This course supports the assessments for EAT1. The course covers 10 competencies and represents 2 competency units.

Introduction

Overview
The Literacy and Elementary Reading course will be a great time of learning for you as you continue to prepare for your upcoming demonstration teaching experience. You will begin to develop a solid knowledge base in reading and literacy as you work through this course. You will build upon what you've learned previously in Foundations of Teaching and Effective Teaching Practices. What you will learn over the next several weeks will help you advance your goal of becoming a caring and competent elementary teacher.

Watch the following video for an introduction to this course:

Competencies
This course provides guidance to help you demonstrate the following 10 competencies:

- **Competency 602.8.1: Language and Literacy Development**
  The graduate explains relationships between oral language development, reading acquisition, and literacy development.

- **Competency 602.8.2: Social and Cultural Nature of Language**
  The graduate explains the dynamic social and cultural nature of language.

- **Competency 602.8.3: Emergent Literacy**
  The graduate articulates principles and incorporates practices of emergent literacy that help children develop prereading and prewriting skills.

- **Competency 602.8.4: Phonological and Phonemic Awareness**
  The graduate designs activities that promote the development of phonological and phonemic awareness.

- **Competency 602.8.5: Word Recognition: Phonics, Recognition, and Decoding**
  The graduate explains reading principles and designs instruction that promotes word identification.

- **Competency 602.8.6: Oral Reading Fluency**
  The graduate describes the role of oral reading fluency in reading comprehension and demonstrates effective research-based teaching practices that promote fluency.

- **Competency 602.8.7: Vocabulary**
  The graduate designs and presents instruction that focuses on vocabulary in isolation and in context, based on a correct understanding of the relationship between vocabulary and reading comprehension.

- **Competency 602.8.8: Narrative Text Analysis**
  The graduate analyzes genres, bias, stereotyping, and grade-level appropriateness in texts and designs instruction that will help students analyze texts.

- **Competency 602.8.9: Children’s Literature**
  The graduate evaluates, selects, and incorporates children's literature across curriculum
areas for a variety of instructional purposes.

- **Competency 602.8.10: Reading Comprehension**
  The graduate applies knowledge and skills that promote reading comprehension and teaches comprehension skills.

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

**Manually Enrolled Resources**
Take a moment to enroll in the learning resources listed in this section. To enroll, navigate to the “Learning Resources” tab, click the “Sections” button, and then click the “Enroll Now” button for each resource. Once your mentor approves your enrollment in the resource, you will receive an e-mail with further access instructions. Contact your mentor if you have questions.

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

**Handwriting Correspondence Course**

Please contact your mentor to receive directions for enrolling in the handwriting correspondence course.

- “Handwriting correspondence course” should appear as a learning resource.

Materials for the handwriting correspondence course will be sent to your home address.

*Note: A physical mailing address must be provided; UPS cannot deliver to a P.O. Box.*

*Note: The handwriting course will take **approximately three months to complete**, so you should begin working on the course as soon as you receive it. See RELT task 4, "Modeling Penmanship."

**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.


*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.*
Teachscape
You will access video modules from Teachscape at the activity level within this course. The Teachscape modules include video lectures, exercises, and interactive elements.

Other Learning Resources

You will use the following learning resources for this course.

Lesson Planning Best Practices
For this course, you will submit lesson plans to TaskStream. The Lesson Planning Best Practices resource is available to assist you in developing this important skill.

Please use this resource for this course and throughout the remainder of the program.

Additional Preparation
There are many different learning tools available to you within your course of study in addition to the learning resources already discussed. Take the time to familiarize yourself with them and determine how best to fit them into your learning process.

Message Boards, FAQs, Note-Taking Tool

Message boards, FAQs, and a note-taking tool are available in every course of study.

Use the "Additional Learning Tools" page to review these tools.

The WGU Central Library

The WGU Central Library is available online to WGU students 24 hours a day. The library offers access to a number of resources, including over 60,000 full-text e-books; articles from journals, magazines, and newspapers; course e-reserves; and tutorials on how to use these resources and the library. The library also includes a reference service for help with research questions or navigating the library.

For more information about using the WGU Library, view the "WGU Library: Finding Articles, Books & E-Reserves" video in the Student Resources section of The WGU Channel.

Message Boards, Learning Communities, Study Notes, FAQs

If you need help with any part of the writing or revision process, contact the Center for Writing Excellence (CWE). Whatever your needs—writing anxiety, grammar, general college writing concerns, or even ESL language-related writing issues—the CWE is available to help you. The CWE offers personalized individual sessions and weekly group webinars. For an appointment, please e-mail writingcenter@wgu.edu.

Course Instructor Assistance

Course instructors are available to help you. Their job is to aid understanding in areas where you need to improve and to guide you to learning resources. Request their help as needed when preparing for assessments.

Course instructors cannot provide reviews of entire assessments. If you fail assessment
attempts, review the provided feedback first, then ask the course instructor specific questions about what you can do to meet the competency standard. Request course instructor assistance as necessary in preparing for second attempts at objective assessments or performance task revisions. Mentors cannot guarantee you pass as they do not evaluate assessments; however, they can provide the assistance and advice necessary to help you succeed.

Please review this [presentation] on the benefits of collaborating with course instructors.

## Language and Literacy Development

Current research shows that language development is a key indicator for reading success. As a classroom teacher, your understanding of language development and ability to recognize developmental delays in reading (dyslexia), writing (dysgraphia) and oral language development that will help you to better meet the needs of children in your classroom.

You will learn about the following topics: characteristics of literacy development; influence of environment and culture on language development; theoretical framework about the relationship between reading and writing; reading acquisition theories; and how oral language, literacy development, and reading acquisition are related.

### Characteristics of Literacy Development

The International Reading Association (IRA) is an organization, based on membership, which holds conferences, publishes literature, and works with teachers from kindergarten through college in an attempt to improve reading and literacy education. If you are not already a member, you are encouraged to become one. State and national standards in reading and literacy are based on the IRA's positions.

