



**Tennessee State University**

**Professional Education Unit**

**Department of Teaching & Learning**

**Methods of Teaching Reading K-8**

**EDCI 5610**

**Fall Semester, 2012**

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**Office Location:** Clay HallRoom **209 A**

**Class Days/Times**: R 4:40 – 7:40 PM

**Office Hours**: MWR 1:30 – 4:35 PM

**Pre-requisites** Admission to Teacher Education. This course is typically taken as part of the requirement for the M. Ed. in both Elementary and Special Education. It serves as the reading methods course for students seeking initial elementary licensure at the post-baccalaureate level. and is one of the course requirements for Special Reading Licensure.

## **Required Text(s)** Temple, C., Ogle, D., Crawford, A. N., & Freppon, P. (2011). *All Children Read: Teaching for Literacy in Today’s Diverse Classrooms*. New York: Pearson [978-0-13-704878-6 / 0-13-7048-5]

**Catalog Description** This course reviews school literacy programs.  Emphasis is on methods and materials for teaching developmental reading from kindergarten through grade six and on interventions for children who struggle with literacy.  The course ties in relevant learning theory, major methods and instructional strategies, controversies regarding teaching reading and writing, other issues related to reading including higher level thinking, assessment and planning, use of technology, and integrating disciplines.  Reading is presented as a tool for learning. While developmental writing not the reverse of reading, the two are mutually supportive and are considered together although the emphasis for this course is on reading. The course promotes use of a comprehensive approach to literacy development in young children.

##### Course Proficiencies\*

##### (\*Course proficiencies are based on the seven (7) [Key Performance Areas](http://www.tnstate.edu/coeweb/PDF%20documents/College%20of%20Education/Syllabus%20Information/key%20performance%20areas.doc) which have identified by the Professional Education Unit. The link above will download the complete list.)

**Knowledge and Skills** (International Reading Association –Standards for Reading Professionals.)

1.1 Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction.

1.2 Demonstrate knowledge of reading research and histories of reading.

1.3 Demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity.

1.4 Demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.

2.1 Use instructional grouping options (individual, small-group, whole-class, and computer-based) as appropriate for accomplishing given purposes.

2.2 Use a wide range of instructional practices, approaches and methods, including technology-based practices, for learners at different stages of development and from differing cultural and linguistic backgrounds.

2.3 Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds

4.1 Use students' interests, reading abilities, and backgrounds as foundations for the reading and writing program.

4.2 Use a large supply of books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.

4.3 Model reading and writing enthusiastically as valued lifelong activities.

4.4 Motivate learners to be lifelong readers.

**Skills**:

Therefore, upon completion of this course learners will be able to:

* Describe the proficient reading process and define reading.
* Discuss the relationship among language, literacy and learning as well as the relationship between oral language development and beginning reading and writing.
* Describe the stages of children’s reading development, writing and spelling development.
* Identify and describe major approaches to teaching reading and the similarities and differences between Directed Reading and Guided Reading Instruction.
* Describe the major components of a balanced or comprehensive literacy program and demonstrate an ability to use techniques such as Guided Reading, SSR, Read Aloud, Shared Book, Paired Reading, Guided Writing, Conferencing, and Focus lessons.
* Demonstrate an understanding of the reciprocal roles listening comprehension and writing play in the development of reading.
* Demonstrate an understanding of the importance of vocabulary to reading (and writing), and ways to improve learners' lexicon of words and their concept development.
* Explore how teachers analyze children's oral reading and comprehension via such procedures as Informal Reading Inventories, Running Record and Miscue Analysis.
* Demonstrate the ability to assist students developing foundational skills such as book handling, tracking a story, employing phonemic awareness and phonemic segmentation, letter-sound correspondences, and sight word development, etc.
* Demonstrate an ability to understand and use both formative and summative evaluation.
* Learn how to develop a class profile, observe learners and reflect on observations for planning instruction and using evaluation results to inform and improve instruction.
* Demonstrate an understanding of why some children have difficulty learning read and write and ways to use these insights in planning and improving instruction.
* Demonstrate ability to integrate reading, writing and vocabulary development across subject areas.
* Discuss and describe organization and management of the classroom reading/language arts portion of the curriculum.
* Discuss the multicultural nature of the classrooms and the consequences to instruction
* Demonstrate ability to integrate curriculum through thematic units that combine language, thinking and literacy with rich subject matter.

