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I. Course Title and Number
   Reading 438 / 638
   Approaches to the Teaching of Reading in the Elementary School

II. Semester Credit Hours
    3 semester credit hours

III. Catalog Description/Purpose
    Emphasis in this course will be placed on the balanced reading approach, including reading strategy instruction and comprehension enhancement. Includes the informal identification of reading problems and selection of appropriate intervention strategies.

IV. Rationale
    This course is designed to introduce the pre-service K-6 classroom teacher to current research and practice relevant to the philosophy and skills that underlie a balanced approach to literacy instruction. Reading is fundamental to the elementary school curriculum, and it is essential for developing lifelong learners. The complexity of the reading process suggests that teacher candidates should be equipped to organize literacy instruction for a diverse group of learners, including struggling readers and English language learners. To meet these goals, elementary teachers need instruction in the framework and theories of reading and a basic knowledge of a research-based elementary school reading program, developmentally appropriate materials, and assessment techniques. The ability to select and implement appropriate instructional strategies to meet the varied reading needs of all students is essential.

V. Teacher Education Model
   The UTM Teacher Education Model is designed to develop teachers who facilitate learning by engaging in methods and strategies which can transform students from passive recipients of information to active participants in their own intellectual growth. The faculty is committed to providing teacher candidates with a variety of experiences to increase knowledge, skills, and dispositions in working with students of culturally diverse backgrounds, exceptionalities, and varying learning styles. The faculty also view technology as an integral component of the teacher education program and believe candidates should know how to enhance
learning through the use of a wide variety of materials including human and technological resources. Therefore embedded and intertwined among the components of the conceptual framework are the commitments to diverse learners and the use of technology and assessment as pedagogical tools to enhance student learning. The UTM Teacher Education Program is based on a conceptual framework that has been derived from current research and best practice. The following three key components represent a compilation of expectations an “Educator as a Facilitator of Learning” is expected to develop: Knowledge, Skills, and Application Reflective Practice Professional and Ethical Behavior VI. Performance-based Outcomes/Learning Activities This course meets the State Matrix Knowledge and Skills for: Reading Education 1a-1i, Student Development 2a-2h, Curriculum 3a-3f, Learning Expectations 4a-4j, Assessment Strategies 5a-5f, Reflective Practice 6a, 6c, Community Context 7a-7e, Teacher Preparation Program Content 1a-1g, Field Experience 2b-2c Knowledge: The student will:
A. Demonstrate a clear understanding of the interrelationships among the dimensions of a balanced reading program including phonemic awareness, decoding, fluency, background knowledge, comprehension, and the motivation to read.
B. Know that effective instruction integrates attention to the alphabetic principle, construction of meaning, and opportunities to develop fluency.
C. Demonstrate working knowledge of pedagogical strategies to provide learning experiences that enable children to become competent independent readers.
D. Know and demonstrate how to make accommodations for students who are experiencing difficulties in reading.
E. Understand that assessments are used for various purposes, including determining strengths, planning instruction, flexible grouping, monitoring progress, and assessing curriculum.

Skills: The student will:
A. Identify a balanced literacy program that provides explicit and systemic instruction within a print-rich environment regardless of grade level.
B. Assess student progress, use data to identify children who are falling behind in reading or who are at-risk of falling behind and provide intervention methods that are based on those assessments.
C. Plan and orchestrate appropriate learning experiences for all students.
D. Use information about the learning curricular needs of diverse learners including students with limited English proficiency to establish high expectations and design learning that meets the needs of all children.
E. Understand their responsibility to provide leadership in the following areas: collaborate with other classroom teachers and support staff, implement interventions for children in need of special services, and integrate instruction in pull-out programs with on-going classroom instruction.

**Teacher Candidate Diversity Proficiencies:**

1. Consider diversity when planning and implementing instruction. (RP)
2. Consider ethnicity when designing instruction. (RP)
3. Explicitly include a variety of ethnic groups in the curriculum. (KSA)
4. Value linguistic diversity as an integral component of educational systems. (RP)
5. Understand the unique needs of linguistically diverse learners. (KSA)
6. Adapt instruction to the needs of linguistically diverse learners. (PEB)
7. Understand strategies to address differentiated instruction and make accommodations in the classroom. (KSA)

**Dispositions:**

The student will display:

