

University of Maryland at College Park  
Department of Curriculum and Instruction

**EDCI 462: Reading in the Elementary School  
Fall 2004**

Instructor: Dr. Jennifer Turner  
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Class Meetings: Mondays  
Class Time: 10:00am- 12:50pm  
Class Location:  
Bollman Bridge ES,  
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### **COURSE OVERVIEW**

EDCI 462 is an advanced reading methods course for teacher candidates in the master's certification program. The purpose of this course is to develop expertise in the teaching of reading at the elementary school level. The focus of the course is on characteristics of effective reading instruction as identified by respected reading researchers and exemplary reading teachers.

Class sessions will include a variety of formats, including whole-class and small-group discussions, individual writing, videos, brief lectures, materials workshops, teacher/student presentations, and reading workshops. To prepare teacher candidates to be effective elementary reading teachers in culturally and linguistically diverse classrooms, this course emphasizes several unifying themes: (a) developing images of effective reading instruction; (b) articulating and critically analyzing beliefs about teaching reading as a reflective practitioner; (c) identifying strengths and weaknesses in one's own teaching of reading; (d) communicating with colleagues about the teaching of reading; and (e) establishing an infrastructure for lifelong learning about the teaching of reading. These themes are woven within and across the readings, classroom discussions, and individual/group learning experiences, and constitute the foundation of the course.

## COURSE GOALS

This course seeks to support the development of reflective reading teachers who work effectively and equitably in culturally and linguistically diverse elementary classrooms. In 2000, the International Reading Association (IRA) issued a position statement concerning effective reading teachers: *“Every child deserves excellent reading teachers because teachers make a difference in children's reading achievement and motivation to read.”*

Moreover, the IRA has identified several critical qualities of knowledge and practice which they believe are essential for excellent and effective reading teachers:

1. They understand children's reading and writing development.
2. They can assess a child's individual progress and relate reading instruction to a child's previous experience.
3. They know a variety of ways to teach reading.
4. They are able to use a variety of materials and texts for children to read.
5. They can tailor instruction to the individual student.
6. They can help children strategically.

*Excellent reading teachers also use strong motivational strategies that encourage independent learning, have high expectations for children's achievement, and help children who are having difficulty. In addition, excellent reading teachers know that reading development begins well before children enter school and continues throughout a child's school career.*

(Adapted from the IRA position statement on Excellent Reading Teachers, available at [www.reading.org](http://www.reading.org))

In accordance with these important professional standards that IRA has issued, this course aims to develop teacher candidates' knowledge of:

- \*\* Various theoretical perspectives related to reading instruction
- \*\* Various instructional approaches, techniques, and strategies and how to evaluate their appropriateness and effectiveness
- \*\* Systematic and contextualized approaches to phonics instruction, with an emphasis on phonemic awareness, decoding instruction, and word study
- \*\* Instructional strategies, curricular materials, and texts which are responsive to and respectful of students' cultural and linguistic diversity
- \*\* Routines and organizational structures that establish and maintain motivational reading classroom environments
- \*\* Informal assessment techniques and how they provide important information for instructional decision-making
- \*\* Personal beliefs about teaching reading through critical reflection

## REQUIRED TEXTS

Readings for the course will be drawn from 3 required texts as listed below:

Calkins, L.M. (2001). *The art of teaching reading*. New York: Longman.

Paley, V. (1979). *White teacher*. Cambridge, MA: Harvard University Press.

Purcell-Gates, V. (1995). *Other people's words: The cycle of low literacy*. Cambridge, MA: Harvard University Press.

Additional required readings (e.g., book chapters, research articles) are indicated on the syllabus and will be distributed in class.

## ADDITIONAL PROFESSIONAL RESOURCES

Effective teachers use high quality resources to stay current with research on children's thinking and research on teaching techniques. Effective teachers also use high quality resources to aid them in the instructional decisions they make. Make it a personal goal to learn about and start to use such resources this semester. Many of the resources below can be found in Dr. Turner's office, on-line, or in libraries at the Shady Grove and/or College Park campuses.

