



Your competence will be assessed as you complete the ELT2 performance assessment for this course of study. This course of study may take up to 8 weeks to complete.

Introduction

Welcome to the Literacy and Elementary Language Arts and Handwriting Course of Study. Language arts is such an important part of the elementary curriculum. This course of study will help you continue to prepare for your upcoming demonstration teaching experience and to develop essential teaching skills.

Learning to read effectively does not occur in isolation. Writing, spelling, speaking, listening, and handwriting are important components of an effective language arts and literacy program. As you structure literacy-rich environments, you need to consider the kinds of materials, experiences, and contexts that support effective language arts learning.

You will need to understand writing conventions such as the use of capitalization, punctuation, grammar, and spelling so they can help students communicate through writing in a comprehensible way. You need to know how writing develops, how to teach students to use the writing process, and how to support students as they learn to write using narrative, explanatory, and other writing forms. Elementary teachers must understand how to assess students' writing and how to provide feedback so students develop writing skills.

Spelling, as a critical literacy skill, is intricately connected to reading. You need to understand spelling strategies and know when to teach students how to spell using a specific spelling technique. You will also need to know how to analyze spelling errors and how to assess spelling so you can provide effective interventions.

Language arts curriculums are incomplete if they do not include explicit instruction on speaking and listening. As an elementary teacher, you need to be prepared to help students learn how to present ideas through oral presentations as well as how to communicate in interpersonal settings. Elementary teachers also need to develop tools for evaluating speaking. Listening skills are also essential because they are the complement to speaking. This course of study will help you learn how to provide instruction so students learn to listen effectively.

The final component of the elementary language arts curriculum is handwriting, or penmanship. You need to know how to provide instruction in both manuscript and cursive penmanship so students learn how to write accurately and legibly. Additionally, you will spend much of the instructional day modeling writing, so it is imperative that you write neatly and correctly.

Instruction in spelling, writing, reading, listening, and speaking should not exist as separate subjects taught in isolation. Instead, you need to structure literacy-rich environments that motivate students to read, write, listen, and speak as a way of knowing and functioning in the world. Literacy-rich environments include materials from other content areas such as social studies and science. This course of study will provide suggestions for developing literacy-rich environments and show how skills such as speaking and listening are related to social studies.



Literacy assessment guides instruction, provides information to remediate learning, and helps teachers structure literacy experiences that promote learning. As you engage in the activities in this course of study, you will have the opportunity to both observe and practice a variety of assessments. This will help you feel confident about administering and interpreting assessment results to use them as a basis for your instructional planning, to investigate best practices in spelling instruction and teaching writing, and to learn how to teach handwriting skills.

Watch the following video introduction for this course:

Outcomes and Evaluation

There are 6 competencies covered by this course of study; they are listed in the "[Competencies for Literacy and Elementary Language Arts and Handwriting Course of Study \(ELT2\)](#)" page.

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

Performance Assessment

You will complete the following performance assessment in [TaskStream](#):

- ELT2

Previews of task instructions and evaluation rubrics for this assessment are available via the "Assessment Preparation" box in the online course of study.

California candidates entering WGU on or after July 1, 2008 should review the [California Teaching Performance Assessments \(CalTPA\) Requirements for California Students](#) document.

Teaching Dispositions Statement

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

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 in order to gain competency in the indicated areas and prepare yourself to pass the final assessments.

Your Learning Resources

Enroll in or order the learning resources for this course as early as possible so as to give them time to arrive and give you enough time to become familiar with them.

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.

The following e-texts are available to you free of charge, 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.

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.

- Slavin, R. E. (2009). *Educational psychology: Theory and practice* (9th ed.). Boston, MA: Pearson/Merrill. ISBN-10: 0205616121 | ISBN-13: 9780205616121

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 additional 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 or subscribe through the "Learning Resources" tab, please see the ["Acquiring Your Learning Resources"](#) page.

EAT1/2, ELT4/5, ELA4/5 MyEducationLab and Gunning eBook

Check the Learning Resources tab to make certain you have enrolled in this resource.

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

- Gunning, T. (2010). *Creating literacy instruction for all students* (7th ed.) Boston, MA: Allyn and Bacon/Pearson Education. ISBN-10: 0-13-814082-0. ISBN-13: 978-0-13-814082-3

CourseCompass MyLabSchool

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.

Canter and Associates

Enroll in the following Canter and Associates course:

- Foundations of Reading and Literacy

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."*

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, Study Notes, FAQs

Message boards, study notes, and FAQs are available in every course of study.

Use the "[Additional Learning Tools](#)" page to review these tools.

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.

