

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

Instructor: Lee Williams
301 Aderhold Hall, Office E
tlw@uga.edu

Time and Location: Thursdays, 8:00 – 12:15; Aderhold Hall, Room 112

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

- To acquire an understanding and appreciation of the significant responsibilities elementary teachers have and the issues they face in teaching a classroom of young children to read;
- To learn about current research, theoretical issues, and pragmatic topics associated with creating an effective and successful elementary reading instruction program;
- To move forward along the professional role and responsibility continuum that will lead to the development of high competence in classroom elementary reading instruction;
- To demonstrate developing competence in teaching reading through an initial field experience in an elementary classroom; and
- To acquire an understanding of and ability to apply current research, theory, and practices regarding the teaching and learning of reading for young children. Specific content to be addressed in this course includes the following:
 - 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;
 - The development of spelling and its relationship to word identification;
 - Developing reading fluency;
 - Developing meaning vocabulary;
 - Comprehension processes and strategies for teaching various levels and dimensions of reading comprehension;
 - Reading, understanding, and learning from content texts;
 - Literacy and culturally and linguistically diverse learners; and
 - Literacy, technology, and new/multiple literacies.

Course Requirements

1. Texts. There are two textbooks for this course. All 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 Publishers.
 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. Your final course grade will be lowered one letter grade if you have more than one absence.

3. Readings and Responses. This requirement involves reading and responding to 18 articles, chapters, or Internet documents that address the core components of READ 3420. These readings come from several sources: (a) the required textbook *Literacy in the 21st Century* and the accompanying CD; (b) full-text articles that are available in paper copy from the instructor or electronic copy through the “Academic Search Premier” (at EBSCOhost)” database available through GALILEO on the UGA libraries web site <https://libs.uga.edu/> The password is _____; and (c) Internet documents. Each response should be a one page, double-spaced integrative analysis of the readings for the class. All due dates are listed on the calendar. Please note that the grade points are awarded for responses turned in on time. It will be your responsibility to remember to turn in your response in class, placing them in your designated file folder. Responses turned in after the class at which they are due will be considered late and not awarded the on-time points. Substantive criteria for the responses include whether you respond to the readings, and your compliance with standards for grammar, mechanics, and style (see scoring rubric for more information).

Do not dedicate more than one sentence in your responses to summarizing or paraphrasing the readings, but do make specific references to the readings within your response. Your response must be **integrative**, that is, a written commentary that addresses all the readings for the week and that extracts critical, important themes or key ideas. Responses may have various foci, such as some combination of the following: (a) expressing what you learned; (b) commenting on what you found thought provoking; (c) describing how the material related to what you already knew; (d) responding critically to the author’s assumptions; (e) contrasting the substance and perspective of the readings to your evolving philosophy of reading and writing; or (f) commenting on how you could use the information in your classroom. Again, responses must be typed, using 12 point, Times New Roman font, and 1 inch margins. Please be sure that your name and the date appear on all responses. The following rubric will be used to evaluate your responses:

Category	Possible Points	Evaluation Criteria		Points Earned
Response turned in weekly	2	Late 0	On time 2	
Specific references to readings	2	Poor 0	Excellent 2	
Thoughtful, insightful response to readings	4	Poor 0	Excellent 4	
Grammar, mechanics, usage, neatness, spelling, compliance with required guidelines	2	Poor 0	Excellent 2	
TOTAL POINTS	10			

5. Book publishing project. This assignment requires you to engage in the writing process to produce a book that you will use in your field experience. Further details as well as a rubric will be provided.

6. Team professional article presentation. This assignment requires small groups (3-4 students per group) to select an article related to the topic for the scheduled class and present the content of the article. The presentation may include: lecture, discussion, demonstration, or interactive participation by the entire class. Be creative! Choose one of the articles from the professional bibliography near the end of the syllabus. Each presentation should be approximately 20 minutes in length. Please prepare a one page handout for all class members and the instructor.

Include: (a) the names of all group members; (b) citation information; and (c) a listing of the key ideas contained in the article and how an ECE teacher might adapt or extend the ideas.