### Journals

- The Reading Teacher (Official K-8 Practitioner Journal of IRA)
- Language Arts ( Official Practitioner Journal of NCTE)
- Reading Research Quarterly and Journal of Literacy Research
- AERA (American Educational Research Association) Journal Publications

### Books

- Mason, P. & Schumm, J.S. (Eds.) *Promising practices for urban reading instruction*. Newark, DE: International Reading Association.
- Routman, R. (1994). *Invitations: Changing as teachers and learners K-12* (2nd. ed.). Portsmouth, NH: Heinemann.
- Schmidt, P.R & Mosenthal, P.B. (Eds.), *Reconceptualizing literacy in the new age of multiculturalism and pluralism*. Greenwich, CT: Information Age Publishing.
- B.M. Taylor & P.D. Pearson (Eds.), *Teaching reading: Effective schools, accomplished teachers*. Mahwah, NJ: Lawrence Erlbaum Publishers.

### Websites

<http://www.reading.org>

<http://www.ncte.org>

## RESPONSIBILITIES AND ASSIGNMENTS

The following is a list and brief description of responsibilities and assignments that will help you meet the goals of this course. **Additional guidelines and information for assignments will be provided in class.**

Class Participation (*These assignments cannot be made up in the event of absence*)  
During class, active participation is expected. This involvement should include thoughtful comments, questions, and observations that promote engaging discussions of issues related to reading instruction. Participation also includes bringing requested materials to class.

### Reader Autobiography and Artifact

You will write a 4-6 page reflective narrative about the school, family, and cultural experiences that shaped your development as a reader. You will also be expected to share a reading artifact that represents your autobiography in class.

### Read Aloud Project

You will select a narrative text, fiction or non-fiction, to read aloud to the students in your field placement. You will prepare a lesson plan, read the book aloud, and write a brief reflective paper about the read aloud experience.

### Directed Reading Activity Lesson

You will develop one small group reading lesson using the DRA format. You will work with your mentor teacher to select an appropriate narrative or expository text. You will be expected to turn in a written lesson plan, deliver the lesson to students in your field placement, and write a reflective response.

### Discussion Leaders (*All group members receive the same grade*)

Working in groups of three, you will select an issue in teaching reading based upon the weekly topics, and design a hands-on, interactive experience that helps. As discussion leaders, you will not present a lecture nor a summary of the readings; rather, you will stimulate thoughtful discussion about your instructional issue through creative means (e.g., dramatic skits/role plays, presenting case studies, organizing a debate).

### Reader Response Log & Reflection on *Other People's Words*

You will keep a reader response log to document your reading of *Other People's Words*, and you will write a 1-2 page reflection about the book.

### Culturally Responsive Reading Instruction Project (*Final*)

Based upon *Other People's Words*, you will develop an instructional plan and compile 5 instructional strategies that would be useful for teaching reading in a culturally responsive manner. You will also demonstrate 1 strategy in class.

## EVALUATION

Your final grade will be based on your success in meeting the goals of this course as demonstrated throughout the semester and in the course assignments.

Class Participation	10
Reader Autobiography and Artifact	10
Read Aloud Project	15
Directed Reading Activity Lesson	15
Discussion Leaders	15
Reader Response Log & Reflection	10
Culturally Responsive Reading Instruction Project (Final)	25
<b>TOTAL</b>	<b>100</b>

**All assignments are due at the beginning of class on the date indicated in the syllabus. Late assignments are reduced by half a letter grade for each day it is late.** If you have a special circumstance and won't be able to meet the deadline, let me know *before* the assignment is due and I will consider your request.  
All assignments must be typed and double spaced.

### Grading Scale

A+ (100%)	A (93% to 99%)	A- (90% to 92%)	
B+ (87% to 89%)	B (83% to 86%)	B- (80% to 82%)	
C+ (77% to 79%)	C (73% to 76%)	C- (70% to 72%)	
D (60% to 69%)			

In addition, your mentor teacher and field-based instructor will use the standards specified in the Elementary Education Performance Assessment Plan to assess your performance in teaching in your placement classroom. All of your responsibilities for this course will contribute to your preparation to perform appropriately on these assessments.

Incompletes will not be given without specific arrangements in writing prior to the submission of final grades. This process involves a written contract that you can obtain from Student Services in Room 1210 Benjamin Building. Incompletes are reserved for extreme circumstances.

