

Content Calendar

NOTE: This is a general framework for the course and is subject to revision.

* These documents can be retried in full-text versions at the UGA Libraries web site (<http://www.libs.uga.edu/>). Click on “GALILEO Databases,” and then click on the “Academic Search Premiere” data base (you will need to supply the password if accessing the data base off campus). Finally, click on “Advanced Search,” enter the article title or author in the “Find” box, enter the journal name in the “Journal” box, and click the “Search” button.

** These documents will be either distributed in class or available on Reserve in OIT .

Date:		Readings and Assignments	Objectives
	8-18	Course Overview and Introduction	
Week 1	8-23	<i>Reading and Learning to Read</i> : Chapter 1: Knowledge and Beliefs about Reading pp.1-31.	<ul style="list-style-type: none"> • Begin developing your personal philosophy toward reading and reading instruction. • Develop an understanding of reading and the theoretic models of reading.
	8-25	“ The Importance of the Act of Reading,” Freire, P., <i>Journal of Education</i> , vol. 165, no. 1 p. 5, (1983)**	
Week 2	8-30	<i>Reading and Learning to Read</i> : Chapter 2: Approaches to Reading Instruction. pp. 32-55.	<ul style="list-style-type: none"> • Describe balance instruction in terms of skills-based instruction and whole language instruction. • Describe characteristics of the “best practices” • Distinguish between instructional approaches.
	9-1	“Principles of Best Practice: Finding the Common Ground,” Linda Gambrell & Susan Mazzoni, (1999). In <i>Best Practices in Literacy Instruction</i> (pp. 11-21). New York: The Guilford Press.**	
Week 3	9-6	<i>Reading and Learning to Read</i> : Chapter 3: Early Literacy: From Birth to School. pp. 58-91.	<ul style="list-style-type: none"> • Understand how reading/writing develop in literacy rich environments. • Describe how to create a literate environment. • Describe the appropriate literacy practices emphasizing the role of play, language experiences, and rereading to children
	9-8	“Why Reading to Children is Important,” Susan L. Hall & Louisa C. Moats, <i>American Educator</i> , Spring 2000. **	

Week 4	9-13	<i>Reading and Learning to Read: Chapter 4: Inviting Beginners into the Literacy Club.</i> pp. 92-129.	<ul style="list-style-type: none"> Understand the implications of membership in a literacy club and the rationale for an emergent reading program. Describe how to develop and assess linguistic knowledge, concepts of print, phonemic awareness, alphabet knowledge, and literacy-related knowledge and skills.
	9-15	“Supporting Phonemic Awareness Development in the Classroom,” Hallie K. Yopp & Ruth H. Yopp, <i>Reading Teacher</i> , vol. 54, no. 2, October 2000, p. 130.*	
Week 5	9-20	<i>Reading and Learning to Read: Chapter 5: Assessing Reading Performance.</i> pp. 132-169.	<ul style="list-style-type: none"> Describe the rationale for using authentic assessment for making decisions about instruction. Compare the purpose of formal, standardized tests with the purpose of informal, alternative assessment. Describe miscue analysis, running records, kidwatching, anecdotal notes, checklists, interviews, and the essential elements for implementing portfolio assessment.
	9-22	“Full Circle: Assessing, Evaluating, and Starting again,” J. Allen, (2000) <i>In Yellow Brick Roads: Shared and Guided Paths to Independent Reading</i> , (pp. 199-228). Portland ME: Stenhouse Publishers.**	
Week 6	9-27	<i>Reading and Learning to Read: Chapter 6: Word Identification.</i> pp. 171-217.	<ul style="list-style-type: none"> Outline the phases of word identification. Describe guidelines and strategies for teaching words using phonics and context. Describe strategies for teaching rapid word recognition. Detail the guidelines for balancing word identification instruction.
	9-29	Midterm exam Available “Saying the ‘P’ Word: Nine Guidelines for Exemplary Phonics Instruction,” Steven A. Stahl, <i>The Reading Teacher</i> , vol. 45, no. 8, April 1992, p. 618.*	
Week 7	10-4	<i>Reading and Learning to Read: Chapter 7: Reading Fluency.</i> pp. 220-249	<ul style="list-style-type: none"> Develop an understanding of the importance of fluency in reading. Describe the classroom routines, strategies, and reading materials that foster fluency. Explain the relationship between sustained silent reading and independent reading.
	10-6	“Center for the Improvement of Early Reading Achievement: Making it Sound Like Language: Developing Fluency,” Steven A. Stahl & Melanie R. Kuhn, <i>The Reading Teacher</i> , vol. 55, no. 6, March 2002, p. 582.* OR “Fluency Beyond the Primary Grades: From Group Performance to Silent, Independent Reading,” Jo Worthy & Karen Broaddus <i>The Reading Teacher</i> , vol. 55, no. 4, December 2001/January 2002, p. 334.*	