1. Professional behavior by exhibiting responsible and appropriate behavior to all instructors and staff.
2. Professional behavior by attending class on time and turning in assignments in a timely manner for successful completion. Assignments will only be accepted one day late with an automatic letter grade penalty assessed.
3. Professional behavior by providing written documentation (clinic excuse) of any absence the first day returning to class. ALL Late work must have medical excuse attached to receive credit. Medical excuse required for makeup.
4. Final course grade will be lowered one letter for every 3 unexcused absences.
5. Professional behavior by adhering to the University of Tennessee at Martin honor code and policies regarding any assignments.
6. You are responsible to assist and enhance others’ learning by sharing your own ideas, questions, and comments. For learning to take place effectively, each and every student must participate in class discussions, cooperative activities, and projects, including journal writing. **Teacher candidates know that teaching involves giving as well as receiving.**
7. Teacher candidate diversity proficiencies addressed by this course:
   a. Consider diversity when planning and implementing instruction
   b. Consider ethnicity when designing instruction
   c. Value linguistic diversity as an integral component of educational systems
   d. Understand the unique needs of linguistically diverse learners
   e. Adapt instruction to the needs of linguistically diverse learners
   f. Understand strategies to address differentiated instruction and make accommodations in the classroom
COURSE CONTENT

1. Students are required to attend class everyday. In class activities will count a number of points on your final grade and cannot be made up without a medical excuse (from a Dr. or nurse.)
2. The basic text is required: Gail Tompkins, Literacy for the 21st Century 4th ed.
3. All papers must be typed and cannot be turned in by e-mail (except websites). Do not turn in late papers w/o medical excuse.
4. Students will prepare for each class session by completing a study guide on the chapter material. Study guides are due on the day the chapter is listed on the calendar at the beginning of class. Study guides must be turned in on time will account for approximately 10 points total of the final grade. 
5. The suggested text, Phonics They Use, provides a basic foundation and toolkit for phonics instruction. It will be a resource for presenting reading strategies. (For additional information see #9 below.)
6. Notebook: Students will maintain a READING 438 comprehensive portfolio (5 points of the final grade.) for organization of and reflection on class activities. A binder approximately two inches thick with the following dividers will be necessary. Syllabus and Calendar; State Curriculum Objectives and State Vocabulary lists; Class notes and Handouts; Reflective Journals; Study Guides; Reading Strategies; Mini Lessons; Assessments and Assessment Project; & Reading Website Reviews will be the 9 section dividers.
7. Students will complete mid term and final (approx. 5 points each). examinations which will account for a total of 10 points on the final grade. An overview of the reading process will count 5 points.
8. Evaluate a basal reader series. (10 points of final grade) In a narrative report based on guide questions, describe in detail one grade level of one basal reader series by looking at student edition, teacher edition, and any and all supplemental material. Student will present his or her findings in a group paper. There will be a title page. The group will come to consensus about the strengths and weaknesses of the series and will write a 1-2 p. introduction & overall evaluation to be placed in front. The individually authored grade level reports will be placed in grade order after the introduction. Each individual grade level report must include a listing of all the materials at that grade level. This culminating project should demonstrate mastery of the course objectives. 
9. Assessment Project (10 points of final grade). Students will observe and give three reading assessments to one K-8 student and use the information gained to analyze his or her reading strengths and weaknesses. Students will research and develop at least 6 interventions for reading (3 for home & 3 for school). The background, assessments, results analysis, & proposed interventions will be written in the form of a case study. This culminating project should demonstrate mastery of the course objectives.
10. Read Aloud (peer evaluation will count 5 points of final grade). Students will select an appropriate children’s read aloud selection (using the bibliographies
at the end of the chapters in Tompkins’ textbook) to present at the beginning of class on an assigned date. Points earned will be determined by evaluations from classmates. Peer evaluations (3+sentences) will be posted to discussion board. If your last name begins with A-M you will review all read alouds and strategies by students before the mid term. N-Z will do the second half of the semester. Minimum 10 read alouds and 10 strategies must be reviewed. Rubric available on blackboard.

11. **Reading Strategy** Students will practice teach a 5 minute reading strategy using the Chapters in Cunningham’s Phonics They Use (see calendar) at the beginning of class on an assigned date. Create a hand out for each class member (25-30) explaining the activity in your own words, explain the purpose and use of the reading strategy, **teach the activity** (class will play the students), & answer questions. Do not simply copy the page out of the textbook. Peer evaluations should be posted to discussion board. See above. Rubric available on blackboard.

12. **Mini (10 min.) lessons on concepts of print, phonemic awareness, fluency, comprehension, and vocabulary. (2 points each;10 points total)** These will be presented and shared in small groups. Must be based on state curriculum objectives which relate to the particular aspect of the reading process. Due after we study the appropriate chapters. Format posted on blackboard.