## **UNIVERSITY OF MARYLAND HONOR PLEDGE**

The University has a nationally recognized Honor Code, administered by the Student Honor Council. The Student Honor Council proposed and the University Senate approved an Honor Pledge. The University of Maryland Honor Pledge reads:

*"I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination."*

Unless you are specifically advised to the contrary, the Pledge statement should be handwritten and signed on the front cover of all papers, projects, or other academic assignments submitted for evaluation in this course. Students who fail to write and sign the Pledge will be asked to confer with the instructor.

## **ACADEMIC ACCOMMODATION**

If you have a documented disability that requires academic accommodations, please contact me as soon as possible, and we can discuss these arrangements. Please note that you must have this information on record with the University. If needed, please contact Disability Support Services.

**FALL 2004 CALENDAR FOR EDCI 462**

Date & Topic	Reading Due	Assignment Due
<p style="text-align: center;">September 2</p> <p>Course Introduction Personal Introductions Review of Syllabus</p>	None	None
<b>September 6 NO CLASS</b>	<b>Labor Day Holiday</b>	<b>Labor Day Holiday</b>
September 13	Paley's <i>White Teacher</i> Book chapter by Schmidt Book chapter by Lenski & Nierstheimer (Book chapters will be distributed in class)	Bring your mentor teacher's response to these statements: All children can... All children need... Teachers can... Teachers need to....
<p style="text-align: center;">September 20</p> <p>Designing an Effective Reading Program</p>	Calkins, Ch. 4, 16 Book chapter by Hedrick & Pearish (Distributed in class)	Reader Autobiography & Artifact
<p style="text-align: center;">September 27</p> <p>Fostering a Motivational Literacy Community</p>	Calkins, Ch. 1 -3, 7	Discussion Leaders: Group 1  Bring your teacher's responses to the following questions: (1) How does he/she build a literate community? (2) Does your mentor teacher read aloud? If so, how often and which books are read? If not, why not? (3) How does he/she level the books in the classroom library?
October 4	Calkins, Ch. 13 & 15	Discussion Leaders:

<b>Emergent Literacy</b>	<b>Book chapter by Orellana &amp; Hernandez (Distributed in class)</b>	<b>Group 2</b>
<b>October 11</b> <b>Phonics &amp; Word Study in the Elementary Grades</b>	<b>Calkins, Ch. 11 Au Article (Distributed in class)</b>	<b>Discussion Leaders: Groups 3 &amp; 4</b>
<b>October 18</b> <b>Instructional Frameworks that Promote Comprehension: The DRA, Guided Reading, &amp; Strategy Lessons</b>	<b>Calkins, Ch. 10</b>	<b>Read Aloud Project</b>
<b>October 25</b> <b>Instructional Strategies that Promote Comprehension: Minilessons, Coaching, &amp; Discussions</b>	<b>Calkins, Ch. 5, 6, 12, 17</b>	<b>Discussion Leaders: Groups 5 &amp; 6</b>
<b>November 1</b> <b>Developing Skilled Readers: Teaching Skills for Reading Nonfiction &amp; Fiction Texts</b>	<b>Calkins, Ch. 21-23</b>	<b>Discussion Leaders: Group 7 &amp; 8</b>
<b>November 8</b>	<b>Calkins, Ch. 24</b>	<b>DRA Lesson</b>

Understanding the Reading-Writing Connection		
November 15  Literature-Based Reading Instruction: Book Clubs & Literature Circles	Calkins, Ch. 20, 25 Purcell-Gates, <i>Other people's words</i> (pp, 1-200)	Reader Response Log and Reflection for <i>Other People's Words</i>
November 22  Diversity in Literacy Classrooms: Meeting Students' Needs by Adapting Instruction & Collaborating with Parents	Calkins, Ch. 9 Book chapter by Tatum Book chapter by Baumann & Thomas Book chapter by Galda & Cullinan (All book chapters will be distributed in class)	Bring in a multicultural text (fiction or non-fiction). Please read it and be familiar with it.
<b>November 29</b>  <b>No Class</b>	<b>Independent Work Session</b>	<b>Independent Work Session</b>
December 6  Final Class Session	None	Culturally Responsive Reading Instruction Project (Please bring copies of a one-page handout describing the strategy you demonstrate for your colleagues)