

Educator Preparation Program Competencies for Elementary Literacy

DEFINITIONS

Basic Concept Knowledge: Teacher candidates demonstrate knowledge through assignments or assessments.

Application: Teacher candidates apply it in university setting with other adults or in a lesson plan.

Demonstration: Teacher candidates demonstrate in an elementary classroom setting with children.

Literacy Acquisition and Development

Competency	Basic Concept Knowledge	Applica-tion	Demon-stration	Exemplars
Know the components and development progression of oral language, concepts of print, alphabetic principle, phonemic awareness, phonics and spelling, fluency, vocabulary, comprehension, writing, motivation, and engagement and the interplay of environmental, cultural, and	x			<p>Explain the components of language (phonology, morphology, syntax, semantics, pragmatics) and their importance to proficient reading and writing.</p> <p>Explain major research findings regarding the contribution of environmental factors to the prediction of literacy outcomes (e.g., language spoken at home, language and literacy experiences, cultural values).</p>

social factors that contribute to literacy development.				
Understand the science of reading, including the four-part processor (orthographic, phonological, meaning, context)	x			Cite evidence and give practical examples showing how phonemic awareness affects attaining the alphabetic principle, decoding and spelling development, and storage and retrieval of spoken words, and that learning to read affects aspects of language processing, including the extent of phonemic awareness and precision of phonological representations of words in our mental dictionaries.
Synthesize evidence on reading instruction and current federal, state and local policies.	x			<p>Explain the most fundamental provisions of federal and state laws (IDEA, 504, etc.) pertaining to the rights of students with disabilities, especially students' rights to a free, appropriate public education, an individualized educational plan, services in the least restrictive environment, and due process.</p> <p>Distinguish IEP goals and objectives that are clear, specific, appropriate to students' needs, and attainable.</p>
Understand that learning to read requires explicit instruction.	x			Explain the importance of explicit instruction in the early grades and language comprehension once word-recognition skill is established; recognize that vocabulary and other aspects of oral language development must be nurtured from the earliest grades through reading aloud and classroom dialogue.
Identify and explain aspects of cognition and behavior that affect reading and writing development.	x			<p>Explain the defining characteristics of major types of reading difficulties (i.e., dyslexia, fluency deficits, specific reading comprehension difficulties, mixed reading difficulties).</p> <p>Recognize the major types of reading difficulties when they manifest in a student's developmental history, test performance, and reading behavior.</p>

<p>Understand the relationship between writing and reading and the ability to write has a positive and reciprocal effect on students' reading skills and that readers who understand how texts are composed can apply this knowledge to their own writing.</p>	<p>X</p>			<p>Cite examples of tasks or tests that measure each general cognitive factor; explain how problems in these areas might be observed in classroom learning.</p> <p>Identify how the following aspects of cognition and behavior affect reading and writing development: attention, automaticity, executive function, verbal memory, processing speed, graphomotor control.</p>
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Multi-Tiered System of Support and Assessment

Competency	Basic Concept Knowledge	Applica-tion	Demon-stration	Exemplars
<p>Identify core components of Multi-Tiered System of Support, including high-quality core instruction (Tier 1), universal screening, student academic data, diagnostic assessment, continuous progress monitoring, research-based interventions (Tier 2 and Tier 3), and fidelity of instructional intervention.</p>	<p>x</p>			<p>Recognize the components of Multi-Tiered System of Support:</p> <ul style="list-style-type: none"> • Collaboration with colleagues in multiple forms (e.g., vertical and horizontal data teams, PLCs, etc.) • Tier 1- High-Quality Core Instruction- Addressing the core areas of reading instruction, considering time recommendations • Tier 2- Provided in addition to the previous tier, supplemental small-group instruction

				<ul style="list-style-type: none"> • Tier 3- Provided in addition to the previous tiers, targeted instruction based on diagnostic, supplemental small-group or individual instruction • Universal screening • Student academic data • Diagnostic assessment • Continuous progress monitoring • Research-based interventions • Fidelity of instructional intervention
Describes the differences among Tier 1, Tier 2, Tier 3 and special education instruction.	x			<p>Explain the differences among Tier 1, Tier 2, Tier 3 and special education instruction.</p> <ul style="list-style-type: none"> • Tier 1- Whole group high-quality instruction at the grade level, • Tier 2- Small-group instruction (5-8 students), several days a week • Tier 3- Small-group instruction (1-3 students), daily, targeted instruction based on diagnostic assessment <p>Special education instruction- Determined by the IEP team, in the least restrictive environment,</p>
Plan for and implement differentiated instruction by selecting and using appropriate assessments, including amount of teacher regulation of learning, feedback, group size, instructional time			x	<p>Plan and deliver lessons that incorporate differentiated instruction and utilizes the formative assessment process.</p> <p>Demonstrate the ability to provide and receive feedback</p>