After completing this topic, you will be able to discuss the characteristics of literacy development.

Some questions to consider include the following:

- What is literacy development, and when does it begin?
- What can you, as an elementary teacher, do to promote literacy development in your classroom?
- What advice would you offer to parents or other caregivers of young children to promote literacy development at home?

This topic addresses the following competency:

### Competency 602.8.1: Language and Literacy Development

The graduate explains relationships between oral language development, reading acquisition, and literacy development.

### Every Student Succeeds Act (ESSA)

Watch the video and read the article: Every Student Succeeds Act (ESSA).
Reflect on the video and the article. How will ESSA impact education for all students?
Language Development

Read the following pages in Language Arts: Integrating Skills for Classroom Teaching:

- pages 10-14 of chapter 1 ("Language and the English Language Arts")

Theoretical Frameworks of Literacy Development

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

- chapter 1 ("The Nature of Literacy")

Pay particular attention to the section on major theories of literacy learning and language development. Can you create a set of two-column notes and list each major theory in one column with its matching description in the other column?

How Oral Language, Literacy Development, Reading Acquisition, and Writing are Related

After you have viewed program 5 of the Foundations of Reading and Literacy DVD, take the quiz on page 28 of the DVD Course Handbook. Check your answers on page 297.

Literacy Processes

Complete the following figure in your DVD Course Handbook in order to gain a deeper perspective of how various literacy processes are interrelated:

- Figure 3-A (p. 29)

Visit the following website:

- "Early Literacy Development"

Read the overview about literacy development, to gain further understanding about the characteristics of each stage in literacy development.

You should select a children's book for each of these three stages. Construct a graphic organizer of specific instructional activities that you would conduct for each of the three stages. Don't forget to include how you would monitor your students' growth and performance over time. Feel free to collaborate with a WGU peer, classroom teacher, or WGU course instructor on this exercise.

Risk Factors for Reading Difficulty

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

- chapter 1 ("The Nature of Literacy")
- chapter 4 ("Fostering Emergent/Early Literacy")

Participate in the following:

Interview an elementary teacher in person or a reading expert online. After reading Gunning
chapters 1 and 2, pose questions to your interviewee about risk factors for reading difficulty.

Review the video "The Inclusive Classroom":

- View "The Inclusive Classroom."

https://lrps.wgu.edu/provision/33214412

Answer the questions that follow the video.

Post your response to this prompt on the message board: Develop a list of at least six risk factors for reading difficulty. Post your list and compare it with the thoughts of your peers on the message board.

**REAT Task 1 Performance Task**

Complete the following task in TaskStream:

- TM-Lit & Elem Reading: REAT Task 1

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

**Social and Cultural Nature of Language**

The social and cultural nature of language is changing, and you need to be prepared for these changes in a positive way.

It is important to understand how children develop skills and attitudes necessary to become proficient readers and writers, regardless of their social or cultural environment.

**Literacy for All Students**

Consider the following guiding questions:

- If a principal asked you to define the term second language acquisition in a job interview, what would you say?
- At what stages do students progress in various points in second language acquisition?
- What is the impact of various factors that influence language development and reading acquisition?
- What are the most effective strategies to help students whose native language is not English? Conversely, what are the most effective strategies to help students who are native English speakers?
- How can you, as a teacher, select quality teaching resources and digital tools that can help all of your students?

This topic addresses the following competency:

**Competency 602.8.2: Social and Cultural Nature of Language**
The graduate explains the dynamic social and cultural nature of language.
The Inclusive Classroom

Complete the English Language Learners: Culture, Language, Instruction Teachscape module:

Complete the module and in your learning journal, reflect on what you learned about teaching English Language Learners in the classroom.

Introduction to Diversity in the Classroom

Complete the module “Classroom Diversity: An Introduction to Student Differences”.

Visit the following website:

- The Case For Multicultural/Diverse Perspective Instruction

Read all six sections on the Multicultural/Diverse perspective instructional model.

Create a multimedia presentation or other comparable document to share with classroom teachers, WGU peers, or through the message board. Seek collaborative feedback from others in order to add to the document.

English Language Acquisition

Visit the following website:

- Stages of Second Language Acquisition

A variety of English language proficiency standards are used by school districts to guide instruction for English Learning Language students (e.g. The English Language Proficiency Standards -ELPS and the Teachers of English to speakers of Other Languages -TESOL). After reading the article, can you remember the five stages of second language learning? If possible, contact a school district to learn about the process being used to determine a students’ stage of language acquisition. Using the information gained through reading the article and what you have learned to observe (with permission) at least one second language learner and determine which stage the student is in. How might you use this information to create an individualized learning plan for that student?

Social Learning for All

Reading the following article Increase Student Interaction with “Think-Pair-Shares” and “Circle Chat”

In your learning journal reflect on how these instructional strategies assist English Language Learners.

Factors that Impact Language Development

There are many factors that influence language development and reading acquisition, such as physical, perceptual, emotional, socio-cultural, linguistic, environmental, and intellectual.
Complete both activities on page 47 of Creating Literacy Instruction for All Students.
**Students with Special Academic Needs**

Complete the “Teachers at the Loom” activity.

[Teachers at the Loom.]

**Selection of Appropriate Learning Resources**

After visiting the websites recommended in chapter 2 of *Creating Literacy Instruction for All Students*, see if you can draft a graphic organizer of your choice listing at least five learning resources (including digital tools) for native speakers of English, second language learners, gifted students, learning disabled students, and other diverse student populations that come to mind.

