This course supports the assessments for English Pedagogy. The course covers 4 competencies and represents 3 competency units.

Introduction

Overview

English Pedagogy examines pedagogical applications for the teaching of reading, literature, composition, and related English Language Arts (ELA) content and skills for middle and secondary schools. Focused on fostering and developing pedagogical content knowledge in the aforementioned areas, students will analyze assessment strategies and incorporate methods of literacy instruction into their instructional planning to meet the needs of diverse learners. This course helps students prepare and develop skills for classroom practice, lesson planning, and working in school settings. C397 Preclinical Experiences in English is a prerequisite.

Getting Started

Welcome to English Pedagogy! This course uses a practical and modern approach to demonstrate the teaching of English content. Organized into several manageable sections, this course features essential readings, videos, Star Legacy Modules, activities, and reflection questions. Look under Explore in each section for lesson plans, resources, and classroom integration strategy guides. To increase your ability to demonstrate competency, you are encouraged to complete the activities and reflection questions in each section. Use the pacing guide to help you track your progress in the course. Competency is demonstrated with a performance assessment, in which you will create two lesson plans and one activity.

Course Support

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

Learning 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. Links to articles are embedded within the course.

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.


Course Instructors

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, mentors enjoy...
and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course instructors are excited to hear from you and eager to work with you.

Successful students report that working with a course instructor is the key to their success. Course instructors are able to share tips on approaches, tools and skills that can help you apply the content you're studying. They also provide guidance in assessment preparation strategies and troubleshoot areas of deficiency. Even if things don't work out on your first try, course instructors act as a support system to help you prepare for another attempt. You should expect to work with course instructors for the duration of your coursework, and you are encouraged to contact them as soon as you begin. Course instructors are fully committed to your success!

**Competencies and Objectives**

This course provides guidance to help you demonstrate the following competencies and associated objectives:

**Competency 2007.1.1: Pedagogical Applications for Adolescent Reading**

The graduate will demonstrate pedagogical application for adolescent reading, multimedia texts, and literature instruction for all adolescent learners.

**Objectives:**

- Apply pedagogical theory and research to learning experiences for adolescent language arts instruction for all adolescent learners.
- Construct standards-based learning experiences for adolescent learners in reading that utilize individual and collaborative approaches to reading strategies and is applicable for all learners.
- Construct a standards-based learning experience for adolescent reading instruction for all adolescent learners.
- Explain how the use of print and non-print texts, classic texts, and contemporary texts including young adult texts represent the characteristics of a range of world literatures, historical traditions, and genres.
- Explain how the use of print and non-print texts, classic texts, and contemporary texts including young adult texts represent the different experiences of genders, ethnicities, and social classes.
- Explain how literary theories are used to conceptualize and evaluate a range of texts.
- Differentiate standards-based, relevant learning activities for all adolescent learners that utilize a range of texts across genres, periods, forms, authors, cultures, and various forms of media.
- Construct a learning activity using multimedia text for all adolescent learners.
- Analyze how all adolescent learners read texts and make meaning through their interaction with media environments.

**Competency 2007.1.2: Pedagogical Applications for English Language Arts**

The graduate will demonstrate pedagogical application for English language arts instruction for adolescent language users.
Objectives:

- Describe an activity that reflects curriculum integration and incorporates interdisciplinary teaching methods and materials for all adolescent learners.
- Construct learning experiences to reflect curriculum integration, which incorporates interdisciplinary teaching of English methods and materials for all adolescent learners.
- Define the principles of language acquisition for all adolescent learners.
- Identify the impact of language on society.
- Identify learning activities for all adolescent learners that facilitate a learner's comprehension and interpretation of print and non-print texts.
- Identify learning activities for all adolescent learners that incorporates knowledge of language, structure, and conventions in print and non-print texts.
- Construct a standards-based learning experience for English language arts instruction for all learners.
- Construct a standards-based learning experience for all adolescent learners that demonstrates the concept of dialect.
- Differentiate learning activities for all adolescent learners for application of descriptive and prescriptive grammar systems.

Competency 2007.1.3: Pedagogical Applications for Composition of Written and Multimedia Texts
The graduate will demonstrate pedagogical application for composition of written and multimedia texts for adolescent language users.

