EED 415-01
Teaching Reading in the
Middle/Upper Elementary Grades (3-6)

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Office Hours:
M: 7:00-8:00; 10:45 - as long as needed
W: 7:30-8:00; 10:45 - as long as needed
Tuesday, Thursday, Friday: By appointment only

Credit: 3 semester hours.

Course Prerequisite: Admission to teacher education.

Course Description:
A study of research-based instructional practices for middle and upper elementary readers (grades 3-6). Emphasis on cognitive strategies used by proficient readers to achieve comprehension.

Textbook/Website:
1. College LiveText ed solution membership (sold in the bookstore and online at www.LiveText.com).
4. Where the Red Fern Grows. RECOMMENDED (Required Reading).
5. Knowledge and Skills Teachers Need to Deliver Effective Reading Instruction (on reserve in LRC).

Course Objectives:
Following the completion of this course the participants will:

1. develop a knowledge of the components of a comprehensive, research-based, effective reading programs as well as books, electronic-based instruction sources, and locally-created materials.
   (a) consider various definitions of reading and understand how different definitions influence how reading is taught; and (b) identify the following components of reading and understand how each contribute to comprehension: decoding, vocabulary, syntax, discourse, metacognition, affective aspects, social aspects; and automaticity; CF 1,3
2. become familiar with the materials and methods frameworks and demonstrate an application in the elementary classroom (grades 3-6);
3. explore beliefs about how middle/upper elementary children read (and learn to read); begin to develop a personal "literacy framework," a set of beliefs and insights to inform the decisions that must be made in the classroom. CF 1, 3, CF 6
4. demonstrate and apply research knowledge of cognitive strategies utilized by proficient readers to achieve comprehension and metacognition;
5. develop an awareness of how and why a balanced reading approach results in a more effective instructional program; CF 1,3, CF 6
6. become familiar with and apply research-based reading methods, which accommodate a variety of classroom contexts; including diversity in a global society
7. develop knowledge and strategies that promote vocabulary, syntax, comprehension, and metacognitive knowledge in middle and upper-elementary readers. CF 6, CF 6
8. develop strategies to promote the affective aspects of reading in grades 3-6; CF 6
9. understand and apply the importance of "introducing skills in reading" through using children's background knowledge, easier text materials, and technology to scaffold such skill "before teaching the skill with on-grade level materials; (2)(b)1.(ii)(ll) / CF 1,2
10. demonstrate knowledge of strategies to identify and evaluate technology resources and technical assistance (i.e. those available on-line and on-site within a school and district setting); CF 4 CF 2
11. demonstrate knowledge of methods for assessing advantages and limitations of current emerging technologies, and on-line and software content to facilitate teaching and student learning; CF 4, 6
12. demonstrate knowledge that all components in reading work together to assist the reader in grades 3-6 with comprehension; CF 1, 2, 6
13. possess knowledge of ways to promote a critical stance toward analysis and interpretation of texts that encourages multiple perspectives. CF 1, 2, 5, 6 / 290-3-3-.06(2)(b)1.(ii)(IX)
14. use reflection and self-reflection as a basis for program planning and modification; CF 6
15. apply knowledge of managing an individualized reading program; demonstrate an ability to organize a reading program utilizing flexible grouping patterns; and CF 1, 4, 6
16. demonstrate knowledge of effective reading instruction as indicated in the Alabama Course of Study for grades 3-6 and knowledge/skills included for effective practice in the Alabama Reading Initiative: Essential Skills of Teachers of Reading CF 1, 4, 6
17. demonstrate knowledge of effective reading methods for parents to enhance reading development such as Read-Aloud, and Duolog Reading. CF 1, 3, 4, 6

COURSE CONTENT

I. THEORY BASE OF TEACHING READING GRADES 3-6 (2)(b)1.(ii)(II) / CF 1, 2, 3, 4, 6
   A. Characteristics of Middle/Upper Elementary Readers
   B. Definition of Reading
   C. Three Types of Reading Frameworks
   D. Knowledge Sources Utilized by Middle/Upper Elementary Readers
   E. Forming a Literacy Framework
   F. Teaching diverse learners in a global society

