

## Utah State Office of Education Reading Endorsement Course Framework

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Requirement:           **K-12 Literacy Practices and Processes: Instructional Implications (4)**  
Revision Date:         **2016**

*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.*

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### **Course Description**

This course is designed to provide teachers with an instructional framework for understanding literacy acquisition for K-12 students. Teachers will increase their knowledge and skill in applying instructional practices that support students' literacy learning.

*Prerequisites: Current teaching license*

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### **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 1.3 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 2.2 — 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 3.2 — Candidates select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.

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 4.2 — 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 5.4 — Candidates use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.

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#### **Participant Objectives**

As a result of this course, participants will:

- Develop the ability to apply theories of literacy acquisition and research in grades K-12 (1.1, 1.3).
- Use multiple sources of information to guide instructional planning to improve reading acquisition of emerging and beginning readers of all ages (1.3).
- Select and implement instructional approaches based on evidence-based rationale, student needs, and purposes for instruction. (2.2)
- Differentiate instructional approaches to meet students' reading and writing needs. (2.2)
- Implement and evaluate instruction in each of the following areas: concepts of print, phonological and phonemic awareness, phonics, vocabulary, comprehension, fluency, motivation, and writing. (2.2)
- Guided by evidence-based rationale, incorporate traditional print, digital, and online resources as instructional tools to enhance student learning. (2.2., 2.3, 3.3)
- Adapt instructional approaches and materials to meet the language-proficiency needs of English learners (2.2)
- Select appropriate assessment tools, administer assessment, and interpret data to analyze individual, group, and classroom performance and progress. (3.2)
- Use assessment data to plan instruction and evaluate students' responses to develop relevant next steps for teaching. (3.3).

- Provide differentiated instruction and instructional materials that are linked to students' backgrounds and facilitate a learning environment in which differences and commonalities are value (e.g., use literature that reflects the experiences of marginalized groups and the strategies they used to overcome challenges). (4.2)
- Demonstrate a respectful attitude toward all learners and understand the roles of choice, motivation, and scaffolded support in creating low-risk and positive social environments, including appropriate ways to interact with each other and adults. (5.2)
- Create supportive environments where English learners are encouraging and given many opportunities to use English. (5.2)
- Use evidence-based rationale to make and monitor flexible instructional grouping options for students (e.g., small group, peer-assisted). (5.4)

### Required Course Topics

1. Differentiated Instructional Framework
  - a. Social, cultural, linguistic needs
  - b. Designing literacy learning environment
  - c. Managing flexible grouping
2. Explicit and Implicit Instruction
  - a. Oral language
  - b. Phonological awareness (e.g. phonemic awareness, rhyming, onset-rime, blending)
  - c. Print concepts
  - d. Alphabetic principle
  - e. Word work (i.e., phonics, high-frequency words, and structural analysis)
  - f. Fluency
  - g. Vocabulary
  - h. Comprehension strategies
  - i. Reading and writing connection (e.g., decoding and encoding)
3. Instructional Texts and Materials
  - a. Print, digital and online resources (e.g., literature and informational text)
  - b. Leveled books, predictable books, decodable texts, textbooks
4. Assessing Literacy Learning
  - a. Instruments for assessing literacy
  - b. Connecting assessment to instructional decisions

### 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 paper discussing the issues involved, the research method, the research findings, and the implications for practice.

- **Application.** Assess, make instructional decisions, implement the instructional practices aligned to addressing the student's identified needs.
  - **Conduct a literary review.** Participants read and select one of the critical components of literacy acquisition and summarize the key findings and implications for instruction.
  - **Action Research.** Administer early literacy assessments to young children. Based on the data from these assessments, describe instructional decisions you would make for these students.
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### Core Texts

Adams, M. J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: The MIT Press.

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.

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.
- 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.