Week 8	10-11	<p>Mid-term exams Due at beginning of class</p> <p><i>Reading and Learning to Read</i>: Chapter 9: Reading Comprehension. pp. 288-325.</p>	<ul style="list-style-type: none"> Describe the purpose of modeling comprehension instructional strategies. Explain how story structure can aid comprehension. Describe scaffolding as it relates to comprehension. Describe the instructional strategies that develop readers' interactions with text.
	10-13	<p>"A picture is worth a thousand words: Using visual images to improve comprehension for middle school struggling readers," Anne Nielsen Hibbing & Joan L. Rankin-Erickson, <i>The Reading Teacher</i>, vol. 56, no. 8, May 2003, p. 758.*</p> <p>OR</p> <p>"Mindful Reading: Strategy Training that Facilitates Transfer," Carol Rhoder, <i>Journal of Adolescent & Adult Literacy</i>, vol. 45, no. 6, March 2002, p. 498.*</p> <p>OR</p> <p>"Scaffolding adolescents' comprehension of short stories," David N. E. Fournier & Michael F. Graves, <i>Journal of Adolescent & Adult Literacy</i>, vol. 46, no. 1, September 2002, p. 30.*</p>	
Week 9	10-18	<p><i>Reading and Learning to Read</i>: Chapter 8: Vocabulary Knowledge and Concept Development. pp. 251-285.</p>	<ul style="list-style-type: none"> Describe the relationship between vocabulary and comprehension. Describe the principles for vocabulary instruction in elementary classrooms. Provide a list of activities for teaching vocabulary. Compare the functions of vocabulary in literature and in content specific materials.
	10-20	<p>"Vocabulary in the Classroom: A Theoretical and Practical Perspective," Camille Blachowicz & Peter Fischer, (2002). In <i>Teaching Vocabulary in All Classrooms</i>, 2nd edition. Upper Saddle River, NJ: Merrill Prentice Hall.**</p>	
Week 10	10-25	<p><i>Reading and Learning to Read</i>: Chapter 11: Reading—Writing Connection. pp. 366-403.</p>	<ul style="list-style-type: none"> Describe the relationship between reading and writing. Describe the classroom conditions that support and foster reading and writing. Create a predictable classroom structure for writing. Explain how to organize writing workshops and guide the writing process. Explain how technology can be used to enhance the writing process.
	10-27	<p>NO CLASS --Fall Break</p>	

Week 11	11-1	<p>“Struggling Readers Get Hooked on Writing,” Derek Furr, <i>The Reading Teacher</i>, vol. 56, no. 6, March 2003, p. 518.*</p> <p>OR</p> <p>“Working With William: Teaching, Learning, and the Joint Construction of a Struggling Writer,” Kathryn Glasswell, Judy M. Parr, & Stuart McNaughtan, <i>The Reading Teacher</i>, vol. 56, no. 5, February 2003, p. 494.*</p> <p>OR</p> <p>“Writing Instruction for Struggling Adolescent Readers: A Gradual Release Model,” Douglas Fisher & Nancy Frey, <i>Journal of Adolescent & Adult Literacy</i>, vol. 46, no. 5, February 2003, p. 396.*</p>	
	11-3	<p><i>Reading and Learning to Read</i>: Chapter 12: Bringing Children and Literature Together. pp. 406-439.</p>	<ul style="list-style-type: none"> • Gain an understanding of the personal nature of literacy. • Describe how to organize a supportive literacy environment and choose appropriate literature that invites and involves students. • Describe how to encourage readers to interact with literature.
Week 12	11-8	<p>“Continuing Conversations About Literature Circles,” Edna Greene Brabham & Susan Kidd Vallaume, <i>The Reading Teacher</i>, vol. 54, no. 3, November 2000, p. 278.*</p>	
	11-10	<p><i>Reading and Learning to Read</i>: Chapter 14: Making the Transition to Content Area Texts. pp. 447-511.</p>	<ul style="list-style-type: none"> • Explain why content area textbooks are difficult for students. • Identify the factors that contribute to the difficulty of a text. • Summarize the advantages to using literature and trade books across the curriculum. • Explain how to integrate alternative texts into units of study or inquiry-based projects. • Summarize before and after reading learning strategies.
Week 13	11-15	<p>“Reading Mathematics: More Than Words Can Say,” Thomasenia Lott Adams, <i>The Reading Teacher</i>, vol. 56, no. 8, May 2003, p. 786.*</p> <p>OR</p> <p>“Fostering Thought, Talk, and Inquiry: Linking Literature and Social Studies,” Nancy L. Roser & Susan Keehn, <i>The Reading Teacher</i>, vol. 55, no. 5, February 2002, p. 416.*</p> <p>OR</p> <p>“Considering Genre, Content, and Visual Features in the Selection of Trade Books for Science Instruction,” Carol Donovan & Laura Smolkin, <i>The Reading Teacher</i>, vol. 55, no. 6, March 2002, p. 502.*</p> <p>OR</p> <p>“Using Trade Books in Teaching Elementary Science: Facts and Fallacies,” Diana C. Rice, <i>The Reading Teacher</i>, vol. 55, no. 6, March 2002, p. 552.*</p> <p>OR</p> <p>“Informational Texts in Kindergarten,” Donald J. Richgels, <i>The Reading Teacher</i>, vol. 55, no. 6, March 2002, p. 586.*</p>	
	11-17	<p><i>Reading and Learning to Read</i>: Chapter 13: Basal Readers and Instructional Materials. pp. 442-473.</p>	<ul style="list-style-type: none"> • Outline the history of basal reading programs. • Summarize the major trends in basal materials. • Demonstrate an understanding of the terminology, components, and characteristics of basal reading materials. • Explain how instructional decisions and curriculum choices relate to belief systems.

