Social Science 6-12	**Program Requirements**
Reading	**RED 5337 Teaching Reading in Secondary Schools**
Competency 1: Foundations of Reading Instruction – 60 In-service Hours	
Teachers will develop substantive understanding of six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary.	
Performance Indicator A: Comprehension	
1.A.1 Understand that building oral and written language facilitates comprehension.	X
1.A.2 Understand the importance of learning syntax, semantics, pragmatics, vocabulary, and text structures required for comprehension of formal written language of school, often called "academic language."	X
1.A.3 Understand the impact of text upon reading comprehension (e.g., genre, readability, coherence, text structure, and text complexity).	X
1.A.4 Understand how the interaction of reader characteristics, motivation, purpose of reading, and text elements impacts comprehension and student engagement.	X
1.A.5 Identify cognitive targets (e.g., locate/recall; integrate/interpret; critique/evaluate) and the role of cognitive development in the construction of meaning of literary and informational texts.	X
1.A.6 Understand reading as a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes.	X
1.A.7 Understand the reading demands posed by domain specific texts.	X
1.A.8 Understand that effective comprehension processes rely on well developed language, strong inference making, background knowledge, comprehension monitoring and selfcorrecting.	X
1.A.9 Understand how English language learners' linguistic and cultural background will influence their comprehension.	X
1.A.10 Understand the role of formal and informal assessment of comprehension in making instructional decisions to meet individual student needs.	X
Performance Indicator B: Oral Language	
1.B.1 Understand how the students' development of phonology, syntax, semantics, and pragmatics relates to comprehending written language.	X
1.B.2 Understand the differences between social and academic language.	X
1.B.3 Understand that writing enhances the development of oral language.	X
1.B.4 Understand that the variation in students' oral language exposure and development requires differentiated instruction.	X
1.B.5 Recognize the importance of English language learners home languages, and their significance for learning to read English.	X
1.B.6 Understand the role of formal and informal oral language assessment to make instructional decisions to meet individual student needs.	X
Performance Indicator C: Phonological Awareness	
1.C.1 Understand phonology as it relates to language development and reading achievement (e.g., phonological processing, phonemic awareness skills, phonemic analysis and synthesis).	X
1.C.2 Recognize the phonological continuum beginning with sensitivity to large and concrete units of sound (i.e., words & syllables) and progressing to small and abstract units of sound (onsetrimes and phonemes).	X
1.C.3 Understand that writing, in conjunction with phonological awareness, enhances reading development.	X

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1.C.4 Distinguish both phonological and phonemic differences in language and their applications in written and oral discourse patterns (e.g., language & dialect differences).	X
1.C.5 Understand how similarities and differences in sound production between English and other languages affect English language learners' reading development in English.	X
1.C.6 Understand the role of formal and informal phonological awareness assessment to make instructional decisions to meet individual student needs.	X
Performance Indicator D: Phonics	
1.D.1 Understand that phonological units (words, syllables, onsetrimes, and phonemes) map onto orthographic units (words, rimes, letters) in alphabetic languages.	X
1.D.2 Understand soundspelling patterns and phonics (graphemephoneme correspondence rules).	X
1.D.3 Understand structural analysis of words.	X
1.D.4 4 Understand that both oral language and writing can be used to enhance phonics instruction.	X
1.D.5 Understand the role of formal and informal phonics assessment to make instructional decisions to meet individual student needs.	X
Performance Indicator E: Fluency	
1.E.1 Understand that the components of reading fluency are accuracy, expression, and rate which impact reading endurance and comprehension.	X
1.E.2 Understand that effective readers demonstrate flexibility by adjusting their reading rate to accommodate the kinds of texts they are reading in order to facilitate	X
1.E.3 Understand the relationships among fluency, word recognition, and comprehension.	X
1.E.4 Understand that both oral language and writing enhance fluency instruction.	X
1.E.5 Understand the role of formal and informal fluency assessment to make instructional decisions to meet individual student needs.	X
Performance Indicator F: Vocabulary	
1.F.1 Understand the goal of receptive and expressive vocabulary instruction is the application of a student's understanding of word meanings to multiple oral and written contexts.	X
1.F.2 Understand morphology as it relates to vocabulary development (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis).	X
1.F.3 Identify principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language, etc.).	X
1.F.4 Understand the domain specific vocabulary demands of academic language.	X
1.F.5 Understand that writing can be used to enhance vocabulary instruction.	X
1.F.6 Understand the role of formal and informal vocabulary assessment to make instructional decisions to meet individual student needs.	X
Performance Indicator G: Integration of the reading components	
1.G.1 Identify language characteristics related to social and academic language.	X
1.G.2 Identify phonemic, semantic, and syntactic variability between English and other languages.	X
1.G.3 Understand the interdependence between each of the reading components and their effect upon reading as a process for native speakers of English and English language learners.	X

