

EDUC551 16

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Course Summary

Course : EDUC551 **Title :** Inclusive Elementary Reading and Writing

Length of Course : 16

Prerequisites : EDUC502 **Credit Hours :** 3

Description

Course Description: This course examines the methods and materials for teaching and assessing reading and writing in the elementary school classroom. It includes a review of the research and literature pertaining to the basic concepts underlying reading and writing methods; an introduction to emergent literacy in the elementary classroom, the psychological and linguistic factors that influence the reading and writing process; reading comprehension strategies, vocabulary development, phonemic awareness, phonics, and the use of technology in teaching reading and writing. The course explores the relationship between reading and writing; strategies for developing listening and speaking skills; materials and methods for students with special needs; integration of the language arts across all areas of the elementary school curriculum; multiple literacies; and the study of literature genres and their relationship to other content areas. Prerequisite: EDUC502 NOTE: You may NOT take EDUC551 if you have taken EDUC545 or EDUC552

Course Scope:

This course focuses on theory, research, and best practices in reading and writing instruction. Diverse materials, methods, and assessments are explored in order to effectively develop young learners by attending to their various needs. Instructional approaches will consider the reading-writing connection, the intersection of reading/writing/listening/speaking, and multiple genres and literacies.

Objectives

Upon successful completion of this course, candidates will be able to:

1. Use the National Reading Panel's five essential areas of reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension) in lesson plans. (WVPTs 1C, 1D; IRA 1, 5, 6)
2. Choose technological tools that effectively meet the individual and collective needs of diverse students (English Language Learners, children with special needs, etc.) in lesson plans. (WVPTs 1D; ISTE 1, 4, 5; IRA 2, 4, 5)
3. Use informal and formal methods in the assessment of children's literacy development. (WVPTs 1E, 3E, 4C; IRA 2, 3, 5, 6)
4. Analyze major theories associated with reading and writing instruction. (WVPTs 1A; IRA 1, 6)

5. Examine genres of literature and their relationship to content areas across the curriculum. (WVPTs 1A; WVPTS 1A; IRA 4, 5)
 6. Compare the Reading Process and the Writing Process. (IRA 1, 5)
 7. Analyze methods for organizing reading and writing instruction (units, Reading/Writing Workshop, literature circles, etc.). (WVPTs 1B, 2A; IRA 1, 2, 5, 6)
 8. Appraise strategies that promote multiple literacies (visual literacy, content-area literacy, technological literacy, etc.) in children. (WVPTs 1B; IRA 1, 2, 4, 5)
 9. Design activities to foster young children's literacy development. (WVPTs 1C, 1D, 2A, 4C; IRA 2, 4, 5)
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Outline

Week 1:

Learning Objectives

Analyze major theories associated with reading and writing instruction.

Readings

- Ogle & Beers - Chapter 1
- Leipzig, D. H. (n.d.) *What is reading?* Retrieved from <http://www.readingrockets.org/article/352>
- International Reading Association (IRA) Standards for Reading Professionals
<http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010.aspx>
- International Society for Technology in Education (ISTE) Standards for Teachers
<http://www.iste.org/standards/standards-for-teachers>
- West Virginia Professional Teaching Standards (WVPTs)
<http://wvde.state.wv.us/teachwv/profstandards.html>

Forums

- Introductions
- Forum 1: What is Language Arts?

Week 2:

Learning Objectives

1. Design activities to foster young children's literacy development.
2. Analyze major theories associated with reading and writing instruction.

Readings

- Ogle & Beers - Chapter 4
- Public Schools of North Carolina – K-12 Curriculum and Instruction/NC Standard Course of Study – *Language Arts: Elementary Resources: Oral Language Development Continuum*
<http://www.dpi.state.nc.us/curriculum/languagearts/elementary/olangp>

Forums

Forum 2: Oral Language Development

Week 3:

Learning Objectives

Design activities to foster young children's literacy development.

Readings

- Ogle & Beers - Chapter 6
- Adomat, D. S. (2009). [Actively engaging with stories through drama: Portraits of two young readers.](#) *The Reading Teacher*, 62(8), 628-636.

Assignments

Lesson Activity 1: Oral Language

Forums

Forum 3: Speaking and Listening

Week 4:

Learning Objectives

Appraise strategies that promote multiple literacies (visual literacy, content-area literacy, technological literacy, etc.) in children.

Readings

- Ogle & Beers - Chapter 3
- Lester, L. (2012). [Putting rural readers on the map: Strategies for rural literacy.](#) *The Reading Teacher*, 65(6), 407-415.
- Teale, W. H. (2009). [Students learning English and their literacy instruction in urban schools.](#) *The Reading Teacher*, 62(8), 699-703.
- Walker-Dalhouse, D., & Risko, V. J. (2008). [Homelessness, poverty, and children's literacy development.](#) *The Reading Teacher*, 62(1), 84-86.

