



Your competence will be assessed as you complete the EAT2 performance assessment and the ELO4/5 objective assessment (to be taken after completing the Specific Teaching Practices domain of study) for this course of study. This course of study may take up to 10 weeks to complete.

Introduction

Overview

The Literacy and Elementary Reading Course of Study 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 of study. 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.

Outcomes and Evaluation

There are 10 competencies covered by this course of study; they are listed in the "[Competencies for Specific Teaching Practices: Literacy and Elementary Reading \(EAT2\)](#)" page.

Teaching Dispositions Statement

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

You will complete the following assessments as you work through the course of study.

Pre-Assessment

You will complete the following pre-assessment:

- PAP4

Objective Assessment

You will complete the following objective assessment:

- ELO4/5

NOTE: This course of study prepares you for one portion of the material necessary to complete this exam. For a list of all courses of study necessary to complete the objective assessment, access the course of study for ELO4/5 on your Degree Plan.

Performance Assessment

You will complete the following performance assessment in TaskStream:

- EAT2

Previews of task instructions and evaluation rubrics for this assessment are available via the



"Assessment Preparation" box in the online course of study.

Preparing for Success

The information in this section is provided to help you become ready to complete this course of study. As you proceed, you will need to be organized in your studies, competent in the indicated areas, and ready to pass the final assessments.

Your Learning Resources

The learning resources listed in this section will be required to complete the activities in this course of study. Follow the instructions provided to access these resources as early as possible in order to give yourself time to become familiar with them.

Automatically Enrolled Resources

The learning resources listed in this section will be required to complete the activities in this course of study. Follow the instructions provided to access these resources as early as possible in order to give yourself time to become familiar with them. 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 of study. You will be directly linked to the specific readings required within the activities that follow.

- Keifer, B. Z., Hepler, S. & Hickman, J. (2010). *Charlotte Huck's children's literature* (10th ed.). New York, NY: McGraw-Hill. ISBN-10: 0073378569 | ISBN-13: 9780073378565
- Slavin, R. E. (2009). *Educational psychology: Theory and practice* (9th ed.). Boston, MA: Pearson/Merrill. ISBN-10: 0205616127 | ISBN-13: 9780205616121

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 of study. The Teachscape modules include video lectures, exercises, and interactive elements.

Enroll in Learning Resources

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

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



Pearson MyEducationLab

This resource includes a copy of the following e-book:

- Gunning, T. (2010). *Creating literacy instruction for all students* (7th ed.). Boston, MA: Allyn and Bacon/Pearson Education. ISBN-10: 0138140820| ISBN-13: 9780138140823

Check your subscription for CourseCompass MyLabSchool. If your subscription has expired, please contact Learning Resources at learning@wgu.edu to obtain a MyLabSchool Renewal access code.

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."*

Canter/Laureate Materials

Enroll in the following Canter/Laureate materials:

- Foundations of Reading and Literacy (Canter and Associates, also known as Laureate Education, Inc.)
- Teaching Reading in the Elementary Grades (Canter and Associates, also known as Laureate Education, Inc)

These are your DVDs and will be sent to your home address (not to a P.O. box).

Other Learning Resources

You will use the following learning resources for this course of study.

Lesson Planning Best Practices

For this course of study, 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 of study 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 Mentor Assistance

Course mentors 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 mentors cannot provide reviews of entire assessments. If you fail assessment attempts, review the provided feedback first, then ask the course mentor specific questions about what you can do to meet the competency standard. Request course mentor 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 mentors.

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?

Nature of Literacy and Today's Students

In Pearson [MyEducationLab](#) read the following chapter of *Creating Literacy Instruction for All Students* on the nature of literacy:

- chapter 1 ("The Nature of Literacy")

Take notes on this chapter and reflect on the characteristics of an effective reading and literacy teacher.

Fostering Early Literacy for All Students

In Pearson [MyEducationLab](#) read the following chapter of *Creating Literacy Instruction for All Students* on literacy for all students:

- chapter 2 ("Literacy for All: NCLB, RTI, and Diversity in the Literacy Program")

Reflect on the role of environment and culture as students' literacy starts to develop. Consider the role of No Child Left Behind (NCLB), Response to Intervention (RTI), and key factors that place students at risk for reading difficulty.

Language Development

View the following program of the *Foundations of Reading and Literacy* DVD on language development:

- program 5 ("Language Development")



Take notes on the program using the "Key Points" section in the Course Handbook as a guide. Focus on the interdependence of oral and written literacy development.

What did you learn from that video clip within the context of language concept development?

