This course supports the assessments for Language Arts Instruction and Intervention. The course covers 6 competencies and represents 3 competency units.

Introduction

Overview

This course is designed for the prospective elementary language arts teacher. When you complete this course, you will have experience with a myriad of reading and writing strategies and assessments. Your textbook for this course, Creating Literacy Instruction for All Students, will provide information, resources and strategies for teaching early readers. Additional course resources will explore how to integrate technology into literacy instruction and evaluation, how to help your students build their academic language across the curriculum, and how to create a classroom environment that is inclusive to all learners. Your textbook also discusses our nation’s diversity and how you can highlight the cultural assets that your students bring to the classroom (i.e., traditions, languages and dialects, worldviews, literature and art). You can draw upon this diversity through language and literature to support their learning. You will learn how to engage your students while addressing the diverse learning needs that each child brings to the classroom. Additional information is also provided on how to tap into students’ interests and prior academic learning with lessons built on using a variety of texts and cross-curricular integrations.

This course supplies valuable tools and resources for teaching skills at all levels and across all disciplines, with a strong emphasis on creating a respectful community of learners. This course will help teachers learn how to manage their classroom so that students’ personal, cultural, and community assets are acknowledged, appreciated, and incorporated into literacy learning. Look for activities throughout this course that illustrate the importance of a balanced approach to language arts; integrating technology, including a variety of texts; and aligning assessment with oral and written English instruction.

Watch the following video introduction for this course:

Note: To download this video, right-click the following link and choose "Save as...": download video.

Competencies

This course provides guidance to help you demonstrate the following 6 competencies:

- **Competency 669.1.1: Written and Spoken Formal English**
  The graduate designs instruction that facilitates the learning of formal English so elementary students can express their ideas clearly and persuasively to a variety of audiences both orally and in writing.

- **Competency 669.1.2: Expanding Students' Knowledge**
  The graduate uses various texts and instructional strategies to facilitate the development
of word recognition, comprehension, strategic knowledge, and reading-writing connections to expand elementary students' knowledge of the world.

- **Competency 669.1.4: Awareness and Differences in Society**
  The graduate designs instruction that supports the development of awareness, understanding, respect, and the valuing of differences in society.

- **Competency 669.1.5: Technology and Reading and Writing**
  The graduate uses appropriate technology tools that motivate students to read, write, interact, and collaborate with others.

- **Competency 669.1.6: Assessment Strategies and Reading and Writing**
  The graduate uses multiple assessment strategies that support the development of reading and writing.

- **Competency 669.1.7: Instructional Strategies and Academic Language**
  The graduate recommends instructional strategies that support the development of academic language, discourse, reading, and writing across the curriculum.

**Teaching Dispositions Statement**

Please review the [Statement of Teaching Dispositions](#).

**Course Instructor Assistance**

As you prepare to demonstrate competency in this subject, remember that course instructors stand ready to help you reach your educational goals. As subject matter experts, instructors enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course instructors are able to share tips on approaches, tools, and skills that can help you apply the content you're studying. If your first try on your assessment does not go well, course instructors act as a support system to help you prepare for another attempt. Course are excited to hear from you and eager to work with you.

**Preparing for Success**

The information in this section is provided to detail the resources available for you to use as you complete this course.

**Learning Resources**

The learning resources listed in this section are required to complete the activities in this course. For many resources, WGU has provided automatic access through the course. However, you may need to manually enroll in or acquire other resources independently. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.

In the following resources you may read about No Child Left Behind (NCLB). Please be aware that as of December 2015, President Barack Obama replaced NCLB with the Every Student Succeeds Act (ESSA). This new act reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation's national education law and longstanding commitment to equal opportunity for all students. Although not required for this course, you are encouraged to familiarize yourself with the new act. For additional information, please visit the following links from the U.S. Department of Education:
Automatically Enrolled Resources

You can access the learning resources listed in this section by clicking on the links provided throughout the course. You may be prompted to log in to the WGU student portal to access the resources.

VitalSource E-Text

The following textbook is available to you as an e-text within this course. You will be directly linked to the specific readings required within the activities that follow.


