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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					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		X	X					
1.A.3	Understand the impact of text upon reading comprehension (e.g., genre, readability, coherence, text structure, and text		X			X					
1.A.4	Understand how the interaction of reader characteristics, motivation, purpose of reading, and text elements impacts comprehension and student engagement.					X			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			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		X			X					
1.A.7	Understand the reading demands posed by domain specific texts.					X			X		
1.A.8	Understand that effective comprehension processes rely on well developed language, strong inference making, background knowledge, comprehension monitoring and self-correcting.		X					X			
1.A.9	Understand how English language learners' linguistic and cultural background will influence their comprehension.		X					X			
1.A.10	Understand the role of formal and informal assessment of comprehension in making instructional decisions to meet individual student needs.							X	X		

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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					X			
1.B.2 Understand the differences between social and academic language.				X			X			
1.B.3 Understand that writing enhances the development of oral language.			X				X			
1.B.4 Understand that the variation in students' oral language exposure and development requires differentiated instruction.		X						X		
1.B.5 Recognize the importance of English language learners home languages, and their significance for learning to read						X	X			
1.B.6 Understand the role of formal and informal oral language assessment to make instructional decisions to meet individual							X		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					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 (onset-rimes and phonemes).		X						X		
1.C.3 Understand that writing, in conjunction with phonological awareness, enhances reading development.		X						X		
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					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	X			
1.C.6 Understand the role of formal and informal phonological awareness assessment to make instructional decisions to meet individual student needs.		X					X			
Performance Indicator D: Phonics										
1.D.1 Understand that phonological units (words, syllables, onset-rimes, and phonemes) map onto orthographic units (words, rimes, letters) in alphabetic languages.		X						X		
1.D.2 Understand sound-spelling patterns and phonics (grapheme-phoneme correspondence rules).		X						X		
1.D.3 Understand structural analysis of words.					X			X		
1.D.4 4 Understand that both oral language and writing can be used to enhance phonics instruction.		X						X		
1.D.5 Understand the role of formal and informal phonics assessment to make instructional decisions to meet individual student		X					X			

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Performance Indicator E: Fluency										
1.E.1 Understand that the components of reading fluency are accuracy, expression, and rate which impact reading endurance		X					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			X					
1.E.3 Understand the relationships among fluency, word recognition, and comprehension.		X			X					
1.E.4 Understand that both oral language and writing enhance fluency instruction.		X						X		
1.E.5 Understand the role of formal and informal fluency assessment to make instructional decisions to meet individual student		X					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					X			
1.F.2 Understand morphology as it relates to vocabulary development (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis).					X		X			
1.F.3 Identify principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language,			X		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					X		
1.F.6 Understand the role of formal and informal vocabulary assessment to make instructional decisions to meet individual							X			
Performance Indicator G: Integration of the reading components										
1.G.1 Identify language characteristics related to social and academic language.				X			X			
1.G.2 Identify phonemic, semantic, and syntactic variability between English and other languages.				X			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			X					
1.G.4 Understand the impact of oral language, writing, and an information intensive environment upon reading development.					X			X		
1.G.5 Understand the importance of comprehension monitoring and self correcting to increase reading proficiency.		X			X					
1.G.6 Understand the role of formal and informal reading assessment to make instructional decisions to meet individual student		X			X		X			

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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										
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 self-correcting (e.g., reciprocal teaching, "think aloud," etc.).					X				X	
2.A.2 Use both oral language and writing experiences to enhance comprehension.					X				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			X					
2.A.4 Provide opportunities for student extended text discussion to enhance comprehension, promote motivation and student					X				X	
2.A.5 Select narrative or informational print or digital texts that are appropriate to the comprehension instruction to be					X				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				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	X				
2.A.8 Model a variety of strategic activities students can use to foster comprehension monitoring and self correcting.		X			X				X	
2.A.9 Recognize, describe, and incorporate appropriate comprehension assessments to guide instruction.					X		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							X	
2.B.2 Create an environment where students practice appropriate social and academic language to discuss diverse texts.	X								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					X	
2.B.4 Use writing experiences to enhance oral language (e.g., interactive writing, student to teacher sentence dictation).		X							X	
2.B.5 Recognize, describe, and incorporate appropriate oral language assessments to guide instruction.							X		X	