Teaching Writing

Reading improves writing, and writing improves reading. Thus, it is important that teachers have



the skills to help students become effective writers. You might think that writing in the traditional sense of writing a letter is a dying art. However, technology has everyone communicating through writing more than ever via e-mails and text messages. Communicating through written word will always be an important life skill.

After completing the activities for this section, you will be able to

- determine reasons for writing,
- help students learn how to write effectively,
- provide instruction to help students understand how to write,
- understand how to motivate students to write effectively, and
- assess samples of student writing.

During this section you will learn how to align writing strategies with a specific purpose or audience, how to correct common writing errors, how to plan a lesson that teaches writing an expository paragraph, how to engage students in the writing process, how to motivate students to write, and how to evaluate samples of student work for both conventions and content.

Developmental Stages of Writing

It is important to understand the developmental stages of writing so you will know best how to help students continue to develop their writing skills. As you investigate a variety of assessment tools in this course of study, you will see that the assessment tool can also be used as a curriculum guide for teachers to know what the next steps are to teach on the developmental continuum.

How will you determine your students' writing stages? How will you use information about writing stages to help students progress to the next level of writing?

Using Developmental Stages/Scoring Guidelines

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

- pages 507-509

Refer to the "Developmental Stages/Scoring Guidelines" (p. 508). As you read, think about the developmental stages.

Develop an outline of the developmental stages of writing.

Determining Developmental Writing Stages

This [Looking for Quality in Student Writing website](#) has examples of student writing. Select a few and see if you can determine the developmental stage of the writer.

Using the guidelines, do you have some ideas about how to challenge the writer to the next developmental level? How might you differentiate instruction for English Language Learners, students with reading disabilities (dyslexia), writing disabilities (dysgraphia), and gifted learners? Think of at least one example and share your example with a peer or family member.



The Process Approach to Writing

In years past, many primary-grade teachers believed that "good" writing referred to neat handwriting, correct spelling, and proper punctuation. In today's primary classrooms, teachers are designing their writing instruction to focus on composition, on what good writers do when they write, and on writing as a process. The process approach to writing is one that many writers use and consists of prewriting, composing, revising, editing, and publishing. These five steps allow the teacher to fully engage the student in the writing process and to integrate instructional skills such as the application of writing conventions and spelling in a meaningful way for students.

What kind of learning activities promote each of the writing processes? Give an example of how would you design a lesson to help students revise their work.

Topic Selection

Read the following in the *Creating Literacy Instruction for All Students* textbook on topic selection:

- pages 510-513

As you read, take notes on the kinds of activities you might create as a teacher to help students select appropriate writing topics.

Identifying Strategies to Teach Topic Selection

Investigate the following ways that teachers use the topic selection process to motivate students to write. Write a brief summary of each to help you remember how each strategy helps to contribute to topic selection by students.

- Brainstorming
- Clustering
- Freewriting
- Role-playing
- Rehearsing
- Topic journals
- Graphic organizers

Exploring With Topic Selection

Now that you are familiar with ways to contribute to the topic selection for writing, access the following Teachscape module:

- [Foundations of Teaching Writing](#)

Select "Exploring Writing" and view the video, "Take a Look." Then read and respond to "Explore This Topic."

Organizing for Writing



Access the following Teachscape module:

- [Organizing for Writing](#)

Select "Teaching Examples" and view videos 1–4.

Pay particular attention to the following sections of this video case:

- Structures for Independence
- The Focus Lesson: Planting a Seed
- Structures for Prewriting
- Making Connections

When you have finished watching each of the sections, reflect on what you have learned about helping students begin to write. Write the three key things you want to remember about motivating students to write.

Composing Basics

Read the following in chapter 12 in the *Creating Literacy Instruction for All Students* text:

- pages 513-520
- pages 524-545

Take notes as you read about composing.

There are many styles of writing that students can choose. Planning for students to experience many styles of writing is important to their development as writers. Often students start with narrative writing and progress to expository and creative writing. What kinds of activities are appropriate to help students write?

Seven Types of Writing

Access the "[Cause/Effect Essay](#)" website, which introduces you to seven different types of writing. It also provides composing strategies for each type of writing to get your writers off to a good start.

Select a specific type of writing that meets a grade level standard of your choice in your district. Use the resources from the website to create a plan to integrate a writing activity into your language arts lesson plan. Share your ideas with a peer.

Applications of Writing

Access the following Teachscape module:

- [Foundations of Teaching Writing](#)

View "See Writing in the Classroom." Then read and respond to the "Identify and Apply" section of the video.



The Writing Process

You have learned about the first aspects of the writing process. Now you will learn about the remaining processes of writing. Writing is an iterative process that is enhanced through feedback and revision.

