

## Utah State Office of Education Reading Endorsement Course Framework

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Requirement:           **Foundations of Literacy Instruction (2)**  
Revision Date:         **2013**

*The intent of this framework is (1) to ensure a level of consistency statewide among all institutions providing classes for the Reading Endorsement, and (2) to provide criteria for reviewing and approving coursework from out-of-state submitted to meet this requirement. This framework should be used as the basis for curricular and instructional planning for the required area named above.*

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### **Course Description**

The purpose of this graduate-level course is to help practicing teachers acquire foundational and declarative knowledge about literacy instruction. This includes historical perspectives on reading instruction, an introduction to theories and models of literacy acquisition, and discussions of research related to lifelong literacy and its instructional implications. An examination of the history of the field of literacy will include the debates and various stances of reading researchers and the instructional directives developed as a result of the research.

All K-12 teachers need to understand literacy growth at each stage of students' development and be able to nurture that growth. Teachers in grades 4-12 need to understand early reading techniques, and it is equally important for teachers of K-3 students to understand the reading challenges of students in 4-12. It is essential for all K-12 teachers to attend to the diversity in learning styles and needs as they relate to students' abilities to read and write.

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### ***IRA Standards for Reading Professionals (2010) to be addressed in this course***

#### **STANDARD 1: FOUNDATIONAL KNOWLEDGE**

Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

Element 1.1 Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections.

Element 1.2 Candidates understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.

Element 1.3 Candidates understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.

#### **STANDARD 4: DIVERSITY**

Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

Element 4.1 Candidates recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.

## Participant Objectives

As a result of this course, participants will:

- Read critically, interpret, and discuss literacy research related to reading success and demonstrate a critical stance toward scholarship in the profession (1.1).
  - Analyze reading and writing processes within the research for literacy development and select appropriate instructional practices (1.1).
  - Interpret, summarize, and be able to apply to professional practice historically shared knowledge (e.g., instructional strategies and theories) that address the needs of all K-12 readers and writers (1.2, 1.3).
  - Develop the ability to transfer theories of literacy acquisition and research into practice for students in grades K-12 (1.2, 1.3).
  - Demonstrate a research-based understanding of how diversity influences the reading and writing development of all students (4.1).
  - Critically analyze and determine literacy achievement to differentiate and enhance instruction for all students' skills and concept development (4.1).
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## Required Course Topics

1. Historical foundations of literacy instruction
  2. National Reports, e.g., National Reading Panel, Becoming a Nation of Readers, etc.
  3. Theories and models of reading and learning
  4. Linguistic foundations
  5. Cognitive foundations
  6. Soci-cultural foundations
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## Suggested Assignments

*This suggested assignments section is provided to give instructors a sense of the type, length, and depth of assignments appropriate for this class and is not to be viewed as a required list or as a complete list of assignments.*

- **Case studies.** Critical application of theories and ideas applied to specific student(s) demonstrating the application of course topics.
- **History of American Reading Instruction Timeline.** Each student will create a timeline that shows the major events, individuals, and texts in American reading instruction from the 1700s to the present.
- **Theoretical Models of Reading.** Each student will write a paper that describes the three major classes of reading models (bottom-up; top-down; interactive), making reference to the major figures in each model and possible classroom implications of each. The paper will also compare and contrast the three types of reading models.

- **Literature Review.** Each student will select a line of literacy research and prepare a paper that describes this body of work. This paper will examine and summarize research that results in in-depth knowledge about one aspect of literacy instruction.
  
  - **Suggested Paper Topics**
    - Prepare a paper describing the "educational pendulum" as it has influenced reading instruction over the past centuries.
    - A life-story of the literacy development and opportunities of someone you know or come to know through interviews. Include an analysis of the following issues: What economic, regional, social, and technological transformations occurred during this person's life? How did literacy change in terms of what was valued and what lost value? What literacy sponsors enabled this person to gain literacy over his or her lifespan? What did the literacy sponsors ask for in return (either implicitly or explicitly)? You should also include an examination of writing as well as reading. In your life-story, include parallels to any of the people Deborah Brandt has described, as appropriate, and include any of the other course readings that might be relevant.
    - Analytic paper examining one of the topics covered in this course, such as family-home connections, emergent literacy, spelling, phonemic awareness, phonics, fluency, approaches to beginning reading instruction, comprehension, learning strategies and metacognition, critical literacy, reader response, Vygotsky, or interest and motivation as they relate to reading.
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### **Core Texts**

National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office.