<p>allotment, frequency, duration, research-based instructional materials, and opportunities to respond.</p>				<p>Demonstrate the ability to reflect on student learning and determine instructional time</p> <p>Demonstrate flexibility with instruction to meet student needs including group size, instructional time allotment, frequency, duration, opportunities to respond and research-based instructional materials and strategies.</p>
<p>Understand the purposes and differences among and purposes for screening, diagnostic, progress-monitoring, curriculum-based measures (CBMs), and outcome assessments (e.g. formative and summative assessment)</p>	<p>x</p>			<p>Identify and explain the purpose for:</p> <ul style="list-style-type: none"> • Screening • Diagnostic • Progress-monitoring • Curriculum-based measures (CBMs) • Outcome assessments
<p>Incorporates a continuous problem-solving model using well-validated screening and diagnostic assessments to determine interventions for students including setting goals, regular monitoring of student progress, and analyzing student response patterns to make instructional adjustments.</p>			<p>x</p>	<p>Demonstrate a continuous problem-solving model:</p> <ul style="list-style-type: none"> • Administer a screening and diagnostic assessment • Plan and deliver interventions for student(s) <ul style="list-style-type: none"> ○ Incorporate goal setting ○ Monitor progress ○ Adjust instruction after analysis of student response

<p>Understand and integrate the formative assessment process:</p> <ul style="list-style-type: none"> • clarify learning goals within a broader progression of learning • elicit and analyze evidence of student thinking • engage in self-assessment and peer feedback • provide actionable feedback • use evidence and feedback to move learning forward by adjusting learning goals and strategies, and instructional next steps to identify students who may require additional support and/or extensions. 			x	<p>Identify a learning goal within the learning progression</p> <p>Collect and analyze evidence of student thinking</p> <p>Incorporate student self-assessment</p> <p>Provide actionable feedback to students</p> <p>Use the evidence to adjust the learning goal and instructional next steps to provide additional support and/or extensions</p>
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Planning and Organizing Instruction

Competency	Basic Concept Knowledge	Applica-tion	Demon-stration	Exemplars
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Understand and apply the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher directed instruction.			x	<p>Develop and use a scope and sequence that includes explicit and systematic literacy instruction in whole group, small group and intervention settings.</p> <p>Schedule literacy instruction on a daily basis to ensure maximum use of time in developing readers and writers.</p>
Recognize and plan for cultural and linguistic diversity and social inequity to inform literacy instruction and the creation/selection of materials.			x	<p>Consider in lesson planning the effects of environmental factors in literacy instruction (i.e. language spoken at home, cultural values, etc.).</p> <p>Adapt the content, strategy or format of instruction to increase student success.</p>
Create a positive, literacy-rich learning environment anchored in digital and print literacies.			x	<p>Develop a print-rich learning environment including displays on walls, materials available in the classroom, resources incorporated into lesson plans, and access to digital resources.</p>
Develop literacy instruction (reading, writing, speaking, listening) to enhance disciplinary learning.			x	<p>Incorporate reading, writing, speaking and listening while learning in content areas with an emphasis on informational texts.</p>
Use the processes of reflection, data collection and analysis, and ongoing inquiry to improve their professional practice.		x		<p>Identify appropriate reading and writing assessments, administer them with students, analyze results and adapt instruction based on analysis results.</p>

				Create, teach and reflect on daily literacy lessons using available resources.
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Explicit Instruction and Feedback

Competency	Basic Concept Knowledge	Application	Demonstration	Exemplars
Begin lessons with a clearly stated objectives, relevance, and measured outcomes.			x	<p>Establishing learning intentions and success criteria that articulate the purpose of the learning, why they are learning it, and how students will know they have learned it.</p> <p>For example, a teacher might say, “You are going to learn how to read some more words with special letter combinations such as “oa” and “ow”. You will know you have learned it when you can read all the words in the list without errors, then read them in the story.”</p>
Review relevant prior skills and knowledge before beginning instruction.			x	<p>Before introducing phonemic segmentation of a 4-phoneme words, the teacher provides practice on the previously mastered skill of phonemic segmentation of 2- and 3-phoneme words.</p>

