This course supports the assessments for Elementary Reading Methods and Interventions. The course covers 7 competencies and represents 2 competency units.

Introduction

Overview
In your pursuit of becoming an elementary teacher, it is essential to learn how to teach reading and facilitate literacy learning. The Elementary Reading Methods and Interventions Course will help you gain knowledge and skills that will help prepare you in your journey toward becoming an elementary teacher. The focus will be on understanding the components of a balanced approach to reading and literacy instruction. This course is designed to help you learn a variety of instructional approaches, strategies, and best practices that you will be able to use in your future teaching. Having a solid understanding of the methods presented in this course will help you become an effective elementary reading and literacy teacher who is able to reach all of your students with a variety of learning needs.

You will create lesson plans aligned to the English Language Arts Standards from your state. Your lessons will contain a clearly identified central focus and will address the important understandings and core concepts that you want students to develop in each lesson segment. You will develop the lesson plans using the gradual release of responsibility instructional format. This direct instruction style lesson plan requires you to use modeling, guided practice, and independent practice to teach one specific skill. During this course, you will have the opportunity to explore resources which will support you in ensuring the lesson plans have 'alignment,' which requires that the standard, objective, assessment, and instructional plan all focus on one specific reading skill. Understanding how to plan and deliver effective instruction will help you grow into an effective elementary reading teacher.

Watch the following video for an introduction to this course:

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

Course Work

The pacing guide below 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.

Topics and Pacing Guide

- Week 1:
  - Learning Philosophies
  - Stages of Development
  - Strategies of Literacy Development
- Week 2:
  - The Balanced Literacy Approach to Teaching Reading
  - Literacy Assessments
Foundational Knowledge of Literacy Development

Because reading is an integral part of study in almost all subjects, it is important for you to understand the foundations of literacy as a teacher at any grade level. In this section you will focus on the foundational knowledge necessary for understanding how literacy is developed and how you as a teacher can provide students with appropriate language supports to help them succeed in the classroom.

Learning Philosophies

Understanding components of a variety of theoretical philosophies will help you approach literacy instruction more successfully as you are able to recognize and apply the theories to your instruction and strategies.

This topic covers the following learning objectives:

- Identify components of various theoretical philosophies that can inform the construction of classroom curriculum.
- Match a standards-based lesson plan to an aligned theoretical philosophy.
- Differentiate among the theories of learning and their application to the teaching of reading and writing.

Read:

- Chapter 1 "Reading and Learning to Read" in Teaching Reading in the 21st Century, pages 1–11
- Chapter 2 "Reading Instruction" in Teaching Reading in the 21st Century, pages 25–47

Watch:

- Shared Reading and Read Alouds (06:58)
- Schema Folder: Investigating a Topic to Foster Knowledge Building (01:21)
- The Influence of Louise Rosenblatt (05:14)

Explore:
• What is constructivism?
  • Cognitivism
  • Sociocultural Theory

Knowledge Check:

• Constructivist Learning Theory

Complete:

• Give at least three examples from the Shared Reading and Read Alouds video that align with the theoretical philosophies you learned about in Teaching Reading in the 21st Century, such as the cognitive-constructivist view of reading, constructivism, the constructive integration process, schema, the reader-response theory, or the sociocultural theory. After recording your examples, compare them with the samples provided in the Shared Reading and Read Alouds Video Analysis sample. Analyze the similarities and differences between your responses and the sample.
• As you work through the course of study, you will be asked to create two lesson plans. Please see the Lesson Plan Template in the Lesson Planning Resources section of this course. You will need to save two copies of the template. One copy will be for a vocabulary or reading comprehension lesson plan and the other copy will be for a foundation reading skills lesson plan. Review the sections of the lesson plan.

Stages of Development

How do students learn how to read and write? What stages do students go through? Completing the activities within this topic will help you learn about the different stages of reading and writing development and see how these two aspects of language development are connected.

