This course supports the assessments for DSC1. 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 and Literacy Methods 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.

This course integrates children's literature, an important component of literacy. The textbook, *Teaching Reading in the 21st Century*, supports you in identifying great children's literature with "The Reading Corner" features (see page xxiv for "The Reading Corner" index”), and each chapter concludes with a short annotated bibliography of topic-relevant selections under the heading "Children's Literature."

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.*

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

Course Instructor Assistance
As you prepare to successfully 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!

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 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

**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 that follow.


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.*

**Educational Impact**

Educational Impact is an online resource of video training and related worksheets. Educational Impact’s videos and worksheets provide students with an opportunity for learning about several important facets of modern education and observing classrooms where specific practices are
implemented and problems are addressed. You will access Educational Impact modules at the activity level within this course.

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:


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.

- Pacing Guide: Elementary Reading and Literacy Methods

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.

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 each class, you will find that you have some students with a very good grasp of reading at their grade level and others who have not developed strong literacy skills. In this section you will focus on the foundational knowledge necessary for understanding how literacy is developed and how you as a teacher can help your students succeed in your classroom.

Learning Philosophies

There are many learning philosophies that influence teaching. 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 addresses the following competency:

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

The Cognitive-Constructivist View of Reading

In this activity you will read about the Cognitive-Constructivist view of reading and theoretical philosophies and components that elaborate and complement this view. As you read, briefly describe the following terms in your study journal and explain how each can be applied to reading and writing instruction:

- cognitive-constructivist view of reading
- cognitive orientation
- constructivism
- word recognition and fluency
- constructive-integration process
- schema
- reader response theory
- sociocultural theory

Read the following section in Teaching Reading in the 21st Century:

- pages 1–11 of chapter 1 ("Reading and Learning to Read")

After completing your descriptions and explanations, compare them with the Theoretical Philosophies and their Application to Reading and Writing sample document. Analyze the similarities and differences between your answers and the sample.

Using Background Knowledge

Read the following section in Teaching Reading in the 21st Century:

- "In the Classroom 1.1" on page 3 of chapter 1 ("Reading and Learning to Read")

In this classroom example, the teacher activates the students' background knowledge and encourages the students to actively participate through the discussion and questions. How does this example align with the Cognitive-Constructivist philosophy?

A Cognitive Perspective

Take a moment to think about the importance of having a cognitive perspective as a teacher. Consider the following questions:

- What will you do to encourage students to be active participants in the learning process?
- How will you help students search for meaning while they read?
• How can you activate their knowledge to promote learning?

Complete "Reflect and Apply" #1 on page 9 in chapter 1 ("Reading and Learning to Read") from *Teaching Reading in the 21st Century*. Record your thoughts in your study journal.

**Read Alouds: Applying the Cognitive-Constructivist View of Reading**

As you watch the following video, notice how the teacher activates students’ knowledge, gets students to think about the text, asks questions, and promotes active participation in the text. Also, pay attention to the practical application ideas provided on the right side of the video.

Watch the following video from Module 2 Topic C of Educational Impact: Balanced Literacy:

- **Shared Reading and Read Alouds**

In your study journal, give at least three examples from the read aloud lesson 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.

**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 addresses the following competency:

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

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.

**The Five Stages of Literacy Development**

Review the following resource file located in the WGU library about the stages of literacy:

- **Emergent Literacy Resource**
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.

The Connection Between Reading and Writing Development

Review the stages of development matrix you created in the “The Five Stages of Literacy Development” activity. In this document, you should have taken notes of different behaviors seen at each of the stages of reading and writing development. Analyze what you have learned about the stages of reading and writing. Write a brief explanation in your study journal regarding how the development of reading and writing are connected. Address each of the five stages and make connections between the behaviors seen in reading and writing.

Oral Language Development

Review the following article from the Reading Rockets website:

- Young Children’s Oral Language Development

Having learned about components of oral language and how oral language develops, describe in your study journal 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.

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 preassessment 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 addresses the following competency:

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

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.

**Traditional Principles for Effective Instruction**

Read the following section in *Teaching Reading in the 21st Century*:

- pages 24–33 of *chapter 2 (“Reading Instruction”)*

As you read, think about how the six traditional instructional principles presented can assist students in developing strategic knowledge:

- focusing on academically relevant tasks
- employing active teaching
- fostering active learning
- distinguishing between instruction and practice
- providing sufficient and timely feedback
- teaching for transfer

After reading, reflect on your own schooling and compare your experiences with the instructional principles presented in the text. Consider the following questions:

- Who were your best teachers? Why?
- Which of the six principles did these teachers implement in the classroom?

Choose one teacher to write about in your study journal. Specifically discuss how this teacher incorporated at least one of the instructional principles and how this helped to foster the development of strategic knowledge.

**Constructivist and Sociocultural Perspectives in Education**

In this activity, you will learn about the following four research-based instructional concepts:

- gradual release of responsibility
- direct explanation
- cognitive modeling
- scaffolding

You will also learn about the following three terms that build upon the instructional concepts:

- zone of proximal development
- cooperative learning
- higher-order thinking

While you read, use your study journal to write definitions in your own words of each of the instructional concepts and terms presented.

Read the following section in *Teaching Reading in the 21st Century*: 
Think about how you plan to apply these concepts in your future teaching. Write one goal in your study journal regarding one of the concepts or terms that has future teaching implications.

**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.

**Balanced Literacy Approach**

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.

*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 preassessment 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 addresses the following competency:

- **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.

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.

**Review Website: Balanced Literacy Framework for Reading and Writing**

Study the information on the following web pages regarding balanced literacy:

- "The Components of Balanced Literacy"
- "Components of Balanced Literacy Chart"

In your study journal, reflect on how the workshop model for reading supports a balanced literacy approach and how the workshop model for writing supports a balanced literacy approach.

**Benefits of Reading Aloud**

Watch the following videos from Module 3 Topic A of Educational Impact: Balanced Literacy:

- videos 1–3

Think about some of the benefits of reading aloud to students. Why would this be an important practice to implement in literacy instruction? Reflect on the classroom example. What did the teacher do to engage students in the story and promote critical thinking?

**An Example of Guided Reading**

In the following videos you will gain a greater understanding of guided reading. As you watch, pay attention to how the guided reading lesson is set up and how the teacher conducts a reading conference.