**REAT Task 2 Performance Task**

Complete the following task in TaskStream:

- TM-Lit & Elem Reading: REAT Task 2

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

**Emergent Literacy**

The activities associated with emergent literacy will delve into beginning reading instruction. There is a significant difference between emergent literacy and phonics. It is important that you understand the differences between the two terms, why emergent literacy has emerged as a critical reading skill for young children, and how and when to teach emergent literacy skills to children.

**Emergent Literacy**

Emergent literacy is not the same as phonics. Some questions you might pose include the following:

- What is emergent literacy?
- What are the stages of emergent literacy, and how are language arts developed?
- How can I promote emergent literacy in my elementary classroom at all grade levels, particularly for students who are at risk for reading difficulty?

This topic addresses the following competency:

**Competency 602.8.3: Emergent Literacy**

The graduate articulates principles and incorporates practices of emergent literacy that help children develop prereading and prewriting skills.

**What is Emergent Literacy?**

Read the following chapter of *Creating Literacy Instruction for All Students* on fostering emergent/early literacy:
chapter 4 ("Fostering Emergent/Early Literacy")

What is emergent literacy, and what is its role in early literacy? Jot down your thoughts and back up major points with some of Gunning’s work.

**Continuum of Emergent Literacy**

After completing the required readings from the textbook, see if you can articulate the developmental patterns of emergent reading and writing. Do this in a way that best suits your preferred learning style (take informal notes, record your thoughts into a tape recorder or onto an MP3 file, create a graphic organizer, etc.).

Share what you have created with at least two other people (family member, friend, WGU peer, WGU course instructor) and seek feedback about what you have done. Can the two reviewers explain to you—based on what you have included in your work—what the developmental patterns of emergent reading and writing are?

**Fostering Emergent Literacy**

Complete the module Phonemic Awareness.

**Early-Risk Factors for Reading Difficulty**

Read the article: Early Signs of a Reading Difficulty.

What are the warning signs that young children might be at risk for reading difficulty? Furthermore, what can or should you do for those children in order to help them gain a firm footing as early readers?

**Word Recognition**

What are at least three activities or strategies that you learned from reading chapter 4 of *Creating Literacy Instruction for All Students* that would be effective ways to help young students recognize a bank of words?

Visit the following website:

- Emerging Reading and Word-Identification Skills

After reading the article, find at least two instructional strategies that would address each of the following: concepts of print, letter names, phonemic awareness.

**Preparing for Spelling**

Oral language or phonemic awareness activities can help prepare students for spelling, and chapter 4 of *Creating Literacy Instruction for All Students* does a good job of explaining this further. After reviewing this chapter, can you list the various stages of spelling?

Review the "Primary Spelling Inventory" and see if you can administer the inventory to your own child or another child (with permission). As a follow up, what emergent literacy activities might you create for this child in order to improve his or her spelling in key areas as determined by the
“Elementary Spelling Inventory?”

**Sound, Letter, and Spelling Awareness**

The activities associated with this subject will help you develop a foundational knowledge of phonological and phonemic awareness as they relate to a balanced reading/literacy program. Hearing how words and word parts sound alike and different is an extremely important foundational skill during emergent literacy. Teachers should take great care in helping their students tune their ears to the various nuances of word parts in order to promote auditory discrimination and, later on, word recognition and decoding.

**Phonological and Phonemic Awareness**

Topics this week build on what was covered previously in the sections on language concept development and emergent literacy. Some guiding questions to consider include the following:

- Can you now compare and contrast the terms phonological awareness, phonemic awareness, and phonics?
- What is the best way to teach skills related to phonological or phonemic awareness?
- What are some basic principles of effective early instruction?
- How can you go about designing an instructional plan that teaches my students sound/symbol relationships?
- How does phonemic awareness positively impact literacy development, and what is some proven research to back this up?
- How can you create activities for your students that reinforce phonological awareness skills?
- How can you assess your students’ learning as it relates to phonological and phonemic awareness?

This topic addresses the following competency:

- **Competency 602.8.4: Phonological and Phonemic Awareness**
  - The graduate designs activities that promote the development of phonological and phonemic awareness.

**Phonological vs. Phonemic vs. Phonics**

Review the following chapter of *Creating Literacy Instruction for All Students* on fostering emergent literacy:

- chapter 4 ("Fostering Emergent/Early Literacy")

Reflect on the following:

- What is the developmental nature of phonics?
- How does phonics compare to phonological awareness? How do they both compare to phonemic awareness?
- Can you create a graphic organizer, such as a Venn diagram, to visually compare and contrast the three terms?
What are attributes that are distinct for each, and what attributes do they share in common?

**Instructional Activities: Phonological and Phonemic Awareness Skills**

Access the following Teachscape module:

- **Foundations of Teaching Reading: Phonemic Awareness**

Watch the videos in the Exploring Phonemic Awareness folder. After each video, complete the questions and check your answers.

*Note: Make sure to engage in all the materials in the folder to build your foundational knowledge.*

**Alphabetic Principle of Sound/Symbol Relationships**

According to *Creating Literacy Instruction for All Students*, "understanding the alphabetic principle means grasping the concept that letters represent sounds" (2010, p. 124). After reviewing chapter 4 again, complete at least two of the following skill-builders:

- Explain why the word "egg" is not a good word to serve as a model for the short e sound. Be able to explain to a friend or WGU peer how one's culture or one's regional dialect can impact sound/symbol relationships. Offer at least two specific examples.
- Draw from the list on page 123 of your Gunning text and identify those essential skills and understandings about emergent literacy that relate directly to the alphabet principle of sound/symbol relationships. Create a handout that you could give to parents in your classroom.

**How Phonemic Awareness Improves Literacy Development**

It has been determined that phonemic awareness does improve literacy development and that it serves as a foundational skill for phonics instruction. Find at least two examples of research-supported evidence that supports this claim. Hang on to these examples, making sure that you jot down the correct reference citation information in APA format. You can use what you learned in a later assignment.