This topic covers the following learning objectives:

• Identify stages of writing development.
• Identify stages of reading development.
• Recognize why oral language development is critical to reading development.
• Recognize how reading and writing development are connected.

Read:

• Emergent Literacy Resource
• How Writing Develops
• Young Children's Oral Language Development
• Stages of Reading Development

Watch:

• Language Acquisition (09:43)

Explore:

• Stages of Literacy Development
• Oral Language
Knowledge Check:

- **Language and Literacy Development**

Complete:

- Describe why oral language development is important to reading development. Then, using the ideas provided in this article, create a list of guidelines to follow in order to encourage oral language development in your future teaching.
- Review the Emergent Literacy Resource about the stages of literacy. As you read about the five stages of literacy development, in your study journal create a stages of development matrix similar to the Stages of Development Matrix Template to help you compare important behaviors seen in each level. You will use this matrix in the next activity to help you recognize how reading and writing development are connected. After creating your own matrix, review the Stages of Development Matrix Example document.

Strategies for Literacy Development

As a teacher, you will use many strategies to facilitate learning and growth in your students. As you complete the activities in this topic, you will learn about many strategies that you can use in your future teaching to enhance your literacy instruction and promote literacy learning.

*Important Note: If you were directed to this section by your coaching report (i.e., if you scored lower than you would have liked to on this section on a pre-assessment or objective assessment attempt), you should also review the topic “Components 4–6: Vocabulary, Scaffolding Comprehension, and Comprehension Strategies” in this course, which covers similar content.*

This topic covers the following learning objectives:

- Identify research-based strategies that assist in teaching strategic knowledge.
- Recommend appropriate adaptations to a standards-based lesson plan to incorporate research-based reading, writing, vocabulary development, and comprehension development strategies.

Read:

- Chapter 1 "Reading and Learning to Read" in Teaching Reading in the 21st Century, pages 16-23
- Chapter 2 "Reading Instruction" in Teaching Reading in the 21st Century, pages 27–39
- Strategies for Vocabulary Development

Watch:

- Understanding the Gradual Release of Responsibility (11:52)
Complete:

- In the video, Understanding the Gradual Release of Responsibility (GRR), you saw fifth-grade teacher Marty Fraiser use the GRR to teach *writing with vivid imagery*. Use the click on this GRR Graphic and reflect on what the teacher did during each corresponding section.
- Next, you will choose a standard from the Common Core Standards Website and discuss how to use the Gradual Release of Responsibility to teach one skill included in the standard. For this activity, you will choose a standard from the section titled - Reading: Literature – Grade 3.

Balanced Literacy Approach

Throughout this course you have learned about many instructional strategies that can be incorporated in future literacy lessons. A balanced literacy approach should also explicitly make connections between reading and writing. In this subject, you will continue to increase your knowledge of how reading and writing are two complimentary components of the reading process and will help you learn to design learning tasks that promote literacy skills such as; phonemic/phonological awareness, decoding, word analysis, sight-word recognition, grammar, punctuation and other language conventions.

Balanced Literacy Framework

As you study the reading-writing connection of balanced literacy, you will understand the reciprocal process of reading and writing. Completing the activities within this topic will help you understand how reading and writing are two complementary components of the reading process and will help you learn to design learning tasks that promote literacy skills such as; phonemic/phonological awareness, decoding, word analysis, sight-word recognition, grammar, punctuation and other language conventions.

*Important Note: If you were directed to this section by your coaching report (i.e., if you scored lower than you would have liked to on this section on a pre-assessment or objective assessment attempt), you should also review the topic "Components 1–3: Phonemic Awareness, Phonics, and Fluency" in this course, which covers similar content.*

This topic covers the following learning objectives:

- Identify writing strategies and materials to include in a comprehensive, balanced approach to literacy development for elementary students.
- Identify lesson plans that incorporate developmentally-appropriate reading and writing strategies for specified age groups and exemplify a balanced approach to literacy development.
- Justify the instructional strategies and materials selected for a standards-based lesson plan for a balanced literacy approach.
- Create a standards-based lesson plan that is developmentally appropriate and aligns with a comprehensive balanced literacy approach.
• Recommend appropriate adaptations to a standards-based lesson plan to incorporate research-based reading, writing, vocabulary development, and comprehension development strategies.