Watch the following videos from Module 2 Topic A of Educational Impact: Balanced Literacy:

- videos 1–14

After watching the videos, create a lesson plan based on the lesson you observed. A typical lesson plan addresses the following topics:

- general information (e.g., topic, grade, student grouping, seating arrangement)
- standards and measurable objectives (condition, behavior, and criterion)
- materials/resources for students and teacher
- prerequisite skills or connections to previous learning (i.e., What previously learned skills are necessary for students to be able to participate in and benefit from the planned lesson?)
- presentation procedures for new information, guided practice, independent practice, and culmination
- differentiated instruction accommodations
- assessment (A copy of the assessment may be submitted, or it can be described. The assessment may be formal or informal, formative or summative.)

**Setting Up Guided Reading Groups**
As you watch the videos for this activity, think about what a teacher must consider when creating reading groups. As you watch the teaching example pay attention to how the teacher involves students in the learning of mystery elements.

Watch the following videos from Module 3 Topic A of Educational Impact: Balanced Literacy:

- videos 4–10

In your study journal, record how this example can influence your future reading instruction. Identify best practices for reading group instruction.

**A Fifth-Grade Reading Group Classroom Example**

Pay attention to how the teacher in the videos uses the word wall during the lesson to help students understand important terms in the story.

Watch the following videos from Module 3 Topic A of Educational Impact: Balanced Literacy:

- videos 11–17

Reflect on how you could use a word wall to facilitate reading instruction. Record your thoughts in your study journal.

**Classroom Examples of Primary Writing Instruction**

As you watch these videos, pay attention to how the two teachers models and guides students through writing.

Watch the following videos from Module 2 Topic B of Educational Impact: Balanced Literacy:

- videos 1–3

Reflect on why teacher modeling and guidance are important parts of writing instruction. Record your thoughts in your study journal.

**Guided Writing in Kindergarten**

Watch the following videos from Module 2 Topic B of Educational Impact: Balanced Literacy:

- videos 4–15

Notice how the writing workshop is set up in the kindergarten classroom. Think about the important components of the writing workshop that should be included in any grade. In your study journal, write some ideas for how you would set up writing workshop.

**Guided Writing in the Intermediate Grades**

Pay attention to how the teacher involves the class in the writing process. As you watch, think about the importance of guided writing. How does this facilitate writing development? Watch the
following videos from Module 3 Topic B of Educational Impact: Balanced Literacy:

- **videos 1–4**

Using this model, create a guided writing mini-lesson where you model and guide students to practice a writing skill or trait.

**Writing Dialogue in Sixth Grade**

Consider the whole-class writing lesson on writing dialogue from the videos. Notice how the teacher involves students through writing at the easel and asking questions. Then the students write independently. Reflect on the importance of providing students with adequate teacher-guided practice prior to independent practice. Would this lesson have been successful if the rules were only explained to the students who were then asked to work independently? Why?

Watch the following videos from Module 3 Topic B of Educational Impact: Balanced Literacy:

- **videos 5–9**

Create a lesson plan based on the lesson you observed. A typical lesson plan addresses the following topics:

- general information (e.g., topic, grade, student grouping, seating arrangement)
- standards and measurable objectives (condition, behavior, and criterion)
- materials/resources for students and teacher
- prerequisite skills or connections to previous learning (i.e., What previously learned skills are necessary for students to be able to participate in and benefit from the planned lesson?)
- presentation procedures for new information, guided practice, independent practice, and culmination
- differentiated instruction accommodations
- assessment (A copy of the assessment may be submitted, or it can be described. The assessment may be formal or informal, formative or summative.)

**Components 1-3: Phonemic Awareness, Phonics, and Fluency**

In this section, you will learn about the first three components of an effective literacy curriculum:

1. Phonemic awareness, which is the understanding that spoken words are composed of separate sounds
2. Phonics, which is what helps emergent readers decode written words by sounding them out
3. Fluency, which focuses on assisting readers to read orally and silently to flow sounds and words together quickly and with understanding

As you work through the activities in this topic, you will see that there are numbers at the beginning of activity titles. These numbers correspond to the following components:
1. Phonemic awareness
2. Phonics
3. Fluency

*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 preassessment or objective assessment attempt), you should also review the topic “Balanced Literacy Approach” in this course, which covers similar content.*

This topic addresses the following competency:

- **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.

This topic covers the following learning objectives:

- Identify the research-based components of a comprehensive, balanced approach to literacy development.
- Identify reading strategies and materials to include in a comprehensive, balanced approach to literacy development for elementary students.
- Recommend appropriate adaptations to a standards-based lesson plan to incorporate research-based reading, writing, vocabulary development, and comprehension development strategies.

**Components of Effective Reading Instruction**

Read the following sections in *Teaching Reading in the 21st Century*:

- pages 16–20 of chapter 1 ("Reading and Learning to Read")

In your study journal, write a brief explanation of each of the eight components of balanced literacy.

**1: Phonemic Awareness**

Read the following sections in *Teaching Reading in the 21st Century*:

- pages 154–165 of chapter 6 ("Emergent Literacy")

Pay particular attention to the difference between phonemic awareness and phonics. Also, be sure to read “In the Classroom 6.1” on page 156 and think about how this lesson incorporates developmentally-appropriate strategies for Kindergarten students that exemplify a balanced approach to literacy. Reflect on how the strategies you identified could be applied to other
grades.

1: Instruction That Facilitates Children's Growing Literacy

Read the following section in *Teaching Reading in the 21st Century*:

- pages 165–176 of *chapter 6 (“Emergent Literacy”)*

In your study journal, list literacy strategies you would like to implement in future teaching. Include your reasoning for why you are including each strategy.

1: The Structure of Spoken and Printed Words

As you complete this activity, you will encounter the following terms:

- phonemes
- vowels
- consonants
- syllables
- onsets
- rimes
- phonograms
- word families
- morphemes
- affixes
- prefixes
- suffixes

In your study journal, explain each term. Doing so will help you better understand the makeup of spoken and written English.

Read the following section in *Teaching Reading in the 21st Century*:

- pages 188–193 of *chapter 7 (“Word Recognition”)*

Reflect on how knowing the list of terms will help you teach students to read.

2: Phonics and Learning to Read Words

Read the following sections in *Teaching Reading in the 21st Century*:

- pages 193–196 of *chapter 7 (“Word Recognition”)*

Reflect on how knowing the four stages of learning to read words can help guide your balanced literacy instruction.

2: Effective Phonics Instruction
Watch the following video clips in Teachscape: **Building Words**
"Word Building and Blending"
"Extending the Lesson"
"Assessing and Addressing Individual Needs"
"Conclusion"

Watch the following video clip in Teachscape: **Phonics Instruction** "See Phonics in the Classroom" under "Exploring Phonics Instruction" and complete the "Identify and Apply" activity that follows the video in your learning journal.

