

# **Teaching Reading in the Primary Grades**

**RED 3307, Section 5573**

**Spring 2014**

**University of Florida**

## **Class Meetings:**

Section 5573 meets on Thursdays, periods 5 – 7 (11:45 – 2:45) in NRNA 2325. Class will begin promptly and there will be a short break at an appropriate time during class activities.

## **Course Description**

RED 3307, Teaching Reading in the Primary Grades, is a required class for students seeking to fulfill requirements for a bachelor's or master's degree in the Unified Elementary PROTEACH program. The purpose of the course is to provide students with a breadth of knowledge in areas related to teaching beginning reading. This course is designed to provide students with theoretical and practical knowledge and experience that will prepare them to teach reading in the primary grades. This course is fast-paced and rigorous and covers content that is unfamiliar to most students at this point in their programs. Therefore, it requires commitment to reading and participating in all classes to benefit maximally from the course.

## **Course Objectives**

The material presented in class and the required learning activities will address the following objectives:

1. To demonstrate an understanding of the development of literacy in young children (preschool and grades K-3) and to describe the importance of early language experiences for first and second language acquisition.
2. To identify common terms and concepts related to literacy and use them comprehensibly in discussions and demonstrations.
3. To describe and implement reading instructional practices based on scientifically-based reading research.
4. To identify and define the critical elements of reading instruction in grades K-3 and demonstrate examples of effective instruction for each element.
5. To demonstrate the ability to assess early literacy skills and use assessment data to inform instruction for all learners (including grouping and planning appropriate lessons).
6. To demonstrate the ability to use a core reading program and supplemental materials.
7. To identify grouping practices and their purposes in reading instruction and describe the process for using grouping effectively to differentiate instruction for all learners.
8. To describe a framework or approach for identifying struggling readers and providing support for them.
9. To demonstrate an increased understanding of the link between language and literacy development, the needs of students from culturally and linguistically diverse backgrounds, and the link between language disabilities and the development of reading disabilities.
10. To demonstrate the ability to design an environment that enhances literacy development based on knowledge of research-based practices.
11. To identify characteristics of a struggling reader and components of an effective instructional plan to address the students' needs as part of preventive measures.

## **Required Texts and Materials**

### **Required Texts:**

Honig, B., Diamond, L., & Gutlohn, L. (2013). *Teaching Reading Sourcebook for All Educators Working to Improve Reading Achievement. Updated 2<sup>nd</sup> Ed.* Novato, CA: Arena Press. ISBN: 978-1-57128-690-1

Leu, D. J., & Kinzer, C. K. (2012). *Phonics, phonemic awareness, and word analysis for teachers: An interactive tutorial.* 9<sup>th</sup> Ed. Boston: Pearson. ISBN: 978-0-13-260964-7

### **Required Readings:**

Bates, C. C. (2013). Flexible grouping during literacy centers: A model for differentiating instruction. *Young Children*, 68(2), 30-33.

Brown, K. J. (2000). What kind of text – for whom and when? Textual scaffolding for beginning readers. *The Reading Teacher*, 53(4), 292-307.

Dewitz, P., Leahy, S. B., Jones, J., & Sullivan, P. M. (2010). *The essential guide to selecting and using core reading programs.* Newark, DE: The International Reading Association.

McKenna, M. C., & Walpole, S. (2005). How well does assessment inform our reading instruction? *The Reading Teacher*, 59(1), 84-86.

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

**Course Reserves:** Additional readings will be posted online and in hard copy form in the Education Library through ARES, the UF libraries course reserves system.

**UFLI Materials:** Each student will need a Target Copy packet, UFLI instruction manual, and materials to administer the UFLI Reading Tutoring Program. Most of these materials will be provided for you as a result of your course materials fee, but some may need to be purchased separately. Additional details will be explained in class.

## **Course Requirements and Evaluation**

**Readings:** As you will learn in this course, wide reading builds background knowledge, which contributes to comprehension. Accumulating the knowledge base necessary for teaching young children to read is a serious commitment and expectation of this course. All readings are required and students will be held accountable in various ways, including class discussions, on-line responses, demonstrations, writing responses, and quizzes.

