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C&I 405.01: Teaching Reading P-8

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TEACHING READING P-8  
C & I 405

Prerequisite: C& I 316 Children’s Literature

3 credits

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Office hours: MW 8:00-8:30, 10:00-11:00  
(Other times by arrangement.)

Course Purpose:

Reading is a strategic, constructive process of making meaning from printed text. The individualistic experience is influenced by the reader’s background, interest, purpose, and attitude. The text itself is also critical to the reading process in terms of the style of writing, vocabulary, and format. Reading must be integrated into the elementary curriculum and students need a contingency of skills that will enable them to monitor and control their understanding of what is being read. The purpose of this class is to prepare education majors to guide p-8 students in the developmental process of becoming literate citizens who can, and do, love to read.

Course Content:

Students will demonstrate through their performance on written exams, assignments, and quizzes a thorough understanding of the following key concepts:

1. Definitions of reading. What is reading? (Rumelhart, Taylor, Harris)

2. Psychological processes of reading. How does reading take place, how do psycholinguistics, schema theory, and cognitive development explain what takes place during reading? (Smith, Chall)

3. Reading theorists. How have different theorists defined reading? How have our definitions of what it means to be literate changed over time? (Allington, Slobin)

5. **Literature-based reading.** What is the support for teaching reading with children’s books? What are the benefits of this method of instruction? How do we select books, organize for instruction, and assess literature-based reading? (Tunnell, Jacobs, Cullinan)

6. **Lesson planning and classroom management.** How do we design appropriate lesson plans for reading? How do we group for instruction and manage the reading program? (Tompkins, Hoskisson, Hennings)

7. **Teaching the skills.** How do we select and use a variety of assessment tools that monitor literacy development? How does assessment shape instruction? How do we use and interpret a standardized test? (Valencia, Clay)

9. **Issues of diversity and exceptionality.** How do we teach so that all children will succeed? How do we teach reading to students not speaking English as a primary language? (Nieto, Rigg, Allen)

10. **Content area reading.** How do we teach children to apply what they know about reading to content areas? How do we assure that students can comprehend a variety of texts? (Vacca and Vacca)

11. **Critical literacy.** How can we use literacy as a means for social change? How do we further the inclusion of all students? (Lankshear, McLaren)

12. **Standards.** How do we use state and national standards to guide instruction? (OPI, IRA, NCTE)

**Instructional Methods:**

1. Writing.
2. Small group activities.
3. Whole class participation and discussion.
4. Inquiry teaching, deductive and inductive learning.
5. Cooperative learning.
6. Critical thinking.
7. Written response to literature.

**Rationale for Course:**

1. Reading and literacy are the heart of the elementary curriculum and the foundations for academic and intellectual endeavors throughout one’s life.

2. Literacy is both the right of the student and the purpose of education.

3. Nationally, a goal has been set that all children will learn to read well by grade
three. Teachers are critical to the achievement of this goal.

Required reading:


Faculty Pack

Children’s Books:

Babbitt, N. Tuck Everlasting.
Curtis, C. P. Bud, not Buddy.
Konnigsburg, E.L. The View from Saturday.

On Library reserve:


STANDARDS FOR THE ENGLISH LANGUAGE ARTS. (NCTE AND IRA)

STATE OF MONTANA COMMUNICATION ARTS STANDARDS
Tentative Schedule:

Week of 27 January
Introduction to the course

3 February
Definition of reading
Psychological models of reading
Models of reading instruction

10 February
Instructional approaches to teaching reading
Using literature to teach reading
Section 1 (p1-10 fac pack)
Ch 1 & 4 Hennings

17 February
(no class Monday)

24 February
Teaching beginning reading
Children who read before grade 1
Teaching the alphabet
Teaching reading with predictable books
Section 2 fac pack (p11-40)
CH 7 Hennings

3 March
Teaching and developing practicing readers
Section 3 (41-68) fac pack
CH 8 Hennings
Book club 1

10 March
The skills of reading
Use of context clues
Teaching sight words
Phonics
Section 4 (p69-94) fac pack

17 March
guided reading
improving fluency
individualized reading project due

24 March
(SPRING BREAK)

31 March
Strategies for teaching reading comprehension
Language Experience Approach
Phonics quiz due

7 April
Book club 2
Vocabulary development
The role of morphology in vocabulary development
The running record
Teaching struggling readers

14 April
Assessing reading
Standardized tests
Norm referenced tests
Criterion referenced tests
Section 6 95-106 fac pack

21 April
reading to learn
three level reading guides
running records due

28 April
book club 3
service learning day

5 May
Etcetera
(an integrated approach)

12 May (finals)
Evaluation Criteria:

Attendance and participation are REQUIRED. More than two absences, repeated tardiness and/or unpreparedness will result in a reduction of your final grade. All assignments must be typed and in a font size of 14 point or larger. All written assignments must have a title page (and hence a TITLE). LATE PAPERS ARE NOT ACCEPTED.