**2: Word Study Instruction**

Read the following sections in *Teaching Reading in the 21st Century*:

- pages 196–202 of *chapter 7 ("Word Recognition")*

In your study journal, explain how word study instruction will help students comprehend text. Consider the following questions:

- How does word study fall under the components of balanced literacy?
- How will you help students build their word knowledge and skills?

**2: Teaching Letter-Sound Correspondence and Larger Units in Words**

This activity provides valuable classroom examples of how to teach letter-sound correspondence as well as larger units in words. Pay close attention to the "In the Classroom" examples and reflect on how each incorporates developmentally-appropriate strategies that exemplify a balanced approach to literacy. Read the following sections in *Teaching Reading in the 21st Century*:

- pages 202–214 of *chapter 7 ("Word Recognition")*

Using what you have learned about balanced literacy, review each of the "In the Classroom" examples and justify the instructional strategies and materials used in these lessons.

**3: Building Fluency**

Read the following sections in *Teaching Reading in the 21st Century*:

- pages 223–229 of *chapter 8 ("Fluency")*

Reflect on the importance of fluency in a balanced literacy program. Then use your study journal to describe the three methods of repeated reading explained in this section: the original method of repeated reading, simultaneous repeated reading, and echo reading.

**3: Small-Group and Whole-Group Approaches to Fluency Development**

Read the following sections in *Teaching Reading in the 21st Century*:

- pages 229–236 of *chapter 8 ("Fluency")*
In your study journal, write a brief description of each of the seven different approaches for developing fluency. Indicate how each activity is appropriate for developing fluency.

**Components 4 & 6: Vocabulary and Comprehension Strategies**

In this section, you will learn about additional components of an effective literacy curriculum:

4. Vocabulary, which is more than having students read and write definitions but is a strategic approach to helping students build word knowledge
6. Comprehension strategies, which are specific tools for increasing comprehension including establishing a purpose and summarizing

As you work through the activities in this topic, you will see that there are numbers at the beginning of activity titles. These numbers correspond to the following components:

4. Vocabulary
6. Comprehension Strategies

**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 preassessment or objective assessment attempt), you should also review the topic “Strategies for Literacy Development” in this course, which covers similar content.

This topic addresses the following competency:

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

This topic covers the following learning objectives:

- Identify components of various theoretical philosophies that can inform the construction of classroom curriculum.
- Determine strategies for facilitating vocabulary development for elementary and middle school students.
- Determine strategies for facilitating comprehension development for elementary and middle school students.
- Recommend appropriate adaptations to a standards-based lesson plan to incorporate research-based reading, writing, vocabulary development, and comprehension development strategies.

**4: Developing Vocabulary**

Read the following section in *Teaching Reading in the 21st Century*:

- pages 252–257 of chapter 9 ("Vocabulary Instruction")

Review the steps of interactive oral reading outlined in "In the Classroom 9.1" on page 256.
Reflect on why this strategy is important for students with limited vocabularies and how this strategy can help facilitate vocabulary development. Record your thoughts in your study journal.

**4: Teaching Individual Words**

Read the following section in *Teaching Reading in the 21st Century*:

- pages 257–266 of *chapter 9 ("Vocabulary Instruction")*

Think about the different methods presented in the text for teaching individual words. Select two methods you believe are most important to implement in future teaching. Answer the following questions in your study journal:

- Why do you feel these are important?
- How will these two methods facilitate vocabulary development in your future students?

**4: Vocabulary Instruction Using Read Aloud**

After watching the following video *"Vocabulary Instruction and Read Aloud"* record strategies the teacher used to teach vocabulary using a read aloud and whether or not the strategies were effective in your learning journal.

**4: Teaching Multiple Meanings of Words**

Watch the following video *"Teach Multiple Meanings of Words."* In your learning journal, record observed strategies the teacher uses to assist students in developing multiple meanings of words.

**4: Teaching Word Learning Strategies**

Read the following section in *Teaching Reading in the 21st Century*:

- pages 266–271 of *chapter 9 ("Vocabulary Instruction")*

Reflect on how you learn unknown words when you read, and compare this to the three strategies explained in the text.

**4: Fostering Independent Word Learning**

Access the Teachscape module: [Foundations of Teaching: Vocabulary](#)

Within the Foundations of Teaching: Vocabulary module, answer the questions in the Identify and Apply section in your learning journal.

**4: Fostering Word Consciousness**

Read the following section in *Teaching Reading in the 21st Century*:

- pages 271–275 of *chapter 9 ("Vocabulary Instruction")*

In this section you read about the importance of fostering word consciousness within a comprehensive vocabulary program. In your study journal, describe at least two activities you
could implement in the classroom to foster word consciousness. Provide a justification for your selections.

4: Vocabulary Lesson Plans

Visit the following website:

- ReadWriteThink

Under "Classroom Resources" select "Lesson Plans." From this web page you will be able to search standards-based lesson plans. Analyze several vocabulary lesson plans and determine how well they incorporate the vocabulary strategies you learned about in *Teaching Reading in the 21st Century*. Then select one lesson plan and recommend appropriate adaptations to incorporate research-based vocabulary strategies.

6: Comprehension Strategies

Read the following section in *Teaching Reading in the 21st Century*:

- pages 325–334 of chapter 11 ("Teaching Comprehension Strategies")

Reflect on which of the nine strategies you use when you read to help facilitate your own comprehension. In your study journal, select at least one strategy and describe the situations when you use it while you read.

For your course project, you will be creating and teaching a lesson plan that focuses on one of the nine comprehension strategies presented in this section. To help you prepare for the course project, create a list of the comprehension strategies and include a brief explanation of how a reader uses each strategy. Doing so will help you better understand your choices when you create your lesson plan.

After creating your own list of comprehension strategies, compare it to the *Reading Comprehension Strategies* sample.

6: Approaches for Teaching Comprehension Strategies

Read the following section in *Teaching Reading in the 21st Century*:

- pages 336–346 of chapter 11 ("Teaching Comprehension Strategies")

As you read, think about the strategies that are implemented to facilitate comprehension, and reflect on how this can be applied to future teaching.

6: Teaching Text Structure to Aid Comprehension

Access the following article on *Teaching Expository Text Structure to Facilitate Reading Comprehension*:

In your learning journal, record two ways teaching students about text structure can help them better comprehend text.

6: Reading Comprehension Lesson Plans

Visit the following website:

- ReadWriteThink

Under "Classroom Resources" select "Lesson Plans." From this web page you will be able to search standards-based lesson plans. Analyze several reading comprehension lesson plans and determine how well they incorporate the comprehension strategies you learned about in Teaching Reading in the 21st Century. Then select one lesson plan and recommend appropriate adaptations to incorporate research-based comprehension strategies.

