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All paths lead to the same goal: to convey to others what we are.
-Pablo Neruda

If we accept the premise that literacy is a central means through which human beings seek to convey to others who we are, then a central task of literacy teachers is to respect and nurture that communicative impulse in children—in part, by carefully considering the sometimes difficult-to-understand paths children take toward communicating who they are and how they are engaging with the texts they read, write, and discuss.

What we say (and do not say) as teachers also conveys to students something of who we are. Through classroom dialogue, children form understandings of their teachers: Are we people who think they are capable individuals whose ideas matter? Are we people who recognize and value what they are doing and their hypotheses about how texts work? Are we people whom they can trust to support them in their efforts? Are we people who believe we have something to learn from them?

In this course, we will examine **the relationship between reading and classroom dialogue, and the implications of this relationship for designing powerful literacy instruction.** We will consider what teachers and students say/convey as they read texts together – both when they are focused primarily on word identification and when they are focused primarily on textual sense-making. How does dialogue help us understand what individual children do as they read? How can our own choices about what to (not) say better support students as they learn to read, and as they think about text? What is reading comprehension, and how can classroom dialogue support it? Though we will look closely at language in two common instructional settings (guided reading and teacher-facilitated literature discussions), the ongoing attention to language that is at the heart of this course arguably matters a great deal for helping children engage in literacy in wide range of other classroom settings as well.

Course goals

Throughout the quarter, you will work toward developing an inner pedagogical compass that enables you to do the following:

- Observe and assess students in ways that consider who children are and what they know; in ways that help you see how they simultaneously respond to and shape particular learning contexts; and in ways that enable you to orchestrate instruction that is contingent on their particularities and commonalities as literacy learners and as people;
- Make well-grounded decisions about instructional focus and about on-the-fly instructional language during guided reading;
- Facilitate dialogically organized literature discussions;
- Decide when, where, and how it might be (un)productive to teach reading for strategies;
- Recognize how children variously make sense of text, and how you can support their text comprehension as they dialogue with you and with each other;
- Organize readalouds, book clubs, and other opportunities to discuss/analyze text; and
- Work and converse with other educators around all of the above.

Nature of the seminar

You will not receive a lot of lectures in this class: each class will depend, instead, on the ideas we develop with one another as we engage in an ongoing conversation about pedagogy. I ask that you bring your own experiences as a reader/writer/thinker/teacher into dialogue with those of others, and with the course readings.

Our classroom community depends on all of us making the commitment to one another to read thoughtfully, so that we can work together to critically unpack those readings during class. For the sake of your own learning, but also for the sake of the learning community to which you belong as a part of STEP, *please complete all the readings, bring copies to class with you, and be prepared to talk about them.* This quarter is particularly intense as you juggle placement responsibilities and a range of coursework, but the course will mean much more to you, and to your STEP colleagues, if you read carefully. You will also find that the course assignments ask you to explore ideas from the readings more deeply.

In addition to our whole-group seminar discussions, your participation will often involve work in small groups to probe the readings for the week. Sometimes you will also be asked to work collaboratively on “participation sheets.” These sheets may ask you to work together to analyze some aspect of the readings, or of an artifact (for example, a transcript of students talking about a book). I will not be formally evaluating this work, but I may ask you to turn in material you generate to get a better sense of how different groups have undertaken their analysis.

Course website

Announcements, readings, assignments, and course materials may be posted on Blackboard. You may also be asked to post questions and assignments on the site. Please check it regularly.

Course reading

There are two texts for the class, as well as a reader that will be available for purchase at the first class meeting from Copy America. You should already have a copy of the Johnston book (*Choice Words*). Please purchase the other text from the Stanford bookstore:

Nystrand, M. (1997). *Opening dialogue: Understanding the dynamics of language and learning in the English classroom*. Teachers College Press.

Note that you may have difficulty locating a copy except at the bookstore, as the paperback version is out of print; at the bookstore, you get the hard copy at the paperback price (a deal!).