The Writing Conference

Read the following in chapter 12 of the *Creating Literacy Instruction for All Students* text as an overview of the writing conference:

- pages 521-524

The writing conference is an important aspect of the writing and revision process. It can be as simple as working with a student to correct spelling and writing conventions errors, but it can, and should, go much further to improve both the content and purpose for writing. The revision process can be peer-led or teacher-led.

Revision Conferences

Access the following Teachscape module:

- [Writing Conferences](#)

Select "Perspectives" and read "Teacher Reflections" and "Assessment."

As you complete the work on the video case, summarize what you have learned about writing conferences by writing a letter to a colleague who knows nothing about the writing process. Will you encourage your colleague to incorporate the writing process into his or her curriculum? Why or why not?

Publishing or Sharing

Access the following Teachscape module:

- [Sharing and Publishing](#)

Watch the videos in the "Teaching Examples" section.

Publishing or sharing writing can be one of the most motivating aspects of the writing process. As students publish their writing for others to read, it is a way of validating and celebrating the importance of writing. There are many ways to publish a student's writing. Think of at least five ways you could have students share and publish their writing.

Assessment of Writing

You started the topic of writing with the assessment of developmental stages of writing. Now that you know more about the writing process, you need to have a way to effectively evaluate student productions. Writing assessment can be a guide for your writing instruction. One of the most widely used types of writing assessments looks at six traits of writing: ideas, organization, voice, word choice, conventions, and sentence fluency.



Six Traits of Writing

To find out more about each of the six aspects of writing, read the following article:

- ["Six Traits of Writing" article](#)

Do an internet search to find out more about using the six traits to assess writing.

Assessment Using Six Traits

Make a copy of one of the six traits rubrics available online. Review each of the traits carefully to get a sense of what the reader is looking for in a student's work. Are there any changes you would make to the rubric you have chosen to make it more effective?

Scoring Writing Samples

Use the six traits rubric you have identified or the "[Scoring 6+1 Trait Writing](#)" article to score papers written just for this purpose. Score three papers using the rubric.

Reflection

Answer the following questions:

- How can the six-traits rubric be used as an instructional guide?
- What did you learn about the writing process by using the rubric?
- What do you need to know more about to use this tool effectively in your own classroom?

Assessing Writing Conventions

Review the following article to see what you know about common writing errors:

- ["Finding Writing Errors"](#)

Practicing With Student Samples

Refer to the following website, which includes student writing samples:

- ["Looking for Quality in Student Writing"](#)

Consider the following:

- Think about how punctuation, spelling, capitalization, and other writing conventions influence comprehension of what is written. Identify examples that show the importance of writing conventions to comprehension.
- Identify instructional strategies you could use to help students correct writing errors that relate to the use of conventions.
- Describe strategies you could use to differentiate instruction for students who are English Language Learners, have reading disabilities (dyslexia), have writing disabilities (dysgraphia), have physical disabilities and who are gifted/accelerated.



Planning Writing Instruction

There are many aspects of writing to consider. Writing conventions, the developmental stages of writing, the writing process, and the type of writing to be completed are all factors to consider when planning writing instruction.

As you work through the following activities, consider the following questions

- How will you develop writing assignments that incorporate spelling and writing conventions?
- How will you direct writing so students speak to a specified audience and write in a given genre?

Designing a Writing Lesson

Review the following in the *Creating Literacy Instruction for All Students* text:

- chapter 12

As you review this chapter, think of a lesson you might design to help students learn how to write poetry, a narrative paper, or a simple explanatory paragraph.

- Identify the critical elements of the lesson.
- Identify assessment strategies (formative and summative) that you would include in the lesson.

Analyze a Writing Lesson

Work with a partner or on your own to construct a learning activity that either promotes interest in writing or discourages students from engaging in writing.

- Analyze the elements of the activity to determine why interest or disinterest would result from the activity.

RELТ Task 1

Complete RELТ task 1 in [TaskStream](#). Be sure to check your submission against the scoring rubric before submitting your task for evaluation.

Teaching Spelling

Spelling was once viewed as a process of rote memorization with little linkage to the language arts curriculum, but spelling has emerged as a process of conceptual learning that is most effective when it is an integral part of the reading and writing process. You will explore strategies for teaching spelling that will allow you to more effectively integrate spelling instruction into your language arts curriculum.

After completing the activities for Teaching Spelling, you will be able to:

- understand the importance of spelling,



- consider different spelling strategies and determine when to use them,
- assess student spelling,
- identify kinds of spelling words that need to be taught through memorization, and
- structure learning activities that help connect spelling and sounds of speech.

The Importance of Spelling

Spelling is a critical component of reading and writing. How are spelling and reading connected? How does an understanding of spelling influence comprehension?