Balanced Literacy Teaching Philosophy

Now that you have a better understanding of the necessary components to balanced literacy approach, use what you have learned and create a paragraph to include in your teaching philosophy regarding literacy. This paragraph should address your beliefs about balanced literacy instruction and learning. It should also include examples of what you hope to do in your classroom to include research-based components of a comprehensive, balanced approach to literacy development.

Visit the following website:

- WGU Student Handbook

In the "TC Field Experience" folder, go to the "Applying to PCE and DT" folder, and review the "Philosophy of Teaching Statement" page for more information about components of a teaching philosophy.

Literacy Assessments

Assessment is an ongoing part of teaching. In order to be an effective literacy teacher, it is important for you to understand appropriate assessments that can be used 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 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?
This topic addresses the following competency:

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

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.

### Formative and Summative Assessments

Read the following sections in *Teaching Reading in the 21st Century*:

- pages 76–80 of chapter 4 (“Classroom Assessment”)

In your study journal, provide a definition of formative and summative assessments and create a chart to compare these two types of assessments. Then explain how both formative and summative assessments can guide teachers in making instructional decisions.

### The Roots Project

Read the following section in *Teaching Reading in the 21st Century*:

- pages 80–85 of chapter 4 (“Classroom Assessment”)

Using what you have learned about formative and summative assessments, identify different forms of formative and summative assessments used throughout Ms. King’s Roots Project in your study journal. Then reflect on how Ms. King used or could use the formative and summative assessments from this project to guide her instructional decisions. Record these thoughts in your study journal.

### Assessment as Inquiry: Framing the Problem and Designing a Plan

Read the following section in *Teaching Reading in the 21st Century*:

- pages 85–93 of chapter 4 (“Classroom Assessment”)

As you read this section, think about how you will ask questions and create a plan for assessing
Assessment as Inquiry: Collecting Evidence

Read the following pages in *Teaching Reading in the 21st Century*:

- pages 93–103 of *chapter 4* ("Classroom Assessment")

In your study journal, record the different classroom assessments that can be used for assessing reading and writing, and indicate the specific age groups each type of assessment is appropriate for.

Assessment as Inquiry: Analyzing, Interpreting, Reporting, and Decision Making

Read the following sections in *Teaching Reading in the 21st Century*:

- pages 103–108 of *chapter 4* ("Classroom Assessment")

Now that you understand how literacy assessment is a process of inquiry that includes decision making, reflect upon how teachers can use assessments to guide the decisions they make regarding instruction. In your study journal, record how you plan to use literacy assessment as a process of inquiry to guide your instructional decisions.

Test-Based Strategies

Read the following sections in *Teaching Reading in the 21st Century*:

- pages 109–117 of *chapter 4* ("Classroom Assessment")

You read about two types of standardized tests: criterion-referenced and norm-referenced. Write definitions of each and then record how you could use each to guide your instructional decisions.

Informal Reading Inventory Procedures

After watching the following video, [Administering an Informal Reading Inventory], record steps in informal reading inventory procedures.

Running Record

Watch the following video: [Running Records]

In your learning journal, describe the teacher's approach to implementing the reading record.

Response to Intervention (RTI)

Response to Intervention (RTI) is a model of providing different levels of invention 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 addresses the following competency:
• **Competency 668.1.3: Literacy Assessments**
  The graduate uses multiple assessment strategies that support the development of literacy.

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.

**RTI Challenge**

Complete the following sections in the [RTI (Part 3) Reading Instruction](#) module from the IRIS Center:

- Challenge
- Thoughts

Record your answers to the questions in the "Thoughts" section in your study journal.

**RTI and High-Quality Instruction**

Review the following pages from the "Perspectives and Resources" section in the [RTI (Part 3) Reading Instruction](#) module from the IRIS Center:

- page 1: A Quick Overview of RTI
- page 2: High-Quality Instruction: Instructional Practices
- page 3: High-Quality Instruction: Comprehensive Core Reading Program

In your study journal, create a list of RTI research-based instructional strategies that could be used to help struggling readers. Be sure to indicate the intervention tiers each strategy is appropriate for.

In your study journal, explain the purpose of RTI model and the differences in the three tiers of intervention. Reflect on why RTI is critical in a literacy program.

**Components of High-Quality Reading Instruction**

Review the following section from the "Perspectives and Resources" section in the [RTI (Part 3) Reading Instruction](#) module from the IRIS Center:

- page 4: Phonemic Awareness
- page 5: Phonics and Word Study
These pages reviewed the essential components of a balanced approach to literacy. Continue to add research-based instructional strategies associated with each tier invention to the list in your study journal. Identify grade levels some of the strategies are appropriate for.

Effective Research-Based Instruction at Tier 1

In this activity, you will learn about how a teacher sets up her block of reading instruction. As you read, in your study journal identify the RTI research-based instructional strategies associated with Tier 1 used to help the students.

Reflect on how RTI Tier 1 used in this classroom example relate to the literacy curriculum and instructional strategies use by the teacher. Continue to add research-based instructional strategies associated with Tier 1 to the list in your study journal.

Effective Research-Based Instruction at Tier 2

Pay particular attention to the chart that compares a phonemic awareness lesson at Tiers 1 and 2. What additional research-based instructional strategies does the reading specialist implement at Tier 2? How do the Tier 2 strategies relate to the literacy curriculum and instructional strategies used by the teacher in Tier 1? Continue to add research-based instructional strategies to the list in your study journal.

Effective Research-Based Instruction at Tier 3

As you read the Tier 3 intervention from the Special Education Teacher sample phonemic awareness lesson, determine the research-based instructional strategies in Tier 3 that are used in this specific case.
Module Assessment

Answer the following questions from the "Assessment" section in the RTI (Part 3) Reading Instruction module from the IRIS Center:

- 1
- 4
- 6

Record your answers in your study journal.

Selecting Appropriate RTI Strategies

Review the following scenarios:

- Jacob is a second-grade student. At the beginning of the year, Jacob’s teacher administers an Informal Reading Inventory (IRI), and Jacob appears to be struggling with reading as his sight word recognition and reading passage levels are below grade level.
- Kate is a fourth-grade student whose fluency (measured by words read per minute) is lower than the grade-level benchmark.

Based on what you have learned about the RTI model and research-based instructional strategies associated with each tier invention, select an appropriate instructional strategy that a teacher could use to help inform curriculum and instructional goals for each student.

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. With this in mind, 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 addresses the following competency:

- 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.

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.

