

Utah State Office of Education Reading Endorsement Course Framework

Requirement: **Content Area Reading and Writing Instruction (3)**
Revision Date: **2013**

The intent of this framework is (1) to ensure a level of consistency statewide between all institutions providing courses 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.

Background for this requirement

The purpose of this graduate-level course is to help practicing teachers develop an in-depth understanding of the research findings, issues, principles, and practices related to exemplary, research-based literacy instruction in the content areas. The course topics include the use of print and non-print texts throughout the K-12 curriculum. The course will prepare teachers to enable students to engage, understand, analyze, and create text related to science, social science, mathematics, art, music, etc. Teachers will develop understanding of how to investigate and recognize content-specific literacy in teaching and when participating in the literacy of a specific discipline.

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 2: CURRICULUM AND INSTRUCTION

Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

Element 2.1 — Candidates use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.

Element 2.2 — Candidates use appropriate and varied instructional approaches, including

those that develop word recognition, language comprehension, strategic knowledge, and reading– writing connections.

Element 2.3 — Candidates use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.

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.

Element 4.2 — Candidates use a literacy curriculum and engage in instructional practices that positively impact students’ knowledge, beliefs, and engagement with the features of diversity.

Participant Objectives

As a result of this course, participants will:

- Analyze reading and writing processes within the scope of major theories and 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 and be prepared to implement a curriculum to meet the needs of specific readers and writers, especially those who struggle with reading and writing (2.1, 2.2)
- Demonstrate a knowledge of and critical stance toward the research and literature on the subject of content area reading and writing, and an understanding and critical stance of the instructional materials (traditional print, digital, and online) that support instruction (2.1, 2.3).
- Demonstrate 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, including the use of traditional print, digital, and online resources that capitalize on diversity (4.2).

Required Course Topics

1. Nature of the disciplines
 - a. Standards for content areas
 - i. Describe
 - ii. Compare and contrast across disciplines
 - b. Methods of disciplines (e.g., problem solving, inquiry, problematizing)
2. Nature of texts used in a discipline
 - a. Conventions
 - b. Vocabulary
 - c. Sign systems
 - d. The purpose and use of texts within the discipline
 - e. The affordance and limitations of different texts used in/by/for the discipline (Kress)

3. Literacies
 - a. How texts are used in the discipline
 - b. How texts are created in the discipline
 - i. Format
 - ii. Purpose
 - iii. Process
 - c. How texts are used and created in instructional settings
 4. Instruction
 - a. Characteristics of strategic readers, writers, and learners
 - b. Disciplinary instructional framework
 - c. Setting purpose and appropriate use
 - d. Instructional strategies
 - e. Building on students' funds of knowledge, interest, and background
 - f. Identifying and using evidence
 - g. Assessment
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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.

- **Instructional Unit.** Each student will create an instructional unit that reflects his/her learning during the course. The unit will focus on a discipline area (other than language arts) and provide opportunities for learners to experience disciplinary participation and engage with the texts and literacies of the discipline.

The instructional unit will consist of six parts:

1. Description of the content that will be taught along with a description of how the ideas to be taught are related to each other. The content should also include the processes associated with the discipline that will be supported through instruction.
 2. A list and description of the texts that learners will be required to negotiate and create (both as part of learning and assessment).
 3. A list and a description of the literacies that will be required by the learners as they engage in the unit. These literacies should include both those required during learning and during assessment.
 4. Description of the instructional activities that will give all learners opportunities of learn content, processes, and literacies. This can be in the form of lesson plans.
 5. Description of the assessment plan that will guide instruction and provide insights into student achievement and growth, reveal learners' strengths and weaknesses, and allow for students to engage in self-assessment.
 6. Justification for the instructional content, materials, instruction, and assessment based on current recommendations from content and literacy teacher educators.
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General Texts

Utah Core Standards for English/Language Arts and Literacy (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*).

Various examples of content-area Standards.

Allen, J. (2000). *Words, words, words: Teaching vocabulary in grades 4-12*. York, ME: Stenhouse.

Alvermann, D., Gillis, V. R., & Phelps, S. (2013). *Content reading and literacy: Succeeding in today's diverse classrooms*. 3rd edition. Pearson.