Objectives:

- Identify learning activities that apply theory, research, and practice for standards-based writing experiences and strategies in different genres for all adolescent learners.
- Differentiate how interrelationships among form, audience, context, and purpose influence the composition of formal and informal texts.
- Construct a learning activity that teaches writing as a recursive process for all adolescent learners.
- Construct a learning activity for all adolescent learners that demonstrates knowledge of the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics).
- Identify collaborative learning activities that include contemporary technologies and/or digital media to compose multimodal discourse for all adolescent learners.
- Identify learning activities that use both individual and collaborative approaches and contemporary technologies for writing processes and strategies in different genres for all adolescent learners.
- Summarize the different ways that all adolescent learners compose text and make meaning through their interaction with media environments.
- Construct a learning activity that provides all adolescent learners an opportunity to compose texts and make meaning through interaction with media environments.

Competency 2007.1.4: Aligning Instruction for Assessment
The graduate will demonstrate the ability to align instruction for assessment of reading, literature study, and composition of texts for all students.

Objectives:

- Explain how formal assessment is used in the instruction of English language arts.
- Explain the use of summative assessment in the instruction of English language arts.
- Describe a range of assessments for all adolescent learners that promote development as writers and are consistent with research and theory.
- Explain how authentic assessment can be used in English language arts instruction of all adolescent learners that addresses interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.
- Align a reading activity with an authentic informal and formative assessment, differentiating for all adolescent learners.
- Align a literature activity with an authentic informal and formative assessment, differentiating for all adolescent learners.
- Align a writing activity with an authentic informal and formative assessment, differentiating for all adolescent learners.
- Construct an assessment activity that provides feedback to all adolescent writers of finished texts, that engages student ideas, and that encourages growth as a writer over time.
- Align an English Language Arts activity with an authentic informal and formative assessment, differentiating for all adolescent learners.
- Create an assessment activity for all adolescent learners that is related to the use of language conventions (grammar, usage, and mechanics) in the context of learners’ writing for different audiences, purposes, and modalities.

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 timeframe.

- Week 1:
  - Teaching Reading
  - Teaching Literature
- Week 2:
  - Differentiating Instruction
  - Incorporating Technology in the Classroom
  - Teaching Across the Curriculum
- Week 3:
  - Embracing Social Justice in the Classroom
  - Language Acquisition and Impact
  - Teaching Language Structure
- Week 4:
  - Teaching Writing
  - Using Technology to Teach Writing
> Week 5:
> - Assessment in the English Classroom
> - Assessing Reading and Literature
>   - Performance Task 1: Teaching Reading and Literature
> - Assessing Writing
>   - Performance Task 3: Teaching Writing
> - Assessing English Language
>   - Performance Task 2: Teaching Reading Mechanics

**Course Work**

Complete the following sections.

**Teaching Reading**

Encouraging students to read enables success in all academic subjects. Reading instruction is intended to offer teachers sound pedagogical practices for helping students foster and develop literacy skills. The following readings and activities provide instruction in lesson planning and integrating literacy skills. Reading pedagogy incorporates research-based instruction, and is grounded in sound theoretical constructions of learning styles and approaches. The readings and activities included in this topic introduces theories of and approaches to reading instruction, and demonstrates how to effectively help students develop reading skills, reading comprehension, and vocabulary recognition. The secondary language arts teacher will develop sound reading instruction that incorporates individual and collaborative approaches to reading strategies, that are applicable to all learners.

Alignment:

- Competency 2007.1.1; Objectives: 1, 2, and 3
- Areas:
  - Reading Theories and Strategies
  - Learning Theories and Strategies for Teaching Reading

**Read, Watch, Explore, Complete**

**Read:**

- Quigley: *Chapter 1: English Curriculum Essentials*, pages 2–5
- *Recommendations for Improving Adolescent Literacy*
- *Intensive, Individualized Interventions for Struggling Readers*
- *Tips and Strategies for Co-Teaching at the Secondary Level*
- *The Middle School High Five: Strategies Can Triumph*

**Reflect:**

- While watching the video, *Visualizing and Questioning to Comprehend Text*, consider how will you model questioning with students to improve their comprehension and critical thinking skills?
- While watching the video, *Discussing and Comparing Memoirs*, what strategies will you...
use to help students make connections between literature and current events?

- While watching the video, *Word Walls and Vocabulary Rings*, how will you approach introducing new vocabulary words with your students?

