

Teaching Reading in the Elementary and Middle School
15:299:516 (01)
3 credits

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| Instructor: Dr. Erica Boling | Email: erica.boling@gse.rutgers.edu |
| Phone Number: 732-932-7496 x8218 | Address: 10 Seminary Place, Office 210 |
| Office Hours: by appointment | Prerequisites or other limitations: none |
| Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other | Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers: contact instructor |

Class Wiki Site

<http://rureading13.wikispaces.com/>

Learning goals

At the end of the course, students will be able to...

- Articulate a philosophy of literacy instruction that emphasizes the interactive and integrative nature of language and builds upon these connections when creating learning opportunities.
- Demonstrate knowledge and skills that are needed for creating and implementing a literacy curriculum using small and large group work, collaborative learning, conferencing, and individual work based on professional standards.
- Identify, plan, and design literacy instruction based on students' needs, developmental progress, learning styles and prior knowledge.
- Identify and understand the characteristics, uses, advantages, and limitations of different types of assessments for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support students' growth and development.
- Critically reflect on his/her teaching and learning.
- Identify and use available resources and materials for instructional planning.
- Articulate how educational research can be used as a means for continuous learning and development.

Course catalog description:

Focus on literacy skills for grades 3-8. Emphasis on higher order comprehension skills, vocabulary development, content area reading, writing, and struggling readers. Upper elementary and adolescent literature is explored.

Class materials:

Required Text

- Tompkins, G. E. (2009). *Literacy in the middle grades: Teaching reading and writing to fourth through eighth graders* (2nd ed.). Boston: Pearson. (ISBN: 978-0132348492)

Other Required Texts

- One children's or young adult novel published since approximately 2004
- One professional book from a list provided in class for your professional discussion group (PDG)

Additional Course Materials

- A variety of required readings in the form of PDF files, websites, online texts, etc. will be available through the Rutgers library system and/or from your course instructor found at the back of this syllabus.
- Common Core English Language Arts Standards
- New Jersey Professional Standards for Teachers and School Leaders

Grading and activities:

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| Unit Plan | 30% |
| Weekly Attendance, Preparation & Active Participation | 20% |
| Literacy Investigation (including round table discussion) | 20% |
| Profession Discussion Group & Workshop Presentation | 20% |
| Book Talk | 10% |

Grading Scale

A = 90-100

B+ = 87-89

B = 80-86

C+ = 77-79

C = 70-76

F = 69 and below

Grading Summary

A = Outstanding work

B = Good work

C = Satisfactory work

F = Failing work (also stopped attending without withdrawing)

Late Papers: Any assignment that has not been given an approved extension and that is more than a week late can receive a failing grade. Unless arrangements are made in advance of the due date, late papers and weekly assignments will be graded as such. It is your responsibility to keep up with assignments and due dates as posted on our syllabus and through our class wiki site.

Turning in Assignments: When turning in assignments, be sure to consider the following:

- Only work that meets professional standards will be accepted. As teachers, we are expected to clearly communicate information to parents, administrators, and colleagues. For this course, you are expected to hand in proofread work.
- Any assignment that has not been given an approved extension and that is more than a week late can receive a failing grade. Unless arrangements are made in advance of the due date, late papers and weekly assignments will be graded as such. It is your responsibility to keep up with assignments and due dates through our class wiki site.
- The class wiki will be updated each week to post information for your assignments. Check the site between classes so that you are aware of all announcements.
- I am happy to give feedback and read drafts of assignments as long as you submit them *at least one week before* they are due (or, for lesson plans, one week before they are taught). You will then be able to use the feedback to make revisions before the assignment is graded.
- Once a grade has been given, you can choose to revise the assignment. A revised assignment can receive a maximum of 95% of the assignment's total points. In addition, I will only accept revisions *within a two-week period* after you receive your initial grade.