II. MATERIALS AND METHODS FRAMEWORK CF 1, 6 / (2)(b)1.(ii)(II)
    A. The Material Framework and Basal Readers
    B. Effective Reading Methods for Grades 3-6
    C. Internet Activity, Internet Project, Internet Inquiry, Internet Workshop
    D. Software Related to Teaching Reading in Grades 3-6

III. FLUENCY IN GRADES 3-6 (1) (a) 1. CF 1, 6
     A. Motivating the Reluctant and Non-Reader in Grades 3-6
     B. Developing Fluency in Grades 3-6
     C. Methods for Parents to Enhance Reading Development: Duolog Reading and Read-Aloud Strategies
     D. Environmental Print for Grades 3-6

IV. VOCABULARY IN GRADES 3-6 (1) (a) 1. CF 1, 6
     A. Concept Teaching
     B. Specialized Vocabulary Demands in Grades 3-6
     C. Vocabulary Instruction
     D. Computer Technology to Enhance Specialized Vocabulary Development in Grades 3-6
     E. Strategies that Promote Vocabulary
V. EFFECTIVE COMPREHENSION STRATEGIES IN GRADES 3-6
   A. Comprehension Knowledge
   B. Inferential Comprehension
   C. Methods to Develop Comprehension:
      1. ReQuest
      2. QARs and Effective Questioning
      3. Reacting to Text: Shared Reading/Reader Response Journals
      4. Guided Reading
      5. DRTA
      6. Story Elements, Interpretation and Analysis of Text Components CF 1,2,5,6 / (2)(b)1.(i)(IX)

D. Developing Fluency
   1. The Importance of Oral Reading in Grades 3-6
   2. Read Aloud/SSR
   3. Oral Reading Strategies that Facilitate Comprehension

VI. ORGANIZING THE READING PROGRAM IN GRADES 3-6 CF 1, 2, 3, 6
   A. Grouping Patterns
   B. Managing the Reading Program
   C. Materials to Help the Novice Teacher
   D. The "Weekly" Lesson Plan in Reading
   E. How to Implement an Individualized Program
   F. Using Computers and Computer Software in the Reading Program

Requirements for Course:
1. All requirements of the course must be satisfactorily completed to receive credit for the course.
2. To apply credit for this course to a Teacher Education program, the candidate must earn a C or better.

Class Assignments:
3. Read textbook chapters as assigned. Use course internet site as assigned.
4. Read assigned articles on reserve in LRC (you may photocopy articles) and prepare for discussion of assigned articles for in-class activities. These readings will supplement course topics.
5. For “real-world” clinical experiences in a global classroom society, you will be required to: a) apply research-based reading strategies in developing and executing lessons for an upper-grade classroom; and b) Teach “Whole Class Lessons” in a public school setting. Each student will be assigned a teacher in a local public school and will be responsible for meeting, planning, and executing whole class lessons in reading as prescribed by the public school teacher and the professor. It will be each student’s responsibility to teach whole class lessons as organized by the teacher. It is the student’s responsibility to organize a schedule to teach lessons in diverse settings during the public school’s regular reading time. If conflicts arise with a student’s schedule, students will be expected to utilize Fridays to complete this assignment. CF 1-6
6. Take the AR quiz on Where the Red Fern Grows.
7. Prepare for class by reading and studying all assigned material. Special note: not all material will be covered through lecture; the student is expected to study designated material and internet assignments on his/her own and request clarification from the instructor about any concepts that are unclear or confusing.
8. Attend all classes. More than two (2) absences could affect your grade.
9. Effective participation in small and large group discussions. CF 3
10. Decision-making and reflection. CF 1, 2, 3, 6
11. Other assignments as designated by the professor.

Clinical Experiences: Total of Six Hours Required:

NOTE: Clinicals will occur in a school setting to teach whole-class reading lessons in the upper-elementary grades with a school population that possesses a minority population above 25% or (Cluster E).

