This course supports the assessments for Language Arts Instruction and Intervention. The course covers 6 competencies and represents 2 competency units.

**Introduction**

**Overview**
This course is designed for the prospective elementary language arts teacher. Upon completion of this course, you’ll have had experience with a myriad of reading and writing strategies and assessments. In your textbook for this course, *Creating Literacy Instruction for All Students*, chapters 3, 4, and 5 will provide details about early instruction and sources for teaching early readers. In these chapters, technology in the classroom is explored, websites are recommended for evaluation, and the concept of developing academic language across the curriculum is endorsed with tips for inclusion. Your textbook also discusses our nation's diversity and how you can highlight the cultural assets that your students bring to the classroom (i.e. traditions, languages and dialects, worldviews, literature and art). You can draw upon this diversity through language and literature to support their learning. You will learn how to engage your students while addressing the diverse learning needs that each child brings to the classroom. Additional information is also provided on how to tap into students' interests and prior academic learning with lessons built on responding to children's literature and cross-curricular integrations.

This course supplies valuable tools and resources for teaching skills at all levels and disciplines, with a strong emphasis on creating a literature-rich learning environment in every classroom. This course will help teachers learn how to manage their classroom so that students’ personal, cultural, and community assets are acknowledged and appreciated; this will help students and teachers develop a strong rapport that is conducive to literacy learning. Look for activities throughout this course that illustrate the importance of a balanced approach to language arts, incorporating children’s literature along with oral and written English instruction.

Watch the following video introduction for this course:

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

**Competencies**

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

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

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

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

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

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

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

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

### Course Instructor Assistance
As you prepare to 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 acquire other resources independently. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.

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

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

### Automatically Enrolled Resources

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

### VitalSource E-Texts

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


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

### 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 Resources

You will use the following learning resources for this course.

### IRIS Center

The IRIS Center provides interactive learning modules about the education of students with disabilities. A wide variety of evidence-based topics are covered in the modules, including differentiated instruction, assessment, assistive technology, and classroom management. All instructional modules provide information and resources about the topics covered.

### WGU Library

This course utilizes resources via the WGU Library. The following book will be available for you to open and download.
The following WGU Library book will be used in this course:


**WGU Library Articles**

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

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


**Pacing Guide**

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

**Week 1**

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

**Week 2**

- Expanding Students' Knowledge
  - Reading to Learn
Week 3

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

Week 4

- Assessment Strategies and Reading and Writing
  - Common Classroom Assessments

Week 5

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

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

**Written and Spoken Formal English**

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

**Formal Written English Instruction**

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

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

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

This topic highlights the following key concepts:

- language arts standards for a variety of grade levels
- age-appropriate instructional strategies for teaching formal and academic English
- balanced literacy and standards-based instruction
- differentiated instruction for meeting the needs of diverse learners
- language arts lessons integrated with content area instruction

**Read: Background on Today's Practice**

As you read the linked material, complete the following:

- Consider the section "A Reading and Writing Program for Today's Students" (pp. 19–22) from Chapter 1: "The Nature of Literacy."
- Using the list of principles provided in this section, identify principles that will be the most challenging for you as a classroom teacher.
- List principles you are already familiar with.
- List principles that you need to acquire a better understanding of.

**Read the following chapter of Creating Literacy Instruction for all Students:**

- **Chapter 1: "The Nature of Literacy"**

**Complete the Reading Guide and Quizlet for Chapter 1**

- **Reading Guide—Chapter 1**
- **Flash Cards—Chapter 1**

**Read: Your State Standards and the Common Core Standards**

As you visit the linked websites, complete the following:

- Find your state's Office of Education's website using the U.S. Department of Education State Contacts or the State Specific Information page.
- Familiarize yourself with the educational standards and any additional resources available on the following websites. Create a list of resources available for teachers.
- Find the website of a prospective school district, review the website, and add additional resources to your list. Answer the following questions:
  - What are the similarities and differences among the Common Core's website, your state's website, and the school district's website?
  - What is the benefit of having access to multiple resources for standards?
Which site will be the most useful to you as a student, as a student teacher, and as a teacher of record?
Which site will be the most beneficial for lesson planning and why?

Visit the following websites:

- U.S. Department of Education State Contacts
- Common Core Standards

Review Website: Balanced Literacy Framework for Reading

As you study the linked website, complete the following:

- List the components of balanced literacy for reading.
- Define each component.
- List five instructional strategies that promote reading development in children.

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

- "The Components of Balanced Literacy"

Then, summarize your understanding of balanced literacy for reading by answering the following questions:

- Describe the ways that many of the skills taught in reading instruction benefit writing instruction.
- What are some of the essential literacy strategies you can use to help students with comprehension?
- What is the purpose of reading "mini-lessons"?
- How do reading standards correlate with a balanced literacy approach? (Review the Common Core and your state standards to answer this question.)

Review Website: Balanced Literacy Framework for Writing

As you study the linked website, complete the following:

- List the components of balanced literacy for writing.
- Discuss levels of teacher support.
- Provide an example of a writing activity for each level of support.

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

- "Balanced Literacy"

Summarize your understanding of balanced literacy for writing by answering the following questions:
Are reading and writing skills isolated or integrated? What are some of the essential literacy strategies you can use to teach students how to organize their writing?

What is the purpose of writing "mini-lessons"?

How can you customize writing instructions for a variety of learners?

How do writing standards correlate with a balanced literacy approach? (Review the Common Core and your state standards to answer this question.)

**Review Website: 6 Traits of Writing**

As you review the "Six Writing Traits" website, complete the following:

- In your notebook, create a 4x7 table with the following column headings: Trait, Definition, Real-World Example, and Lesson Ideas (See example below). You will use the table for this activity and for the "Review Website: 6+1 Trait Writing Lesson Plans" activity.
- Record the name of each writing trait (trait names are listed in the table of contents) in the Trait column of the table.
- After reading each of the trait characteristics, create working definitions of the traits and record them in the Definition column.
- Identify at least one real world example of how each trait is used or how you can relate the traits to your students. Record this in the Real World Example column.

<table>
<thead>
<tr>
<th>Trait</th>
<th>Definition</th>
<th>Real World Example</th>
<th>Lesson Ideas</th>
</tr>
</thead>
</table>

Visit the following website to complete this activity:

- [Six Writing Traits](#)

**Review Website: 6+1 Trait Writing Lesson Plans**

As you review the "6+1 Trait Writing" website, complete the following:

- Explore the lesson plans for each of the six traits, and the additional resource pages for lesson plan ideas.
- Using the table you created in the "Review Website: 6 Traits of Writing," activity, summarize the lesson plans in the Lesson Ideas column, and either record the web addresses for the lessons, or print copies of the lesson plans to add to your resources for the classroom.