National Early Literacy Panel. (2008). *Developing early literacy: Report of the National Early Literacy Panel*. Washington, DC: National Institute for Literacy.

Utah Core Standards for English/Language Arts (2010). Utah State Office of Education. Retrieved February 22, 2013 from <http://www.schools.utah.gov/CURR/main/Core-Curriculum/By-Subject.aspx> (*Common Core State Standards*).

### **Suggested Resources**

Baumann, J., Hoffman, J., Duffy-Hester, A., & Ro, J. (2000). The First R yesterday and today: U.S. elementary reading instruction practices reported by teachers and administrators. *Reading Research Quarterly*, 35, 338-377.

Biancarosa, G. & Snow, C.E. (2004). *Reading next: A vision for action and research middle and high*

*school literacy. A report to Carnegie Corporation of New York.* Washington, DC: Alliance for Excellent Education. Cached at [www.all4ed.org/publication\\_material/reports](http://www.all4ed.org/publication_material/reports)

Brandt, D. (2001). *Literacy in American Lives.* Cambridge, UK: Cambridge University Press.

Chall, J. S. (1967). *Learning to read: The great debate.* New York: McGraw-Hill.

Cooper, J.D. & King, N. (2006). *Literacy: Helping Children Construct Meaning.* 6th ed. Boston: Houghton Mifflin Company.

Gee, J. P. (2001). Reading as situated language: A sociocognitive perspective. *Journal of Adolescent and Adult Literacy*, 44(8), 714-725.

Graham, S, & Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools. A report to Carnegie Corporation of New York.* Washington, DC: Alliance for Excellent Education. Cached at [www.all4ed.org/publication\\_material/reports](http://www.all4ed.org/publication_material/reports)

Jetton, T.L., & Dole, J. A. (Eds.). (2004). *Adolescent Literacy Research and Practice.* NY, NY: The Guilford Press.

Lewis, C. (2001). *Literary practices as social acts: Power, status, and cultural norms in the classroom.* Mahwah, NJ: Lawrence Erlbaum Associates.

Neuman, S. & Dickinson, D. (2001). *Handbook of early literacy research,* New York: Guilford.

Moats, L.C. (2000). *Speech to print: Language essentials for teachers.* New York: Paul H. Brookes Publishing Co.

Morrow, L.M., Gambrell, L.BI, & Pressley, M. (2003). *Best practices in literacy instruction, 2<sup>nd</sup> Ed.* New York: Guilford.

Robinson, R.D., McKenna, M.C., & Wedman, J.M. (2000). *Issues and trends in literacy education.* Boston: Allyn & Bacon.

Ruddell, R., Ruddell, M., Unrau N.J., & Alvermann, D.E. (2013). *Theoretical models and processes of reading (6th edition).* Newark, DE: IRA. (appropriate chapters)

Short, D., & Fitzsimmons, S. (2007). Double the work: Challenges and solutions to acquiring language and academic literacy for adolescent English language learners. *A report to Carnegie Corporation of New York.* Washington, DC: Alliance for Excellent Education. Cached at [www.all4ed.org/publication\\_material/reports](http://www.all4ed.org/publication_material/reports)

Smith, N. B. (2002). *American Reading Instruction, Special Edition.* Newark, DE: IRA.

Snow, Cathrine E. & Burns, M. S. (2000) *Preventing Reading Difficulties in Young Children.* National Research Council

Stanovich, K.E. (2000). *Understanding reading: Scientific Foundations and New Frontiers*. New York: New Guilford Press.

Tracey, D. H., & Morrow, L. M. (2006). *Lenses on reading: An introduction to theories and models*. New York: Guilford.