Utah State Office of Education
Reading Endorsement Course Framework

Requirement: Foundations of Literacy Instruction: Theories and Models (1)
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.

Course Description
This purpose of this graduate-level course is to help practicing teachers acquire foundational understandings about literacy. This involves an examination of the historical and theoretical perspectives and underlying premises of literacy (e.g., oral language, phonemic awareness, and organizational structures). A knowledge of historical and contemporary theories and models provides a framework for analyzing research and practice to make well-informed curricular and instructional decisions.

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 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 4.3 Candidates develop and implement strategies to advocate for equity.

STANDARD 6: PROFESSIONAL LEARNING AND LEADERSHIP
Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

Element 6.2 Candidates display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.

Participant Objectives
As a result of this course, participants will:

- Use a critical stance to interpret and discuss literacy research relative to the theoretical perspective of the author(s) (1.1).
- Analyze the historical and theoretical foundations of literacy issues and their influence on educational practices (1.1).
- Interpret, summarize, and apply historically shared knowledge (e.g., instructional strategies and theories) that addresses the needs of all K-12 readers and writers (1.2, 1.3).
- Transfer theories of literacy acquisition and research into practice for students in grades K-12 (1.2, 1.3).
- Demonstrate a research-based understanding of how diversity influences the literacy achievement of all students (4.1, 4.3).
- Consider the potential of individual and collective theories and models to promote differentiation and the enhancement of instruction for all students (4.1, 4.3).
- Continue to refine professional knowledge of the foundations of literacy as guides for professional behavior (6.2).

Required Course Topics

1. Historical foundations of literacy processes
   b. Influential reports (e.g., Preventing Reading Difficulties, National Reading Panel, Becoming a Nation of Readers, National Early Literacy Panel, Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language Minority Children and Youth)

2. Theories and models of literacy
   a. Behaviorism
   b. Constructivism (e.g., schema theory, transactional/reader response theory)
c. Psycholinguistics

d. Social learning perspectives (e.g., socio-linguistics, socio-cultural, social construction)

e. Cognitive-processing perspective (e.g., information processing theory, LaBerge and Samuel's Automatic Information Processing, cognitive flexibility theory, cognitive process theory of writing)

f. Critical or digital literacy (e.g., four resources model, multiliteracies)

3. Application of Theories to Instructional Decision-Making

   a. Critical analysis of research and their theoretical influences

   b. Compare and contrast published materials (e.g., core reading programs, reading anthologies, textbooks) and their approaches

   c. Consideration of culturally-relevant materials and pedagogy

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**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.

- **History of American Reading Instruction Timeline.** Each student will create a timeline that shows the major events, individuals, and texts in American reading instruction from the 1700s to the present.

- **Theoretical Models of Reading.** Each student will write a paper that describes three major classes of reading models, making reference to the major figures in each model and possible classroom implications of each. The paper will also compare and contrast the three types of reading models chosen.

- **Literature Review.** Each student will select a line of literacy research and prepare a paper that describes this body of work. This paper will examine and summarize research that results in in-depth knowledge about one aspect of literacy instruction.

- **Suggested Paper Topics**

  - Prepare a paper describing the "educational pendulum" as it has influenced reading instruction over the past centuries.
- A life-story of the literacy development and opportunities of someone you know or come to know through interviews. Include an analysis of the following issues: What economic, regional, social, and technological transformations occurred during this person's life? How did literacy change in terms of what was valued and what lost value? What literacy sponsors enabled this person to gain literacy over his or her lifespan? What did the literacy sponsors ask for in return (either implicitly or explicitly)? You should also include an examination of writing as well as reading. In your life-story, include parallels to any of the people Deborah Brandt has described, as appropriate, and include any of the other course readings that might be relevant.

- Analytic paper examining one of the topics covered in this course, such as family-home connections, emergent literacy, spelling, phonemic awareness, phonics, fluency, approaches to beginning reading instruction, comprehension, learning strategies and metacognition, critical literacy, reader response, Vygotsky, or interest and motivation as they relate to reading.

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**Core Texts**


**Suggested Resources**