<table>
<thead>
<tr>
<th>Trait</th>
<th>Definition</th>
<th>Real World Example</th>
<th>Lesson Ideas</th>
</tr>
</thead>
</table>

Visit the following website to complete this activity:
6-Trait Writing Instruction and Assessment

As you read the linked article, take notes on how the teacher supports her students' language and literacy development. Consider the following questions:

- For students who read at grade level, what activities would you incorporate into a lesson to teach vocabulary in expository text?
- For students who read below grade level, how would you address reading fluency and comprehension in teaching expository text?
- For students who read above grade level, what activities would you use before, during, and after reading to increase motivation?

Read the following article:

- "Teaching Literacy in Context: Choosing and Using Instructional Strategies"

Complete CCSS Activity: Compelling Research to Guide Reading and Writing Instruction

Watch all of the videos in the following module from Educational Impact: Balanced Literacy:

- Module 5: Topic A "Doug Reeves: A National Perspective on Literacy"

After watching the videos from Module 5, complete the activity "CCSS" in the module.

Read: Chapter 5

Read the following pages in Creating Literacy Instruction for All Students:

- pages 188–198 (starting at "Rational and Approaches for Phonics Instruction") from Chapter 5: “Teaching Phonics, High-Frequency Words, and Syllabic Analysis”

Review the following website and watch the embedded video:

- How to Teach Children Phonics

After reviewing the site, in your notebook add ways you can integrate phonics instruction and activities into your classroom.

Read: Chapter 5

Read the following pages in Creating Literacy Instruction for All Students:

- pages 203–230 (starting at "Teaching Consonant Clusters") from Chapter 5: “Teaching Phonics, High-Frequency Words, and Syllabic Analysis"
- pages 230–231 (“Decodable Texts”) from Chapter 5: “Teaching Phonics, High-Frequency Words, and Syllabic Analysis”
  - In your journal, describe how you could encourage a response to literature after students read a decodable text.
Watch the following video:

- Making Words Lesson

After watching the video, think about why making words lessons are beneficial to early readers and writers.

**Read: Chapter 5**

Read the following pages in *Creating Literacy Instruction for All Students*:

- pages 237–245 (starting at "High-Frequency Words") from Chapter 5: "Teaching Phonics, High-Frequency Words, and Syllabic Analysis"

On page 240 of your text, you read about the importance of students reading children's literature containing high-frequency words. In your notebook, write down ways you can have students respond to the texts in writing to incorporate the high-frequency words read.

Read the following article:

- "Tips for Teaching High Frequency and Sight Words"

Answer in your notebook:

- What is the difference between a sight word and a high frequency word?
- Which of the strategies discussed in the article seems most interesting to you?

**Read: Chapter 5**

Read the following pages in *Creating Literacy Instruction for All Students*:

- pages 243–252 (starting at "Lesson 5.7: Repeated Reading") from Chapter 5: "Teaching Phonics, High-Frequency Words, and Syllabic Analysis"

Watch the following video:

- Repeated Reading: A Form of Guided Oral Reading

Think about the following after watching:

- What are the benefits of repeated reading?
- How could you implement repeated reading into your teaching day?

**Read: Chapter 11**

Read the following pages in *Creating Literacy Instruction for All Students*:

- pages 468–475 (starting at the beginning of the chapter) from Chapter 11: "Approaches to Teaching Reading"
Read the following article:

- "Considerations when Selecting a Reading Program"

Summarize the most important factors when selecting a reading program in your notebook.

Complete the Reading Guide and Quizlet for Chapter 11

- Reading Guide—Chapter 11
- Flash cards—Chapter 11

Read: Chapter 11

Read the following pages in Creating Literacy Instruction for All Students:

- pages 476–480 (starting at "Literature-Based Approach") from Chapter 11: "Approaches to Teaching Reading"

Read the following article:

- "What Are the Advantages & Disadvantages of the Literature-Based Approach to Teaching Reading?"

Make a two-column chart in your notebook listing the advantages and disadvantages of the literature-based reading approach.

Read: Chapter 11

Read the following pages in Creating Literacy Instruction for All Students:

- pages 481–486 (starting at "Individualized Reading/Reading Workshop") from Chapter 11: "Approaches to Teaching Reading"

Watch the following video:

- Individualized Daily Reading

Make a list in your notebook of the reasons this is important for students. How can you design the learning environment in your classroom to support a positive and productive reading workshop? What strategies can you employ to help develop a strong rapport among all students so that everyone can learn how to offer and accept constructive feedback? Think about the challenges of this approach and how you can overcome them.

Read: Chapter 11

Read the following pages in Creating Literacy Instruction for All Students:

- pages 487–490 (starting at "The Language Experience Approach") from Chapter 11: "Approaches to Teaching Reading"
Read the following article:

- "The Language Experience Approach"

Make a list of the steps to follow for this approach in your notebook.

Read: Chapter 11

Read the following pages in *Creating Literacy Instruction for All Students*:

- pages 490–492 (starting at "Adapting the Language Experience Approach") from Chapter 11: "Approaches to Teaching Reading"

Watch the following video:

- Guided Reading Lesson Training Video

In your notebook summarize the guided reading strategy and make a list of the pros and cons. How can you design the learning environment in your classroom so that all students can be productive during guided reading lessons? How can you address the challenges presented by the guided reading strategy?

Synthesize: Chapter 11

Visit the following web page from ReadWriteThink to learn about interactive flip books and complete the following:

- In your notebook, describe how you would create a flip book with pages for each of the five approaches studied in Chapter 11: "Approaches to Teaching Reading" of *Creating Literacy Instruction for All Students*.
- After you design your flip book, complete the following:
  - List the key elements for each approach that you included in the book.
  - List any drawbacks for each of the programs.

Visit the following web page from ReadWriteThink to learn about interactive flip books:

- "Flip Book"

Read: Chapter 12

Read the following chapter from *Creating Literacy Instruction for All Students* and in your notebook answer the reflection questions in each section as you are reading.

- Chapter 12: "Writing and Reading"

On page 499 of your text, you read about using writing journals for response to literature. In your journal, discuss the importance of this technique.

Complete the Reading Guide and Quizlet for Chapter 12
Review: Chapter 12 Teaching All Students: Helping ELLs with Their Writing

Read the following pages from Creating Literacy Instruction for All Students and create a lesson plan for teaching ELL students expository writing using the seven step process and a writing guide.

- pages 520–521 (starting at "Helping ELLs with Their Writing") of Chapter 12: "Writing and Reading"

Read: Chapter 2

As you read the linked material, outline the following components of the RTI model:

- universal screening
- problem solving approach
- standard protocol
- progress monitoring
- RTI and English language learners

Read the following chapter from Creating Literacy Instruction for All Students:

- pages 27–36 (starting at the beginning of the chapter) of Chapter 2: "Teaching All Students"

Complete the Reading Guide and Quizlet for Chapter 2

- Reading Guide—Chapter 2
- Flash cards—Chapter 2

Read: Chapter 2

Read the following pages from Creating Literacy Instruction for All Students and list five strategies that you think would be most effective for developing language and literacy skills among English language learners.

