

Iowa State University
ENDORSEMENT NO: 149
IAC: 13.28(15)b Reading
GRADE LEVEL: 5-12

DATE OF PROGRAM:
September 2009

Professional Education Core: Requirements unique to this endorsement:

STATE REQUIREMENTS Professional Core	INSTITUTIONAL REQUIREMENTS Courses for Demonstrating Competencies
Methods of teaching with an emphasis in 5-12 Reading	C I 395 Teaching Reading in Middle & Secondary Schools
Student Teaching	Endorsement Program Only

Content:

- A. Completion of a thirty semester hour teaching major which must minimally include
- B. Completion of 24 semester hours in Reading to include the following:

STATE REQUIREMENTS Content Categories	INSTITUTIONAL REQUIREMENTS Course Numbers and Titles	Credit Hrs.
(1) Foundations of Reading: The practitioner/candidate has knowledge of the psychological, socio-cultural, and linguistic foundations of reading and writing processes and instruction. The p/c has knowledge of a range of research pertaining to reading, writing, and learning, including scientifically-based reading research, and knowledge of histories of reading. The range of research encompasses research traditions from the fields of the social sciences and other paradigms appropriate for informing practice. The p/c has knowledge of the major components of reading (phonemic awareness, word identification/phonics, vocabulary, fluency, and comprehension) and effectively integrates curricular standards with student interests, motivation, and background knowledge.	C I 395 Teaching Reading in Middle & Secondary Schools	3
	OR C I 551 Foundations of Reading & Language	3
	AND C I/Engl 494 Practice and Theory of Teaching Literature in the Secondary Schools	3
(2) Reading in the Content Areas: The practitioner/candidate has knowledge of text structure and the dimensions of content area vocabulary and comprehension (e.g. literal, interpretive, critical, and evaluative). The p/c provides content area instruction in reading and writing that effectively uses a variety of research-based strategies and practices.	C I 395 Teaching Reading in Middle & Secondary Schools	3
(3) Practicum: The practitioner/candidate works with licensed professionals who observe, evaluate, and provide feedback on the knowledge, dispositions, and performance of the teaching of reading and writing. The p/c effectively uses reading and writing strategies, materials, and assessments based upon appropriate reading and writing research and works with colleagues and families in the support of reading and writing development.	C I 588 Supervised Tutoring in Reading	3

(4) Language Development: The practitioner/candidate uses knowledge of the relationship of language acquisition and language development with the acquisition and development of reading skills, and the variations related to cultural and linguistic diversity to provide effective instruction in reading and writing.	Engl 219 Introduction to Linguistics OR CmDis 471 Language Development OR Engl 511 Introduction to Linguistic Analysis	3 3 3
	C I 452 Corrective Reading OR C I 552 Corrective Reading	3 3
	C I 395 Teaching Reading in Middle & Secondary Schools AND Engl 397 Practice and Theory of Teaching Writing in the Secondary Schools	3 3
(5) Oral Communication: The practitioner/candidate demonstrates knowledge of the unique needs and backgrounds of students with language differences and uses effective strategies for facilitating the learning of Standard English by all learners.	C I 452 Corrective Reading OR C I 552 Corrective Reading	3 3
	C I 395 Teaching Reading in Middle & Secondary Schools AND Engl 397 Practice and Theory of Teaching Writing in the Secondary Schools	3 3
(6) Written Communication: The practitioner/candidate uses knowledge of reading-writing-speaking connections to teach the skills and processes necessary for writing narrative, expressive, persuasive, informational, and descriptive texts, including text structures and mechanics such as grammar, usage, and spelling.	C I 452 Corrective Reading OR C I 552 Corrective Reading	3 3
	C I 395 Teaching Reading in Middle & Secondary Schools AND Engl 397 Practice and Theory of Teaching Writing in the Secondary Schools	3 3
(7) Reading Assessment: Diagnosis and Evaluation: The practitioner/candidate uses knowledge of a variety of instruments, procedures, and practices that range from individual to group and from formal to informal to alternative for the identification of students' reading proficiencies and needs, for planning and revising instruction for all students, and for communicating the results of ongoing assessment to all stakeholders. The p/c also demonstrates awareness of policies and procedures related to special programs..	C I 452 Corrective Reading OR C I 552 Corrective Reading	3 3
	C I 395 Teaching Reading in Middle & Secondary Schools AND Engl 397 Practice and Theory of Teaching Writing in the Secondary Schools	3 3
(8) Adolescent Nonfiction and Fiction: The practitioner/candidate uses knowledge of adolescent or young adult literature for modeling the reading and writing of varied genres, fiction and nonfiction, technology- and media-based information, and non-print materials; for motivating through the use of texts at multiple levels, representing broad interests, and reflecting varied cultures, linguistic backgrounds, and perspectives; and for matching text complexities to the proficiencies and needs of readers.	Engl 396 Teaching the Reading of Young Adult Literature OR C I 554 Reading and Responding to Literature for Children and Adolescents (Choose 456/556 or 553 for (9) if 554 is used here.)	3 3
	C I 456/556 Integrating Technology Into the Reading & Language Arts OR C I 553 Reading for Adolescents with Mild/Moderate Disabilities OR C I 554 Reading and Responding to Literature for Children and Adolescents (Choose 456/556 or 553 if 554 is used in (8).)	3 3 3
TOTAL Credit Hours		24