*Note: These e-texts are available to you as part of your program tuition and fees, but you may purchase hard copies at your own expense through a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition.*

WGU Library

This course utilizes resources via the WGU Library. The following books will be available for you to open and download.

The following WGU Library book will be used in this course:


WGU Library Articles

This course utilizes resources via the WGU Library, with articles available for you to open and download. For instructions on how to access WGU Library articles, see the "Accessing WGU Library Articles" page.

The following WGU Library articles will be used in this course:


**Videos and Multimedia:**

**Educational Impact**

Educational Impact is an online resource of video training and related worksheets.

- Guided Writing of a Descriptive Paragraph
- Understanding the Guided Writing Process
- Guided Reading
- Using rubrics to establish an end target
- Involve students in the assessment process

**Annenberg Modules**

- Analyzing a Writing Mini-lesson
- Differentiate Instruction in a Class
- Building Oral Language
- Assessing Comprehension
- Interactive Practice: Respond to Student Writing
- Getting Started With Poetry
- Writing Across the Curriculum
- Teaching Content Through Literacy

**Atlas Videos**

- Using Phonetic Strategies to Decode Text Successfully
- Building Vocabulary by Connecting Text to Personal Context
• Integrating Technology to Extend Learning to Deeper Levels

Web-based Videos

• Repeated Reading: A form of Guided Oral Reading
• Strategies for Teaching Culturally Diverse Students
• Culturally Responsive Teaching and Learning
• Effective Teaching with Technology: Grade 5
• What's a Webquest?
• Administering an Informal Reading Inventory (IRI)
• Administering a Running Record

Other Resources:


• The Melissa Institute's Balanced Literacy Diet website

Promoting Diversity in the Classroom and School Library through Social Action, readwritethink

• Using Picture Books to Explore Identity, Stereotyping, and Discrimination, readwritethink
• Screening, Diagnosing, and Progress Monitoring for Fluency: The Details, Reading Rockets

Pacing Guide
The pacing guide suggests a weekly structure to pace your completion of learning activities. It is provided as a suggestion and does not represent a mandatory schedule. Follow the pacing
guide carefully to complete the course in the suggested time frame.

Week 1

- Written and Spoken Formal English
  - Formal Written English Instruction
  - Oral Language and Speaking

Week 2

- Expanding Students' Knowledge
  - Reading to Learn

Week 3

- Awareness and Differences in Society
  - Valuing Differences
- Technology and Reading and Writing
  - Developmentally Appropriate Technology for Reading, Writing, and Collaboration

Week 4

- Assessment Strategies and Reading and Writing
  - Common Classroom Assessments

Week 5

- Instructional Strategies and Academic Language
  - Cross-Curriculum Development
- Final Steps

Note: This pacing guide does not replace the course. Please continue to refer to the course for a comprehensive list of the resources and activities.

Written and Spoken Formal English

Elementary students need to learn how to express their ideas—both orally and in writing—clearly and persuasively to a variety of audiences. Teachers can facilitate the learning of formal English by planning standards-based instruction that utilizes age-appropriate strategies for developing oral and written expression. There are language demands that teachers must consider as they support students and help them learn to communicate effectively. For example, teachers must help students develop a strong vocabulary that will help them to build comprehension. Other language demands include helping students understand how discourse or text structures can vary, depending on the type and purpose of their written or spoken communication. Teachers can provide language supports that scaffold students as they learn about proper syntax and the many language conventions for organizing writing and communicating clearly.
Formal Written English Instruction

In order to be an effective English teacher, you must develop an understanding of developmentally appropriate essential literacy strategies to facilitate the learning of formal English so that students can accomplish their individual reading and writing goals. Examples of essential literacy strategies for reading include: summarizing a story, making predictions or inferences, and drawing conclusions from informational text. Examples of essential literacy strategies for writing include: using graphic organizers to plan ideas before writing, writing and revising a draft, and using quotes to support an argument in writing.

