

THE UNIVERSITY OF GEORGIA
College of Education - Department of Language & Literacy Education
Course Outline for READ 6010 - “Foundations of Reading Instruction”*

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Time and Location: Mondays 5:00 – 7:45 p.m., Aderhold Hall, Room 319

Appointments: Before and after class or other times at students’ convenience

Overview of the Course

READ 6010, “Foundations of Reading Instruction,” is a graduate-level course in the principles and practices of teaching reading to prekindergarten through Grade 12 students. This course explores the nature of reading and literacy learning, the foundations of reading acquisition and development across the grades, and reading instructional practices in early childhood, elementary, and secondary classrooms. READ 6010 is appropriate for practicing teachers, supervisors, administrators, and other educators who are interested in pursuing current issues and topics in PreK-12 reading education. It also is appropriate for educators whose interests and responsibilities may not directly focus on reading (e.g., speech and language, special education, school psychology, counseling, subject matter areas) but are interested in obtaining an overview of issues and trends in reading education. Background in reading education is neither assumed nor required for enrollment in this course. Given the breadth of topics and issues covered in READ 6010 it, by necessity, is a survey course. For students wishing to pursue specific aspects of reading education, additional courses are available for addressing early literacy (READ 6420), content area reading (READ 6060), middle and high school reading (READ 6030, 6070), literacy, culture, and sociopolitical issues (READ 7800, 8300), the assessment and instruction of students with reading difficulties (READ 6020, 7020, 9020), literacy/technology connections (READ 7110, 8150), the psychology of reading (READ 8170), inquiry-based literacy (READ 8100), and the research literature in reading education (READ 9630).

Course Objectives

The objectives of READ 6010 are:

- to establish a forum for discussing current research and instructional practices, sharing ideas, raising issues and concerns, and addressing problems in PreK-12 literacy education;
- to help educators become informed decision makers regarding the literacy education programs for children and adolescents; and
- to acquire an understanding of current research, theory, and practices regarding students’ acquisition of reading abilities. Specific topics to be addressed include the following:
 - ⇒ definitions of reading and literacy;
 - ⇒ varying views and models of literacy learning and instruction;

* Please read this course outline carefully and thoroughly, for READ 6010 students are responsible for being aware of, understanding, and complying with the details of all course requirements and procedures as specified in this outline, any updates to it, and all information on the READ 6010 WebCT site. Please ask your instructor if you have questions or are unclear 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. ☺

- ⇒ reading aloud and motivation for reading;
- ⇒ emergent literacy and beginning reading instruction;
- ⇒ phonemic awareness and learning to read;
- ⇒ word identification: sight vocabulary and phonic, structural, and contextual analysis;
- ⇒ developing reading fluency;
- ⇒ developing meaning vocabulary;
- ⇒ comprehension processes and strategies for teaching comprehension;
- ⇒ reading, understanding, and learning from subject-matter texts;
- ⇒ literacy and culturally and linguistically diverse learners;
- ⇒ technology and literacy; and
- ⇒ reading assessment.

Course Requirements

1. Class Attendance. Because many of the topics and considerable content covered in READ 6010 are taught and communicated by way of class demonstrations, activities, and discussions, attendance is crucial for a full understanding of course material. This is a graduate-level university course, and by enrolling in it, you commit to attending and participating fully in class discussions and activities. Therefore, attendance will be a factor in computing your grade (see “Grades” section of this outline). The *UGA Bulletin* states that “Students are expected to attend classes regularly. A student who incurs an excessive number of absences may be withdrawn from a class at the discretion of the professor” (<http://bulletin.uga.edu/bulletin/ind/attendance.html>). Missing more than 25% of READ 6010 classes (i.e., 4 or more of the 15 class sessions) regardless of the reasons for being absent will be considered an “excessive number of absences.” Please note that missing one class will not adversely affect your grade, so please plan ahead in the event you have to be absent from class for a professional or personal reason. Finally, also please be aware of the UGA Inclement Weather Policy as described later in this outline.

2. Readings and Responses. This requirement involves reading and responding in writing to professional materials, which will provide you a **breadth** of coverage of various topics in reading education. You are required to make 10 written responses to readings, one each for Classes 2, 3, 4, 5, 6, 8, 9, 11, 12, and 13. You have a choice in determining how to respond to weekly readings, and your instructor will describe all format options in advance of the due date for each response. All response formats are included in the “Response Format” folder within the READ 6010 WebCT web page (proceed to <http://webct.uga.edu> and log in using your UGA MyID). You always have the option of using the “Generic Response Format,” which is a narrative, critical analysis of the week’s readings. In addition, each week your instructor will provide an overview and example of a response format that involves a specific reading instructional strategy that may be appropriate for use with elementary or secondary students. For example, for Response 1 due at Class 2, you have the choice of using the KWL strategy; for Response 2 due at Class 3, you have the choice of using the QtA strategy; and so forth. Choosing these instructional response formats will provide you an opportunity to learn about and explore various strategies and techniques that may be suitable for use in your current or future classroom. Please also note that the response format options are cumulative in nature. For example, for Response 2, you may use either the new QtA procedure, the KWL strategy from the preceding week, or the “Generic Response Format.” **Finally, weekly responses should be integrative, that is, cover and address ALL readings for that week.**

Responses are due on the days the corresponding topics are addressed in class. For example, Response 1 is due at Class 2 (for all response due-dates, see the third column of the “Content Calendar,” which can be found later in this course outline). Please note that **grade points are awarded for responses turned in on time** (see the “Evaluation Criteria” column of the table in the “Grades” section of this course outline). It will be your responsibility to remember to turn in your responses during class, placing them in your designated file folder. Your instructor will grade your responses twice: once after Class 6 when you have completed Responses 1-5, and again after Class 13 when you have completed Responses 6-10. Because of the anticipated range in backgrounds and professional needs of students enrolled in READ 6010, there are two options for readings from which students may choose.

- **Textbook Option:** If you choose this option, you will read chapters from the textbook, *Reading and Learning to Read*, 6th edition (Vacca, Vacca, Gove, Burkey, Lenhart, & McKeon, 2006), published by Pearson/Allyn & Bacon (ISBN 0-205-43154-2). This text should be available at the University, FTX, Off Campus, and Baxter Street bookstores, as well as through various online vendors. For this option you will read 1 or 2 chapters weekly (along with occasional short readings labeled “Everyone”), as identified in column 3 of the “Content Calendar.” **Your written response should be integrative and cover all the readings for each week.** This option may be appropriate for those who have little or no background in reading education or for those who wish for an overall survey of content and topics in the field.
- **Article Option:** If you choose this option, you will read articles from various periodicals or book chapters, which are listed in week-by-week “Article Option Bibliography” at the end of this outline. For example, the first set of options for readings for Class 2 are in the section labeled “Group 1: Reading Aloud & Motivation.” You will read and respond to 2 articles each week (along with occasional short readings labeled “Everyone”). **Your written response should be integrative and cover all the readings for each week.** The article option readings will come from three sources:
 - A **“E-Reserve”** articles and chapters for this course are available through the GIL Catalog on the UGA Libraries web site (<http://www.libs.uga.edu/>). To retrieve these:
 1. Click on the “GIL@UGA Catalog” link on the UGA Libraries homepage.
 2. Click on the “Search course reserves” link on the next page.
 3. In the “Instructor” box, find “Baumann, James” and click on “Search.”
 4. Click on the reading you wish to view.
 5. Then click on “Full Text Online” in the next window.
 6. When prompted enter the password for this course, which is _____, and the document will open (for some longer works, you will be directed to a page that has links for the article broken into two sections).
 - B. **Full-Text Articles Online:** These are also available through the GIL Catalog on the UGA Libraries web site (<http://www.libs.uga.edu/>). To retrieve these:
 1. Click on the “GALILEO Databases” link on the UGA Libraries homepage.
 2. If you are off campus, you will then be prompted for this semester’s GALILEO password, which is _____; type it in and click on “log in” (if you are on campus, you will not be asked to provide this).