Confidentiality: When discussing classroom situations during course sessions, do so carefully. Mask the name of a student on any written or visual work shared in class or used in an assignment. When discussing teaching practices you have observed in the field, be mindful of maintaining a tone of professional courtesy. Under no circumstances (whether in class or in casual conversation with friends) should you relate stories from classrooms or schools that may be embarrassing to teachers or students or that include sensitive information about a child or family.

| Assignments & Grading | |
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| More detailed information about each assignment will be available on Sakai. | |
| <p>Weekly Attendance, Preparation & Active Participation: Your participation and attendance are necessary for you and your classmates to get the most out of this course. You are expected to attend every class session having completed all required readings. I do understand, however, that extenuating circumstances might result in an absence. If you miss class, use the university absence reporting website https://sims.rutgers.edu/ssra/ to indicate the date and reason for your absence. An email is automatically sent to me. Missing class time will result in lost points. For example, you will not earn full credit if you arrive late/leave early regularly, miss classes, or if you do not actively participate.</p> <p>In-class activities that I use to inform my planning count toward your participation grade. Activities related to readings will take the form of written reflections, article discussion group work, participation in online discussions, etc. At times materials prepared outside of class will also contribute to this portion of your grade.</p> | <p>20%</p> |
| <p>Book Talk: You will read an award-winning text appropriate for use in grades 3 through 8 and present a book talk. The book should be new to you and published since 2004 (unless special arrangements have been made). Examples of awards include the Newbery Medal, Pura Belpré Award, and Robert F. Sibert Informational Book Medal. (Other book awards can also be considered.) You will sign up to present a short (approximately 5 minute) book talk in class. Post the title and other required information on our wiki site by Monday, February 11th. Presentations will begin Monday, February 25th. Sign-ups will be conducted through our class wiki.</p> | <p>10%</p> <p>Book Talk Date: _____</p> |
| <p>Literacy Investigation Paper & Discussion: The classrooms you will be visiting during the course of the semester will bring relevant practical learning opportunities to our course. We can identify both problems of practice, as well as highlighting success in our classrooms. As reflective teachers, you will actively connect your professional readings to what you see and do in the classroom. For this paper, you will write a detailed description of observed literacy learning/teaching, describe/explain your reaction, and connect to research/professional texts to support your analysis. For example, if you observe effective instruction, you could link to articles that help you to more deeply understand the rationale for the observed practice. If what you observe does not seem effective, you will link to research that suggests how you might do things differently. Once you have finished your paper, you will share what you learned</p> | <p>20%</p> <p>Draft Due Date: March 4th</p> <p>Final Due: March 11th</p> |

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| <p>with a small group during a Roundtable Discussion. Note: In addition to course readings, you will cite at least two peer-reviewed articles located/read for this assignment (readings not required for GSE courses).</p> | |
| <p>Unit Plan – The Early Phase Unit Plan is a requirement for your portfolio and will be submitted to the Sakai Teacher Portfolio. You will complete and upload a unit plan in your area of expertise.</p> <p>Templates, directions, rubrics, etc. will be provided during the course of the semester via class as well as under “assignments” on our class wikispace.</p> <p>See the <i>sakai.rutgers.edu</i> website for more information.</p> | <p>30%</p> <p>Due Date: April 22nd</p> |
| <p>Professional Discussion Group (PDG) & Workshop Presentation: You will participate in a professional discussion group (PDG) during the second half of the semester. This will include selecting a professional text to study (from titles introduced in class). Groups will be formed based on interest, and you will have the opportunity to engage in dialogue and activities centered on the pedagogical and theoretical presentations of literacy instruction offered in the multiple texts. Upon completion of the experience, you will be asked to conduct a mini-workshop (no longer than 30 minutes). Recommended texts for your PDG groups will be posted on our wikispace and introduced in class.</p> | <p>20%</p> <p>PDG Workshop Date: April 29th Or May 6th</p> |

Tentative Schedule

Online Classes are indicated with the following:   

All assignments reflect the integration of national and state content standards, as well as professional teaching standards. Specific standards were listed with each assignment for this course. This is not to suggest, however, that unlisted standards are not addressed.