In this topic, you will examine English standards and how they are part of a balanced literacy program. Understanding this foundation will help you justify instructional strategies and differentiate instruction for a variety of learners.

This topic addresses the following competency:

**Competency 669.1.1: Written and Spoken Formal English**

The graduate designs instruction that facilitates the learning of formal English so elementary students can express their ideas clearly and persuasively to a variety of audiences both orally and in writing.

This topic covers the following learning objectives:

- Identify lesson plans that model developmentally appropriate English instruction for a specific age group.
- Explain how English standards are an important part of a balanced literacy curriculum.
- Evaluate a standards-based lesson plan for meeting the needs of diverse and English language learners.
- Justify instructional strategies and approaches to differentiating instruction in a lesson plan to meet the needs of a specific group of learners.
- Create a standards-based lesson plan that teaches one or more formal English structures integrated into a specific content area.

Read

Read the following selections from Creating Literacy Instruction for all Students

- In the following pages, you will be introduced to the key principles of a reading and writing program.
  *From Chapter 1: "The Nature of Literacy" Read from "Learning a Second Language" up to "Scaffolding," (pages 16–22)*
In the following pages, you will learn about how to provide for the literacy needs of all students.
From Chapter 2: "Teaching all Students" Read from "Providing for the Literacy Needs of All Students" through "Implications of Diversity for Instruction" (pages 31–53).

In the following chapter, you will examine major approaches to teaching reading and writing and explore the strengths and weaknesses of each approach.
Chapter 11: "Approaches to Teaching Reading"

In the following chapter, you will learn about the process approach to writing, how to utilize writing workshops, and teaching writing for various genres.
Chapter 12: "Writing and Reading"

In the following pages, you will read about the necessary foundations for constructing a literacy program and how you can use grouping strategies to meet various students’ needs.
From Chapter 13: "Creating and Managing a Literacy Program" Read from "Constructing a Literacy Program" to "Intervention Programs" (pages 529–536).

Balanced Literacy Framework for Writing

Study the information on the following web page regarding balanced literacy for writing: Balanced Literacy

As you read, reflect on the components of a balanced literacy classroom and consider how the components support reading and writing standards.

Standards:

- Find your state's Office of Education's website using the U.S. Department of Education State Contacts or the State Specific Information page.
- Familiarize yourself with the educational standards and any additional resources available on the following websites. Create a list of resources available for teachers.

Watch

- Differentiating Vocabulary Instruction (0:54)
- Different Levels (1:54)
- Guided Writing of a Descriptive Paragraph (3:35)
- Understanding the Guided Writing Process (6:45)
- Guided Reading (3:45)

Explore

- Explore how specific teaching strategies are utilized in a mini lesson to support students in writing a narrative piece.
  Analyzing a Writing Mini-lesson
- The following activity provides you with the opportunity to practice forming different
student groups and assigning appropriate activities to meet the needs of each student.

Differentiate Instruction in a Class

Reflect

- What are the advantages and disadvantages of the literature-based reading approach? Of the Basal/Anthology approach?
- What is tiered instruction?
- In what ways can you support ELL students in a Language Arts classroom?

Complete

Refer to the Task 1 directions for this course. Apply your knowledge of grouping strategies to complete Part A of the task by explaining how you will group (i.e., tier) all 20 of the third-grade students provided to you in the task directions.

Knowledge Check

Review your understanding of the key vocabulary concepts of Chapters 1, 2, 11 and 12 using these flash cards.

- Flash Cards—Chapter 1
- Flash cards—Chapter 2
- Flash cards—Chapter 11
- Flash cards—Chapter 12

Use the following Google quiz to review your knowledge and understanding of written and spoken formal English instruction. This is not a comprehensive assessment but rather a self-check to identify areas needing further study. Students are encouraged to meet with a course instructor regarding any questions about their results.

- Written and Spoken Formal English Self-Check

Oral Language and Speaking

Listening and speaking skills are an essential part of the literacy curriculum. In this section, you will review the standards for listening and speaking and identify ways to integrate listening and speaking instructional strategies and activities into classroom lessons. You will also think about discipline-specific discourse and the distinctive ways that structuring oral or written language can vary depending on the purpose of the oral or written communication. For example, writing and expressing ideas for persuasion involves a different discourse and syntax than writing and expressing ideas in a narrative piece.