<p>Provide carefully sequenced modeled demonstrations including an adequate range of strategically selected examples and non-examples.</p>			<p>x</p>	<p>When teaching a concept (e.g., vocabulary term) the teacher explicitly shows or describes multiple examples that demonstrate the range of the concept and shows or describes multiple non-examples that demonstrate the limits of the concept.</p> <p>When teaching a strategy (e.g., VCe rule) the teacher explicitly models applying the rule to examples that demonstrate its range (variety of words that end VCe) and multiple non-examples that demonstrate the limits of the concept (variety of words that do not end VCe).</p>
<p>Use clear and concise language.</p>			<p>x</p>	<p>Modeling a think-aloud use the fewest possible words without sacrificing meaning while still incorporating appropriate academic language.</p> <p>Modeling how to write the letter <i>h</i>. The teacher may say, "I start at the top, go down to the bottom line, curve up to the middle line, and then down to the bottom line."</p>
<p>Provide sufficient, scaffolded guided practice and independent practice with specific relevant feedback.</p>			<p>x</p>	<p>Guides students in applying strategy, prompts them by asking them what to do on each step, provides reminders as needed on each step. Incrementally reduces support based on student response. Then, provides unprompted practice and monitoring with feedback as needed.</p>

<p>Require frequent, instructionally relevant student responses and interactions.</p>			<p>x</p>	<p>Teacher frequently asks students to make active responses (oral, written, action, etc.) that require application of the strategy to relevant items.</p> <p>A few examples of response types include: choral response, partner response, pointing, hand signals, and response boards.</p>
<p>Deliver the lesson at a brisk, engaging pace.</p>			<p>x</p>	<p>Teacher leaves little “down time” at beginning of lesson, in transitions, and at end of lessons.</p> <p>In order to keep a perky not pokey pace, the teacher must be prepared, provide just enough think time, provide just enough time for oral, written, and physical responses, move on after providing feedback on a response, avoid digressions, and utilize instructional routines.</p>
<p>Provide immediate, affirmative and corrective feedback based on monitoring of student performance.</p>			<p>x</p>	<p>Utilizing an appropriate tone, the teacher provides immediate corrections that affirm correct responses and demonstrate how to improve the incorrect response. The teacher provides another opportunity to ensure that the feedback ends with the student giving the correct response.</p>

Foundational Skills

Competency	Basic Concept Knowledge	Applica- tion	Demon- stration	Exemplars
Oral Language				
Awareness that oral language is the foundation for all literacy skills.	X			Exam question about how oral language forms the foundation of literacy.
Understand the connection between oral language development and the acquisition of reading and writing skills, for all students.	X			Exam question about the reciprocal relationship between oral language and reading and writing.
Teachers understand that speaking and listening are the primary means by which many children make sense of the world and communicate with others and that development of oral language supports further development in reading, writing, listening, and viewing.	X			Teachers can explain the connection between speaking and listening and how children communicate.
Know, value, and teach oral language development, listening, and communication skills as essential components of literacy.	x			Teachers can speak to the value of teaching oral language as an essential literacy component.

Know effective speaking involves such factors as fluency; clarity; appropriate volume and speed; and awareness of audience, purpose, and context.	x			Exam question: what are the factors of effective speaking.
Awareness of some of the common problems associated with oral language development and access interventions for addressing them.		x		Use a checklist/anecdotal notes to assess a child's oral language ability and provide possible intervention suggestions.
Understand that different cultures apply different conventions to verbal and nonverbal communication.	x			Teacher can explain or give an example of how a different culture may impact their verbal and nonverbal communication.
Teachers must provide students with explicit instruction and rich language experiences geared to their individual needs.			x	Teacher provides and models a sentence frame(s) including academic language in order to scaffold instruction.
Teachers provide opportunities for all students to listen and speak for a variety of purposes and audiences.			x	Evidence in a lesson plan showing opportunities to take turns to listen and speak (turn and talk, collaborative conversations, think/pair/share, etc.).