### Dispositions

The successful student will:

* Display positive dispositions related to teaching, reading and the teaching of reading
* Demonstrate understanding of how teachers’ values, attitudes,

and dispositions affect children’s learning.

* Demonstrate through behaviors and classroom work the belief that all children can learn
* Recognize and take advantage of opportunities to contribute to all areas of teaching and learning
* Be attentive, respectful, positive and constructive
* Offer to participate in our community of learners
* Fulfill all assigned tasks and responsibilities
* Make appropriate decisions concerning interactions with fellow students, professors, classroom teachers, and K-12 students
* Be prepared for course and classroom instruction
* Present and Prompt to class and field observations
* Accept professional guidance
* Dress appropriately for field/professional experiences

**Instructional Strategies**

Note: Please delete the instructional strategies that you do not use in this course. Add additional strategies you do use that are not listed below.

Lecture

Discussion

Technology (instructor)

Technology (students)

Case Studies

Field Experience

Log/Diary/Journal

Group Discussions

Group Presentations

Demonstrations

**Field Experience Information**

1. **Pre-Service Teachers (Initial Licensure):**

**Reading Clinic**: If you have never tutored in a Metro Nashville Public School reading clinic, a field experience of 13-15 hours (including 3 hrs of Training) at a MNPS reading clinic is required where you will be tutoring struggling readers. For each tutoring session, you will keep a tutoring log with your student’s signature (which will count your hours and experiences), write a one-week unit lesson plan (3 sequent lessons) using the six step lesson format provided in training, and write 10 reflections. The tutoring lesson format will be provided in class and in the training. The reflection format will be distributed in class.

Or **Assisting/Co-teaching**: If you have participated in the reading clinic more than one semester, you may choose to observe/assist/co-teach with a classroom teacher for 13-15 hours in the content area in which you are preparing to be a teacher. You will implement (writing) instructional strategies in the classroom that we have discussed in the class. You will observe for 3 hours, assist teaching for 10 hours, and write 10 reflections on these experiences. You also will write a one-week unit lesson plan (3 sequent lessons). Please consider the following items to include in your reflection: information about the strategy/technique; what made you choose it; how was it incorporated in your class; what worked; what did not work; what would you change; what would you not change; student response. All placements will be made through in conjunction with the Teacher Education Courses. Students assist/co-teach classes must have liability insurance. Joining the Student Tennessee Education Association (STEA) for $30.00 provides you with this insurance. See Ms. Jackson in the Curriculum Laboratory, room 212, in Clay Hall

1. **In-Service Teachers (Licensed or Transitional):**

In-service teachers will be required to use instructional strategies in your classroom that we have discussed in the class. You are to prepare a one-week unit lesson plan (3 sequent lessons) and write 10 reflections on these experiences. Please consider the following items to include in your reflection: Information about the strategy/technique; what made you choose it; how was it incorporated in your class; what worked; what did not work; what would you change; what would you not change; and why.

**Expectations and General Information:**

1. **Academic Integrity** - You are responsible for what you achieve in this class; therefore neither cheating nor plagiarism will be tolerated. Any material taken from other sources must be documented. In no case should one represent another’s work as one’s own. This includes information received from others during examinations or submitting another’s assignments, papers, etc. as one’s own. To avoid questions of plagiarism, students involved in collaborative research should exercise extreme caution. If in doubt, students should check with their major professor. In addition to the other possible disciplinary sanctions which may be imposed through the regular institutional procedures as a result of academic misconduct, the instructor has the authority to assign an “F” or a zero for the exercise or examination, or to assign an “F” in the course.
2. **Classroom Conduct** –The instructor has the primary responsibility for control over classroom behavior and maintenance of academic integrity. The classroom instructor can order the temporary or permanent removal from the classroom, any student engaged in disruptive conduct or conduct in violation of the general rules and regulations of the institution. The use of cell phones and text messaging are not allowed in the classroom.
3. **Classroom Attendance** - Students are expected to attend classes regularly and punctually. The instructor will keep an accurate record of class attendance. It is the responsibility of the student to inform the instructor of any anticipated absences and contact the instructor to find out what work was missed during a period of absence. Unexcused absences and or tardiness may contribute to your grade in this course being lowered.
4. **Official Course Enrollment** - Students who are not on the official class roll may not remain in class. These students must leave class and may not return to class until they have enrolled in the course and their names show up on the official class roster. Please make sure that you are in the correct section.
5. **Disabled Student Services** – Any student who has a condition which might interfere with his/her performance in class may contact the office of Disabled Student Services. This office is located in room #117 Floyd Payne Student Center. The phone number is 963-7400. They will provide you with a document stating what type of classroom accommodations, if any, are to be made by the instructor. The student is to give a copy of this document to the instructor no later than the end of the second week of class. Failure to do so will result in the instructor making no special accommodations of any kind.
6. **Changes to Course Syllabus** – The instructor reserves the right to make modifications to this syllabus. Any modifications to the syllabus must be clearly communicated to students.