Expectations during class

I expect you to engage with the material and with your colleagues in order to seriously challenge your thinking and your teaching practice. The class depends on your contribution: please be on time, complete the readings for each class in advance, bring the readings and any assignments with you, and participate fully in the activities/ discussions during the seminar. *If you must miss a class, I would much appreciate an e-mail letting me know in advance.*

Cell phones: Please turn off and put away all cell phones before class starts, as a matter of professionalism and as a courtesy to your colleagues in the class.

Expectations for assignments

Please keep the following in mind for all assignments:

- *Stanford Honor Code.* You are expected to follow the Stanford Honor Code. For a full explanation of the Stanford Honor Code, please go to

<http://www.stanford.edu/dept/vpsa/judicialaffairs/guiding/honorcode.htm>

If you have any questions about how it applies to a particular assignment, please ask.

- *Work quality.* Care about your work, and do your best. Do better than your best: push yourself to take risks and make commitments that will further develop the quality of your work, as you would hope your own students would do. Enlist the support of others: in this class, you are encouraged to have others help you edit and revise your work. You are also encouraged to make use of the resources available at the Stanford Writing Center: see <http://swc.stanford.edu/>.
- *Respect and privacy.* All of your written work in this class will involve analysis of your observations of children. Part of being respectful toward them is taking your observations very seriously, spending a lot of time figuring out what you think of what you are seeing, and being careful in finding a useful language to describe those observations.

Please also guard the privacy of students and teachers by using only pseudonyms for those who appear in your writing.

Assignment summaries. Further details will be provided related to each assignment. **Please turn in all written assignments in 2 formats:** a) a hard copy; and b) an uploaded version on Blackboard (please include your last name in the title of the document).

1) *Collaborative guided reading project.* (9-12 pages for group part plus 3 running records for group; approximately 4 pages for the individual portion). This is a project you will complete with 1 or 2 STEP colleagues. It involves observation of a child during a small-group reading lesson, analysis of what you observed, and an analysis of running record and observational data. (35% of grade)

2) *Dialogically organized discussion project.* (8-10 page analysis, 4 session "sketches", 2 post-lesson reflections, a coded transcript, and a DVD). This will involve several written activities related to a literature discussion group that you facilitate twice a week (at least 8 times) over the course of the quarter. You will also videotape a lesson and transcribe a small segment of that video. (45% of grade)

3) *Class preparation.* You are asked to read several articles each week and reflect on several questions related to the readings that are noted on the syllabus. Sometimes we will discuss these questions in class, and sometimes we will discuss other, related questions. (Please note that you can reflect on the questions in your head – you don't need to write your ideas down, though you are welcome to do so if you'd like.) Periodically you will also be asked to complete short assignments related to the week's topic/readings. These won't be formally graded, but they will form the basis of what we do in class, and I'll sometimes ask you to turn them in or post them to Blackboard so I get a sense of your thinking. (20% of grade)

Deadlines and evaluation

I will be assigning grades on the basis of the quality of each assignment, and your course grade will be based on your cumulative work. That said, this class is intended most of all to support your learning, not to evaluate it. Generally, you will have the opportunity to revise or redo assignments should you wish to do so. Should you have any questions about your progress in the course, please do not hesitate to talk with me about it.

Any requests for extensions must be discussed with me in advance. Please note that, if permission is granted to turn in an assignment late, you will receive a grade but few, if any, additional comments on your work.

Thoughtful participation in the course (including regular, on-time attendance) is assumed; unless there are highly extraordinary circumstances, if you miss more than one class, your grade will be affected. Note that I am aware that participation takes many forms. Although I encourage everyone to speak up in whole-class discussions, you will not be penalized for not doing so.