Teachers design their classrooms in ways that foster active oral participation for all learners.			x	Teachers show proof (photo, video, drawing, etc.) of classroom set up that fosters collaborative interaction.
Teachers purposefully model how to use language in a variety of settings related to learning activities and social interactions.			x	Teachers will model the purposeful use of language in a video or observational setting.
Phonological Awareness				
Correctly identify pronounce, classify, and compare all the consonant phonemes and all the vowel phonemes of English.			X	Explicitly teach articulatory features of phonemes and words during PA lessons by such example techniques as modeling, using a mirror, describing the speech sound, or using a hand gesture or mouth picture to illustrate the way the speech sound is produced.
Know/apply general and specific goals of phonemic awareness instruction (e.g. blending, segmentation, isolation, manipulation—add, delete, substitute).			X	Routinely incorporate phonemic-awareness instruction into reading, spelling, and vocabulary instruction.

<p>Know and apply the principles of phonemic-awareness instruction: brief, fast-paced, multisensory, conceptual, articulatory, auditory-verbal.</p>			<p>x</p>	<p>Use tactile and kinesthetic aids, such as blocks, chips, sound boxes, body mapping, finger tapping, or left-to-right hand motions in learning a variety of early, basic, and more advanced PA activities as appropriate.</p>
<p>Understand and apply differentiation for varying levels of student phonological sensitivity (e.g., word, syllable, onset-rime, phoneme).</p>			<p>X</p>	<p>Incorporate activities that would help children acquire these early, basic phonological-sensitivity skills (e.g., rhyme recognition and rhyme production, syllable counting, first sound matching, first sound segmentation) in words with a simple onset that has only one phoneme, blending onset and rime.</p>
<p>Understand and apply accommodations for students experiencing phoneme awareness difficulties.</p>			<p>X</p>	<p>Select appropriate words to illustrate each phoneme that feature non distorted phonemes.</p>
<p>Know how to obtain information and instructional support for second language learners in phonemic awareness.</p>	<p>x</p>			<p>Compare a student's first language phonological system with Standard American English to anticipate which speech sounds in English are not in the student's native language or dialect and are likely to be challenging for the learner to distinguish and produce.</p>

Phonics

Understand the alphabetic principle—that symbols represent sounds that are blended together to form printed words.	x			Exam question for showing a working understanding of the alphabetic principle.
Understand that phonics is the connection between graphemes and phonemes and how they form words.	x			Exam question that demonstrates the understanding of the connection of the sounds and corresponding letters.
Know and apply strategies for organizing word recognition and spelling lessons by following an explicit instruction phonics lesson plan.			x	Use an explicit phonics lesson framework that includes review of a previously learned skill or concept, introduction of a new skill or concept, supported practice, independent practice, and fluent application to meaningful reading and/or writing.
Know the structure of English orthography patterns and rules that inform the teaching of single- and multisyllable regular word reading.	x			<p>Define key terms (e.g., <i>grapheme</i>, <i>phoneme</i>, <i>syllable</i>, <i>suffix</i>), and identify examples of each.</p> <p>Map regular words by phoneme-grapheme (or grapheme-phoneme) correspondences.</p> <p>Sort single-syllable regular words according to written syllable type (closed, open, vowel-consonant-e, vowel team, r-controlled, consonant-le).</p>

				Identify morphemes in common words, including prefixes, inflectional and derivational suffixes, roots, and combining forms.
Know the importance of and demonstrate the ability to systematically, cumulatively, and explicitly teach basic and advanced decoding and spelling skills.			x	Teach a system of basic and advanced strategies that uses a logical progression from simple to complex.
Know and apply skills for teaching irregular and high frequency words in small increments using special techniques.			x	-Introduce high-frequency words (both regular and irregular) while teaching decoding and spelling patterns to support reading of connected text. -Provide frequent, distributed practice of high-frequency words, including in-text practice, until recognized and/or spelled accurately and automatically.
Know and apply multisensory routines to enhance student engagement and memory.			x	Demonstrate fluent execution of teacher-led phonics techniques cued by the hand or moveable objects (chips, tiles, etc.).
Know and use different types and purposes of texts, with emphasis on the role of decodable texts in teaching beginning readers.			x	Effectively develop or select, and utilize, decodable texts to support developing readers in applying taught phonics concepts in context. Discern texts that do not support decoding lessons because they

				contain too many untaught word patterns and high-frequency words.
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Text Fluency

