

<b>1.0 Common Core: Knowledge and Beliefs About Reading</b>	
Theoretical Base:	
<b>K1.1.1</b>	Teacher candidates know and understand the major theories of language development, cognition, and learning in the teaching of reading
<b>K1.1.2</b>	Teacher candidates know and understand current beliefs for teaching reading
<b>K1.1.3</b>	Teacher candidates know and understand that reading is a process
<b>K1.1.4</b>	Teacher candidates know and understand the importance of literacy for personal and social growth
<b>K1.1.5</b>	Teacher candidates know and understand that literacy can be a mean for transmitting moral and cultural values
<b>K1.1.6</b>	Teacher candidates know and understand the impact of physical, perceptual, emotional, social, cultural, environmental, and intellectual factors on learning, language development, and reading acquisition
<b>S1.1.1</b>	Teacher candidates use the six interrelated processes or strands: reading, writing, listening, speaking, viewing, and representing visually to teach reading.
<b>S1.1.2</b>	Teacher candidates demonstrate respect for cultural, linguistic, and ethnic diversity in the teaching of reading
<b>S1.1.3</b>	Teacher candidates assist students in constructing meaning through the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation
Knowledge Base:	
<b>K1.2.1</b>	Teacher candidates know and understand that written language is a symbolic system
<b>K1.2.2</b>	Teacher candidates know and understand the interrelation of language and literacy acquisition
<b>K1.2.3</b>	Teacher candidates know and understand the principles of new language acquisition
<b>K1.2.4</b>	Teacher candidates know and understand the phonemic, morphemic, semantic, syntactic, and pragmatic systems of language and their relation to the reading and writing process
<b>K1.2.5</b>	Teacher candidates know and understand the interrelationships of reading and writing, and listening and speaking
<b>K1.2.6</b>	Teacher candidates know and understand emergent literacy and the experiences that support it
<b>K1.2.7</b>	Teacher candidates know and understand the role of metacognition in reading and writing, and listening and speaking
<b>K1.2.8</b>	Teacher candidates know and understand how contextual factors in the school can influence student learning and reading (e.g., grouping procedures, school programs, and assessment)
<b>K1.2.9</b>	Teacher candidates know and understand how past and present literacy leaders contributed to the knowledge base
<b>K1.2.10</b>	Teacher candidates know and understand relevant reading research from general education and how it has influenced literacy education
<b>K1.2.11</b>	Teacher candidates know and understand that goals, instruction, and assessment should be aligned.
<b>S1.2.1</b>	Teacher candidates teach literary, informational, and task-oriented text at appropriate levels.
<b>S1.2.2</b>	Teacher candidates provide students with opportunities to integrate their use of literacy through reading, writing, listening, speaking, viewing, and representing visually

<b>S1.2.3</b>	Teacher candidates teach classic and contemporary children's and young adults' literature and easy-reading fiction and nonfiction for adults, at appropriate levels
<b>S1.2.4</b>	Teacher candidates provide learners with opportunities in all aspects of literacy (e.g., as readers, writers, thinkers, reactors, or responders)
Essential Academic Learning Requirements:	
<b>K1.3.1</b>	Teacher candidates know and understand different skill and strategies used in the teaching of reading
<b>K1.3.2</b>	Teacher candidates know and understand how to teach comprehension in reading
<b>K1.3.3</b>	Teacher candidates know and understand the concept of reading different materials for a variety of purposes
<b>K1.3.4</b>	Teacher candidates know and understand goal setting and evaluating progress to improve reading
<b>S1.3.1</b>	Teacher candidates are able to assist students in using word recognition and word meaning skills to read and comprehend text
<b>S1.3.2</b>	Teacher candidates assist students in building vocabulary, reading fluently, and reading for purpose
<b>S1.3.3</b>	Teacher candidates provide students with opportunities to learn the elements of literature, the features of non-fiction text and computer software
<b>S1.3.4</b>	Teacher candidates teach students how to comprehend important ideas and details
<b>S1.3.5</b>	Teacher candidates use analyzing, interpreting, and synthesizing information and ideas to expand students' comprehension
<b>S1.3.6</b>	Teacher candidates enable students to think critically and analyze authors' use of language, style, purpose, and perspective
<b>S1.3.7</b>	Teacher candidates provide students with opportunities to read to learn new information, perform a task, and to read for literary experience and career applications
<b>S1.3.8</b>	Teacher candidates assess students' strengths and the need for improvement, offer feedback to improve reading and help the students develop interests and share reading experiences
<b>2.0 Common Core: Diverse Needs of Students And Teacher Strategies Which Promote Student Competency And Success</b>	
<b>K2.1.1</b>	Teacher candidates know and understand how differences among learners influence their literacy development
<b>K2.1.2</b>	Teacher candidates understand respect for cultural, linguistic, and ethnic diversity in the teaching process
<b>K2.1.3</b>	Teacher candidates know and understand that spelling is developmental and is based on student knowledge of the phonological system and of the letter names, their judgments of phonetic similarities and differences, and their ability to abstract phonetic information from letter names
<b>K2.1.4</b>	Teacher candidates know and understand the importance of creating programs to address the strengths and needs of individual learners
<b>K2.1.5</b>	Teacher candidates know and understand federal programs designed to help students with reading and writing problems
<b>S2.1.1</b>	Teacher candidates utilize a variety of approaches and strategies to address the strengths and needs of individual learners.
<b>S2.1.2</b>	Teacher candidates use teaching strategies which promote student competency and success