1. Attend reading material and program workshop at clinical site school. Workshop presented by teacher at school in her classroom. Explains school philosophy, role of basal, technology available to supplement reading. 290-3-3-.06(2)(b)1.(ii)(II)
2. Observe and critically analyze reading lessons on videotape. CF 1, 2, 3 / (2)(b)1.(ii)(II)
3. Organize, plan, and execute whole class comprehensive research based reading lessons in a global, diverse school. CF 1, 2, 3, 6 / (2)(b)1.(ii)(II)
4. Analyze case studies that describe different perspectives about reading instruction. 290-3-3-.06(2)(b)1.(ii)(IX)
5. Observe reading instruction in a designated school; analyzing diverse learners in a global society
6. Make critical decisions and conduct self-reflection. CF 6

Exams/Tests:
1. Two tests (Test One and a Final Exam) will be given on textbook material, class notes, internet assignments, and supplementary readings.

Grading Procedures:
1. Test 1 20% / (2)(b)1.(ii)(II)
2. Final Exam.............................................................. 40% / (2)(b)1.(ii)(IX)
3. Clinicals, Lesson Plans, Documentation Packet .......... 40% (2)(b)1.(ii)(II)

A professional, subjective evaluation will be made of item and parts of items 1 and 2.

100 - 93 = A
92 - 84 = B
83 - 75 = C
74 - 65 = D
64 - 0 = F

It is the policy of the University of North Alabama to afford equal opportunity in education to qualified students. If you have a disability that may prevent you from meeting the course requirements, contact the instructor within the first three class sessions of the semester to file a Student Disability Statement and to develop an accommodation plan. Course requirements will not be waived but accommodations will be made to allow you to meet the requirements, provided that you are timely in working with the instructor to develop an accommodation plan.

ATTENDANCE POLICY
You are expected to attend all classes. Upon your third absence, you are subjected to having your final grade lowered one letter grade. Upon the fourth absence, you are subject to forfeiting your credit in this course. Two tardies equal one absence. Just like a day in the elementary school, class begins promptly at 8:00 A.M.
TARDIES

Two tardies equal one absence. **It is the student’s responsibility** to change an absence to a tardy after roll has been checked.

Students must attend the section for which they are registered.

Students should make a photocopy of each assignment submitted to the instructor (including portfolio). If an unforeseen event damages/destroys an assignment after it has been submitted, the student will be asked to re-submit another copy. **IT IS THE STUDENT’S RESPONSIBILITY TO HAVE AN EXTRA COPY OF EACH ASSIGNMENT SUBMITTED TO THE INSTRUCTOR.**

SPECIAL NOTICE TO THE STUDENT...

All assignments in this course are due on the dates specified by the instructor, either on the syllabus or by class announcement. Assignments will **not** be accepted late. Your grade will be lowered if an assignment is missed.

**It is the student’s responsibility** to read and understand the policies and assignments described in this syllabus.
UNIVERSITY OF NORTH ALABAMA
COLLEGE OF EDUCATION

CONCEPTUAL FRAMEWORK

“Engaging Learners,
Inspiring Leaders,
Transforming Lives”

The Conceptual Framework establishes a shared vision in preparing educators to work effectively in P–12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability. The Conceptual Framework is continuously evaluated in an outcome based system, and is knowledge-based, articulated, shared and consistent with the University of North Alabama’s institutional mission –

“Changing lives. Creating futures.”

The Conceptual Framework is designed to reflect current research-based knowledge and effective practices through professionalism, assessment, collaboration, technology, diversity and reflection. The UNA College of Education prepares

“Knowledgeable Practicing Professionals”

who:

1. Have content and pedagogical knowledge to demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;

2. Have the knowledge and ability to use assessment strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth

3. Form communities of learners with other teachers, parents, and members of the community, through collaboration, teamwork, and research-based approaches;

4. Use technology to support assessment, planning and instruction for promoting student learning;

5. Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness;

6. Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance and personal growth.

Graduates of the University of North Alabama’s College of Education are knowledgeable practicing professionals who are prepared as outstanding educators and leaders through achievement of the highest standards of knowledge and practice to assist all students to learn.