13. **Reading websites collection** (10 websites) **(5 points of final grade).** Find 10 websites applicable to reading for teachers, students, and parents. Make a bibliography with hyper links and write a paragraph (five sentences or more) evaluation of how you would use the website (emphasizing reading), e-mail to bquick@utm.edu by due date and file a copy in your portfolio. Due mid semester. Explore the site fully. Think about who can use it and how. (Reading Rockets, Starfall, Read Write Think, BBC Words & Pictures, Colorin Colorado, International Reading Association, for example). Websites that promote a product are not generally acceptable.

14. **Bulletin Board** (Undergraduates only. **10 points of final grade**). The undergraduate students will work with partner(s) to create and construct in a timely manner a bulletin board on a particular grade featuring an appropriate book and/or author. The board will state the author and title of the book, be neat and correctly spelled, motivate reading, be interactive, & have at least one grade appropriate state objective posted. It will demonstrate one theme, unity, and organization. Bulletin boards must state the grade level and names of the team. (Rubric available)

15. **Graduate project** demonstrating inquiry on a topic of interest relating to reading which has been approved will be presented to the entire class. It will include two parts: a written research paper with 8 or more sources cited in correct APA fashion and a ppt. presentation teacher workshop. (No more than 50% of the sources can be web based. Research journals must be used for the balance. The textbook is not a source and topics duly covered in the textbook are not acceptable.) This inquiry project will be presented to the class in workshop format at the end of the semester. An accompanying handout
should be given to the class; ppt. slides/outline are not acceptable. This project will count 10 points on the final grade, replacing the bulletin board for graduate students.

VII. ASSESSMENT

**Points and percents are equal: 100 points = 100%**

- In-class attendance and participation 10%
- All chapter quizzes 10%
- Mid-Term and Final 10%
- Comprehensive Academic Notebook 5%
- Study Guides 10%
- Basal Reader Evaluation 10%
- Assessments Project 10%
- Bulletin Board 10%
- Read Aloud (peer assessment 5%)
- Reading Strategy Presentation (peer assessment 5%)
- Mini-lessons 10%
- Website Reviews 5%

*The instructor reserves the right to make minor adjustments in the percentages according to needs of the individual class.*

**Grading Scale**

- 93-100% = A
- 83-92% = B
- 73-82% = C  
  **No late grades or makeup without medical excuse.**
- 60-72% = D
- Below 60 = F

Any student eligible for and requesting academic accommodations due to a disability is requested to provide a letter of accommodation from PACE or Student Academic Support Center within the first three days of the semester.

VIII. TEXTBOOK(S)


  Suggested:


- Shanker, A. *Informal Reading Inventory*. 
IX. OTHER RESOURCES

The State of Tennessee Department of Education, Curriculum & Instruction website has reading standards for each grade K-8. We teach to objectives; students are evaluated on standards. You will copy the standards for reading for one grade you would like to teach and keep them in your notebook for reference at all times. Link found on blackboard. Be cognizant of the requirements of all the grades.

There is also a great curriculum guide describing the strategies which may be copied as a reference and placed in the notebook. It is listed as Reading in the Content Area. Choose the middle school level.

Also the state of Tennessee has consulted with Robert Marzano to create a listing of vocabulary words for each grade level. Copy these and put them in the front of your notebook for reference. The link is on blackboard.

The Paul Meek Library sections LB 1050 & LB 1573 will be particularly useful in finding interventions for the assessment project.

The extensive Juvenile Collections in Paul Meek Library as well as the LRC will be an excellent source for the read alouds.

The LRC Textbook Collections will be used for the Basal Reader Project. Its Professional Books provide inspiration for the activities, and its Juvenile Collections provide many read alouds, including big books. Additionally there are several teacher magazines that provide instructions for activities. Professional Journals in Paul Meek Library, such as Reading Teacher, Elementary School Journal, Language Arts Journal, Journal of Reading, Reading Research Quarterly, contain articles & assessments and may be accessed using the many search engines available on the library website. You will be directed to use the search engines to download several assessments to be filed in your notebook’s assessment section. These are required for your notebook grade. The specific articles and assessments are listed in the end-of-chapter bibliographies in Tompkins & at the end of the book in Cunningham.

X. PREREQUISITES None

XI. FACULTY FREQUENTLY TEACHING COURSE Above

XII. PROGRAM(S) IN WHICH COURSE IS REQUIRED

All elementary programs