	<u>Date</u>	<u>Topic</u>	<u>Readings to be completed for this class session</u>	<u>Questions, class preparation, and other important things to think about</u>	<u>Assignments due</u>
1	Sept 25	Introduction: On listening, talking and curiosity	<ul style="list-style-type: none"> • **Paley, V. G. (1986). On listening to what the children say. <i>Harvard Educational Review</i>, 56(2), 122-131. <i>(will be e-mailed to you)</i> 	<p>*Q- Why does it matter instructionally for teachers to have curiosity about what their students say and do?</p>	
2	Oct 2	Puzzling children & their worlds	<ul style="list-style-type: none"> • Ballenger, C. (2004). The Puzzling Child: Challenging Assumptions about Participation and Meaning in Talking Science. <i>Language Arts</i>, 81(4), 303-11. • Ballenger, C. (2004). Reading storybooks with young children: The case of The Three Robbers. In C. Ballenger (Ed.), <i>Regarding children's words: Teacher research on language and literacy</i>. New York: Teachers College Press. • Dyson, A. (1993). Negotiating a Permeable Curriculum: On Literacy, Diversity, and the Interplay of Children's and Teachers' Worlds. Urbana, IL: NCTE Concept Paper Series. • Aukerman/SHEP literacy team, "To my students" handout. 	<p>*Q- Think back to the Flores article you read over the summer. How can conceptualizing students as "puzzling," a la Ballenger, help us avoid a deficit perspective?</p> <p>*Q- Dyson argues for making the curriculum "permeable." Permeable in what sense? How might you do work in your placement that makes space for this?</p> <p><i>Be sure you have read and printed the guided reading assignment for today. Bring a copy, and your questions about it, to class. Talk with your cooperating teacher to determine if your placement is a possible site for the guided reading group project. Please notify Heather via e-mail by Monday, Sept. 29th either way, so we know the number of sites available.</i></p> <p><i>Sign up during class for telephone office hours with Maren—I'd like to talk with each of you in the coming week. During these introductory office hours, we'll talk about your experiences so far at your placement; you are also encouraged to bring your own questions and curiosities to the conversation.</i></p>	<p>Optional: Jot down something that will help me understand who you are. It need not have anything to do with school. In the past, students have written about family situations, childhood events, feelings about being in graduate school, etc. I'm not looking for something in particular, except a glimpse into what you'd like me to understand about you. If you choose to do this, please e-mail it to me, if possible by Oct. 2.</p>

3	Oct 9	What is dialogically organized instruction?	<ul style="list-style-type: none"> • **Nystrand, <i>Opening Dialogue</i>, Ch. 1 & 2. Read Ch. 1 with special care, as it is foundational for your work this semester. You can skim the numerical analyses in Ch. 2, but be sure you are familiar with the major findings the chapter describes. • **Johnston, <i>Choice Words</i>, Ch. 6 • Aukerman, "Important Discourse Terms" handout. • <i>Caged Bird</i> and <i>Sand</i> Transcripts & cover sheet. <p>Note that readings this week will require extra time and attention.</p>	<p>*Q- "Depth of understanding requires elaboration of the learner's, not the teacher's, interpretive framework." What might Nystrand mean by this?</p> <p>*Q- What do <u>you</u> think learning is, and how does it relate (or not) to the idea of organizing instruction dialogically?</p> <p><i>Complete preliminary coding and analysis of transcripts per instructions on transcript cover sheet.</i></p> <p><i>Print the dialogic discussion assignment and related documents (on Blackboard). Read Part 1 only of the assignment, as well as the session sketch form and sample sketch. Bring a copy, and your questions about it. You do not need to read the rest of the assignment yet.</i></p>	<p><i>You should begin facilitating your twice-weekly discussion group next week (the week of October 13th) if at all possible.</i></p>
4	Oct 16	Guided reading for emergent and early readers	<ul style="list-style-type: none"> • Rog, L. J. (2003). <i>Guided Reading Basics</i>. "Principles of Guided Reading Instruction"; "Guided Reading for Emergent Readers"; and "Guided Reading for Early Readers", pp. 48-69. Stenhouse. • Cole, A. (2006). Scaffolding Beginning Readers: Micro and macro cues teachers use during student oral reading. <i>The Reading Teacher</i>, 59(5), 450-59. • Compton-Lilly, C. (2005). Nuances of Error: Considerations Relevant to African-American Vernacular English and Learning to Read. <i>Literacy Teaching and Learning</i>, 10(1), 43-58. • Ford, M., & M. Opitz (2001). Using centers to engage children during guided reading time: intensifying learning experiences away from the teacher. <i>The Reading Teacher</i>, 55(8), 710-17. 	<p>*Q- Think back on Paley and Ballenger. Why would curiosity related to what's puzzling in a child's responses be important during guided reading? What kind of language on the part of the teacher is called for to <u>learn more</u> about a child's thinking?</p> <p>View the Jennifer Myers guided reading video at Carnegie website: http://gallery.carnegiefoundation.org/collections/quest/collections/sites/myers_jennifer/ You will need to scroll down to locate the right video on this page. Try to watch after having read Cole, and consider the lesson in light of Cole's findings.</p>	<p><i>Make sure you have completed your small-group observation (for the small-group reading project) by today. Bring in your notes and audio recording so you can discuss it with your group in class.</i></p>