Read:

The information below will explain the Balanced Literacy Framework.

• Balanced Literacy
• A Framework for Understanding and Teaching Literacy
• Introduction to the Food Groups for Literacy

Watch:

• What is Balanced Literacy? (06:30)
• Guided Reading - An Ideal Classroom Set Up for Guided Reading Lessons (03:20)
• Read Aloud - Benefits of reading aloud to children (01:20)
• Shared Reading: An Example of Shared Reading — Part 1 (04:50)
• Shared Reading: An Example of Shared Reading — Part 2 (07:20)
• Guided Reading: Why is Guided Reading Important? (00:50)
• Guided Reading: The criteria for forming reading groups (01:50)
• Guided Reading: The critical planning that goes into guided reading (01:35)
• Guided Reading: A guided reading example using non-fiction (03:45)
• Guided Reading: Determining what students already know (00:25)
• Guided Reading: Engage students through guided questions (04:30)
• Guided Reading: Developing student curiosity (01:50)
• Independent Reading: Grouping students by the appropriate reading level (01:15)
• Independent Reading: Requiring students to keep a reading log (00:35)
• Independent Reading: Organizing reading materials in the classroom (01:00)
• Individual Reading Conferences: How to conduct a teacher-student reading conference (07:00)

Explore:

In the first interactive that follows, you will take on the role of a student teacher observing in a first grade classroom. As you observe the teachers, you will be asked about some of the strategies they use to help students develop their literacy skills.

• Observing Reading Workshop: Smart Chat Interactive
• Balanced Literacy Program Components & Strategies

Read:

The reading skills below are taught within the Balanced Literacy Framework.

• Phonological Awareness
• Phonics
• Fluency
• Vocabulary
• Comprehension
Watch:

- What are Phonological Awareness, Phonemic Awareness, & Phonics? (04:39)
- Top 6 Comprehension Strategies (03:31)

Explore:

- Print Awareness
- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Knowledge Check:

- Navigating the Knowledge Check Section Appropriately
  - Print Awareness
  - Phonemic Awareness
  - Phonics
  - Fluency
  - Vocabulary
  - Comprehension

Complete:

- Read the Taskstream directions for Task 1 which explains you will write one lesson plan. Review the lesson planning resources in the Project in Elementary Reading Methods and Interventions section of this course.
- Review the English Language Arts Standards from your state.
  - Select one vocabulary or reading comprehension standard either third or fourth grade.
- Use the Reading Activities Tool to locate an activity that aligns with your selected standard.
- After you have selected an appropriate activity, you will need to start filling in the instructional plan.

**Literacy Assessments**

Assessment is an ongoing part of teaching. In order to be an effective literacy teacher, it is important for you to understand and be able to design appropriate assessments that contain clear evaluation criteria to identify students' knowledge and skills, diagnose areas of need, monitor student learning, and guide instructional decisions.

**Literacy Assessments**

In this topic, you gain an understanding of the purposes of assessment and learn about a variety of developmentally-appropriate, formal and informal, literacy assessments that will help you make good instructional decisions to facilitate reading and writing development.

As you complete this topic, consider the following questions:
What are formative and summative assessments?
How are they used to inform instruction?
What are appropriate assessments for reading and writing?
How does the assessment provide evidence of student understanding?