**Watch:**

- Atlas: [Visualizing and Questioning to Comprehend Text](#) (14:58)
- Educational Impact: Word Walls and Vocabulary Rings (06:33)
- Atlas: Discussing and Comparing Memoirs (15:00)

**Explore:**

- ReadWriteThink: [Using the Jigsaw Cooperative Learning Technique](#)
- Explanation section of Workshop: Constructivism as a Paradigm for Teaching and Learning
- Explanation section of Workshop: Tapping into Multiple Intelligences
- Student-Centered Learning: What does it mean for students and lecturers?
- Take a look at the website [Have Fun Teaching](#). The graphic organizer section has free study charts to compare and contrast, cause and effect, note taking, and other types of worksheets and graphic organizers that will help you create your own activities.
- Implementation section of Workshop: Constructivism as a Paradigm for Teaching and Learning
- Implementation section of Workshop: Tapping into Multiple Intelligences

**Complete:**

- Consider what instructional strategies support student-centered learning. Create an original chart of two specific theories or strategies you favor, and briefly explain how they will increase the student's voice in reading instruction. Explain how you would adapt these strategies for all learners. When you are finished, discuss your findings with someone in your online community or at your school.
- Create an original standards-based learning activity for adolescent reading instruction. Incorporate individual and collaborative approaches to reading strategies that are based in sound pedagogical theories. For instance, create an activity or mini lesson for vocabulary development and deeper content understanding or a lesson that can motivate students in content area reading. When you are finished, add your activity to your portfolio to support your final assessment.
- ONE of the following Star Legacy Modules:
  - Teaching Vocabulary and Comprehension in the Content Areas
  - Deepening Middle School Content-Area Learning with Vocabulary and Comprehension Strategies
  - PALS: A Reading Strategy for High School

**Teaching Literature**

Teaching selections of literature is an integral part of the ELA secondary classroom. It can be daunting to decide how and what to teach when the choices are so numerous. In *Teaching*
Literature to Adolescents, Beach, Appleman, Hynds, & Wilhelm (2006) argue "if we accept that teaching classic and canonical words of literature can lead to fruitful discussions of important, even universal ideas, then we need to start thinking about how to ensure the best possible conversation among students" (p. 170). It may seem outdated to teach classic texts, such as Shakespearean plays and poetry, but along with the growing canon of Young Adult (YA) literature, these texts bring relevance to adolescent lives as they represent the different experiences of genders, ethnicities, and social classes.

Alignment:

- Competency 2007.1.1; Objectives: 1, 2, and 3
- Areas:
  - Literature Selections for the Classroom
  - Young Adult Literature
  - Multimedia and Multicultural Resources
  - Literary Theory

Read, Reflect, Watch, Explore, Complete

Read:

- Quigley: [Chapter 1: English Curriculum Essentials](#), pages 5-13
- Quigley: [Chapter 2: Pedagogy Essentials for Great English Lessons](#), pages 42-45
- [A Critical Analysis of Language Identity Issues in Young Adult Literature](#)
- [From Hinton to Hamlet: Building bridges between young adult literature and the classics.](#) (Herz, S.K. & Gallo, D. R), Chapter 4: pages 25–26; 41–46; 55–57; 64–65 and skim list of titles pages 66–70.
- [Creative Techniques of Teaching Literature](#)

Note: While this document was initially intended for English teachers in India, it presents instructional strategies that can be used to increase engagement and comprehension of English literature for students both abroad and in the United States. Focus on the use of class data in designing language instruction, Aided versus Unaided Writing Skill with Special Reference to English Grammar of X Standard Students in Thiruvallur District, Tamil Nadu: pages 142–158.

Reflect:

- While watching the video, Analyzing "The Lottery" by Shirley Jackson During a Socratic Seminar, think about how you will engage students using the Socratic Method.
- While watching the video, Analyzing Complex Literature for Craft and Structure Through a Student-Designed Lesson, think about what instructional goals will you have for your students when reading complex texts?
- While watching the video, Analyzing Text by Engaging in Meaningful Discussion, why is it important to have students use inference and draw conclusions based on implied information by using evidence from the text to support their ideas?
- While watching the video, Analyzing Text by Engaging in Meaningful Discussion, how
can you help students become better, more confident readers in literature, based on individual ability levels?