**Course Requirements:**

1. Attend and participate in class. **Missing more than two sessions** will result in the final course grade being lowered one entire letter grade.
2. In the event that a class is missed, be responsible for information discussed and make arrangements with classmates or others to obtain the information.
3. Participate in discussions in a professional way. We may discuss controversial topics and you may disagree with ideas presented by others. While you can question a person's idea, personal attacks will not be allowed. Class members not respecting others' right to learn will be asked to leave the classroom and need to speak to the instructor before returning.
4. Submit assignments on time. **LATE ASSIGNMENTS WILL RESULT IN REDUCTION BY ONE LETTER GRADE**. Exceptions will only be made for validated medical or emergency situations.
5. Field Experience required in order to complete this course.

**Tentative Course Schedule**

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| --- | --- | --- |
| Date | Topic | **Readings & Assignment Due** |
| Aug.31 | - Intro to class  - Syllabus |  |
| Sept. 6 | Tutoring Training at Reading Clinic | **Meet at Reading Clinic at 5:20 pm** |
| Sept.13 | Chapter 1 Approaches to Teaching Reading | **Lesson Plan 1** |
| Sept. 20 | Chapter 2 The social and Cultural Contexts for Teaching | **Reflection 1**  **Lesson Plan 2** |
| Sept. 27 | Chapter 3 What Reading teachers Need to Know About Language | **Reflection 2**  **Lesson Plan 3** |
| Oct 4 | Chapter 4 Emergent Literacy | **Group strategy Sharing**  **Reflection 2**  **Lesson Plan 3** |
| Oct 11 | Chapter 5 Phonics and Word Knowledge  Chapter 12 Literacy Instruction K-2 | **Reflection 3** |
| Oct 18 | Chapter 6 build Fluency and Vocabulary | **Group strategy Sharing**  **Reflection 4** |
| Oct 25 | Chapter 7 Comprehension narrative texts  Chapter 13 Literacy Instruction Grade 3 to 5 | **Midterm**  **Reflection 5** |
| Nov 1 | Chapter 8 Comprehension Informational Texts | **Pamphlet**  **Reflection 6** |
| Nov 8 | Chapter 9 Critical thinking and Critical  Literacy  Chapter 14 Literacy instruction Grade 6 to 8 | **Reflection 7** |
| Nov 15 | Chapter 10 Teaching Writing  Chapter 15 Teaching ESL | **Strategy File**  **Reflection 8** |
| Nov 22 | No class- Thanksgiving |  |
| Nov 29 | Chapter 11 Assessing Literacy | **Case Report**  **Reflection 9** |
| Dec 6 | Case Report Presentation and Wrap up | **Reflection 10**  **- Case Presentation** |

**Course Assignments**

**In every Professional Education Course the key assignment is required.**

**1. Lesson Plans (30 points)** – 3 lesson plans will be written before tutoring/assisting/teaching session. A handout with the required format will be provided. You will include all of your lesson plans in the Case Report. Lesson plans are due Thursday **prior to tutoring/assisting/teaching** and will follow the graduate lesson plan format.

**2. Reflections** **(70 points)**– After each tutoring session, you will write a reflection including: How did I teach? How do I feel about the lesson and my reading (teaching) strategies? What were the strengths and weakness of my student’s reading? Why do I feel that way? #What was the best thing that happened? Was there anything I could have done differently or better? What would I do differently?

1. **Strategy File (50 points) -** After observing your student’s reading needs, you will prepare a file of at least 30 strategies, which may include some reading games, beneficial in helping *your* student become a successful reader. These strategies will be incorporated in your lessons and combined into a reference tool for your student. This can take many forms such as note-cards, activity sheets, shape books, etc. Include a variety of strategies which incorporate a multiple intelligence approach, playing to the strength of *your* student’s learning style and diversity. You must give appropriate APA Citations where appropriate.