This topic covers the following learning objectives:

- Identify lesson plans that incorporate developmentally-appropriate formative assessment.
- Identify lesson plans that incorporate developmentally-appropriate summative assessment.
- Identify developmentally-appropriate classroom assessments for reading and writing for a specified age group of students.
- Compare and contrast the differences between formative and summative assessments.
- Determine how formative and summative assessments guide teacher decisions about curriculum and instructional strategies.
- Determine how selected developmentally-appropriate classroom assessments may guide teacher decisions about curriculum and instructional strategies.

Read:

- **Formative and Summative Assessments: Procedures used in Formative Assessment / Procedures used in Summative Assessment**
- **They Fall: Identification and Assessment to Prevent Reading Failure in Young Children**
- **Running Records & Benchmark Books**
- **What are DIBELS?**

Watch:

- **Rick Wormeli: Formative and Summative Assessment (04:48)**
- **Running Record (02:22)**

Explore:

- **Reading Assessments**
- **Assessing the Elements of Reading Instruction**

Complete:

- Click on the following link and complete the module:
  - **Assessment Module**
- Write a measurable objective and an assessment that aligns with the objective.

**Response to Intervention (RTI)**

Response to Intervention (RTI) is a model for providing different levels of intervention to support instruction to students. As you learn about this model, including the three tiers of intervention with appropriate examples of research-based instructional strategies, you will understand why the RTI model is critical to a comprehensive literacy program.

This topic covers the following learning objectives:
• Identify appropriate examples of Response to Intervention (RTI) for a tier.
• Determine the Response to Intervention (RTI) strategy used in a given case.
• Determine the Response to Intervention (RTI) relationship to curriculum and instructional strategies in a given case.
• Select an appropriate Response to Intervention (RTI) strategy to inform curriculum and instructional goals in a given case.
• Recognize common Response to Intervention (RTI) instructional strategies.
• Recognize how Response to Intervention (RTI) can support a comprehensive literacy program.

Read:

- What is RTI?
- Best Practice for RTI: Universal Screening

Watch:

- What is RTI? (01:43)

Explore:

- RTI (Part 1): Overview
- RTI (Part 2): Assessment
- RTI (Part 3): Reading Instruction
- RTI (Part 4): Putting It All Together
- RTI (Part 5): A Closer Look at Tier 3

Complete:

- Click on RTI: Progress Monitoring. Read case study Level A: Case 1. Then complete the assignment:
  - Review the introduction to this case study set and each of the STAR sheets on the possible activities listed above.
  - Graph Savannah's scores for the seven weeks using the graph paper on the following page.
  - Indicate the seven-week goal on the graph and draw a goal line.
- Click on RTI: Data-Based Decision Making. Read case study Level A: Case 1. Then complete the assignment:
  - Review the Case Study Set Introduction and each of the STAR sheets on the possible activities listed above.
  - Using the five weeks of progress monitoring data outlined above, calculate Emil's performance level.
  - Determine whether Emil is responding adequately to Tier 1 instruction. Elaborate on your response.
  - Based on your evaluation, what tier of instruction would you recommend for Emil?

**Literacy-Rich Environments**

A literacy-rich environment promotes student learning and motivation of reading and writing. While some students come from homes where literacy is fostered, others do not. One goal as
an elementary teacher should be to create a classroom that supports and encourages literacy learning so that all students have access to this type of environment.

**Literacy-Rich Environments**

As a future teacher, one question you will want to ask yourself is, "Does my classroom foster literacy learning?" The activities you complete in this topic will help you learn how to create this type of environment in your future classroom.

This topic covers the following learning objectives:

- Identify core concepts related to literacy-rich environments.
- Recognize the key components of a literacy-rich environment for elementary students.
- Describe how a literacy-rich environment supports a balanced literacy approach and increases student motivation.
- Determine a room arrangement that supports a literacy-rich environment for a given situation.
- Select appropriate materials that support a literacy-rich environment for a given situation.
- Justify the selection of a room arrangement and material selection for a literacy-rich environment for a specified age group.
- Design a layout of a literacy-rich classroom with activities for a specified age group.