- While watching the video, *Digging Deep into Literature Through Discussions*, how can you use positive reinforcement during discussions to build confidence?
- After watching the following videos, what literature might you use in your classroom to help students make relevant connections to their own lives?
- After watching the following videos, what strategies can you employ in your classroom to ensure all students participate in discussions?

Watch:

- Atlas: [Analyzing “The Lottery” by Shirley Jackson During a Socratic Seminar](#) (15:04)
- Atlas: [Analyzing Complex Literature for Craft and Structure Through a Student-Designed Lesson](#) (15:01)
- Atlas: [Analyzing Text by Engaging in Meaningful Discussion](#) (15:00)
- Atlas: [Digging Deep into Literature Through Discussions](#) (15:00)

Explore:

- [Experiencing Shakespeare](#)
- Folger Shakespeare Library site: Explore the Teaching Modules found on this [website](#)
- ReadWriteThink: [Lesson Plan: Latino Poetry Blog: Blogging as a Forum for Open Discussion](#)
- [The Major Schools of Literary Theory](#)
- ReadWriteThink: [Constructing New Understanding Through Choral Readings of Shakespeare](#)

Complete:

- Develop an original standards-based lesson plan for adolescent literature instruction that incorporates either a young adult novel, or a classic text (such as a Shakespearean play, poetry, and so on). Define objectives using active verbs that are related to a theme or an issue portrayed in the literature, as well as the use of specific critical lenses/theories that inform methodology. When you are finished, add your lesson plan to your portfolio to support your final assessment.

**Differentiating Instruction**

All students learn differently, and lessons need to reflect different levels of ability, interests, experiences, and learning styles. ELA teachers must provide models of differentiated instruction for reading, literature, and other areas that meets the diverse needs of all learners. Differentiating refers to those strategies teachers adopt and adapt that make the learning experience successful and rewarding for all students.

Alignment:

- Competency 2007.1.1; Objective: 7
- Areas:
  - Standards-Based Learning
  - Differentiating Instruction for ELA

**Read, Explore, Complete**

**Read:**

- Quigley: *Chapter 5: Differentiation in English*, pages 92–93; 96–104
- **Defining Differentiated Instruction**
- **Building Bridges: Supporting English Language Learners in AP English Literature and Composition**
- **Using Scaffolding to Support Student Learning**
- **The Power of Literature Circles in the Classroom**

**Explore:**

- **Differentiated Instruction: Resource Roundup**
- **NCTE / IRA Standards for the English Language Arts**

**Complete:**

- **Star Legacy Module:** [Differentiating Instruction: Maximizing the Learning of All Students](#)
- Look back at the lesson plan you created for literature instruction. Now, revise the plan to differentiate activities for all adolescent learners. Develop learning activities that address the needs of each student. Describe the accommodations for groups such as English Language Learners, students with learning disabilities, students with hearing or physical disabilities, and/or gifted/accelerated learners. When you are finished, add this to your portfolio to support the final assessment.

**Incorporating Technology in the Classroom**

In today's classroom, major innovations in technology have forever altered how teachers deliver instruction. The power of technology as a tool can be harnessed to impact the learning experience in positive ways. Language arts instruction that integrates media technology can enhance the learning experiences of all students by increasing reading comprehension and literature understanding. ELA teachers must discover ways media technology can be effectively incorporated into classroom activities, lesson plans, and assessment.

**Alignment:**

- Competency 2007.1.1; Objectives: 8 and 9
- **Areas:**
  - Harnessing the Power of Technology
  - Using Media to Create Meaning
Read, Reflect, Watch, Explore, Complete

Read:

- Quigley: Chapter 1: "English Curriculum Essentials," pages 24-30
- NCTE Position Statement on Multimodal Literacies
- NCTE Code of Best Practices in Fair Use for Media Literacy Education
- Introduction to Media Literacy

Reflect:

- While watching the video, What a ‘flipped’ classroom looks like, think about how you would use this approach in your classroom.

