

Endorsement Competencies for Reading P-12

2007 Standards for Reading
1.0 Common Core – Foundational Knowledge: <i>Candidates have knowledge of the foundations of reading and writing processes and instruction. As a result, candidates:</i>
1.1 Demonstrate knowledge of the major theories of language development and learning in the teaching of reading, writing, and instruction.
1.1.1 Demonstrate knowledge that reading and writing are developmental processes.
1.1.2 Demonstrate knowledge of the foundations of phonology, morphology, semantics, syntax, pragmatics, and orthography.
1.1.3 Demonstrate knowledge of qualitative and quantitative reading research, the history of the teaching of reading, and best practices of reading instruction.
1.1.4 Demonstrate knowledge of the interrelationships of reading and writing, and listening and speaking.
1.1.5 Demonstrate knowledge of the role of metacognition in reading and writing, and listening and speaking.
1.2 Demonstrate knowledge of the essential components of reading (phonemic awareness, phonics, fluency, vocabulary, comprehension).
1.2.1 Know the instructional progression of concepts of print [e.g., holding a book, understanding that print carries meaning, directionality, tracking of print, letter representation, word, and sentence].
1.2.2 Demonstrate knowledge of phonemic awareness [e. g., segmentation, blending, substitution].
1.2.3 Demonstrate knowledge of phonics [e. g., sound symbol correspondence, blending, and word families].
1.2.4 Demonstrate knowledge of fluency [e. g., rate, accuracy, prosody].
1.2.5 Demonstrate knowledge of indirect and direct vocabulary instruction [e. g., specific word instruction and word-learning strategies, using resources, word parts, and context clues].
1.2.6 Demonstrate knowledge of comprehension skills and strategies [e. g., monitoring, summarizing, generating and answering questions].
1.2.7 Explain how additional components of literacy are inextricably linked to the reading process (oral language, spelling and writing).
1.2.8 Demonstrate knowledge of literary terminology and concepts [e.g., identify main idea, genre, text features, inference, foreshadowing, author’s purpose, fact v. opinion].
1.3 Demonstrate knowledge of various factors that affect language development and reading acquisition [e. g., cultural, environmental, linguistic, physical, social].
1.3.1 Demonstrate knowledge of the interrelationship between first and second language and literacy acquisition.
1.3.2 Demonstrate knowledge of how culture, language, dialect, and ethnic diversity among learners can positively influence literacy development.
1.3.3 Demonstrate knowledge of the importance of including families as partners in the literacy development of their children.
1.4 Know current state standards (GLEs) in reading, writing, and communication.
2.0 Common Core – Assessment, Diagnosis, and Evaluation: <i>Candidates demonstrate</i>

<i>knowledge of the assessment /evaluation/instruction cycle and how to use a variety of assessment tools and practices to plan and evaluate effective reading instruction. As a result, candidates:</i>
2.1 Demonstrate knowledge of selecting assessment tools to match the instructional purpose.
2.1.1 Demonstrate how to 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.
2.1.2 Demonstrate knowledge of the reasons for using a wide range of assessment tools and practices [e.g., individual and group standardized tests, individual and group informal classroom assessments, and technology-based tools].
2.2 Demonstrate knowledge of interpreting assessment results to inform instruction.
2.2.1 Based on assessment data, identify students' proficiencies and difficulties.
2.2.2 Demonstrate knowledge of the variability in reading levels among children in the same grade and within a child across the five essential components of reading.
2.2.3 Demonstrate knowledge of instructional interventions for individuals and flexible groups.
2.2.4 Demonstrate knowledge of the nature and multiple causes of reading difficulties.
2.2.5 Know how to interpret assessment data to plan and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds.
2.2.6 Explain the purpose of ongoing and long-term monitoring of student progress.
3.0 Common Core – Instructional Strategies and Curriculum Materials: <i>Candidates have knowledge of a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction. As a result, candidates:</i>
3.1 Demonstrate knowledge of a wide-range of instructional strategies.
3.1.1 Demonstrate knowledge of a wide range of research-based instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds.
3.1.2 Explain how to model and teach various reading strategies to students in essential components of reading (phonemic awareness, phonics, fluency, vocabulary, comprehension).
3.1.3 Demonstrate knowledge of a wide range of strategies used to comprehend, analyze, interpret, and evaluate a variety of literary and expository texts [e. g., demonstrate an understanding of how elements such as tone, bias, and point of view influence the meaning of text].
3.1.4 Demonstrate knowledge of instructional grouping options [e. g., individual, small group, whole class, differentiated, peer tutoring, computer based] as appropriate for reading instruction.
3.1.5 Demonstrate knowledge of the contextual factors in schools that influence student learning and reading [e.g., grouping procedures, school programs, and assessment].
3.2 Demonstrate knowledge of how to select and use a wide-range of curricular materials.
3.2.1 Demonstrate knowledge of a wide range of curriculum materials to ensure effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.
3.2.2 Explain how to select and adapt classroom-based literacy instructional materials,

