

Utah State Office of Education Reading Endorsement Course Framework

Requirement: **Reading and Writing Across the Disciplines (2)**
Revision Date: **2015**

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

The purpose of this graduate-level course is to 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 will prepare teachers to provide every student with meaningful and engaging opportunities to learn high-level skills through reading, writing, and speaking while working with graphics and texts, including images, video, and audio, in the K-12 curriculum. Participants will also evaluate texts in various content areas or topics to identify the qualitative and quantitative features of a text and address reader and task considerations.

Prerequisite: Level 1, 2, or 3 Teacher Certification

ILA 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 3: ASSESSMENT AND EVALUATION

Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

Element 3.1 Candidates understand types of assessments and their purposes, strengths, and limitations.

Element 3.3 Candidates use assessment information to plan and evaluate instruction.

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.

STANDARD 5: LITERATE ENVIRONMENT

Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

Element 5.2 Candidates design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.

Element 5.3 Candidates use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback).

Element 5.4 Candidates use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.

Participant Objectives

As a result of this course, students 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 the theory and evidence-based instructional strategies 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, 5.3)
- Demonstrate a knowledge of and critical stance toward the research and literature on the subject of content area reading and writing, and an understanding of and critical stance toward the materials (e.g., traditional print, digital, and online) that support instruction (2.1, 2.3).
- Use assessment that is appropriate to the goals and purposes of the content area (3.1).

- Use assessment results to plan, adjust, and evaluate content and literacy instruction (3.3).
 - Demonstrate understanding of how diversity is represented in the print and non-print texts that students will and should encounter across content areas (4.2).
 - 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 (4.1, 5.2, 5.3, 5.4).
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Required Course Topics

1. Critical Need for Content Area Literacy
 - National and international performance (NAEP, ACT, PISA, TIMMS)
 - Demands of the Standards (e.g. UCS, SAGE)
2. Research of Content Area Literacy
 - Historical development
 - Research reports (e.g., Literacy Instruction in the Content Areas)
 - Research reviews
 - Research meta-analyses
3. Content Area Literacy Curriculum
 - Textbook analysis
 - Text considerations (e.g., conventions, academic language, sign systems, hypermedia)
 - Utah Core Standards in ELA and Content Areas
4. Content Area Literacy Instruction
 - Content-specific instructional strategies
 - Cognitive strategies
 - Close reading (e.g., methods, finding evidence)
 - Text Complexity (i.e., quantitative features, qualitative features, reader and task considerations)
 - Reading and writing texts in the discipline (e.g., purpose, audience, context, format, process)
5. Content Area Literacy Assessment
 - Formative
 - Summative
 - Assessing content knowledge vs. literacy skills
6. Data Driven Instructional Decision Making
 - Analyze data to determine if students achieved objectives or standards
 - Adjust/differentiate instruction to increase student proficiency and mastery

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 to 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.
- Identify and read closely the standards of a discipline and compare/contrast with Utah Core Standards for ELA.
 - Identify and annotate a variety of print and non-print texts (beyond a textbook) that can be used in your content area (by the students, as an instructional support, etc.).
 - Identify and evaluate a research study on content literacy in the student's discipline.
 - Evaluate a specific text in terms of its text complexity, analyzing its qualitative features, quantitative features, and the reader and task considerations.

Core Texts

Alvermann, D., Gillis, V. R., & Phelps, S. (2012). *Content reading and literacy: Succeeding in today's diverse classrooms*. 7th edition. Pearson. *(Resource for instructor—expensive text currently)*

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.

http://carnegie.org/fileadmin/Media/Publications/PDF/Content_Areas_report.pdf

Suggested Resources

Utah Core Standards for English/Language Arts and Literacy (2010). Utah State Office of Education. Retrieved December 2, 2014 from <http://www.schools.utah.gov/CURR/main/Core-Curriculum/By-Subject.aspx> (*Common Core State Standards*).

Buehl, D. (2011). *Developing readers in the academic disciplines*. Newark, DE: IRA.

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

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

Lapp, D., Flood, J., and Farnan, N. (2007). *Content area reading and learning: Instructional strategies, 3rd ed.* Routledge. (research-based?)

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.

Parris, S. R., Fisher, D., & Headley, K. (Eds.). (2009). *Adolescent literacy, field tested: Effective solutions for every classroom*. Newark, DE: International Reading Association.

Tovani, C. (2011). *What do they really know? Assessment that informs teaching and learning*. Stenhouse Publishers.

Ag in the Classroom: <http://utah.agclassroom.org/>

Project Learning Tree: <https://www.plt.org/energy-curriculum-common-core-state-standards>

Discipline-specific Texts

Math

Kenny, J.M., Hancewicz, E., & Heuer, L. (2005). *Literacy strategies for improving mathematics*. ASCD.

Social Studies

Golston, S. Altoff, P. (2012). *Teaching Reading with the Social Studies Standards: Elementary Units that Integrate Great Books, Social Studies, and Common Core Standards*. NCSS.

Lesh, B. (2011). *“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.

Wineburg, S., Martin, D., Monte-Sano, C. (2012). *Reading like a historian*. Teachers College Press.

Monte-Sano, C., De La Paz, S., Felton, M. (2014). *Reading, thinking, and writing about history: Teaching argument writing to diverse learners in the Common Core classroom, Grades 6-12*. Teachers College Press.

Science

Feinstein, N. (2011). Salvaging science literacy. *Science Education*, 95(1),168-185.

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.

Fine Arts

Cornett, C. E. (2006). *Creating meaning through literature and the arts: An integration resource for classroom teachers*. Prentice Hall.

Sousa, D. A. (2011). *How the brain learns (Chapter 6)*. Corwin Press.