READING ENDORSEMENT COMPETENCIES

The ***** designates which of the reading endorsement competencies are specific to the competencies for English to Speakers of Other Languages (ESOL). The **R** designates which of the reading endorsement competencies are specific to the competencies for Reading Certification. The **E** designates which of the reading endorsement competencies are specific to those for Exceptional Student Education (ESE).

Text rule: Understanding reading as a process of student engagement in both fluent decoding of words and construction of meaning.

Competency 1: Foundations in Language & Cognition – 60 In-service Hours

Has substantive knowledge of language structure and function and cognition for each of the five major components of the reading process.

The total inventory of Specific Indicators (A-F) satisfy Competency 1.

Specific Indicator A: Phonemic Awareness
1.A.1 •   Identify and apply basic concepts of phonology as they relate to language development and reading performance (e.g., phonological processing, inventory of phonemes, phonemic awareness skills, phonemic analysis). *
1.A.2 •   Distinguish both phonological and phonemic differences in language and their applications in written and oral discourse patterns (e.g., language & dialect differences). *

Specific Indicator B: Phonics
1.B.1 •   Identify structural patterns of words as they relate to reading development and reading performance (e.g., inventory of orthographic representations, syllable conventions; spellings of prefixes, root words, affixes). *
1.B.2 •   Apply structural analysis to words (e.g., orthographic analysis, spelling morphologies, advanced phonics skills).

Specific Indicator C: Fluency
1.C.1 •   Identify the principles of reading fluency as they relate to reading development.
1.C.2 •   Understands the role of reading fluency in development of the reading process.

Specific Indicator D: Vocabulary
1.D.1 •   Identify and apply principles of English morphology as they relate to language acquisition (e.g., identify meanings of morphemes, inflectional and derivational morphemes, morphemic analysis). *
1.D.2 •   Identify principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language, etc.).

Specific Indicator E: Comprehension
1.E.1 •   Identify principles of syntactic function as they relate to language acquisition and reading development (e.g., phrase structure, types of sentences, sentence manipulations).*
1.E.2 •   Understands the impact of variations in written language of different text structures on the construction of meaning.

1.E.3 • Identify cognitive task levels and the role of cognitive development in the construction of meaning of a variety of texts (e.g., knowledge, comprehension, application, analysis, synthesis, evaluation).

1.E.4 • Understands the transactive nature of the reading process in constructing meaning from a wide variety of texts and for a variety of purposes (e.g., text connections: within texts, across texts, from text to self, from text to world).

Specific Indicator F: Integration of the major reading components

1.F.1 • Identify language characteristics related to informal language and cognitive academic language.*

1.F.2 • Identify phonemic, semantic, and syntactic variability between English and other languages.*

1.F.3 • Understands the interdependence between each of the major reading components and their effect upon fluency in the reading process (e.g., reading rate: phonological processing and construction of meaning).

1.F.4 • Understands the interdependence between each of the major reading components and their affect upon comprehension (e.g., construction of meaning: vocabulary, fluency).

1.F.5 • Understands the impact of dialogue, writing to learn, and print environment upon reading development.

Competency 2: Foundations of Research-Based Practices -- 60 In-service hours

Understands the principles of scientifically based reading research as the foundation of comprehensive instruction that synchronizes and scaffolds each of the major components of the reading process toward student mastery.

The total inventory of Specific Indicators (A-F) satisfy Competency 2.

Specific Indicator A: Phonemic Awareness

2.A • Identify explicit, systematic instructional plans for scaffolding development of phonemic analysis of the sounds of words (e.g., phonemic blending, segmentation, etc.).*

Specific Indicator: B: Phonics

2.B • Identify explicit, systematic instructional plans for scaffolding development from emergent through advanced phonics with words from both informal and academic language (e.g., orthographic skills, phonetic and structural analysis: rules, patterns, and generalizations).

Specific Indicator C: Fluency

2.C • Identify explicit, systematic instructional plans for scaffolding fluency development and reading endurance (e.g., rereading, self-timing, independent reading material, reader's theater, etc.).

Specific Indicator D: Vocabulary

2.D • Identify explicit, systematic instructional plans for scaffolding vocabulary and concept development (e.g., common morphological roots, morphemic analysis, system of word relationships, semantic mapping, semantic analysis, analogies, etc.).

Specific Indicator E: Comprehension
2.E • Identify explicit, systematic instructional plans for scaffolding development of comprehension skills and cognition (e.g., key questioning strategies such as reciprocal teaching, analysis of relevance of details, prediction; "think-aloud" strategies, sentence manipulation, paraphrasing, etc.).

Specific Indicator F: Integration of the major reading components
2.F.1 • Identify comprehensive instructional plans that synchronize the major reading components (e.g., a lesson plan: structural analysis, morphemic analysis, reciprocal teaching, rereading, etc.).
2.F.2 • Identify explicit, systematic instructional plan for scaffolding content area vocabulary development and reading skills (e.g., morphemic analysis, semantic analysis, reciprocal teaching, writing to learn, etc.).
2.F.3 • Identify resources and research-based practices that create both language-rich and print-rich environments (e.g., large and diverse classroom libraries; questioning the author; interactive response to authentic reading and writing tasks, etc.).
2.F.4 • Identify research-based guidelines and selection tools for choosing literature and expository text appropriate to students' interests and independent reading proficiency. **R**

Competency 3: Foundations of Assessment -- 60 In-service hours

Understands the role of assessments in guiding reading instruction and instructional decision making for reading progress of struggling readers.