3. Right under “Find Databases” click on the “List Databases A-Z” link.
4. Click on the first data base, which is “1. Academic Search Premiere (at EBSCOhost).”
5. In the “Find” box, type in either the author’s name or a key phrase for the article; for example, the reading 1.A within the Group 1 list, you could type in “Sipe” (author name) or “Talking Back” (a portion of the title).
6. In the middle of the search box, find the “Publication” box, and type in the name of the journal, which in this case of the preceding example, is “The Reading Teacher.”
7. Click on “Search,” and the article should appear. (**Note:** Sometimes this data base is a little finicky, and the article will not appear, or it will say “No results were found” in red letters. In these cases, click “Back” on your browser and then click “Search” again.)
8. This should pull up the article with a full-text link in either HTML or PDF form (or both). Click on the one you prefer (I suggest PDF) and the article should open.

C. **Internet Documents:** URLs are provided for these documents and articles. Note that if you open the “Course Outline” on WebCT for this course, all the URLs in the course outline will be “hot,” and easily accessible.

Grading Criteria: Please see the “Readings and Responses” row in the “Grades” section of this course outline for specific evaluation criteria for this requirement.

Paper Copies: There is a paper copy reserve available for all materials on the “Article Option Bibliography” that are listed as “Paper Copy Only.” These will be available in class weekly for your review.

Substitute Readings: Students have the option of selecting materials to read not listed on this outline that are related to a weekly topic and that she or he deems to be appropriate. In those instances, the student should check with the instructor to determine whether it would be a suitable substitute reading.

Along this line, you will find available through GALILEO not only the journals included in the “Article Option Bibliography,” but also many other literacy-related periodicals or those that often publish works in literacy, including, but not limited to: *The Reading Teacher*, *Journal of Adolescent & Adult Literacy*, *Reading*, *Reading & Writing Quarterly*, *Reading Psychology*, *Reading Horizons*, *Reading Improvement*, *Reading Online*, *Reading Today* (IRA’s newspaper), *Reading Research Quarterly*, *Journal of Research in Reading*, *Elementary School Journal*, *Journal of Educational Psychology*, *Contemporary Educational Psychology*, *Child Development*, *Remedial and Special Education*, *Journal of Learning Disabilities*. All of these, along with many others, can be accessed through the “Electronic Journals” tab on the UGA Libraries home page. If you would like assistance in how to browse or search these journal, please ask your instructor, and he will be glad to demonstrate.

3. Group Presentations. This assignment requires small groups of READ 6010 students (a total of 8 groups with 2-3 students per group) to (a) explore instructional procedures for teaching reading, and (b) topics related to technology and diversity in literacy education. Information presented by these groups will complement and extend the information covered in class lectures and core

readings. Each group will be responsible for 2 different presentations (**not to exceed 30 minutes each** ☺) as follows (see “Content Calendar” for the group presentation schedule):

- A. **Instructional Procedure Presentation**: For this presentation, group members will select and “teach” to the class one instructional procedure. This might be a specific skill or strategy (e.g., a phonics lesson, a comprehension strategy lesson, a content reading strategy), some instructional routine (e.g., a DEAR time for independent reading, a read-aloud activity, a guided reading lesson, a writing workshop lesson), or some other instructional procedure appropriate for PreK-12 reading/literacy instruction. Instructional procedures can be selected from numerous sources, including (a) works in the “Article Option Bibliography” at the end of this course outline, (b) sources listed on the “Course Bibliography” posted on WebCT, (c) any of the scores of education serials in the UGA Libraries (through GALILEO or at the Main Library), (d) numerous credible Internet sources, (e) the hundreds of reading/literacy education books available at the UGA Main Library, (f) the optional course textbook, or (g) other resources accessible to your group. Each group should prepare and present the instructional procedure as though READ 6010 participants were actual students at the intended level(s) (e.g., PreK, primary grade, intermediate grades, middle school, high school, students receiving special education services, etc.), identifying or creating all needed instructional materials and teaching aides. To complement the in-class lesson, the group should prepare copies of a 1-2 page lesson plan for all class members and the instructor that includes the following sections: (a) **Heading**: the names of group members and the date of the lesson; (b) **Background Information**: the topic or area of focus for the lesson, the intended grade(s) level(s), and any assumptions you would make about the class setting or organization (e.g., students’ knowledge, skills, prior experiences, etc.); (c) **Objectives**: list the cognitive and affective objectives for the lesson; (d) **Materials**: list and describe the materials needed to carry out the lesson; (e) **Procedures**: describe in sequence the steps or procedures for carrying out the lesson; and (f) **Bibliography**: references for any resources used when implementing the lesson or suggestions for further readings.
- B. **Technology and Diversity Topics in Reading/Literacy Education**: It is part of the College of Education’s Strategic Technology Plan to “increase programmatic technology and curriculum integration to and maintain technology to enhance teaching and learning as it prepares competent educational professionals for the 21st century workplace” (<http://www.coe.uga.edu/techplan>). Additionally, as per the College of Education Dean’s Council on Diversity, there is a commitment for “the development of programs and practices in the College of Education that assist both students and faculty in the development of knowledge and actions necessary to educate and counsel students from various cultural and socioeconomic backgrounds” (<http://www.coe.uga.edu/diversity/mission.html>). Although issues of technology and diversity will be integrated throughout READ 6010, 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 PreK-12 reading and literacy education. For this presentation, group members will select a technology or student diversity resource (see the Content Calendar portion of this outline, for these topics alternate between weeks) and share that information with the class. This sharing might involve one or more of the following: discussion, demonstration, question/answer, panel presentation, microteaching lesson, or another

innovative format determined by the group. For ideas and information, students may explore any of the resources identified above in the “Instructional Procedures Presentation” section. Also, the articles and materials within in the Group 9 set of readings in the “Article Option Bibliography” later in this outline or various credible Internet web sites may provide rich resources for this presentation. To complement the in-class presentation, each group should prepare copies of a 1-2 page handout for all class members and the instructor that includes the following sections (a) Heading: the names of group members and the date of the presentation; (b) Reference: a full bibliographic citation for the resource(s), and (c) Key Ideas: a listing of the key points or ideas contained in the resource as they apply to technology or diversity issues.

Grading Criteria: Please see the “Group Presentations” row in the “Grades” section of this course outline for specific evaluation criteria for this requirement.

