. 38
Oct. 5
Oct. 12
Oct. 19
Oct. 26
Nov. 2
Nov. 9
Nov. 16
Nov. 30
Dec. 7