5	Oct 23	Text selection, dynamic grouping, and the language of the book walk	<ul style="list-style-type: none"> • Clay, M. (1996). Excerpt from "Choosing texts: Contrived texts, story book texts and transitional texts." Pp. 178-195. In <i>Becoming Literate: The Construction of Inner Control</i>. Portsmouth, NH: Heinemann. • Clay, M. (1991). Introducing storybooks to young readers. <i>The Reading Teacher</i>. 45(4), 264-273. • Van Bramer, J. (2003). Conversation as a model of instructional interaction. <i>Literacy Teaching and Learning</i>. 8(1), 19-46. • Fountas & Pinnell, (1996). Ch. 8, Dynamic Grouping, Ch. 10, Using a leveled set of books. From <i>Guided Reading: Good First Teaching for All Children</i>. 	<p><i>*Q- To what extent can/should guided reading be dialogically organized? What do you think Van Bramer would say to this?</i></p> <p><i>*Q- To you, what does it mean when Clay says a book walk should be "like a conversational exchange?"</i></p> <p><i>Read the rest of the dialogically organized reading assignment (part 2), as well as the reflection template and sample reflection. Bring your questions to class.</i></p>	
6	Oct 30	Teaching toward a self-extending system	<ul style="list-style-type: none"> • Clay, M. (1993). Excerpt from <i>Reading Recovery: A guidebook for teachers in training</i>. Portsmouth: Heinemann. Pp. 40-43, "Checking oneself or self-monitoring" and "Self-correction." • Jones, N. (1995). Learning to read: Insights from Reading Recovery. <i>Literacy Teaching and Learning</i>. 1(2), 41-56. • Schwartz, R. (2005). Decisions, decisions: Responding to primary students during guided reading. <i>The Reading Teacher</i>, 58(5), 436-443. • **Johnston, P. <i>Choice Words</i>. Ch. 4 &5. • Johnston, "A cautionary tale". In Johnston, P. Being strategic (Chapter 14). <i>Knowing literacy: Constructive Literacy Assessment</i>. • Aukerman strategies chart & strategies overview handout. 	<p><i>*Q- Clay differentiates between "teaching strategies" and "teaching for strategies." In light of this week's readings, what does this difference mean to you in terms of how you want to teach? What is the relationship between agency, sense of purpose, and the use of strategies? Consider Johnston.</i></p> <p><i>*Q- How do you see Johnston's "cautionary tale" as significant in your work with children?</i></p>	Collaborative guided reading project due today.