The file will have the following:

a. Choose at least 30 different strategies and organize them according to use (vocabulary, comprehension, fluency, phonics, writing, English as a Second Language etc).

b. File should contain a **table of contents.**

c. Type each strategy on a 5 by 8 index card and “bind” with a “key ring” through a hole in the top left hand corner.

d. Develop **two group strategy lessons** for a group share on two of the strategies from your file. You will present this lesson within your group and make a copy of the strategy for each group member and the professor.

1. **Pamphlet (50 points)**

You will design a pamphlet written to parents/reading organizations which contain the

following information:

a. **3 strategies for each of the following areas: comprehension, phonics, vocabulary, and fluency:**

b. **List of suggested 5 children literature novels for each of the following genres:**

**a. Historical fiction**

**b. Realistic fiction**

**c. Science fiction**

**d. Fantasy**

**e. Non-fiction**

**f. Biography /Memoir**

* **Be sure to include multicultural literature in your genres.**

**5. Case Report (100 points)**

Directions: Candidates will submit a case report summary for an assigned pupil. The case

report is an analysis of your semester’s tutoring with the assigned pupil as well as

suggestions / future recommendations. Candidates will be graded for clarity, grammar,

correct assessment results, completion of assignment, and recommendations. The case

report will include at least the following information:

1. Reason for Referral
2. Pupil’s age and background information
3. Observations of Pupil (Anecdotal Records)
4. Lesson plans
5. Reflections
6. Recommendations
7. 3 examples of pupil work

1. **Participation (50 points)**

Your class participation will be part of the course grade. Careful reflection on classroom practice will be necessary to fully understand course content. This will be determined based on your thoughtful contributions to classroom discussions and in-class activities. Connections should be drawn between assigned readings and your own understandings and experiences. There will be individual and group assignments in each class. Absences/late arrival and early dismissal will reflect a 5-point deficit for each occurrence with no opportunity to make up in-class assignment.

1. **Midterm (100 Points)**
2. **Case Report Presentation (50 Points)**

### Grading System

|  |  |
| --- | --- |
| Lesson Plans 10 @ 3 | 30 points |
| Reflection 7 @ 10 Final Exam | 70 points |
| Strategy File | 50 points |
| Pamphlet | 50 points |
| Case Report | 100 points |
| Participation | 50 points |
| Mid-Term Exam | 100 points |
| Case Report Presentation | 50 points |
| **Total Points possible** | **500 points** |

Points will be tabulated on the following scale to determine the final course grade.

450 – 500= A

400 – 449= B

350 – 399= C

300 – 349= D

0 – 299 = F

**Additional Readings/Resources**

Afflerbach, P. 2007. *Understanding and Using Reading Assessments K-12*. Newark, DE: IRA

Allington, R., & P. Cummingham. 2002. *Schools That Work: Where All Children Read and Write*. Boston: Allyn & Bacon.

Beers, K. 2002.  *When Children Can’t Read, What Teachers Can Do.* Portsmouth, NH: Heinemann.

Boushey, G., & Moser, J. 2006. *The Daily Five: Fostering Literacy Independence in the Elementary Grades.* Portland, ME: Stenhouse.

Caulkins, L. (1994). *The Art of Teaching Writing*. Portsmouth, NH: Heinemann.

Gentry, R., & J. Gillet. 1993. *Teaching Kids to Spell*. Portsmouth, NH: Heinemann.

Goodman, Y. 1990. *How children construct literacy. Piagetian perspectives*. Newark, DE: IRA.

Fountas, I. & Pinnell, G. S. 1996. *Guided reading: Good First Teaching for All Children*. Portsmouth, NH: Heinemann.

Fountas, I. & Pinnell, G. S. 2001. *Guiding readers and writers Grades 3-6: Teaching Comprehension, Genre, and Content Literacy.* Portsmouth, NH: Heinemann.

Fountas, I. & Pinnell, G. S. 2007. *Teaching for Comprehending and Fluency: Thinking,*

*Talking, and Writing About Reading, K-8*. Portsmouth, NH: Heinemann.

Freeman, D. and Y. Freeman. 2000. *Teaching Reading in Multilingual Classrooms*.

            Portsmouth, NH: Heinemann.