**Read:**

- *Literacy-Rich Environments*
- *Creating a Classroom Library*
- *Chapter 6 "Emergent Literacy" in Teaching Reading in the 21st Century pages 164–170*

**Watch:**

- *Creating a Literacy Rich Classroom* (05:49)

**Explore:**

- *Classroom Organization & Time Management*
- *Creating Classroom Libraries*
- *Motivating Students to Read*

**Virtual Literacy Rich Environments:**

- *Pre-K-K Classroom*
- *First/Second Grade Classroom*
- *Third/Fourth Grade Classroom*
- *Fifth/Sixth Grade Classroom*

**Complete:**

- Select a classroom tool (*Classroom Architect: Outline Your Classroom Floor Plan or Class Set-Up Tool*) to create a classroom for a specified grade level. Then explain how
you will include a variety of literature in the classroom to create a print rich environment.

- Refer to the lesson plan that you have been creating in this course. Please include thick description of the Instructional Setting and list all of the Instructional Materials for your lesson plans.
- The instructional setting must include group size, learning context, location (e.g., classroom, field trip to zoo, etc.), seating arrangement, and bulletin board displays. Please make sure that your instructional setting reflects a literacy-rich classroom environment. You may also include a picture of the classroom you designed in the previous activity along with your description.
- Please make sure to list all of the instructional materials that are needed for the teacher and for the students. Examples of materials might include: books, construction paper, scissors, PowerPoint, guided note templates.

Meeting the Diverse Needs of Learners

In any elementary classroom, students come from a variety of backgrounds with an assortment of educational needs. This thought can be overwhelming to a new teacher, but it is essential that each teacher strives to meet the needs of all students. 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.

Learning best practices and strategies to differentiate instruction, how to provide appropriate instruction and intervention to all students, and specific strategies for teaching English language learners will help you meet this challenge in your future teaching.

**Differentiated Instruction**

Differentiated instruction is a model of teaching that will help you face the challenge of teaching a class of students that range in their academic abilities. The activities in this topic will help you understand the purpose of differentiated instruction and how to differentiate instruction with appropriate instructional strategies.

This topic covers the following learning objectives:

- Identify lesson plans that model differentiated instruction for diverse learners.
- Recognize the purpose of differentiation of instruction and common differentiation strategies.
● Select an appropriate differentiated instruction strategy for a given situation.
● Recommend appropriate adaptations to a standards-based lesson plan to incorporate research-based reading, writing, vocabulary development, and comprehension development strategies.
● Develop a lesson plan that models differentiated instruction for a specific group of diverse learners.

Read:

● Chapter 5 "Differentiating Instruction and Intervention" in Teaching Reading in the 21st Century, pages 121–142
● Differentiated Instruction for Reading
● Assistive Technology Tools: Writing
● Assistive Technology Tools: Reading

Watch:

● Why Some Kids Struggle (04:09)
● Getting Your Child Evaluated (03:28)
● Parents as Advocate (02:29)
● Finding Help (03:36)
● Self-Esteem and Reading Difficulties (07:48)

Explore:

● Introduction to Differentiated Reading Instruction

Knowledge Check:

● Differentiated Instruction

Complete:

● Click on Target the Problem! Then select a reading skill and answer the following:
  ● Explain the reading skill.
  ● Describe the difficulty of the reading skill from the child's perspective.
  ● Describe the difficulty of the reading skill from the child's perspective.
  ● Describe the difficulty of the reading skill from the child's perspective.
  ● Explain how you can help the child.
  ● Refer to the lesson plan that you have been creating in this course. Explain a differentiated lesson instruction accommodation for a subgroup of your choice (e.g., hearing impaired, learning disabled, physically disabled, gifted/accelerated learners, below grade-level readers) in the lesson plans that you have developed in this course.