including technology-based materials.
3.2.3 Demonstrate knowledge that material selection criteria should be informed by research and must accommodate the developmental, cultural, and linguistic differences of learners.
3.2.4 Demonstrate knowledge of the range of genre in classic and contemporary children's and young adult literature.
3.2.5 Demonstrate knowledge of the purpose and use of various text types [e.g., decodable, predictable, easy reader].
3.2.6 Explain independent, instructional, and frustrational levels of reading.
3.3 Demonstrate knowledge of how to plan systematic, explicit instruction for the essential components of reading (phonemic awareness, phonics, vocabulary, fluency, comprehension). This includes knowledge and use of appropriate materials and explicit, personalized instruction based upon the assessed needs of each student.
3.4 Demonstrate how to model and explicitly teach students to use word identification, word meaning, and context clues to read for meaning.
4.0 Common Core – Creating a Literate Environment: <i>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. As a result, candidates:</i>
4.1 Demonstrate knowledge that students' interests, reading skills, and backgrounds are considered when using reading and writing programs.
4.2 Demonstrate understanding that creating a literate environment fosters interest and growth in all aspects of literacy including student choice in selection of reading materials.
4.3 Demonstrate understanding of the research base that grounds practice in creating a literate environment.
4.4 Demonstrate knowledge of the need for a variety of instructional materials and reference sources [e.g. large supply of books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.]
4.5 Demonstrate knowledge of selecting and adapting a variety of print, nonprint, and classroom-based instructional materials for literacy, including those that are technology-based and are appropriate to the developmental needs of the student.
4.6 Demonstrate knowledge of the various ways to use text forms and features to teach reading [e.g., conventions of written English, text structure and genres, figurative language, and textual links].
4.7 Demonstrate the process of and purpose for modeling think-alouds and read-alouds.
5.0 Common Core – Professional Development: <i>Candidates view professional development as a career-long effort and responsibility. As a result, candidates:</i>
5.1 Understand the importance of respecting socio-economic, cultural, linguistic, and ethnic diversity in the teaching process.
5.2 Understand the importance of keeping current in the knowledge of the field of literacy [e.g., reading professional journals and publications, data analysis and assessment, participating in professional organizations, conferences, professional book studies].
5.3 Understand the importance of collegiality through observation and discussion.
Common Core 6.0 Instructional Methodology: <i>Candidates demonstrate a deep</i>

<i>understanding of the pedagogical knowledge and practice specific to the teaching of reading and writing. As a result, candidates:</i>
6.1 Read and know how to apply the results of scientifically based reading research (qualitative and quantitative) to instructional practices
6.2 Collaborate with family members regarding students' literacy development.
6.3 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.
6.3.1 Administer and interpret the results of a variety of assessments to inform instructional decisions.
6.3.2 Develop and conduct classroom-based assessments that involve multiple indicators of learner progress aligned with the EALRs [e.g. rubrics, checklists, and anecdotal notes].
6.3.3 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 different cultural and linguistic backgrounds.
6.3.4 Analyze, compare, contrast, and use assessment results to plan, evaluate, and revise effective instruction for all students within an assessment/evaluation/instruction cycle.
6.3.5 Align assessment, goals, and instruction.
6.3.6 Communicate results of assessments to specific individuals [e.g., students, family members, caregivers, colleagues, administrators, policymakers, policy officials, community].
6.4 Identify students with reading difficulties and identify next step for intervention.
6.5 Select appropriate materials and demonstrate the ability to plan and implement effective reading instruction for all learners.
6.5.1 Select print, nonprint, and technology-based information representing multiple levels, broad interests, and cultural and linguistic backgrounds.
6.5.2 Demonstrate the ability to implement each of the essential components of reading (phonemic awareness, phonics, fluency, vocabulary, comprehension) based upon the assessed needs of students.
6.5.3 Design and implement reading instruction that explicitly addresses the additional components of literacy [e. g., oral language, spelling, writing].
6.5.4 Provide opportunities for inquiry and language study, including vocabulary, word and text structures, and spelling patterns.
6.5.5 Plan and implement systematic, explicit phonics instruction that is sequenced according to the increasing complexity of linguistic structure (e.g., phonemes, onsets and rimes, letters, letter combinations, syllables, and morphemes) based upon the assessed needs of the student.
6.5.7 Select and use a range of activities and strategies before, during and after reading to increase students' comprehension.
6.5.7 Model and teach metacognitive reading strategies through literary/narrative and informational/expository text.
6.5.8 Use students' interests, reading levels, and backgrounds as foundations for planning and implementing reading and writing instruction.
6.5.9 Teach students how to read literary, informational, functional [e.g. career], task-specific and technology-based texts at appropriate levels for a variety of purposes.
6.5.10 Teach elements of literature and features of non-fiction text.

6.6 Provide students with the opportunity to become independent learners and to self-advocate when appropriate.
6.6.1 Provide students with the opportunity to self-evaluate, set goals for improvement [e.g., fluency rate and accuracy], and monitor own progress.
6.6.2 Provide opportunities for students to self-select reading materials.
6.6.3 Provide opportunities for creative and personal responses to literature [e.g., through discussion, writing, art, drama, storytelling, music].
6.6.4 Demonstrate gradual release of responsibility to scaffold independent reading.
6.6.5 Model reading and writing as valued life-long activities and motivate learners to be life-long readers.