

Reading Education 530: Teaching Reading in the Elementary/Middle School Department of  
Theory and Practice in Teacher Education  
SECTION 1

THE UNIVERSITY of TENNESSEE

College of Education, Health, and Human Sciences

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Instructor: Dr. Deborah Wooten  
Phone: 974-0334  
Time: 5:02-7:45 (T)

Office: A224 Jane & David Bailey Education Complex  
Email: [Dwooten1@utk.edu](mailto:Dwooten1@utk.edu)  
Office hours: by app.

Course Overview

**Course Description**

What is reading? How can I support and challenge every student in a timely way? How do I teach a “balanced literacy program” with limited funds, resources, and testing constraints? Perhaps these and many other questions are at the forefront of our thinking as educators. Hopefully, the search for answers inspires us to dig deeper and ask more questions. This course supports that quest. We will explore a wide variety of current topics in literacy education at the elementary and middle school levels in support of the following goals:

- Be a member and actively engage as a community of learners
- Deepen your awareness about theories and how they translate into instructional practices
- Provide numerous teaching strategies and children’s and young adult literature to consider using with your future students
- Support and encourage your continued growth as a professional literacy learner

**Required Professional Readings:**

In addition to the professional text listed below your assigned readings will include articles and book chapters that will be accessible on blackboard. You will need to make sure that you have the assigned readings and handouts organized in a binder and accessible during each class session.

Professional Book (required)

Wooten, D & B. Cullinan. (2009). *Children’s literature in the reading program: An invitation to read*. Newark, DE: International Reading Association.

Young Adult Literature (one of these two books is required)

Do not purchase either one of these books until after our first class meeting.

Gantos, J. (2011). *Dead end at Norvelt*. New York, NY: Farrar Straus Giroux

Yelchin, E. (2011). *Breeding Stalin’s nose*. New York, NY: Henry Holt.

**If you would like a book to support and extend your learning I would suggest:**

Farstrup, Alan E. & S. Jay Samuels. (2011). *What research has to say about reading Instruction, 4<sup>th</sup> ed*. Newark, DE: International Reading Association.

**Course Requirements and Expectations**

**Attendance and Course Overview Policy:**

Attending all classes is required. Absences and tardiness seriously impact grades. You are allowed one excused absence. Each additional absence, excused or unexcused will lower your grade. Attendance, punctuality, and participation are important to the overall quality of class activities and discussions. Expectations for participation include attendance, completing reading assignments (using a response method when assigned) prior to class, active participation (not dominate) in class discussions and group activities and meeting deadlines for assignments. In the event of an unplanned absence due to an emergency, you will need to contact me immediately.

Turn your cell phones off during class. Computers must be closed during class unless you are using it as part of your presentation. If you do text or have your computer opened during class your grade for the entire course will be lowered. All assignments must be turned in on due dates. If assignments are turned in 7 days late your grade for that assignment will be lowered by at least one grade level.

All assignments must be submitted in APA 6<sup>th</sup> edition style and in Times New Roman 12 point. If your work is not in APA style your grade will be lowered. Do not house your assignments in plastic sleeves. You may slip articles and handouts into plastic sleeves but not assignments to be graded.

**I. Note taking with assigned readings:**

Transact with assigned readings by recording your questions, thoughts, ideas, and reactions on post-its and attaching them to every other page and to the final page of selected assigned readings. The readings that you must transact with text using post-its notes are located on the “Course Outline and Schedule”. The information recorded on your post-it(s) is not necessarily to be a summary of the content, but rather a transaction with new concepts, practices or theories. All handouts and assigned readings need to be housed in a 3-ringed binder. (This binder will be referred to as your “Literacy Portfolio”)

**II. Present to the class one of the assigned readings:**

You will need to present a selected reading (either by yourself or with a classmate). I will pass around a sign-up sheet. Your presentation should reflect the constructivist approach, which emulates an active, social, and creative method for teaching the content of the selected reading. A rubric will be provided for you prior to your presentation. We will discuss. (30-minute presentation)

**Due dates will vary**

**III. Standards Project**

The Standards Project will serve as a way of revisiting all that we have read, discussed, and learned together in this class. It will reflect your knowledge and understanding of reading instruction as it relates to the Tennessee State Teaching Standards for Reading Specialists.

You will need to use a minimum of two assigned readings (articles or chapters) to support your understanding for each standard. List the standard first, next the references in APA 6<sup>th</sup> edition style, and finally your supporting paragraph(s). You may not use an assigned article or chapter more than three times in your Standards Project. Your written descriptive support for each standard is a minimum of 500 words (APA style).