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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, onset-rimes, and phonemes).		X							X	
2.C.2 Provide opportunities for students to use oral/aural language to enhance phonological awareness (e.g., rhyming and		X							X	
2.C.3 Understand and apply knowledge of how variations in phonology across languages affect English language learners' reading and writing development.		X		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							X	
2.C.5 Recognize, describe, and incorporate appropriate phonological awareness assessments to guide instruction.		X					X		X	
Performance Indicator: D: Phonics										
2.D.1 Apply intentional, explicit, systematic instructional practices for scaffolding phonics development on a continuum from the individual phoneme-grapheme level through the multi-syllabic word level.		X			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				X				
2.D.3 Use oral/aural language and writing experiences to enhance phonics instruction (e.g., sentence strip words, phrases, and		X							X	
2.D.4 Recognize, describe, and incorporate appropriate phonics assessments to guide instruction.		X					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							X	
2.E.2 Use oral/aural language and writing experiences to enhance fluency (e.g., poetry charts, song lyrics).		X	X							
2.E.3 Recognize, describe, and incorporate appropriate fluency assessments to guide instruction.		X					X			

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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			X					
2.F.2	Provide for continual integration, repetition, and meaningful use of domain specific vocabulary to address the demands of academic language.					X				X	
2.F.3	Incorporate vocabulary instruction through analogies (e.g., cognates, Greek and Latin roots).					X				X	
2.F.4	Provide an environment that supports wide reading of print and digital texts, both informational and literary, to enhance					X				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				X	
2.F.6	Use oral/aural language and writing experiences to enhance vocabulary (e.g., interactive word walls, word sorts, word	X				X					
2.F.7	Use multiple methods of vocabulary instruction (e.g. multiple contexts, examples and non-examples, elaborations, etc.).	X				X					
2.F.8	Recognize, describe, and incorporate appropriate vocabulary assessments to guide instruction.							X		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			X					
2.G.2	Identify instructional practices to develop students' metacognitive skills in reading (e.g., text coding such as INSERT, two column notes).					X				X	
2.G.3	Use resources and research-based practices that create information intensive environments (e.g., diverse classroom libraries, inquiry reading).					X				X	
2.G.4	Use research-based 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				X	
2.G.5	Demonstrate understanding of similarities and differences between home language and second language reading						X			X	
2.G.6	Triangulate data from appropriate reading assessments to guide instruction		X			X		X			

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Competency 3: Foundations of Assessment -- 60 In-service hours										
Teachers will understand how to select and administer appropriate assessments and analyze data to inform reading instruction to										
Performance Indicators										
3.1 Understand and apply measurement concepts and characteristics of reading assessments.							X		X	
3.2 Understand the purposes of various informal assessments (e.g., informal reading inventories, analyzing writing samples) including an emphasis on matching reader to text.							X		X	
3.3 Understand the purpose of various formal assessments including the differences between norm-referenced and criterion-referenced assessments and how to interpret data reports.							X		X	
3.4 Understand the meaning of test reliability, validity, and standard error of measurement and describe major types of derived scores from standardized tests.							X		X	
3.5 Demonstrate knowledge of the characteristics, administration, and interpretation of both quantitative and qualitative instructional assessments (to include each of the following: screening, progress monitoring, diagnosis and outcome							X		X	
3.6 Analyze data to identify trends that indicate adequate progress in student reading development.							X	X		
3.7 Understand how to use data within a systematic problem solving process to differentiate instruction, intensify intervention and meet the needs of all students. (e.g., grouping practices, appropriate curriculum materials).							X	X		
3.8 Identify appropriate criteria for selecting materials to include in portfolios for monitoring student progress over time.							X		X	
3.9 Identify interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners.						X	X			
3.10 Identify appropriate assessments and accommodations for monitoring reading progress of all students.							X		X	
3.11 Identify and implement appropriate and allowable accommodations as specified in the Individual Education Plan or 504 Plan when assessing students with disabilities in the area of reading.							X		X	