English Language Learning Best Practices

Some students do not speak English or did not learn English as a native language. These students face challenges as they learn to speak, read, and write in English. However, a knowledgeable and well-prepared teacher can draw upon the cultural assets of these students such as their traditions, language, world views, literature and art to support their learning and help them to be successful in the classroom. As you complete the following activities, you will develop an understanding of best practices to incorporate in your literacy instruction to meet the
diverse needs of English Language Learners.

This topic covers the following learning objectives:

- Identify lesson plans that model current best practices for English language learning (ELL) literacy instruction for elementary students.
- Describe current best practices for ELL literacy instruction for elementary students.
- Determine how to incorporate best practices for ELL literacy instruction into a curriculum to benefit all students.
- Evaluate how selected strategies for ELL literacy instruction align with best practices and age appropriateness.
- Create a standards-based lesson plan that incorporates current best practices for ELL literacy instruction for a specified age group.

Read:

- Chapter 14 "Reading Instruction for English Language Learners" in Teaching Reading in the 21st Century, pages 407–435
- English Language Learners and the Five Essential Components of Reading Instruction
- Reading 101 for English Language Learners

Watch:

- Video Interviews: Meet the Experts
- Watch & Learn in the ELL Classroom

Explore:

- Effective Language and Literacy Instruction for English language learners
- Literacy Instruction for ELLs
- ELL Strategies & Best Practices

Complete:

- Review the lesson plan: A Schema-Building Study With Patricia Polacco. How can this standards-based reading lesson plan be adapted for ELLs?
- Refer to the lesson plan that you have been creating in this course. Explain a differentiated lesson instruction accommodation for English language learners (ELL) in the lesson plan that you have developed in this course.

Evidence-Based Literacy Teaching Practices

Developing a set of best practices is important as you prepare to become a teacher. In this subject, you will gain an understanding of the importance of using print to enhance literacy learning, and will increase your knowledge of evidence-based teaching practices for reading and writing instruction.

Enhancing Learning through Varied Print Material

Effective literacy instruction incorporates a variety of texts and reading materials to enhance learning. You will need to be proficient with selecting appropriate texts to use in reading and writing instruction to meet the needs of your students.
This topic covers the following learning objectives:

- Identify literacy lesson plans that effectively incorporate a variety of text and print material for a specified age group.
- Recognize how using a variety of texts and print material is an important part of an evidence-based literacy approach.
- Select appropriate text or print material that supports an evidence-based literacy program for a given situation.

Read:

- Chapter 1 "Reading and Learning to Read" in Teaching Reading in the 21st Century pages 1-24
- Chapter 10 "Scaffolding Students' Comprehension of Text" in Teaching Reading in the 21st Century pages 281–283
- Chapter 12 "Encouraging Independent Reading and Reader Response" in Teaching Reading in the 21st Century pages 353–354
- Chapter 8 "Fluency" in Teaching Reading in the 21st Century pages 243–249
- Importance of Reading Widely
- Choosing Children's Books

Watch:

- Choosing the Best Children's Books (03:43)
- Reading Across Genres (01:49)
- Children’s Book Genres (01:34)

Explore:

- Text Structures & Genres
- Teaching Poetry
- Selecting and Using Children's Books
- Author Studies

Complete:

Review the following article "Choosing Children's Books" and record learning benefits of various genres.

**Literacy Best Practices**

The activities in this topic will provide you with many classroom examples of effective reading and writing instruction that you will be able to apply to your future teaching.

This topic covers the following learning objectives:

- Recognize evidence-based literacy best practices for reading instruction for elementary students.
- Recognize evidence-based literacy best practices for writing instruction for elementary students.

Read:
Technology and New Literacies

Technology can be used to support literacy development and learning in the classroom. Multiple appropriate technology resources and tools are available to support literacy instruction.