3. Professional Book Review. This assignment requires you to read and review a contemporary or classic work in reading education, providing you an opportunity to explore **in depth** a particular topic of choice. The book you choose may be an authored book or an edited book. You might choose a book that is related to the topic you select for the term paper requirement (see following), although that is not required. The “Course Bibliography,” which is available on WebCT, lists a number of potential titles of books you might read and review, and your instructor will bring to class examples of possible titles. However, these represent only a small sample of possibilities, so you are free and encouraged to select any title that relates to foundations of reading education. It will be your responsibility to secure a copy of the book you review, many of which will be available within the UGA Libraries holdings (go to the “GIL Catalog” at the libraries web site, <http://www.libs.uga.edu/>). You are required to commit to (i.e., sign-up for) a book you will read and review at Class 4. Your written book review **should not exceed 4 double-spaced, typed pages** (using 12-point font, like this outline, with 1 in. margins). Your review should include (a) a concise summary of the book (¼ or less of your review), and (b) a critical analysis of the book’s contents (at least ¾ of your review). It is understood that you probably will not be able to critically analyze the entire book, so you may select certain aspects of it or topics within it. Also, your review should be critical, that is, not only pointing out aspects of the work with which you agree, but also those points and ideas with which you disagree or challenge on the basis of your knowledge and experience. The Professional Book Review is due at Class 7, at which time you will also make an informal, brief (10-15 minute) oral presentation of your book to a subset of the class (we’ll break into groups for these mini oral reviews). Thus, please bring the book you read and reviewed to this class, so others can inspect the work you read.

Grading Criteria: Please see the “Professional Book Review” row in the “Grades” section of this course outline for specific evaluation criteria for this requirement.

4. Term Paper. The purpose of the term paper is to have you delve into a topic in reading education in **considerable depth**. Your paper might have a theoretical focus, or it may have a distinct applied emphasis. In either case, however, you must read, review, and cite the relevant empirical, theoretical, and/or applied literature that supports your topic. Your written report should be **9-12 double-spaced, typed pages** (using 12-point font, like this outline, with 1 in. margins), excluding references, appendices, or any illustrative materials. It will be your responsibility to select and refine a topic, ideally choosing one that is relevant, interesting, and useful to you. To

guide you in identifying a topic and your approach to it, you are required to hand in a term paper proposal at Class 7, to which your instructor will respond (a proposal format will be distributed in class and posted on WebCT). It is recommended that you select a topic that will benefit you in either your graduate studies or in a current or future teaching/educational position. The following Options A – C are examples of several types of papers that are possible, but they are not comprehensive, so you are invited to construct your own focus through Option D.

- **Option A: Review of Literature:** Review the literature on a current trend or issue in reading education (e.g., issues surrounding phonics/decoding instruction, alternative vs. traditional reading assessments, early intervention programs, teaching reading in the content areas, balanced instruction, teaching struggling readers in the regular classroom, issues and practices regarding teaching phonemic awareness, research on teaching a specific aspect of reading vocabulary or reading comprehension, composition as it relates to comprehension, current trends in content area instruction, perspectives and strategies for teaching English learners in the regular classroom, integrating technology into the literacy curriculum, etc.). Select a topic that has meaning or relevance to you given your current teaching position or professional aspirations. You should address both the research and theoretical base for the topic as well as the practical applications/implications of it. Provide ample citations of the relevant literature in your paper, and include a full reference list for sources cited. Organize your report into three sections as follows, using headings in your paper to denote each section:
 1. **Introduction:** Begin with a brief introduction in which you provide an overview of your topic, an explicit purpose statement or guiding question that you pursued in your review, and a preview of the organization for the remainder of your paper.
 2. **Review and Critique:** Present a review and critical analysis of the relevant literature that addresses your purpose or question. Use subheadings as necessary to organize this section.
 3. **References:** Provide a complete reference list for all works cited in your paper.

- **Option B: Reading Strategies:** Identify a set of 4 to 6 related reading strategies that you would like to implement in your classroom, in a tutorial situation, or in a future or hypothetical teaching situation if you are not currently employed as a teacher. Select strategies that complement one another and that could be integrated into an existing reading, language arts, or content curriculum. For example, you might select (a) a set of comprehension strategies to teach in conjunction with basal reader selections or a trade book, (b) a collection of vocabulary strategies to teach in connection with a literary or informational selection, (c) a series of content reading strategies to incorporate into a textbook chapter, (d) a series of oral reading fluency and word identification strategies, or (e) a set of composition strategies to incorporate into your writing period. This term paper option may be selected if you actually teach the reading strategies (e.g., to your whole class or a group of students in your classroom or within a 1-on-1 tutorial situation), or it can be selected if you do not actually teach the strategies (in this case you would prepare the lessons only). In either case, organize your report into four sections as follows, using headings in your paper to denote each section:
 1. **Background:** Begin with a description of the teaching situation in which the strategies are intended to be taught (e.g., grade, class, specific aspects of the instructional program). This can describe your current teaching position, or it can be hypothetical if you are not currently employed as a teacher.

2. **Strategies:** For each of the 4 to 6 strategies, include the following: (a) a description of the strategy, citing sources you have read describing the strategy or reporting research on the strategy; and (b) how you have or would implement the strategy in the teaching situation described. Use a subheading to identify each strategy.
 3. **Evaluation:** Describe how you did or would evaluate the effectiveness of your strategies.
 4. **References:** Provide a complete reference list for all works cited in your paper.
- **Option C: Instructional Initiative:** Explore how to implement a new instructional initiative in a classroom where you teach, in a tutorial situation, or in a future or hypothetical teaching situation if you are not currently employed as a teacher. For example, you might explore how to:
 - ⇒ implement a literature-based or trade book reading program in your classroom;
 - ⇒ explore a process model of writing and implement such a writing program in your classroom;
 - ⇒ expand your early literacy program to include informed principles and practices regarding phonemic awareness and phonic analysis instruction;
 - ⇒ explore and implement a technology-based (computer, Internet, multimedia, etc.) enhancement to your literacy program;
 - ⇒ implement various read-aloud procedures in your classroom;
 - ⇒ devise and implement a portfolio assessment program for your classroom;
 - ⇒ modify your literacy curriculum to make it more culturally responsive to both your minority and mainstream students;
 - ⇒ devise and implement a program of independent, self-selected reading in your classroom;
 - ⇒ investigate and implement strategies and techniques to assist English learners in your classroom to develop their reading and literacy acquisition;
 - ⇒ explore uses of predictable books and repetitive texts with students in your classroom as a means to scaffold their early reading development;
 - ⇒ investigate and experiment with informal assessment options available to you (e.g., think aloud assessment, conferences, anecdotal records, informal reading inventory);
 - ⇒ initiate a program for teaching study reading strategies in your content classroom; or
 - ⇒ initiate a program of informational, nonfiction reading and writing instruction in your classroom.

This term paper option can be selected if you actually implement the instructional initiative (e.g., in your classroom with the whole class or in a small-group; within a 1-on-1 tutorial situation), or it can be selected if you do not actually implement the initiative (in this case you would plan for the initiative only). In either situation, organize your report into five sections as follows, using headings in your paper to denote each section:

1. **Introduction:** Provide a brief overview of the instructional initiative, including an explicit purpose statement or guiding question. In addition, describe the teaching situation in which the strategies were taught or are intended to be taught (e.g., grade, class, specific aspects of your instructional program). This can describe your current teaching position, or it can be hypothetical if you are not currently employed as a teacher
2. **Review:** Present the relevant literature that grounds the program or initiative.

3. **Description:** Provide a detailed description of the program or initiative, including explicit, detailed lesson plans or implementation activities. Use subheadings as needed to organize this section. [Option: If you find it more efficient to integrate the “Review” and “Description” sections into a single, integrated one, you may do so; however, please make certain that you still address both the relevant literature and describe your program.]
 4. **Evaluation:** Describe how you did or would evaluate the effectiveness of the initiative.
 5. **References:** Provide a complete reference list for all works cited in your paper.
- **Option D: Alternate Paper Proposal:** You are free and encouraged to propose a different paper that suits your professional goals or interests. Discuss your ideas with your instructor before preparing your proposal.

