

Teaching Developing Readers

GRADES 4–6

GRADUATE CREDIT: 3 SEMESTER HOURS

A child's success in school and in life relies on the establishment of a strong foundation of literacy skills and experiences. Educators in this course take a developmental approach to reading and literacy instruction in fourth through sixth grade. Using the "five pillars" of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) as an organizational framework, they explore the characteristics of emergent, beginning, and transitional readers, and they plan and implement developmentally appropriate assessments, materials, and strategies for instruction, including effective use of current technologies. Educators learn about effective planning and organization in the literacy classroom—topics emphasized throughout the course.

This course is designed for grades 4–6 classroom teachers, lead teachers, curriculum coordinators, special education teachers, and reading specialists.

COURSE TOPICS

- Understanding the developing reader
- Selecting texts to engage students
- New literacies and reading in content areas
- Using narrative and informational texts
- Essential components of literacy learning
- Perspectives on literacy learning
- The interactive perspective: word study, fluency, and comprehension strategies
- The critical perspective: critical evaluation and thinking critically
- The response perspective: personal response and connecting reading and writing
- Assessment
- Literacy interventions for struggling readers

COURSE OUTCOMES

By the end of the course, educators will:

- Identify pre-reading strategies and other strategic processes.
- Analyze a classroom demonstration to identify students' and teachers' thinking processes related to strategy use.
- Determine the role of "high stakes" standardized testing in teaching practices.
- Explore how performance assessment can be used as an effective learning tool and describe an authentic literacy activity as a performance assessment.
- Create a textual grouping that includes traditional and online resources for a specific purpose, based on the literacy needs and identities of specific students.
- Analyze the importance of the interactive, critical, and response perspectives in literacy education.
- Plan a literacy lesson for comprehending text from the interactive perspective.
- Plan a lesson that incorporates the critical and response perspectives in literacy instruction.
- Explain the purpose of critical evaluation and develop skills and strategies for evaluating text, including advertisements, online text, and other digital media.
- Analyze ways to use narrative and informational text with developing readers, including graphic organizers.
- Explain the role of the five pillars of reading instruction in teaching transitional and intermediate readers and the relationship of the pillars to writing.
- Analyze the need for balanced literacy instruction.
- Describe key aspects of fluency and identify ways to improve fluency.
- Analyze the role of fluency in improving comprehension.
- Identify and construct questions and prompts that promote inquiry and dialogic interaction among students.
- Explore the connection the response perspective provides between reading and writing and identify ways to encourage students to respond to text.
- Determine appropriate intervention strategies for struggling readers for before reading, during reading, and after reading.

TEACHING DEVELOPING READERS

METHODS OF ASSESSMENT

This course provides numerous opportunities to apply research-based concepts and theory to practical teaching situations. Assessment is conducted in the following ways:

- **Activities** are short assessments that help educators explore concepts and make connections between the content and their teaching practice. Some activities are ungraded but serve to prepare educators for other graded assignments. Any ungraded activities are clearly marked as such.
- **Study Team Discussions (print & DVD) or Dialogue Summaries (online)** allow educators to share ideas about the course content with other teachers, then ask them to analyze and summarize the discussion, and then describe how their understanding of the topic has been enhanced or expanded.
- **Applications** assist educators in applying the theories, concepts, and strategies to their teaching practice.
- **Quizzes** provide educators with instant feedback (online only) on their understanding of the course material. There are three quizzes, each reviewing several sections of content.
- The **Final Reflection** requires educators to synthesize the content and reflect on their key learnings throughout the course.

COURSE MATERIALS AND FORMAT

Course texts, websites, and journal articles help facilitate learning and transfer theory into practice. Video programs feature interviews with nationally recognized education experts. Classroom scenes provide a view into the classrooms of master teachers who demonstrate the strategies taught in the course. This course is offered in two distance-learning formats: print & DVD and online. Educators select one format when they enroll.