Additional Resources

- Southern Poverty Law Center. (2014) [What is the Common Core?](#) Retrieved from <http://www.splcenter.org/get-informed/publications/Public-Schools-in-the-Crosshairs-What-is-the-Common-Core>
- Willis, A. I. (2000). [Critical issue: Addressing literacy needs in culturally and linguistically diverse classrooms.](#) Retrieved from <http://www.ncrel.org/sdrs/areas/issues/content/cntareas/reading/li400.htm>

Assignments

Lesson Activity 2: Supporting Diverse Learners

Forums

Forum 4: Diverse Learners

Week 5:

Learning Objectives

1. Analyze major theories associated with reading and writing instruction.
2. Examine genres of literature and their relationship to content areas across the curriculum.

Readings

Ogle & Beers - Chapter 5

Forums

Forum 5: Literature

Week 6:

Learning Objectives

Examine genres of literature and their relationship to content areas across the curriculum.

Readings

- Al-Hazza, T. C., & Butcher, K. T. (2009). [Building Arab Americans' cultural identity and acceptance with children's literature](#). *The Reading Teacher*, 62(3), 210-219.
- Atkinson, T. S., Matusевич, M. N., & Huber, L. (2009). [Making science trade book choices for elementary classrooms](#). *The Reading Teacher*, 62(6), 484-497.
- Bourke, R. T. (2009). [First graders and fairy tales: One teacher's action research of critical literacy](#). *The Reading Teacher*, 62(4), 304-312.
- Gray, E. S. (2009). [The importance of visibility: Students' and teachers' criteria for selecting African American literature](#). *The Reading Teacher*, 62(6), 472-481.

Assignments

Pinterest Genre Project

Forums

Forum 6: Selecting Literature

Week 7:

Learning Objectives

Use informal and formal methods in the assessment of children's literacy development.

Readings

- Ogle & Beers - Chapter 2
- Willner, L. S., Rivera, C., & Acosta, B. D. (2009). [Ensuring accommodations used in content assessments are responsive to English-language learners](#). *The Reading Teacher*, 62(8), 696-698.
- Mesmer, E. M., & Mesmer, H. A. E (2009). [Response to Intervention \(RTI\): What teachers of reading need to know](#). *The Reading Teacher*, 62(4), 280-290.

Forums

Forum 7: Assessment

Week 8:

Learning Objectives

1. Use the National Reading Panel's five essential areas of reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension) in lesson plans.
2. Appraise strategies that promote multiple literacies (visual literacy, content-area literacy, technological literacy, etc.) in children.

3. Design activities to foster young children's literacy development.

Readings

- Ogle & Beers - Chapters 7-8
- National Reading Panel. (2000). [Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction](http://www.nichd.nih.gov/publications/pubs/nrp/pages/smallbook.aspx). Retrieved from <http://www.nichd.nih.gov/publications/pubs/nrp/pages/smallbook.aspx>
- Padak, N., & Rasinski, T. (2009). [The games children play](#). *The Reading Teacher*, 62(4), 363-365.

Additional Resources

- Yopp, H. K., & Yopp, R. H. (2009). [Phonological awareness is child's play: Young Children on the Web](https://www.naeyc.org/files/yc/file/200901/BTJPhonologicalAwareness.pdf). Retrieved from <https://www.naeyc.org/files/yc/file/200901/BTJPhonologicalAwareness.pdf>

Assignments

Phonics or Phonemic Awareness Lesson Plan

Forums

Forum 8: Phonemic Awareness and Phonics

Week 9:

Learning Objectives

Use the National Reading Panel's five essential areas of reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension) in lesson plans.

Readings

- Applegate, M. D., Applegate, A. J., & Modla, V. B. (2009). ["She's my best reader: She just can't comprehend." Studying the relationship between fluency and comprehension](#). *The Reading Teacher*, 62(6), 512-521.
- Ness, M. (2009). [Laughing through rereadings: Using joke books to build fluency](#). *The Reading Teacher*, 62(8), 691-694.

Forums

- Forum 9: Fluency
- Forum 10: Comprehension

Week 10:

Learning Objectives

Analyze methods for organizing reading and writing instruction (units, Reading/Writing Workshop, literature circles, etc.).

Readings

Brummitt-Yale, J. (n.d.). [The relationship between reading and writing](http://www.k12reader.com/the-relationship-between-reading-and-writing/). Retrieved from <http://www.k12reader.com/the-relationship-between-reading-and-writing/>

Assignments

Comprehension Lesson Plan

Forums

Forum 11: The Reading Writing Connection

Week 11:

Learning Objectives

Analyze methods for organizing reading and writing instruction (units, Reading/Writing Workshop, literature circles, etc.).