Buehl, D. (2001). *Classroom strategies for interactive learning*. Newark, DE: IRA.

Draper, R.J., Broomhead, P., Jensen, A.P., Nokes, J. (2010). *(Re)imagining content-area literacy instruction (Language & Literacy Series) (Language and Literacy Series)*. Teachers College Press.

Ericson, B. (2001). *Teaching Reading in High School English Classes*. National Council of Teachers of English.

Fisher, D., and Fray, N. (2011). *Improving adolescent literacy: Content area strategies at work 3rd ed.* Pearson.

Harvey, S., & Goudvis, A. (2000). *Strategies that work: Teaching comprehension to enhance understanding*. York, ME: Stenhouse.

Irvin, J., Buehl, D., & Klemp, R. (2003). *Reading and the high school student: Strategies to enhance literacy*. Boston: Allyn and Bacon.

Jetton, T.A. & Dole, J.A., Eds. (2004). *Adolescent literacy research and practice*. NY, NY: Guilford.

Jetton, T. A., & Shanahan, C. (2012). *Adolescent literacy in the academic disciplines: General principles and practical strategies*. Heineman.

Langer, J. (2010). *Envisioning knowledge: Building literacy in academic disciplines*. New York, NY: Teachers College Press.

Lapp, D., Flood, J., and Farnan, N. (2006). *Content area reading and learning: Instructional strategies, 3rd ed.* Routledge.

Marzano, R. (2010). *Teaching basic and advanced vocabulary: A framework for direct instruction*. Heinle.

- Moje, E. B. (2008). Foregrounding the disciplines in secondary literacy teaching and learning: A call for change. *Journal of Adolescent and Adult Literacy*, 52, 96-107.
- Moje, E., & O'Brien, D.(Eds.). (2001). *Constructions of literacy: studies of teaching and learning in and out of secondary schools* . Mahwah, NJ.
- Moore, D., & Hinchman, K. (2003). *Starting out: A guide to teaching adolescents who struggle with reading*. Boston: Allyn and Bacon.
- Moje, E. (2000). *All the stories that we have: adolescents' insights about literacy and learning in secondary schools*. Newark, DE: IRA.
- Parris, S. R., Fisher, D., & Headley, K. (Eds.). (2009). *Adolescent literacy, field tested: Effective solutions for every classroom*. Newark, DE: International Reading Association.
- Robb, L. (2000). *Teaching Reading in the Middle School*. Jefferson city, MO: Scholastic.
- Tovani, C. (2000). *I read it but I don't get it: Comprehension strategies for adolescent readers*. Portland, MN: Stenhouse.
- Tovani, C. (2011). *What do they really know? Assessment that informs teaching and learning*. Stenhouse Publishers.

Discipline-specific Texts

Math

- Draper, R. J. (2000). School mathematics reform, constructivism, and literacy: A case for literacy instruction in the reform-oriented math classroom. *Journal of Adolescent and Adult Literacy*, 45(6), 520-529.
- Kenny, J.M., Hancewicz, E., & Heuer, L. (2005). *Literacy strategies for improving mathematics*. ASCD.

Social Studies

- Lesh, B. (2001). *"Why won't you just tell us the answer?": Teaching historical thinking in grades 7-12*. Stenhouse Publishers.
- Nokes, J. (2012). *Building students' historical literacy: Learning to read and reason with historical texts and evidence*. Routledge.
- Ogle, D., Klemp, R., McBride, B. (2007). *Building literacy in social studies*. ASCD.
- Windberg, S. (2001). *Historical thinking and other unnatural acts: Charting the future of teaching the past*. Temple University Press.

Science

Saul, W. (Ed.) (2004). *Crossing borders in literacy and science instruction: Perspectives on theory and practice*. NSTA.

Hand, B., Norton-Meier, L., Stake, J., & Bintz, J. (2009). *Negotiating science: The critical role of argument in science inquiry*. Heineman.

Norris, S. P., & Phillips, L. M. (2003). How literacy in its fundamental sense is central to scientific literacy. *Science Education*, 87(2), 224-240.