7. Field experience requirements. In READ 3420, a Pre-K to Grade 5 reading program is conceptualized as a balance of reading *instruction* (teaching skills and strategies) and *immersion* (engaging students in literacy practice and application activities). Interns are required to engage in at least 3 instruction and 3 immersion activities that are appropriate to the age and grade level of their students and that are compatible with their mentor teacher's literacy program. The following lists provide samples of such activities:

Reading Instruction Activities	Reading Immersion Activities
Teaching a phonemic awareness or phonics lesson	Reading aloud a picture or chapter book
Teaching a structural or contextual analysis strategy	Engaging children in a literature-response activity (oral, written, artistic)
Teaching a vocabulary strategy	Engaging in a shared reading of a big-book
Teaching a comprehension or critical reading strategy	Engaging children in a choral or interactive reading activity
Teaching a content reading strategy	Organizing and monitoring a self-selected reading period
Engaging students in the guided reading of a selection from the adopted reading program	Organizing and monitoring a written reading response activity (reading journals)
Teaching a literature genre or response strategy	Organizing and monitoring a paired or buddy reading period
Other activities presented to the instructor prior to their implementation	Other activities presented to the instructor prior to their implementation

Please use the template for lesson plans on LiveText. A tutorial on this program will be provided. You will also be required to write a reflection on each lesson plan after implementing it. More information on both lesson planning and reflection will be provided prior to the field experience.

8. Final project. The final project will assess the students' ability to identify, synthesize, and apply knowledge, ideas, concepts, and processes related to reading instruction in the K-5 classroom. Detailed instructions and a rubric will be provided prior to the field experience. The final project will be a synthesis of the course and will be useful in assembling a professional portfolio.

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.

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 <ul style="list-style-type: none"> ▪ attendance ▪ team professional article presentation ▪ oral report from the field ▪ class involvement, published book, field journal 	20
Nine Weekly Responses (1-2 pages)	25
Lesson plans and reflections while in the field <ul style="list-style-type: none"> ▪ three reading instruction ▪ three reading immersion 	25
Final project <ul style="list-style-type: none"> ▪ comprehensive synthesis of your experience this semester (details will be provided later in the semester) 	30
Total possible points	100

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

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 17	Introductions & Overview <ul style="list-style-type: none"> ▪ Course content and requirements ▪ A balanced, immersion-instruction perspective on literacy teaching and learning 	
Class 2: August 24	Effective Instruction, Models, Reading Aloud, & Motivation <ul style="list-style-type: none"> ▪ Qualities and characteristics of effective reading/literacy teachers and programs ▪ Models/philosophy of reading ▪ Motivation and other affective dimensions of literacy 	1. <i>Literacy for the 21st Century</i> , Ch.1 2. Textbook CD: Guided Reading 3. <i>LWS</i> , Ch. 1 <p style="text-align: center;">DUE: RESPONSE TO READINGS</p> <p style="text-align: center;">GROUP PRESENTATION</p>
Class 3: August 31	Teaching the Reading and Writing Processes <ul style="list-style-type: none"> ▪ The Reading Process ▪ The Writing Process ▪ Comparisons and connections 	1. <i>Literacy for the 21st Century</i> , Ch.2 2. Textbook CD: Word Walls 3. <i>LWS</i> , Ch. 2 <p style="text-align: center;">DUE: RESPONSE TO READINGS</p> <p style="text-align: center;">GROUP PRESENTATION</p>
Class 4: September 7 FIELD TRIP: ACC Library!	Fostering Literacy Development <ul style="list-style-type: none"> ▪ Concepts about print ▪ Emergent reading and writing ▪ Instructional practices 	1. <i>Literacy for the 21st Century</i> , Ch. 3 2. Textbook CD: Shared Reading and Interactive Writing 3. “Phonemic Awareness and the Teaching of Reading,” IRA Position Statement, www.reading.org/downloads/positions/ps1025_phonemic.pdf 4. <i>LWS</i> , Ch. 3 <p style="text-align: center;">DUE: RESPONSE TO READINGS</p> <p style="text-align: center;">GROUP PRESENTATION</p>
Class 5: September 14	Reading Words, Part I <ul style="list-style-type: none"> ▪ Phonemic Awareness ▪ Phonics ▪ Spelling 	1. <i>Literacy for the 21st Century</i> , Ch. 4 2. Textbook CD: Making Words 3. “The Role of Phonics in Reading Instruction,” IRA Position Statement, www.reading.org/downloads/positions/ps1018_phonics.pdf 4. <i>LWS</i> , Ch. 4 <p style="text-align: center;">DUE: RESPONSE TO READINGS</p> <p style="text-align: center;">GROUP PRESENTATION</p>
Class 6: September 21	Reading Words, Part II <ul style="list-style-type: none"> ▪ Fluency ▪ Word recognition ▪ Vocabulary 	1. <i>Literacy for the 21st Century</i> , Ch. 5-6 2. Textbook CD: Word Sorts 3. <i>LWS</i> , Ch. 5 <p style="text-align: center;">DUE: RESPONSE TO READINGS</p> <p style="text-align: center;">GROUP PRESENTATION</p>