- pages 36–54 (starting at "Academic Word List") of Chapter 2: "Teaching All Students"

Create: Strategies Cube

As you visit the linked web sites, complete the following:

- Learn about the interactive cube creator tool.
- Study the Mystery Cube example.
- Plan your own cube that utilizes instructional strategies discussed in Chapter 2: "Teaching All Students" of Creating Literacy Instruction for All Students.

Review the following web resources to complete this activity:
Complete Educational Impact Modules: Teaching the ELL Learner: Modules 1 and 2

As you watch the Educational Impact videos, complete the following:

- Make a list of strategies that support language and literacy development among English language learners.
- Write brief descriptions of each strategy you listed.
- How can you incorporate students' cultural assets (traditions, language, literature, art, etc.) to help them make connections and develop their English language and literacy skills?

Note: You may view and work with the other modules in this program for additional information for ELL instruction.

Watch all of the videos in the following modules from Educational Impact: Teaching the ELL Learner:

- Module 1: Topic A "Introduction to 'Teaching the ESL Learner'
- Module 1: Topic B "Unsheltered/Sheltered Language"
- Module 2: Topic A "Introduction to Sheltered English"
- Module 2: Topic B "Strategies for ESL Teachers"

Complete Educational Impact Modules: Teaching the ELL Learner: Modules 3 and 4

As you watch the Educational Impact videos, complete the following:

- Define and provide examples of extralinguistic cues and linguistic modifications.
- Explain how you could incorporate these strategies into classroom lessons.

Note: You may view and work with the other modules in this program for additional information for ELL instruction.

Watch all of the videos in the following modules from Educational Impact: Teaching the ELL Learner:

- Module 3: Topic A "Extralinguistic Cues"
- Module 4: Topic A "Linguistic Modifications"

Analyze Lesson Plan: Exploring Compare and Contrast Structure in Expository Text

As you review the lesson plans at the linked web site, consider the following questions:

- Do the lesson plans for sessions 1 and 2 meet the needs of English language learners? Explain your answer. (See the "Instructional Plan" tab.)
What language supports can you provide for English language learners to help them get more comfortable with the discourse and syntax of the English language and to deepen content understandings? (See the "Resources and Preparation" tab.)

Review the lesson plans at the following web page, including lesson information on the Instructional Plan tab:

- "Exploring Compare and Contrast Structure in Expository Texts"

Complete IRIS Module: Differentiated Instruction: Maximizing the Learning of All Students

Access the IRIS Resource Locator. Select "Differentiated Instruction" from the list of topics. Then, select "Modules." Complete the following module including the assessment at the end:

- Differentiated Instruction: Maximizing the Learning of All Students

Modify: Differentiated Lesson Plan

As you read the linked material, complete the following:

- In your notebook create a section called "Differentiation."
- Think about the strategies you read about in Chapter 2: "Teaching All Students" of Creating Literacy Instruction for All Students and the information you learned in the IRIS "Differentiated Instruction" module.
- Identify how to differentiate Lesson 7.5 for the following groups of students:
  - English language learners
  - students with disabilities
  - gifted/high-achieving students
- Consider how the content, process, and products of the lesson could be differentiated for each group of students.

Read the following section of Creating Literacy Instruction for All Students:

- "Lesson 7.5: ReQuest Procedure" (p. 341) of Chapter 7: "Comprehension: Theory and Strategies"

Read: What Constitutes an Effective Lesson

Review the following section from Creating Literacy Instruction for all Students and make an outline of essentials of effective lessons.

- "Essentials for an Effective Lesson" (pp. 23–24) of Chapter 1: "The Nature of Literacy"

Create: Integrated Lesson Plan

As you visit the linked websites, complete the following:

- Use the websites to review your state's writing standards, the Common Core standards, and standards for another content area such as math, science, or social studies.
Choose a writing skill for a specific grade level that can be integrated into a content area lesson.
- Develop learning tasks that would address the needs of a variety of learners.
- Write a lesson plan for the writing skill, content area, and grade level you chose. Use the Lesson Builder to create the lesson.

Review the following websites:
- "U.S. Department of Education State Contacts"
- Common Core Standards
- State Specific Information

Access the following resource:
- The Lesson Builder

Sign up for a free account to create your lesson.

**Oral Language and Speaking**

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

This topic addresses the following competency:

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

This topic highlights the following key concepts:

- oral communication standards for elementary students
- lesson plans that enhance the development of students' oral language skills

**Read: Speaking Skills**

As you read the following sections about teaching speaking, write a paragraph explaining why providing instruction for speaking skills is a vital part of literacy instruction.

- Goals and Techniques for Teaching
- Strategies for Developing Speaking Skills
- Developing Speaking Activities
• Strategies for Teaching Syntax

Read about teaching speaking on the following web page:

• "Teaching Speaking"

Read: Listening Skills

As you read the following sections about teaching listening, write a paragraph explaining why providing instruction for listening skills is a vital part of literacy instruction.

• Goals and Techniques for Teaching
• Strategies for Developing Listening Skills
• Developing Listening Activities

Read about teaching listening on the following web page:

• "Teaching Listening"

Read: Developing Oral Language in the Primary Classroom

As you read the linked articles, write a reflection in your notebook on how the information in the article aligns with the information provided on the "Teaching Speaking" web page.

Read the following articles:

• "Developing Oral Language in Primary Classrooms"
• "40 Speech Topics to Meet Oral Communication Standards"
• "Young Children's Oral Language Development"

Teachscape Module: Listening and Speaking Skills

• "English Language Learners: Listening and Speaking"

Once on the Teachscape website, watch the videos and complete the activities as prescribed in the "English Language Learners: Listening and Speaking" module.

Review: Your State Standards and the Common Core Standards

The Common Core Standards are an integral and foundational aspect of the lesson plan and an important section of the objective assessment for this course. Please download and read this document carefully, paying special attention to the progression of skills from grade level to grade level.

As you review the standards linked below, complete the following:

• Choose several grade levels to review.
• In your journal, write the key skills that are taught in the standards for your chosen grade levels.
English Language Arts Standards

Note: If your state has not adopted the Common Core Standards, you may use the Speaking and Listening standards from your state standards list.

Synthesize: Developing Story Structure with Paper-Bag Skits Lesson

As you read the linked material, answer the following questions in your notebook:

- What is the central focus, or core concepts and important understandings, that students should develop within each learning segment?
- What speaking and listening standards are supported by the lessons?
- Describe how the standards align to the central focus in each lesson segment.
- What instructional strategies are used to support the standards?

Read the lesson information on the "Instruction Plan" tab of the following website:

- Developing Story Structure With Paper-Bag Skits

Create: Speaking and Listening Lesson Plan

Consider the Common Core English Language Arts Speaking and Listening standards and the resources found on the "Teaching Speaking" and "Teaching Listening" web pages. Select a standard to use to build a lesson. Use the Lesson Builder to build the lesson.

Review the following web resources to create your lesson:

- "U.S. Department of Education State Contacts"
- Common Core Standards
- State Specific Information
- "Teaching Speaking"
- "Teaching Listening"

Access the following resource:

- The Lesson Builder

Sign up for a free account to create your lesson.