**Instruction: Phonological Awareness**

After considering what you have learned thus far from your learning resources, develop a list of children's books that you could use to teach at least five different phonological awareness skills.

Use one of those books to create a flannel board activity or another similar type of activity for your young students. Be sure to clearly identify your learning objectives. Work with a child (your own, or another child with permission) using the Elkonin Phonemic Segmentation technique. What did you learn from this exercise?

**Assessing Phonemic and Phonological Awareness Skills**

In order to provide the most effective instruction for young students, it is important to regularly assess their phonemic and phonological skills. *Creating Literacy Instruction for All Students*
offers some useful information about assessing students' skills both formally and informally.

Review chapter 4, but pay special attention to pages 176-182.

After reading the overview entitled, "Using Assessment to Reduce Potential Reading Problems" on page 180, please visit the Phonological Awareness Literacy Screening website and examine closely what it has to offer. First visit "Tools," then "Assessments," and click on various grade levels. You will be able to see video clip footage of a variety of sub-tests on the PALS test which should prove quite valuable to your learning. Then, click on the "Resources tab," and then on "Activities." There you will find a plethora of research-based instructional activities on several different key areas of reading, including phonological and phonemic awareness.

REAT Task 3 Performance Task

Complete the following task in TaskStream:

- TM-Lit & Elem Reading: REAT Task 3

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

Word Identification: Phonics, Recognition, and Decoding

The activities associated with this subject will help you to more clearly understand how phonics, word recognition, and decoding all work together to build strong word identification skills that are necessary for reading success.

In chapter 5 of Creating Literacy Instruction for All Students will prove valuable to you this week, as will your DVDs. You will need to develop a repertoire in research-based instructional teaching strategies as well as in assessing word identification skills.

Principles of Word Identification

The elements of word recognition include phonics, word recognition, and decoding, and are extremely important parts of becoming a successful reader. It will be your role as an elementary teacher to help each of your students to achieve skills in these areas. A few guiding questions to consider as you work through this week's activities include:

- What does the research have to say about effective balanced reading instruction as it relates to word identification?
- What role can and should digital media play in word identification? What are some of the most effective word identification instructional strategies?
- How can phonics be worked into other elements of reading instruction?
- What are your own phonics-related skills?
- How can you teach phonics to small groups of students? How can and should student learning be assessed?
- What are cueing systems, and how can they be taught?
- What are high-frequency words, and why are they important?

This topic addresses the following competency:
• Competency 602.8.5: Word Recognition: Phonics, Recognition, and Decoding
  The graduate explains reading principles and designs instruction that promotes word identification.

Research Findings About Phonics Instruction

The National Reading Panel has done substantial work in the area of researching the most effective elements of a balanced literacy program. Either download the 8 1/2 minute video, or watch it from a streaming broadcast by following the directions at the National Reading Panel website.

Digital Literacy

The textbook Creating Literacy Instruction for All Students talks about the benefits of incorporating technology into a balanced literacy program in chapter 13. Review pages 563-568 in Creating Literacy Instruction for All Students, and visit all the "Using Technology" activities on each of those pages to learn more about how best to use technology to supplement and strengthen your reading instruction in word identification, phonics, decoding, and word recognition.

What did you learn? Organize the most important information and keep it handy to use in activities later on. Develop a bank of websites that you can pull from to create student activities.

Consult with a local elementary teacher or technology coordinator about the best software programs used for reading/literacy instruction. Make an effort to personally try out as many programs as possible and evaluate them.

Visit the following website:

  • The Future of Reading - Literacy Debate: Online. R U Really Reading?

After reading the article, talk with a friend, WGU peer, or classroom teacher about the pros and cons of incorporating technology-based activities into a reading/literacy curriculum at the elementary level.

Evaluating and Selecting Word Identification Strategies

Access the following Teachscape module:

  • Foundations of Teaching Reading: Phonics

Watch the videos in the "Exploring Phonics Instruction" folder. After each video, complete the questions and check your answers.

Note: Make sure to engage in all the materials in the folder to build your foundational knowledge.

Visit the following website:
• Teaching Word-Identification Skills and Strategies

Click on "Word Recognition Skills and Strategies." What are the major ways students identify words? Can you create a learning activity that incorporates two or more?

Generate a list of at least five research-supported word identification strategies.

Incorporating Phonics into Other Areas of Reading Instruction

Create a Word Wall that focuses not only on key word patterns, but also on a topic within a content area such as science, social studies, or mathematics. Share the Word Wall with a WGU peer, a WGU mentor, or a classroom teacher for feedback.

Your Own Phonics Skills

What are your own phonics skills? Why is this important? Consult chapter 5 of Creating Literacy Instruction for All Students to refresh your memory about each of the following:

• short vowel sounds
• long vowel sounds
• initial consonants
• ending consonants
• vowels in the medial position
• r-controlled vowels
• prefixes
• suffixes
• initial clusters
• final clusters
• patterns such as c-v-c, or c-v, c-v-e
• open syllable
• final e, vowel digraphs

Then, engage a friend or WGU peer to "test" your skills on each of these phonics elements. Practice on those that you don't know with automaticity.

Teaching Phonics in Small Groups

Since you have already viewed Foundations of Teaching Reading: Phonics, create a learning activity for a small group of elementary-aged students. If you are able, work with two or more students using the strategy that you chose, and reflect on what you learned as well as additional questions that you might want to post on the message board for further conversation with peers and the mentor.

Watch the following video clips under Foundations of Teaching Reading: Phonics ("Take a Look" and “See Phonics in the Classroom”. Complete the “Identify and Apply” activity that follows the video in your learning journal.

Assessing Students’ Learning in Phonics Skills

After consulting your Creating Literacy Instruction for All Students text and the learning
resources from the National Reading Panel, collaborate with a WGU peer to develop an assessment plan for assessing students' skills in phonics. When finished, test out the assessment plan by working with an elementary-aged child (with permission). As a result of what you learned about that child's skills, build an instructional plan tailored to that child's needs.

