

THE UNIVERSITY OF GEORGIA
College of Education – Department of Language and Literacy Education
READ 3420: Reading Instruction in the Elementary School

Instructor: Nancy Edwards
314 Aderhold Hall, Office N
Email: nancyuga@bellsouth.net (preferred method of communication)
Telephone: 770-364-9133
Time and Location: Thursday, 8:00 – 12:15; Aderhold Hall, Room 319
Office Hours: After class or by appointment

Overview of the Course

READ 3420, “Reading Instruction in the Elementary School,” 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.” Thus, 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 will focus on foundational aspects of reading instruction such as word identification, fluency, vocabulary, and comprehension. Student diversity and the role of technology are also addressed. READ 3430 will build on and extend these topics by focusing on reading assessment strategies, techniques for teaching struggling readers, integrating composition and children’s literature into a reading program, and structures for organizing and managing a Preschool – Grade 5 reading program.

Course Objectives

- Varying views and models of literacy learning and instruction;
- Balancing reading instruction with activities that immerse students in a reading/literate environment;
- Motivation and affective dimensions of literacy;
- 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 content texts;
- Literacy and culturally and linguistically diverse learners; and
- Literacy and technology

Course Requirements

1. Texts. There are two textbooks for this course. Both should be available at the University, FTX, Off Campus, and Baxter Street bookstores. Of course, you may also secure these from online retailers as well.

Diller, D. (2003). *Literacy work stations: Making centers work*. Portland, ME: Stenhouse.

Tompkins, G. E. (2006?). *Literacy for the 21st century: A balanced approach* (4th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

2. 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. Five points will be subtracted from your grade for each unexcused absence. For an absence to be considered excused, notify the instructor before class via email with a valid reason for missing class (i.e. sick) and be responsible for missed class information. Unexcused tardies will result in two points subtracted from your grade.

3. Readings and Responses. This requirement involves reading and responding to the chapters or Internet documents that address the core components of READ 3420.

Before the field experience, you will choose **THREE** weeks that you want to submit reading responses to me. On a separate handout, I will describe the format you will use for these, but you will **CHOOSE** the three weeks you want to turn them in. For example, you can choose to turn in a reading response to me on class 2, 3 and 4; or class 2, 4, 5 or however you would like. *You are still responsible for reading and understanding all class materials, every single week, even if you are not submitting a response.*

Category	Possible Points	Evaluation Criteria		Points Earned
Response turned in on time.	2	Late 0	On time 2	
Specific references to readings (can I tell you read it?)	2	Poor 0	Excellent 2	
Thoughtful use of comprehension strategy used for this assignment.	4	Poor 0	Excellent 4	
Grammar, mechanics, usage, neatness, spelling, compliance with required guidelines	2	Poor 0	Excellent 2	
TOTAL POINTS	10			

4. 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 we 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 the lesson plan for all class members and the instructor that includes the following sections: (1) Heading: names of group members and the date of the lesson (2) Background information: topic or area of focus for the lesson, the intended grade levels and any assumptions you would make about the class setting or organization (e.g. students’ knowledge, skills, prior experiences, etc) (3) Objectives: list the objectives for the lesson (4) Materials: list and describe the materials needed to carry out the lesson (5) Procedures: list in sequence the steps or procedures for carrying out the lesson (6) Evaluation: how you would evaluate the students learning and your teaching, and 7. Bibliography: references for any resources used when teaching the lesson.

Category	Possible Points	Evaluation Criteria		Points Earned
One page lesson plan provided with required information (see above)	8	Poor 0	Excellent 8	
Implementation of lesson: did you get the point across?	8	Poor 0	Excellent 8	
Acted as a professional when working with peers	4	Poor 0	Excellent 4	
Total Points	20			

5. Technology and Diversity Topics in Reading / Literacy Education: 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 education. For this presentation, group members will select a technology or student diversity resource and share that resource with the class. To share it with the class, you may choose to: lecture, discuss, demonstrate, question/answer, teach a lesson, or any other format you may choose. Each group should provide a one page handout for all class members and the instructor that contains the following sections: (1) Heading: group member names and date of presentation (2) Reference: tell us what the resource is and how to find it (3) Key Ideas: listing of the key points or ideas contained in the resource as they apply to technology or diversity issues. At the end of this syllabus, there are “Technology Resources” and “Diversity Resources” that you may choose from, or you may find something on your own to share.

Category	Possible Points	Evaluation Criteria		Points Earned
One page handout provided with required information (see above)	4	Poor 0	Excellent 4	
Was the resource explained clearly and did it pertain to the course content?	4	Poor 0	Excellent 4	
Acted as a professional when working with peers	2	Poor 0	Excellent 2	
Total Points	10			

6. Field experience requirements. In READ 3420, the teaching of reading is viewed as a balance of reading *instruction* (teaching reading skills and strategies) and *immersion* (engaging students in literacy practice and application activities). During the field experience, interns will be responsible for teaching *two instruction* and *two immersion* lessons that are appropriate to the age and grade level of their students and that are compatible with their mentor teacher’s literacy program. The four lesson plans describing these activities will be submitted along with a brief (yet thoughtful) reflection on how each lesson went, what you might change next time you do it, how the students responded to it, whether you think it benefited the students or whether or not you think the lesson achieved the objective you had in mind. Further details along with a rubric will be provided before the field experience begins.