Watch:

- What a ‘flipped’ classroom looks like (08:00)

Explore:

- ReadWriteThink: Strategy Guide: Teaching with Zooming Slideshows Through Prezi
- ReadWriteThink: Lesson Plan: It’s My Life: Multimodal Autobiography Project
- ReadWriteThink: Lesson Plan: Blending the Past with Today’s Technology: Using Prezi to Prepare for Historical Fiction
- ReadWriteThink: Lesson Plan: Audio Listening Practices: Exploring Personal Experiences with Audio Texts
- ReadWriteThink: Lesson Plan: Exploring Literacy in Cyberspace

Complete:

- Look back at the activities you created in the reading or literature sections. Now, revise to create a new, original activity for reading and literature instruction that incorporates multimedia texts or various technological tools. Explain how these activities align with the NCTE Position Statement of Multimodal Literacies and the NCTE Code of Best Practices in Fair Use. For your activity, be sure to differentiate for all learners. When you are finished, discuss your activity with someone in your online community or at your school.

Teaching Across the Curriculum

Interdisciplinary teaching provides many benefits to students, including greater motivation and learning throughout all disciplines. Some subject matches are an easy combination; like history and English, although some are more challenging; like pairing PE and English. But by making the effort to incorporate English into each subject, content can be reinforced through a variety of learning activities. Teaching across the curriculum also benefits teachers by integrating team-teaching into curriculum planning and instruction.
Read, Reflect, Watch, Complete

Read:

- Integrating the Language Arts
- Writing Across the Curriculum: What, How, and Why
- Nonfiction and Interdisciplinary Inquiry: Multimodal Learning in English and Biology

Reflect:

- While watching the video, Using Analogies to Analyze Similarities and Differences, think about ways you will incorporate this strategy in your classroom.
- After watching the video, Team Teaching, how might team teaching facilitate interdisciplinary teaching?
- After watching the video, Team Teaching, brainstorm content areas that could be paired together.

Watch:

- Using Analogies to Analyze Similarities and Differences (02:28)
- Films on Demand: Team Teaching (29:11)

Complete:

- Create an original interdisciplinary learning activity that provides differentiation for all learners. Begin by identifying which two subjects you are incorporating, and be sure to include a formative assessment in your plan. Add this to your portfolio when complete.

Embracing Social Justice in the Classroom

Incorporating social justice in literature and English language arts instruction is very important. Through well-planned instruction, you can connect students’ skills and abilities with their hopes and aspirations to foster multicultural understanding and instill in students the desire to participate in the creation of a more just society. By embracing social justice in the classroom through lessons and activities, we can support and help the emotional and cognitive growth of all our students.

Alignment:

- Competency 2007.1.2; Objectives: 1, 2, and 3
Read:

- A Conversation with Linda Christensen on Social Justice Education
- Beliefs about Social Justice in English Education
- Resolution on Social Justice in Literacy Education

Reflect:

- How might you implement social justice practices and assignments in your future English classroom?

Complete:

- Brainstorm 2–3 specific activities you could complete with your students to further students' understanding of the importance of social justice.
- Conduct a web search and identify justice-oriented teacher's blogs.

Language Acquisition and Impact

Adolescent language acquisition occurs at a different pace for each individual student, making instruction differentiation all the more significant when planning lessons. As students move through the various acquisition milestones, instruction needs to address their continued development in meaningful ways. By also addressing the multimodal literacies, that is, the written language in combination with visual, oral, and gestural literacy, learning can be focused on enhancing overall communication skills.

Alignment:

- Competency 2007.1.2; Objectives: 3, 4, and 5
- Area:
  - Language Skills

Read, Explore, Complete

Read:

- Quigley: Chapter 2: Pedagogy Essentials for Great English Lessons, pages 35–39
- Adolescent Literacy: More than remediation
- Key Areas of Effective Adolescent Literacy Programs
- Codeswitching: Tools of Language and Culture Transform the Dialectally Diverse Classroom
- Learning the Language of Academic Study
- Five Easy Pieces: Steps Towards Integrating AAVE into the Classroom
- Preserving Cultural Identity
- Exploring Language and Identity: Amy Tan's "Mother Tongue" and Beyond

Explore:
- **ReadWriteThink: Using Glogster to Support Multimodal Literacy**

**Complete:**

- Complete the IRIS Universal Design module.
- Create a language comprehension and interpretation learning activity, for either print or non-print text, that is differentiated for all adolescent learners. For instance, consider a vocabulary-related activity, which could easily be designed to address both comprehension and interpretation. Add the activity to your portfolio when complete.

**Teaching Language Structure**

Grammar is fundamental to the English language, but the days of diagramming sentences and memorizing the parts of speech are gone. Now, for instance, the teaching of grammar can be incorporated into the writing process, specifically the revising and editing steps. By allowing students to focus on the creative aspects of writing rather than grammar rules, students begin to explore their ideas and develop their own style of writing.