You will need to provide documentation and support for the following standards:

- **Standard 1:** Candidates demonstrate an understanding of theories underlying the reading process and the teaching of reading.

**Due Date: 10/23 (DRAFT)**

- **Standard 2:** Candidates demonstrate an understanding of the written language as a symbolic system and the interrelation of reading and writing, and listening and speaking.
- **Standard 3:** Candidates demonstrate an understanding of how literacy development differs from learner to learner.
- **Standard 5:** Candidates create an environment that fosters interest and growth in all aspects of literacy.
- **Standard 6:** Candidates teach word identification strategies, assist students in building their vocabularies, and guide student in refining their spelling.
- **Standard 7:** Candidates provide explicit instruction and model multiple comprehension strategies.
- **Standard 8:** Candidates teach students a variety of study strategies to strengthen reading comprehension.
- **Standard 9:** Candidates emphasize the interrelationship between reading and writing.

**Due Date: 11/13**

**IV. Professional Book Project:**

Write a ten-page overview and reaction with a professional book about literacy development. Support your book project with five supporting sources. Use primary sources. Paper must be in APA 6<sup>th</sup> edition style. Limit the number of quotes from the text and don't use multiple quoted sentences/paragraphs. Books must be the latest editions. Create a separate reference section for children's literature if included in your paper. . . If you are interested in reading a professional book that does not appear on this list below please let me know in advance so that I can approve your selection. Many of the books listed below and other selections are available in Reading Center Library.

- *Big Brother and the National Reading Curriculum* – Allington

- *Boy Writers: Reclaiming Their Voices* - Fletcher
- *Bright Beginnings for Boys: Engaging Young Boys in Active Literacy* - Zambo & Brozo
- *Comprehension and Collaboration* Harvey and Daniels
- *Content Counts: Developing Disciplinary Literacy Skills, K-6* – Jennifer L. Altieri
- *Creating Strategic Readers* (2nd ed.) - Valerie Ellery
- *Essential Reading on Comprehension* – Lapp and Fisher
- *Getting Beyond “I Like the Book”* (2nd edition) - Vivian Vasquez
- *Guided Reading* - Fountas & Pinnell
- *Igniting A Passion for Reading* – Steven Layne
- *I See What You Mean Visual Literacy* (2<sup>nd</sup> Edition) – Steve Moline
- *Looking Together at Student Work* - Blythe, Allen, and Powell
- *No Quick Fix* - Allington
- *On Solid Ground* - Taberski
- *Phonics They Use* - Cunningham, Cunningham, and Hall
- *Power of Reading* - Krashen
- *Reading Don't Fix No Chevys* – Smith & Wilhelm
- *Reading the Naked Truth: Literacy, Legislation, and Lies* - Coles
- *Strategic Reading* - Wilhelm, et al
- *Teaching Individual Words: One Size Does Not Fit All* – Graves don't use if used in the syllabus
- *The Art of Teaching Reading* - Calkins
- *The Fluent Reader: Oral Reading Strategies for Building Word Recognition, Fluency, and Comp* – Rasinski
- *The Power of Picture Books* - Mary Jo Fresch & Peggy Harkins
- *What Really Matters for Struggling Readers* – Allington
- *Zigzag: A Life of Reading and Writing, Teaching and Learning* - Romano

**Due date for Professional Book Project: 10/30**

#### V. Literacy Portfolio

Your literacy portfolio will contain all of the materials created and received during this course of study. Your Literacy Portfolio will be housed in a three-ring binder. Include the following:

1. Table of Contents (that include clearly labeled coordinating TABS)
2. Your philosophy/ position statement about literacy teaching and learning. This includes what and why you believe your selected best practices work and how it translates into classroom practice. Write your philosophy in first person. It needs to be at least three pages in length with five supporting sources (APA 6<sup>th</sup> edition style is required) DO NOT USE PLASTIC SLEEVES.
3. All of your articles, handouts, and notes that you have accumulated during this semester. Leave your post-it interactions attached to your readings. All articles, handouts, and chapters should be organized in chronological order according the syllabus
4. A self-evaluation letter that is a reflection of the overall course. Write your name on your letter. I will collect your letter and keep it on file. (One page minimum)

In order for you to receive your grade you must submit your Standards Project to TaskStream. Don't post your Standards Project on TaskStream until I have graded it and notified you that it is ready to be posted. Post your standards project on TaskStream within 3 days after I have informed you that your standards project is graded and has met the state requirements. If you have problems or cannot log in contact Bill Wishart at [wwishar1@utk.edu](mailto:wwishar1@utk.edu) or 974-1398.