Literacy-Rich Environments

Review the following article from the Reading Rockets website:

- Literacy-Rich Environments

Reflect on the importance of creating a literacy-rich environment. How will this type of environment support balanced literacy and increase student motivation? Record your thoughts in your study journal.

Components of a Literate Environment

Read the following section in Teaching Reading in the 21st Century:

- pages 51–59 of chapter 3 ("Motivation and Engagement")

In your study journal, make a list of important concepts and components you hope to incorporate in your future classroom in order to create a literacy rich environment. Justify your choices.

Annotated Book Lists

Review the four book lists on page 53 of chapter 3 ("Motivation and Engagement") in Teaching Reading in the 21st Century. Find one of the annotated book lists using the WGU library. Then select one book from the list that you believe would appeal to your future students and be a good choice for your classroom library. If possible, go to your local library or bookstore and preview the book.

Creating a Literate Environment

Watch the following video from Module 6 Topic A of Educational Impact: Balanced Literacy:

- Creating a Literacy Rich Classroom

Pay attention to the room arrangements in the different classrooms shown in the video and the materials that support a literacy-rich environment. After watching the video, use what you have learned to create your own visual maps of a literacy-rich environment that include the different components presented in the text and video. Design a layout for one primary-grade classroom and for one upper-grade classroom. Then justify the room arrangement and materials included in each layout.
Classroom Library

Review the following article with video from the Reading Rockets website:

- [Creating a Classroom Library](#)

As you read, consider the following questions:

- How can you create a classroom library that supports a literacy-rich environment?
- What will you do to ensure your classroom library supports balanced literacy?
- How will you try to increase student motivation through your classroom library?

Motivating Students though a Literate Environment

Read the following section in *Teaching Reading in the 21st Century*:

- pages 61–68 of chapter 3 (“Motivation and Engagement”)

Think about how different approaches for motivating students can apply to a literacy-rich environment. Record some goals for your future teaching in your study journal. For example, how do you hope to motivate students through the classroom environment? Then, using what you have learned about a literacy-rich environment and motivating students, describe how a literacy-rich environment supports a balanced literacy approach and increases student motivation.

Children's Literature

Children's literature is an important component of literacy.

Children's Literature Foundation

Annenberg Media offers a free online workshop titled "Engaging With Literature." You will be watching episode 1, "Foundations," which is about one hour long. As you watch, make notes on what you observed in the video.

Access the video via the following web page:

- [“Foundations”](#)

Read the introduction, and then click the play button to watch the video.

Feel free to explore the additional resources for episode 1 by using the links in the left-hand navigation page. You can also view other episodes in the workshop.

Children's Books

Look through the various booklists provided at [Children’s Books and Authors](#).

Reflect in your journal how you could use these booklists in the classroom.

Authors and Illustrators
Click on the link: Video Interviews with Children’s Authors and Illustrators.

Select on author or illustrator interview to watch. In your journal reflect on the following:

- What did you learn about the author or illustrator?
- What type of books does that author or illustrator create?

**Author Studies**

Explore the website 10 Reasons to Do an Author Study.

In your journal develop and outline for an author study. Make sure to include the following in your outline:

- Name of the author.
- Purpose and goals for the author study.
- Describe how students will engage in literature discussions during the author study.
- Explain how students will research the author.
- Describe a culminating activity for the author study.

**Selecting Literature across the Curriculum**

One of the most effective ways to use children's literature in the elementary classroom is to incorporate it across the curriculum. For example, a children's literature book, such as The Hershey’s Milk Chocolate Bar Fractions Book, could serve as an anchor for a mathematics lesson that focuses on fractions.

What sources could you consult in order to assemble a high-quality classroom library?

Read the following article by Williams and Bauer:

- "Pathways to Affective Accountability: Selecting, Locating, and Using Children’s Books in the Elementary School Classrooms"

Find another WGU student or a classroom teacher to discuss this article with. How will your practice of selecting children's literature change as a result of what you learned?

**Meeting the Diverse Needs of Learners**

If you were to look in any elementary classroom, you would see students that come from a variety of backgrounds and have an assortment of educational needs. Although this thought can be overwhelming to a new teacher, it is essential that each teacher strive to meet the diverse needs of all of students. 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 addresses the following competency:

- **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.

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.

**Purposes of Differentiated Instruction**

Read the following section in *Teaching Reading in the 21st Century*:

- pages 121–124 of [chapter 5 ("Differentiated Instruction")](#)

After reading, reflect on the purposes of differentiated instruction. Consider the following questions:

- Why will it be necessary to differentiate instruction in your future teaching?
- How will you deal with the diversity in your classroom?

Complete "Reflect and Apply #1" on page 124 of *Teaching Reading in the 21st Century* in your study journal.

**Common Differentiation Strategies**

While you read in your study journal, make a list of common strategies for differentiating instruction presented in this section.

Read the following section in *Teaching Reading in the 21st Century*:

- pages 124–136 of [chapter 5 ("Differentiated Instruction")](#)

**Lesson Plans that Model Differentiated Instruction**

Review "In the Classroom 5.1" on page 129, "In the Classroom 5.2" on page 130, and "In the
Classroom 5.4” on page 136 of chapter 5 (“Differentiated Instruction”) in Teaching Reading in the 21st Century.

Think about how these lesson plans include appropriate differentiated instruction. What did the teachers do to meet the needs of diverse learners? Record your thoughts in your study journal.

**Differentiated Instruction for Struggling Readers**

In this activity, you will learn about seven common attributes of intervention and two reading intervention programs. As you read, think about how there is not just one approach that works best when it comes to intervention.

Read the following section in Teaching Reading in the 21st Century:

- pages 137–142 of chapter 5 (“Differentiated Instruction”)

Reflect on how you will take into consideration different factors in order to meet the diverse needs of your students.

**Explicit Instruction for Struggling Readers**

Review the Target the Problem ‘cards’ from the link below and click on each How to Help section.

- [http://www.readingrockets.org/content/helping/target2014/story.html](http://www.readingrockets.org/content/helping/target2014/story.html)

In your learning journal, record on suggestion for each skill on the following:

1. How students can help themselves
2. What parents can do to help at home
3. What teachers can do to help at school

**Selecting an Appropriate Strategy**

Using what you have learned about differentiation, think about how the following lesson could be adapted to meet the needs of diverse learners.

- A second-grade teacher is presenting a lesson on summarizing. To start the lesson, the teacher provides a brief explanation of a summary and reads a story to the class. After reading, the teacher guides the class to write a short summary of the story together on the board. The teacher explains the importance of using sequencing words (e.g., first, next, then, last) in the summary to make sure all parts of the story have been included. After clarifying any misunderstandings and answering questions, the teacher has students read a short story and practice writing a summary independently.