Competency	Basic Concept Knowledge	Application	Demonstration	Exemplars
Define rate, accuracy, prosody, and explain the role each skill plays when teaching and assessing reading fluency.	x			Explain rate, accuracy and prosody and identify how each component relates to fluency. Cite examples of tasks or tests that measure fluency.
Apply knowledge of learner development and learning differences to create a positive, equitable, fluency-rich learning environment.			x	Demonstrate strategies for assisted reading that work for all learning abilities and levels (i.e., whisper read, choral read, cloze choral read, and a variety of groupings and partnerships to help students access texts). Demonstrate repeated readings of text to build fluency (e.g., Fluency Oriented Reading Instruction).

				Demonstrate wide reading approaches.
Examine, adapt, design, and evaluate evidence-based, instructional approaches to word-level and text-level reading, fluency, and prosody.		x		<p>Word reading fluency strategies:</p> <p>Create scaffolds for increasing word reading fluency, including corrective feedback and graphing.</p> <p>Repeated Timed Reading Components:</p> <p>Teacher Modeling</p> <p>Feedback (corrective and graphing)</p> <p>Reading to a criterion (e.g., correct wpm)</p> <p>Comprehension Component (e.g., retell or comprehension questions).</p> <p>Prosody Supports</p> <p>Modeling and corrective feedback</p> <p>Provide texts that meet the students' individual needs in improving prosody.</p> <p>Text Selection</p> <p>Identify texts that are at a variety of levels (i.e., frustration, instructional, independent):</p>

				<p>Independent level 95%-100% (independent reading, choral or duet reading, timed readings etc.).</p> <p>Instructional level 90%-94% (partner reading, teacher-assisted reading, timed repeated reading)</p> <p>Frustration level less than 90% (not appropriate for fluency instruction).</p> <p>Use Distributive Practice (e.g., “adapt the length of task, time limits, and scaffolds to enable students’ success and progress”; IDA, 2018, pg. 21).</p>
Candidates can explain the importance of adjusting reading rate based on text difficulty, purposes, and audience.	x			<p>Explain circumstances under which a student would appropriately adjust reading rate (e.g., student reads more slowly with expression in poetry, narratives, plays etc.).</p>
Model teacher-assisted, peer-assisted, and/or audio-assisted reading of connected text.		x		<p>Create a lesson plan that addresses a structured lesson for teacher-assisted, peer-assisted and/ or audio-assisted reading of text.</p>
Know and apply appropriate uses of accommodations (e.g., assistive technology) for students below, or well below grade level in reading fluency.		x		<p>Identify tasks and activities during which students benefit from accommodations to provide access to the grade level content.</p> <p>“Locate and access assistive technology for students with serious limitations in reading fluency” (IDA, 2018, p. 22).</p>

				<p>“Support students in learning to use assistive technology, such as print-to-speech translators, apps, e-books, and audiobooks” (IDA, 2018, p. 22).</p>
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Vocabulary

Competency	Basic Concept Knowledge	Application	Demonstration	Exemplars
Apply knowledge of learner development (e.g. English Language Learners, learners with disabilities), and learning differences to create a positive, equitable, vocabulary-rich learning environment.			x	<p>Demonstrate explicit vocabulary instruction (e.g., student-friendly definition, see the word, say the word, write the word) with multiple exposures on a frequent and ongoing basis.</p> <p>Modify vocabulary instruction based upon grade level and learning and language development (e.g., draw pictures, add movement etc.).</p>
Apply logical criteria for selecting vocabulary words for instruction (e.g., utility, connections to known words and concepts, tiers of vocabulary).		x		<p>Identify words in different tiers in order to know which words should be taught explicitly and to create connections with known words and concepts. Modify words based upon students needs (e.g., English Language Learners, students with disabilities, etc.).</p>

