

READ 3420
READING INSTRUCTION FOR YOUNG CHILDREN
Fall, 2007

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Required Texts:

Tompkins, G. (2003). *Literacy for the 21st century* (4rd ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Course Overview: In this course you will have opportunities to

- explore your own literacy
- read and respond to professional literature
- be a co-learner in acquiring knowledge of reading development and instruction
- reflect on your learning
- participate in professional development activities

Course Requirements:

	POINTS
Field Lessons	45 (15 each)
Literature Circles	15
CTELL Chart	15
Participation	10
Final Reflection	15

Grading Scale: 96-100=A 90-95=A- 86-89=B+ 81-85=B 77-80=B-
Below 77 is a C+ or lower.

FIELD LESSONS

Develop and implement three complete literacy lesson plans. These lessons may involve more than one day of instruction and can overlap with your lessons for your other courses. One plan focuses on shared reading, one guided reading (or Language Experience if you are working with prereaders), and one independent reading. Use a mix of narrative and expository reading material (textbook, magazine, basal, literature book, newspaper, internet, etc) in your lessons. Post each lesson plan and your reflection on the webct bulletin board within two days of teaching the lesson. The specifics of each lesson will be discussed in class prior to your field days.

LITERATURE CIRCLES

You will actively participate in a literature circle based on chapter books (minimum of three) you have chosen to read by:

- Reading recommended children's chapter books.
- Keeping a reading response journal or completing role sheets as you read.
- Working in a collaborative group to discuss the books, discover interesting information about the authors and genre of the books you chose as a group.
- Making a group presentation to the class (dramatic or otherwise) illuminating your understanding of any one of the books you read. Presentations will be in class after the field days.
- Completing the literature circle evaluation form due at the Book Buffet.

CTELL CHART

CTELL (Case Technologies to Enhance Literacy Learning)

We have a wonderful resource for viewing primary classrooms. You have a viewing chart to use throughout the course. We will be viewing two classrooms at each grade level (K-3) during different classes to better understand literacy instruction in primary grades and discover how literacy develops in young children. As we view the classrooms, you will complete the viewing chart. Be sure to distinguish observations for each classroom by color coding or using names, etc. After viewing all four grade levels, summarize your observations and post them with your chart on the webct bulletin board labeled CTELL.

PARTICIPATION

Participation is a critical part of building a sense of community. Therefore, prior to each class, you should have completed the readings and any other class assignments. You should be prepared to participate in discussions and activities in each class session. It is expected that you will be respectful and professional with all class participants.

Course Content:

DATE	TOPIC	READINGS*
August 16	Introduction, Course Overview Tender Teaching, Literature Circles, Models of Reading	Ch. 1, 2, 12
23	Developmental Levels Concepts About Stories/Print Alphabet Auditory/Visual Discrimination CTELL-K	Ch. 3
30	Phonemic Awareness, Phonics, Sight Words CTELL-1	Ch. 4
Sept. 6	Reading to Children: Read Aloud, Language Experience (LEA)	index
13	Reading With Children: Shared Reading CTELL-2	index
14	FIELD	
20	Reading By Children: Guided Reading CTELL-3	index
21	FIELD	
27	Reading By Children: Independent Reading, Review Literacy Lessons (field)	Compendium Ch 10, 11, 13, 14
28	FIELD	
Oct 1-25	FIELD	
25-26	FALL BREAK	
Nov. 1	Word Identification Strategies	Ch. 6
8	Oral Reading Strategies, Fluency	Ch. 5
15	Comprehension Strategies	Ch. 7, 8

22	THANKSGIVING
29	Book Buffet Literature Circle Evaluations Due
Dec 6	Final Reflection Course Evaluations

NOTE: Additional readings from professional journals may be assigned throughout the semester.

CTELL Effective Reading Instruction K-3 Comparison Chart

Effective Reading Instruction	Kindergarten	Grade 1	Grade 2	Grade 3
Approach to Reading Instruction Observed (Read-Alouds, Shared, Guided, Independent)				
Strategy/Skill Instruction (phonics, vocabulary, fluency, comprehension, etc)				
How instruction is orchestrated; Literacy Decisions Made				
Texts Used (type)				
Teacher's Role (teaching, monitoring, etc)				
Student Role: What literacy activities do they engage in? Are they whole/small group or individual?				
Utilization of Literacy Environment (Classroom Walls, etc)				
Assessment Observed (type, etc)				

- What do you see within and across different grade levels?
- What instructional strategies did you learn that you did not previously know of?