

Six Research-Based Literacy Approaches for the Elementary Classroom

This course provides participants with six research-based components of a balanced literacy program that any elementary teacher can use to build literacy skills and increase content knowledge.

Participants will learn to integrate the six research-based components into their literacy instruction. Specifically, participants will learn how to demonstrate skills students can imitate by reading aloud to them; use shared reading to teach and model strategic reading; and use guided reading to individualize and differentiate instruction, build fluency, and reinforce strategic reading in a wide range of text difficulties.

This course provides the reasons and research behind each of the six components of a balanced literacy program and gives practical strategies on how to use them in the classroom. The course does not in any way advocate one right way to teach the components; instead, it offers suggestions, advice, and best practices from fellow teachers and practitioners.

Course Objectives

After completing this course, you should be able to:

- Understand the importance of reading aloud.
- Understand how shared reading can be used in the classroom.
- Explore strategies for strengthening students' reading skills.
- Examine strategies that can be modeled and supported.

Course Syllabus

<p>Module 1</p>	<p>Component 1—Reading Aloud</p> <ul style="list-style-type: none"> • Module Welcome • What Does It Look Like? • What Does It Provide for Students? • Tips for Successful Read Alouds • Enlisting Support from Home • Video: Reading Aloud Strategies • Parents as Partners • Post-Module Reflection
<p>Module 2</p>	<p>Component 2—Shared Reading and Component 3—Guided Reading</p> <ul style="list-style-type: none"> • Module Welcome • Shared Reading • What Does Shared Reading Look Like? • Successful Shared Reading • Using the Think Aloud Model • Strengthening Reading in the Content Areas • Video: Reading in the Content Areas • Guided Reading • What Does Guided Reading Look Like? • What Does It Provide for Students? • Comprehension Strategies in Action • Implementing Guided Reading • Post-Module Reflection
<p>Module 3</p>	<p>Component 4—Independent Reading</p> <ul style="list-style-type: none"> • Module Welcome • What Does Independent Reading Look Like? • Creating and Monitoring an Independent Reading Program • Open-Ended Questions • Matching Students and Books • What Does Independent Reading Provide? • Nurturing a Motivation to Read • Post-Module Reflection

Module 4	Component 5—Working with Words and Sounds <ul style="list-style-type: none">• Module Welcome• Working with Words and Sounds• What Does It Look Like?• What Does It Provide for Students?• Post-Module Reflection
Module 5	Writing <ul style="list-style-type: none">• Module Welcome• How Is It Implemented?• Writing Strategies• Getting Prepared to Write• Giving Students Responsibility• Some Personal Observations• Post-Module Reflection
Module 6	Fitting It All Together <ul style="list-style-type: none">• Module Welcome• The Reading Workshop• Gradually Releasing Responsibility• A Word About Assessment• Tips for Parents• Post-Module Reflection

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