Connecting Reading and Spelling

Read the article "[How Spelling Supports Reading](#)" about the connection between spelling and reading. Take notes on the important ideas in the article.

Create a Presentation

Create a five-slide multimedia presentation (e.g., PowerPoint) for parents of students you might teach.

- Explain how reading and spelling are connected.

Comparing Spelling Strategies

There are four main spelling strategies that students can learn. They are spelling mastery, write-say method, add-a-word method, and spelling through morphographs. You will identify the pros and cons of each strategy so that you can select and implement the strategy, or strategies, that will best meet the needs of your students.

Spelling Development

Read the following in chapter 4 of the *Creating Literacy Instruction for All Students* text:

- pages 145-152

Pay attention to the stages of spelling development.

Spelling Strategies

Read the synthesis of the major research-based spelling strategies:

- [Best Practices in Spelling Instruction: A Research Summary](#). This article is located under the Spelling Research Articles from the Journal of Direct Instruction and DI news.

Create a chart similar to the one below to help you understand the characteristics of the different strategies and the pros and cons of each. To complete your chart, provide an example to help you remember each strategy. As you are completing your chart, also consider what current research says about the direct instruction of spelling.

Spelling Strategy	Characteristics	Pros	Cons	Example
Spelling Mastery				
Write-Say Method				



Add-a-Word				
Morpheme Approach				

Word Patterns

Access the following Teachscape module:

- [Word Patterns](#)

Watch the videos in the "Teaching Examples" section.

Spelling Rules

Access the following and read about spelling rules:

- ["Spelling Rules"](#).

Be sure to click on each grade level link to see all this site has to offer.

Make a list of the most important spelling rules. Search the Internet to find additional websites that include information about spelling rules. Make sure you have at least 10-15 spelling rules on your list. This list will be a valuable teaching resource.

Detecting Spelling Errors

Review the spelling strategies you have identified.

Think of examples or access some real spelling errors made by students. Analyze the kinds of spelling errors being made. For example, is the student making the error due to a lack of understanding of a spelling rule? Is the student making a spelling error due to a misunderstanding of how to add prefixes or suffixes?

Spelling Words and Spelling Lessons

How do you know which spelling words to teach? There are basic word lists that are similar to the lists of basic sight words that students need to know to read fluently. These words allow a student to write fluently because they make up as much as 50% of written words. These are words that often must be memorized because they are exceptions to phonetics. There are many word lists to choose from, but one that has been accepted by teachers for years is the Dolch Word list.

Common Words

Find a website that includes common spelling words (e.g., Dolch Word list). Look at the kind of words that are included on the list for different grade levels. How would you categorize the words?

Spelling Activities

Find several websites that include spelling lesson plans. Analyze several lesson plans to



determine the kind of spelling strategy or strategies that are incorporated in the lessons. Identify activities that provide differentiated instruction to meet the learning needs of students who are English Language Learners, have a reading disability (dyslexia), have a writing disability (dysgraphia), and/or are gifted/accelerated learners.

RELTask 2

Complete RELTask 2 in [TaskStream](#). Be sure to check your submission against the scoring rubric before submitting your task for evaluation. Remember that you will need to successfully complete all of the course of study tasks before requesting the ELT2 performance assessment.

Teaching Listening and Speaking

Language is an integral part of learning and plays a key role in classroom teaching and learning. However, speaking and listening are often taken for granted in the classroom as skills students do not need to be taught explicitly. However, not all students comprehend what they hear, and most students have very little experience speaking effectively within groups.

There is interdependence among speaking, listening, reading, and writing. Skills in one area enhance and complement the skills in the other areas. Teachers must be knowledgeable and skilled in teaching speaking and listening skills as part of our language arts curriculum. They must also model effective listening and speaking skills.

There are four aspects of speaking and listening in the National Curriculum program of study for English:

1. Speaking: to speak competently and creatively to explore, develop, and sustain ideas through talking
2. Listening and responding: to understand, recall, and respond to speakers' implicit and explicit meanings; to explain and comment on speakers' use of language, including vocabulary, grammar, and nonverbal features
3. Group discussion and interaction: to take different roles in groups to develop thinking and complete tasks; participate in conversations, making appropriate contributions building on others' suggestions and responses
4. Drama: using dramatic techniques, including work in role to explore ideas and texts; create, share, and evaluate ideas and understanding through drama

As a result of the learning activities for Teaching Listening and Speaking you will be able to:

- understand oral communication strategies,
- identify learning activities that help students learn speaking and listening skills,
- assess speaking and listening skills, and
- promote socially acceptable communication strategies that rely on the use of technology.