This topic addresses the following competency:

Competency 669.1.1: Written and Spoken Formal English

The graduate designs instruction that facilitates the learning of formal English so elementary students can express their ideas clearly and persuasively to a variety of audiences both orally and in writing.
This topic highlights the following objectives:

- Identify the oral communication standards for elementary students.
- Identify lesson plans that enhance the development of oral language and speaking skills for a specific age group.
- Explain why oral language and speaking skills are important life skills.
- Create a standards-based lesson plan that teaches a specific oral language and speaking skill aligned with state standards.

**Read**

- In the following chapter, you will learn what oral language is and the necessity of it in classroom instruction. *Chapter 1: Why a Focus on Oral Language from Teaching Oral Language: Building a Firm Foundation Using ICPALER in Early Primary Years*

- In the following article, you will explore how book-talks can support students' oral language. *Get Them Talking! Using Student-Led Book Talks in the Primary Grades*

- The following article highlights the importance of listening in developing students' reading and writing abilities and discusses strategies to improve students' listening capabilities. *Listening Carefully*

**Watch**

- In the following video, you will see how a Kindergarten teacher incorporates listening and speaking skills with her Morning Meeting routine. Watch from 7:15 to 12:45. *Building Oral Language*

- *Repeated Reading: A Form of Guided Oral Reading (3:15)*

**Explore**

- "*English Language Learners: Listening and Speaking*" Teachscape Module

**Reflect**

- Why are oral language and speaking skills important life skills?
- Why should teachers incorporate appropriate listening and speaking standards into their lessons?
- As you review the CCSS Listening and Speaking Standards below, consider the progression of skill from grade-level to grade-level.
  - *Common Core Standards*

**Expanding Students' Knowledge**

Although reading and writing are different skills, reading skills—such as phonics knowledge—are utilized when writing, and writing helps students improve reading ability. Both reading and
writing are essential for learning content. Helping students understand the interdependence of reading and writing skills can reinforce their understanding of the varied purposes of text and how writers develop their craft. This topic focuses on instructional strategies that support both reading and writing to learn.

**Reading to Learn**

This topic addresses how to integrate reading and writing instruction using various text structures for real-world reading activities. The resources will highlight several essential literacy strategies that can benefit young readers, such as summarizing the plot of a story, comparing two versions of a story, or using evidence to predict an outcome.

This topic addresses the following competency:

**Competency 669.1.2: Expanding Students' Knowledge**

The graduate uses various texts and instructional strategies to facilitate the development of word recognition, comprehension, strategic knowledge, and reading-writing connections to expand elementary students' knowledge of the world.

This topic highlights the following objectives:

- Identify reading to learn and writing to learn strategies.
- Identify lesson plans that model the use of varied texts and print materials to teach word recognition and comprehension and engage students in strategic knowledge for a specified age group.
- Explain the transition from learning to read and write to reading and writing to learn.
- Integrate word recognition, comprehension, and the development of strategic knowledge can be integrated into reading and writing to learn units of instruction.
- Explain how a variety of texts and print material contribute to strategic knowledge development.

**Read**

Read the following selections from *Creating Literacy Instruction for all Students*

- The following pages focus on techniques for teaching vocabulary.
  From Chapter 6: "Building Vocabulary" Read from "Seven Principles of Developing Vocabulary" through "Developing the Vocabulary of English Language Learners" (pages 264–284)

- The following pages focus on schema and situation model theory and their role in developing comprehension.
  From Chapter 7: "Comprehension: Theory and Strategies" Read From "The Process of Comprehending" to "Comprehension Strategies" (pages 309–313)

- In the following pages, you will learn about the importance of text structures, how to use questions to develop comprehension, and steps to implement guided reading.
  From Chapter 8: "Comprehension: Text Structures and Teaching Procedures" Read
from "Nature of Text" through "The Cloze Procedure" (pages 361–386)