Papers, quizzes, tests, reading assignments, and class activities are designed to meet or exceed the dictates of our accrediting agencies (the State of Montana and NCATE), the guidelines of the International Reading Association (IRA) and the National Council of Teachers of English (NCTE), and the University requirements for an upper division writing course.

Grading:

Grading for this class will be holistic. Your papers will be returned with a letter grade on them, not points. Written work will constitute 50% of your final grade; quizzes and tests will be worth 50%.

Required Tasks:

Individualized reading project

Book club

Running Record

Book Bag

Service learning project

Quizzes (phonics and book club)

Final exam

Assignments:

Individualized reading project

Select a chapter book that would be appropriate for 3rd-5th graders and prepare an individualized reading packet of reading activities similar to the one in the faculty pack for *Naya Nuki: Girl Who Ran*. Include information about the book and author, reading comprehension, vocabulary, study skills, writing, and word recognition. Plan for your book to take two or three weeks to teach. The packet you submit should look exactly like the one you would hand to your
students (i.e. leave enough room to complete each task/answer the question.) Include a separate key, and a list of the state and national standards assignment would address.

Do not select a book that is required reading for this class, 316, or 318. Prepare a copy for everyone in the class.

BOOK CLUB

You will be assigned to a book club for the semester. Each member of each group will take a turn leading the discussion for one of the three children’s books selected for this class. As the discussion leader you will:

1. Determine what preparation you will require of the members of your group.
2. Prepare questions/activities related to the book that will keep your group involved for 45 min. in class.
3. Bring and make use of props/artifacts (music, food, art work, etc.) to connect your group to the book.
4. Design some ways to document and assess group preparation and participation. (e.g. checklists and etcetera)
5. Design two quizzes and an exam for your book. Include a concise rational for the questions. (to be completed BEFORE your book club session)

You will also turn in a two part paper for your Book Club presentation. The first will explore and analyze some literary/sociocultural facet of the novel in detail (e.g. one of the following: theme, style, character development, plot structure, etc.), or perhaps some relationship between several of these elements which is essential to deepening an understanding of the novel. Part one will also include a list of questions you will use to guide and shape your book club session. Finally, include a one page letter you would send home to parents if you were going to use this book. It should explain book club and its purpose, why you chose this book and its value to students, and how book club will make your students better readers.

The second part of the paper will be a reflective piece on how the session went. Consider: How did your peers participate? What worked well? What bombed? What improvisations emerged? What changes you would make next time, etc. Think of this as your detailed notes toward the revision of your lesson plan for the session.

You will also design two quizzes (one from the first part of the book, one from the second) and a comprehensive exam for your book. The exam needs to include multiple choice, true/false, and short answer questions. You may also design a matching activity. Follow the guidelines in the last chapter of the faculty pack in preparing these assessment tools. The questions you ask should reinforce a close, thoughtful engagement with the text by your peers.
and should parallel what you have discussed as being important in the narrative of the first part of the paper. Include the quizzes and the exam (with keys) with your paper. Include a list of the state and national standards these activities would address.

Include the completed checklist and assigned homework from each participant. Each student will complete one of your quizzes; turn in their graded papers. One student will also complete the test; grade it and turn it in, also. (Again, these MUST be completed BEFORE your actual book club session, thus allowing you the most time for your activities and discussions.)

I will meet with the book club leaders the week prior to the book discussion days. Please bring questions regarding your session and preparations. The written portion of the assignment is due one week after your Book Club session as leader.

Students may choose to write the first part of the paper separately or together. Part two needs to be written collaboratively. (DO NOT split the work. Collaboratively means TWO authors for each part). Regardless of how you chose to produce the work, turn it in a well organized binder, with sections for the literary analysis, discussion questions and session plan, reflection, student homework, quizzes, and tests, as well as a sheet evaluating the participation and preparedness of each participant and assigning up to five points to each one.

RUNNING RECORD

Select a child to use as the subject for a running record. Have the child read an unfamiliar piece of writing and tape him/her. Using the tape, record the oral reading according to the format shared in class. Analyze the patterns of errors. What can you determine about this child’s development as a maker of meaning? As a classroom teacher, describe the next learning step for this child and articulate your plan for guiding this student. Once again, frame your plan in terms of specific learning activities.

Book Bag

Select objects which are clues to a children’s book. Prepare a hand out similar to the one shared in class. Share your book bag with the class. This will be worth up to ten points on the quiz/test portion of your grade.

Service Learning Project
As teachers we are committed to lifelong literacy. To that end, we will be involved in an academic service learning project that involves us with community based literacy. You will be required to spend 20 hours volunteering your time, over no fewer than five weeks. At the end of the course we will share our experiences as a class. A time sheet is required for this project, but there will be no paper.

**Extra Credit**

Prepare a booklist for the class and me and distribute it sometime during the semester. Explain briefly why you selected these books. You may choose books by theme, topic, author, grade level, or purpose. Up to an additional 10 points will be added to the quiz/test portion of your grade if you choose to complete this extra credit option.