Theoretical Frameworks of Literacy Development

In Pearson [MyEducationLab](#) 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 of study mentor on this exercise.

Risk Factors for Reading Difficulty

In Pearson [MyEducationLab](#) review the following chapters of *Creating Literacy Instruction for All Students*:

- chapter 1 ("The Nature of Literacy")
- chapter 2 ("Literacy for All: NCLB, RTI, and Diversity in the Literacy Program")

Participate in the following:



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

Then, so that you can share what you have learned, do the next activity.

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](#):

- EAT2: REAT Task 1

For directions on how to receive access to performance assessments, see the "[Accessing Performance Assessments](#)" page.

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?

The Inclusive Classroom

After reading chapter 2 of *Creating Literacy Instruction for All Students* in Pearson [MyEducationLab](#), follow the directions at the bottom of page 34 relative to Activities and Applications. You will be directed to watch the video "The Inclusive Classroom" from Pearson [MyEducationLab](#) and answer the accompanying questions.

Introduction to Diversity in the Classroom

In Pearson [MyEducationLab](#) read the following chapter of *Creating Literacy Instruction for All*



Students on creating literacy for all students:

- chapter 2 ("Literacy for All: NCLB, RTI, and Diversity in the Literacy Program")

At the bottom of page 35, complete the simulation "Teaching and Learning in New Mexico" found in Pearson [MyEducationLab](#).

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

After reading chapter 2 of *Creating Literacy Instruction for All Students*, examine the three websites listed on page 36. What information is the most useful to you? What are five things that you learned from these sites that you plan to keep for your own classroom?

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

Watch the following video in *Creating Literacy Instruction for All Students* in Pearson [MyEducationLab](#):

- "Think-Pair-Share"

Answer the accompanying questions in Pearson [MyEducationLab](#).

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 Pearson [MyEducationLab](#) activities on page 47 of *Creating Literacy Instruction for All Students*.

Students with Special Academic Needs

After reading chapter 2 of *Creating Literacy Instruction for All Students* in Pearson [MyEducationLab](#), complete the Pearson [MyEducationLab](#) activities at the top of page 54.

Selection of Appropriate Learning Resources

After visiting the websites recommended in chapter 2 of *Creating Literacy Instruction for All Students* in Pearson [MyEducationLab](#), 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](#):

- EAT2: REAT Task 2

For directions on how to receive access to performance assessments, see the "[Accessing Performance Assessments](#)" page.

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.

Competencies covered by this subject

602.8.3 - Emergent Literacy

The graduate articulates principles and incorporates instruction to support the developmental patterns of emergent reading and writing to support the student's prereading and prewriting skills.

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?

What is Emergent Literacy?



In Pearson [MyEducationLab](#) 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 of study mentor) 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

Review the following program of your *Teaching Reading in the Elementary Grades* DVD:

- program 3 ("Phonemic Awareness")

Take notes as per the "Key Points," and reflect on strategies for building reading readiness. There are several skill-builders for this topic. Choose at least three of the following to complete:

- Complete the two Pearson [MyEducationLab](#) exercises found on page 125 of your Gunning text.
- Create a floor plan that is designed to foster a print-rich learning environment; use the Classroom Architect website on page 125 from your Gunning text in Pearson [MyEducationLab](#) as a tool.
- What are the characteristics of emergent literacy? How is emergent literacy related to phonics? What are some good resources that you used to support your learning on this topic? Post your thoughts to the message board.
- Give examples of strategies you will use to develop emergent literacy. Share these examples on the message board.
- Imagine that you are to build a case for providing specific instructional group sizes for teaching emergent literacy. What research would you use to support specific instructional group sizes when teaching emergent literacy? Post to the message board.

Early-Risk Factors for Reading Difficulty

In Pearson [MyEducationLab](#) review the following pages of *Creating Literacy Instruction for All Students* (including the technology resources and MyEducationLab clips):

- pages 44-54 of chapter 2 ("Literacy for All: NCLB, RTI, and Diversity in the Literacy



Program")

See if you can apply that information to an emergent literacy context. 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* in Pearson [MyEducationLab](#) 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* in Pearson [MyEducationLab](#) 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?

Phonological vs. Phonemic vs. Phonics

In Pearson [MyEducationLab](#) 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

Review the following program of your *Teaching Reading in the Elementary Grades* DVD:

- program 3 ("Phonemic Awareness")

Take notes as per the "Key Points" on the program found on page 83 of the DVD Course Handbook.