				<p>Habitually, identify tier 2 words in a variety of texts and utilize within a lesson plan.</p> <p>Tier 1-Basic everyday words that typically do not require explicit instruction (e.g., ball, cup)</p> <p>Tier 2-Academic vocabulary that are used across multiple disciplines (e.g., measure, complex, establish)</p> <p>Tier 3-Discipline-specific words that require explicit instruction to develop understanding within a specific content area (e.g., isosceles, osmosis).</p>
Know the role of vocabulary breadth (i.e., knowing many words), depth, and levels of word knowledge (i.e., unknown, acquainted, established).	x			Explain how vocabulary breadth, depth, and levels of word knowledge affect students' reading abilities.
Identify, design, implement and evaluate evidence-based instructional approaches to direct and indirect vocabulary instruction approaches for word-level, text-level, and word-learning strategies within the context of text comprehension.			x	<p>“Recognize when a particular vocabulary-building activity (e.g., morphemic analysis, contextual analysis) is more or less appropriate depending on the word being taught” (IDA, 2018, p. 22).</p> <p>Demonstrate explicit vocabulary instruction for tier 2 words.</p> <p>Demonstrate strategies for word-learning within the context of a text.</p>

				<p>“Modify vocabulary instruction for EL’s by using visual tactile-kinesthetic supports, cognates, and additional spoken rehearsal and by teaching high-frequency words” (IDA, 2018, p. 22).</p> <p>“Teach word relationships, such as antonyms, synonyms, associations, multiple meanings, and shades of meaning” (IDA, 2018, p. 23).</p> <p>“Build knowledge of common sayings, proverbs, and idioms (e.g., raining cats and dogs, better safe than sorry)” (Pearson Education, 2013, p. 4).</p> <p>“Provide varied practice sufficient for students to use new vocabulary in speaking and writing” (IDA, 2018, p. 23).</p> <p>“Know the shortcomings for vocabulary building of activities that require looking up words in a dictionary and writing a sentence with the word” (IDA, 2018, p. 23).</p>
<p>Know and apply appropriate uses of accommodations (e.g. assistive technology) for students with limitations in vocabulary acquisition.</p>		x		<p>Identify task and activities during which student benefit from accommodations to provide access to the grade level content.</p> <p>“Support students in learning to use assistive technology, such as print-to-speech translators, apps, e-books, and audiobooks” (IDA, 2018, p. 22).</p>

Comprehension

Competency	Basic Concept Knowledge	Application	Demonstration	Exemplars
<p>Demonstrate basic knowledge of all the factors that contribute to reading comprehension, including oral language proficiency, word reading accuracy, reading fluency, background knowledge and vocabulary, knowledge of literary and content area text conventions, and use of reading comprehension strategies.</p>		x		<p>“Articulate a framework for comprehension instruction that addresses all major contributors to this domain, including background knowledge, vocabulary, verbal reasoning ability, sentence processing, knowledge of literary structures and conventions, and skills and strategies for close reading text” (IDA, 2018 p. 24).</p>
<p>Examine, design, adapt, implement, and evaluate evidence-based, instructional approaches to comprehension instruction, including modeling metacognitive strategies and choosing appropriate texts for instruction.</p>			x	<p>“Plan and deliver comprehensive listening and/or reading comprehension lessons that address background knowledge, interpretation of vocabulary and academic language, and text structure using strategies that fit the text” (IDA, 2018 p. 24).</p> <p>Teach skills and strategies for reading and analyzing digital texts.</p>

“Choose high-quality texts for shared reading or reading aloud” (IDA, 2018, p. 25).

Explicitly teach comprehension processes (i.e., explanation of what strategies to use, how they will help with comprehension, and when to use the strategies; modeling/think-aloud, guided practice, reflection and independent practice with ongoing corrective and affirmative feedback).

Explicitly teach informational text features and structures and use it to support comprehension and summarizing informational text. “Teach and support students in using graphic organizers matched to specific information text structures during reading and while planning written responses” (IDA, 2018, p. 24).

Teach “strategies for identifying point of view, distinguishing facts from opinions, analyzing multiple accounts of the same event or topic, determining how an author uses reasons and evidence to support particular points in a text, and detecting faulty reasoning in informational/expository texts” (Pearson Education, 2013, p. 5).

“Explicitly teach story grammar and use it to support comprehension and the retelling of narrative [text]” (IDA, 2018, p. 24).

