

Utah State Office of Education Reading Endorsement Course Framework

Requirement: **Writing Instruction (7)**
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

The purpose of this graduate-level course for practicing teachers is to integrate history, theories, concepts, and methodologies that promote the development of strategic writers. The course will prepare teachers to provide theoretically and research based instruction to helping students engage in research processes, use writing to assert and defend claims, convey information accurately and effectively, and express what they have experienced, imagined, thought, and felt. The course will also facilitate teachers' ability to assess student writing.

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.

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 (1.1).
- Analyze 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 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 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).
- Select, develop, administer, and interpret assessments for specific purposes; provide meaningful feedback on student writing (3.1, 3.2).

- Differentiate writing instruction for specific students based on assessment data (3.3).
 - 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).
 - 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 (5.1, 5.2, 5.3, 5.4).
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Required Course Topics

1. Historical development in writing instruction
2. Process writing
 - a. Definition/Description
 - b. Strengths
 - c. Criticisms
3. Theories of writing development
 - a. Issues of context, cognition, and motivation
 - b. Stage/phases of writing development
 - c. Developing handwriting
 - d. Supporting writing fluency
4. Instructional approaches
 - a. Writer's workshop and variations
 - b. Genre approaches
 - c. Self-regulated skill development
5. Text qualities* appropriate to text type and purpose
 - a. Text qualities of opinion (K-5) and argumentation (6-12)
 - b. Text qualities of narrative
 - c. Text qualities of explanatory/Informational (existing knowledge)
 - d. Text qualities of original research (new knowledge)
6. Assessing writing
 - a. Holistic
 - b. Analytic
 - c. Rubric/rubric development
 - d. Appropriate feedback

**Text quality includes the consideration of: developing ideas, audience and purpose, organization, diction/word choice, conventions, voice, format/presentation, and sentence fluency within each type of text.*

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.
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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. (2006). *Handbook of Writing Research*. New York, NY: Guilford.

Suggested Resources

Buckner, A. (2005). *Notebook Know-How: Strategies for the Writer's Notebook*. Portland, ME: Stenhouse.

Dean, D. (2006). *Strategic Writing: The Writing Process and beyond in the Secondary English Classroom*. Urbana, IL: NCTE.

Dorn, L. J. & Soffos, C. (2001). *Scaffolding Young Writers: A Writer's Workshop Approach*. Portland, ME: Stenhouse.

Fletcher, R. & Portalupi, J. (2001). *Writing Workshop: The Essential Guide* by Ralph Fletcher and JoAnn Portalupi. Portsmouth, NH: Heinemann.

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., MacArthur, C.A., & Fitzgerald, J., Eds. (2007). *Best practices in writing instruction*. New York: Guilford Publishing.
- MacArthur, C.A., Graham, S., & Fitzgerald, J. (2006). *Handbook of Writing Research*. New York: Guilford.
- National Writing Project & Nagin, C. (2006). *Because Writing Matters*. New York: Jossey-Bass.
- Olson, C.B. (2007). *The Reading/Writing Connection: Strategies for Teaching and Learning in the Secondary Classroom*. New York, NY: Allen and Bacon.
- Strong, W. (2005). *Write For Insight: Empowering Content Learning, Grades 6-12*. New York, NY: Allen and Bacon.