There are multiple skill-builders for this topic; complete at least two of the following:

- Read the article "What's Basic in Beginning Reading?" (Strickland, 1998), which can be found midway through your DVD Course Handbook. Write down at least five things that you learned from this article-the five can be ideas that you did not have previously, or they can build on what you already knew. How are emergent literacy and letter knowledge important foundational skills for phonics instruction?
- Post your response to the message board. Explain to a friend, a family member, or on paper to yourself how you would coordinate the teaching of phonological and phonemic skills with the instruction of other reading skills. Develop a resource bank or multimedia presentation of research-based findings to explain the most appropriate time period for teaching phonological awareness, phonemic awareness, and phonics. Include in the multimedia presentation skills such as identifying and categorizing phonemes, rhyming, segmenting, blending, splitting syllables, and phoneme manipulation.



- Share your creation with at least one other individual for feedback. This would be very useful information to use later on, either in a job interview or in a workshop for parents or other teacher colleagues.

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 in Pearson [MyEducationLab](#), 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* in Pearson [MyEducationLab](#) 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](#):

- EAT2: REAT Task 3

For directions on how to receive access to performance assessments, see the "[Accessing Performance Assessments](#)" page.

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 Pearson [MyEducationLab](#), 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?

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



In Pearson [MyEducationLab](#), *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

Review the following programs of your *Teaching Reading in the Elementary Grades* DVDs

- program 4 ("Phonics Part One")
- program 5 ("Phonics Part Two")

Take notes using the "Key Points" as a guide. Consider the following:

- How will you know what specific strategies to choose for your students relative to word identification?
- How will you know if those techniques are actually being effective? If you aren't sure, collaborate with an elementary teacher, WGU mentor, or WGU peer.

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

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?

Incorporating Phonics into Other Areas of Reading Instruction

In conjunction with DVD programs 4 and 5, 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* in Pearson [MyEducationLab](#) 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 programs 4 and 5 from your Teaching Reading in the Elementary Grades DVD, create a learning activity for a small group of elementary-aged students that includes the "Guess the Covered Word" strategy or the "Making Words" strategy. 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.

View the Pearson [MyEducationLab](#) video that focuses on teaching phonics. It can be found under "Effective Teaching Practices," then under "Elementary Language Arts," and then by the title "Teaching Phonics." Write down how what you saw in the video will impact how you will teach phonics to your students. Discuss with an elementary teacher or WGU peers on the message board.

Assessing Students' Learning in Phonics Skills

After consulting your *Creating Literacy Instruction for All Students* text in Pearson [MyEducationLab](#), your DVDs, 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.

In Pearson [MyEducationLab](#) 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 following Pearson [MyEducationLab](#) activity:

- "Building Teaching Skills and Dispositions" (p. 74)

Visit the following website:

- [The Three Cueing System](#)

Reflect on the information contained in this website, and internalize it. How can you put this information into easy to understand terms? What if you were asked to deliver a presentation to a group of student teachers? How would you go about helping them to understand this information? Collaborate with your WGU peers if needed.

High-Frequency Words

High-frequency words are a critical element of early reading instruction, and your Gunning text in Pearson [MyEducationLab](#) 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 of study mentor 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](#):

- EAT2: REAT Task 4

For directions on how to receive access to performance assessments, see the "[Accessing](#)



[Performance Assessments](#)" page.

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?

Oral Reading Fluency Basics

In Pearson [MyEducationLab](#) 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 Pearson [MyEducationLab](#) activity at the bottom of page 240 of your text. Then visit the "Using Technology" links found on pages 241 and 244. Make notes about what you have learned. What questions are starting to form in your mind about fluency and its role in a balanced reading/literacy program?

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.

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



Pearson [MyEducationLab](#) exercise found on page 244 of *Creating Literacy Instruction for All Students*.

Review the following program of your *Teaching Reading in the Elementary Grades* DVD:

- program 8 ("Fluency")

Use the "Key Points" as a guide for taking notes.

Create a multimedia presentation (e.g., PowerPoint) or other type of document that provides an overview of effective fluency instruction. Share with your audience at least three proven fluency strategies, including specific children's literature selections that you would use with each strategy.

After you have completed your draft, collaborate with at least one other WGU peer to enhance the document even further.

Assessing Oral Reading Fluency

Think back to what you learned in program 8 of your DVD. Then consider Figure 16-B, entitled "Assessing and Fostering Fluency," found on page 117 of your DVD Course Handbook.

In Pearson [MyEducationLab](#) 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.