Class 7: September 28	Comprehension <ul style="list-style-type: none"> ▪ Reader and text factors ▪ Strategies 	1. <i>Literacy for the 21st Century</i> , Ch. 7-8 2. <i>LWS</i> , Ch. 6 DUE: RESPONSE TO READINGS GROUP PRESENTATION
Class 8: October 5	Organizing Literacy Instruction <ul style="list-style-type: none"> ▪ Using Basal reading books ▪ Using literature focus units ▪ Using literature circles 	1. <i>Literacy for the 21st Century</i> , Ch. 10-12 2. Textbook CD: Grand Conversations 3. <i>LWS</i> , Ch. 7 DUE: RESPONSE TO READINGS GROUP PRESENTATION
Class 9: October 12	Implementing Reading and Writing Workshop <ul style="list-style-type: none"> ▪ Reading Workshop ▪ Writing Workshop ▪ Management ▪ Content Area Literacy 	1. <i>Literacy for the 21st Century</i> , Ch. 13-14 2. <i>LWS</i> , Ch. 10 DUE: RESPONSE TO READINGS GROUP PRESENTATION ***Book Due***
October 19	FIELD DATE	
October 26	Fall Break	
November 2	FIELD DATE	
November 9	FIELD DATE	
Class 10: November 16	Diversity, Technology, and Reading Instruction <ul style="list-style-type: none"> ▪ Culturally responsive and relevant reading instruction ▪ Technology and new literacies 	1. Smolkin, L. I., & Lawless, K. A. (2003). Becoming literate in the technological age: New responsibilities and tools for teachers. <i>The Reading Teacher</i> , 56, 570-577. 2. Pransky, K., & Bailey, F. (2002/2003). To meet your students where they are, first you have to find them: Working with culturally and linguistically diverse at-risk students. <i>The Reading Teacher</i> , 56, 370. DUE: RESPONSE TO READINGS GROUP PRESENTATION
November 23	Thanksgiving Holidays	
Class 11: November 30	Course wrap-up <ul style="list-style-type: none"> ▪ Final project presentations 	DUE: FINAL PROJECT

Professional Article Options for Group Presentations (choose one)

Class 2: Effective Instruction, Models, Reading Aloud, & Motivation

1. Beck, I. L., & McKeown, M. G. (2001). Text talk: Capturing the benefits of read-aloud for young children. *The Reading Teacher*, 55, 10.
2. Cole, J. E. (December 2002/January 2003). What motivates students to read? Four literacy personalities. *The Reading Teacher*, 56, 326.
3. Gambrell, L. B. (1996). Creating classroom cultures that foster reading motivation. *The Reading Teacher*, 96, 14.
4. Sipe, L. (2002). Talking back and taking over: Young children's expressive engagement during storybook read alouds. *The Reading Teacher*, 55(5), 476-483.

Class 3: Teaching the Reading and Writing Processes

1. Learning to read and write: Developmentally appropriate practices for young children. (1998). *The Reading Teacher*, 52, 193.
2. Ford, M., & Opitz, M. F. (2002). Using centers to engage children during guided reading time: Intensifying learning experiences away from the teacher. *The Reading Teacher*, 55, 710.
3. Schwartz, R. M. (2005). Decisions, decisions: Responding to primary students during guided reading. *The Reading Teacher*, 58, 436. (paper copy only)
4. Strickland, D. S. (2004). The role of literacy in early childhood education. *The Reading Teacher*, 58, 86-100.