Please Note: If you have selected either Option B or Option C for the Term Paper, you will be exploring course content by instructing students. Therefore, please adhere to the following guidelines should you choose to implement a course requirement that involves teaching students: (1) Protect the identity of all student-participants. Do this by either entirely omitting student names from your paper and in your oral presentation, or use pseudonyms that cannot be associated with individuals. In other words, make certain that students’ identities cannot be associated with any descriptions, work samples, assessments, or other materials. (2) Engage in only best-practices educational strategies and techniques that you have gleaned from course materials or reputable professional organizations, journals, books, or web sites. (3) If you are a regular classroom teacher (i.e., a school employee), make certain that your principal is aware of and endorses the instructional activity. (4) If you are not the regular classroom teacher—for example, a guest tutor in a classroom—you must obtain permission from both the classroom teacher and building principal to engage in the instructional activity. (5) If you are engaging in after-school or private tutoring, please obtain permission from the child’s parent or guardian to engage in the instructional activity. (6) None of these course requirements can be used for fulfillment or partial fulfillment of a master’s thesis, an educational specialist project, or a doctoral dissertation. Those activities must be course-independent, and you must obtain formal, prior approval under the guidance of your academic advisor by completing a human subjects IRB application, which is available at <http://www.ovpr.uga.edu/hso>.

Oral report: You are required to make a brief, in-class, oral presentation of your completed Term Paper. Your presentation will be during either Class 14 or Class 15. The length of your presentation will be determined by the number of students enrolled in the course this term, but it will probably be about 10 minutes in duration. Therefore, you may need to be selective in what you choose to share orally. Feel free to provide handouts, present information on the overhead projector, or use PowerPoint if this enhances your term paper presentation.

Preparation of Written Work

Prepare all written work according to the style outlined in the *Publication Manual* of the American Psychology Association (5th ed., 2001), in particular the heading format and the reference list. If you anticipate using the APA Manual in subsequent graduate work (e.g., a masters thesis or doctoral dissertation), you might choose to purchase a copy, although that is not required. Your instructor will provide you examples of the major APA reference entries in a class handout (also available on WebCT), and you may refer to a UGA Libraries link

(<http://www.libs.uga.edu/ref/apastyle.html>) or similar links at other institutions (e.g., <http://www.wisc.edu/writing/Handbook/DocAPA.html> <http://owl.english.purdue.edu/owl/resource/560/01>). When evaluating your written work in READ 6010, your instructor will consider **substance** as the primary criterion; that is, *what* you say (its clarity, depth, insight, etc. However, *how* you say it (the **form** of the written work) will also be used to evaluate your written assignments. Therefore, correct grammar, proper punctuation, correct spelling, neatness, and adherence to assignment guidelines will also be part of the grading process. If you need assistance with academic writing, you are encouraged to avail yourself of services provided by the UGA Writing Center (<http://www.english.uga.edu/writingcenter/home.html>) (see the “Writing Resources” tab for considerable useful information about form and style matters). Contact your instructor if you have specific questions about the writing process or style issues.

Additional Information

Novel Readings: It is expected that all readings you do for this course will be materials not previously read for another course or in another context, so that you expand your repertoire of knowledge within the professional literature in reading education. Similarly, it is expected that all writing you do will be original for this course and not a reworking of materials written for other courses or professional experiences, again to promote your learning and construction of new ideas and perspectives on reading education.

Academic Honesty: All academic work must meet the standards in “A Culture of Honesty.” All students are responsible to inform themselves about those standards before performing any academic work. The UGA “Academic Honesty Policy (A Culture of Honesty)” can be found at <http://www.uga.edu/ovpi/honesty/acadhon.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 possible closings of the university (<http://www.uga.edu/news/newsbureau/releases/2002releases/0211/021111weather.html>).

General Plan: The course syllabus is a general plan for the course; deviation announced to the class by the instructor may be necessary.

Grades

The point distribution and evaluation criteria for course requirements are as follows:

Requirement	Total Points	Evaluation Criteria and Point Distribution	
1. Class Attendance: 5%	15 points	A. no or 1 absence = 15 points B. 2 absences = 7 points C. 3 or more absences = 0 points	Note: 4+ absences = "excessive absences" as per <i>UGA Bulletin</i>
2. Readings and Responses: 33% [Graded twice, once after Classes 2, 3, 4, 5, 6, and again after Classes 8, 9, 11, 12 13]	100 points [50 points for each grading]	A. Responses turned in on designated dates = 10 points (2 points for each on-time response; 0 points for each late response) B. Compliance with specific response format selected = 5 points C. Thoughtful, insightful, substantive responses to readings = 25 points D. Grammar, mechanics, usage, neatness, spelling = 10 points	
3. Group Presentations: 10% [Graded after each of 2 presentations]	30 points [15 points for each of 2 presentations]	A. Thoughtful, substantively important, and relevant content addressed in presentation = 6 points B. Engaging, pedagogically-sound, well-paced presentation = 6 points C. Clear, complete, well-written handout that complies with the presentation format and demonstrates proper grammar, mechanics, usage, neatness, and spelling = 3 points	
4. Professional Book Review: 15%	45 points	A. Concise, clear summary = 10 points B. Thoughtful, critical analysis of content = 35 points	
5. Term Paper: 37%	110 points	A. Thoughtful, thorough description/presentation of research literature, instructional strategies, or instructional initiative = 50 points B. Depth of conclusions, reflections, or evaluation concerning literature, instructional strategies, or instructional initiative = 50 points C. Grammar, mechanics, usage, neatness, spelling, compliance with requirement guidelines = 10 points	
Total Possible Points = 300 points			

Grading Process: A course grade for READ 6010 will be determined by computing a final point total (0-300), which will be converted to a final grade. The following table presents the possible course grades (note that there is a new UGA plus/minus grading system), the corresponding university standards for each grade, the READ 6010 Percent Score Range for each grade, and the READ 6010 Point Totals for each percent range. For example, if you earned a course point total of 281, which is in the 91-95% range, this would convert to a course grade of A-. According to the *UGA Bulletin* the UGA grading systems assigns the following quality labels to grades: A and A- are *Excellent*; B+, B, and B- are *Good*; C+, C, and C- are *Satisfactory*; D is *Passing*; and F is *Failure* (see <http://bulletin.uga.edu/bulletin/ind/grades4.html>). These same quality labels should be used to interpret grades on course requirements and the course final grade.

Grading Procedure			
Course Grade	University GPA Standard	6010 Percent Score Range	6010 Point Totals
A	4.0	96-100	288-300
A-	3.7	91-95	273-287
B+	3.3	86-90	258-272
B	3.0	81-85	243-257
B-	2.7	76-80	228-242
C+	2.3	71-75	213-227
C	2.0	66-70	198-212
C-	1.7	61-65	183-197
D	1.0	56-60	168-182
F	0.0	0-55	0-167