Competencies for Reading Difficulties:	
<b>K2.2.1</b>	Teacher candidates know and understand the nature and multiple causes of reading difficulties
<b>K2.2.2</b>	Teacher candidates know and understand principles for diagnosing reading difficulties.
<b>K2.2.3</b>	Teacher candidates know and understand individualized and group instructional interventions
<b>K2.2.4</b>	Teacher candidates know and understand the instructional implications of research in special education, psychology, and other fields that deal with the treatment of students with reading and learning difficulties
<b>S2.2.1</b>	Teacher candidates are able to diagnose reading difficulties
<b>S2.2.2</b>	Teacher candidates implement individualized and group instructional interventions
<b>3.0 Common Core: Prepare A Learning Environment That Fosters Student Reading/Literacy</b>	
<b>K3.1.1</b>	Teacher candidates know and understand how to create a literate environment that fosters interest and growth in all aspects of literacy.
<b>K3.1.2</b>	Teacher candidates know and understand how to integrate the six standards of literacy into the content areas
<b>K3.1.3</b>	Teacher candidates know how to use instructional and information technologies to support literacy learning
<b>K3.1.4</b>	Teacher candidates know and understand effective strategies to include families as partners in the literacy development of their children
<b>S3.1.1</b>	Teacher candidates use literary, informational, and task-oriented texts to stimulate interest, promote reading growth, foster appreciation for the written word, and increase motivation of learners to read widely and independently for information, pleasure, and personal growth.
<b>S3.1.2</b>	Teacher candidates model and discuss reading and writing as valuable, lifelong experiences.
<b>S3.1.3</b>	Teacher candidates provide opportunities for learners to select from a variety of written materials, to read extended texts, and to read for many purposes.
<b>S3.1.4</b>	Teacher candidates provide opportunities for creative and personal responses to literature.
<b>S3.1.5</b>	Integrate the six strands of literacy into the content areas.
<b>S3.1.6</b>	Use instructional and information technologies to support literacy learning.
<b>S3.1.7</b>	Implement effective strategies to include families as partners in the literacy development of their children.
<b>4.0 Common Core: Teaching, Comprehension, and Study Strategies</b>	
Word Study (Phonemic awareness, phonics, word identification, vocabulary, and spelling) Competencies	
<b>K4.1.1</b>	Teacher candidates know and understand principles of word study (Phonemic Awareness, Phonics, Word Identification, Vocabulary, and Spelling).
<b>K4.1.2</b>	Teacher candidates know and understand syntax, semantic, and graphophonemic relations