Ganske, K. 2000. Word Journeys. NY: Guilford Press.

Harvey, S., & A. Goudvis. 2007. *Strategies that Work: Teaching Comprehension for Understanding and Engagement.*  Portland, ME: Stenhouse.

Hindley, J. 1996. *In the Company of Children*. Portland, ME: Stenhouse.

Jensen, E.  1998. *Teaching with the Brain in Mind*. Washington, DC: ASCD.

Keene, E. and Zimmermann, S. 1997. *Mosaic of Thought: Teaching Comprehension in Reader’s Workshop*. Portsmouth, NH: Heinemann.

Keene, E. & Zimmermann, S. 2007. *Mosaic of Thought, Second Edition: The Power of Comprehension Strategy Instruction.* Portsmouth, NH: Heinemann

Krashen, S. 2004. *The Power of Reading*. Portsmouth, NH: Heinemann.

Lindfors, J.  1999. *Children’s Inquiry: Using Language to Make Sense of the*

*World*. New York: Teachers College Press.

Miller, D. (2002). *Reading with meaning: Teaching comprehension in the primary grades.* Stenhouse

Publishers.

Mooney, M.  1990.  *Reading to, with, and by*.  Katonah, NY:  Richard C. Owen.

Opitz, M. 2000. *Rhymes and Reasons: Literature for Language Play and Phonological*

*Awareness*. Portsmouth, NH: Heinemann.

Opitz, M. and M. Ford. 2001. *Reaching Readers*: *Flexible and Innovative Strategies*

*for Guided Reading*. Portsmouth, NH: Heinemann.

Owocki, G. 2001. *Make Way for Literacy! Teaching the Way Young Children Learn*.

            Portsmouth, NH: Heinemann.

Peterson, R. 1990. *Life in a Crowded Place.*  Portsmouth, NH: Heinemann.

Rasinski, T. V. (2003). *The fluent reader: Oral reading strategies for building word recognition, fluency, and*

*comprehension.*

Rief, L. *Seeking Diversity*: *Language Arts with Adolescents*. Portsmouth, NH:

Heinemann.

Routman, R. 1999. *Conversations*. Portsmouth, NH: Heinemann.

Routman, R. 2001. *Reading Essentials*. Portsmouth, NH: Heinemann.

Routman, R. 2004. *Writing Essentials*. Portsmouth, NH: Heinemann.

Routman, R. 2007. *Teaching Essentials*. Portsmouth, NH: Heinemann.

Smith, F. 1988.  *Joining the literacy club*.  Portsmouth, NH: Heinemann.

Short, K. & Pierce, K. 1990.  *Talking about books: Creating literate communities*.  Portsmouth, NH: Heinemann.

Stice, C. and J. Bertrand. 2000. *Teaching At-Risk Students in the K—4 Classroom*.

            Norwood, MA: Christopher Gordon.

**Major Journals in K-8 Literacy Education**

Elementary School Journal

5 issues per year--This journal covers all subject areas, reports research, and  presents think pieces for and by teachers, researchers, administrators, and teacher educators.

Holistic Education Review

2 issues per year--This is a forum for innovative, experimental, leading-edge ideas in education.  It explores and challenges traditional assumptions and methods of mainstream education.  The journal seeks to explain humanistic alternative approaches to education.

The Horn Book

6 issues per year--This journal presents announcements of forthcoming works and reviews of children's literature.  Covering fiction and informational genres, the magazine also offers articles on using literature in the classroom.

Language Arts

8 issues per year--This journal is the elementary language arts journal for the National Council of Teachers of English.  Each monthly issue is themed.  The journal contains articles dealing with issues in language arts and literacy development.

The New Advocate

4 issues per year--This journal promotes children's literature in the classroom and issues related to more humanistic instruction.  Reviews of children's literature are also included.

The Reading Teacher

9 issues per year--This journal focuses on practical application articles.  It is the elementary journal of the International Reading Association.  Included in this publication is "Children's Choices", a list of books chosen by children as their favorites.

Young Children

6 issues per year--Covering the ages from preschool through the primary grades, this journal offers articles dealing with critical issues of early childhood education.

Primary Voices (NCTE)

4 issues per year--Covering grades K-6, this is a journal for and about the development of literacy and learning in young children.

Voices from the Middle (NCTE)

4 issues per year--Covering grades 5-8, this is a journal for and about the continued development of literacy and learning in middle school children.