**Due date: 11/27**

#### VI. Your final grade will be determined from the following areas:

- Attendance/Class Participation (see attendance policy)
- \*Standards Project/submission on TaskStream
- \*Professional Book Project
- \*Presentation of a Selected Assigned Reading
- Response to Assigned Readings via post-it approach

- Literacy Portfolio/Philosophy/Self Reflection Letter

\*Standards and Inquiry or Book Projects along with your presentation will comprise 90% of your overall grade. Your overall grade will be lower by 5 points each day that work is submitted late (this does not include weekends). You must have your Standards Project posted on TaskStream three days after you have been notified to do so. If it is not submitted by this 3-day deadline you will loose 5 points per day. I will only negotiate partial reduction of your grade if work is submitted late in the event of an emergency for all assignments.

**My reading position statement:**

I believe that reading is the act of transacting with text to create meaning; it is a dynamic process whereby a reader brings their unique background experiences to create individual meaning as they engage with a text. It is a process that involves interaction between thought and language and reaches beyond the task of lifting meaning from a particular passage. Reading is a transaction between reader and the text that moves within an intricate web of social, cultural, linguistic, cognitive, and physiological modalities. This might be my definition of reading on a given day, but it could also deepen or slightly change with time. What is your definition? I wonder what our definitions will be at the end of this course? Let's explore and have fun.

**University of Tennessee Disposition Statement:**

All teacher candidates at UTK are expected to demonstrate commitment to the Professional Dispositions (<http://web.utk.edu/~wwishar1/ddm>) in coursework and field settings related to their preparation program. Instructors for targeted courses are asked to document that students have shown behavior indicating appropriate dispositions at the conclusion of the course. Instructors, supervisors, and mentors (both public school and university) can report dispositional deficiencies at any time through the procedures at the web site indicated above. Candidates and others are encouraged to visit the website cited above for additional information about the dispositions and/or procedures pertaining to them.

**Tentative Course Schedule**

	Date	Topic	Have the assignment prepared for the day indicated
1	8/28	No Class Meeting	
2	9/4	Establishing a Literacy learning Community	
3	9/11	Writing and Sharing Connections	Wooten & White: Inviting All Students into the Literacy Arena Through Writing and Sharing Connections. (You will receive a timeline entry person)
4	9/18	 HISTORY OF LITERACY	Alexander & Fox chapter (Read this chapter per my instructions) (Chapter 1) Giorgis: Exploring Visual Images in Picture Books
5	9/25	Learning about the Constructivist Approach with	Gambrell: Seven Rules of Engagement Perkins: The Many Faces of Constructivist Allington: Proven Programs

		Engagement in Mind	(Use post-it approach with the above readings)
6	10/2	Literacy Learning with Expository Text	Serafini: When bad things happen to good books Dymock, & Nicholson: High 5!" Strategies to Enhance Comprehension of Expository Text (Chapter 4) Giblin: Discovering the Many Layers in Nonfiction
7	10/9	Getting Acquainted with Fluency	Allington: Fluency: A vital key to comprehension Marcell, B. (2012). Putting fluency on a fitness plan (Chapter 5) Harrison: Yes, Poetry Can! Share Another Jar of Tiny Shares and other Poetry books <b>Chris Van Allsburg Anchor Author Study Overview</b>
8	10/16	Understanding Phonemic Awareness and Vocabulary	Strickland: Teaching Phonics Today (chapter 2) Ehri and Nunes: Phonemic Awareness (Chapter 13) Gilrane: So many books –how do I choose? <b>(Use post-it approach with both of the above readings)</b>
9	10/23	Learning about Vocabulary	Graves: Teaching individual words: One size does not fit all. (Chapter 2) (Chapter 3) Swaggerty: Using Postmodern Picture Books <b>Due Date: Standard 1 draft</b>
10	10/30	Differentiating Instruction for Diverse Learners (Test Prep)	Kontovourki: Meaningful Practice: Test Prep in a Third-Grade Public School Classroom Bean, R. & J. Lillenstein. (2012). Response to intervention Allington: What At-Risk Readers Need <b>Due Date: Book Project</b>
11	11/6	Teaching with the Brain in Mind	Cardellicchio & Field: Seven Strategies That Encourage Neural Branching Armstrong: Teaching Smarter with the Brain in Focus (Chapter 3) (Skips page 29) (Chapter 9) Hansen: Young Writers Use Mentor Texts
12	11/13	Addressing ELL students	Ogle & Correa-Kovtun: Supporting ELL "Partner Reading and Content... (Chapter 2) Botzakis: Graphic Novels in Education <b>Due Date: Standards Project</b>
13	11/20	Implementing Book Clubs	Blauman: Building a Better Book Club Garan & DeVoogd: The Benefits of SSR <b>Book Club (Due date for you to have read your Newbery Book)</b> Tentative date to launch Book Clubs
14	11/27	Tentative Coursework Class Meeting	(Chapter 6) McGill-Franzen: Series Books for Young Readers (Chapter 8) Roser and others: The Surreptitious Role of Children's Literature in Classroom <b>Due Date: Literacy Portfolio</b>
15	12/4	Using Children's Literature to Nurture Social Responsibility	Cook & Voelker: Taking a Critical Stance: Using Children's Literature... (Chapter 7) Yokota: Learning Through Literature That Offers Diverse Perspectives:

Assigned readings and handouts are located on blackboard

#### References

Alexander, P. & E. Fox. (2008). Reading perspective. In M. J. Fresch (Ed.), *An essential history of current reading practices*. (pp. 12-32). Newark, DE: International Reading Association.

Allington, R. L. (2011). What At-Risk Readers Need. *Educational Leadership*, 68(6), 40-45.

- Allington, R. & R. Nowak. (2004). Proven programs and other scientific ideas. In D. Lapp, & C. C. Block, E. J. Cooper, J. Flood, N. Roser, & J.W. Tinajero (Eds.), *Teaching all the children: Strategies for developing literacy in urban settings* (pp. 93-102). New York, NY: Guilford.
- Allington, Richard. (2004). Fluency: A vital key to comprehension. *Instructor*. 113(5), 12-13
- Armstrong, S. (2008). *Teaching smarter with the brain in focus: Practical ways to apply the latest brain research to deepen comprehension, improve memory, and motivate students to achieve*. NY, NY: Scholastic. (Chapter 3 and it skips page 29)
- Bean, R. & J. Lillenstein. (2012). Response to intervention and the changing roles of schoolwide personnel. *The Reading Teacher*. 65(7), 491-501.
- Blauman, L. (2011). Building a better book club. In H. Daniels. (Ed.), *Comprehension going forward: Where we are/what's next*. (pp. 83-97). Portsmouth, NH: Heinemann.
- Cardellichio, T. & W. Field. (1997). Seven strategies that encourage neural branching. *Educational Leadership*, 54(6), 33-36.
- Cook, C & A. Voelker. (2010). Taking a critical stance: Using children's literature to nurture social responsibility. *The Dragon Lode*. 29(1). 20-28.
- Dymock, S. & T. Nicholson. (2010). "High 5!" Strategies to enhance comprehension of expository text. *The Reading Teacher*. 64(3), 166-178.
- Ehri, L.C. & S. R. Nunes. (2002). The role of phonemic awareness in learning to read. In A. E. Farstrup & S.J. Samuels (Eds.), (2002). *What research has to say about reading instruction*. Newark, DE: IRA.
- Gambrell, L. (2011). Seven rules of engagement: What's most important to know about motivation to read. *The Reading Teacher*. 65(3), 172-178.
- Garan, Elaine M. & Glenn, DeVoogd. (2008). The benefits of sustained silent reading: Scientific research and common sense converge. *The Reading Teacher*. 62(4), 336-344.
- Graves, M. (2009). *Teaching individual words: One size does not fit all*. Newark, DE: International Reading Association. (Chapter 2)
- Kontovourki, S. & C. Campis. (2011). Meaningful practice: Test prep in a third-grade public school classroom. *The Reading Teacher*. 64(4), 236-245.
- Marcell, B. (2012). Putting fluency on a fitness plan: Building fluency's meaning-making muscles. *The Reading Teacher*. 65(4), 242-249.
- Ogle, D. & A. Correa-Kovtun. (2110). Supporting English-language learners and struggling readers in content literacy with the "partner reading and content, too" routine. *The Reading Teacher*, 63(7), 532-542.
- Perkins, David. (1999). The many faces of constructivist. *Educational Leadership*, 57(3), 6-11.
- Serafini, F. (2012). When bad things happen to good books. *The Reading Teacher*. 64(4), 238-241.
- Strickland, D. (2011). *Teaching phonics today: Word study strategies through the grades*. Newark, DE. International Reading Association. (Chapter 2)

### Additional readings

- Samuels J. & A. Fastrup. (2011). *What research has to say about reading instruction*. (Fourth edition) (Newark, DE. International Reading Association.

Goodwin, A., M. Lipsky, & S. Ahn. (2012). Word detectives: Using units of meaning to support literacy. *The Reading Teacher*. 65(7), 461-469.

Guccione, L. (2011). Integrating literacy and inquiry for English learners. *The Reading Teacher*. 64(8), 566-577.