<b>K4.1.3</b>	Teacher candidates know and understand that spelling is developmental and is based on student knowledge of the phonological system and the letter names, their judgment of phonetic similarities and differences, and their ability to abstract phonetic information from letter names
<b>S4.1.1</b>	Teacher candidates use phonics to teach students to use their knowledge of letter/sound correspondence to identify sounds in the construction of meaning.
<b>S4.1.2</b>	Teacher candidates teach students to use multiple strategies to identify and define unfamiliar words.
<b>S4.1.3</b>	Teacher candidates teach students to recognize and use various spelling patterns in the English language as an aid to word identification
<b>S4.1.4</b>	Teacher candidates employ effective techniques and strategies to assist students in the ongoing development of independent vocabulary acquisition.
<b>S4.1.5</b>	Teacher candidates use phonics to teach students to use their knowledge of letter/sound correspondence to identify sounds in the construction of meaning.
<b>Comprehension Competencies</b>	
<b>K4.2.1</b>	Teacher candidates know and understand multiple comprehension strategies, (e.g. comprehending important ideas and details; analyzing, interpreting, and synthesizing; thinking critically; and analyzing author use of language, style, purpose, and perspective).
<b>K4.2.2</b>	Teacher candidate know and understand how to use of text forms and features of text to teach comprehension (e.g. conventions of written English, text structure and genres, figurative language, and textual links)
<b>S4.2.1</b>	Teacher candidates teach students to connect prior knowledge with new information.
<b>S4.2.2</b>	Teacher candidates assist students in developing strategies for monitoring their own comprehension.
<b>S4.2.3</b>	Teacher candidates teach students to identify, use, and apply vocabulary critical to the meaning of the text.
<b>Study Strategy Competencies</b>	
<b>K4.3.1</b>	Teacher candidates are knowledgeable about a variety of print, nonprint, and electronic reference sources.
<b>K4.3.2</b>	Teacher candidates know and understand the importance of varying reading rate and strategies according to the purpose and difficulty of the material
<b>S4.3.1</b>	Provide opportunities to locate and use a variety of print, nonprint, and electronic reference sources.
<b>S4.3.2</b>	Teach students to vary reading rate and strategies according to the purpose(s) and difficulty of the material.
<b>S4.3.3</b>	Teach students strategies to organize and remember information.
<b>S4.3.4</b>	Teach test-taking strategies.
<b>5.0 Common Core: Writing</b>	
<b>Writing Competencies</b>	
<b>K5.1.1</b>	Teacher candidates know that writing should be taught as a process.
<b>K5.1.2</b>	Teacher candidates know and understand the writing process (prewriting, drafting, revising, editing, publishing).
<b>K5.1.3</b>	Teacher candidates know and understand the need to use various writing strategies for development of ideas, organization, word choice, voice sentence fluency, and conventions at appropriate levels

<b>S5.1.1</b>	Teacher candidates assist students in using writing strategies for development of ideas, organization, word choice, voice, sentence fluency, and conventions at appropriate levels.
<b>S5.1.2</b>	Teacher candidates enable students to write for a variety of purpose, using forms and voice appropriate for the audience.
<b>6.0 Common Core: Assessment and Evaluation</b>	
Assessment Competencies	
<b>K6.1.1</b>	Teacher candidates know and understand formal and informal assessment procedures
<b>K6.1.2</b>	Teacher candidates know and understand how to interpret formal and informal assessments and use them to inform instruction
<b>S6.1.1</b>	Teacher candidates develop and conduct classroom-based assessments that involve multiple indicators of learner progress aligned with the EALRs (e.g. rubrics, checklists, and anecdotal notes).
<b>S6.1.2</b>	Teacher candidates use information from formal and informal assessment measures to inform instruction and learning.
<b>S6.1.3</b>	Teacher candidates teach students to self-evaluate the effectiveness of reading strategies and written work and to set goals for improvement.
Communicating Information About Reading/Literacy Competencies	
<b>K6.1.1</b>	Teacher candidates know and understand how to communicate with students, parents, and colleagues about student's strengths and areas needing improvement in reading literacy
<b>S6.1.1</b>	Teacher candidates communicate with students about their strengths, areas for improvement, and ways to achieve improvement.
<b>S6.1.2</b>	Teacher candidates involve families in cooperative efforts and programs to support students' development of the six strands of literacy.
<b>S6.1.3</b>	Teacher candidates communicate with allied professionals and paraprofessionals in assessing student achievement and planning instruction.
<b>7.0 Common Core: Instruction and Curriculum</b>	
Curriculum Development Competencies	
<b>K7.1.1</b>	Teacher candidates know and understand principles of curriculum development and evaluation
<b>K7.1.2</b>	Teacher candidates know how to develop individual educational plans for students with learning difficulties related to literacy
<b>K7.1.3</b>	Teacher candidates know and understand how to select and adapt classroom-based instructional materials for literacy, including those that are technology-based
<b>S7.1.1</b>	Teacher candidates adapt instruction to meet the needs of different learners to accomplish different purposes
<b>S7.1.2</b>	Teacher candidates select and adapt classroom-based instructional materials for literacy, including those that are technology-based, appropriate to the developmental needs of the student.
<b>S7.1.3</b>	Teacher candidates help develop individual educational plans for students with learning difficulties related to literacy.
<b>8.0 Common Core: Professional Development</b>	

<b>S8.1.1</b>	Teacher candidates know and understand the importance of keeping current in the knowledge of literacy (e.g. by reading professional journals and publications and participating in professional organizations, conferences and other professional activities.)
<b>S8.1.2</b>	Teacher candidates reflect on one's practice to improve instruction and other services to students.