



University of Nevada, Reno

Overview of the College of Education Undergraduate Literacy Program

The UNR reading program is based on the standards set by the International Reading Association. The focus areas for the development of reading professionals rely on five foundational areas.



Overview of Courses

The undergraduate literacy program consists of four sequential courses for elementary education:

EDU 207 EXPLORATION OF CHILDREN'S LITERATURE

Lecture + Lab: 3+0 Credit(s): 3

Survey of children's literature genres. Censorship, historical background, children's interests, literature programs and book evaluations.

Prerequisite (s): ENG 102.

EDES 300 LANGUAGE ARTS AND LITERATURE PK-3

Lecture + Lab: 3+0 Credit(s): 3

Learning and instruction in reading, writing, oral language and literature for the PK-3 grades.

Prerequisite(s): EDU 207; admission to teacher education program or College of Education graduate student.

EDRL 443/643 LITERACY INSTRUCTION II

Lecture + Lab: 3+0 Credit(s): 3

Learning and instruction in reading, writing, oral language and literature for the 4-8 grades.

Prerequisite (s): EDES 300; admission to teacher education program.

EDRL 461/661 DIAGNOSTIC ASSESSMENT AND INSTRUCTION LITERACY

Lecture + Lab: 2+3 Credit(s): 3

Apprentice teaching, emphasis on developmental instruction with children who have difficulty learning to read, small group instruction and applications in the classroom.

Prerequisite(s): EDRL 443.

The undergraduate literacy program also includes one course for secondary education, which is also required for elementary candidates seeking the Nevada State Reading Teacher Endorsement:

EDRL 451/651 READING AND WRITING IN THE SECONDARY SCHOOL

Lecture + Lab: 3 + 0 Credit(s): 3

In content fields; sources of difficulties; developmental instruction; techniques for promoting comprehension and vocabulary.

Prerequisite(s): EPY 330A or EPY 330B.

Undergraduate Literacy Course Planning

	IRA Standards	EDU 207 (Ch. Lit)	EDES 300 (Lit 1)	EDRL 443/643 (Lit 2)	EDRL 441/661 (Lit 3)	EDRL 451/651 (Secondary)
Course Emphasis Area		Children's Literature (print and electronic) for children from birth through elementary school	Emergent/Early Literacy Birth-3	Upper Elementary Literacy Grades 4-8	Struggling Readers Clinic M/W (4-8th) T/TH (K-3rd)	Reading and Writing in the Secondary School
Literacy Content Knowledge	1.1 1.2 1.3 1.4	<u>Introduction to:</u> Definition and history of children's literature Fiction genres of children's literature Visual elements of illustration Narrative elements Nonfiction genres of children's literature Evaluation of children's books Censorship issues	<u>Introduction to:</u> Learning Theories (Mental Discipline-Behaviorism-Constructivism) Literacy Development Theories Social Learning Theories Information/Cognitive Processing (Tracey & Morrow, __) Cultural linguistic diversity Phonemic awareness, word identification, phonics, vocabulary and background knowledge, fluency, comprehension, and emergent writing	<u>Introduction to and Application of:</u> Learning Theories Literacy research Language development Cultural linguistic diversity Reading Acquisition Background knowledge, vocabulary, fluency, comprehension, and process writing and genres New Literacies/Multimodal Theory	<u>Understanding and Application of:</u> Learning Theories (Mental Discipline-Behaviorism-Constructivism) Literacy Development Theories Social Learning Theories Information/Cognitive Processing (Tracey & Morrow, __) Phonemic awareness, word identification, phonics, vocabulary and background knowledge, fluency, comprehension, and writing New Literacies/Multimodal Theory	<u>Understanding and Application of:</u> Learning Theories Linguistic Foundations Cultural and Linguistic Diversity Vocabulary, background knowledge, comprehension strategies, motivation
Literacy Pedagogical Content Knowledge	1.4	<u>Introduction to instructional methods for:</u> Children's response to literature Establishing a classroom library	<u>Introduction to instructional methods for:</u> Phonemic Awareness Phonics Word Study Vocabulary Comprehension Writing	<u>Introduction to and Application of instructional methods for:</u> Fluency Word Study Vocabulary Comprehension Writing	<u>Application and adaptation of instructional methods for:</u> Phonemic Awareness Phonics Word Study Fluency Vocabulary Comprehension Writing	<u>Introduction and Applications of instructional methods for:</u> Vocabulary Background knowledge, Comprehension Writing Motivation
Literacy Curricular Knowledge	2.3 4.2		<u>Introduction to:</u> Basal Program Leveled Text based instruction Literature	<u>Introduction to:</u> Basal Program Literature Expository Texts Text Structures	<u>Understanding and Application of:</u> Basal Program Leveled Text based instruction Literature Expository Texts	<u>Understanding and Application of:</u> Content Area Literacy Materials - textbooks, other expository texts, fiction texts, digital media