Class 4: Fostering Literacy Development

1. Behymer, A. (2003). Kindergarten writing workshop. *The Reading Teacher*, 57, 85.
2. Cowen, K. W. (2001). Bridging the theme: The arts and emergent literacy. *Primary Voices K - 6*, 9(4), 10.
3. Orellana, M. F., & Hernandez, A. (1999). Talking the walk: Children reading urban environmental print. *The Reading Teacher*, 52, 612.
4. Richgels, D. J., Poremba, K. J., & McGee, L. (1996). Kindergarteners talk about print: Phonemic awareness... *The Reading Teacher*, 49, 632.

Class 5: Reading Words, Part I

1. Bear, D. R., & Templeton, S. (1998). Explorations in developmental spelling: Foundations for learning and teaching phonics, spelling... *The Reading Teacher*, 52, 222.
2. Dahl, K., & Scharer, P. L. (2000). Phonics teaching and learning in whole language classrooms: New evidence from research. *The Reading Teacher*, 53, 584.
3. Helman, L. (2004). Building on the sound system of Spanish: Insights from the alphabetic spellings of English-language learners. *The Reading Teacher*, 57, 452. (paper copy only)
4. Richek, M. A. (2005). Words are wonderful: interactive, time-efficient strategies to teach meaning vocabulary. *The Reading Teacher*, 58, 414.

Class 6: Reading Words, Part II

1. Bloodgood, J. W., & Pacifici, L. C. (2004). Bringing word study to the intermediate classroom. *The Reading Teacher*, 58, 250.
2. Brown, K. J. (2003). What do I say when they get stuck on a word? Aligning teacher prompts with students' development. *The Reading Teacher*, 56, 720.
3. Gonzalez-Bueno, M. (2003). Literacy activities for Spanish-English bilingual children. *The Reading Teacher*, 57, 198.
4. Hudson, R. F., Lane, H. B., & Pullen, P. C. (2005). Fluency assessment and instruction: What, why, and how? *The Reading Teacher*, 58, 702.

Class 7: Comprehension

1. Block, C. C., & Israel, S. E. (2004). The ABCs of performing highly effective think-alouds. *The Reading Teacher*, 58, 154.
2. Cortese, E. E. (2003/2004). The application of question-answer relationship strategies to pictures. *The Reading Teacher*, 57, 374.
3. Lubliner, S. (2004). Help for struggling upper-grade elementary students. *The Reading Teacher*, 57, 430.
4. Pardo, L. S. (2004). What every teacher needs to know about comprehension. *The Reading Teacher*, 58, 272.

Class 8: Organizing Literacy Instruction

1. Fawson, P. C., & Reutzel, D. R. (2000). But I only have a basal: Implementing guided reading in the early grades. *The Reading Teacher*, 54, 84.
2. Kong, A., & Fitch, E. (2002/2003). Using book club to engage culturally and linguistically diverse learners in reading, writing, and talking about books. *The Reading Teacher*, 56, 352.
3. Linaberger, M. (2004/2005). Poetry top 10: A foolproof formula for teaching poetry. *The Reading Teacher*, 58, 366-372.
4. Palmer, R. G., & Stewart, R. A. (2005). Models for using nonfiction in the primary grades. *The Reading Teacher*, 58, 426-433.

Class 9: Implementing Reading and Writing Workshop

1. Furr, D., & Bauman, G. A. (2003). Struggling readers get hooked on writing. *The Reading Teacher*, 56, 518.
2. Stewart, L. T. (1997). Reader's Theatre and the writing workshop: Using children's literature to prompt student writing. *The Reading Teacher*, 51, 174.
3. Reutzel, D. R., & Cooter Jr., R. B. (1991). Organizing for effective instruction: The reading workshop. *The Reading Teacher*(8), 548.
4. Swift, K. (1993). Try reading workshop in your classroom. *The Reading Teacher*, 46, 366.

Class 10: Diversity, Technology, and Reading Instruction

1. Drucker, M. (2003). What reading teachers should know about ESL learners. *The Reading Teacher*, 57, 22.
2. Forbes, L. S. (2004). Using web-based bookmarks in K-8 settings: Linking the Internet to instruction. *The Reading Teacher*, 58, 148.
3. Hester, J. L., & Teale, W. H. (2002). Where do you want to go today? Inquiry-based learning and technology integration. *The Reading Teacher*, 55, 616.
4. Meier, T. (2003). "Why can't she remember that?": The importance of storybook reading in multilingual, multicultural classrooms. *The Reading Teacher*, 57, 242.

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.