**Cueing Systems/Self-Correction Strategies**

There are three main ways that students decode words: phonic (graphophonic), semantic, and syntactic. These are called cueing systems, and they can prove valuable in learning a child's word identification strengths and weaknesses.

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

- chapter 3 ("Assessing for Learning")

Pay particular attention to pages 70–83. You should be able to define each of these three cueing systems, and provide examples of each.

In addition, you should also be able to list at least five different ways that students could be assessed in order to determine their cueing systems and self-correction strategies.

Complete the “Using Assessment to Inform Instruction” activity in Chapter 7.

- Using Assessment to Inform Instruction

**High-Frequency Words**

High-frequency words are a critical element of early reading instruction, and the *Creating Literacy Instruction for All Students* text talks about high-frequency words in chapter 5. Review those pages and then create a multimedia presentation for your WGU peers explaining what high-frequency words are, how they can be taught, and how they can be assessed. Share your multimedia presentation with at least two WGU peers or contact your WGU course instructor to make arrangements for you to lead an upcoming teleconference or webinar on this topic.

**REAT Task 4 Performance Task**

Complete the following task in TaskStream:

- TM-Lit & Elem Reading: REAT Task 4

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

**Oral Reading Fluency**

The activities associated with this subject will introduce you to effective methods of teaching oral reading fluency in the elementary classroom. Being able to read with fluency helps children better understand the content of what they are reading, and their reading will sound much more polished and smooth. This is necessary for reading success.
Oral Reading Fluency

Fluency is one of the components of a balanced reading/literacy program as defined by the National Reading Panel. It is important for students to read words with intonation, inflection, and automaticity. Some guiding questions you may choose to consider include:

- What is fluency, and how can it be taught effectively?
- How can oral reading fluency be assessed?
- What is guided oral reading, and why is it important?
- What is repeated reading?
- How can fluency be developed by reading words in isolation as well as within the context of sentences and passages?

This topic addresses the following competency:

- **Competency 602.8.6: Oral Reading Fluency**
  The graduate describes the role of oral reading fluency in reading comprehension and demonstrates effective research-based teaching practices that promote fluency.

**Effective Fluency Instruction**

Oral reading fluency can be taught effectively in many ways. Some of these ways include choral reading, repeated reading, guided reading, and readers’ theatre. Complete the exercises found in the following link:

- What components comprise high-quality reading instruction? Page 6: Fluency

Engage in all the case study activities and view all of the videos.

**Assessing Oral Reading Fluency**

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

- chapter 3 ("Assessing for Learning")

Look for appropriate ways in which you could assess your students' oral reading fluency skills. Create a letter to parents in which you explain what oral reading fluency is, why it is important, how it can be taught, and how it can be assessed. Be sure to list at least three ways fluency can be assessed in the letter. Share with a peer, a WGU mentor, or a classroom teacher for feedback.

Practice assessing a student in the following simulation to help you learn more about assessing students’ skills through running records.

- Complete the Classroom Assessment (Part 2): Evaluating Reading Progress.

Now, using Gunning pages 73–75 as a support tool, work with a child (with permission) to
administer a running record using an appropriately leveled book.

**Oral Reading Fluency Basics**

Read the following chapter in *Creating Literacy Instruction for All Students* on building fluency:

- chapter 5 ("Teaching Phonics, High-Frequency Words, and Syllabic Analysis")

Complete the activity at the bottom of page 240 of your text.

- Watch the video *An Example of Shared Reading*.

Reflect on how shared reading can enhance oral reading fluency.

Access the following Teachscape module:

- **Foundations of Teaching Reading: Fluency**

Click "Exploring Fluency" and watch "See Fluency in the Classroom."

Consider the following:

- What did you already know about fluency?
- What do you now know as a result of watching this video clip?
- What questions do you now have about fluency instruction? Write them down.

**REAT Task 5 Performance Task**

Complete the following task in *TaskStream*:

- TM-Lit & Elem Reading: REAT Task 5

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

**Vocabulary**

The activities associated with this subject will introduce you to basic principles of effective vocabulary instruction. A strong meaning vocabulary helps children understand the content of what they are reading, and sight vocabulary helps children read with fluency. Both are critical for comprehension.

**Vocabulary**

Vocabulary is one of the components of a balanced reading/literacy program as defined by the National Reading Panel. It is important for students to have a solid reading and content area vocabulary. Some guiding questions to consider as you work through this week’s activities include the following:

- What would be a good working definition of vocabulary?
- What impact does vocabulary have on a child's overall reading success?
What are at least three instructional strategies that you could use to teach vocabulary to my students?
How can you promote vocabulary in content areas such as math, science, and social studies?

This topic addresses the following competency:

- **Competency 602.8.7: Vocabulary**
  The graduate designs and presents instruction that focuses on vocabulary in isolation and in context, based on a correct understanding of the relationship between vocabulary and reading comprehension.

**Vocabulary Basics**

Skim the following chapter of *Creating Literacy Instruction for All Students* on building vocabulary:

- [chapter 6 ("Building Vocabulary")](#)

Complete the "Anticipation Guide" on page 259. Make a list of the seven principles of developing vocabulary.

**Vocabulary's Impact on Comprehension**

Access the following Teachscape module:

- [Building Vocabulary](#)

Consider how the techniques for teaching vocabulary might be adapted for the different levels of student above kindergarten.

**Variety Is the Key!**

Complete the following Teachscape module:

- [Foundations of Teaching Reading: Vocabulary](#)

Evaluate why repetition and multiple exposures to vocabulary are important to student mastery.

Based on information you gained from watching the video, compare and contrast the following ways to teach vocabulary: (1) contextual analysis, (2) structural analysis, and (3) resources. Create an electronic graphic organizer of your choosing, and send it to at least one other WGU peer for feedback. Consider the feedback offered, and revise your graphic organizer accordingly.