Readings

- Ogle & Beers - Chapter 11
- Gibson, S. A. (2009). [An effective framework for primary-grade guided writing instruction](#). *The Reading Teacher*, 62(4), 324-334.
- Graham, S., Bollinger, A., Olsen, C. B., D'Aoust, C., MacArthur, C., McCutchen, D., & Olinghouse, N. (2012). [Teaching elementary school students to be effective writers](#). Washington, DC: What Works Clearinghouse, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/pdf/practice_guides/writing_pg_062612.pdf
- Graham, S., & Harris, K. R. (2013). [Common Core State Standards, writing, and students with LD: Recommendations](#). *Learning Disabilities Research & Practice*, 28(1), 28–37.

Week 12:

Learning Objectives

1. Analyze methods for organizing reading and writing instruction (units, Reading/Writing Workshop, literature circles, etc.).
2. Examine genres of literature and their relationship to content areas across the curriculum.

Readings

- Ogle and Beers - Chapter 13
- Education.com. (2014). [Writing in Social Studies Classrooms](#). Retrieved from <http://www.education.com/reference/article/writing-social-studies-classrooms/>
- Edutopia.com. (2014). [The Importance of Student Journals and How to Respond Efficiently](#). Retrieved from <http://www.edutopia.org/blog/student-journals-efficient-teacher-responses>
- Educationworld.com. (2014). [ABC Books Aren't for Babies](#). Retrieved from http://www.educationworld.com/a_lesson/lesson/lesson083.shtml

Assignments

Methods Analysis Paper

Forums

Forum 12: Writing Genres

Week 13:

Learning Objectives

Analyze methods for organizing reading and writing instruction (units, Reading/Writing Workshop, literature circles, etc.).

Readings

Ogle & Beers - Chapter 12

Assignments

News Commercial - Major Theories

Week 14:

Learning Objectives

1. Choose technological tools that effectively meet the individual and collective needs of diverse students (English Language Learners, children with special needs, etc.) in lesson plans.
2. Appraise strategies that promote multiple literacies (visual literacy, content-area literacy, technological literacy, etc.) in children.

Readings

- Larson, L. C. (2009). [Reader response meets new literacies: Empowering readers in online learning communities](#). *The Reading Teacher*, 62(8), 638-648.
- National Council of Teachers of English (NCTE). (2013). [The NCTE Definition of 21st Century Literacies](#). Retrieved from <http://www.ncte.org/positions/statements/21stcentdefinition>
- National Council of Teachers of English (NCTE). (2007). [21st Century Literacies](#). Retrieved from <http://www.readingrockets.org/article/20832>
- Starr, L. (2011). [Integrating technology into the classroom: It takes more than just having computers](#). Retrieved from http://www.educationworld.com/a_tech/tech/tech146.shtml
- Zawillinski, L. (2009). [HOT Blogging: A framework for blogging to promote higher order thinking](#). *The Reading Teacher*, 62(8), 650-661.

Additional Resources

- National Council of Teachers of English (NCTE). (2014). [What Do We Know About Multiple Literacies?](#) Retrieved from <http://www.ncte.org/policy-research/wwk/multipleliteracies>

Forums

Forum 13: L.A. and Technology

Week 15:

Learning Objectives

Design activities to foster young children's literacy development.

Readings

Revisit course articles and chapters that address the arts

Assignments

Assessment and Literacy Case Study

Forums

Forum 14: L.A. and the Arts

Week 16:

Learning Objectives

Use the National Reading Panel's five essential areas of reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension) in lesson plans.

Readings

- Ogle & Beers - Chapters 9-10
- Helman, L. A., & Burns, M. K. (2008). [What does oral language have to do with it? Helping young English-language learners acquire a sight word vocabulary.](#) *The Reading Teacher*, 62(1), 14-19.

Assignments

Vocabulary Lesson Plan

Forums

- Forum 15: Spelling and Vocabulary
 - Forum 16: Reflections and Closure
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Evaluation

Grading:

Name	Grade %
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Materials

Book Title: Engaging in the Language Arts: Exploring the Power of Language, 2nd ed. (custom)-The custom ISBN may have more competitive pricing in hard copy or electronic format. Non-custom ISBN is:9780132595377, please use this one to purchase the book elsewhere.

Author: Ogle, D. and Beers, J.W.

Publication Info: Pearson

ISBN: 9781269942959

Required Textbook

Ogle, D., & Beers, J. W. (2012). *Engaging in the language arts: Exploring the power of language* (2nd ed.). (custom) Boston: Pearson.

Required Articles

Adomat, D. S. (2009). [Actively engaging with stories through drama: Portraits of two young readers.](#) *The Reading Teacher*, 62(8), 628-636.

Al-Hazza, T. C., & Butcher, K. T. (2009). [Building Arab Americans' cultural identity and acceptance with](#)

[children's literature](#). *The Reading Teacher*, 62(3), 210-219.