1. **Attendance and Professionalism:** Attendance and conduct of a professional nature is expected of all students for every class session. Professional conduct includes academic honesty, submission of work reflective of professionals, and respectful behavior by instructors and classmates. This course is fast-paced and highly rigorous; attendance at every class session is expected. Students are **required to notify the instructor** of any absence for any reason through email and/or voicemail **PRIOR** to the class meeting time. Points for each class session will be awarded when arrival is on time, student is present for entire class, and professional demeanor is maintained. Points will be deducted for absences, tardiness, and early departure from class for each occurrence. Attendance and demonstration of professionalism represent **5%** of the final grade.
2. **Participation and Teaching Practice:** Students are expected to participate in all class activities and discussions about readings and content covered in class both during class sessions and on the course website. Participation credit may be awarded for discussion posts on Moodle, completion of rubrics during demonstrations, class discussions and responses to instructor questions, demonstration of correct sound pronunciation, and other activities at the discretion of the instructor. Teaching Practice refers to in-class opportunities for small group practice of activities or teaching strategies related to areas of reading instruction. Students will not be allowed to make up partner or small group Teaching Practice activities that are part of in-class presentations and activities. Participation in class activities represents **5%** of the final grade.
3. **Demonstrations (Key Task for Reading Competencies):** During the course, students will learn the components of reading instruction, features of effective instruction, and instructional strategies for each component. Following the delivery of the content related to each, students will prepare and demonstrate brief mini-lessons of instructional strategies dispersed throughout the semester, implementing appropriate accommodations for English Language Learners and struggling students. The goal is to demonstrate features of effective instruction and effective strategies for teaching the components of reading instruction. Rubrics will be provided for evaluation from the instructor and peers. Demonstrations **will be completed in pairs** and the instructor will provide necessary instructions and an array of activity choices. *Demonstrations can be rescheduled ONLY if arrangements are made with the instructor PRIOR to class and due to an excused absence.* Individual lesson/activity demonstrations presented in class represent **5%** of the final grade.
4. **Observation of Reading Instruction:** Each student will formally observe a primary (K-2) classroom reading instructional block. **The amount of time to observe will be determined by the amount of time identified by the classroom teacher as the reading block.** For example, if a 2<sup>nd</sup> grade teacher indicated that reading is taught for 1 hour and 45 minutes, the observation would take place for this entire block of time. In the event that the teacher does not specify a block of time devoted to reading instruction, the **minimum** requirement to observe is **60 minutes**. If reading instruction is spread throughout the entire school day, as may happen in a kindergarten classroom, choose a consecutive 60 minute period during which the most reading instruction occurs. The observation will be documented through field notes (a description of what you observe) using provided forms and points will be evaluated

according to the level of detail. Documented observation and submission of field notes represents 3% of the final grade. The observation will be completed early in the semester and the documentation submitted, however, reference to field notes will be required as part of the Final Exam to provide an opportunity for reflection about learning. Additional clarification will be provided in class.

5. **Quizzes:** The instructor will administer a total of 4 quizzes. Quiz items will be based primarily on information from required readings, but may involve application of or integration of information discussed in class. One of the quizzes will relate specifically to phonics elements. *Each quiz will cover all readings assigned since the previous quiz up to and including the readings assigned for the day of the quiz.* Refer to the “Schedule of Topics” for the reading assignments. Quiz formats will vary and there will be time limits placed on quiz completion. The purposes of the quizzes are to monitor understanding of content, determine progress toward reading competencies, and to structure timely reading of material. Thus, it is imperative that you read the material when it is assigned so you are prepared to discuss and engage in activities, seek clarification when necessary, and build your knowledge base for long-term learning. Each quiz represents 3% of the final grade for a total of **12%** of the final grade.
  
