

UNIVERSITY OF ARKANSAS at MONTICELLO  
SCHOOL OF EDUCATION  
COURSE SYLLABUS  
READ 2023 Introduction to Teaching Reading

**Course Title: READ 2023 Introduction to Teaching Reading**

**Credit Hours: 3**

**Instructor:**

**Office Location:**

**Office Hours:**

**Instructor Email:**

**PREREQUISITE**

Admission to Teacher Education for P-4 Early Childhood and Middle Childhood Education Majors

**REQUIRED TEXTS**

Reutzel, D. Ray, & Cooter, Jr., Robert B. (2012). *The essentials of teaching children to read: The teacher makes the difference* (6<sup>th</sup> ed.). Boston, MS: Pearson Education, Inc.

**OTHER REQUIRED MATERIALS**

- Common Core State Standards (available online <http://www.corestandards.org/>)
- Current Subscription to Chalk and Wire

**COURSE DESCRIPTION**

An introduction to the materials and methods for the teaching of reading, with emphasis on theories and strategies for teaching reading, diagnosis of reading difficulties and intervention strategies for struggling readers. Additionally, the course will focus on development, assessment, and instruction for individual or small groups of students. A variety of approaches to reading and writing instruction, assessment practices and issues in reading curriculum development will be addressed.

**MISSION STATEMENT**

The University of Arkansas at Monticello School of Education is committed to the development of highly qualified teacher candidates. The School of Education embraces the responsibility to prepare teacher candidates to live and work in a rapidly changing, diverse world. Teacher education candidates are challenged to achieve the highest level of competencies defined in the UAM School of Education's Conceptual Framework and as modeled by the UAM School of Education Faculty. The Conceptual Framework is comprised of five strands: knowledge, pedagogy, professionalism, diversity, and technology. The teacher candidates' understanding of the Conceptual Framework is progressively developed as they advance through the teacher education programs. The UAM School of Education is dedicated to developing highly qualified teachers as identified by the State of Arkansas and by the "No Child Left Behind" Act of 2001

through a partnership with the Southeast Educational Cooperative, area public schools, the university community, and Arkansas' high-need geographical areas.

## **CONCEPTUAL FRAMEWORK**

The Conceptual Framework of the School of Education is organized around five strands that promote: the acquisition of a knowledge base; development of pedagogical skills; promotion of diversity and social justice; the demonstration of professionalism, and technology skills. The core belief through all strands is that the diverse population of P-12 students can learn. This philosophy is shared by faculty candidates alike and is infused throughout the curriculum and the practical experiences of the candidates. The competency indicators identified through indicators of competence within each strand define the performance of initial and advanced candidates in the undergraduate and education program. These indicators represent the knowledge, skills, and dispositions for all initial and advanced candidates and serve as a foundation to scaffold specific experiences, assessments, and learning opportunities.

## **GOALS AND OBJECTIVES AND CORRELATED STANDARDS:**

Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas. (ACEI: 2.1; ATS: 4, 5, 8; CF: Knowledge, Pedagogy)

Candidates will demonstrate understanding of how students learn to read and how explicit and systematic instruction produces successful readers in the areas of print concepts, phonological awareness, phonics and word recognition, and fluency. (ACEI: 2.1, ATS: 4, CF: Knowledge, Pedagogy, Professionalism)

Candidates will identify the differentiated needs of K-6 readers and strategically address them. (ACEI: 2.1, ATS: 4, CF: Knowledge, Pedagogy, Diversity, Professionalism)

Candidates will know, understand, and use formative, interim, and summative assessment in planning, evaluating, and strengthening literacy instruction. (ACEI: 2.1, 4.0; ATS: 6, 7, 8; CF: Knowledge, Pedagogy, Diversity, Technology)

Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments. (ACEI: 3.4; ATS: 1, 2, 3; CF: Knowledge, Pedagogy, Diversity, Technology)

Candidates will demonstrate the ability to integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all students. (ACEI: 1.0, 3.2, 3.3; ATS: 7, 8, 9; CF: Knowledge, Pedagogy, Diversity)

Candidates will demonstrate the ability to plan literacy instruction based on state competencies, knowledge of the teaching/learning process, content knowledge, the community and student ability and differences such as ELL and gifted. (ACEI: 1.0, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0 ATS: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; CF Knowledge, Pedagogy, Diversity, Technology, Professionalism)

Candidates will demonstrate an understanding of how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students. (ACEI: 3.2; ATS: 1, 2, 3; CF: Knowledge, Pedagogy, Diversity, Technology)

Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom. (ACEI: 2.3, 3.5; ATS: 2, 3, 8, 10; CF: Knowledge, Pedagogy, Diversity, Technology)

### **METHODS OF INSTRUCTION**

The method of instruction will be lecture, cooperative/collaborative learning, oral and visual presentations, observations, demonstrations, reflective teaching, recitation, discussions, research and use of technology.

### **COURSE REQUIREMENTS:**

**The instructor for the course will complete a disposition survey on each candidate.**

### **FIELD EXPERIENCE (Required for Course Completion):**

Candidates are required also to complete **6 clock hours** in the field. Candidates will observe common core literacy activities and research the instructional technology sources used by teachers and students to promote literacy skills. Candidates will maintain a reflective journal and field experience log.

### **GRADE ASSIGNMENT:**

Grading Scale:

**A= 90—100**

**B= 80—89**

**C= 70—79**

**D= 60--69**

**F= 59 and below**

### **ATTENDANCE POLICY:**

Regular and punctual attendance is required in class and any required field experiences. Candidates must attend class to receive maximum benefit of learning. As future teachers, candidates are expected to maintain a professional demeanor at all times. Attendance will be recorded at the beginning of the class. It is important that students arrive on time to class. Late work will not be accepted without penalty. Makeup work will not be allowed unless documentation concerning the reason for the absence is provided.