Check for Understanding

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

- Written and Spoken Formal English Self-Check
Expanding Students' Knowledge

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

Reading to Learn

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

This topic addresses the following competency:

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

This topic highlights the following key concepts:

- utilizing developmentally appropriate instructional strategies for reading and writing to learn
- integrating reading skill instruction (i.e., word recognition and comprehension) in instructional units for reading and writing
- incorporating a variety of texts in standards-based lessons
- teaching basic reading skills using varied texts

**Read: Chapter 7**

Read the following pages from *Creating Literacy Instruction for All Students*:

- pages 309–313 (starting at the beginning of the chapter) from Chapter 7: "Comprehension: Theory and Strategies"

Complete the Reading Guide and Quizlet for Chapter 7

- Reading Guide—Chapter 7
- Flash cards—Chapter 7

**Read: Chapter 7**

Read the following pages from *Creating Literacy Instruction for All Students* and take notes on how to teach comprehension strategies:
Read: Chapter 7

Read the following pages from *Creating Literacy Instruction for All Students*:

- pages 330–349 (starting at "Teaching Elaboration Strategies") from Chapter 7: *Comprehension: Theory and Strategies*

Apply: Teaching Comprehension and Inferences

Review the following lesson plan:

- **Author Study: Improving Reading Comprehension Using Inferences and Comparison**

Click on the Instructional Plan tab and answer the following questions in your notebook:

- What did you learn about teaching inferences?
- How does making a personal connection with the author help the students learn? What other kinds of connections can you encourage students to make to the text to build comprehension?
- What role does writing the biographies play in the comprehension for the students?

Read: Chapter 7

Read the following pages from *Creating Literacy Instruction for All Students*:

- pages 350–354 (starting at "Reciprocal Teaching") from Chapter 7: *Comprehension: Theory and Strategies*

Read: Chapter 7 Making Strategy Instruction Work

Read the following pages from *Creating Literacy Instruction for All Students*:

- pages 356–359 (starting at "Making Strategy Instruction Work") from Chapter 7: *Comprehension: Theory and Strategies*

Read: Chapter 9

Read the following pages from *Creating Literacy Instruction for All Students*:

- pages 397–409 (starting at "Importance of Content-Area Literacy") from Chapter 9: *Reading and Writing in the Content Areas and Study Skill*

As you read, answer the following questions in your notebook:

- Why is it important for students to have content-area literacy instruction?
- What factors contribute to making teaching content-area literacy so challenging?
- What are some instructional techniques you can use to build conceptual understanding of content-area literacy?
• Consider the various types of graphic organizers and their functions. In addition to the structured overview graphic organizer, what other one can be used to promote the same thinking skills of categorizing and classifying information to reinforce vocabulary?

Create a chart and record the strategies for before, during, and after reading strategies. 
**Read: Pre-, During-, and Post-Reading Strategies for Comprehension**

Read the following document from Teach for America:

• **Building Comprehension Through Pre-, During-, and Post-Reading Strategies**

As you read the article, add any additional detail or new strategies to the chart you already created for before, during, and after reading strategies.

**Read: Chapter 9**

Read the following pages from *Creating Literacy Instruction for All Students*:

• pages 411–415 (starting at “Differentiated Instruction”) from **Chapter 9: "Reading and Writing in the Content Areas and Study Skill"**

As you read, answer the following questions in your notebook:

• What are some specific ways you can differentiate your instruction when teaching an entire class from the same textbook that is generally designed for the average student?
• In what ways can trade books benefit struggling readers?
• In what ways can trade books benefit achieving readers?
• What are some of the advantages of e-books, online text, and e-readers?
• How does the language-experience approach work to provide accessible print for students?

**Read: Chapter 9**

Read the following pages from *Creating Literacy Instruction for All Students*:

• pages 416–425 ("Writing to Learn") from **Chapter 9: "Reading and Writing in the Content Areas and Study Skill"**

As you read, answer the following questions in your notebook:

• What are some brief writing-to-learn activities you can use to check for students' understanding?
• How might you develop the content area knowledge and language skills (vocabulary/academic language) of ELL students in your classroom?

Define the following terms in your notebook:

• Conceptual understanding
Answer the following question:

- Explain how SQ3R helps students learn to study more effectively.

**Read: Chapter 8**

As you read the linked material, define the following terms in your notebook:

- expository text
- guided reading
- think-pair-share
- directed reading-thinking activity
- cloze procedure
- judging sources

Read the following pages from *Creating Literacy Instruction for All Students*:

- pages 361–395 (starting at the beginning of the chapter) of *Chapter 8: “Comprehension: Text Structures and Teaching Procedures”*

**Read: Reading and Writing for Understanding**

Read “*Reading and Writing for Understanding*” and answer the following questions in your notebook:

- Describe how the skills taught in reading are also beneficial to writing instruction.
- Why is it important for students understand this relationship?
- What are some ways you can foster the reading and writing connection?

**Read: Chapter 6**

Read the following pages from *Creating Literacy Instruction for All Students*:

- pages 261–263 (starting at the beginning of the chapter) of *Chapter 6: “Building Vocabulary”*

**View and Reflect:**

Improving Students' Vocabulary

As you watch the linked video, reflect on the following prompts:

- What are other creative ways to integrate vocabulary development in daily instruction?
- How can you incorporate academic language and vocabulary into your lessons to help
students develop cross-curricular understandings?

View the following video:

- Building Vocabulary by Connecting Text to Personal Context

Read: Chapter 6

Read the following pages from Creating Literacy Instruction for All Students:

- pages 263–267 (starting at "Selecting Words for Instruction") from Chapter 6: "Building Vocabulary"

Read: Chapter 6

Read the following pages from Creating Literacy Instruction for All Students:

- pages 267–286 (starting at "Techniques for Teaching Words") from Chapter 6: "Building Vocabulary"

Read: Chapter 6

Read the following pages from Creating Literacy Instruction for All Students:

- pages 287–306 (starting at "A Planned Program") from Chapter 6: "Building Vocabulary"

Read: Vocabulary Strategies

Read the following WGU Library articles and answer the associated questions in your notebook:

"Words are Wonderful: Interactive, Time-Efficient Strategies to Teach Meaning Vocabulary"

- What does research show about vocabulary instruction?
- Make a list of the six strategies in the article. Which ones do you think you might use and how?
- What connections do these strategies make with the students and with the world outside of the classroom?

"ROOTing Out Meaning: More Morphemic Analysis for Primary Pupils"

- What grades are suggested as where to beginning teaching students about word structure?
- Write down and make a record of the suggestions for how to break the words down and what to expect for the first, second, and third grade levels.
- What are the guidelines that the teachers came up with in this article to help differentiate when to include morphemes in their lessons?

Review: Teaching Phonics, High-Frequency Words, and Syllabic Analysis

As you read the material listed below, complete the following:
Look for information regarding word recognition.
Consider how word recognition is supported by phonics and high frequency word instruction.
Answer the following questions.
  - What is word recognition?
  - How does word recognition lead to student comprehension of text?

