

Utah State Office of Education Reading Endorsement Course Framework

Requirement: **Writing Instruction (6)**
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 examine theories, concepts, and methodologies that promote the development of strategic writers. The course will prepare teachers to provide research-based methods for teaching K-12 students to develop a range of writing skills and applications including how to compose opinion/argumentation, informational/expository, and narrative writing. The course will also facilitate teachers' ability to assess student writing.

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.

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.

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 3.2 — 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 4.1 Candidates recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.

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 5.1 — Candidates design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.

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, participants will:

- Read critically, interpret, and discuss major theories and literacy research related to writing success and demonstrate a critical stance toward scholarship of the profession and selecting appropriate instructional practices that address the needs of all K-12 writers. (IRA 1.1, 1.2., 1.3).
- Demonstrate the ability to transfer theories of literacy acquisition and research into practice for students in grades K-12 (IRA 1.2, 1.3).
- Select, develop, administer, and interpret assessments for specific purposes; provide meaningful feedback on student writing (IRA 3.1, 3.2).
- Critically analyze assessment data and determine literacy achievement to differentiate and enhance writing instruction for all students' skills and concept development (IRA 2.1, 2.2, 3.3, 4.1).
- Create a writing environment that supports a positive social environment, includes routines to increase efficiency and effectiveness, and includes the use of various writing group

configurations to support writing instruction (IRA 5.1, 5.2, 5.3, 5.4).

- Contrast and explain the characteristics of major text genres, including opinion/argumentation, informative and narrative. (IDA E-5)
 - Understand the interrelationships between written composition and text comprehension, and the usefulness of writing in building comprehension. (IDA E-5)
-

Required Course Topics

1) Theories of Writing Process and Development

- Sociocultural
- Social cognitive
- Cognitive

2) Research of Writing

- Historical development
- Research reports (e.g., Writing Next, Writing to Read)
- Research reviews (e.g., Hillocks)
- Research meta-analyses (e.g., writing process, SRSD)

3) Writing Curriculum

- Utah core writing and language standards
- Writing instruction scope and sequence
- Curriculum materials evaluation and analysis

4) Writing Instruction

- Cognitive strategy instruction (e.g., SRSD, summarization, task analysis)
- Explicit instruction (e.g., modeled writing, scaffolding)
- Integrated instruction (e.g., writing across the curriculum)
- Writing from multiple sources (e.g., intertextuality)
- Socio cognitive instruction (e.g., interactive, shared, feedback)
- Discourse & rhetorical structures (e.g., text based writing, genre)
- Technology tools (e.g., word processing, Utah Compose)
- Embedded language and grammar (e.g., sentence combining)

5) Writing Assessment

- Holistic scoring
- Analytic scoring
- Technological tools
- Standards-based
- Standardized (normative and CRTs)
- Formative
- Self and peer evaluation

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.

- Create a set of lessons that considers qualities of writing within a particular text type. Teach the lessons and reflect on their effectiveness.
- Assess several pieces of student writing; analyze the strengths of the writing; determine possible teaching considerations; create a plan for subsequent instruction.
- Based on the research and content in this course, design an action research project that focuses on an approach to teaching writing. This should include (1) a new question about teaching writing you are trying to answer, (2) a strategy you are considering, (3) procedures to be followed, (4) student artifacts created, and (4) a discussion of the approach's efficacy. Present this demonstration at your school, district, or a statewide meeting like UCTE/LA or UCIRA.

Core Texts

Bazerman, C. (2007). *Handbook of Research on Writing: History, Society, School, Individual, Text*. Florence, KY: Routledge.

Graham, S., MacArthur, C.A., & Fitzgerald, J. (Eds.). (2013). *Best practices in writing instruction* (2nd ed.). New York, NY: Guilford.

MacArthur, C.A., Graham, S., & Fitzgerald, J. (2008). *Handbook of Writing Research*. New York, NY: Guilford.

Suggested Resources

Duke, N., Caughlan, S., Juzwik, M. M., & Martin, N. M. (2012). *Reading and writing genre with purpose in K-8 classrooms*. Heinemann.

Gallagher, K. (2011). *Write like this: Teaching real-world writing through modeling & mentor texts*. Stenhouse Publishers.

Graham, S., Bollinger, A., Olson, C.B., D'Aoust, C., MacArthur, C., McCutchen, D., & Olinghouse, N. (2012). Teaching elementary school students to be effective writers. Retrieved from http://ies.ed.gov/ncee/wwc/pdf/practice_guides/writing_pg_062612.pdf

Graham, S., & Hebert, M. (2010). *Writing to read: Evidence for how writing can improve reading: A report from Carnegie Corporation of New York*. Carnegie Corporation of New York.

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.

- Graham, S., & Perin, D. (2007). A meta-analysis of writing instruction for adolescent students. *Journal of educational psychology, 99*(3), 445.
- Graham, S., MacArthur, C.A., & Fitzgerald, J., Eds. (2007). *Best practices in writing instruction*. New York: Guilford Publishing.
- Hillocks, G. (2011). *Teaching argument writing, grades 6-12: Supporting claims with relevant evidence and clear reasoning*. Heinemann.
- Jones, C.D. & Hall, T.H. (2013). The Importance of Handwriting: Why It is included the Utah Core Standards for English Language Arts. *Utah Journal of Literacy, 16*(2), 28-36.
- Olson, C.B. (2010). *The Reading/Writing Connection: Strategies for Teaching and Learning in the Secondary Classroom, 3rd Edition*. New York, NY: Allen and Bacon.
- National Commission on Writing. (2003). *The neglected R: The need for a writing revolution*. New York: College Entrance Examination Board.
- National Commission on Writing. (2006). *Writing and school reform*. New York: College Board.
- Shanahan, T. (2006). Relations among oral language, reading, and writing development. In C. MacArthur, S. Graham, & J. Fitzgerald (Eds.), *Handbook of writing research* (pp. 171-183). New York: Guilford Press.
- Tompkins, G.E. (2012). *Teaching writing: Balancing process and product* (6th ed.). Boston: Pearson.
- Troia, G. A. (2009). *Instruction and assessment for struggling writers: Evidence-based practices*. NY: Guilford press.
- Troia, G. A., & Olinghouse, N. G. (2013). The Common Core State Standards and Evidence-Based Educational Practices: The Case of Writing. *School Psychology Review, 42*(3).