Teaching Speaking

Speaking is the ability to put thoughts into words and to share thoughts with others in a way that is comprehensible. Effective speakers engage listeners in the topic. In the classroom this means



providing planned opportunities for speaking in a range of contexts and for a variety of purposes. Teachers provide students with speaking opportunities through a variety of activities such as storytelling, oral presentations, question responses, group discussions, and informal conversations.

How will you help students develop effective speaking skills?

Teaching Speaking Skills

Review the following websites for ideas to teach speaking skills:

- ["Teaching Speaking"](#)
- [Speaking and Speeches](#)
- [Debate and Communication Skills](#)

Identify three strategies that you could implement to teach speaking skills.

Structures for Learning Speaking Skills

With peers, brainstorm activities you might use to help students learn to speak through:

- Interpersonal communication
- Small group activities
- Public discourse

Teaching Listening

To facilitate active, responsive listening skills, teachers should present material in a way that supports listening. Teachers are the best models of speaking and listening and should demonstrate and discuss the process. To do this effectively teachers need to encourage the students to make eye contact with the listener, speak clearly and audibly, use facial expressions and gestures, use precise words to convey meaning and hold the attention of the audience, and respond to others' contributions by adding or elaborating on them or by expressing an alternative point of view. Beyond modeling, the teaching of listening should be purposefully integrated into the language arts curriculum.

An effective listening curriculum should include activities that do the following:

- Provide a purpose for listening
- Set the stage for listening
- Provide for follow-up experiences to listening activities
- Use methodology that promotes positive listening habits
- Provide exposure to different listening activities

Integrating Listening Activities

Find several websites that provide information about how listening can be incorporated in language arts curriculum. Look for listening lessons. Analyze one of the websites by considering the following elements:



1. What is the listening objective? Is it from state standards?
2. What is the listening activity?
3. How would you change this lesson plan for a younger student? An older student?
4. How is the objective assessed?
5. How would you adapt the lesson for an ELL student or a student with learning disabilities?

Communication and Technology

Access and read information at several websites about using technology in a socially responsible way.

- With several peers, discuss etiquette as it relates to the use of communications technology in classrooms.
- Make a list of hints for effective communication using technology that you can give to your students or post as technology communication rules in your classroom.

RELT Task 3

Complete RELT task 3 in [TaskStream](#). Be sure to check your submission against the scoring rubric before submitting your task for evaluation. Remember that you will need to successfully complete all of the course of study tasks before requesting the ELT2 performance assessment.

Teaching Handwriting

Even in this high-tech world, legible handwriting is important. Teachers must understand how to teach handwriting and be able to model correct penmanship whenever they write. Contrary to the view that handwriting is a trivial skill, handwriting actually is important for a number of reasons. First, handwriting is related to school success as it is a basic tool used in many subjects for taking notes, taking tests, completing classroom work, and completing homework. Helping students to gain the skills to be confident and competent writers with fluent and readable handwriting reinforces achievement in all academic areas.

After completing the activities for Teaching Handwriting, you will be able to:

- teach students how to write effectively,
- identify the types of errors students make when writing,
- determine how to select a handwriting program, and
- explain the components of handwriting.

Handwriting/Penmanship

Elementary students need to develop legible handwriting, also known as penmanship. Some key questions you may consider as you work through this set of activities include:

- Why do you need to teach your students handwriting/penmanship if they mostly use the computer to finish their work?
- What role does the quality of your own handwriting play in your students' handwriting development?
- There are lots of different methods for teaching penmanship-how can you know which is



the best?

- At what age should formal handwriting instruction begin? How long should it continue?
- What are some effective methods for teaching penmanship?

Modeling Penmanship

Complete the Handwriting Correspondence Course.

Note: You need to enroll in this course as soon as you request ELT1 or ELT2. This course will take approximately three months to complete. You should begin working on your lessons as soon as the course handbook arrives.

RELT Task 4

Complete RELT task 4 in [TaskStream](#). Be sure to check your submission against the scoring rubric before submitting your task for evaluation. Remember that you will need to successfully complete all of the course of study tasks before requesting the ELT2 performance assessment.

Teaching Students Penmanship

Review the principles of size, shape, spacing, and slant found in your handwriting correspondence course.

Design a learning activity that would teach students to print or write a selected capital and lower case letter.

Assessing Penmanship

Review some of the feedback you receive from the handwriting correspondence course.

Explain how you could use feedback about penmanship when you teach students.

Find samples of students' writing to identify penmanship errors.

Research on Teaching Handwriting

Access and read the following article:

- "[Handwriting Instruction: What Do We Know?](#)"

Be prepared to answer the following questions:

- How is handwriting taught today?
- Should students be taught to print first then write cursive?
- Should poor printers be taught cursive handwriting at the same time as good printers?
- Should students use wide-lined paper and beginner's pencils?
- What should be remembered when selecting a handwriting instruction program?