Review the following chapter from *Creating Literacy Instruction for All Students*:

- Chapter 5: "Teaching Phonics, High-Frequency Words, and Syllabic Analysis"

Synthesize: Reading and Writing: This Land is Your Land Lesson

As you complete the module listed below, take notes in your notebook on how the teacher uses the text and textual structures to guide the students in word recognition and comprehension of the text.

Watch all of the videos from the following topic of Educational Impact: Classroom Lessons Un-Narrated:

- Module 2: Topic A "Non-Fiction Guided Reading—Ms. Zanjani"

Analyze: Lesson Comparison: Word Recognition or Comprehension

As you watch the linked video, compare the instruction from both lessons by answering the following questions in your notebook:

- What was the central focus or core concepts that the teacher wanted students to learn in each lesson segment?
- How did the lesson segment support what you have learned about teaching reading comprehension?
- How did the lesson segment support what you have learned about teaching word recognition?
- What modifications would you suggest to improve these lessons?

Watch the following video:

- Using Phonetic Strategies to Decode Text Successfully

Read: Reading Comprehension to Writing

As you read the linked material, complete the following:

- Identify how students go from basic understanding to a critical level of understanding.
- Identify ways that students can use writing to increase their understanding.
- Discuss how reading and writing work together as an integrated team to support content area instruction.

Read the following pages from *Creating Literacy Instruction for All Students*, which discuss how
reading and writing are related:

- pages 308–312 (starting at "Anticipation Guide") in Chapter 7: "Comprehension: Theory and Strategies"
- pages 415–417 (starting at "Writing to Learn") in Chapter 9: "Reading and Writing in the Content Areas and Study Skills"
- pages 497–498 (starting at "Anticipation Guide") in Chapter 12: "Writing and Reading"

**Synthesize: Strong Vivid Language Guided Writing**

As you watch the linked videos, write a reflection in your notebook on how the teacher in the video uses both reading and writing to support the students' understanding of the story.

Watch all of the videos from the following topic of Educational Impact: Classroom Lessons Un-Narrated:

- Module 3: Topic F "Strong Vivid Language Guided Writing—Mr. O'Brien"

**Read: Word Wall**

As you read the linked material, complete the following:

- In your notebook, make a heading titled "Word Wall" and a heading titled "Sentence Wall."
- Explain the two strategies and justify the use of these strategies in your classroom.
- Under each strategy, identify how often you would change a word wall or a sentence wall.

Read the following sections of *Creating Literacy Instruction for All Students*:

- p. 215 ("Word Wall") in Chapter 5: "Teaching Phonics, High-Frequency Words, and Syllabic Analysis"
- p. 420 ("Sentence Walls for ELLs and Struggling Readers") in Chapter 9: "Reading and Writing in the Content Areas and Study Skills"

**Evaluate: Integration of Text to Teach Strategic Knowledge**

As you read the linked articles, complete the following:

- Identify ways that you can integrate more academic language into your instruction to help students engage with content across the disciplines.
- Identify the types of text that should be integrated in instruction to support learning and provide examples of how teachers can use these texts.

Read the following articles:

- "Mingling 'Fact' With 'Fiction': Strategies for Integrating Literature Into History and Social Studies Classrooms"
- "Reading and Learning About Our Wonderful World: Information-Rich Resources and
Strategies to Engage Readers

Synthesize: Who Done It? Exercise

As you read the linked article, use the knowledge you have gained in this course to answer the following questions:

- How would you use word walls or sentence walls in this lesson?
- How would you use various types of texts (fiction and informational texts) to support students' understanding of the concept?
- What strategies would you use to support comprehension?
- How would you integrate writing into this lesson?

Read the following WGU Library article:

- "Who Done It? The Case of the Suicidal Murder Victim: A Forensic Investigation for Middle School Students"

Evaluate: Word Recognition Strategies Using Nursery Rhymes

As you evaluate the linked lesson plan, answer the following questions in your notebook:

- How are the skills of word recognition taught in the lesson segment?
- Does the instruction align with the Common Core standards or your state standards? Identify standards addressed in the lesson.
- What comprehension strategies and language supports are used to help students understand the text?
- Review the standards that are listed for the lesson. Can you identify where in the lesson each standard is taught? If you can't, which ones are missing? How would you integrate the missing standards into the lesson?

Evaluate the following lesson plan for strategies to teach word recognition, comprehension, and content knowledge:

- "Word Recognition Strategies Using Nursery Rhymes"

Tiered Assignments

Tiered instruction can be used to provide for individual differences in the classroom. Read the following pages from the textbook and consider how you would differentiate between advanced learners, gifted and talented students, average learners, learning support students (those with IEPs), learners who need extra support but don't have an IEP, and ELL students. You might consider using a grouping strategy, such as a mini-group, a center, or technology to address the specific needs of all students.

Read the following section of Creating Literacy Instruction for All Students:

Read the following sections of *Leading and Managing a Differentiated Classroom*:

- pp. 12–18 ("Understanding Differences in Order to Lead") in Chapter 1: “Understanding Differentiation in Order to Lead”
- pp. 88–91 ("Using Student Groups and Classroom Community") in Chapter 4: “Learning Environment”

Reflect in your notebook on the following questions:

**Pages 12–19**

- What biases or preconceived notions did you have concerning differentiation in the classroom?
- Summarize 3 to 4 key elements of differentiation.
- What connections can you make between the content, process, and product?
- How does a student’s readiness affect their interest in learning?
- How can considering students’ individual learning profiles impact the way a teacher will group students in the classroom?

**Pages 88–91**

- In what two ways does the author use Benjamin as an example of flexible grouping?
- How does assigning individual roles within groups create success for all students?
- What are some suggestions that the author gives to help students make the content accessible to everyone in a mixed group?

Read the following section of Special Education in Contemporary Society: An Introduction to Exceptionality:

- pp. 555–557 in Chapter 14 “Individuals Who Are Gifted and Talented”

Reflect in your notebook on the following questions:

- What is differentiation according to this text?
- Did you have some of the same common myths about gifted students as listed on page 556?
- What are two things that you learned about what differentiated instruction is or is not?

**Learning Centers**

Learning centers can provide practice and reinforcement of skills. They can enrich learning and be adapted to student interests and diversities.

Watch Videos: Overview of Phase 5: All 5 Standards Working Together

- Module 7: Topic A "Overview of Phase 5: All 5 Standards Working Together"
As you watch the Educational Impact videos, complete the following:

For videos 4–10, answer the following questions:

- What key areas did the teacher in the video focus on when preparing the centers for her students? Why did she choose these areas?
- How were the centers introduced to the students?
- Based on the information about center introductions (briefings), would you have added different activities or materials to the centers? Explain your ideas.
- Was the information effective to explain the expectations to the students?

For video 11, answer the following questions:

- How do your responses compare to the teacher's reflection?
- What information did you identify that was the same?
- What information did you miss or not think about until you heard her reflection? How can this help you in planning instruction?

