

Utah State Office of Education Reading Endorsement Course Framework

Requirement: **Reading Comprehension Instruction (6)**
Revision Date: **2013**

The intent of this framework is (1) to ensure a level of consistency statewide between all institutions providing classes 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 acquire knowledge and understanding of current theories and models that impact reading comprehension and apply that knowledge in instruction. The course will focus on understanding reading comprehension, increasing the range, quality and complexity of reading materials used by students, and supporting student responses to text. Teachers will build students' ability to use texts efficiently and effectively to develop and express complex, critical thinking.

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.

STANDARD 3: ASSESSMENT AND EVALUATION

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

Element 3.3 — 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.

Participant Objectives

Participants will:

1. Read critically, interpret, and discuss literacy research related to reading success; assume a critical stance toward scholarship in the profession; select appropriate instructional practices for K-12 students (1.1).
2. Choose appropriately complex texts and create instruction that supports the acquisition of deeper levels of knowledge for students (1.2, 1.3).
3. Teach students to read critically and analyze (a) content, (b) the author's purpose, and (c) the author's craft to comprehend text at appropriate levels (1.2, 1.3).
4. Teach students to apply reading and writing processes to support comprehension and understanding of texts (2.1, 2.2)
5. Use formative and summative assessments to evaluate depth and complexity of reading comprehension to inform instruction (3.3).
6. Demonstrate a research-based understanding of how diversity influences the reading and writing development of all students (4.1).

Required Course Topics

1. Literacy research related to reading comprehension and appropriate instructional practices for K-12 students.
 2. Text complexity, selection of appropriate texts, strategic implementation of instructional tasks and Standards to support the acquisition of deeper levels of student knowledge.
 3. Methods of teaching students to read critically and analyze (a) content, (b) the author's purpose, and (c) the author's craft to comprehend text at appropriate levels.
 4. Methods of using text-dependent questioning (TDQ) to collect evidence and demonstrate understanding of the text.
 5. Methods of teaching students to apply reading and writing processes to support comprehension and understanding of texts.
 6. Selecting and using formative and summative assessments to evaluate depth and complexity of reading comprehension to inform instruction.
 7. Influence of diversity on the reading and writing development of all students.
-

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.

- **Close Reading and Text Sets.** Create a lesson plan demonstrating text dependent questioning that reflects an Standards-based reading practices that integrates each level of reading comprehension (key ideas and details, craft and structure, and integration of knowledge and ideas) within the same lesson for both a literary and informational text.
- **Beyond Strategy Presentation,** To demonstrate knowledge of comprehension strategy instruction, prepare and present a 15-20 minute lesson on the strategy (including what the strategy is, how to use it in elementary and secondary classroom, and ways to go beyond the strategy).
- **Reading Reactions.** After reading the assigned text each week summarize and respond. While it is acceptable to summarize the specific part of the text that under discussion, the whole reaction should not be a summary of the text. Entries to the blog should ask questions, compare with other texts, discuss concerns, and explore ideas for classroom instruction.

Core Texts

Keene, E. O., Zimmermann, S., Miller, D., Bennett, S., Blauman, L., Hutchins, C., . . . Pearson, P. D. (2011). *Comprehension going forward: Where we are and what's next* (H. Daniels, Ed.). Portsmouth, NH: Heinemann.

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

Hess, K.K, Jones, B.B., Carlock, D., Walkup, J.R. (2009) "Cognitive Rigor: Blending the Strengths of Bloom's Taxonomy and Webb's Depth of Knowledge to Enhance Classroom-level Processes" downloaded 5.31.2013 http://standardsco.com/PDF/Cognitive_Rigor_Paper.pdf.