Applegate, M. D., Applegate, A. J., & Modla, V. B. (2009). ["She's my best reader: She just can't comprehend:" Studying the relationship between fluency and comprehension](#). *The Reading Teacher*, 62(6), 512-521.

Atkinson, T. S., Matusевич, M. N., & Huber, L. (2009). [Making science trade book choices for elementary classrooms](#). *The Reading Teacher*, 62(6), 484-497.

Bourke, R. T. (2009). [First graders and fairy tales: One teacher's action research of critical literacy](#). *The Reading Teacher*, 62(4), 304-312.

Brummitt-Yale, J. (n.d.). [The relationship between reading and writing](#). Retrieved from <http://www.k12reader.com/the-relationship-between-reading-and-writing/>

Gibson, S. A. (2009). [An effective framework for primary-grade guided writing instruction](#). *The Reading Teacher*, 62(4), 324-334.

Graham, S., Bollinger, A., Olsen, C. B., D'Aoust, C., MacArthur, C., McCutchen, D., & Olinghouse, N. (2012). [Teaching elementary school students to be effective writers](#). Washington, DC: What Works Clearinghouse, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/pdf/practice_guides/writing_pg_062612.pdf

Graham, S., & Harris, K. R. (2013). [Common Core State Standards, writing, and students with LD: Recommendations](#). *Learning Disabilities Research & Practice*, 28(1), 28-37.

Gray, E. S. (2009). [The importance of visibility: Students' and teachers' criteria for selecting African American literature](#). *The Reading Teacher*, 62(6), 472-481.

Helman, L. A., & Burns, M. K. (2008). [What does oral language have to do with it? Helping young English-language learners acquire a sight word vocabulary](#). *The Reading Teacher*, 62(1), 14-19.

Larson, L. C. (2009). [Reader response meets new literacies: Empowering readers in online learning communities](#). *The Reading Teacher*, 62(8), 638-648.

Leipzig, D. H. (n.d.). [What is reading?](#) Retrieved from <http://www.readingrockets.org/article/352>

Lester, L. (2012). [Putting rural readers on the map: Strategies for rural literacy](#). *The Reading Teacher*, 65(6), 407-415.

Mesmer, E. M., & Mesmer, H. A. E (2009). [Response to Intervention \(RTI\): What teachers of reading need to know](#). *The Reading Teacher*, 62(4), 280-290.

National Council of Teachers of English (NCTE). (2013). [The NCTE Definition of 21st Century Literacies](#). Retrieved from <http://www.ncte.org/positions/statements/21stcentdefinition>

National Council of Teachers of English (NCTE). (2007). [21st Century Literacies](#). Retrieved from <http://www.readingrockets.org/article/20832>

National Reading Panel. (2000). [Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and its Implications for Reading Instruction](#). Retrieved from <http://www.nichd.nih.gov/publications/pubs/nrp/pages/smallbook.aspx>

Ness, M. (2009). [Laughing through rereadings: Using joke books to build fluency](#). *The Reading Teacher*, 62(8), 691-694.

Padak, N., & Rasinski, T. (2009). [The games children play](#). *The Reading Teacher*, 62(4), 363-365.

Starr, L. (2011). [Integrating technology into the classroom: It takes more than just having computers](#).

Retrieved from http://www.educationworld.com/a_tech/tech/tech146.shtml

Teale, W. H. (2009). [Students learning English and their literacy instruction in urban schools](#). *The Reading Teacher*, 62(8), 699-703.

Walker-Dalhouse, D., & Risko, V. J. (2008). [Homelessness, poverty, and children's literacy development](#). *The Reading Teacher*, 62(1), 84-86.

Willner, L. S., Rivera, C., & Acosta, B. D. (2009). [Ensuring accommodations used in content assessments are responsive to English-language learners](#). *The Reading Teacher*, 62(8), 696-698.

Zawillinski, L. (2009). [HOT Blogging: A framework for blogging to promote higher order thinking](#). *The Reading Teacher*, 62(8), 650-661.

Required Text for this Degree Program

Candidates are expected to adhere to APA style throughout the program. *The Publication Manual of the American Psychological Association* (6th ed.) should be purchased and used in all courses.

Web Sites

In addition to the required course texts, the following public domain web sites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

[International Reading Association \(IRA\) Standards for Reading Professionals](#)

<http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010.aspx>

[International Reading Association \(IRA\)](#)

<http://www.reading.org/>

[International Society for Technology in Education \(ISTE\) Standards for Teachers](#)

<http://www.iste.org/standards/standards-for-teachers>

[West Virginia Professional Teaching Standards \(WVPTs\)](#)

<http://wvde.state.wv.us/teachwv/profstandards.html>

Course Guidelines

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University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

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