Synthesis: Creating a Learning Center

Using lesson ideas presented in the article "Focus on Fire Fighters," develop at least three learning centers to teach or reinforce the standards for the lesson. Answer the following questions:

- What specific standards will the centers support?
- What materials will be needed? Remember to include items to support the literature-rich environment you have been creating.
- How will you introduce the centers to students?
- Where in the classroom will the students participate in these centers, based on the classroom sketch you have been creating?

Synthesize: Differentiating Learning Centers

Using the centers you designed in the activity “Synthesis: Creating a Learning Center,” differentiate your centers to meet the needs of ESL learners.

Create: Reading Comprehension Unit

Create a one-week instructional unit. Complete the following to create your unit:

- Use the linked websites to review the Common Core English Language Arts Standards and any other content standards you want to integrate into the unit.
- Identify a standard to focus on to create a one-week unit.
- Include the following components in your unit:
  - word-recognition strategies to help students decode new words (if appropriate)
  - vocabulary instruction for academic vocabulary and for understanding textual language
  - reading-comprehension strategies
  - content area standards that support the development of language arts skills
○ print materials that support the content of the literature that is taught, or that integrate other content standards in the unit

Review the following websites to create your unit:

- "U.S. Department of Education State Contacts"
- Common Core Standards
- State Specific Information

Use the following template to create a one-week unit focused on the standard you chose:

- Unit Plan Template

Check for Understanding

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

- Expanding Students’ Knowledge Self-Check

Awareness and Differences in Society

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

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

Valuing Differences

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

This topic addresses the following competency:
• Competency 669.1.4: Awareness and Differences in Society
  The graduate designs instruction that supports the development of awareness, understanding, respect, and the valuing of differences in society.

This topic highlights the following key concepts:

• standards related to respecting and valuing differences
• learning environments that foster respect for and understanding of differences
• learning resources that support an awareness of and appreciation for differences in society

Review: State Standards and Common Core Standards

Research your state standards and the Common Core standards and complete the following:

• Identify standards that address the exploration and valuing of differences.
• For each standard identified, describe how you could support that standard within the classroom environment.
• Think about instructional strategies you have learned in this course and in other courses. How would you use these strategies to support diversity in your classroom and apply knowledge of your students' personal, cultural and community assets?

Access the following websites to complete this activity:

• "U.S. Department of Education State Contacts"
• Common Core State Standards
• State Specific Information

Review: Diversity in Students

As you review the linked material, complete the following in your notebook:

• Write a short reflection on the ideas presented in the reading material.
• Identify ways to celebrate the different cultural assets represented in your classroom and include various traditions, literature, language, and art from other cultures into your instruction.
• Create a poster that states an expectation for accepting diversity to display in your classroom. Consider how you will present the poster to the class and help students meet stated expectations.

Review the following sections from Creating Literacy Instruction for All Students:

• pages 51–53 (starting at "Culturally Diverse Students") in Chapter 2: "Teaching All Students"
• p. 18 ("Importance of Students' Cultures") in Chapter 1: "The Nature of Literacy"
• p. 310 ("The Process of Comprehending") in Chapter 7: "Comprehension: Theory and Strategies"
Review the following pages of the textbook for additional resources on English Language Learners.

- **ELL Study Guide**

**Create: Activities to Celebrate and Support Diversity**

In the activity "Review: State Standards and Common Cores Standards," you identified standards that focused on the exploration and appreciation of differences. Select one or two of those standards to address in a unit on diversity. Plan the following components for your unit:

- text that will support the standards and the objectives of the unit
- activities that will support the standards to be used in lessons or learning centers
- text for the literature-rich environment that you are developing for your classroom
- vocabulary to include on your word wall
- technology and media that will help students understand diversity

**Review: Reading and Writing Integration**

As you review the linked material, complete the following:

- In your notebook, make a list of ways to integrate reading and writing instruction in lessons.
- Review your state standards or the Common Core standards for collaboration for reading and writing, and list standards that support collaboration within the different skill sets.

Review the following chapter from *Creating Literacy Instruction for All Students*:

- **Chapter 9: "Reading and Writing in the Content Areas and Study Skills"**

Complete the Reading Guide and Quizlet for Chapter 9

- **Reading Guide—Chapter 9**
- **Flash cards—Chapter 9**

Research your state standards and the Common Core standards using the following websites:

- "[U.S. Department of Education State Contacts](U.S. Department of Education State Contacts)"
- **Common Core State Standards**
- **State Specific Information**

**Synthesis: Integration of Reading and Writing into the Unit**

Using the unit that you began developing in the activity "Create: Activities to Celebrate and Support Diversity," answer the following questions in your notebook to add reading and writing integration to the unit plan:

- What collaboration standards will support the integration of reading and writing?
• Will this be done in lessons or centers?
• What specific activities will you use to integrate the two subjects?

**Review: Promoting Diversity in the Classroom and School Library through Social Action**

As you read the linked lesson plan, complete the following:

• In your notebook, list the elements of the lesson that help support diversity and cultural awareness.
• Discuss how cultural assets are addressed in the lesson.

Read the following lesson plan:

• "[Promoting Diversity in the Classroom and School Library through Social Action](#)"

**Synthesis: Promoting Diversity in the Classroom and School Library through Social Action**

As you read the linked lesson plan, add to the lesson by responding to the following questions in your notebook:

• What additional text could be used to support the lesson and create a literature-rich environment?
• What vocabulary would be added to your word wall?
• What modifications would you make to the lesson for teaching diversity to the students?

Read the following lesson plan:

• "[Using Picture Books to Explore Identity, Stereotyping, and Discrimination](#)"

**Create: Annotated List of Resources**

In your notebook, start an annotated APA reference list with resources for text, materials, and teaching ideas to promote cultural diversity, respect for diversity, and differences in society. Make sure to include all the resources that you have found up to this point in the course.

**Check for Understanding**

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

• [Awareness and Differences Self-Check](#)

**Technology and Reading and Writing**

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

**Developmentally Appropriate Technology for Reading, Writing, and Collaboration**

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

This topic addresses the following competency:

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

This topic highlights the following key concepts:

- technologies for student collaboration
- selecting technologies for student use
- identifying technology resources for classroom use

**Identify: Technology and Language Arts Standards**

As you access the Common Core standards, complete the following:

- Select an elementary grade level and identify how technology is integrated in the grade-level standards for the following areas:
  - writing
  - speaking and listening
  - language
  - reading literature
  - informational text standards
- Create a list of technologies that could be used to support the standards you identified.

Review the grade-level standards from the following website:

- [Common Core Standards](#)

**Connect: Personal use of Technology**

Create a list of the technologies that you use for reading, writing, listening, and speaking, and then answer the following questions in your notebook:

- How do the listed technologies support learning?
- Which of the listed technologies would be appropriate for elementary students to use? Explain.
- What are the benefits and challenges of using the listed technologies?