PRINT & DVD FORMAT

Educators in the print & DVD version of the course receive printed materials to facilitate their learning. This version of the course requires educators to form a study team. The educator must have at least one study partner or peer coach, preferably another educator, to complete activities, engage in discussion, and seek feedback. It is not necessary that the study partner be enrolled in the course. Educators enrolled in the print & DVD version should have Internet access in order to connect with the many websites that are offered as learning resources. Assignments are submitted via email. The print & DVD course includes:

- The print study guide:
 - *Teaching Developing Readers*
- The DVD:
 - Laureate Education, Inc. (Executive Producer). (2009). *Teaching developing readers, grades 4–6*. Baltimore, MD: Executive Producer.
- The course textbook(s):
 - Moss, B., and D. Lapp (Eds.). (2010). *Teaching new literacies in grades 4-6: Resources for 21st-century classrooms (solving problems in the teaching of literacy)*. New York: Guilford Press.
- The other required readings

ONLINE FORMAT

Educators in the online version of the course access the course content via an online classroom. Educators are required to participate in virtual discussions with fellow educators via a discussion board. The course textbook is shipped to educators, but the video programs and other resources are available within the online classroom. Assignments are submitted through the online classroom. The online course includes:

- Access to the online classroom for:
 - Teaching Developing Readers
- Access to the video programs in the online classroom as well as a backup DVD:
 - Laureate Education, Inc. (Executive Producer). (2009). *Teaching developing readers grades 4–6*. Baltimore, MD: Executive Producer.
- The course textbook(s):
 - Moss, B., and D. Lapp (Eds.). (2010). *Teaching new literacies in grades 4-6: Resources for 21st-century classrooms (solving problems in the teaching of literacy)*. New York: Guilford Press.
- Access to the other required readings

TEACHING DEVELOPING READERS

SYSTEM REQUIREMENTS FOR ONLINE COURSE FORMAT:

- Operating system for PC: Windows® XP, Windows Vista®, or Windows® 7
- Operating system for Mac®: OS X or higher
- Processor: 1 GHz, 32/64 bit or higher
- Memory: Minimum 512 MB of RAM; 1 GB recommended
- Browser: Microsoft Internet Explorer® 6.0 or higher; Firefox® 3.6 (also for Mac®: Apple® Safari® 4 or higher)
- Internet connection: Broadband (DSL, cable modem, or similar) required
- Software: Microsoft Word®, Adobe® Flash® Player 7 or higher (free), Adobe® Acrobat® Reader® version 8 or higher (free)
- Monitor resolution: 1280 x 800 pixels or higher

Note: If you are using a Macintosh®, please be sure to download Mozilla® Firefox® 3.6. It's free, and the download should take only a few minutes at www.mozilla.com/en-US/firefox/all-older.html.

Trademark Information

- Microsoft, Windows, Windows Vista, Internet Explorer, and Word are registered trademarks of Microsoft Corporation in the United States and/or other countries.
- Mac OS and Macintosh are trademarks of Apple Inc., registered in the United States and other countries.
- Mozilla and Firefox are registered trademarks of the Mozilla Foundation.
- Adobe, Flash, and Acrobat Reader are registered trademarks of Adobe Systems Incorporated in the United States and/or other countries.

EDUCATION EXPERTS

Peter Afflerbach, Ph.D.

Dr. Peter Afflerbach is a professor in the Department of Curriculum and Instruction at the University of Maryland, College Park. A former classroom English and reading teacher, Dr. Afflerbach serves on the National Assessment of Educational Progress Standing Reading Committee and as chair of the Literacy Assessment Committee for the International Reading Association. He is an associate editor of the journal *Metacognition and Learning* and a member of the editorial advisory board of *Reading Research Quarterly*. His research focuses on the areas of reading assessment, reading comprehension, and verbal reporting methodology. His publications have appeared in numerous theoretical and practical journals. He is the author of *Understanding and Using Reading Assessment, K–12*.

Janice F. Almasi, Ph.D.

Dr. Janice Almasi is a former elementary school teacher and reading specialist and is currently the Carol Lee Robertson Endowed Professor of Literacy Education at the University of Kentucky. Her research has examined the contexts in which children learn from text, particularly in terms of strategic processes and peer discussion environments. Her books include *Teaching Literacy in Third Grade* and *Teaching Strategic Reading Processes*. Her research has been published in journals such as *Reading Research Quarterly*, *The Journal of Literacy Research*, *Elementary School Journal*, and *Educational Psychologist*.

Linda Gambrell, Ph.D.

Dr. Linda Gambrell is a professor in the Eugene T. Moore School of Education at Clemson University. She has recently served as president of the International Reading Association (2007–2008) and has received numerous accolades, including election to the Reading Hall of Fame in 2004. Dr. Gambrell's research interests are in the areas of reading comprehension strategy instruction, literacy motivation, and the role of discussion in teaching and learning. She has written books on reading instruction, including *Best Practices in Literacy Instruction*, and has published more than 100 book chapters and articles in scholarly journals.

Douglas K. Hartman, Ph.D.