Watch the following Pearson [MyEducationLab](#) video clip to help you learn more about assessing students' skills through running records:

- File name: Elementary Language Arts
- Video title: "Louisa Simulation"

Now, using Gunning pages 73-75 as a support tool in Pearson [MyEducationLab](#), work with a child (with permission) to administer a running record using an appropriately leveled book.

REAT Task 5 Performance Task

Complete the following task in [TaskStream](#):

- EAT2: REAT Task 5



For directions on how to receive access to performance assessments, see the "[Accessing Performance Assessments](#)" page.

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?

Vocabulary Basics

In Pearson [MyEducationLab](#) skim the following chapter in *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

View the following programs from your *Teaching Reading in the Elementary Grades* DVD:

- program 6 ("Vocabulary Part One")
- program 7 ("Vocabulary Part Two")

Take notes as per the "Key Notes" sections for each segment in the Course Handbook.

Consider how you might teach an unknown word for an unknown concept, teach an unknown concept for a known word, and teach an unknown word for a known concept. Explain a method you will use to teach vocabulary, and talk about how this method facilitates comprehension. Post your ideas to the message board. After submitting your initial posting, read, consider, and respond to the postings of at least two WGU peers.

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* in Pearson [MyEducationLab](#), 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 "Expanding Vocabulary Instruction to Foster the Development of Word Consciousness," found in the back of your DVD Course



Handbook. 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?

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 in Pearson [MyEducationLab](#) 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](#):

- EAT2: REAT Task 6

For directions on how to receive access to performance assessments, see the "[Accessing Performance Assessments](#)" page.

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?

Purposes of Reading

View the following program of your *Foundations of Reading and Literacy* DVD on the purposes of reading:

- program 7 ("The Purposes of Reading")



Complete the quiz found on page 44 of the Course Handbook, and check your answers on page 299.

Interest

View the following program of your *Foundations of Reading and Literacy* DVD:

- program 9 ("Selecting Materials: Interest")

Complete the quiz found on pages 58–59 of the DVD Course Handbook, and check your answers on page 301.

Text Structures

In Pearson [MyEducationLab](#) 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?

In Pearson [MyEducationLab](#) 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 Pearson [MyEducationLab](#) 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](#):

- EAT2: REAT Task 7

For directions on how to receive access to performance assessments, see the "[Accessing Performance Assessments](#)" page.

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?

Benefits of Children's Literature

In Pearson [MyEducationLab](#) complete the "Anticipation Guide" on page 435 of *Creating Literacy Instruction for All Students*.

In Pearson [MyEducationLab](#) 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 of study mentor, 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

In Pearson [MyEducationLab](#) 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* in Pearson [MyEducationLab](#), 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.

Review the following program of your *Foundations of Reading and Literacy* DVD on selecting materials and resources:

- program 10 ("Selecting Materials Part Three: Resources")

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

Read the following article by Williams in *Children's Literature Selections and Strategies for Students with Reading Difficulties: A Resource for Teachers (Part II)*:

- "Selecting Children's Literature"

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. Your 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 in Pearson [MyEducationLab](#), 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?

Review the following program of your *Foundations of Reading and Literacy* DVD:

- program 9 ("Selecting Materials Part Two: Interest")

Examine the "Interest Inventory" found on page 60 from the DVD Course Handbook, and add to the list of things you might ask students in order to determine their reading interests.

Read the following article by Worthy in the back of your DVD Course Handbook:

- "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 in the back of your DVD Course Handbook:

- "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](#):

- EAT2: REAT Task 8

For directions on how to receive access to performance assessments, see the "[Accessing Performance Assessments](#)" page.

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?

Comprehension Overview

In Pearson [MyEducationLab](#) complete the "Anticipation Guide" found on page 307 of *Creating Literacy Instruction for All Students*.

In Pearson [MyEducationLab](#) 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.

View the following program from your *Teaching Reading in the Elementary Grades* DVD:

- program 9 ("Reading Comprehension Part One")

Take notes based on what you said per the "Key Notes," and generate



questions for further learning.

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 in Pearson [MyEducationLab](#) 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

In Pearson [MyEducationLab](#) read the following chapter of *Creating Literacy Instruction for All Students* on comprehension:

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

View the following programs of your *Teaching Reading in the Elementary Grades* DVD:

- program 10 ("Reading Comprehension Part Two")
- program 11 ("Reading Comprehension Part Three")

Make a list of strategies that would be useful for each of the skills mentioned above. 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

View the following program of your *Teaching Reading in the Elementary Grades* DVD:

- program 11 ("Reading Comprehension Part 3")

Then, by slightly modifying the KWL chart on page 133 of the DVD Course Handbook, develop a K-W-L-Q chart on a topic of your choice, ideally based on a children's content area textbook, such as science or social studies. On your paper or computer screen, create four columns with the following headings:

- K (What do I know about _____?)
- W (What do I want to know about _____?)
- L (What have I learned about _____?)
- Q (What other questions do I have?)