**Read: Why Do We Need Technology Integration?**
Read the following articles and then create a list in your notebook of ways technology can be used to enhance learning:

- "Why Do We Need Technology Integration?"
- "The World at Your Fingertips: Education Technology Opens Doors"
- "Why Integrate Technology Into the Curriculum?: The Reasons Are Many"

**Research: Technology Use in Your Area**

Arrange an interview with a school principal and/or classroom teacher in your area to discuss the use of technology for language arts instruction. In your notebook, record the principal's or teacher's answers to your questions. The following questions could be included in your interview:

- What technologies are used at the school and in classrooms?
- What technologies are used to enhance language arts instruction?
- To what extent are technologies interactive?
- What guidelines are in place for using technology for literacy instruction?
- Is technology used for student collaboration? If so, how?

**Synthesize: Choosing Appropriate Technologies**

Using information obtained from your interview with the school principal or classroom teacher in the "Research: Technology Use in Your Area" activity, answer the following questions:

- Which of the technologies are you familiar with?
- Which of the technologies would you use in your classroom for literacy instruction?
- Which of the technologies would be challenging to use in your classroom? Why?
- How would you address the challenges of using specific technologies?
- Are you familiar with any technologies that the school isn't using for literacy instruction? List those technologies.

**Watch: Technology in Education**

As you watch the linked video, complete the following:

- List the 10 reasons for using technology in the classroom.
- Consider the following questions:
  - Are the reasons for using technology in the classroom supported by research?
  - How do you know?

Watch the following video:

- [Top 10 Reasons to Use Technology in Education: iPad, Tablet, Computer, Listening Centers](#)

**Analyze: Assessing Current Technology**

As you read the linked material, complete the following:
• Review three of the sites listed in the reading.
• In your notebook, answer the following questions:
  ▪ What resources are available at the linked websites? Create a list of resources for classroom use.
  ▪ What new technologies do you want to explore and learn more about?

Read the following pages from *Creating Literacy Instruction for All Students*:

• pages 541–550 (starting at "Literacy and Technology: The New Literacies") from Chapter 13: "Creating and Managing a Literacy Program"

Complete the Reading Guide and Quizlet for Chapter 13

• Reading Guide—Chapter 13
• Flash cards—Chapter 13

Search: Online Safety

Search the Internet for information on online safety. Using the information you find, create a list of classroom rules for safe Internet use.

Read: Best Practices for Using Technology to Enhance Reading, Writing, and Collaboration

After you read the linked material, complete the following:

• Identify technology that supports reading, writing, and collaboration.
• Create a virtual presentation to share your findings.

Read the following articles:

• "Integrating Technology in the Classroom: It Takes More Than Just Having Computers"
• "50 Ways to Integrate Technology"
• "What is Successful Technology Integration?"

Use one of the following technology resources to create your presentation:

• Museum Box (you can register for an account)
• VoiceThread (you can register for a free account)
• Prezi (you can register for a free account)

Synthesize: Assessing a Current Lesson for Technology Use

Access one of the lesson plans you have created for this course. Review the lesson plan and identify how you can integrate technology to support the standards and objectives of the lesson.

**Synthesize: Integrate Technology in Unit Plans**

In a previous activity, you outlined a unit that included the following elements:
• Common Core English Language Arts Standard
• content area standard to integrate in the unit
• word recognition strategies to help students decode new words (if appropriate)
• vocabulary instruction for academic vocabulary and for understanding textual language
• reading comprehension strategies
• content area standards that support the development of language arts skills
• print materials that support the content of the literature that is taught, or that integrate other content standards in the unit

Access your unit plan and describe how you will incorporate the use of technology and technology centers into the plan. Consult the following website for an example of a unit plan template:

• Unit Plan

Create: Personal Technology Resources

Using your notebook, personal experiences, and the readings you have done in this course, create an annotated list of at least five developmentally appropriate technologies to support:

• reading,
• writing,
• collaboration, and
• the integration of content area instruction in language arts lessons.

The hints titled “Using Technology” throughout Creating Literacy Instruction for All Students provide many sites you can explore.

Create: Technologies that Support Student Interest

Using your notebook, personal experiences, and the readings you have done in this course, create an annotated list of at least five developmentally appropriate technologies to support a specific student interest. Refer back to the learning centers you created earlier in the course on a specific student interest for a topic to focus your technology resources.

Check for Understanding

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

• Technology and Reading and Writing Self-Check

Assessment Strategies and Reading and Writing

This is a comprehensive look at assessment strategies for reading and writing across the grades and across the curriculum.
Common Classroom Assessments
This section of the course covers assessment. Pre-assessments, formative assessments, and post-assessments drive learning in the classroom. Methods of assessment vary, but rubrics, trait assessments, observation, anecdotal records and many others are reviewed in this topic for reading, writing, and speaking.

This topic addresses the following competency:

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

This topic highlights the following key concepts:

- purposes for using reading and writing assessments
- common reading and writing assessments
- rubrics and scoring scales for evaluating students' performance
- using assessment results for determining students' instructional needs

**Read: Assessing for Learning Summative and Formative Assessments**

Read the following pages from *Creating Literacy Instruction for All Students*:

- pages 60–70 (starting at "Assessing for Learning: Summative and Formative Assessments") in Chapter 3: "Assessing for Learning"

View the following chart and complete the activities:

- **Overview of Informal Reading Assessments**
  - What are the differences between the phonological awareness assessment and the phonemic awareness assessment?
  - Choose four assessments from the chart and, in your journal, state how you might use the results in your reading instruction.
  - How can formative assessments help teachers individualize instruction?

Complete the Reading Guide and Quizlet for Chapter 3

- **Reading Guide—Chapter 3**
- **Flash cards—Chapter 3**

**Teachscape Module: Understanding Student Need**

At the end of this Teachscape Module, use the provided Action Plan Worksheet for each focus student or group you identified throughout the module.

Complete the following Teachscape lesson:
• Understanding Student Need

Read and Watch: Interpreting Data

Read the following pages from *Creating Literacy Instruction for All Students*:

- pages 70–77 (starting at "Assessing Fluency") in *Chapter 3: "Assessing for Learning"

After watching the following video, outline the steps of administering an IRI in your notebook:

- **Administering an Informal Reading Inventory (IRI)**

After reading the following article, develop two instructional activities based on the data of the example student:

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

**Read: Running Records**

Read the article "*Running Records and Benchmark Books*" and answer the following questions in your notebook:

- What information can you determine by administering a running record?
- How would you use the data from a running record to inform your instruction in the classroom?

**Read: Examples of IRI and Running Record**

Review the example of an informal reading inventory and a running record and answer the following questions in your notebook:

- How do the two assessments differ?
- How are the two assessments alike?
- How often would you use each assessment in the classroom?

**Read: Screening and Benchmarks**

Read the following pages from *Creating Literacy Instruction for All Students*:

- pages 77–84 (starting at "Word List Tests") in *Chapter 3: "Assessing for Learning"

Read the following article from the RTI Action Network and complete the activities.

- "*Universal Screening for Reading Problems: Why and How Should We Do This?*"

In your notebook, answer the following questions:

- What is a description of RTI you could provide a parent?
- What are the most common screening measures used in the primary grades?
- What are the two most important measures that screening should address?
Why is it important that students are not "over identified"?

