

READ 3420
READING INSTRUCTION FOR YOUNG CHILDREN
Spring, 2008

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Required Text:

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 with a partner(s) who are in a field placement at the same grade level. 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 with your partner(s) and your personal reflections on the webct bulletin board within three days of teaching each 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 one or 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.

FINAL REFLECTION

A final reflection will be written as a final exam. You will receive a written prompt with guidelines for completion. Your reflection must demonstrate reading of the text and review of class information.

Course Content:

DATE	TOPIC	READINGS*
Jan. 10	Introduction, Course Overview Tender Teaching, Literature Circles, Models of Reading	Ch. 1, 2, 12
17	Reading to Children: Read Aloud Developmental Levels Concepts About Stories/Print Alphabet Auditory/Visual Discrimination CTELL-K	index Ch. 3
21	ML KING DAY-no classes	
24	Phonemic Awareness, Phonics, Sight Words CTELL-1	Ch. 4
31	Reading With Children: Shared Reading Language Experience (LEA)	index
Feb 5	MEET YOUR TEACHER	
7	Reading By Children: Guided Reading CTELL-2	index
8	FIELD	
14	Reading By Children: Independent Reading, CTELL-3	Compendium
15	FIELD	
21	Review Literacy Lessons (field)	Ch 10, 11, 13, 14
22	FIELD	
Feb 25-March 28	FIELD	
March 10-14	SPRING BREAK	
April 3	Word Identification Strategies	Ch. 6

10	Oral Reading Strategies, Fluency	Ch. 5
17	Comprehension Strategies	Ch. 7
24	Book Buffet Literature Circle Evaluations Due	
May 1	Final Reflection Course Evaluations	

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