- The following pages focus on applying various strategies to improve literacy in the content areas.
  From Chapter 9: "Reading and Writing in the Content Areas and Study Skills" Read from "The Importance of Content-Area Literacy" through "SQ3R: A Theory-Based Study Strategy" (pages 397–425)

- The following article highlights the importance of using a variety of text to support student learning.
  Multiple Texts: Multiple Opportunities for Teaching and Learning

Watch

- Using Phonetic Strategies to Decode Text Successfully (14:59)
- Building Vocabulary by Connecting Text to Personal Context (15:29)

Explore

The Balanced Literacy Diet website allows you to go on "virtual classroom visits" to explore literacy programs in action. Explore the following links below for strategies and tools that support reading and writing to learn in an elementary classroom.

- The Daily Five (Second Grade)
- Whiteboards for Reading (Grades 2–6)
- Anchor Charts (Grades 1–6)
- Schema Folders (Grades 3–6)
- Sentence Sorting (Grades 3–6)

Reflect

- How are Schema Theory and Situation Model Theory (Mental Model) used to develop comprehension of a topic?
- How does SQ3R help students learn to study more effectively?
- What strategies can you use to foster word recognition?
- What are some instructional techniques you can use to build conceptual understanding of content-area literacy?
- In what ways can trade books benefit both struggling and achieving readers?
- How can you use questioning and varied texts to expand students’ knowledge?
- What is considered a writing to learn strategy?

Complete

- Refer to the lesson plan you have been creating for Task 2 of this course. Determine the type of expository text structure your lesson plan will focus on as you teach the students to write an expository paragraph.

Knowledge Check

Review your understanding of the key vocabulary concepts of Chapters 6, 7, 8, and 9 using these flash cards.
Use the following Google quiz to review your knowledge and understanding of the Expanding Students' Knowledge competency. This is not a comprehensive assessment but rather a self-check to identify areas needing further study. Students are encouraged to meet with a course instructor regarding any questions about their results.

Expand Students' Knowledge Self-Check

Awareness and Differences in Society

As you plan classroom instruction, you should focus on designing instruction that supports awareness, understanding, appreciation, and respect of differences. To create an environment that is conducive to learning, consider how you can use what you know about your students to design and deliver learning experiences that align with their motivations and interests. There are three types of assets:

- **Personal assets**: Specific background information that students bring to the learning environment. Students bring interests, knowledge, everyday experiences, and family backgrounds that a teacher can draw upon to support learning.
- **Cultural assets**: Cultural backgrounds and practices that students bring to the learning environment, such as traditions, languages, world views, literature, and art that a teacher can draw upon to support learning.
- **Community assets**: Common backgrounds and experiences that students bring from the community where they live, such as resources, local landmarks, community events and practices that a teacher can draw upon to support learning.

Valuing Differences

In this topic, you will be directed to explore many resources—such as textbooks, websites, platforms, and strategies—that bring heightened awareness to differences in society and the world.

This topic addresses the following competency:

**Competency 669.1.4: Awareness and Differences in Society**
The graduate designs instruction that supports the development of awareness, understanding, respect, and the valuing of differences in society.

This topic covers the following learning objectives:

- Identify strategies related to respect and value of differences for elementary students.
- Explain the importance of creating a learning environment that fosters understanding and respect for differences in society.
- Explain how to integrate developmentally appropriate text, materials, and activities into a
unit of instruction to support the development of awareness, understanding and respect for differences in society.

- Identify the collaboration standards for reading and writing for elementary students.
- Modify a specified unit of instruction to include varied text, materials, and activities that support the development of awareness, understanding, and respect for the differences in society.
- Create an annotated list of developmentally appropriate texts, materials, and activities that develop an awareness, understanding, and respect for the differences in society for a specified age group.

