This course supports the assessments for DSP1. The course covers 7 competencies and represents 1 competency unit.

**Introduction**

**Overview**
You should work on the Application of Elementary Reading and Literacy Methods performance assessment in conjunction with the Elementary Reading and Literacy Methods objective assessment course.

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].*

**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].
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 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.*
Project in Elementary Reading and Literacy Methods

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

Creating Lesson Plans

The material for this course is identical to the material covered by the Elementary Reading and Literacy Methods objective assessment course. Once you have reviewed the material, you should be prepared to complete your project.

This topic addresses the following competencies:

- **Competency 668.1.1: Foundational Knowledge of Literacy Development**
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- **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.

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**Complete: Elem Reading & Literacy Methods Performance Assessment**

Complete the following performance assessment in Taskstream:

- Complete DSP Task 1: Elem Reading & Literacy Methods

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 and Literacy Methods objective assessment course.
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.