One preliminary instruction and one preliminary immersion lesson plan will be submitted during class 6, on September 20, 2007, to give you the opportunity to receive feedback on your planning.

7. Phonemic Awareness / Phonics Assessment. This assessment will be administered during class 9, on November 8, 2007.

8. Final Exam. A take home exam will be due to Nancy Edwards’ mailbox by 4:30pm on December 6, 2007, in room 309 Aderhold Hall.

9. A note on professionalism. It is important to be aware of the professional nature of the field you are entering. Parents and caregivers entrust to elementary teachers their most precious possessions—their children. As a result, teachers have a tremendous responsibility involving the care and education of the children in their classes. During the field experience, you will have opportunities to develop professional behaviors that include: (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) putting forth the greatest effort possible to enable the children you teach to grow and develop intellectually, emotionally, and socially.

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 (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.

Academic honesty. Please be aware of and comply with the UGA “Academic Honesty Policy (A Culture of Honesty)”, which can be found at http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm. All academic work must meet the standards contained in “A Culture of Honesty.” Students are responsible for informing themselves about those standards before performing any academic work.

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.

Grades

Requirements	Total Points
Participation & Attendance (minus five points for each unexcused absence) <ul style="list-style-type: none"> • Minus two points for each unexcused tardy (arriving after 8am) • Active participation in class discussions and group activities is required. 	20
Three Reading Responses (3 at 10 pts. each) <ul style="list-style-type: none"> • All three due before field experience on any weeks you choose. 	30
Phonemic Awareness/Phonics Assessment	20
Preliminary Lesson Plans (2 at 5 pts each – one instruction & one immersion)	10
Field Experience Requirements (4 at 15 pts. each) <ul style="list-style-type: none"> ▪ two instruction lesson plans ▪ two immersion lesson plans 	60
Instructional Procedure Lesson	20
Group Presents a Technology or Diversity resource	10
Final Exam	30
Total possible points	200

Course grades will be determined by computing a final point total, which will be converted to a course grade as follows:

Points: A=180-200; B=160-179; C=140-159; D=120-139; F=0-119

(Percentage: A= 90-100; B=80-89; C= 70-79; D= 60-69; F= 0-59)

Calendar

Date	Topics	Readings, Activities, and Assignments Due
Class 1: August 16	Introductions & Overview <ul style="list-style-type: none"> ▪ Course content and requirements ▪ A balance of instruction and immersion in the teaching of reading 	Various in-class activities
Class 2: August 23	Effective Instruction, Models, Reading Aloud, & Motivation <ul style="list-style-type: none"> ▪ Qualities and characteristics of effective reading/literacy teachers ▪ Models/philosophy of reading ▪ Motivation and other affective dimensions of literacy 	1. <i>Literacy for the 21st Century</i> , Ch.1 2.LWS Chapter 1 <i>Possible date to turn in one reading response.</i> Instructional Procedure Lesson Round One Technology or Diversity Resource Presentation
Class 3: August 30	Teaching Young Readers and Writers The Reading/Writing Process An emergent literacy view Shared reading Interactive writing The language experience approach	1. <i>Literacy for the 21st Century</i> , Ch.2 AND 3 2. LWS Chapter 2 <i>Possible date to turn in one reading response.</i> Instructional Procedure Lesson Round Two Technology or Diversity Resource Presentation
Class 4: September 6	Reading Words I Phonemic awareness: what is it and how to teach it Phonics: what it is and instructional perspectives	1. <i>Literacy for the 21st Century</i> , Ch. 4 2. “Phonemic Awareness and the Teaching of Reading,” IRA Position Statement, www.reading.org/downloads/positions/ps1025_phonemic.pdf 3. LWS Chapter 3 <i>Possible date to turn in one reading response.</i> Instructional Procedure Lesson Round Three Technology or Diversity Resource Presentation
Class 5: September 13	Reading Words, Part II Teaching phonics Spelling & word recognition development Word structure and context clue instruction	1. Article provided by Nancy: “Saying the ‘p’ word: Nine guidelines for exemplary phonics instruction” by Steven A. Stahl, <i>The Reading Teacher</i> , April 1992, Vol. 45, Issue 8, p. 618. 2. “The Role of Phonics in Reading Instruction,” IRA Position Statement, www.reading.org/downloads/positions/ps1018_phonics.pdf 3.LWS Chapter 4 <i>Possible date to turn in one reading response.</i> Instructional Procedure Lesson Round Four Technology or Diversity Resource Presentation
Class 6: September 20	Developing a Sight Vocabulary and Reading Fluency High frequency words: what they are and how to teach them Using word walls to promote word recognition Reading fluency: what, why,how	1. <i>Literacy for the 21st Century</i> , Ch. 5 2. LWS Chapter 5 Bring one preliminary instruction lesson plan and one preliminary immersion lesson plan. <i>Possible date to turn in one reading response.</i> Instructional Procedure Lesson Round Five