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Competency 4: Foundations and Applications of Differentiated Instruction -- 60 In-service hours Teachers will have a broad knowledge of students from differing profiles in order to understand and apply research-based										
Performance Indicators										
4.1 Understand and apply knowledge of socio-cultural, socio-political and psychological variables to differentiate reading instruction for all students.	X								X	
4.2 Understand the stages of English language acquisition for English language learners and differentiate reading instruction for students at different levels of English language proficiency.						X				X
4.3 Understand and apply current theories of second language acquisition to differentiate instruction for English language learners of diverse backgrounds and various levels of prior education.				X						
4.4 Identify factors impeding student reading development in each of the reading components or the integration of these							X	X		
4.5 Recognize how characteristics of both language and cognitive development impact reading proficiency.							X	X		
4.6 Recognize the characteristics of proficient readers to more effectively differentiate instruction.								X	X	
4.7 Compare language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels)								X	X	
4.8 Select and use developmentally appropriate materials that address sociocultural and linguistic differences.	X									X
4.9 Plan for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups.								X	X	
4.10 Differentiate reading instruction for English language learners with various levels of first language literacy.						X				X
4.11 Scaffold instruction for students having difficulty in each of the components of reading.								X	X	
4.12 Implement a classroom level plan for monitoring student reading progress and differentiating instruction.								X		X
4.13 Monitor student progress and use data to differentiate instruction for all students.								X		X
4.14 Implement research-based practices in comprehension, oral language, phonological awareness, phonics, fluency and vocabulary to differentiate instruction for all students.								X		X
4.15 Implement research-based instructional practices for developing students' higher order thinking.					X					X
4.16 Implement research-based instructional practices for developing students' ability to read critically.					X					X
4.17 Implement research-based instructional practices using writing to develop students' comprehension of text.		X								X
4.18 Implement appropriate and allowable instructional accommodations as specified in the Individual Education Plan or 504 Plan when differentiating instruction for students with disabilities.								X		X
4.19 Modify assessment and instruction for students with significant cognitive disabilities while maintaining high expectations for achievement that reflect appropriate levels of access to general education instruction.								X		X

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Competency 5: Demonstration of Accomplishment -- 60 In-service Hours										
Teachers will, through a culminating practicum, demonstrate knowledge of the components of reading, as well as assessments and										
Performance Indicators										
5.1 Use assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in									X	X
5.2 Demonstrate research-based instructional practices for facilitating reading comprehension.									X	X
5.3 Demonstrate research-based instructional practices for developing oral/aural language development.									X	X
5.4 Demonstrate research-based instructional practices for developing students' phonological awareness.									X	X
5.5 Demonstrate research-based instructional practices for developing phonics skills and word recognition.									X	X
5.6 Demonstrate research-based instructional practices for developing reading fluency and reading endurance.									X	X
5.7 Demonstrate research-based instructional practices for developing both academic and domain specific vocabulary.									X	X
5.8 Demonstrate research-based instructional practices to facilitate students' monitoring and self correcting in reading.									X	X
5.9 Demonstrate research-based comprehension instructional practices for developing students' higher order thinking to enhance comprehension.									X	X
5.10 Demonstrate research-based instructional practices for developing students' ability to read critically.									X	X
5.11 Demonstrate differentiation of instruction for all students utilizing increasingly complex print and digital text.									X	X
5.12 Demonstrate skill in assessment and instruction with English language learners from diverse backgrounds and at varying English proficiency levels.									X	X
5.13 Create an information intensive environment that includes print and digital text.									X	X
5.14 Use a variety of instructional practices to motivate and engage students in reading.									X	X
5.15 Demonstrate intentional, explicit, systematic writing instruction as it relates to the ability to read written language.									X	X