Content Calendar

Class & Date	Topics	Readings, Presentations, & Materials Due
Class 1: Aug. 21	<ul style="list-style-type: none"> • Introductions, course requirements • Definitions, models, perspectives on reading and literacy 	<ul style="list-style-type: none"> • Class handouts & activities
Class 2: Aug. 28	<ul style="list-style-type: none"> • Reading aloud • Motivation and learning to read 	<p>Readings</p> <ul style="list-style-type: none"> • <u>Everyone</u>: “Making a Difference Means Making It Different: Honoring Children’s Rights to Excellent Reading Instruction” IRA Position Statement, http://www.reading.org/downloads/positions/ps1042_MADMMID.pdf • <u>Textbook Option</u>: Chaps. 1 & 2 of <i>Reading & Learning to Read (RLR)</i> • <u>Article Option</u>: Two articles from Group 1 <p>Due: Response to Readings 1</p>
Class 3: Sept. 11	<ul style="list-style-type: none"> • Emergent literacy • Phonemic awareness 	<p>Readings</p> <ul style="list-style-type: none"> • <u>Everyone</u>: <i>EITHER</i> “Phonemic Awareness and the Teaching of Reading,” IRA Position Statement, (http://www.reading.org/downloads/positions/ps1025_phonemic.pdf OR Phonemic Awareness Instruction” section of <i>Put Reading First</i> booklet View HTML Download PDF • <u>Textbook Option</u>: Chaps. 3 & 4 of <i>RLR</i> • <u>Article Option</u>: Two articles from Group 2 <p>Presentations Round 1</p> <ul style="list-style-type: none"> • Instructional Procedure Group A • Diversity Topic or Issue Presentation Group B <p>Due: Response to Readings 2</p>

<p>Class 4: Sept. 18</p>	<ul style="list-style-type: none"> • Reading words: an overview • Reading words: phonic analysis 	<p>Readings</p> <ul style="list-style-type: none"> • <u>Everyone</u>: <i>EITHER</i> “The Role of Phonics in Reading Instruction,” IRA Position Statement, (http://www.reading.org/downloads/positions/ps1018_phonics.pdf) <i>OR</i> Phonics Instruction” section of <i>Put Reading First</i> booklet View HTML Download PDF • <u>Textbook Option</u>: Chap. 6 of <i>RLR</i> • <u>Article Option</u>: Two articles from Group 3 <p>Presentations Round 2</p> <ul style="list-style-type: none"> • Instructional Procedure Group C • Technology Topic or Issue Presentation Group D <p>Due: Sign-up for Professional Book Review Due: Response to Readings 3</p>
<p>Class 5: Sept. 25</p>	<ul style="list-style-type: none"> • Reading words: structural analysis • Reading words: contextual analysis • Reading words: sight vocabulary 	<p>Readings</p> <ul style="list-style-type: none"> • <u>Textbook Option</u>: One of Chaps. 11, 12, 13, 15 of <i>RLR</i> <i>OR</i> Two articles from Group 4 • <u>Article Option</u>: Two articles from Group 4 <p>Presentations Round 3</p> <ul style="list-style-type: none"> • Instructional Procedure Group E • Diversity Topic or Issue Presentation Group F <p>Due: Response to Readings 4</p>
<p>Class 6: Oct. 2</p>	<ul style="list-style-type: none"> • Reading fluency • Grading of Responses to Readings #1-5 	<p>Readings</p> <ul style="list-style-type: none"> • <u>Everyone</u>: “Fluency Instruction” section of <i>Put Reading First</i> booklet View HTML Download PDF • <u>Textbook Option</u>: Chap. 7 of <i>RLR</i> • <u>Article Option</u>: Two articles from Group 5 <p>Presentations Round 4</p> <ul style="list-style-type: none"> • Instructional Procedure Group G • Technology Topic or Issue Presentation Group H • Due: Response to Readings 5
<p>Class 7: Oct. 9</p>	<ul style="list-style-type: none"> • Oral presentations of Professional Book Review 	<p>Due: Term Paper proposal Due: Book Reviews & Oral Presentations of Them</p>
<p>Class 8: Oct. 16</p>	<ul style="list-style-type: none"> • Meaning vocabulary 	<p>Readings</p> <ul style="list-style-type: none"> • <u>Everyone</u>: “Vocabulary Instruction” section of <i>Put Reading First</i> booklet View HTML Download PDF • <u>Textbook Option</u>: Chap. 8 of <i>RLR</i> • <u>Article Option</u>: Two articles from Group 6 <p>Presentations Round 5</p> <ul style="list-style-type: none"> • Instructional Procedure Group B • Diversity Topic or Issue Presentation Group A <p>Due: Response to Readings 6</p>
<p>Class 9: Oct. 23</p>	<ul style="list-style-type: none"> • Comprehension background • Comprehension skills, 	<p>Readings</p> <ul style="list-style-type: none"> • <u>Everyone</u>: “Text Comprehension Instruction” section of <i>Put Reading First</i> booklet View HTML Download

	strategies, and processes I	<p>PDF</p> <ul style="list-style-type: none"> • <u>Textbook Option</u>: Chap. 9 of <i>RLR</i> • <u>Article Option</u>: Two articles from Group 7 <p>Presentations Round 6</p> <ul style="list-style-type: none"> • Instructional Procedure Group D • Technology Topic or Issue Presentation Group C • Due: Response to Readings 7
Class 10: Oct. 30	<ul style="list-style-type: none"> • Comprehension skills, strategies, and processes II 	<p>Presentations Round 7</p> <ul style="list-style-type: none"> • Instructional Procedure Group F • Diversity Topic or Issue Presentation Group E
Class 11: Nov. 6	<ul style="list-style-type: none"> • Adolescent literacy • Content area reading 	<p>Readings</p> <ul style="list-style-type: none"> • <u>Textbook Option</u>: Chap. 14 of <i>RLR</i> • <u>Article Option</u>: Two articles from Group 8 <p>Presentations Round 8</p> <ul style="list-style-type: none"> • Instructional Procedure Group H • Technology Topic or Issue Presentation Group G • Due: Response to Readings 8
Class 12: Nov. 13	<ul style="list-style-type: none"> • Cultural and linguistic diversity & literacy • Literacy & technology 	<p>Readings</p> <ul style="list-style-type: none"> • <u>Textbook Option</u>: Chap. 10 of <i>RLR</i> • <u>Article Option</u>: Two articles from Group 9 <p>Due: Response to Readings 9</p>
Class 13: Nov. 20	<ul style="list-style-type: none"> • Reading Assessment <p>Grading of Responses to Readings #6-10</p>	<p>Readings</p> <ul style="list-style-type: none"> • <u>Textbook Option</u>: Chap. 5 of <i>RLR</i> • <u>Article Option</u>: Two articles from Group 10 <p>Due: Response to Readings 10</p>
Class 14: Nov. 27	<ul style="list-style-type: none"> • Presentations 	<p>Due: Term Paper Presentations: Group 1</p> <p>Due: Term Paper</p>
Class 15: Dec. 4	<ul style="list-style-type: none"> • Presentations & Evaluations 	<p>Due: Term Paper Presentations: Group 2</p> <p>Due: Course Evaluations (Please go to https://ssl.coe.uga.edu/course_eval)</p>
<p>Final Exam Period: In lieu of a final exam, your instructor will provide time for optional individual Term Paper summative conferences for READ 6010 students who wish to discuss their papers, other aspects of the course, or theoretical or applied issues in reading education. Please schedule these optional conferences individually with your instructor.</p>		

Note: Due to the anticipated diverse interests and backgrounds of READ 6010 students, the nature and pacing of course topics may need to be altered as the semester proceeds. Therefore, the course syllabus is a general plan for the course; deviation announced to the class by the instructor may be necessary.

Article Option Bibliography for Readings and Responses Requirement

Listed below are choices of readings for the “Article Option” for the “Readings and Responses” requirement. Unless specified as being available on “E-Reserve,” in “Paper Copy Only,” or at a specific URL, all materials can be accessed through the “Academic Search Premier (at EBSCOhost)” data base available through GALILEO on the UGA Libraries web site. Your instructor will demonstrate in class how to access materials electronically. Paper copies of works not in electronic form (“Paper Copies Only”) will be available in class for review and checkout. Also, as noted previously in this outline, should a student find an additional material not on the bibliography that is related to a weekly topic and that she or he deems to be appropriate, the student may check with the instructor to determine whether it would be a suitable substitute reading.