**STUDENTS WITH DISABILITIES:**

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 121; phone (870) 460-1026; TDD (870) 460-1626; Fax (870) 460-1926.

McGehee: Office of Special Student Services representative on campus; phone (870) 222-5360; fax (870) 222-1105.

Crossett: Office of Special Student Services representative on campus; phone (870) 364-6414; fax (870) 364-5707.

**STUDENT CONDUCT STATEMENT:**

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. They must not conduct themselves in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

**USE OF TECHNOLOGY:**

Candidates will word-process all papers and class assignments. Candidates are responsible for obtaining an e-mail address at the Information Technology Center and for Blackboard.

Candidates will conduct internet research concerning class topics. Candidates will develop multi-media presentations using a variety of instructional resources.

Candidates also will use Blackboard for entering papers, for class discussions and tasks, and for quizzes. Problems with Blackboard should be addressed to the UAM's Information Technology, 870-460-1036, or Faxed to 870-460-1920.

**DIVERSITY:**

Candidates will be provided opportunities through direct instruction and field experiences to gain the knowledge, skills, and dispositions to provide effective instruction in diverse classroom and communities. A wide variety of instructional methods will be modeled during the course to meet the needs of a diverse class. In addition, candidates will design curriculum (including goals, methods, and assessments) suitable for a wide range of students.

**ACADEMIC DISHONESTY:**

1. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
  - a. Copying from another student's paper.
  - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor.
  - c. Collaboration with another student during the examination.
  - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material.
  - e. Substituting for another person during an examination or allowing such substitutions for oneself.

2. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit, to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
3. Duplicity: To offer for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
4. Plagiarism: To adopt and reproduce as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student or students involved will be that the instructor will assign a grade of F for the examination or assignment involved.

### **COURSE OUTLINE/CALENDAR:**

Calendar  
READ 2023  
Introduction to Teaching Reading

Week	Topics	Assignment Due
Week 1	Effective Reading Instruction Chapter 1 Current Trends in Reading Instruction <ul style="list-style-type: none"> <li>Common Core State Standards</li> </ul>	<ul style="list-style-type: none"> <li>The Seven Pillars of Effective Reading Instruction</li> </ul>
Week 2	Developing Children's Oral Language Chapter 2 Relationship between Oral Language and Reading	<ul style="list-style-type: none"> <li>Exit Slip on Four Major Views of Oral Language Development</li> </ul>
Week 3	Early Reading Instruction: Getting Started with the Essentials Chapter 3 Phonological and Phonemic Awareness	<ul style="list-style-type: none"> <li>Exit Slip</li> </ul>
Week 4	Phonics and Word Recognition Chapter 4 Phonics and Word Study	

Week 5	Ready Fluency Chapter 5	<ul style="list-style-type: none"> <li>• Fluency Assessment</li> </ul>
Week 6	Increasing Reading Vocabulary Chapter 6	<ul style="list-style-type: none"> <li>• Read Aloud w/ Vocabulary Instruction</li> </ul>
Week 7	Teaching Reading Comprehension Chapter 7 <ul style="list-style-type: none"> <li>• Connections</li> <li>• Questioning</li> <li>• Visualizing</li> </ul>	
Week 8	Teaching Reading Comprehension Chapter 7 <ul style="list-style-type: none"> <li>• Inference</li> <li>• Determining Importance</li> <li>• Summarizing</li> </ul>	<ul style="list-style-type: none"> <li>• Strategy Based Lesson for Comprehension – Common Core State Standard included</li> </ul>
Week 9	Writing Chapter 8 <ul style="list-style-type: none"> <li>• Interactive Writing</li> <li>• Write Alouds</li> <li>• Writers Workshop</li> <li>• Argumentative Writing</li> </ul>	
Week 10	Evidence-Based Programs, Interventions, and Standards for Reading Instruction Chapter 9	<ul style="list-style-type: none"> <li>• Journal Article</li> </ul>
Week 11	Assessment Chapter 10 <ul style="list-style-type: none"> <li>• DRA</li> <li>• DSA</li> </ul>	
Week 12	Assessment Chapter 10 <ul style="list-style-type: none"> <li>• DIBELS</li> <li>• Informal Reading Inventory</li> </ul>	<ul style="list-style-type: none"> <li>• Administer an Informal Reading Inventory</li> </ul>
Week 13	Effective Reading Instruction and Organization in Grades K-3 Chapter 11 <ul style="list-style-type: none"> <li>• Common Core State Standards</li> </ul>	

	<ul style="list-style-type: none"> <li>• Use of informational text</li> </ul>	
Week 14	Effective Academic Literacy Instruction in Grades 4-8 Chapter 12 <ul style="list-style-type: none"> <li>• Common Core State Standards</li> <li>• Use of informational text</li> </ul>	
Week 15	Final Presentations on Five Essential Elements of Reading	<ul style="list-style-type: none"> <li>• Presentation</li> </ul>
Week 16	Final Exam	

### Bibliography

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Cooter, R. B., Matthews, B., Thompson, s. & cooter, K.S. (2004). Searching for lessons of mass instruction? Try reading strategy continuums. *The Reading Teacher*, 58(4), 388-393.

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- Sampson, Mary B.; Rasinski, Timothy V.; and Sampson, Michael. (2003). *Total Literacy: Reading, Writing and Learning*. Belmont, CA: Thomson/Wadsworth.
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