**Explicit and Implicit Vocabulary Instruction**
There are many techniques for teaching words. Two major methods include explicit and implicit instruction. During explicit instruction, students are given the definitions and attributes of words that they are studying through overt, direct examples. Having students look at the prefix, suffix, or root of a word to help them learn a vocabulary word might be one way to provide explicit instruction.

During implicit instruction, students are given opportunities to learn vocabulary indirectly through lots of reading experiences. No direct examples are provided by the teacher, but students learn about words and word patterns by reading and then reflecting and drawing conclusions about various words.

Looking through the numerous vocabulary strategies in chapter 6 of Creating Literacy Instruction for All Students, can you make a graphic organizer to correctly identify which strategies are examples of explicit instruction and which are examples of implicit instruction? Are there any that might conceivably fit into both categories? If so, why? You are encouraged to discuss your thoughts with peers on the message board.

Access the following Teachscape module:

- English Language Learners: Reading and Writing

Go to "Teaching Examples (video)" and watch "3: Developing Academic Vocabulary."

What did you learn from this clip? Discuss with a classroom teacher or WGU peer through the message board.

Selecting the Right Vocabulary Strategies

Create some type of visual overview that matches up a specific vocabulary strategy with each type of text and various types of learners. Keep the overview handy so that you can use it later when creating lesson plans that include vocabulary instruction.

Read the article by Watts and Graves (1996), entitled "For the Love of Words: Fostering Word Consciousness in Young Readers." Find another WGU student who has recently read this same article and discuss it, just as if you were two teachers on break in the teacher's lounge. What are the very best strategies in your opinion? How will your thinking and planning change as a result of what you learned from this article?

- "For the Love of Words: Fostering Word Consciousness in Young Readers"

Assessing Vocabulary

Using what you learned from your text and videos, how might you go about assessing the
vocabulary of your students on a regular basis? Gunning pages 301-304 might be particularly useful as you consider this question. Please collaborate with a friend or WGU peer to discuss effective ways in which students' vocabulary should be assessed at various grade levels and how that information can and should be used to further steer your instruction.

**REAT Task 6 Performance Task**

Complete the following task in [TaskStream](#):  
- TM-Lit & Elem Reading: REAT Task 6

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

**Narrative Text Analysis**

The activities associated with these subjects will introduce you to helping students to develop their skills in analyzing narrative texts. It is important not only to introduce students to quality children's literature, but they must also learn how to break down what they have read and analyze it. This will aid not only in deeper levels of reading comprehension, but also in higher level thinking skills.

**Narrative Text Analysis**

Narrative text analysis is a key skill that successful readers know how to employ. Consider the following guiding questions as you explore this topic further:

- What exactly is narrative text, and how can I analyze it? Furthermore, how can I teach this skill to my elementary students?
- Why should young children learn how to analyze a narrative text?
- What are major literary elements?
- What kinds of literature work best for narrative text analysis?
- How can I encourage parents or other caregivers at home to help their children develop their skills in this area?

This topic addresses the following competency:

- **Competency 602.8.8: Narrative Text Analysis**
  The graduate analyzes genres, bias, stereotyping, and grade-level appropriateness in texts and designs instruction that will help students analyze texts.

**Interest**

Read the following article:

- [How Do I Find a Book to Read?](#)

**Text Structures**
Read the following chapter of *Creating Literacy Instruction for All Students*:

- chapter 8 ("Comprehension: Text Structures and Teaching Procedures")

Complete the following skill-builder exercises:

- Select at least three examples of children's text (fiction and non-fiction). Analyze the text for internal consistency, bias, stereotyping, grade level, and use of metaphors and analogies. Make a chart so that you can develop a visual perspective and look for patterns.
- Using those same three examples or three different examples, examine the examples for elements such as style, voice, tone, mood, or language choice. Add these elements to the chart you made above.
- What are the visual features of these books that you are examining? What types of illustrations, pictures, or other art work are included, and what is their purpose? Are there graphs, tables, or charts? What elements has the author included to support the written text?

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

- chapter 8 ("Comprehension: Text Structures and Teaching Procedures")

Review the following chapter of *Charlotte Huck's Children's Literature*:

- chapter 2 ("Understanding Children's Responses to Literature")

Develop a table to define cause-effect, main ideas vs. details, and fact vs. opinions. Think of examples of each. How might you go about teaching these concepts to elementary-aged students?

Share your ideas on the message board. After submitting your initial posting, read, consider, and respond to the postings of at least two WGU peers.

**Teaching Strategies**

Chapter 8 of *Creating Literacy Instruction for All Students* in and your videos describe numerous instructional strategies for this purpose. Look for strategies that help students determine a given book's perspective or position on an issue.

In addition, look for strategies that help students to determine an author's purpose for writing a given book. Then, make a multimedia presentation or other comparable document and compare and contrast at least four different instructional narrative and expository strategies. Share with a WGU peer, start a conversation on the message board, or arrange with the WGU mentor to lead a teleconference or webinar on this topic.

**Evaluating Lesson Plans**

Search the Internet for lesson plans that focus on analyzing text structures or critical reading.
skills. Find at least two and evaluate them. Create your own evaluation form and include key elements of quality instruction that you have learned about previously as well as during this week's activities. Include on your form elements such as whether the plan helps students to understand the structural features of a text, understand author's perspective, evaluate text, use multimedia or digital elements, and so on.

Share your completed evaluation with a classroom teacher or WGU peer and seek their feedback.

After receiving this feedback, can you rewrite one of the two lesson plans to make it even better? Modify the plan to include elements of high-quality instruction so that you could teach your students critical reading skills through text analysis. If possible, try out your modified lesson plan with at least one child. Reflect on the effectiveness of your modified lesson plan.