- The readings for the various course topics represent a diversity of perspectives and opinions, providing you a range of theoretical and applied points of view.
- Given the range of foci and perspective in the readings choices, you are encouraged to preview the reading options to sample the various viewpoints before selecting works to read.
- Given that some readings address multiple course topics, you may notice that a given reading may appear in more than one section of the following list. In such cases, kindly read and respond only once to a particular reading, so that you have an opportunity to experience 20 distinct works.

Group 1: Reading Aloud & Motivation

Please select **ONE** of the following:

- “Why Reading to Children is Important,” Hall & Moats (E-Reserve)
- “Talking Back and Taking Over: Young Children’s Expressive Engagement During Storybook Read-Alouds,” Lawrence R. Sipe, *The Reading Teacher*, vol. 55, no. 5, Feb. 2002, p. 476.
- “Using nonfiction in a read-aloud program: Letting the facts speak for themselves,” Ray Doiron, *The Reading Teacher*, May 94, vol. 47, no. 8, p. 616.
- “Interactive read-alouds: Is there a common set of implementation practices?” Douglas Fisher et al., *Reading Teacher*, Sep2004, Vol. 58 Issue 1, p8.
- “Reading aloud in classrooms: From the modal toward a `model,’” James V. Hoffman et al., *The Reading Teacher*, Mar93, Vol. 46 Issue 6, p496.
- [Here are 3 brief works you could read as a set on reading aloud to older students] (1) “Are We Reading to Our Teens?,” Virginia Denise Barrett, *Book Report*, May/June2000, Vol. 19 Issue 1. (2) “Reading Aloud to High School Students--What a Pleasure!,” Ellen Goldfinch, *Book Report*, Nov/Dec2002, Vol. 21 Issue 3, p16. (3) “‘The teacher makes it more explainable’ and other reasons to read aloud in the intermediate grades,” Gay Ivey, *The Reading Teacher*, May2003, Vol. 56 Issue 8, p812.
- “Project Story Boost: Read-alouds for students at risk,” Margo Wood & Elizabeth Prata Salvetti, *The Reading Teacher*, Sep2001, Vol. 55 Issue 1, p76.
- “Text Talk: Capturing the benefits of read-aloud experiences for young children, Isabel Beck & Margaret McKeown, *The Reading Teacher*, Sep2001, Vol. 55 Issue 1, p10.

Please select **ONE** of the following:

- “Creating classroom cultures that foster reading motivation,” Linda B. Gambrell, *The Reading Teacher*, Sep. 96, vol. 50, no. , p. 14.
- “Children’s Motivations for Reading and Reading Engagement,” Wigfield (E-Reserve)
- “What Motivates Students to Read? Four Literacy Personalities,” Jill E. Cole, *The Reading Teacher*, vol. 56, no. 4, December 2002/January 2003, p. 326.
- “Self-Efficacy for Reading and Writing: Influence of Modeling, Goal Setting, and Self-Evaluation,” Dale H. Schunk, *Reading & Writing Quarterly*, Apr2003, Vol. 19 Issue 2, p159.
- “The Cultivation of Student Self-Efficacy in Reading and Writing,” Barbara Walker, *Reading & Writing Quarterly*, Apr2003, Vol. 19 Issue 2, p173.

- F. "The Role of Parents in Motivating Struggling Readers," Baker, Linda. *Reading & Writing Quarterly*, Jan-Mar2003, Vol. 19 Issue 1, p87.
- G. "Learning from Students About Overcoming Motivation Problems in Literacy Learning: A Cross-Study Analysis and Synthesis," Penny Oldfather, *Reading & Writing Quarterly*, Oct2002, Vol. 18 Issue 4, p343.
- H. "Learning to love reading: Interviews with older children and teens," Linda Teran Strommen & Barbara Fowles Mates, *Journal of Adolescent & Adult Literacy*, Nov2004, Vol. 48 Issue 3, p188.
- I. "Student perceptions of reading engagement: Learning from the learners," Susanna W. Pflaum & Penny A Bishop, *Journal of Adolescent & Adult Literacy*, Nov2004, Vol. 48 Issue 3, p202.
- J. "Setting the "opportunity to read" standard: Resuscitating the SSR program in an urban high school," Douglas Fisher, *Journal of Adolescent & Adult Literacy*, Oct2004, Vol. 48 Issue 2, p138.

Group 2: Emergent Literacy and Phonemic Awareness

Please select ONE of the following:

- A. "Beginning Reading and Writing: Perspectives on Instruction," Teale & Yokota (E-Reserve)
- B. "Learning to read and write: Developmentally appropriate practices for young children," *The Reading Teacher*, Oct98, Vol. 52 Issue 2, p193.
- C. "Working with families as partners in early literacy," Strickland et al., *The Reading Teacher*, Sept2004, Vol. 58 Issue 1, p86.
- D. "Emergent literacy: How young children learn to read," Dorothy Strickland, *Educational Leadership*, March 1990, p18.
- E. 'Bridging the theme: The arts and emergent literacy,' Kay W Cowan, *Primary Voices K - 6*. Urbana: Apr 2001. Vol. 9, Iss. 4; p. 10 (Paper Copy Only)

Please select ONE of the following:

- A. "Supporting Phonemic Awareness in the Classroom," Yopp & Yopp (E-Reserve)
- B. "Kindergarteners talk about print: Phonemic awareness in meaningful context," Donald Richgels, Karla Poremba, & Lea McGee, *The Reading Teacher*, May96, Vol. 49 Issue 8, p632.
- C. "Phonemic awareness helps beginning readers break the code," P. Griffith & M. Olson, *The Reading Teacher*, Mar92, Vol. 45 Issue 7, p516.
- D. "Phonemic Awareness and the Teaching of Reading," IRA Position Statement, (http://www.reading.org/downloads/positions/ps1025_phonemic.pdf)

Group 3: Phonic Analysis

- A. "Saying the 'P' Word: Nine Guidelines for Exemplary Phonics Instruction," Stahl (E-Reserve)
- B. "The Role of Phonics in Reading Instruction," IRA Position Statement, (http://www.reading.org/downloads/positions/ps1018_phonics.pdf)
- C. "The Utility of Phonic Generalizations: Let's Take Another Look at Clymer's Conclusions," Francine P. Johnston, *The Reading Teacher*, vol. 55, no. 2, October 2001, p. 132
- D. "Phonics instruction: Beyond the debate," Susan Kidd Villaume & Edna Greene Brabham, *The Reading Teacher*, Feb2003, Vol. 56 Issue 5, p478.
- E. "Phonics teaching and learning in whole language classrooms: New evidence from research," Karin Dahl & Patricia Scharer, *The Reading Teacher*, Apr2000, Vol. 53 Issue 7, p584.
- F. "Whole-to-parts phonics instruction: Building on what children know to help them know more," Moustafa & Elba Maldonado-Colon, *The Reading Teacher*, Feb99, Vol. 52 Issue 5, p448.
- G. "Bringing word study to intermediate classrooms," Janet W. Bloodgood & Linda C. Pacifici, *Reading Teacher*, Nov2004, Vol. 58 Issue 3, p250.
- H. "Explorations in developmental spelling: Foundations for learning and teaching phonics, spelling...," Donald Bear & Shane Templeton, *The Reading Teacher*, Nov98, Vol. 52 Issue 3, p222.
- I. "Using children's literature to enhance phonics instruction," Phyllis Trachtenburg, *The Reading Teacher*, May90, Vol. 43 Issue 9, p648.
- J. "Phonics Instruction for Older Students? Just Say No," Gay Ivey & Marianne Baker, *Educational Leadership*, Mar2004, Vol. 61 Issue 6, p35.
- K. "Building on the sound system of Spanish: Insights from the alphabetic spellings of English-

language learners,” Lori Helman, *The Reading Teacher*, Feb2004, Vol. 57 Issue 5, p452.