7	Nov 6	Schema theory & beyond	<ul style="list-style-type: none"> • Tierney, R. J., & Pearson, P. D. (1981). Learning to learn from text: A framework for improving classroom practice. In Dishner, Readence & Bean (Eds.), <i>Reading in the content areas: Improving classroom instruction</i>. Kendall/Hunt Publishing Company. • Rumelhart, D. E. (1981). Schemata: The building blocks of cognition. In J. T. Guthrie (Ed.), <i>Comprehension and teaching: Research reviews</i> (pp. 3-26). Newark, DE: International Reading Association. • Aukerman, M. (2006). Who's afraid of the big 'bad answer'? <i>Educational Leadership</i>, 64(2), 37-41. • Lewis, C. (1993). "Give people a chance": Acknowledging social differences in reading. <i>Language Arts</i>, 70, 454-461. • Lobel, A. (1983). <i>Fables</i>. New York: Harper Trophy (pp. 23-29). 	<p>*Q-What is your understanding of how Rumelhart conceptualizes comprehension? What do <u>you</u> think it is?</p> <p>*Q-How do you think Dyson or Lewis might critique schema theory?</p> <p><i>Pick one of the fables and write down what you think the author's intended moral was. Now imagine a student like Rick, from the Lewis article. Generate an <u>alternative</u> moral that such a child might have found, with his (or another alternative) interpretive frame. You can be creative as long as there is some evidence you are drawing on, from the story, that supports your view. Write this moral on a separate sheet of paper. (Please do not share it with anyone else.)</i></p>	
8	Nov 13	Rereading Comprehension	<ul style="list-style-type: none"> • Aukerman, M. (2008). In Praise of Wiggle Room: Locating comprehension in unlikely places. <i>Language Arts</i>, 86(1), pp. 52-60. • Duke, N. K. and Pearson, P. D. (2002). "Effective practices for developing reading comprehension." In Farstrup, A. and S. Samuels, <i>What research has to say about reading instruction</i>. International Reading Association. • Jewell, T. A., & Pratt, D. (1999). Literature discussions in the primary grades: Children's thoughtful discourse about books and what teachers can do to make it happen. <i>The Reading Teacher</i>, 52(8): 842-850. • RICA practice booklet, Assignment D & Response (pp. 60-61, 80). 	<p>*Q- How does the sample response in the RICA practice booklet relate to the ideas of "In praise of wiggle room"?</p> <p>*Q- What assumptions about comprehension underlie comprehension strategy instruction a la Duke & Pearson? Literature discussion a la Jewell & Pratt?</p>	<p><i>Make sure you have recorded your videotaped lesson and have completed transcribing your selected section by today. Please bring this with you.</i></p>

9	Nov 20	Reader response, readalouds, and book clubs	<ul style="list-style-type: none"> Rosenblatt, L. (1982). The literary transaction: Evocation and response. <i>Theory into Practice</i>, 21, 268-277. Copenhaver, J. (2001). Running out of time: Rushed read-alouds in a primary classroom. <i>The Reading Teacher</i>, 79(2), 148-158. McMahon, S. I. (1997). Book clubs: Contexts for students to lead their own discussions. In S. I. McMahon & T. E. Raphael (Eds.), <i>The book club connection: Literacy learning and classroom talk</i> (pp. 89-106). New York: Teachers College Press. 	*Q- How do you believe Rosenblatt's ideas might apply to the classroom dialogue described by Ballenger in "Reading storybooks with young children"? To Copenhaver? To McMahon?	Dialogically organized discussion project due today.
10	Wed. Dec 3 rd . 3:15 pm- 5:15 pm	Closure: Putting it all together	<ul style="list-style-type: none"> Searle, J. (1984). Scaffolding: Who's building whose building? <i>Language Arts</i>, 61(5), 480-483. Johnston, P., Woodside-Jiron, H., & Day, J. (2001). Teaching and learning literate epistemologies. <i>Journal of Educational Psychology</i>, 93(1), 223-233. Johnston, P. & Backer, J. (2002). Inquiry and a Good Conversation: "I Learn a Lot from Them." In Johnston, P. and Allington, R., <i>Reading to Learn: Lessons from Exemplary Fourth-Grade Classrooms</i>. The Guilford Press. 	<p>Q*- What practices have you explored or learned about (in classes, and in your placements) that might foster (or constrain) the development of literate epistemologies you would like your students to appropriate?</p> <p>NOTE: THIS FINAL CLASS WILL TAKE PLACE ON WEDNESDAY RATHER THAN THURSDAY THIS WEEK. (YOUR REGULAR WEDNESDAY CLASS WILL BE ON THURSDAY INSTEAD.)</p>	<i>Have a wonderful break!</i>