**Alignment:**

- Competency 2007.1.2; Objectives: 6, 7, 8, and 9
- Area:
  - Dialect Instruction

**Read, Complete**

**Read:**

- Quigley: *Chapter 1: English Curriculum Essentials*, pages 17–22
- Dialect Definition and Examples from Literature
- The Structure of English Language
- Using Differentiated Instruction to Address Disproportionality
- Teaching Conventions in a State-Mandated Testing Context
- Teaching Grammar in the Context of Writing
- Bridging the Grammar Gap: An Interdisciplinary Approach

**Complete:**

- Write original objectives for an activity that addresses either grammar, spelling, or vocabulary. Remember that objectives contain measurable criteria and describe exactly what the student will do. Be sure to differentiate for all learners. When you are finished, analyze each objective for active verbs that describe mastery. Discuss your objectives with a member of your online community or someone at your school.

**Teaching Writing**

The writing process plays an essential role in the development of good writing habits. When students are provided with learning activities that reinforce each step, either individually or collectively, their writing skills begin to improve. When the six traits of writing are incorporated
into the writing process instruction, students are given the tools they need to create more complex writing.

Alignment:

- Competency 2007.1.3; Objectives: 1, 2, 3, and 4
- Area:
  - Writing Processes

Review, Read, Watch, Explore, Complete

Review:

- The Writing Process: A Writing Resource Guide

Read:

- Formal vs. Informal Text
- Teaching Middle School and High School Students to Read and Write Well
- Creating a Writers' Workshop in a Secondary Classroom

Watch:

- Writing an Anecdotal Introduction (49:00)

Explore:

- 6 + 1 Trait Writing
- Six Traits Summary Rubric

Complete:

- Complete the IRIS Improving Writing module.
- Create an original writing activity that addresses one of the elements of the writing process. Be sure to differentiate your instruction for all learners. Add the completed activity to your portfolio.

Performance Task

Complete the following task in Taskstream:

- "Teaching Writing" Task 3

For details about this performance assessment, see the "Assessment" tab in this course.
Using Technology to Teach Writing
Technology in the classroom can be used to grab student attention, generate student interest, and enhance student learning. Adding technology as a component of a writing activity allows students to explore the content digitally, while working to improve their writing skills. The variety of technology available provides an unlimited combination of technology and instruction.

Alignment:

- Competency 2007.1.3; Objectives: 5, 6, 7, and 8
- Area:
  - Enhancing the Writing Process

Read, Explore, Complete

Read:

- Quigley: Chapter 1: English Curriculum Essentials, pages 24–30
- Quigley: Chapter 2: Pedagogy Essentials for Great English Lessons, review pages 31–51
- Occasional Paper on Multimodal Texts
- 12 Easy Ways to Use Technology in the Classroom, Even for Technophobic Teachers
- 10 Ideas for Using Technology to Teach Writing

Explore:

- Writing Re-Launched: Teaching with Digital Tools

Complete:

- Using social media, create an original learning activity that reinforces the writing process and is differentiated for all adolescent learners. When you're finished, discuss your use of social media with someone in your online community or at your school, and identify additional opportunities to use social media in the classroom.

Assessment in the English Classroom
Assessment in the ELA classroom begins with clearly defined assignment objectives. Many methods exist for assessment in the classroom, from informal exercises to formal evaluations. Assessment of classroom activities involves incorporating a variety of methods which take into account the needs of diverse learners. Teachers also need to incorporate the power of technology as a tool to aid in assessment.

- Competency 2007.1.4; Objectives: 1, 2, 3, and 4
- Area:
  - Formative and Summative Assessment in the Classroom

Read, Explore, Complete

Read:
Assessing Reading and Literature

Assessment of ELA reading and literature instruction begins with clearly defined assignment objectives within lesson plans. Formative, or informal, assessment might include small-group discussion or exit tickets. Summative, or formal, assessment might include a concept map or literary quizzes. The continual process of assessment is ever-evolving and ELA teachers must be equipped to adapt so that their use of assessment impacts instruction and student learning in positive ways. Lesson plans include specific methods and measures that will be used to assess learning and understanding.