Work with a child (with permission) to fill in the K column and the W column before doing any of the required readings. Then, after the student has completed the required readings for this activity, complete the L column, listing what has been learned. Finally, have the student jot down additional questions in the Q column of your chart. This can be used as a guide not only for now, but also for when the student is studying for an upcoming exam.

In conjunction with the DVD program 11, engage a student (with permission) by using the SQ3R strategy. Compare and contrast this strategy with the KWL or KWLQ.

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 of study mentor for feedback.

In Pearson [MyEducationLab](#) 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

In Pearson [MyEducationLab](#) read the following pages in *Creating Literacy Instruction for All Students* on graphic organizers:

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

What are the major graphic organizers? How does each of these organizers foster vocabulary development? How does each foster comprehension?

Put your knowledge about graphic organizers to use by completing at least one of the following: Select one fiction children's book and one non-fiction children's book. Then select two graphic organizers from the website above, and use one for each of the two books that you have chosen. Can you see how this might help your elementary students strengthen their understanding about key concepts, main ideas, details, and vocabulary? Engage in a conversation with a WGU peer, an elementary teacher, or your WGU academic mentor on this topic.

Participate in a conversation with your peers in the message board on this topic: Explain how graphic organizers and semantic maps contribute to student comprehension. Challenge: Can you find and share at least three high-quality organizer resources that you might use in your elementary classroom? Post your ideas on the message board. After submitting your initial posting, read, consider, and respond to the postings of at least two WGU peers.

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.



Review the following programs of your DVDs:

- program 9 ("Reading Comprehension Part One")
- program 10 ("Reading Comprehension Part Two")
- program 11 ("Reading Comprehension Part Three")
- program12 ("Reading Comprehension Part Four")

Take notes on each video using the "Key Notes" section of your DVD Course Handbook. Analyze the steps involved in conducting a retelling. If possible, try out the retelling strategy to monitor a student's comprehension. What other monitoring (metacognitive) strategies would be appropriate? After consulting *Creating Literacy Instruction for All Students* chapter 7 in Pearson [MyEducationLab](#), 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](#):

- EAT2: REAT Task 9
- EAT2: REAT Task 10
- EAT2: REAT Task 11

For directions on how to receive access to performance assessments, see the "[Accessing Performance Assessments](#)" page.

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 of study! This section will guide you through the assessment process.

Assessment Information

The activities in this course of study have prepared you to complete the EAT2 performance assessment and portions of the ELO4/5 objective assessment. If you have not already completed the assessment, you will do so now.

Accessing Performance Assessments



You should have completed the following tasks as you worked through this course of study. If you have not completed the tasks in [TaskStream](#), do so now.

- EAT2: REAT Task 1
- EAT2: REAT Task 2
- EAT2: REAT Task 3
- EAT2: REAT Task 4
- EAT2: REAT Task 5
- EAT2: REAT Task 6
- EAT2: REAT Task 7
- EAT2: REAT Task 8
- EAT2: REAT Task 9
- EAT2: REAT Task 10
- EAT2: REAT Task 11
- EAT2: EAT Task 12
- EAT2: EAT Task 13

For directions on how to receive access to performance assessments, see the "[Accessing Performance Assessments](#)" page.

Note: Please consult with your mentor regarding when you should request to take your assessments for this course. Remember that you will complete this assessment, along with the performance assessments for ELT2, EFT4/5, and EHT4/5 prior to taking the ELO4/5 objective exam.

Accessing Pre-Assessments

When you have completed all the courses of study in the Specific Teaching Practices domain, complete the following pre-assessment:

- PAP4

For directions on how to receive access to pre-assessments, see the "[Accessing Pre-Assessments](#)" page.

Accessing Objective Assessments

When you have completed all the courses of study in the Specific Teaching Practices domain, complete the following objective assessment:

- ELO4/5

For directions on how to receive access to objective assessments, see the "[Accessing Objective Assessments](#)" page.

Feedback



WGU values your input! If you have comments, concerns, or suggestions for improvement of this course, please submit your feedback using the following form:

- [Course Feedback](#)

ADA Requirements

Please review the [University ADA Policy](#).