Read

- The following pages highlight the importance of valuing the cultures of all students. From Chapter 2: "Teaching All Students" Read from "Culturally Diverse Students" through “Implications of Diversity for Instruction” (pages 51–53) in Creating Literacy Instruction for All Students

- The following article discusses the importance of culture positivity in the school environment. The Culture-friendly School

- The following article discusses four simple steps that promote cultural awareness in the classroom. Inviting All Students to Learn

Watch

- Strategies for Teaching Culturally Diverse Students (4:26)
- Culturally Responsive Teaching and Learning (8:52)
- Learning about Cultural Identity Case # 150 (14:59)

Explore

Explore how the following lesson plan supports diversity and cultural awareness.

- "Promoting Diversity in the Classroom and School Library through Social Action"

Modify a lesson

1. Consider how you could modify the following lesson plan to include a variety of text and materials to support the development of awareness, understanding, and respect for differences in society.
2. Identify the standards that support collaboration in reading and writing. Consider how you could modify the lesson to include collaboration activities to support the development of awareness, understanding and respect for differences in society.

- "Using Picture Books to Explore Identity, Stereotyping, and Discrimination"

Reflect
Why is it important for a teacher to consider the cultural background of his/her students when planning instruction?

How can you build a community in your classroom?

How can foster tolerance for societal and cultural differences in your classroom?

Complete

Refer to the lesson plan you have been creating for Task 2 of this course. Explain at least one differentiated lesson instruction accommodation for an ELL student and one for a subgroup of your choice (e.g., hearing impaired, learning disabled, physically disabled, gifted/accelerated learners, below grade-level readers) in the lesson plan you have developed for this course.

Knowledge Check

Use the following Google quiz to review your knowledge and understanding of the Awareness and Differences competency. This is not a comprehensive assessment but rather a self-check to identify areas needing further study. Students are encouraged to meet with a course instructor regarding any questions about their results.

- Awareness and Differences Self-Check

Technology and Reading and Writing

As a future educator, students will come to your classroom already using technology. By integrating technology that is familiar to students into your lessons, you can inspire your students to search for more information. Using technology in classrooms allows teachers to reach students who need extra support, expand students’ understanding, and enrich learning experiences.

Developmentally Appropriate Technology for Reading, Writing, and Collaboration

This section focuses on the use of technology in reading and writing curricula.

This topic addresses the following competency:

Competency 669.1.5: Technology and Reading and Writing

The graduate uses appropriate technology tools that motivate students to read, write, interact, and collaborate with others.

This topic highlights the following learning objectives:

- Explain the benefits and challenges of using technology to enhance the reading, writing, and collaboration skills of students.
- Modify a specified unit of instruction or learning center to include developmentally appropriate technology that will support the reading, writing, and student collaboration goals of the unit.
- Analyze best practices for using technology to enhance reading, writing, and collaboration for elementary students.
• Create an annotated list of developmentally appropriate technology to support a specific learning goal in reading, writing, and collaborating for elementary students.

**Read**

• The following pages focus on specific technology programs used in the classroom.  
  Chapter 13: "Creating and Managing a Literacy Program" Read from "Literacy and Technology: The New Literacies" through "Literacy in Today's and Tomorrow's Worlds" (pages 541–545) in *Creating Literacy Instruction for All Students*.

• The following article deals with what teachers should know and do regarding technology in literacy.  
  Celebrating Teachers: Using Technology to make a Difference

• The following chapter discusses how technology can foster academic vocabulary.  
  Chapter 7: "The Role of Technology in Learning Academic Vocabulary" in *Teaching Academic Vocabulary K–8: Effective Practices Across the Curriculum*

**Watch:**

• Effective Teaching with Technology: Grade 5 (4:02)  
• Tech Literacy: Exploring Tools Through Content (4:45)  
• What's a Webquest? (8:05)

**Explore**

Consider how you could modify the following lesson plan to include developmentally appropriate technology that supports reading, writing, and collaboration.

• Getting Started With Poetry

**Reflect**

• What are the best practices when utilizing technology in the classroom?  
• How might you utilize technology during the guided practice section of a lesson?  
• What are some of the benefits and challenges of integrating technology into the classroom?

**Knowledge Check:**

Review your understanding of the key vocabulary concepts of Chapter 13 using these flash cards.