| Phase I: The research and theory that frame instruction in grades 4 through 8 | | | |
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| Class Session | Topic | Readings Due | Assignments Due |
| Week 1 Jan. 28 | Introduction - Literacy in Our Lives: <i>What does it mean to be literate? How is "literacy" defined? How might literacy take on different forms in different contexts?</i> | International Reading Association (2009). <u>New literacies and 21st century technologies: A position statement of the International Reading Association</u> (IRA PS 1067). | |
| Week 2 Feb. 4 | Literacy in the Middle Grades: <i>How do literacy demands change as students move through the grades? How do effective teachers organize and plan instruction for learners in grades 3 through 8 and beyond? What does effective literacy instruction look like?</i> | Tompkins Ch. 1 <u>Common Core Speaking and Listening (SL) Standards</u> <u>http://www.corestandards.org/th e-standards/english-language-arts-standards</u> Become familiar with Wikispaces and <u>Wiki tutorials</u> | Literacy narrative Join our class wiki and create a profile |
| Week 3 Feb. 11 | Examining Reading and Writing Processes: <i>What is the reading process? What is the writing process? What are the basic principles for planning and managing a literacy program?</i> | Tompkins Ch. 2 | Sign up on Wiki with the Book Title for your Book Talk |
| Week 4 Feb. 18    | Assessment and Evaluation: <i>How can teachers assess reading and writing? How can teachers use assessment to inform literacy instruction? How can teachers ethically prepare students for high-stakes tests?</i> | Tompkins Ch. 3 and related videos/websites Dennis, D.V. (2009/2010). "I'm not stupid": How assessment drives (in)appropriate reading instruction. <i>Journal of Adolescent and Adult Literacy</i> , 53, 283-290. | Select / order / borrow Prof. Dev. Group (PDG) Text Online postings |

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| Week 5 Feb. 25 | Differentiating Instruction: <i>How do culture and prior experiences relate to literacy practices? How can teachers plan and implement literacy programs based on the needs of diverse populations of students?</i> | Tompkins Ch. 4 and related videos/websites Moon, T. R. (2005). The role of assessment in differentiation. <i>Theory into Practice</i> , 44(3), 226-233. | Begin Book Talk Presentations Pre-plan meeting for Group PDG |
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| Phase II: Powerful Teaching | | | |
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| Class Session | Topic | Readings Due | Assignments Due |
| Week 6 March 4 ☞☞☞ | Eliminating Obstacles to Fluency: <i>What is fluency and why is it important? How can teachers help students to become fluent readers and writers?</i> | Tompkins Ch. 5 and related videos/websites Ash, G., Kuhn, M., & Walpole, S. (2009). Analyzing "inconsistencies" in practice: Teachers' continued use of round robin reading. <i>Reading & Writing Quarterly</i> , 25, 87-103. PDG Text | Share draft of observed teaching practices and provide feedback to peers for literacy investigation paper Online postings PDG Meeting 1 Book Talk Presentations (online) |
| Week 7 March 11 | Promoting Comprehension—Reader Factors: <i>What theories inform reading comprehension instruction? How do good readers and writers comprehend texts?</i> | Tompkins Ch. 7 PDG Text Pardo, L. S. (2004). What every teacher needs to know about comprehension. <i>Reading Teacher</i> , 58(3), 272-280. Common Core Reading Literature (RL) Standards | Literacy Investigation Paper Due PDG Meeting 2 Book Talk Presentations |
| Week 8 March 18 | --- SPRING BREAK --- | | |