**Pros and Cons of Technology to Support Literacy**

As a teacher, you will need to incorporate technology into your teaching to help students develop the important skills needed to be successful in this new literacy. When you think about using technology in your future teaching, you most likely think of the many tools that are available and the advantages that come with using technology. As you learn more about appropriate technology tools and resources, it is important to keep in mind the advantages and disadvantages to using technology in the classroom. You will need to determine the pros and cons of technology so you can choose appropriate tools to support your literacy instruction.

This topic covers the following learning objectives:
● Recognize how teachers can access or acquire developmentally appropriate technology tools.
● Determine the possible benefits and drawbacks of integrating technology into a balanced literacy approach.
● Determine when and how to use technology to support literacy instruction for elementary students for a given situation.
● Recommend developmentally appropriate technology tools that support reading and writing development for a given situation.

**Read:**

- Chapter 5 "Differentiating Instruction and Intervention" in Teaching Reading in the 21st Century, page 142
- Chapter 6 "Emergent Literacy" in Teaching Reading in the 21st Century, page 176
- Chapter 8 "Fluency" in Teaching Reading in the 21st Century, page 237
- Chapter 9 "Vocabulary Development" in Teaching Reading in the 21st Century, page 264
- Chapter 12 "Encouraging Independent Reading and Reader Response" in Teaching Reading in the 21st Century, page 356
- Chapter 13 "Writing and Reading" in Teaching Reading in the 21st Century, page 392
- Pros and Cons of Technology in the Classroom
- Assistive Technology 101

**Watch:**

- Educational Technology and Digital Media (06:34)
- Blended Technology and Classroom Learning (11:28)

**Explore:**

- Active Learning: Technology
- Balanced Literacy & Technology Integration

**Complete:**

- Complete the module: Teaching with Technology.

**Project in Elementary Reading Methods and Interventions**

All the work you completed in preparation for the Elementary Reading Methods and Interventions objective assessment is relevant for completing the performance assessment for this course.

**Creating Lesson Plans**

The Project in Elementary Reading Methods and Interventions requires you write two lesson plans based on standards from your state. Use the Lesson Planning Resources in the following tab to understand how to create effective lesson plans. The step-by-step guide includes the WGU Lesson Plan Template, a direct instruction style lesson plan example, as well as videos and documents to support you as you build the lesson plans.

- Access the **Elementary Reading Methods and Interventions** for guidance in writing
the lesson plans specific to this course.

Lesson Planning Resources
Use the following resources to guide you in preparation for your performance assessment.

Lesson Planning Guide

A Guide to the WGU Lesson Plan Template

You can access examples of completed lesson plans here:

- Lesson Plan Sample 1- Direct Instruction Style
- Lesson Plan Sample 2 - Modified for Inquiry Style

If you have questions about any of the sections included on the WGU Lesson Plan Template, review the following recordings or e-mail the course instructor for your current course of study.

Overview:

- Lesson Planning Guidelines (08:26)

General Information:

- Lesson Title & Subject (01:38)
- Topic or Unit of Study (01:38)
- Grade/Level (01:38)
- Instructional Setting (01:38)

Standards and Objectives:

- Curriculum Standard (03:36)
- Lesson Objective (04:07)

Materials and Resources:

- Instructional Materials
- Resources

Instructional Plan:

- Prerequisite Skills
- Presentation of New Information and/or Modeling (03:16)
- Guided Practice (01:16)
- Independent Practice (01:23)
- Culminating or Closing Procedure/Activity/Event (01:47)
- Instructional Strategy (or Strategies) (01:46)
Differentiated Instruction Accommodations (02:56)
Use of Technology
Student Assessment/Rubrics (03:07)

Resources for Elementary Reading Methods and Interventions:

- Elementary Reading & Literacy Methods - Lesson A Overview (02:30)
- Reading Skills: Short Videos of How to Model Specific Skills
- Writing a Measurable Objective & Matching Assessment
- Understanding the Gradual Release of Responsibility (11:52)
- How to write the Prerequisite Skills for Your Reading Lesson Plans
- Rick Wormeli: Formative and Summative Assessment (04:48)
- Components of Reading
- Reading Activities Tool
- Assessing the Elements of Reading Instruction

Complete: Elementary Reading Methods and Interventions Performance Assessment

Complete the following performance assessment in Taskstream:

- Complete the Elementary Reading Methods and Interventions Project

For details about this performance assessment, see the "Assessment" tab in this course. You can integrate pieces of lesson plans and activities that you have created throughout the Elementary Reading Methods and Interventions objective assessment course.