Record in your study journal at least one recommendation for how you would differentiate the instruction for a struggling reader. Justify your choice.

**Language Arts Lesson Plans**
Visit the following website:

- ReadWriteThink

Under "Classroom Resources" select "Lesson Plans." From this web page you will be able to search standards-based lesson plans. Analyze several lesson plans and determine how well they provide opportunities for differentiated instruction. Then select two lesson plans and recommend appropriate adaptations to incorporate research-based reading, writing, vocabulary development, and comprehension development strategies to meet the needs of diverse learners.

Creating a Differentiated Lesson Plan

Now that you are familiar with differentiated instruction, create a reading, vocabulary, or word study lesson plan that includes at least one specific accommodation for one group of diverse learners. In your lesson plan, address the following topics:

- general information (e.g., topic, grade, grouping/seating)
- standards and measurable objectives
- materials/resources
- prerequisite skills or connections to previous learning
- presentation procedures for new information, guided practice, independent practice, and culmination
- differentiated instruction accommodations
- assessment

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, with a knowledgeable and well-prepared teacher, these students can 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 addresses the following competency:

- 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.

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.

**Learning to Read in a Second Language**

As you read, pay particular attention to challenges faced by English language learners and the challenges faced by teachers.

Read the following section in *Teaching Reading in the 21st Century*:

- pages 407–416 of chapter 14 (“Reading Instruction for English Language Learners”)

Reflect on how you will try to overcome these challenges in your future teaching by applying the research that is presented. Record your thoughts in your study journal.

**Components of Effective Reading Instruction and English Language Learners**

Review the following article from the Reading Rockets website:

- "English Language Learners and the Five Essential Components of Reading Instruction"

Having learned about the components of effective reading instruction and English language learners, describe in your study journal what considerations should be made for each of the following areas: phonemic awareness, phonics, vocabulary development, oral reading fluency, and reading comprehension.

Review the following article from the ¡Colorín Colorado! website:

- "Reading 101 for English Language Learners"

In your study journal, write at least one strategy for ELLs for each of the following components of reading instruction: phonemic awareness, phonics, vocabulary development, oral reading fluency, and reading comprehension.

**Instructional Principles**

Read the following section in *Teaching Reading in the 21st Century*:

- pages 417–421 of chapter 14 (“Reading Instruction for English Language Learners”)

In this section, you read about a set of principles to use when working with low socioeconomic status (SES) urban students that are also applicable to working with English language learners. Select two or three principles you hope to incorporate in future teaching, and summarize them in your study journal. Address how implementing these principles will benefit English language learners as well as all students in a classroom.

Review "In the Classroom 14.3" on page 418 of *Teaching Reading in the 21st Century*. Reflect on and evaluate the strategies and best practices used in this lesson as well as the
age-appropriateness of the instruction.

**Techniques for Working with English Language Learners**

Read the following section in *Teaching Reading in the 21st Century*:

- pages 421–431 of chapter 14 (“Reading Instruction for English Language Learners”)

One of the techniques presented in this section suggests involving parents, siblings, and other speakers of a student's languages. Think about how you would follow this technique. How would you involve parents or siblings? What other speakers of the student's language could you involve? Record your thoughts in your study journal.

**Beginning Reading Instruction for English Language Learners**

Read the following section in *Teaching Reading in the 21st Century*:

- pages 431–435 of chapter 14 (“Reading Instruction for English Language Learners”)

Reflect on how the best practices presented in this section benefit English language learners as well as all students. Which best practices could you incorporate into literacy instruction to benefit all students? Select at least two and, in your study journal, describe how each would benefit English language learners as well as all students in a classroom.

**Phonics Instruction for English Language Learners and the Rest of the Class**

Read the following section in *Teaching Reading in the 21st Century*:

- "In the Classroom 14.5" on page 433 of chapter 14 (“Reading Instruction for English Language Learners”)

Reflect on and evaluate the strategies and best practices used in this lesson, as well as the age-appropriateness of the instruction. Then, using what you have learned about English language learners, create a phonics lesson plan for first- or second-grade class that incorporates best practices for English language learners. In your lesson plan, address the following topics:

- general information (e.g., topic, grade, student grouping, seating arrangement)
- standards and measurable objectives (condition, behavior, and criterion)
- materials/resources for students and teacher
- prerequisite skills or connections to previous learning (i.e., What previously learned skills are necessary for students to be able to participate in and benefit from the planned lesson?)
- presentation procedures for new information, guided practice, independent practice, and culmination
- differentiated instruction accommodations
- assessment (A copy of the assessment may be submitted, or it can be described. The assessment may be formal or informal, formative or summative.)

**Creating a Supportive Environment for English Language Learners**
In your learning journal reflect on two reading and writing strategies used by teachers.

**Evidence-Based Literacy Teaching Practices**

Developing a set of best practices is important as you prepare to become a teacher. Throughout this course you have learned about many instructional strategies that can be incorporated in future literacy lessons. In this subject, you will continue to increase your knowledge of evidence-based teaching practices for reading and writing instruction, as well as gain an understanding of the importance of using a variety of print to enhance literacy learning.

**Components 5, 7-8: Scaffolding Comprehension, Independent Reading, and Higher Order Thinking**

In this section, you will learn about additional components of an effective literacy curriculum:

5. Scaffolding comprehension, which is the teachers’ role in supporting students as they gain meaning from reading
7. Independent reading, which encourages students to voluntarily seek out reading opportunities for knowledge and pleasure
8. Higher order thinking, which is a deep understanding and ability to make connections between topics

As you work through the activities in this topic, you will see that there are numbers at the beginning of activity titles. These numbers correspond to the following components:

5. Scaffolding Comprehension
7. Independent Reading
8. Reader Response

*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 preassessment or objective assessment attempt), you should also review the topic “Literacy Best Practices” in this course, which covers similar content.*

This topic addresses the following competency:

- **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.

This topic covers the following learning objectives:

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

**5: Planning a Successful Reading Experience**
Read the following section in *Teaching Reading in the 21st Century*:

- pages 278–285 of *chapter 10 ("Scaffolding Students’ Comprehension of Text")*

Think about how you consider the reader, the selection, and the purpose when planning your reading instruction.