Week 14	11-22	Basal Reader Evaluations	
	11-24	NO CLASS --Thanksgiving	
Week 15	11-29	<p>Basal Reader Evaluation Report Due at the beginning of class.</p> <p><i>Reading and Learning to Read: Chapter 10: Meeting the Literacy Needs of Diverse Learners.</i> pp. 327-363.</p>	<ul style="list-style-type: none"> • Describe how linguistic, cultural, cognitive factors shape an individuals literacy practices. • Discuss learning to read in relation to definitions of literacy and the issues of diversity. • Explain how differentiated instruction can build on students' background knowledge and experiences.
	12-1	<p>Final Exams available</p> <p>“To meet your students where they are, first you have to find them: Working with culturally and linguistically diverse at-risk students,” Ken Pransky & Francis Bailey, <i>The Reading Teacher</i>, vol. 56, no. 4, December 2002/January 2003, p. 370.*</p> <p>OR</p> <p>“Changing Lives: Teaching English and Literature to ESL Students,” Gisela Ernst-Slavit, Monica Moore, & Carol Maloney, <i>Journal of Adolescent & Adult Literacy</i>, vol. 46, no. 2, October 2002, p. 116.*</p> <p>OR</p> <p>“Barriers to literacy for language-minority learners: An argument for change in the literacy education profession,” Rachel A. Grant & Shelley D. Wong, <i>Journal of Adolescent & Adult Literacy</i>, vol. 46, no. 5, February 2003, p. 386.*</p>	

Week 16	12-6	<i>Reading and Learning to Read</i> : Chapter 15: Managing and Organizing an Effective Classroom. pp. 488-513	<ul style="list-style-type: none"> • Describe the component of a cooperative learning-centered classroom. • Explain the idea of the teacher as the facilitator. • Summarize how individualized instruction influences effective reading instruction. • Describe the ideas for organizing and managing a classroom through learning centers, record keeping, and portfolio systems. • Outline technological features and the new challenges of the classrooms of tomorrow.
	12-8	<p>“From Master Teacher to Master Novice: Shifting Responsibilities in Technology-Infused Classrooms,” Shelley B. Wepner & Liqing Tao, <i>The Reading Teacher</i>, vol. 55, no. 7, April 2002, p. 642.*</p> <p>OR</p> <p>“Weaving the Literacy Web: Changes in Reading From Page to Screen,” Wendy Sutherland-Smith, <i>The Reading Teacher</i>, vol. 55, no. 7, April 2002, p. 662.*</p> <p>OR</p> <p>“The Picture of Reading: Deriving Meaning in Literacy Through Image,” Joseph M. Piro, <i>The Reading Teacher</i>, vol. 56, no. 2, October 2002, p. 126.*</p> <p>OR</p> <p>“Becoming Literate in the Technological Age: New Responsibilities and Tools for Teachers,” Louanne Ione Smolin & Kimberly A. Lawless, <i>The Reading Teacher</i>, vol. 56, no. 6, March 2003, p. 570.*</p> <p>OR</p> <p>“Linking Science and Literature Through Technology: Thinking About Interdisciplinary Inquiry in Middle School,” Elaine V. Howes, Gregory W. Hamilton, & Dana Zaskoda, <i>Journal of Adolescent & Adult Literacy</i>, vol. 46, no. 6, March 2003, p. 494.*</p>	

Final Exams are Due Thursday (12-15) NO LATER THAN 6:30 pm in Room 301 F Aderhold Hall