6. **Exams \_\_\_\_\_ (Key Task for Reading Competencies):** Two exams will be administered this semester, a midterm and a final exam, each conducted in two parts – group activity portions and individual written portions. The exams will cover material presented in class presentations, class discussions, and assigned readings and will consist of multiple choice, short answer, essay responses, and activities. The final exam is comprehensive and success on this exam will be dependent on retention of material covered on the midterm due to the nature of knowledge building in the area of beginning reading. Each exam represents 15% of the final grade for a total of **30%** of the final grade.
  
7. **UFLI Case Study (Key Task for Reading Competencies):** As part of the field experience in this semester, all students will be paired with a struggling reader in a primary grade at their placement school. Throughout the semester, students will meet with their reader regularly to administer assessments and provide tutoring in beginning reading skills. Training in the assessment measures and the tutoring procedures will be provided both in class and in a separate workshop. Students will compile a Case Study notebook that includes the assessments, tutoring session notes and artifacts, and a written report of results and instructional recommendations, including specific recommendations for English Language Learners. Additional details and description will be provided in class and in a separate document. The final submission of the Case Study notebook represents **20%** of the final grade.

The completion of the Observation and Case Study assignments will require communication and coordination with the teachers in your practicum placements as well as your practicum coordinator and instructor. It is highly recommended that you discuss these assignments with your teachers as early as possible to ensure that you have ample time for completing them in your placement. If necessary, the practicum coordinator can communicate with your placement teacher to explain the assignments. If your placement does not allow you to complete these, you will still be required to complete the assignments, but may have to find alternative solutions in another school or class.

**8. Plans for Research-Based Instruction (Key Task for Reading Competencies):**

This assignment represents a culminating activity to demonstrate application of learning for future teaching. Students will design plans for reading instruction at a primary grade level of their choice (K-2). The final product will be a written description of the elements of a reading instructional block including the components to be taught, the amount of time devoted to core reading instruction, and integration and differentiation opportunities for struggling students, English Language Learners, and students with identified disabilities. In addition, students will write a lesson plan for each component that reflects the features of effective, research-based instruction. Students are advised that this assignment will be time intensive and that it incorporates all of the information presented throughout the semester. **This project will be completed in parts dispersed throughout the semester with opportunities to revise and resubmit work. Students may choose to work individually or in “grade level teams” of either two or three people.** All students choosing to work as a team must agree to the stated team policies and sign a Group Assignment Agreement. Additional details and rubrics will be provided during class and in a separate document. The final submission of this assignment represents **20%** of the final grade.

**A detailed description and rubric for each major assignment will be provided prior to the due date of the assignment.** Students will be provided with feedback in a timely manner so that they are able to monitor their progress. The instructor will post grades on Moodle as they are available and will return graded assignments in class with comments and guiding questions. Students are encouraged to seek feedback throughout the semester for on-going projects.

Percentages will determine the final grade according to the following scale. Please note that grades are not rounded up at the .5 decimal place. Please visit the UF undergraduate catalogue for more information on UF Grading Policies at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

94.0 – 100 A	88.0 – 90.99 B+	78.0 – 80.99 C+	68.0 – 70.99 D+
91.0 – 93.99 A-	84.0 – 87.99 B	74.0 – 77.99 C	64.0 – 67.99 D
	81.0 – 83.99 B-	71.0 – 73.99 C-	61.0 – 63.99 D-

## Schedule of Topics

The following schedule is offered as a guide. *CHANGES MAY OCCUR* as the course progresses and adjustments may need to be made regarding topics, readings, and/or assignment due dates. **All readings should be completed before the class session on the day for which they are assigned.**