			Expository Texts Intervention Models	Strategies Technology-based practices & curricular materials	Intervention Models	
Required Assignments	2.1 3.2 3.4 4.2	Author and illustrator studies Nonfiction/multimodal text set Newbery book and response/blog Exploration of historical fiction	IRI/OS/RR/Miscue Analysis/Writing Analysis (practicum student)	IRI & QSI analysis Fluency (qualitative & quantitative (practicum student))	2 video analysis of tutee & self-reflection ARTIFACT Digital Story/Identity Text 2 Parent Conferences (open house & final conference)	Midterm examination Group presentation: Content area lesson with literacy scaffolds Content area unit plan with embedded literacy scaffolds
Required Culminating Assignment	4.3 4.4 5.1 5.3	Plot diagram literary analysis exam	Video analysis of teaching reading & writing (1 on video lesson & 1 on self during tutoring) Whole class literacy 90 minute block plan	Video analysis of teaching reading & writing (1 on video lesson & 1 on self during tutoring) Tradebook Interdisciplinary Project and Presentation Literature Circles Strategy Demonstration Lesson	Diagnostic Case Study Report (Parents)	
Reading Assignment Formats	3.4 5.2	Reading of multiple children's books throughout class	Reflective Journal/Reading Response		Reflective Reading Response within Lesson Plan reflection and analysis of tutee	Readings from content area literacy textbooks and practitioner peer-reviewed journals with weekly reading quizzes
Exit Exam	5.3	Essay	Multiple choice, true/false short Answer (Pre-post assessment)	Multiple choice, true/false short Answer (Pre-post assessment)	Multiple choice, true/false short Answer (Pre-post assessment)	Quizzes, Presentation, Project
Practicum	2.1 3.3 2.2 4.1 2.3 4.4 3.1 5.1		Supervised Classroom tutoring 5 One on one & 5 small group During class 30 minutes 1x week 10 sessions	Supervised Classroom tutoring One on one & small group During class 30-45 minutes 1x week 10 sessions	Clinic One on one tutoring 1 hour 2x week 20-22 sessions	In development: Partnership with secondary teachers in creating and applying materials for content area literacy support
Practicum structure	2.2 5.3 2.3 4.1 4.2 4.3 4.4 5.2		<u>Small group & individual</u> 1/4 Read Aloud 1/4 Guided Reading 1/4 Word Work (PA-Phonics) 1/4 Writing	Fluency Word Study Comprehension – strategies & assessment Writing (Genres)	<u>Individual</u> <u>1/4 Read Aloud-Think Aloud</u> (Listening Comprehension-Vocabulary) <u>1/4 Guided Reading</u> (Strategy prompting - Comprehension) <u>1/4 Word Work</u> (PA Phonics-Word Study-Vocabulary) <u>1/4 Writing</u>	

					(Multimodal/multi genre)	
Assessments	3.1 3.2 3.3 4.3		OS IRI (QRI) Running Records + Miscue Analysis QSI Writing Inventory	IRI (Bader) QSI 6+1 Traits of writing rubric SOLOM	IRI (ARI) Running Records + Retrospective Miscue Analysis QSI Writing Inventory + Standard Rubrics	Content-Area Based Vocabulary and Comprehension Assessments
Textbooks			Tompkins (K-8) Pennington & Salas 50 Strategies (Tompkins)	Tompkins (K-8) Writing (Caukins) Pennington & Salas 50 Strategies (Tompkins)	IRI-ARI (Woods & Moe) Pennington & Salas 50 Strategies (Tompkins)	

International Reading Association Professional Standards

Standard 1: Foundational Knowledge

Candidates have knowledge of the foundations of reading and writing processes and instruction.

ELEMENT	Classroom Teacher Candidates
1.1 Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction.	Know and apply elements from learning theory. Know foundational theories related to practices and materials they use in the classroom.
1.2 Demonstrate knowledge of reading research and histories of reading	Recognize historical antecedents to contemporary reading methods and materials. They articulate how their teaching practices relate to reading research.
1.3 Demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity.	Can articulate developmental aspects of oral language and its relationship to reading and writing. Can summarize the developmental progression of reading acquisition and the variations related to cultural and linguistic diversity. Can describe when students are meeting developmental bench marks.
1.4 Demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.	List and define the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation). Explain how the components (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) are integrated during fluent reading. They can articulate the research that grounds their practice. They identify students' strengths and weaknesses in relation to the various components.