Group 4: Other Word Identification Strategies & Topics

- A. “They Love Words,” Adel Aiken & Lisa Bayer, *The Reading Teacher*, vol. 56, no. 1, September 2002, p. 68.
- B. “Sentence by Sentence Self-Monitoring,” Edwin G. Buettner, *The Reading Teacher*, vol. 56, no. 1, September 2002, p. 34.
- C. “What do I Say When They Get Stuck on a Word? Aligning Teachers’ Prompts With Students’ Development,” Kathleen J. Brown, *The Reading Teacher*, vol. 56, no. 8, May 2003, p. 720.
- D. “Connecting developmental word study with classroom writing: Children’s descriptions of spelling strategies,” Karin L. Dahl et al., *The Reading Teacher*, Dec. 2003/Jan. 2004, vol. 57, no. 4, p. 310.
- E. “Contextually relevant word study: Adolescent vocabulary development across the curriculum,” Dorothy Grant Hennings, *Journal of Adolescent & Adult Literacy*, Nov. 2000, vol. 44, no. 3, p. 268.
- F. “Integrated word study: Spelling, grammar, and meaning in the language arts ...,” Marcia A. Invernizzi, Mary P. Abouzeid, & Janet W Bloodgood, *Language Arts*, Mar 1997, vol. 74, no. 3, p. 185. (E-Reserve)
- G. “Turn it on with Light Bulb Reading! Sound-switching strategies for struggling readers,” Maryellen Vogt & Patty Nagano, *The Reading Teacher*, Nov. 2003, vol. 57, no. 3, p. 214.
- H. What can I say besides “sound it out”? Coaching word recognition in beginning reading,” Kathleen Clark, *The Reading Teacher*, Feb2004, Vol. 57 Issue 5, p440.
- I. “Word Detectives,” Irene Gaskins, *Educational Leadership*, Mar2004, Vol. 61 Issue 6, p70.
- J. “Literacy activities for Spanish-English bilingual children,” Manuela Gonzalez-Bueno, *The Reading Teacher*, Oct2003, Vol. 57 Issue 2, p198.
- K. “The timing and teaching of word families,” Francine Johnston, *The Reading Teacher*, Sep99, Vol. 53, p64.

Group 5: Reading Fluency

- A. “Fluency Beyond the Primary Grades: From Group Performance to Silent, Independent Reading,” Worthy & Broaddus (E-Reserve)
- B. “Making it Sound Like Language: Developing Fluency,” Stahl & Kuhn (E-Reserve).
- C. “‘I thought about it all night’: Readers Theatre for reading fluency and motivation,” Jo Worthy & Kathryn Prater. *The Reading Teacher*, Nov. 2002, vol. 56 no. 3, p, 294.
- D. “Be a good detective: Solve the case of oral reading fluency,” Meribe Richards, *The Reading Teacher*, April 2000, vol. 53 no. 7, p. 534.
- E. “‘I never thought I could be a star’: A Readers Theatre ticket to fluency,” Miriam Martinez, Nancy Roser, & Susan Strecker, *The Reading Teacher*, Dec. 98/Jan. 99, vol. 52, no. 4, p. 326.
- F. “Helping students become accurate, expressive readers: Fluency instruction for small groups,” Melanie Kuhn, *Reading Teacher*, Dec2004/Jan2005, Vol. 58 Issue 4, p338.
- G. “Curriculum-Based Readers Theatre: Setting the stage for reading and retention,” Rosalind M. Flynn, *Reading Teacher*, Dec2004/Jan2005, Vol. 58 Issue 4, p360.
- H. “A focus on fluency: How one teacher incorporated fluency with her reading curriculum,” Lorraine Wiebe Griffith & Timothy V. Rasinski, *Reading Teacher*, Oct2004, Vol. 58 Issue 2, p126.
- I. “Creating Fluent Readers,” Timothy Rasinski, *Educational Leadership*, Mar2004, Vol. 61 Issue 6, p46.
- J. “Oral reading in the school literacy curriculum,” Timothy V Rasinski & James V Hoffman. *Reading Research Quarterly*. Newark: Oct-Dec 2003. Vol. 38, no. 4; p. 510. (available in “Ingenta Select” data base in GALILEO)

Group 6: Meaning Vocabulary

- A. “‘Extraordinary,’ ‘Tremendous,’ ‘Exhilarating,’ ‘Magnificent’: Middle School At-Risk Students Become Avid Word Learners With the Vocabulary Self-Collection Strategy (VSS),” Martha Rapp Ruddell & Brenda A Shearer, *Journal of Adolescent & Adult Literacy*, vol. 45, no. 5, February 2002, p. 352.
- B. “Flip-a-Chip to Build Vocabulary,” Lee Mountain, *Journal of Adolescent & Adult Literacy*, vol. 46,

- no. 1, September 2002, p. 62.
- C. "Vocabulary Lessons," Camille Blachowicz & Peter Fisher, *Educational Leadership*, Mar2004, Issue 6, p66.
 - D. "Making Words Stick," Connie Juel & Rebecca Defies, *Educational Leadership*, Mar04, Vol. 61 Issue 6, p30.
 - E. "Teaching Independent Word Learning Strategies to Struggling Readers," Janis M. Harmon, *Journal of Adolescent & Adult Literacy*, vol. 45, no. 7, April 2002, p. 606.
 - F. "Use dictionaries for word learning with caution," Carol Rhoder & Patricia Huerster, *Journal of Adolescent & Adult Literacy*, May2002, Vol. 45 Issue 8, p730.
 - G. "A Vocabulary Program to Complement and Bolster a Middle-Grade Comprehension Program," Graves (E-Reserve)
 - H. "Taking Delight in Words: Using Oral Language to Build Young Children's Vocabularies," Isabel L. Beck, Margaret G. McKeown, and Linda Kucan, *American Educator*, vol. 27, no. 1, Spring 2003, 30 (http://www.aft.org/pubs-reports/american_educator/spring2003/words.html).
 - I. "A word map for middle school: A tool for effective vocabulary instruction," Catherine Rosenbaum, *Journal of Adolescent & Adult Literacy*, Sep. 2001, vol. 45, no. 1, p. 44.
 - J. "Lessons in the teaching of vocabulary from September 11 and Harry Potter," Alleen Pace Nilsen & Don Nilsen, *Journal of Adolescent & Adult Literacy*, Nov. 2002, vol. 46, no. 3, p. 254.
 - K. "Vocabulary instruction in a balanced reading program," William H. Rupley, John W. Logan, & William D. Nichols, *The Reading Teacher*, Dec. 98/Jan. 99, vol. 52, no. 4, p. 336.
 - L. "Vocabulary teaching and learning in a seventh-grade literature-based classroom," Janis M. Harmon, *Journal of Adolescent & Adult Literacy*, Apr. 98, vol. 41, no. 7, p. 518.
 - M. "Storybook reading: Improving vocabulary and comprehension for English-language learners," Peggy Hickman et al., *The Reading Teacher*, May2004, Vol. 57 Issue 8, p720.