Specific Indicators
3.1 • Describe or recognize appropriate test formats and types of test items for assessing the major elements of reading growth: phonemic awareness, phonics, fluency, vocabulary, and reading comprehension.
3.2 • Understands the role of assessment in planning instruction to meet student learning needs
3.3 • Interpret students' formal and informal test results. **R , E**
3.4 • Identify measurement concepts and characteristics and uses of norm-referenced and criterion-referenced tests. **R**
3.5 • Understand the meaning of test reliability and validity, and describe major types of derived scores from standardized tests.
3.6 • Demonstrate knowledge of the characteristics, administration, and interpretation of both quantitative and qualitative instructional assessments (to include each of the following: screening, diagnosis, progress monitoring, and outcome measures).
3.7 • Analyze data to identify trends that indicate adequate progress in student reading development. **E**
3.8 • Understand how to use data to differentiate instruction (grouping strategies, intensity of instruction: ii vs. iii).**E**
3.9 • Understand how to interpret data with application of instruction that matches students with appropriate level of intensity of intervention (in whole class, small group, one-to-one), with appropriate curricular materials, and with appropriate strategies. **E**
3.10 • Identify appropriate criteria for selecting materials to include in portfolios for monitoring student progress over time. **R, E**

3.11 • Identify interpretive issues that may arise when English language tests are used to assess reading growth in LEP students. *****
3.12 • Identify reading assessment techniques appropriate for diagnosing and monitoring reading progress of LEP students and students with disabilities in the area of reading. *** E**

Competency 4: Foundations of Differentiation -- 30 In-service hours

Has a broad knowledge of students from differing profiles, including students with disabilities and students from diverse populations.

Specific Indicators
4.1 • Identify the characteristics of both language and cognitive development and their impact on reading proficiency.
4.2 • Compare language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities. *****
4.3 • Identify language acquisition characteristics of learners from mainstream, students with exceptional needs, and diverse populations.*****
4.4 • Identify stages of reading development for diverse learners, including mainstream students, LEP students, and students with disabilities in reading.
4.5 • Identify common difficulties in development of each of the major reading components.
4.6 • Understands specific appropriate reading instructional accommodations for students with exceptional needs and LEP students. **E**
4.7 • Identify principles of differentiating instruction for all students in mainstream classes, including students with disabilities in reading, and LEP students. *****
4.8 • Identify strategies effective and more skilled readers use for word recognition and comprehension in contrast to those strategies used by beginning and/or struggling readers. **R**
4.9 • Select appropriate materials that address cultural and linguistic differences. *** E**
4.10 • Identify structures and procedures for monitoring student reading progress.

Competency 5: Application of Differentiated Instruction -- 1.5 hours

Has knowledge of effective, research-based instructional methodology to prevent reading difficulties and promote acceleration of reading progress for struggling students, including students with disabilities and from diverse populations.

Specific Indicators
5.1 • Apply knowledge of scientifically based reading research in each of the major reading components as it applies to reading instruction (phonemic awareness, phonics, vocabulary, fluency, comprehension).
5.2 • Apply research-based practices and materials for preventing and accelerating both language and literacy development. **R**
5.3 • Identify techniques for scaffolding instruction for children having difficulty in each of the five major components of reading growth.
5.4 • Apply research-based instructional practices for developing students' phonemic awareness.
5.5 • Apply research-based instructional practices for developing students' phonics skills and word recognition. **R**

5.6 • Apply research-based instructional practices for developing students' reading fluency, automaticity, and reading endurance.

5.7 • Apply research-based instructional practices for developing both general and specialized content area vocabulary. **R**

5.8 • Apply research-based instructional practices for developing students' critical thinking skills. **R**

5.9 • Apply research-based instructional practices for facilitating reading comprehension.**R**

5.10 • Apply knowledge of language to instruction in working with LEP students that are at different levels of oral proficiency. *****

5.11 • Identify instructional strategies to facilitate students' metacognitive skills in reading. **R**, **E**

5.12 • Identify reliable and valid assessment procedures to validate instructional applications. **E**

5.13 • Identify and set goals for instruction and student learning based on assessment results to monitor student progress.

Competency 6: Demonstration of Accomplishment -- 60 In-service hours

Applies knowledge of reading development to reading instruction with sufficient evidence of increased student reading proficiency for struggling students, including students with disabilities and students from diverse populations.

Specific Indicators

6.1 • Applies knowledge of language development, literacy development, and assessment to instructional practices. **R**

6.2 • Demonstrate knowledge of research-based instructional practices for developing students' phonemic awareness.

6.3 • Demonstrate knowledge of research-based instructional practices for developing phonics skills and word recognition. **R**

6.4 • Demonstrate knowledge of research-based instructional practices for developing reading fluency, automaticity, and reading endurance.

6.5 • Demonstrate knowledge of research-based practices for developing both general and specialized content area vocabulary. **R**

6.6 • Demonstrate knowledge of research-based instructional practices for facilitating reading comprehension **R**

6.7 • Demonstrate knowledge of instruction to facilitate students' metacognitive efficiency in reading. **R, E**

6.8 • Demonstrate knowledge of research-based instructional practices for developing critical thinking and content area reading skills **R**

6.9 • Demonstrate knowledge of goal setting and monitoring of student progress with appropriate instructional application that promotes increases in student learning trends in reading over time. **E**

6.10 • Demonstrate knowledge of differentiating instruction for all students in mainstream classes, including students with disabilities in reading, and LEP students. *

6.11 • Demonstrate instructional skill in working with LEP students that are at different levels of oral proficiency. *****

6.12 • Demonstrate knowledge of creating both language-rich and print-rich environments.