• Flash cards—Chapter 13

Use the following Google quiz to review your knowledge and understanding of the Technology and Reading and Writing competency. This is not a comprehensive assessment but rather a self-check to identify areas needing further study. Students are encouraged to meet with a course instructor regarding any questions about their results.

• Technology and Reading and Writing Self-Check
Assessment Strategies and Reading and Writing

This is a comprehensive look at assessment strategies for reading and writing across the grades and across the curriculum.

Common Classroom Assessments

This section of the course covers assessment. Pre-assessments, formative assessments, and post-assessments drive learning in the classroom. Methods of assessment vary, but rubrics, trait assessments, observation, anecdotal records and many others are reviewed in this topic for reading, writing, and speaking.

This topic addresses the following competency:

Competency 669.1.6: Assessment Strategies and Reading and Writing
The graduate uses multiple assessment strategies that support the development of reading and writing.

This topic highlights the following key objectives:

- Identify common reading assessments.
- Identify writing samples scored using a scoring rubric or scale.
- Recognize examples of rubric or scoring scales for reading and writing assessment at the elementary level.
- Explain the benefits and drawbacks of various rubric or scoring scales for reading and writing assessment at the elementary level.
- Explain the purpose of common reading and writing classroom assessments.
- Evaluate an oral reading sample using a comprehension or fluency rubric or scoring scale.
- Evaluate a writing sample using a writing rubric or scoring scale.
- Create a developmentally appropriate rubric or scoring scale for a specific reading or writing learning goal.

Read

Read the following selections from Creating Literacy Instruction for all Students

- The following chapter discusses the importance of evaluating student learning and explains appropriate methods teachers can use to evaluate literacy development. Chapter 3: "Assessing for Learning"

- The following pages explain the functions of Response to intervention (RTI). Chapter 2: "Teaching All Students" Read from "Teaching Literacy to All Students: Role of RTI" to "Impact of RTI on Your Teaching" (pages 28–31)

- The following pages provide an in-depth overview of running records. Pages 25–28 and 32–41 from Running Records: Authentic Instruction in Early Childhood Education
The following article emphasizes the importance of screening for fluency development. 

Screening, Diagnosing, and Progress Monitoring for Fluency: The Details

Watch

- Administering an Informal Reading Inventory (IRI) (3:37)
- Administering a Running Record (5:00)
- Using rubrics to establish an end target (3:54)
- Involve students in the assessment process (0:50)
- Scoring with a rubric (5:35)

Explore

- An example of an informal reading inventory
- An example of a running record
- On the following webpage, explore how aspects of the 6 traits are incorporated within the PARCC rubric and grades 3–4 ISTEP writing rubrics.
  
  Dissect Rubrics for the 6 Traits of Writing

Practice

Use the retelling guide provided on the following webpage to practice assessing student comprehension by noting if the students accurately indicate the characters, setting, and plot of a story titled The Bad Kangaroo as two students complete an oral retelling. You will want to print the retelling guide before you start the videos so you are able to determine whether each student was able to recall the important information. Successful completion of this activity should take between five and ten minutes.

- Assessing Comprehension

Use the following to practice evaluating "Cell Phones in Our Schools…Would They Be So Bad?"

In this activity, you will read a draft written by a middle school student and use the rubric provided to assess their writing. When you have completed your assessment, click on "Compare/Reset" below the rubric to compare your assessment results to that of another teacher.

- Interactive Practice: Respond to Student Writing

Reflect

- How is an Informal Reading Inventory different from a Running Record? How are they similar?
- How might you use an Informal Reading Inventory and a Running record to inform your instruction in the classroom?
- What are the key features and practices you should include and implement when constructing a rubric?
- What are the benefits and drawbacks of analytic and holistic scoring?

Complete

- Refer to the lesson plan that you have been creating for Task 2 of this course. Create or
find an appropriate rubric that you can use to assess the students' expository paragraph that aligns with your selected standard/s and objective/s.

The following resources can be used to create the rubric:

- Lesson, Units & Rubrics tab on Taskstream
- RubiStar

Knowledge Check

Review your understanding of the key vocabulary concepts of Chapter 3 using these flash cards.