“Given a specific text, plan whether and how key strategies might be taught, for example,

				<p>summarization, question generation, question answering, graphic representation, visualization, guided highlighting, and so forth)” (IDA, 2018, p. 24).</p> <p>Explicitly teach skills and strategies for close and critical reading of complex text, including digital text. “During an oral reading of text, detect and provide appropriate feedback to students’ confusions in comprehension” (IDA, 2018, p. 24).</p> <p>“[Develop] reading comprehension skills and strategies of individual students (e.g., English Language Learners, struggling readers through highly proficient readers)” (Pearson Education, 2013, p. 4).</p>
<p>Know and apply the teacher’s role as an active mediator of text-comprehension processes.</p>			x	<p>Before Reading:</p> <p>Determine a reading purpose.</p> <p>Plan appropriate adaptations and accommodations that may include the use of technology, note-taking, question answering, completion of graphic organizers, and/or summarization.</p> <p>Activate and build background knowledge responsive to students’ learning needs.</p> <p>Plan questions that are designed to facilitate inference-making and higher-order reasoning.</p> <p>During Reading:</p>

				<p>Use questions strategically to help students clarify, interpret and build meaning.</p> <p>Given a specific text, identify the cohesive devices (pronoun referent, word substitutions, transition words) that are important for comprehension.</p> <p>Facilitate students' use of strategies (e.g., self-monitoring comprehension, drawing inferences, determining importance, etc.).</p> <p>After Reading:</p> <p>"Ensure students have understood and can communicate the big ideas or enduring meanings of the text using a variety of response modes (oral, written, artistic)" (IDA, 2018, p. 25).</p>
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Writing

Competency	Basic Concept Knowledge	Applica- tion	Demon- stration	Exemplars
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<p>Understand the major skill domains that contribute to written expression.</p>	<p>x</p>			<p>Understand the demands of written composition and text comprehension.</p> <p>Describe the progression/stages of writing development. Recognize and explain the relationship between reading and writing (decoding and encoding).</p> <p>Cite the research that writing in response to reading improves both reading comprehension and quality of writing.</p> <p>Know grade and developmental expectations for students' writing in the following areas: mechanics and conventions of writing, composition, revision, and editing processes.</p>
<p>Know/apply the stages of writing development (i.e. scribbling, letter-like forms, pattern letter strings, invented spelling, conventional spelling).</p>			<p>x</p>	<p>Use student samples to determine developmental stages of writing and design appropriate instruction based on the results.</p>
<p>List and summarize all stages of the writing process such as prewriting, drafting, revising, editing, and publishing, and they know that the writing process is recursive, not linear.</p>		<p>x</p>		<p>Create a lesson(s) including the stages of the writing process to show it is a recursive process.</p>

<p>Demonstrate how to engage students in developing and producing writing appropriate to task, purpose, audience, using technology when appropriate.</p>			<p>x</p>	<p>Teach a lesson(s) including class discussions around determining the task, purpose, and audience based on text (audio clip, video, article, book, etc.)</p>
<p>Awareness of research-based principles for teaching letter formation, both manuscript and cursive.</p>			<p>x</p>	<p>Use multisensory techniques (e.g., saying and writing together) to teach letter formation.</p> <p>Group letters for practice that require similar motor patterns, and explicitly teach those basic pencil strokes. Model letter formation with visual, motor, and verbal support, lead supervised practice, and provide extended practice with feedback.</p> <p>Adapt instruction and writing materials for left-handed students.</p> <p>Build fluency in letter formation, copying, and transcription through frequent, distributed practice and brief timed activities.</p>
<p>Awareness of research-based principles for teaching written orthography, punctuation, and grammar.</p>		<p>x</p>		<p>Select instructional targets that match students' levels of spelling development and that follow a scope and sequence of spelling concepts.</p> <p>Explicitly teach evidence-based spelling strategies (explicitly teach concept, implement guided practice with feedback, support independent practice).</p>

				Use or develop practice activities that help students generalize learned words and patterns into writing.
Explicitly teach and model opinion, argumentative, narrative, and informational/explanatory writing.			X for at least one type of writing	Teach a lesson(s) that explicitly teaches one form of writing.
Integrate writing across the disciplines and understand the correlation between writing and the learning environment.			X	Post discussion, have students utilize their writing skills within other content areas in response to a text (science, social studies, etc.)
Scaffold writing tasks by providing exemplars of various writing genres such as children's literature, teacher and student writing samples while providing shared and collaborative writing opportunities.			X	Utilize exemplar/mentor texts to scaffold collaborative writing opportunities.

Integrate purposeful talk throughout writing process, including allowing students to converse about ideas before writing, to discuss writing during the revision stage, and to share and provide feedback on one another's final drafts.

X

Facilitating collaborative conversations allowing students to talk about their ideas/writing before, during, and after writing.