Alignment:

- Competency 2007.1.4; Objectives: 5 and 6
- Areas:
  - Assessment of Reading and Literature
  - Creating lesson Plans for Reading and Literature

Read, Reflect, Watch, Explore, Complete

Read:

- Quigley: Chapter 4: Assessment Essentials, pages 82–86 and pages 88–89
- Toward (Re) Defining Miscue Analysis: Reading as a Social and Cultural Process

Reflect:

After watching the Reading Assessments Webinar below, think about the following:

- What is assessment?
- What activities and strategies can you employ to increase motivation and assess knowledge?
• How can you use pre-assessments to make instructional decisions?

Watch:

• NCTE Reading Assessments Webinar (52:20)

Explore:

• ReadWriteThink: Responding to Assessment: Differentiating the Reading Experience for Students
• ReadWriteThink: Making the Reading Process Visible through Performance Assessment
• ReadWriteThink: Lesson Plan: Locating Purpose in Allusion Through Art and Poetry
• ReadWriteThink: Lesson Plan: Having My Say: A Multigenre Autobiography Project

Complete:

• Create original formative and summative assessments for an in-class reading activity. Describe the activity’s objectives, and then describe the details of your assessment. Be sure to differentiate the assessments for all learners.
• Create original formative and summative assessments for an in-class literature activity. Describe the activity’s objectives, and then describe the details of your assessment. Be sure to differentiate the assessments for all learners. When you have completed both activities, add them to your portfolio to support the final assessment.

Use the WGU Lesson Plan Template to guide you with creating your formative and summative assessments.

Performance Task

Complete the following task in Taskstream:

• Performance Task 1: “Teaching Literature/Reading”

Assessing Writing

Authentic writing assessment begins with clearly defined assignment objectives. Assessment in the classroom can be accomplished through several different methods, from peer review in a writing workshop format, to a more formal evaluation through written assignments. Ultimately, assessment is a continual process that drives both instruction and student learning.

Alignment:

• Competency 2007.1.4; Objectives: 7 and 8
• Area:
  □ Assessment in the Classroom

Read, Explore, Complete
Read:

- Quigley: Chapter 4: Assessment Essentials, pages 82–84
- Big Rubrics and Weird Genres
- Self-Assessment Methods in Writing

Explore:

- Assessing Writers Assessing Writing - an excellent resource for constructing assignments and assessments.

Complete:

- Create a summative writing assessment and rubric for an in-class writing assignment. Describe the writing assignment, and then describe the details of your assessment. Be sure to differentiate for all learners. Discuss your finished product with someone in your online community or at your school.

Performance Task 3

Complete the following task in Taskstream:

- Performance Task 3, "Teaching Writing"

Assessing English Language

When creating assessments, there are a variety of effective methodologies that provide students with beneficial feedback. Formative assessment can be used to shape instruction through informal knowledge checks, and summative assessment can be used give students corrective feedback and assign grades. Examples of formative assessment include indirect questioning or quick content summaries. Summative assessments are more formal, and can include progress evaluations of objective mastery.

Alignment:

- Competency 2007.1.4; Objectives: 9 and 10
- Area:
  - Evaluation Strategies

Read, Explore, Reflect, Watch, Complete

Read:

- Quigley: Chapter 4: Assessment Essentials, pages 85–87
- Mastering Self-Assessment: Deepening Independent Learning Through the Arts
- Effective Questioning and Classroom Talk

Explore:
• Every Teacher’s Guide to Assessment
• Assessment and Rubrics

Reflect:

• While watching the video, Using Games for Assessment, brainstorm a list of games that would be applicable for assessing students.
• What strategies will you use to determine what students are having trouble with and what they are learning?

Watch:

• Using Games for Assessment (02:50)

Explore:

• 25 Quick Formative Assessments for the Differentiated Classroom - an excellent resource for formative assessment ideas.

Complete:

• Create a summative English classroom assessment and rubric for an assignment. Clearly identify and describe the assignment, and then describe the details of your assessment. Be sure to differentiate for all learners. Add the assessment and rubric to your portfolio when complete.

Performance Task

Student Success Center

The Student Success Center provides relevant resources and direct support to facilitate student success. Student Success Specialists offer support in areas such as computer skills, goal setting, time management, test taking, and much more. If you need additional academic support, you are invited to visit the Student Success Center website to access available resources, attend scheduled webinars on topics of interest, or request an appointment to receive individualized support.