

Utah State Office of Education Reading Endorsement Course Framework

Requirement: **Instructional Implications of Literacy Development (5)**
Revision Date: **2013**

The intent of this framework is (1) to ensure a level of consistency statewide among 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.

Course Description

Research about the developmental stages of human growth and how language learning and print acquisition proceed is becoming more detailed for the early (K-2) learner and the older (3-12) learner. Research provides instructional insights into what oral language and literacy support is required by children with widely varying linguistic, social, and cultural backgrounds. This course will focus on research in emergent literacy development for students in grades K-12 and how that development is well-designed and appropriate literacy learning environments, experiences, and instructional interventions for emergent language learners.

This covers the history, major perspectives, and theories about how students understand and develop literacy. It will focus on developmentally appropriate instruction, reading behaviors, and literacy development within the larger framework of the communicative arts, i.e., oracy, written expression, reading, spelling, handwriting, listening, the visual and performing arts, and the social community, i.e., family, socio-economic conditions, culture, ethnicity, language, etc.

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.

Participant Objectives

As a result of this course, participants will:

- Read critically, interpret, and discuss major theories and literacy research related to reading success and demonstrate a critical stance toward scholarship of the profession (1.1).
- 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 the ability to transfer theories of literacy acquisition and research into practice for students in grades K-12 (1.2, 1.3).
- Provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing, including adapting instructional materials to meeting the needs of English Language Learners (2.1, 2.2).
- Demonstrate knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources (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 (4.1).

Required Course Topics

1. Historical Perspectives
 - a. Reading readiness
 - b. Emergent literacy
2. Literacy development of young children
 - a. Structural models of development

- b. Theoretical perspectives of oral language acquisition
 - c. Reading stage development
 - d. Writing and spelling stage development
 - e. Trends in literacy instruction
3. Instruction
 - a. Explicit and implicit instructional activities
 - b. Alphabetic principle
 - c. Phonics instruction
 - d. Building background knowledge
 - e. Vocabulary
 - f. Phonological awareness
 - g. Phonemic awareness
 - h. Print concepts
 - i. Word identification strategies
 - j. Comprehension strategies
 - k. Fluency
 - l. Automaticity
 4. Building students' reading attitude and interests
 - a. Designing literacy learning environments
 - b. Designing classroom environments
 - c. Instructional routines
 - d. Managing flexible grouping
 - e. Play centers
 5. Instructional texts and materials
 - a. Leveled books, predictable books, decodable texts, textbooks
 - b. Technology
 - c. Children's literature
 - d. Narrative and expository texts
 6. Socio-cultural perspectives
 - a. Supporting literacy development in diverse learners
 - b. Parent involvement
 7. Assessing young children's literacy learning
 - a. Instruments for assessing literacy development
 - b. Connecting assessment to instruction
 - c. Summative and formative Assessment
 - d. Communicating assessment information

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.

- **Research.** Select one of the early literacy research articles listed in the bibliography. Carefully read the article and prepare a five-page paper discussing the issues involved, the research method, the research findings, and the implications for practice.
- **Application.** Meet with an early childhood teaching team. Share your knowledge about instructional principles of appropriate early literacy instruction. Determine the teams' commitment to research based, developmentally appropriate practice, its current level of understanding and implementation, and needed instructional changes. Describe your findings in writing.
- **Assess.** Administer early literacy assessments to young children. Based on the data from these assessments, describe instructional decisions you would make for these students.

Core Texts

Morrow, L. M. (2005). *Literacy development in the early years: Helping children read and write, 5th ed.* Boston, MA: Allyn and Bacon.

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

Adams, M. J. (2001). Alphabetic anxiety and explicit systematic phonics instruction: A cognitive science perspective pp. 66-80. In S.B. Neuman & D.K. Dickinson (Eds.). *Handbook of early literacy research.* New York: Guilford Press.

Clay, M.M. (2000) *Concepts about print: What have children learned about the way we print language.* Portsmouth, NH: Heinemann.

Clay, M.M. (2000). *Running records.* Portsmouth, NH: Heinemann.

Collins-Block, C., Oakar, M., & Hurt, N. (2002). The Expertise of Literacy Teachers: A continuum from preschool to grade 5. *Reading Research Quarterly*, 37(2), 178-206.

Duke, N. K. (2000) 3.6 minutes per day: The scarcity of informational texts in first grade. *Reading Research Quarterly*; 35 (2), 202-24.