Course Support

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

Competencies

This course provides guidance to help you demonstrate the following 7 competencies:

- **Competency 668.1.1: Foundational Knowledge of Literacy Development**
  The graduate analyzes major theories and research that support the development of literacy.

- **Competency 668.1.2: Balanced Literacy Approach**
  The graduate integrates various instructional approaches, materials, and curriculum into the development of learning experiences that support a comprehensive, balanced approach to reading and writing.

- **Competency 668.1.3: Literacy Assessment**
  The graduate uses multiple assessment strategies that support the development of literacy.

- **Competency 668.1.4: Literacy Environments**
  The graduate integrates effective, engaging instructional approaches, methods, and curriculum in to the development of environments that support literacy.

- **Competency 668.1.5: Meeting the Diverse Needs of Learners**
The graduate integrates best practices and instructional strategies in reading and literacy that support the unique needs of diverse learners into the development of reading and language arts education.

- **Competency 668.1.6: Evidence-Based Literacy Teaching Practices**
The graduate recommends effective evidence-based teaching practices in the planning of meaningful, engaging, and developmentally-appropriate literacy lessons.

- **Competency 668.1.7: Technology and New Literacies**
The graduate selects developmentally appropriate technology tools that support literacy development and learning.

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

**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 independently acquire other resources. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.

There may be some references to No Child Left Behind (NCLB) in the learning resources used with this course. Please be aware that, in December 2015, President Barack Obama signed the Every Student Succeeds Act, or ESSA. This new act replaced NCLB and reauthorized the 50-year-old Elementary and Secondary Education Act (ESEA). For more information:

- [Fact sheet on ESEA](#)
- [ESEA now referred to as the ESSA](#)
- [Webinar recording](#)
- [Transition Letter](#)

**Enroll in Learning Resources**

You will need to enroll in or subscribe to learning resources as a part of this course. You may already have enrolled in these resources for other courses. Please check the "Learning Resources" tab and verify that you have access to the following learning resources. If you do not currently have access, please enroll or renew your enrollment at this time.

*Note: For instructions on how to enroll in or subscribe to learning resources through the "Learning Resources" tab, please see the "Acquiring Your Learning Resources" page.*

**Automatically Enrolled Learning Resources**

You will be automatically enrolled at the activity level for the following learning resources. Simply click on the links provided in the activities to access the learning materials.

**VitalSource E-Texts**
The following textbooks are available to you as e-texts within this course. You will be directly
linked to the specific readings required within the activities in the course.


To ensure that your experience with your VitalSource e-text is a positive one, we encourage you to use the downloadable PC or Mac version of VitalSource Bookshelf. E-texts may be formatted differently based on the version and type of browser installed on your machine, so utilizing the downloaded tool will help to ensure the best viewing experience. Please refer to the VitalSource Support page for directions and tutorials.

*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.*

**Other Learning Resources**

You will use the following learning resources for this course.

**WGU Library E-Reserves**

This course utilizes resources located in the WGU Library E-Reserves, with articles available for you to download. For instructions on how to access WGU Library E-Reserves, see the "Accessing WGU Library E-Reserves" page.

The following e-reserve materials will be used in this course:


**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, 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 guide you through the revision process. You should expect to work with course instructors for the duration of your coursework, so you are welcome to contact them as soon as you begin. Course instructors are fully committed to your success!
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.