- Flash cards—Chapter 3

Use the following Google quiz to review your knowledge and understanding of the Assessment Strategies and Reading and Writing competency. This is not a comprehensive assessment but rather a self-check to identify areas needing further study. Students are encouraged to meet with a course instructor regarding any questions about their results.

- Assessment Strategies and Reading and Writing Self-Check

Instructional Strategies and Academic Language

Cross-curriculum integrations allow you to cover multiple content areas that you will teach. This practice helps students see the connections between their world and the subjects they learn about each day.

Cross-Curriculum Development

Reading and writing across the curriculum supports students' literacy development. In this topic you will learn strategies that support the development of academic language and literacy skills across content area subjects. As you explore the resources, think about the language demands of each content area and the specific ways that academic language can be used by students to demonstrate their understanding.

This topic addresses the following competency:

**Competency 669.1.7: Instructional Strategies and Academic Language**

The graduate recommends instructional strategies that support the development of academic language, discourse, reading, and writing across the curriculum.

This topic highlights the following learning objectives:

- Identify standards-based lesson plans that model cross curriculum integration of reading, math, and oral discourse at the elementary level.
- Explain the importance of integrating reading, writing, and oral discourse across the curriculum.
- Evaluate standards-based cross curriculum lesson plans for developmentally
appropriate strategies and goal alignment.

- Recommend effective, developmentally appropriate instructional strategies that teach reading, writing, and oral discourse skills for a given situation.

Read

- The following articles discusses how teachers can improve students' understanding of expository text.
  The Kids Can't Read

- The following chapter discusses the importance academic vocabulary has across the curriculum.
  Chapter 2 of "The Role of Academic Language in Content-Area Learning" in Teaching Academic Vocabulary K–8: Effective Practices Across the Curriculum

- The following article highlights the cross-curricular connections between science and Language Arts.
  "Where Literacy and Science Intersect"

Watch

- In the following video segment, watch how health content is incorporated into a writing workshop (from 8:49 to 15:15)
  Writing Across the Curriculum

  - Teaching Content Through Literacy (5:06)

Explore

Explore how you could integrate reading, math, and oral discourse into a lesson.

- Use Children's Books for Real-World Math Activities

- In the following virtual classroom tour, explore how activities like weather mind maps, city ABC books, and dramatic weather support cross-curricular development.
  PreK/K

- In the following virtual classroom tour, explore how activities like magnet men; everywhere men; what's cooking; and earthworm, snails, and hermit crabs support cross-curricular development.
  Second to Third Grade

Reflect

For each of the following given scenarios, recommend effective developmentally appropriate instructional strategies that teach reading, writing, and oral discourse skills.

- Scenarios

Knowledge Check
Use the following Google quiz to review your knowledge and understanding of the Instructional Strategies and Academic Language competency. This is not a comprehensive assessment but rather a self-check to identify areas needing further study. Students are encouraged to meet with a course instructor regarding any questions about their results.

- Instructional Strategies and Academic Language Self-Check

Complete: Lang Arts Instruction & Intervn Performance Assessment

Complete the following performance assessment in Taskstream:

- Lang Arts Instruction & Intervn: Task 1
- Lang Arts Instruction & Intervn: Task 2

For details about this student project, see the "Assessment" tab in this course.

You can integrate pieces of lesson plans and activities that you have created throughout the course.

Complete: Pre-assessment

Take the Language Arts Instruction and Intervention pre-assessment. For details about this pre-assessment, see the "Assessment" tab in this course.

Review the coaching report based on your pre-assessment, and contact your course instructor to discuss further study strategies and your readiness for the objective assessment.

Complete: Objective Assessment

Schedule and take the objective assessment for Language Arts Instruction and Intervention.

For details about this objective assessment, see the "Assessment" tab in this course.

**Final Steps**

Congratulations on completing the activities in this course! This course has prepared you to complete the assessments associated with this course. If you have not already been directed to complete the assessments, schedule and complete your assessments now.