Complete the "Reflect and Apply #1" section on page 285 of *Teaching Reading in the 21st Century*. Record your thoughts in your study journal. **5: Four Frameworks for Scaffolding Students’ Reading**

Read the following section in *Teaching Reading in the 21st Century*:

- pages 285–299 of *chapter 10 ("Scaffolding Students’ Comprehension of Text")*

You read about different frameworks that teachers can use to scaffold, or guide, students through the texts they read. Select one of the four frameworks to summarize in your study journal. Specifically explain how the teacher provides guidance and facilitates students’ comprehension with that framework. **5: Procedures for Fostering Comprehension**

Read the following section in *Teaching Reading in the 21st Century*:

- pages 300–306 of *chapter 10 ("Scaffolding Students’ Comprehension of Text")*

In this activity, you will read about different procedures and strategies for fostering comprehension. As you read, create a "Strategies for Fostering Comprehension" matrix similar to the one below in your study journal. In your matrix, record strategies you hope to incorporate in future teaching to facilitate comprehension development in different types of text. **Strategies for Fostering Comprehension**

<table>
<thead>
<tr>
<th>Narratives</th>
<th>Non-fiction</th>
<th>All Types of Text</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7: Independent Reading

Read the following section in *Teaching Reading in the 21st Century*:

- pages 351–355 of *chapter 12 ("Encouraging Independent Reading and Reader Response")*

In order for your students to become good readers, it is essential that you provide ample
independent reading time. Taking into consideration what you learned in this section, explain how you plan to prioritize your daily schedule to ensure you include sufficient independent reading. Record your thoughts in your study journal.

7: Responding to Literature and Literature Circles

Read the following sections in *Teaching Reading in the 21st Century*:

- pages 358–362 of *chapter 12* ("Encouraging Independent Reading and Reader Response")

Consider the advantages and disadvantages of literature circles and list a few in your study journal. Then explain how you would set up literature circles to ensure students take an active role.

7: Book Clubs

Read the following sections in *Teaching Reading in the 21st Century*:

- pages 362–365 of *chapter 12* ("Encouraging Independent Reading and Reader Response")

If you have participated in a book club, compare your experience to what the text presents. If you have not participated in a book club, think about if you would enjoy this type of reading response approach. In your study journal, list ideas for how you would set up a book club in your future classroom. Refer back to the four types of activities described on pages 363–364 and sample schedule found in Figure 12.3 on page 364 to help you decide how you would organize this activity.

7: Reader’s Workshop

Read the following sections in *Teaching Reading in the 21st Century*:

- pages 365–368 of *chapter 12* ("Encouraging Independent Reading and Reader Response")

Reflect on the last part of Reader’s Workshop: Sharing. What is the purpose of sharing in Reader’s Workshop? What should students share? How would you involve students in sharing? Record your thoughts in your study journal.

7: Fostering Independent Reading

Think about the different approaches to encourage independent reading. Then complete the "Reflect and Apply #4" on page 368 in *chapter 12* ("Encouraging Independent Reading and Reader Response") of *Teaching Reading in the 21st Century*.

8: Higher-Order Thinking and Deep Understanding

Read the following sections in *Teaching Reading in the 21st Century*:

- page 19 of *chapter 1* ("Reading and Learning to Read")
Reflect on ways in which to foster higher-order thinking and deep understanding. Why is higher-order thinking important? List five ways in which you can implement higher-order thinking and deep understanding in reading comprehension. Record your thoughts in your study journal.

**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 addresses the following competency:

- **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.

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.

**Reading and Writing in the Classroom**

As you read think about how reading and writing connect. Consider the following questions:

- What are the benefits of teaching reading and writing together?
- What will you do to create a positive writing environment in your future classroom?
- In the section "In the Classroom 13.1" on page 376, which guidelines do you feel are most important?

Read the following sections in *Teaching Reading in the 21st Century*:

- pages 373–376 of chapter 13 ("Writing and Reading")

**Reading and Writing Connection: Making the Reading and Writing Connection**

Watch the video *Connecting Reading and Writing*. Then answer the following questions in your journal:

- What is the reading and writing connection?
- How can a teacher support reading in the writer's workshop?
- How can a teacher support writing in the reader's workshop?

**The Writing Process**
Read the following sections in *Teaching Reading in the 21st Century*:

- pages 376–379 of chapter 13 ("Writing and Reading")

In your study journal, write brief explanations of each of the five steps of the writing process. Reflect on the process you use when you write. Do you follow the steps in the writing process? Ask a family member or friend about the process he or she uses when writing. How does this compare to your process and the writing process presented in the text?

**The Genre Approach to Writing**

Read the following sections in *Teaching Reading in the 21st Century*:

- pages 379–381 of chapter 13 ("Writing and Reading")

After reading an example of how one teacher followed the genre approach to writing to teach her students about writing reports and persuasive texts, think about how you could implement this approach in your future teaching. What genres would be important for students to learn about? Select a primary grade (K–3) and an upper elementary grade (4–6) from your state’s language arts writing standards and see which genres are included in the two levels. Use your study journal to create a list of genres to teach young writers. Then sketch out a bulletin board that could be used to teach students about different genres of writing.

**Writing to Learn and Understand**

While reading, pay particular attention to the sample lesson from "In the Classroom 13.2" on page 383. Identify how this lesson plan on note taking incorporates developmentally-appropriate reading and writing strategies and exemplifies a balanced approach to literacy development.

Read the following sections in *Teaching Reading in the 21st Century*:

- pages 381–389 of chapter 13 ("Writing and Reading")

In your study journal, complete "Reflect and Apply #4" on page 389 of *Teaching Reading in the 21st Century*.

**Writing to Communicate**

Read the following sections in *Teaching Reading in the 21st Century*:

- pages 389–394 of chapter 13 ("Writing and Reading")

Writing reports is an important writing skill for students to learn. Explain how you would teach students to write a report on a topic you have been studying as a class. In your study journal, describe the specific steps you would take to teach students how to write a report.

After describing the steps for teaching how to write a report, compare them with the *Steps for Teaching How to Write a Report* sample document. Analyze the similarities and differences between the sample and the descriptions you wrote.
Imaginative Writing

Read the following sections in *Teaching Reading in the 21st Century*:

- pages 394–397 of *chapter 13 ("Writing and Reading")*

You read about a classroom that created imaginary creatures to live in their neighborhoods, and then students wrote fictional reports describing their creatures. Think of a creative writing activity that you could use in a classroom to encourage imaginative writing. Describe the instructional procedures and activities for the creative writing activity in your study journal.

Planning a Writing Workshop

Read the following sections in *Teaching Reading in the 21st Century*:

- pages 397–401 of *chapter 13 ("Writing and Reading")*

Click on the following link and engage in the Teachscape module on writing in the classroom:

- [Foundations of Teaching Writing](#)

Within the Foundations of Teaching Writing module, answer the questions in the Identify and Apply section in your learning journal.