Group 7: Reading Comprehension

- A. "Effective Practices for Developing Reading Comprehension," Duke & Pearson (E-Reserve)
- B. "Our students are ready for this: Comprehension instruction in the elementary school," James Barton & Donna M. Sawyer, *The Reading Teacher*, Dec. 2003/Jan. 2004, vol. 57, no. 4, p. 334.
- C. "How engagement strategies and literature circles promote critical response in a fourth-grade, urban classroom," Trisha Wies Long & Mary K. Gove, *The Reading Teacher*, Dec. 2003/Jan. 2004, vol. 57, no. 4, p. 350.
- D. "Promoting critical thinking through dialogical-thinking reading lesson, Michelle Commeyras, *The Reading Teacher*, March 93, vol. 46, no. 6, p. 486.
- E. "Revisiting the reader's rudder: A comprehension strategy," Cynthia Fischer, *Journal of Adolescent & Adult Literacy*, Nov. 2003, vol. 47, no. 3, p. 248.
- F. "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, *The Reading Teacher*, vol. 56, no. 8, May 2003, p. 758.
- G. "Using Book Club to Engage Culturally and Linguistically Diverse Learners in Reading, Writing, and Talking About Books," Ailing Kong & Ellen Fitch, *The Reading Teacher*, vol. 56, no. 4, December 2002/January 2003, p. 352.
- H. "Book club plus: A conceptual framework to organize literacy instruction," Taffy E Raphael et al., *Language Arts*, Nov 2001, vol. 79, no 2. (E-Reserve)
- I. "Mindful Reading: Strategy Training that Facilitates Transfer," Carol Rhoder, *Journal of Adolescent & Adult Literacy*, vol. 45, no. 6, March 2002, p. 498.
- J. "Scaffolding adolescents' comprehension of short stories," David N. E. Fournier & Michael F. Graves, *Journal of Adolescent & Adult Literacy*, vol. 46, no. 1, September 2002, p. 30.
- K. "'To wander and wonder': Pathways to literacy and inquiry through question-finding," A. Vincent Ciardiello, *Journal of Adolescent & Adult Literacy*, Nov. 2003, vol. 47, no. 3, p. 228.
- L. "The application of Question-Answer Relationship Strategies to Pictures," Emma E. Cortese, *The Reading Teacher*, Dec. 2003/Jan. 2004, vol. 57, no. 4, p. 374.

- M. "Comprehension instruction for socioculturally diverse classrooms: A review of what we know," Dawnene Hammerberg, *The Reading Teacher*, Apr2004, Vol. 57 Issue 7, p648.
- N. "Hooked on thinking," Ann Paziotopoulos & Marianne Kroll, *The Reading Teacher*, Apr2004, Vol. 57 Issue 7, p672.
- O. "To err is human; to self-correct is to learn," Salli Forbes, Mary Ann Poparad, & Maryann McBride, *The Reading Teacher*, Mar2004, Vol. 57 Issue 6, p566.
- P. "Reading until the cows come home: Figurative language and reading comprehension," Barbara Palmer & Mary Alice Brooks, *Journal of Adolescent & Adult Literacy*, Feb2004, Vol. 47 Issue 5, p370.
- Q. "Help for struggling upper-grade elementary readers," Shira Lubliner *The Reading Teacher*, Feb2004, Vol. 57 Issue 5, p430.
- R. "Motivating student interest with the Imagine, Elaborate, Predict, and Confirm (IEPC) strategy," Karen D Wood & Clare Endres, *Reading Teacher*, Dec2004/Jan2005, Vol. 58 Issue 4, p346.
- S. "What every teacher needs to know about comprehension," Laura S. Pardo, *Reading Teacher*, Nov2004, Vol. 58 Issue 3, p272.
- T. "Democracy's young heroes: An instructional model of critical literacy practices," A. Vincent Ciardiello, *Reading Teacher*, Oct2004, Vol. 58 Issue 2, p138.
- U. "The ABCs of performing highly effective think-alouds," Cathy Collins Block & Susan E. Israel, *Reading Teacher*, Oct2004, Vol. 58 Issue 2, p154.
- V. "Using comprehension strategies as a springboard for student talk," Susan Litwiller Lloyd, *Journal of Adolescent & Adult Literacy*, Oct2004, Vol. 48 Issue 2, p114.
- W. "Critical literacy as comprehension: Expanding reader response," Maureen McLaughlin & Glenn DeVoogd, *Journal of Adolescent & Adult Literacy*, Sep2004, Vol. 48 Issue 1, p52.
- X. "Genres at home and at school: Bridging the known to the new," Nell K. Duke & Victoria Purcell-Gates, *The Reading Teacher*, Sep. 2003, vol. 57, no. 1, p. 30.
- Y. "Nonfiction inquiry: Using real reading and writing to explore the world," Stephanie Harvey, *Language Arts*, Sept. 2002, vol. 80, no.1, p. 12. (E-Reserve)
- Z. "Nonfiction trade book use in primary grades," Rosemary G. Palmer & Roger A. Stewart, *The Reading Teacher*, Sep. 2003, vol. 57, no.1, p. 38.
- AA. "Filling the Great Void: Why We Should Bring Nonfiction into the Early-Grade Classroom," Nell K. Duke, Susan Bennett-Armistead, & Ebony M. Roberts, *American Educator*, vol. 27, no. 1, Spring 2003, 30 (http://www.aft.org/pubs-reports/american_educator/spring2003/void.html).
- BB. "The Case for Informational Text," Nell Duke, *Educational Leadership*, Mar2004, Vol. 61 Issue 6, p40.
- CC. "Bridging the gap between fiction and nonfiction in the literature circle setting," Debbie Stien & Penny Beed, *The Reading Teacher*, Mar2004, Vol. 57 Issue 6, p510.
- DD. "The Role of Genre in a Text: Reading through the Waterworks," Alan D Flurkey & Yetta M Goodman, *Language Arts*. Urbana: Jan 2004. Vol. 81, Iss. 3; p. 233. (E-Reserve)
- EE. "Multigenre Research: The Power of Choice and Interpretation," Camille A Allen & Laurie Swistak, Karen Smith, *Language Arts*. Urbana: Jan 2004. Vol. 81, Iss. 3; p. 223. (E-Reserve)

Group 8: Secondary & Content Area Reading

- A. "From Efficient Decoders to Strategic Readers," Richard T. Vacca, *Educational Leadership*, vol. 60, no. 3, November 2002, p. 6.
- B. "Content Area Literacy Instruction," Bean, Valerio, & Stevens (E-Reserve)
- C. "Beyond Literature Circles: Helping Students Comprehend Informational Texts," Ogle & Blachowicz (E-Reserve)
- D. "Fostering Thought, Talk, and Inquiry: Linking Literature and Social Studies," Nancy L. Roser & Susan Keehn, *The Reading Teacher*, vol. 55, no. 5, February 2002, p. 416.
- E. "You Can't Learn Much From Books You Can't Read," Richard L. Allington, *Educational Leadership*, vol. 60, no. 3, November 2002, p. 16.
- F. "Adolescent Literacy," A Position Statement from IRA

(http://www.reading.org/downloads/positions/ps1036_adolescent.pdf).

- G. "No Child Left Behind: What it means for U.S. adolescents and what we can do about it," Mark W. Conley & Kathleen Hinchman, *Journal of Adolescent & Adult Literacy*, Sep2004, Vol. 48 Issue 1, p42.
- H. "Tailoring the fit: Reading instruction and middle school readers," Gay Ivey & Karen Broaddus, *The Reading Teacher*, Sep2000, Vol. 54 Issue 1, p68.
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