Standard 2: Instructional Strategies & Curriculum Materials

Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.

<p>2.1 Use instructional grouping options (individual, small-group, whole-class, and computer based) as appropriate for accomplishing given purposes.</p>	<p>Use a variety of instructional grouping options.</p> <p>Match instructional grouping options to specific instructional purposes that take into account developmental, cultural, and linguistic differences among students. They model scaffold procedures so that students learn to work effectively. They provide an evidence-based rationale for their selections.</p>
<p>2.2 use a wide range of instructional practices, approaches, and methods. Including technology-based practices, for learners at differing stage of development and from differing cultural and linguistic backgrounds.</p>	<p>Plan and use a wide range of instructional practices, approaches, and methods, including technology-based practices.</p> <p>Selections are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.</p>
<p>2.3 Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.</p>	<p>Plan and use a wide range of curriculum materials. Selections are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic difference of their students.</p>

Standard 3: Assessment, Diagnosis, & Evaluation

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

<p>3.1 Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.</p>	<p>Select and administer appropriate formal and informal assessments including technology-based assessments. They understand the requirements for technical adequacy of assessments and can select technically adequate assessment tools. They can interpret the results of these tests and assessments.</p>
<p>3.2 Place students along a developmental continuum and identify students' proficiencies and difficulties</p>	<p>Compare, contrast, and analyze information and assessment results to place students along a developmental continuum. Recognize the variability in reading levels across children in the same grade and within a child across different subject areas. Identify students' proficiencies and difficulties. Recognize the need to make referrals for appropriate services.</p>
<p>3.3 Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from difference cultural and linguistic backgrounds.</p>	<p>Analyze, compare, contrast, and use assessment results to plan, evaluate, and revise effective instruction for all students within an assessment/evaluation/ instruction cycle.</p>
<p>3.4 communicate results of assessments to specific individuals (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.).</p>	<p>Interpret a student's reading profile from assessments and communicate the results to the student, parents, caregivers, colleagues, and administrators.</p>

Standard 4: Creating a Literate Environment

Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.	
4.1 Use students' interests, reading abilities, and backgrounds as foundations for the reading and writing program.	<p>Collect information about children's interests, reading abilities, and backgrounds. Use the information when planning instruction. Select materials and help students select materials that match their reading levels, interests, and cultural and linguistic backgrounds. Use technology to gather and use this information in instructional planning. Can articulate the research base that grounds their practice.</p>
4.2 use a large supply of books, technology-based information, and nonprint, materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.	<p>Assist students in selecting books, technology-based information, and nonprint materials that are appropriate for them. Select books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural and linguistic backgrounds. Can articulate the research that grounds their practice.</p>
4.3 Model reading and writing enthusiastically as valued lifelong activities.	<p>Read aloud enthusiastically and fluently when reading to students. Model and share the use of reading and writing for real purposes in daily like. They use think- alouds to demonstrate good reading and writing strategies. Can articulate the research that supports modeling think-alouds and read-alouds to students.</p>
4.4 Motivate learners to be lifelong readers.	<p>Support students' choices of reading materials. Effectively plan and implement instruction that motivates readers intrinsically and extrinsically. Aware of children's literature, interests, and reading levels of students in their class and can select appropriate text. Assist children in discovering reading for personal purposes. Provide evidence-based rationale for their practice.</p>
Standard 5: Professional Development	
Candidates view professional development as a career-long effort and responsibility.	
5.1 Display positive dispositions related to reading and the teaching of reading.	<p>Know the importance of confidentiality, and respect students and their cultural and linguistic backgrounds. Care for the well-being of students and believe that all students can learn. Ensure that all individuals project ethical and caring attitudes in the classroom. Work with families, colleagues, and communities to support students' learning.</p>
5.2 Continue to pursue the development of professional knowledge and dispositions.	<p>Identify specific questions related to knowledge, skills and/or dispositions related to their teaching of reading and writing. Plan specific strategies for finding answers to those questions. Carry out those plans and articulate the answers derived. Indicate knowledge of and are members of some professional organizations related to reading and writing. Informed about important professional issues and are effective advocates with administrators, school boards, and local, state, and federal policymaking bodies.</p>
5.3 Work with colleagues to observe, evaluate, and provide feedback on each other's practice.	<p>Actively engage in collaboration and dialogue with other teachers and reading specialists to obtain recommendations and advice on teaching practices and ideas. They can articulate the evidence base related to these recommendations. May conduct action research as a part of these collaborations.</p>

5.4 Participate in, initiate, implement, and evaluate professional development programs.

Participate individually and with colleagues in professional development experiences.

*IRA Standards for Reading Professionals (rev. 2010)

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