Designing a Handwriting Instructional Program

Access and read "[Reading for All Learners Handwriting Program](#)".



Imagine that you have recently been selected to train other teachers to teach handwriting more effectively. Parents and teachers alike have been complaining about the poor quality of the students' handwriting. To prepare for this training you must create a multimedia presentation (e.g., PowerPoint) that provides the following information:

1. A research-based overview on effective handwriting techniques and procedures that answers the question, "What is the relationship of handwriting and comprehension?"
2. An explanation of how to start a handwriting instructional program
3. The best instructional practices for teaching handwriting
4. Your recommendations for selecting a handwriting program

RELT Task 5

Complete RELT task 5 in [TaskStream](#). Be sure to check your submission against the scoring rubric before submitting your task for evaluation. Remember that you will need to successfully complete all of the course of study tasks before requesting the ELT2 performance assessment.

Literacy Environments

In a literacy-rich learning environment, students read, write, speak, and investigate learning every day and in a variety of ways. They are intrinsically motivated to learn. Student interests are engaged as they explore topics and share their learning. Literacy environments are rich in resources because teachers provide a variety of opportunities to learn. Student interaction is encouraged as much as possible, and students engage in learning through videos, role-play, writing, technology, various print media, speaking, experimenting, gathering data, and critical thinking. Literacy-rich classrooms are active and dynamic learning environments where students are engaged in a variety of high-interest tasks that incorporate real-life applications of learning goals.

After completing the activities for Literacy Environments you will be able to:

- structure learning environments that meet instructional purposes and use a variety of learning materials,
- help students learn research and inquiry skills,
- identify strategies to motivate students to learn reading, writing, spelling, speaking, and listening, and
- consider how the classroom atmosphere influences motivation to learn.

Literacy Rich Environments

What does an enriched learning environment look like? What kinds of materials are available to students? How does the teacher influence student motivation? How are learning activities related to motivation to learn?

Constructing a Literacy-Rich Environment

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

- chapter 13



Make a list of elements you believe are critical for a literacy-rich learning environment. Consider the following questions as you construct your list:

- What does research tell us about literacy-rich environments?
- What are the components of a literacy-rich environment?
- What materials and resources are available in a literacy-rich environment?
- What does the physical space look like in a literacy-rich environment?
- What is the role of the teacher in a literacy-rich environment?
- What appeals to you about literacy-rich environments?
- What are the challenges of creating and facilitating a literacy rich-environment?

Literacy Structures

Complete the first three columns of the chart below to get an overview of how a literacy environment can be designed to meet language arts instructional goals.

What are the pros and cons of each instructional model? What materials will a teacher typically need available for each model?

	Pros	Cons	Materials Needed	Observed	Motivation level of students? Is student choice available?	Engagement of students; individual, small group, large group	Feedback Strategies	Student interests recognized?	Assessment
Centers									
Whole class grouping									
Proficiency-based Guided Reading groups									
Temporary Skills group									
Interest groups									



Research circles									
Discussion webs									
Cooperative Learning / Collaborative Learning									

Learning Strategies and Instructional Techniques

Review the table "Learning Strategies and Related Instructional Techniques" in the *Creating Literacy Instruction for All Students* text in chapter 13.

Match student learning activities to specific instructional techniques.

Think of examples to show how you can help students select, prepare, monitor, and rehearse information.

RELT Task 6

Complete RELT task 6 in [TaskStream](#). Be sure to check your submission against the scoring rubric before submitting your task for evaluation. Remember that you will need to successfully complete all of the course of study tasks before requesting the ELT2 performance assessment.

Developing a Sense of Wonder

As you continue to read chapter 12 in *Creating Literacy Instruction for All Students*, pay special attention to information about how you can help students learn to observe, think, and analyze information.

- How can you help students develop an attitude of inquisitiveness?

Contexts for Learning

Review the following in *Educational Psychology: Theory and Practice*:

- pages 300-307 of [chapter 10 \("Motivating Students to Learn"\)](#)
- pages 314-320 of [chapter 10 \("Motivating Students to Learn"\)](#)

As you review, think about attribution theory, self-regulation, motivation, and other environmental factors such as effort, choice, and interest that impact motivation.



Think of one example to show how each of the following promotes an enriched-learning environment:

- Varying instructional strategies
- Promoting critical and creative thinking
- Engaging students in the learning process
- Promoting mastery
- Developing self-regulation

Creating a Literacy-Rich Environment

You have considered many factors that influence the learning environment. Now you will apply concepts to a real-life context of learning. Literacy cuts across all content areas and connects reading, writing, speaking, and listening.