		Technology or Diversity Resource Presentation
Class 7: September 27	Vocabulary Development Vocabulary goals and objectives Vocabulary and its relationship to comprehension Strategies for teaching word meanings Teaching word learning strategies	1. <i>Literacy for the 21st Century</i> , Ch. 6 2. LWS Chapter 6 <i>Last date to turn in one reading response.</i> Instructional Procedure Lesson Round Six Technology or Diversity Resource Presentation
October 4	FIELD DATE	
October 11	FIELD DATE	
October 18	FIELD DATE	
October 25	FIELD DATE	
Class 8: November 1	Reading Comprehension <ul style="list-style-type: none"> ▪ Reader and text factors ▪ Strategies 	1. <i>Literacy for the 21st Century</i> , Ch. 7 & 8 2. LWS Chapter 7 Field Experience Lesson Plans & Reflection Due Instructional Procedure Lesson Round Seven Technology or Diversity Resource Presentation
Class 9: November 8	Reading & Writing in the Content Areas; Literacy Assessment Overview	1. <i>Literacy for the 21st Century</i> , Ch. 14 & 9 2. LWS Chapter 8 Phonemic Awareness / Phonics Assessment Given in Class Instructional Procedure Lesson Round Eight Technology or Diversity Resource Presentation
Class 10: November 15	Organizing for Literacy Instruction: Basal Textbooks and Reading Writing Workshop	1. <i>Literacy for the 21st Century</i> , Ch. 10 & 13 2. LWS Chapter 9 Instructional Procedure Lesson Round Nine Technology or Diversity Resource Presentation
Class 11: November 29	Organizing for Literacy Instruction: Literature Focus Units and Literature Circles	1. <i>Literacy for the 21st Century</i> , Ch. 11 & 12 2. LWS Chapter 10 Take Home Final Exam distributed during class today.
Class 12: December 6	Course wrap-up <ul style="list-style-type: none"> ▪ Final exam due 	DUE: FINAL EXAM TO NANCY EDWARDS' MAILBOX IN ROOM 309, ADERHOLD HALL BY 4:30PM
Tuesday December 11 8-11am	Individual Conferences	Individual conferences will be scheduled at the students' request to discuss final projects and any other course related topics.

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. Please ask your instructor if you are unclear about or have questions 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.

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).

<p>Instructional Procedure Lesson Round 1: Effective Instruction, Models, Reading Aloud & Motivation</p> <ol style="list-style-type: none"> 1. Directed Reading – Thinking Activity 1. Quickwriting 2. Reading Logs 3. Sustained Silent Reading
<p>Instructional Procedure Lesson Round 2: Teaching Young Readers & Writers</p> <ol style="list-style-type: none"> 1. Class Collaborations 2. Book Talks 3. Open-Minded Portraits
<p>Instructional Procedure Lesson Round 3: Reading Words I</p> <ol style="list-style-type: none"> 1. Making Words 2. Minilessons (conduct a minilesson on a phonemic awareness or phonics skill included in chapter 4) 3. Running records
<p>Instructional Procedure Lesson Round 4: Reading Words II</p> <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)
<p>Instructional Procedure Lesson Round 5: Developing a Sight Vocabulary and Reading Fluency</p> <ol style="list-style-type: none"> 1. Choral Reading 2. Repeated Readings
<p>Instructional Procedure Lesson Round 6: Meaning Vocabulary Development</p> <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. Word walls (words from literature selections or informational texts)
<p>Instructional Procedure Lesson Round 7: Reading Comprehension</p> <ol style="list-style-type: none"> 1. Anticipation guides 2. Cubing 3. Question-Answer Relationships 4. Reciprocal Teaching
<p>Instructional Procedure Lesson Round 8: Reading & Writing in the Content Areas</p> <ol style="list-style-type: none"> 1. Data Charts 2. GIST Procedure 3. Graphic Organizers 4. Learning Logs 5. SQ3R Study Strategy
<p>Instructional Procedure Lesson Round 9: Organizing for Literacy Instruction</p> <ol style="list-style-type: none"> 1. Double-Entry Journals 2. Prereading Plan 3. Story Boards 4. Quilts

Keeping Track of My Assignments and My Grade in READ 3420

Attendance _____/20

I turned in three reading responses

On these dates:

#1 _____/10

#2 _____/10

#3 _____/10

Phonemic Awareness/Phonics Assessment _____/20

Preliminary Lesson Plans _____/10

Field Experience Requirements _____/60

Instructional Procedure Lesson _____/20

Technology/Diversity Presentation _____/10

Final Exam _____/30

Total: _____/200