

**READ 3420: Reading Instruction in the Elementary School
Spring 2007**

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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 when teaching reading to children in Kindergarten through Grade Five.

Course Expectations and Responsibilities Professionalism: Attendance, punctuality, preparedness, participation, and collegiality all contribute to being viewed as a professional. Those who do this for all thirteen classes will get two extra points added to their grade. Those who do this for twelve classes will get two extra points. If you need to miss class due to illness or an emergency please leave a message before class at 706-542-4621 or send an email before class to pulane@gmail.com. Also take note that the Undergraduate Bulletin states “a student who incurs an excessive number of absences may be withdrawn from the class at the discretion of the professor.” More than three absences will be considered excessive. 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

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 (what you say—it’s 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.

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.

Course Assignments and Grade Percentages

Weekly Integrated Notes on class and readings	45%
Field Assignment	20%
Grade Level Group Presentation	15%
Final Exam	20%
Total	100%
Attendance and Participation Bonus 2 or 1pt.	

INTEGRATED NOTES submitted to WEBCT Fridays by noon.
The 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.) **(4)** (see example at end of syllabus)

Grading Rubric for “Integrated Notes” (Due every Friday noon on WebCT)

- Included three areas for notes and organized according to sample “notes.” = **.5**
- Summary covers major concepts and important details from all assigned readings (.5) and from class session (.5) = **1**
- Two different types of connections (text-to-text; text-to-class, class-to-experience, etc.) with text quotes, details and/or examples = **1**
- Wonderings that communicate thoughtful consideration of content from readings and class presentations/activities = **.5**
- Clearly written and comprehensible to instructor = **.5**
- Correct spellings = **.5**
- Approximately 2,000 words = **1**

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

5.0 = Exemplary

Field Assignment (February 26-March 9 & March 19-March 30)

Coded CLASSROOM OBSERVATION 1. Observe your cooperating teacher teach reading for a total of 60 minutes. 2. Take detailed notes. 3. Code those notes using coding scheme provided. 4. Submit to WEBCT by Friday March 9th.

Rubric for Grading Field Experience Observations of Teaching

Focused on the teacher teaching reading with a small group and/or whole class.

The detailed notes make sense to someone who was not there.
The notes are coded appropriately along dimensions A, B, C, D and are easy to understand.

1pt.
2pts.
2pts.

Teach a READING Lesson

Lesson Possibilities

Teaching a phonemic awareness or phonics lesson.
Teaching a fluency lesson.
Teaching a vocabulary lesson.
Teaching a comprehension strategy.
Teaching a guided reading lesson.
Teach a lesson from the adopted reading program.
Other ideas from your cooperating teacher

- You are required to plan and teach **one** reading lesson after consulting with your cooperating teacher. • Use the template for writing lesson plans at the end of this syllabus. • Submit the lesson plan electronically to WebCT before 5 pm on **March 16**. • After teaching the lesson reflect on what was successful and what needs improvement by consulting with your cooperating teacher and UGA supervisor. Revise your lesson plan accordingly and resubmit on WebCt before **March 30th**. • Each lesson plan will be evaluated using the following rubric.

Rubric for Grading Lesson Plans

Points Possible

Submitted on time in the required format = 1pt.

Detailed procedures and materials = 2pts.

Revised Lesson shows improvement with changes clearly indicated = 2pts.

Total = 5pts.

Grade Level Group Presentations: Post Field Experience

Groups will be formed according to the grade level where you taught during the four week field experience. In other words we will have a kindergarten, first grade, second grade, third grade, fourth grade and fifth grade group.

Each grade level group will do the following:

- Match the grade level Georgia Performance Standards to the readings about your grade level. Create a chart that shows which methods of teaching match which standards.
- Make a list of other methods of teaching reading you observed or used during the field experience and match them to grade level performance standards. Add to the chart above. Make enough copies of the complete chart to handout at your presentation.
- Prepare a fifteen minute presentation where you will model some of the methods of teaching reading you decide are most important for others in the class to know that meet one or more Georgia Performance Standards.
- At the last class (April 24th) we will have the grade level presentations. You will get time during the prior classes to work in groups to prepare.

Grading Rubric for Grade Level Presentations

Chart of methods of teaching matched to grade level Georgia Performance Standards. = 1pt

- a. Included are methods from the assigned readings for your grade level. = 3pts.
- b. Other methods of teaching reading you observed or used in the field experience are included. = 3pts.

15 minute Presentation = 1 pt.

- a. Everyone in the group participates. 1 pt.
- b. Methods of teaching reading are modeled or demonstrated. = 3pts.
- c. It is clear which Georgia Performance standard(s) match the methods of teaching reading. = 2 pts.

15.0 = Exemplary

Calendar

Date	Topics	Readings, Activities, and
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		Assignments Due
Class 1: January 9	Introduction What is Reading?	
Class 2: January 16 What is Reading? Teaching Reading (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 Integrated Notes due on WEBCT Friday noon		
Class 3: January 23	Phonemic Awareness, Concepts of Print, Alphabet Knowledge	
Class 4: January 30	Phonics, Word Identification, Decoding	
Class 5: February 6 Fluency 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 Integrated Notes due on WEBCT Friday noon		
Class 6: February 13	Vocabulary Knowledge, Word Meanings	
Class 7: February 20	Comprehension, Understanding, Constructing/Making Meaning	
February 28	FIELD DATE	Field assignments forthcoming
March 7	FIELD DATE	Field assignments forthcoming
March 14	Spring Break	
March 21	FIELD DATE	Field assignments forthcoming
March 28	FIELD DATE	Field assignments forthcoming
Class 8: April 3	Kindergarten Grade One	
Class 9: April 10	Grade Two Grade Three	
Class 10: April 17	Grade Four Grade Five Focus on the Real and Make Sure It Connects to Kids' Lives (Wharton-McDonald & Williamson) pgs. 78-98 Fifth Graders Respond to a Changed Reading Program (Cora Five) pgs. 395-405 Integrated Notes due on WEBCT Friday noon	
Class 11: April 24	Grade Level Presentations (15 minutes each)	No reading assignment!
May 8	FINAL EXAM	