Applying Concepts in a Real Context

Select a subject area and theme appropriate for a specific grade level. Identify at least two goals for a hypothetical unit based on this area. Identify learning activities that include at least four of the following components:

- Reading for information
- Using electronic sources
- Researching information
- Exploring related literature
- Creating and organizing data
- Using graphic organizers or literacy webs
- Making inferences and drawing conclusions

RELT Task 7

Complete RELT task 7 in [TaskStream](#). Be sure to check your submission against the scoring rubric before submitting your task for evaluation. Remember that you will need to successfully complete all of the course of study tasks before requesting the ELT2 performance assessment.

Literacy Assessment

The primary aim of assessment is to foster learning and to determine how well students are meeting instructional goals. Assessment results are also used to modify curriculum and instruction. The focus on assessment has escalated in the last 10 years, primarily due to the implementation of the No Child Left Behind Act. With the focus on assessment, teachers need to be informed about the purpose and use of assessment tools.

At the end of Literacy Assessment you will be able to:

- diagnose reading issues,
- identify and use assessment techniques, including technology,
- suggest reading strategies that are based on assessment results,
- align assessment practices with literacy goals, curriculum, and instruction in a given situation, and



- show evidence of student learning through the use of a reading or language arts assessment.

The Language of Assessment

Assessment is an ongoing interplay of learning and feedback used to promote student learning and to measure attainment of learning goals. It is important to distinguish different kinds of assessment techniques and to know which strategies are used to measure specific kinds of reading and writing skills. If you want to determine a student's comprehension level, what assessment strategy would you use? If you are interested in knowing the general reading level of a student, what strategy would you use?

Kinds of Assessments

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

- chapter 3

Pay attention to summative, formative, criterion, and norm-referenced assessments. Familiarize yourself with the different kinds of assessments as well as the reading and literacy skills they measure.

Complete the following matrix. Some of the assessments listed in the left column may fit more than one category.

	Summative	Formative	Criterion Referenced	Norm Referenced	What is Measured
Informal Reading Inventory					
Retelling					
Running Record					
Standardized Assessments					
High Stakes Assessment					
Portfolio					
SRI					
Star					
Rubrics					
Observations					
Curriculum-Based Measures					



Classroom Reading Assessment Tools

In this section you will be introduced to four common assessment tools used in classrooms today: informal reading inventories, running records, retelling, and fluency assessments.

These assessments are practical teaching tools you will use on a regular basis as an elementary teacher.

Informal Reading Inventory

Read in the *Creating Literacy Instruction for All Students* text:

- pages 64-68

You will begin your reading assessment strategies by conducting an informal reading inventory (IRI). This assessment tool provides the teacher with information about a student's strengths in word recognition and meaning, reading strategies the student is currently using, and student comprehension. It does not necessarily provide a specific diagnosis; rather, it provides the classroom teacher with a better understanding of a student's reading level to select material at the student's independent and instructional reading levels.

Make certain you understand how to administer an IRI by reviewing the *Creating Literacy Instruction for All Students* text.

Practice administering the IRI with a friend, and then administer the IRI to at least one student age 7-10.

Construct and complete an IRI summary sheet (see chapter 3) to begin to understand how to analyze the results of your IRI.

RELT Task 8

Complete RELT task 8 in [TaskStream](#). Be sure to check your submission against the scoring rubric before submitting your task for evaluation. Remember that you will need to successfully complete all of the course of study tasks before requesting the ELT2 performance assessment.

Running Records

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

- pages 73-75

Then consult the following website to help you learn more about administering and recording a running record:

- "[Assessment Tips: Running Records](#)"

Application of Running Records

View the following CourseCompass MyLabSchool video segment:



- "Elementary Language Arts/Louisa Simulation"

Take notes on key points to reflect on later as it relates to running records, reading assessment, and fluency.

Answer the following question:

- Why does one need to know how to use running records as an accuracy assessment?

Selecting Appropriate Reading Materials

To find reading materials appropriate for conducting a running record, you need to provide reading material at the students' instructional level. You have an idea about the instructional level of the student(s) you have been working with from your informal reading inventory. You can find materials that match this level in one of the following two ways:

- Use reading lists by grade level (find a website that provides reading lists).
- Use Fry readability: Edward Fry invented a graph for estimating readability. This process allows you to find the approximate reading level of any book you choose. Follow the directions for the [Kathy Shrock readability process](#)

Conduct a Running Record Assessment

Once you have found a book to use for your running record/accuracy assessment, please conduct the assessment with a student age 7-10

Summarize

Summarize your results using a miscue analysis form. Develop a form using information from chapter 3 in the *Creating Literacy Instruction for All Students* text.