Teachscape Module: Effective Formative Assessment

As you move through this module, compare and contrast formative and summative assessments in a two column chart. Think about when you would use each type of assessment in your classroom.

Complete the following Teachscape Module:

- Effective Formative Assessment

Synthesize: Criterion-Referenced Assessment

Review the following pages in Creating Literacy Instruction for All Students:

- pages 60–87 of Chapter 3: "Assessing for Learning"

Teachscape Module: Instructional Decision Making

At the completion of this module, create an action plan with the provided template. On the plan, review grade level expectations, label with appropriate reading standards, and write instructional goals for three and six weeks. Keep these in mind as you work through this Teachscape unit.

Complete the following Teachscape Module:

- Instructional Decision Making

Define: Assessment Terms

Write definitions for the following terms in your study journal as you review the linked material:

- rubrics
- holistic evaluation
- anecdotal records
- observation
- quantitative and qualitative measures
- portfolios

Review the following chapter of Creating Literacy Instruction for All Students:

- Chapter 3: "Assessing for Learning"

Note: If you feel that you do not have enough information to summarize each type of assessment, refer back to your materials from Educational Assessment.

Review: Purpose of Rubrics

Do the following as you think about what you have learned about assessments and their role in the classroom:
• Explain the benefit of using a rubric to score writing assignments.
• Answer the following questions:
  ○ How does using rubrics benefit your students' understanding of grading expectations?
  ○ How can using the same rubric help you track your students' progress in the writing program?
  ○ What data will using rubrics help you collect?
  ○ What is the benefit of this data?

Reference the rubrics found on the following website to answer the questions above:

• 6+1 Traits Rubrics (You will need to enter your email address and school information to gain access.)

Practice: Review Writing Samples Using a Rubric

As you select examples of student writing, complete the following:

• Evaluate at least one paper per grade level.
• In your notebook, record the score for the paper and your justification for giving that score.
• Compare your score with the evaluator's annotation.
• Summarize what you learned about using rubrics for grading students' work.

Review several examples of scored writing samples on the following website, including samples from different traits, score levels, and grade levels:

• Samples of Student Writing

Use the rubrics provided on the following web page to evaluate the student samples:

• 6+1 Traits Rubrics (You will need to enter your email address and school information to gain access.)

Synthesize: Monitoring Assessments

As you review the linked material, complete the following:

Select a benchmark or progress-monitoring instrument described in the chapter. In your notebook, respond to the following prompts:

• In terms of your theory of literacy instruction and/or research in the field, explain why you chose this particular instrument.
• Analyze the assessment instrument and make a judgment about its content validity.
• Make a judgment about its usefulness and reliability.

Review the following pages from Creating Literacy Instruction for All Students:
Identify: Grade-Appropriate Assessment Strategies

In a previous activity, you outlined a unit that included the following elements:

- Common Core English Language Arts Standard
- content area standard to integrate in the unit
- word recognition strategies to help students decode new words (if appropriate)
- vocabulary instruction for academic vocabulary and for understanding textual language
- reading comprehension strategies
- content area standards that support the development of language arts skills
- print materials that support the content of the literature that is taught, or that integrate other content standards in the unit

Access your unit plan and add at least three grade-appropriate assessment strategies that could be used to assess learning. Consult the following website for an example of a unit plan template:

- Unit Plan

Create: Unit Rubric

Review the standards and objectives you included in the plan created in the topic "Reading to Learn." For each objective, create a rubric that could be used to assess the students' understanding of the skill.

The following resources can be used to create the rubric:

- Lesson, Units & Rubrics tab on Taskstream
- RubiStar

Check for Understanding

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

- Assessment Strategies and Reading and Writing Self-Check

Instructional Strategies and Academic Language

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

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

This topic addresses the following competency:

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

This topic highlights the following key concepts:

- Standards-based lessons that integrate content area curriculum with literacy instruction
- Integrating reading, writing, and oral discourse across the curriculum

**Teachscape Lesson: Literacy Across the Curriculum: Integrating**

As you complete the Teachscape lesson, explain in your notebook how the integration of reading, writing, and oral language worked together to create a multifaceted unit for the students.

Complete the following Teachscape lesson:

- **Literacy Across the Curriculum: Integrating**

**Read: Comprehension Strategies**

As you read the linked material, complete the following:

- Create a table and categorize each comprehension strategy as preparational, organizational, elaborational, or monitoring (metacognitive).
- Answer the following questions in your notebook:
  - How do these strategies support reading and writing integration across the curriculum?
  - What are the seven strategies used to teach text comprehension?
  - Which strategies would be best for teaching comprehension of expository text?

Review the following chapter from *Creating Literacy Instruction for All Students*:

- **Chapter 7: "Comprehension: Theory and Strategies"**

Read the following articles:

- "Seven Strategies to Teach Students Text Comprehension"
- "How to Teach Expository Text Structure to Facilitate Reading Comprehension"

**Compare: Integration of Math, Reading, and Oral Language**
As you read the linked articles, complete the following:

- In your notebook, compare how both units integrate different content areas.
- Answer the following questions:
  - Which of the two lessons integrate math effectively with reading and writing?
  - Could math be integrated into both lessons? How would you do this if you were teaching these units?

Read the following articles:

- "Explore the World by Researching Great Buildings"
- "Wetlands: An Interdisciplinary Exploration"

Synthesize: Adapting a Lesson Plan

As you review the linked material, complete the following:

- In your notebook, make a heading for "Modification" and answer the following questions:
  - What is a state standard for this lesson?
  - How could you adapt this lesson for studying a subject in history (or other area) and a primary document of biography?
  - What text would you use?
  - What oral language activities would you add to the lesson?
  - What other adaptations would be necessary for making this a cross-curricular reading lesson?
- In your notebook, make a heading for "Strategies" and answer the following questions:
  - How would the lesson have to change for the specific grade level you want to work with?
  - What would be the overall goal of the lesson?
  - Would you need to adapt any of the instruction to make sure that the goal was met?

Review the following lesson from Creating Literacy Instruction for All Students:

- p. 512 ("Lesson 12.1 Writing Strategy: Adding specific Details") of Chapter 12: "Writing and Reading"

Read: Writing Across the Curriculum and Academic Language

As you read the linked material, complete the following:

- In your notebook, identify the different types of writing that can be used for each content area.
- Answer the following questions:
  - Why is it important to include informative/explanatory writing using nonfiction texts?
  - Why are academic language and discourse critical for teaching science?
Read the following articles:

- "A Range of Writing Across the Content Areas"
- "Supporting Scientific Language in Primary Grades"

**Check for Understanding**

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

- [Instructional Strategies and Academic Language Self-Check](#)

**Complete: Lang Arts Instruction & Intervn Performance Assessment**

Complete the following performance assessment in Taskstream:

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

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

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

**Complete: Pre-assessment**

Take the Language Arts Instruction and Intervention preassessment.

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

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

**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.