- Gee, J.P. (2001). A sociocultural perspective on early literacy development, p. 30-42. In S.B. Neuman & D.K. Dickinson (Eds.). *Handbook of early literacy research*. New York: Guilford Press.
- Kamil, M. Mosenthal, P.B., Pearson, P.D., & Barr, R. (2000). *Handbook of reading research*, Vol. II. Mahwah, NJ: Lawrence Earlbaum Associates.
- Kamil, M. Intrator, Sam M. And Kim, Helen S. (2000). The effects of other technologies on literacy and literacy learning pp. 771-788. In Michael L. Kamil, Peter B Mosenthal, P. David Pearson, Rebecca Barr (eds.) *Handbook of reading research Vol III*. Newark, DE: International Reading Association.
- Leu, Donald J. Jr. (2000). Literacy and technology: Deictic consequences for literacy education in an information age pp. 743-770. In Michael L. Kamil, Peter B Mosenthal, P. David Pearson, Rebecca Barr (eds.) *Handbook of reading research Vol III*. Newark, DE: International Reading Association.
- Leu, Donald J. Jr., and Kinzer, Charles K. (2000). The convergence of literacy instruction with networked technologies for information and communication. *Reading Research Quarterly* 35(1), 108-127.
- McCardle, P., & Chhabra, V. (2004). *The voice of evidence in reading research*. Baltimore, MD: Paul H. Brookes, Publishing Co.
- Morrow, Leslie M. & Gambrell (2001). Literature-based instruction in the early years. In S.B. Neuman & D.K. Dickinson (Eds.). *Handbook of early literacy research*. New York: Guilford Press.
- Neuman, S. B. (2001). The role of knowledge in early literacy. *Reading Research Quarterly*, 36(4), 468-475.
- Neuman, S.B. & Celano, D. (2001). Access to print in low-income and middle-income communities: An ecological study of four neighborhoods. *Reading Research Quarterly*, 36(1), 8-26.
- Neuman, S.B. & Dickinson, D. K. (2001) Access to print of children of poverty: Differential effects of adult mediation and literacy-enriched play settings on environment and functional print tasks. *American Educational Research Journal*, 30, 95-122.
- Neuman, S.B. & Dickinson, D. K. (2001). *Handbook of early literacy research*. New York: Guilford Press.
- Pellegrini, A.D. (2001). Some theoretical and methodological considerations in studying literacy in social context, p. 54-65. . In S.B. Neuman & D.K. Dickinson (Eds). *Handbook of early literacy research*. New York: Guilford Press.
- Pressley, M., Allington, R. L., Wharton-McDonald, R., Collins-Block, C., & Morrow, L. M. (2001). Learning to read: Lessons from exemplary first-grade classrooms. New York: Guildford Press.
- Rayner, K., Foorman, B.R., Perfetti, C.A., Pesetsky, D., and Seidenbert, M. S. (2001). How psychological science informs the teaching of reading. *Psychological Science in the Public Interest*, 2 (2), 31—74.
- Rayner, K., Foorman, B.R., Perfetti, C.A., Pesetsky, D., & Seidenbert, M. S. (2002). How should reading be taught? *Scientific American*, March, 85-91.
- Report of the National Reading Panel: Teaching children to Read*. (2000). Washington, DC: National Institute for Child Health and Human Development.

- Richgels, D.J. (2001). Invented spelling, phonemic awareness, and reading and writing instruction, p. 142-158. In S.B. Neuman & D.K. Dickinson (Eds.). *Handbook of early literacy research*. New York: Guilford Press.
- Taylor, Barbara M., Peterson, Debra S., Pearson. P. David, and Rodriquez, Michael C. (2002). Looking inside classrooms: Reflecting on the “how” as well as the “what” in effective reading instruction. *Reading Teacher* 56, 270-279.
- Watson, R. (2001). Literacy and Oral Language: Implications for Early Literacy Acquisition, p. 43-53. In S.B. Neuman & D.K. Dickinson (Eds.). *Handbook of early literacy research*. New York: Guilford Press.
- Whitehurst, G.J. & Lonigan, C.J. (2001). Emergent literacy: Development from preschoolers to readers, p. 11-29. In S.B. Neuman & D.K. Dickinson (Eds). *Handbook of early literacy research*. New York: Guilford Press.