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| Week 9 March 25 | Expanding Academic Vocabulary: <i>What are the stages of word knowledge? What are some techniques for teaching vocabulary?</i> | Tompkins Ch. 6 PDG Text Ivey, G., & Baker, M. I. (2004). Phonics instruction for older students? Just say no. <i>Educational Leadership</i> , 61(6), 35-39. Common Core Language (L) Standards | Book Talk Presentations PDG Meeting 3 |
| Week 10 April 1    | Teaching Writing: <i>How can teachers create an environment to support good writing? How do teachers approach spelling instruction in the middle grades?</i> | Tompkins Ch. 9 and related videos/websites PDG Text Common Core Writing (W) Standards | Book Talk Presentations (online) Online postings |

| Phase III: Effective Instructional Programs | | | |
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| Class Session | Topic | Readings Due | Assignments Due |
| Week 11 April 8 | Promoting Comprehension—Text Factors: <i>What are the unique text factors of fiction, nonfiction and poetry? Why is knowledge of text structure important?</i> | Tompkins Ch. 8 and related videos/websites PDG Text Common Core Reading Informational Text (RI) Standards | Book Talk Presentations PDG Meeting 4 |
| Week 12 April 15    | Teaching with Trade Books: <i>How do teachers choose and organize reading materials? What teaching procedures support comprehension of both online and offline texts?</i> | Tompkins Ch. 10 and related videos/websites Saul, E.W., & Dieckman, D. (2005). Choosing and using information trade books. <i>Reading Research Quarterly</i> , 40(4), 502-513. PDG Text | Book Talk Presentations (online) Online postings |

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| <p>Week 13 April 22</p> | <p>Teaching with Textbooks: <i>How do teachers use required textbooks to meet the needs of students?</i></p> | <p>Tompkins Ch. 11 PDG Text</p> | <p>Book Talk Presentations PDG Meeting 5 Early Phase Unit Plan Due</p> |
| <p>Week 14 April 29</p> | <p>Literacy Across Disciplines: <i>What instructional techniques support reading and writing across the curriculum? How do students use reading and writing as tools for learning?</i></p> | <p>Tompkins Ch. 12 Adams, T. L. (2003). Reading mathematics: More than words can say. <i>Reading Teacher</i>, 56(8), 786-795. Wilson, A. (2008). Moving beyond the page in content area literacy: Comprehension instruction for multimodal texts in science. <i>Reading Teacher</i>, 62, 153-156.</p> | <p>PDG Workshop Presentations Book Talk Presentations</p> |
| <p>Week 15 May 6</p> | <p>Synthesis, Evaluation, and Application: <i>What questions are still unanswered? Where do you go from here?</i></p> | | <p>PDG Workshop: Presentations Book Talk Presentations</p> |

CHECK LIST

| <i>Phase I: The research and theory that frame instruction in grades 4 through 8</i> | | |
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| Class Session | ASSIGNMENTS / ACTIVITIES DUE | |
| Week 2 Feb. 4 | Literacy narrative (bring hard copy to class) Join our class wiki and create a profile | _____ _____ |
| Week 3 Feb. 11 | Sign up on Wiki with the Book Title for your Book Talk | _____ |
| Week 4 Feb. 18  | Order/borrow Prof. Dev. Group (PDG) Text Online postings | _____ _____ |
| Week 5 Feb. 25 | Begin Book Talk Presentations Begin; Come prepared to plan PDG meetings with your group members | _____ |

| Class Session | ASSIGNMENTS / ACTIVITIES DUE | |
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| Week 6 March 4  | Share draft of observed teaching practices and provide feedback to peers for literacy investigation paper PDG Meeting 1 & Online Postings | _____ _____ |
| Week 7 March 11 | Literacy Investigation Paper Due PDG Meeting 2 | _____ _____ |
| Week 9 March 25 | PDG Meeting 3 | _____ |
| Week 10 April 1  | Online postings | _____ |

| Class Session | ASSIGNMENTS / ACTIVITIES DUE | |
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| Week 11 April 8 | PDG Meeting 4 | _____ |
| Week 12 April 15  | Online postings | _____ |
| Week 13 April 22 | PDG Meeting 5 Early Phase Unit Plan Due | _____ _____ |
| Week 14 April 29 | PDG Workshop Presentations | |
| Week 15 May 6 | PDG Workshop Presentations | |