**REAT Task 7 Performance Task**

Complete the following task in TaskStream:

- TM-Lit & Elem Reading: REAT Task 7

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

**Children's Literature**

The activities associated with this subject will introduce you to the world of quality children's literature and how it can be used to promote a lifelong love of reading. Different types of quality reading material provide a variety of learning experiences for children. The effective use of children's literature can enhance and motivate children to become lifelong readers.

**Children’s Literature**

Children's literature plays a significant role in a child's overall development as a reader. That's why it is important to select high-quality pieces for your students to read on a regular basis. Some guiding questions to think about as you work through this week's activities include:

- What makes a children's book or story "high-quality"?
- What should you look for when selecting literature for your students?
- What are some good sources for locating quality children's literature, using both traditional and virtual methods?
- What are the major award-winning categories?
- How can you integrate children's literature as anchor pieces into content area lessons such as math, social studies, or science?

This topic addresses the following competency:

- **Competency 602.8.9: Children’s Literature**
  The graduate evaluates, selects, and incorporates children's literature across curriculum areas for a variety of instructional purposes.

**Benefits of Children’s Literature**
Complete the "Anticipation Guide" on page 435 of *Creating Literacy Instruction for All Students*.

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

- **chapter 10 ("Reading Literature")**

What is aesthetic reading, and how does it compare with efferent reading? What are at least five benefits of using quality children's literature in your elementary classroom? Can you rank these in order of greatest to least benefit?

Prepare a brochure, using a word-processing program or some other program, which could be given to parents or other caregivers. Send the brochure to your course instructor, an elementary teacher, or at least one WGU peer for feedback. Modify the brochure based on the feedback that you receive.

**Specific Types of Children's Literature**

Learn more about the types of literature in *Creating Literacy Instruction for All Students*, starting on page 450.

Visit each of the "Using Technology" websites recommended in chapter 10 of *Creating Literacy Instruction for All Students*. Create a set of Bookmarks (if using Firefox as your browser) or Favorites (if using Internet Explorer), and organize your new resources according to specific types of children's literature.

**Determining Reading Levels**

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

- **pages 76–117 of chapter 3 ("Assessing for Learning")**

Note how readability levels of children's books are determined. Talk with a classroom teacher or school librarian to learn more about this important aspect of appropriate text selection.

Carefully review the information on the Basic Leveling Index in Creating Literacy Instruction for All Students starting on page 110. Complete the leveling exercise for at least two books that you believe to be at first grade level or below. Select at least two children's books that you believe to be above first grade level, and determine their readability according to the Fry Readability Graph found on page 108 of *Creating Literacy Instruction for All Students*.

**Selecting Cultural Literature**

Consult chapter 10 of *Creating Literacy Instruction for All Students*, your video resources, and talk with a school librarian about ways in which you can find and select a variety of cultural literature pieces. Refer back to the Bookmarks or Favorites that you assembled in the activity above. Distinguish between the Newbery and Caldecott Awards. Provide at least two examples of books representing each award, and talk about why it is important to incorporate these kinds of books into your teaching repertoire. Share thoughts on the message board.
Selecting Literature Across the Curriculum

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

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

Read the following article by Williams and Bauer:

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

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

Responding to Children's Literature

In order to gain the most from what they are reading, children need to be able to respond appropriately to literature selections. The Gunning text and other resources provide several effective ways in which to help students respond to what they are reading both orally within groups and through writing. Review chapter 10 of your Gunning text and familiarize yourself with key strategies such as reader response, journaling, postcards, press conferences, literature circle discussions, analysis, dramatization, and so on.

Read the following chapter in Charlotte Huck's Children's Literature on understanding children's responses to literature:

- chapter 2 ("Understanding Children's Responses to Literature")

Summarize this chapter and generate a list of questions that you still have.

Creating a Literate Classroom Environment

In order for students to become the most successful readers possible, they need to develop a love for reading. In order to help them develop this love for reading, elementary teachers play a key role in helping them to choose books that will keep their interest and motivation levels piqued.

Read the following chapter in Charlotte Huck's Children's Literature:

- chapter 1 ("Knowing Children's Literature")
Write your reading autobiography:

- What memories do you have of reading as a child?

Read the following article by Worthy:

- "A Matter of Interest: Literature that Hooks Reluctant Readers and Keeps Them Reading"

After reading this article, discuss it with another WGU student. What are three ideas from this article that you will take with you to the classroom? It is really helpful to interview students one-on-one and find out as much as you can about their reading interests and their attitudes toward reading.

Review the following article by McKenna and Kear:

- "Measuring Attitude Toward Reading: A New Tool for Teachers"

This is an informative research study and contains a bonus feature, the "Elementary Reading Attitude Survey." Many teachers commonly refer to this as the Garfield Survey, for obvious reasons. You should interview a child (with permission) about his or her interests, and then administer the survey. Score the results, and then generate a list of at least five books that would align with what you learned about that child's interests and reading attitude.

**REAT Task 8 Performance Task**

Complete the following task in TaskStream:

- TM-Lit & Elem Reading: REAT Task 8

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

**Reading Comprehension**

The activities associated with this subject will introduce you to reading comprehension, which is one of the most important elements of reading success. Comprehension is the ultimate purpose of reading. All of the skills we teach are directed towards children comprehending what they read. Students must understand what they read or hear in order to apply that information. There are some key strategies that have been proven to be effective in teaching readers to comprehend successfully.

**Principles of Reading Comprehension**
Reading comprehension is most definitely one of the elements of a balanced reading/literacy program, as ascribed by the National Reading Panel. Some questions to guide your learning include the following:

- What exactly does it mean to comprehend?
- At what grade levels should reading comprehension be taught?
- How are oral comprehension and silent comprehension alike and different?
- How can reading comprehension be measured and assessed?
- How will you know if a book is on a child's reading level or not?
- What role do graphic organizers play in developing comprehension?
- What does it mean to analyze, synthesize, and evaluate?
- How can making predictions before reading a story help a child to comprehend more easily?