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1.G.4	Understand the impact of oral language, writing, and an information intensive environment upon reading development.	X
1.G.5	Understand the importance of comprehension monitoring and self correcting to increase reading proficiency.	X
1.G.6	Understand the role of formal and informal reading assessment to make instructional decisions to meet individual student needs.	X
Competency 2: Application of Research-Based Instructional Practices -- 60 In-service Hours		
Teachers will scaffold student learning by applying the principles of research-based reading instruction and integrating the six components of reading. Teachers will engage in the systematic problem solving process.		
Performance Indicator A: Comprehension		
2.A.1	Apply intentional, explicit, and systematic instructional practices for scaffolding development of higher order thinking, comprehension skills, comprehension monitoring and selfcorrecting (e.g., reciprocal teaching, "think aloud," etc.).	X
2.A.2	Use both oral language and writing experiences to enhance comprehension.	X
2.A.3	Apply appropriate instructional practices determined by the student's strengths and needs, text structure, and the reading demands of domain specific text.	X
2.A.4	Provide opportunities for student extended text discussion to enhance comprehension, promote motivation and student engagement.	X
2.A.5	Select narrative or informational print or digital texts that are appropriate to the comprehension instruction to be provided.	X
2.A.6	Provide comprehension instruction that supports students' ability to read multiple print and digital texts and to synthesize information within, across and beyond those texts.	X
2.A.7	Scaffold discussions to facilitate the comprehension of text and higher order thinking skills for students with varying English proficiency levels.	X
2.A.8	Model a variety of strategic activities students can use to foster comprehension monitoring and self correcting.	X
2.A.9	Recognize, describe, and incorporate appropriate comprehension assessments to guide instruction.	X
Performance Indicator B: Oral Language		
2.B.1	Apply intentional, explicit, and systematic instructional practices for scaffolding development of oral/aural language skills (e.g., language experience approach, Socratic questioning).	X
2.B.2	Create an environment where students practice appropriate social and academic language to discuss diverse texts.	X
2.B.3	Recognize and apply an English language learner's home language proficiency as a foundation and strength to support the development of oral language in English.	X
2.B.4	Use writing experiences to enhance oral language (e.g., interactive writing, student to teacher sentence dictation).	X
2.B.5	Recognize, describe, and incorporate appropriate oral language assessments to guide instruction.	X
Performance Indicator C: Phonological Awareness		
2.C.1	Apply intentional, explicit, systematic instructional practices to scaffold development of phonological awareness. (e.g., blending and segmenting syllables, onsetrimes, and phonemes).	X

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2.C.2 Provide opportunities for students to use oral/aural language to enhance phonological awareness (e.g., rhyming and alliteration).	X
2.C.3 Understand and apply knowledge of how variations in phonology across languages affect English language learners' reading and writing development.	X
2.C.4 Use writing experiences, in conjunction with phonological instruction, to enhance reading achievement (e.g., Elkonin boxes or magnetic letters, individual response whiteboards).	X
2.C.5 Recognize, describe, and incorporate appropriate phonological awareness assessments to guide instruction.	X
Performance Indicator: D: Phonics	
2.D.1 Apply intentional, explicit, systematic instructional practices for scaffolding phonics development on a continuum from the individual phonemegrapheme level through the multisyllabic word level.	X
2.D.2 Recognize and apply an English language learner's home language as a foundation and strength to support the development of phonics in English.	X
2.D.3 Use oral/aural language and writing experiences to enhance phonics instruction (e.g., sentence strip words, phrases, and pocket charts).	X
2.D.4 Recognize, describe, and incorporate appropriate phonics assessments to guide instruction.	X
Performance Indicator E: Fluency	
2.E.1 Apply intentional, explicit, systematic instructional practices to scaffold accuracy, expression, rate, and reading endurance (e.g., paired reading, repeated reading, echo reading, reader's theater, etc.).	X
2.E.2 Use oral/aural language and writing experiences to enhance fluency (e.g., poetry charts, song lyrics).	X
2.E.3 Recognize, describe, and incorporate appropriate fluency assessments to guide instruction.	X
Performance Indicator F: Vocabulary	
2.F.1 Apply intentional, explicit, systematic instructional practices to scaffold vocabulary and concept development (e.g., shared reading, semantic mapping, etc.).	X
2.F.2 Provide for continual integration, repetition, and meaningful use of domain specific vocabulary to address the demands of academic language.	X
2.F.3 Incorporate vocabulary instruction through analogies (e.g., cognates, Greek and Latin roots).	X
2.F.4 Provide an environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary.	X
2.F.5 Incorporate instructional practices that develop authentic uses of English to assist English language learners in learning academic vocabulary and content.	X
2.F.6 Use oral/aural language and writing experiences to enhance vocabulary (e.g., interactive word walls, word sorts, word charts for secondary).	X
2.F.7 Use multiple methods of vocabulary instruction (e.g. multiple contexts, examples and nonexamples, elaborations, etc.).	X
2.F.8 Recognize, describe, and incorporate appropriate vocabulary assessments to guide instruction.	X
Performance Indicator G: Integration of the reading components	
2.G.1 Apply comprehensive instructional practices, including writing experiences, that integrate the reading components.	X

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2.G.2	Identify instructional practices to develop students' metacognitive skills in reading (e.g., text coding such as INSERT, two column notes).	X
2.G.3	Use resources and researchbased practices that create information intensive environments (e.g., diverse classroom libraries, inquiry reading).	X
2.G.4	Use researchbased guidelines for selecting literature and domain specific print and digital text appropriate to students' age, interests and reading proficiency (e.g., young adult literature, informational texts).	X
2.G.5	Demonstrate understanding of similarities and differences between home language and second language reading development.	X
2.G.6	Triangulate data from appropriate reading assessments to guide instruction	X