- After you have analyzed the results, identify possible strategies to increase reading skills.

Fluency and Comprehension Assessments

The ultimate purpose of reading is comprehension. The reading process involves two separate but highly interrelated areas: word identification and comprehension. Even mild difficulties in word identification can pull attention away from the underlying meaning, reduce the speed of reading, and create the need to reread selections to grasp the meaning. Many students who struggle with learning to read are able to compensate for initial reading problems by attaining appropriate instruction to become accurate decoders. However, these students fail to reach a sufficient level of fluency to become fast and efficient readers. Thus, it is critical to develop techniques for improving automaticity and fluency. Once a student has established fluency in reading, the next step is to assess comprehension to determine a student's ultimate ability to comprehend what they are reading.

Reviewing Fluency

Read the following in the *Creating Literacy Instruction for All Students* textbook to get an introduction to fluency:



- [pages 91-93](#)

Assessing Fluency

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

- program 10 ("Reading Comprehension, Part Two")

Analyze the steps involved in conducting a retelling assessment. Take notes for future use.

After reading your textbook, print out the fluency and comprehension rubric and the fluency and comprehension summary form from the [Oregon Reading Scoring Guide](#)

1. Conduct a reading fluency assessment.
2. Conduct a retelling assessment.
3. Summarize your findings from your fluency assessment and your comprehension assessment on the Fluency and Comprehension Summary Form.

RELТ Task 9

Complete RELТ task 9 in [TaskStream](#). Be sure to check your submission against the scoring rubric before submitting your task for evaluation. Remember that you will need to successfully complete all of the course of study tasks before requesting the ELТ2 performance assessment.

RELТ Task 10

Complete RELТ task 10 in [TaskStream](#). Be sure to check your submission against the scoring rubric before submitting your task for evaluation. Remember that you will need to successfully complete all of the course of study tasks before requesting the ELТ2 performance assessment.

Conclusion

Congratulations on completing Literacy Elementary Language Arts and Handwriting! You have covered a broad range of topics. You have worked diligently to complete the assignments and to apply concepts related to literacy and language arts. You have spent time remembering how to write using Zaner-Bloser penmanship. Thank you for the effort you have devoted to learning important teaching skills. Your effort will be rewarded when you are able to structure a literacy environment that includes effective instruction and assessment of language arts.

Reflect on all that you have learned over the past eight weeks. You have learned how to provide writing instruction based on several strategies and developmental writing stages. You have learned different spelling strategies and how to apply them in teaching and learning situations. You have learned how to provide instruction that promotes effective speaking and listening and how to teach handwriting. Your studies have included assessment in many areas of the language arts curriculum and how to use assessment to guide and inform curriculum and instructional planning. You have also been introduced to rich literacy environments, and hopefully you are carefully considering the learning environment you want to create in your own classroom. All of these concepts and strategies will make you a more effective teacher so that you can have a positive impact on each student whose life you touch in the future. Make certain



that you take the time to apply all of the concepts you have learned to real-life examples. Concepts are hollow if you cannot apply them to new situations.

The completion of this course of study does not serve as an ending. It is, in fact, the beginning. You will learn a great deal as you teach literacy and language arts. Literacy research is pervasive. Ideas about how to "best" teach students to read, write, spell, speak, and listen are constantly changing. It is imperative that you read professional journal articles, attend reading conferences (such as International Reading Association), and participate in other professional development opportunities to gain new ideas about how to teach and assess literacy.

Assessment Information

The activities in this course of study have prepared you to complete the ELT2 performance assessment. The following activities will guide you through the assessment process.

Accessing Performance Assessments

You should have already completed some of the following tasks as you worked through this course of study. You will now complete any remaining tasks in [TaskStream](#):

- ELT2: RELT Task 1
- ELT2: RELT Task 2
- ELT2: RELT Task 3
- ELT2: RELT Task 4
- ELT2: RELT Task 5
- ELT2: RELT Task 6
- ELT2: RELT Task 7
- ELT2: RELT Task 8
- ELT2: RELT Task 9
- ELT2: RELT Task 10
- ELT2: ELT1 Task 11
- ELT2: ELT1 Task 12

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

You will be expected to use what you have learned about literacy and language arts in an integrated way. The performance assessment is structured to enable you to demonstrate the skills you have developed that relate to literacy and language arts instruction. You will also need to be prepared to spend additional preclinical experience time to complete some portions of the performance assessment. After completing your tasks, check that you have covered all the requirements in the rubrics before submitting for evaluation.

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, EFT5, and EHT5 prior to taking the ELO5 objective exam.

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](#).