This topic addresses the following competency:

- **Competency 602.8.10: Reading Comprehension**
  The graduate applies knowledge and skills that promote reading comprehension and teaches comprehension skills.

**Comprehension Overview**

Complete the "Anticipation Guide" found on page 307 of *Creating Literacy Instruction for All Students*.

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

- chapter 7 ("Comprehension: Theory and Strategies")

You will want to return to the "Anticipation Guide" after completing this week's activities.

Complete the Reading Comprehension Module.

Visit the "Put Reading First: Kindergarten through 3rd Grade" website. Now you should be able to answer these questions:

- What is text comprehension instruction? When should it begin?
- What is metacognition?
- What is QAR?

List additional questions that you still have-keep your list handy and use it to guide your learning in future activities.

**Research and Comprehension**

Access and read the following article:

- chapter 4 ("A Research Agenda for Improving Comprehension") in *Reading for*
Understanding: Toward an R&D Program in Reading Comprehension

What did you glean from this source? How does it confirm what you already know? What was something new that you learned?

Levels of Comprehension

There are some basic levels of comprehension that have been recognized in this way over the years: literal, inferential, applied, and evaluative. Teachers use these levels to create a balanced set of questions to pose to their students in order to monitor their comprehension.

Creating Literacy Instruction for All Students takes a slightly different approach to these comprehension levels. While the premise is the same, Gunning uses slightly different language on pages 367-368 when he discusses the types of comprehension questions. See if you can recognize the four basic levels of comprehension in Gunning's four types of questions. Look at examples of each type of question on page 368, and practice creating a balanced set of questions for a specific children's book of your choice.

Effective Comprehension Strategies Overview

Read the following chapter of Creating Literacy Instruction for All Students on comprehension:

- chapter 7 ("Comprehension: Theory and Strategies")

View the following Educational Impact Video Series:

- Balanced Literacy: Module 3: Powerful Classroom Examples of Intermediate Reading and Writing Instruction: Topic A

Make a list of strategies discussed in each of the videos. Keep that list handy because you will continue adding to that list, and you will need that bank of strategies later on.

Access the following Teachscape module:

- Foundations of Teaching Reading: Comprehension

Go to "Exploring Comprehension" and watch "See Comprehension in the Classroom."

What did you learn from watching this video clip that you did not know before? Does it contradict any previous beliefs you might have held? What additional questions did it raise in your mind for further follow up?
Strategies That Connect Reading Skills and Studying

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

- Balanced Literacy Module 3: Powerful Classroom Examples of Intermediate Reading and Writing Instruction: Topic A

Create a two-column chart for each of the strategies that you saw in the videos. Consider the age the strategy was presented for and how to effectively adapt it to different grade levels.

Other Effective Comprehension Strategies

What is compare/contrast? What is its purpose? What are at least three ways in which you could teach the skill of compare/contrast to students? Conduct a compare/contrast of two children's books of your choice. Consider creating a thinking map or other type of graphic organizer to visually communicate your compare/contrast. Build in teaching ideas for a specific grade. Share your work with a WGU peer, an elementary teacher, or your WGU course instructor for feedback.

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

- chapter 7 ("Comprehension: Theory and Strategies")
- chapter 8 ("Comprehension: Text Structures and Teaching Procedures")

After completing this reading, test your knowledge about making predictions by completing at least one of the following skill-builder exercises:

- Select a quality children's literature book (fiction or biographical non-fiction) to read with an elementary-aged family member or friend. Conduct a picture walk with the child, asking for predictions in the story as a prereading activity. Use the read-aloud skills you learned previously to continue with the session, and then return to those predictions made in the picture walk at the conclusion of the book. What did you learn about making predictions using the picture walk?
- Select a quality children's literature book (fiction or biographical non-fiction) different from the one used in the picture walk. Work with an elementary-aged family member or friend to make predictions by using either the DRTA or the reciprocal teaching strategy. Reflect back on the lesson when you are finished.

Graphic Organizers

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

- pages 264–268 of chapter 6 ("Building Vocabulary")

Watch videos 6 and 7 in the following module from Educational Impact:

- Visual Tools Module 2: Visual Tools in Practice
Watch all of the videos in the following module from Educational Impact:

- Visual Tools Module 3

Print the handouts to keep for your records and future use in the classroom.

**Monitoring Comprehension**

Teachers must develop an effective way to regularly monitor their students' understanding so that adjustments can be made to curriculum and instruction. In addition, teachers need to teach students how to monitor their own comprehension so that they can begin to become more self-directed learners.

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

- pages 338–343 of *chapter 7 (“Comprehension Theory and Strategies”)*

After consulting *Creating Literacy Instruction for All Students* chapter 7, as well as reflecting back on your videos, collaborate with a WGU peer or a classroom teacher in order to develop a bank of ideas for a formative and summative comprehension monitoring system. You will need to draw from this bank of ideas later on in a TaskStream performance assessment.

**Bloom’s Taxonomy and Comprehension**

Access the following section of your *Educational Psychology* textbook:

- pages 413–414 of *chapter 13 (“Assessing Student Learning”)*

Using this information, create a set of questions representing all six levels of Bloom's taxonomy based on a specific children's book of your choice.

**REAT Tasks 9, 10, 11 Performance Tasks**

Complete the following tasks in TaskStream:

- TM-Lit & Elem Reading: REAT Task 9
- TM-Lit & Elem Reading: REAT Task 10
- TM-Lit & Elem Reading: REAT Task 11

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

Be sure to check your submission against the scoring rubric before submitting your task for evaluation.

**Final Steps**

Congratulations on completing the activities in this course! This course has prepared you to complete the assessment associated with this course. If you have not already been directed to
complete the assessment, schedule and complete your assessment now.