Dr. Douglas Hartman is a professor of teacher education and educational technology at Michigan State University, co-director of the Literacy Achievement Research Center, and coordinator of the Literacy Studies Program. He is co-lead editor of the *Journal of Literacy Research* and the author of numerous journal articles and book chapters. A former middle school teacher, his research interests focus on new literacies, adolescent literacy, and the history of literacy. Dr. Hartman is the recipient of the Albert J. Kingston award for service to the field of reading and literacy.

TEACHING DEVELOPING READERS

Lori Helman, Ph.D.

Dr. Lori Helman is an assistant professor in the Department of Curriculum and Instruction at the University of Minnesota, College of Education and Human Development. Her research has focused on beginning literacy, reading, and spelling development for students from diverse linguistic and cultural backgrounds. Dr. Helman has authored or co-authored numerous publications on literacy for English language learners, including *Literacy Development With English Learners: Research-Based Instruction in Grades K–6* and *Words Their Way: Word Study for Spelling, Phonics, and Vocabulary Instruction*.

Alfred Tatum, Ph.D.

Dr. Alfred Tatum is an associate professor at the University of Illinois at Chicago. His current research focuses on the literacy development of African-American adolescent males. He also provides teacher professional development to urban middle and high schools. In addition to his NCTE James N. Britton Award-winning book, *Teaching Reading to Black Adolescent Males: Closing the Achievement Gap*, he has published in journals such as *Reading Research Quarterly*, *Journal of Adolescent and Adult Literacy*, *Educational Leadership*, *Journal of College Reading and Learning*, and *Principal Leadership*.

Richard T. Vacca, Ph.D.

Dr. Richard T. Vacca is a professor emeritus in the Department of Teaching, Leadership, and Curriculum Studies in the College of Education at Kent State University in Ohio. A past president of the International Reading Association (IRA), Dr. Vacca has served as co-chair of the IRA's Commission on Adolescent Literacy. He is the co-author of *Content Area Reading: Literacy and Learning Across the Curriculum* and *Learning to Read*.



ABOUT CANTER

Canter, a subsidiary of Laureate Education, Inc., is committed to serving the educational community with high-quality, graduate-level courses that blend research-based theory with practical strategies. Canter began with one groundbreaking guide on managing behavior in the classroom and, more than 35 years later, has helped more than 300,000 educators address the most critical issues in education while advancing their careers.

FOR MORE INFORMATION

For more information about Canter graduate-level courses, visit www.Canter.net or call 1-800-669-9011.

ABOUT OUR PARTNERSHIP

Canter offers its courses in partnership with Walden University, allowing you to benefit from Canter’s quality curriculum in a self-paced format, while earning graduate credit from a leading accredited university.* The course curriculum is developed and designed by Canter in collaboration with national education experts, while graduate credit is granted through Walden University, which assesses student work. Credit may be applicable for certification renewal and/or salary advancement.† Course credit may be transferable with prior approval from the university providing your advanced degree or planned program.

Walden University

The Richard W. Riley College of Education and Leadership at Walden University is a **National Council for Accreditation of Teacher Education (NCATE)**–accredited college dedicated to enhancing educator effectiveness. As a recognized standard of excellence in professional education for the preparation of teachers, administrators, and other pre-K–12 school professionals, NCATE accreditation ensures the college has met rigorous national standards set by the profession and members of the public.

The college, named for the former Secretary of the U.S. Department of Education, was identified by *U.S. News & World Report* as having the largest online graduate program in education by enrollment (May 2010). Walden students were awarded the fourth most TEACH Grants to students nationwide in 2010–2011, according to the U.S. Department of Education. The choice of more than 52,000 students and alumni, including more than 70 state teachers of the year, the college is also a proud partner of the National Education Association (NEA) Academy and a year-round sponsor of the National Association for the Education of Young Children (NAEYC).

Walden University is accredited by The Higher Learning Commission and a member of the North Central Association, www.ncahlc.org. Canter and Walden University are both subsidiaries of Laureate Education, Inc.

*Prospective Washington state students are advised to contact the Office of the Superintendent of Public Instruction at 1-360-725-6275 or prof.educ@k12.wa.us to determine whether Walden’s programs in the field of education are approved for teacher certification or endorsements in Washington state. Additionally, teachers are advised to contact their individual school district as to whether this program may qualify for salary advancement.

†It is each student’s responsibility to check with his or her state/district and evaluate and understand any requirements related to the use of individual courses for any purpose.