TRS = *Teaching Reading Sourcebook* text

P...FT = *Phonics, Phonemic Awareness, and Word Analysis for Teachers* text

**\*Assignment\* = indicates that an assignment description and rubric will be discussed during the class session**

Class Session	Topic	Readings ***
Session 1 January 9	Course Syllabus and Requirements Knowledge Survey Pretest Practicum Information	
Session 2 January 16	Introduction: The Reading Process and Strands of Instruction The 5 Components of Language Fostering Emergent Literacy Features of Effective Instruction *Demonstration Assignment*	TRS: p. 1-18 (The Big Picture), Section 2 Intro, Chapters 3 - 4
Session 3 January 23	Phonological and Phonemic Awareness (Phonology) <i>Teaching Practice</i> <b>PLEASE BRING YOUR TEXTBOOKS TO CLASS TODAY!!</b> *Plans for RBI* - including lesson plan template Quiz 1	TRS: Chapters 1, 2, 5 P...FT: Chapters 1 - 2
Session 4 January 30	(continue) Phonological and Phonemic Awareness PA Measures Training - A Sound Beginning *Observation Assignment* <b>Demonstrations</b> <b>PRBI - Disclosure and Agreement Form</b>	TRS: Section 3 Intro, Chapter 6 P...FT: Chapters 3 - 4

Class Session	Topic	Readings ***
Session 5 February 6	Phonics/Word Study (Morphology) <i>Teaching Practice</i> *UFLI Case Study Assignment* <b>PRBI – PA lesson plan</b>	TRS: Chapter 7 P...FT: Chapters 5 – 6
Session 6 February 13	(continue) Phonics/Word Study Phonics Measure Training <b>Quiz 2 (phonics elements)</b> <b>Demonstrations</b> <b>Observation Field Notes Due</b>	TRS: Chapter 8 P...FT: Chapters 7 – 8
February 18 – 21	<b>UFLI TRAINING</b>  Tuesday, 8:00 – 12:00, Library East, room 1A Wednesday, 8:00 – 12:00, Library East, room 1A Thursday, 8:00 – 12:00, Library East, room 1A Friday, 8:00 – 5:00, Library East, room 1A	UFLI Instruction Manual
Session 7 February 20  <i>Class begins at 12:30</i>	(continue) Phonics/Word Study Exam Review <b>Demonstrations</b> <b>PRBI – Phonics lesson plan</b>	P...FT: Chapter 10
Session 8 February 27	<b>Midterm – Center Activities and Written Portion</b>	

Class Session	Topic	Readings ***
Session 9 March 13	Fluency Assessment and Evaluation <b>Demonstrations</b>	TRS: Section 4 Intro, Chapters 9 – 10  Article: <i>How well does assessment inform our reading instruction?</i>
Session 10 March 20	Vocabulary (Semantics and Morphology) <i>Teaching Practice</i> Quiz 3 <b>PRBI – Fluency lesson plan</b>	TRS: Section 5 Intro, Chapters 11 – 13
Session 11 March 27	Comprehension (Syntax and Pragmatics) <i>Teaching Practice</i> <b>Demonstrations</b> <b>PRBI – Vocab lesson plan</b> <b>UFLI Case Study – midpoint check</b>	TRS: Section 6 Intro, Chapters 14 – 15  <i>Reading With Meaning</i> – Chapters 5 and 7 [located on course reserves]
Session 12 April 3	Grouping for Instruction Differentiating Instruction Understanding Data from Assessments <b>Demonstrations</b> <b>PRBI – Comp lesson plan</b>	TRS: p. 743 – 754 (Comprehensive Reading Model)  Article: <i>What kind of text—For whom and when? Textual scaffolding for beginning readers</i>  Article: <i>Flexible Grouping During Literacy Centers: A Model for Differentiating Instruction</i>

Class Session	Topic	Readings ***
Session 13 April 10	Core Reading Instruction and Core Programs <i>Teaching Practice</i> Quiz 4 Demonstrations PRBI – Week-Long Schedule and Reading Block Plans (section 3)	<i>The Essential Guide to Selecting and Using Core Reading Programs</i> [excerpts on Course Reserves]
Session 14 April 17	Wrap Up Knowledge Survey Posttest Final Exam – Center Activities	
Monday April 28, 4:00 pm	UFLI Case Study Due in my mailbox or office (no class session)	
Final Exam Day Friday, May 2, 12:30 – 2:30 pm	Final Exam – Written Portion Plans for Research-Based Instruction Due	