Writing Workshop Mini-lesson

Now that you are familiar with Writing Workshop and have seen a classroom example, create a mini-lesson that could be used during Writing Workshop. In your study journal, outline how you would model and provide instruction in either a literary concept or a writing skill/strategy. Justify the instructional strategies and materials used in the mini-lesson to show how they align with a balanced literacy approach.

Writing Lesson Plans

Visit the following website:

- [ReadWriteThink](#)

Under "Classroom Resources" select "Lesson Plans." From this web page you will be able to search standards-based lesson plans. Analyze several writing lesson plans and determine how well they incorporate the writing strategies you learned about in *Teaching Reading in the 21st Century*. Then select one lesson plan and recommend appropriate adaptations to incorporate research-based writing strategies.

State Specific Information

A Kindergarten Scenario

As you read pay attention to the developmentally-appropriate reading and writing strategies this teacher implements in her lesson plans. In your study journal, list strategies that exemplify a
balanced approach to literacy development.

Read the following section in *Teaching Reading in the 21st Century*:

- pages 176–180 of chapter 6 ("Emergent Literacy")

Think about how you will set up your classroom to incorporate a balanced approach to literacy. What would a day in your classroom look like? Using what you have learned about balanced literacy and the Kindergarten Scenario create a documentation of a day in your balanced literacy classroom.

**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 addresses the following competency:

- **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.

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.

**Lessons that Use a Variety of Texts**

Read the following sections in *Teaching Reading in the 21st Century*:

- "In the Classroom 3.5" on page 72 of chapter 3 ("Motivation and Engagement")
- "In the Classroom 12.3" on page 360 of chapter 12 ("Encouraging Independent Reading and Reader Response")

Reflect on how these two lessons effectively incorporate a variety of texts in order to enhance student learning.

**Using a Variety of Texts**

Read the following sections in *Teaching Reading in the 21st Century*:

- "A Print-Rich Classroom" on pages 52–55 of chapter 3 ("Motivation and Engagement")
- "Selection" on pages 281–283 of chapter 10 ("Scaffolding Students Comprehension of..."
After reading these selections, think about the importance of providing students with a variety of texts and print materials. Consider the following questions:

- How is student learning enhanced through a variety of texts?
- Why should teachers use a variety of texts in literacy instruction?

Record your thoughts in your study journal.

Create an Author Study

According to *Teaching Reading in the 21st Century*, it is important "for the classroom teacher to make reading materials readily available" (p. 353) and "to regularly talk about and share books" (p. 353). One way to accomplish this is by conducting an author study. Select an author you could use for an author study. Create an author study that includes an introduction to the author and at least three books written by the author.

Matching Students and Texts

Read the following sections in *Teaching Reading in the 21st Century*:

- pages 243–249 of chapter 8 ("Fluency")

Reflect on how the following approaches can help you select a variety of appropriate texts for your literacy instruction:

- Fry Readability Formula
- Lexile system
- System developed by Fountas and Pinnell

In what situations would it be appropriate to use these systems?

**The Fry Readability Assessment**

Review the following section in *Teaching Reading in the 21st Century*:

- "In the Classroom 8.8" on page 247 of chapter 8 ("Fluency")

Select a children's book that could be used in a specific genre study (e.g., realistic fiction, biography, folk tale, fairy tale) and that would be appropriate for a second- or third-grade student. Next, administer the Fry Readability Assessment using the directions found in this reading assignment. Then, state whether or not the book is appropriate for the grade level and explain why. Record the process and calculations for the Fry Readability Assessment in your study journal.

**Book Selections for a Unit**
Select a topic for a theme that could be used for a unit (e.g., weather, animals, plants). Go to your local library or book store to search for a variety of books or other resources on this topic. Create a list of at least five resources that could be used in the unit. Include APA-formatted reference information and a brief summary of the books or resources.

**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 addresses the following competency:

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

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.

**Accessing Technology Tools**

As you read, think about how teachers can access and acquire technology tools to enhance instruction. Review the following resource file located in the WGU library about integrating technology into everyday learning:

- **Ideas for integrating technology education into everyday learning**

Reflect on how you can enhance your future instruction using technology. Record your thoughts in your study journal.

**Incorporating Technology into Reading Strategies**
You will learn about a variety of developmentally appropriate technological tools that teachers can use when teaching reading strategies. Use your study journal to make a list of tools you would access to incorporate into future reading instruction.

Review the following web pages on the Balanced Literacy and Technology Integration website under "Strategies" located in the left column:

- Ask Questions
- Activate and Connect
- Infer and Visualize
- Determine Importance
- Summarize and Synthesize
- Anchor Charts

**Incorporating Technology into "The Daily 5"**

Review the following web pages on the Balanced Literacy and Technology Integration website under "The Daily 5" located in the left column:

- Overview: The Daily 5
- Read to Self
- Read to Someone
- Listen to Reading
- Work on Writing
- Word Work

In your study journal, record how and when you would use developmentally appropriate technological tools to support reading, writing, and word work.

**Benefits and Drawbacks of Integrating Technology**

Review the following sections on the Critical Issue: Using Technology to Enhance Literacy Instruction website.

- Issue
- Overview
- Research on Technology and Literacy
- Technologies that Support Students’ Reading Development
- Technologies that Support Students’ Writing Development
- Technologies that Support Students’ Research and Collaborative Skills
- Implementation Pitfalls
- Different Points of View

Now that you are familiar with technologies that support literacy instruction, reflect on the benefits and drawbacks of using technology. Think of a classroom situation where it would be appropriate to use a technology tool to enhance literacy instruction. Why would it be appropriate? Then, think of a classroom situation where it may not be appropriate to use technology to enhance literacy instruction. Why would it not be appropriate? Record your
thoughts in your study journal.

**Recommending Appropriate Technology Tools**

Review the following section in *Teaching Reading in the 21st Century*:

- "Classroom Portrait: A Day in the Life of Dolores Puente and Her Third- and Fourth-Grade Students" on pages 310, 314–323 of chapter 10 ("Scaffolding Students' Comprehension of Text")

Using what you have learned about technology, determine when and how this teacher would use technology to support literacy instruction within her daily schedule. Then identify at least three appropriate technology tools that could be used in some of the classroom activities described in this section. Be sure to include strategies that could be used to support reading and writing development. Record your recommendations in your study journal.

**Reading and Writing Activities Using Technology**

Create a reading activity or a writing activity that incorporates appropriate technology tools. If possible, contact a local elementary school to see what types of technology tools are available to classroom teachers, and try to use some within your plan. In your plan, explain the measurable objective for the activity, the instructional strategy used (e.g., whole group, cooperative learning groups, partners), and the steps for the activity.

**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.