



Utah State Board of Education

EMERGENT LITERACY TEACHER COMPETENCIES

A TECHNICAL ASSISTANCE DOCUMENT

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INTRODUCTION

This document is for those providing training to preschool special educators earning their license. It outlines the competencies that emergent literacy teachers need to have in order to meet the requirements of [Board Rule R277-301](#).

EMERGENT LITERACY TEACHER COMPETENCIES

To meet licensure requirements, emergent literacy teacher candidates must have competency in the following content areas:

- Foundations of Early Childhood Education and Current Practices
- Differentiated Instruction and Assessment
- Oral Language/Vocabulary/Listening Comprehension
- Phonological Awareness
- Writing
- Print Concepts/Phonics
- Instructional Strategies

The tables below outline the skills associated with each of these seven content areas. For each skill, an “X” has been placed in one or more of the three right-hand columns indicating how teacher candidates must demonstrate this competency in order to meet the requirements for licensure. Competencies can be demonstrated in one or more of the following ways:

- **Basic Concept Knowledge:** Teacher candidates demonstrate knowledge through assignments or assessments.
- **Application:** Teacher candidates apply it in a post-secondary setting with other adults or in a lesson plan.
- **Demonstration:** Teacher candidates demonstrate it in a preschool classroom setting with students.

Foundations of Early Childhood Education and Current Practices	Basic Concept Knowledge	Application	Demonstration
1. Describe how policies and standards have affected different approaches to early childhood education.	X		
2. Describe the historical events and research that have most influenced early childhood education.	X		

Differentiated Instruction and Assessment	Basic Concept Knowledge	Application	Demonstration
1. Identify predictors for the development of effective verbal and written communication in early childhood.	X		
2. Understand the types, characteristics, and purposes of assessment in early childhood settings.	X		
3. Understand the importance of implementing developmentally appropriate practices in early learning settings.	X		

Oral Language/Vocabulary/Listening Comprehension	Basic Concept Knowledge	Application	Demonstration
1. Explain the stages of oral language development and the language structure(s) present at each stage.	X		
2. Understand the structures of oral language and how it can be assessed.	X		
3. Demonstrate child-directed language and stimulation strategies that facilitate oral language in young children.			X
4. Design literal and follow-up inferential question routines to encourage early language development.		X	
5. Outline interactive storybook reading routines.		X	
6. Explain the importance of phonology to oral language development.	X		
7. Describe how children develop receptive vocabulary.	X		
8. Describe how children develop expressive vocabulary.	X		
9. Explain morphological development in young children and understand how sentence structure development relates to morphology.	X		
10. Describe the importance of prosody in giving meaning to oral language.	X		
11. Demonstrate developmentally appropriate, intentional teaching by connecting vocabulary words with children's existing knowledge to deepen children's understanding and use of language.			X
12. Demonstrate effective strategies to teach students to connect and remember information for use across a variety of situations.			X

Phonological Awareness	Basic Concept Knowledge	Application	Demonstration
1. Describe the milestones for phonological development.	X		
2. Define the component skills of phonological processing and phonological representation along with their relationships to literacy development.	X		
3. Describe the components of phonological awareness along the linguistic hierarchy.	X		
4. Describe the skill progression for rhyming, identifying initial sounds, syllable segmentation, and recognizing the base parts of compound words.	X		
5. Demonstrate strategies and routines for helping children develop the skills of rhyming, initial sound identification, syllable segmentation, and recognizing base parts of compound words.			X
6. Demonstrate the importance of a phonological assessment process and a well-developed scope and sequence.			X

Writing	Basic Concept Knowledge	Application	Demonstration
1. Describe the progression/stages of writing development in relation to the phases of literacy development.	X		
2. Describe instructional strategies that help young children develop writing skills.	X		

Print Concepts/Phonics	Basic Concept Knowledge	Application	Demonstration
1. Explain the print awareness concepts important for young children's literacy acquisition.	X		
2. Describe how alphabet knowledge contributes to children's learning.	X		
3. Understand the development of alphabet learning and relate it to early literacy instruction.	X		
4. Create a positive, literacy-rich learning environment with a focus on environmental print.	X		
5. Demonstrate the alphabetic principle.			X
6. Apply the developmental sequence for phonics in preparation for early reading and writing skill development.		X	

Instructional Strategies	Basic Concept Knowledge	Application	Demonstration
1. Teacher adapts and modifies instruction to support students with a variety of interests, strengths, delays, and disabilities.	X		
2. Recognize how culture, linguistic diversity and economic factors contribute to differences in early language development and use this information to inform instruction and learning materials.	X		
3. Develop literacy instruction (reading, writing, speaking, listening) to enhance learning across content areas.	X		
4. Demonstrate strategies for using data collection, reflection, and ongoing professional learning to continuously improve early literacy instruction.	X		
5. Provide immediate, affirmative, and corrective feedback based on monitoring of student performance.			X
6. Deliver literacy instruction in a variety of settings and contexts in ways that are engaging and appropriate for young children's learning.			X