



THE
**UNIVERSITY OF
NORTH CAROLINA
SYSTEM**

Comprehensive UNC System Literacy Framework and Implementation Guidance

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Background

The UNC System Literacy Framework is a result of the recent Board of Governors' Resolution on Teacher Preparation (April 17, 2020). The resolution called on the UNC System Office, in collaboration with educator preparation and literacy experts, to develop a common framework for literacy instruction in teacher preparation that will be adopted by UNC System educator preparation programs. The framework is based on effective reading research and will ensure that teaching candidates receive instruction in the essential components of reading.

G.S. 115C-269.20 requires teacher preparation programs to provide training to elementary and special education general curriculum teachers that includes instruction on reading as a process involving oral language, phonological and phonemic awareness, phonics, fluency, vocabulary, and comprehension. Rigorous research has identified these concepts as essential components of reading instruction. Integration of a System-wide literacy framework will ensure that pre-service teacher education candidates master these essential components and are prepared to be successful teachers of reading and increase the reading achievement for their students.

The UNC System Literacy Framework will:

- Create consistency across UNC System Educator Preparation Programs in the presentation of evidence-based literacy competencies
- Ensure pre-service candidates know and can demonstrate the essential components of literacy
- Ensure that pre-service candidates are able to deliver appropriate literacy instruction to advance student literacy achievement for ALL students

UNC educator preparation programs prepare teachers to teach within North Carolina's public schools, and the development of this framework acknowledged this context. The North Carolina Department of Public Instruction (NCDPI), and the North Carolina State Board of Education (NCSBE), have developed recommendations for early literacy instruction for practicing teachers within N.C.

The NCSBE commissioned the North Carolina State Board of Education Literacy Taskforce to recommend modifications to educator preparation and licensure to support the improvement of early literacy instruction. In June 2020, the taskforce provided its recommendations to NCSBE ([Recommendations of the SBE Literacy Taskforce, June 2020](#)). The UNC System Literacy Framework aligns with these recommendations.

NCDPI K-3 Literacy Division developed the Comprehensive Plan for Reading Achievement ([Comprehensive Plan for Reading Achievement, 2020](#)) to support practicing educators by providing resources, guidance, as well as current literacy research to promote increased reading achievement in K-3 classrooms. The UNC System Literacy Framework references the specific evidence-based strategy recommendations within the Comprehensive Plan for Reading Achievement (CPRA).

In addition to the North Carolina context, the UNC System Literacy Framework is situated within the recommendations included within the "Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade" (<https://ies.ed.gov/ncee/wwc/PracticeGuide/21>) which serves as a practice guide for the improvement of students' foundational reading skills. The UNC System Literacy

Framework includes references to alignment with the four, research-based recommendations outlined within the guide.

The UNC System educator preparation programs strive for excellence through meeting the standards outlined by the Council for the Accreditation of Educator Preparation (CAEP). In CAEP Standard 1.2 regarding candidate knowledge, skills and professional dispositions, it states that *“Providers ensure that candidates use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students’ progress and their own professional practice.”* The UNC System Literacy Framework supports this standard through incorporation of current literacy research and evidence-based practice. Further, within CAEP Standard 2.3 involving clinical practice and partnerships, educator preparation programs are charged to, *“...design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students’ learning and development.”* The UNC System Literacy Framework offers guidance on the nature and content of clinical placements to ensure that candidates have sufficient opportunity to demonstrate their knowledge and skill in providing literacy instruction in a real-world context serving diverse learners within North Carolina schools.

Fundamental to the UNC System Literacy Framework is the preparation of pre-service educators to teach reading and writing to ALL children including students from culturally diverse backgrounds. Recommended strategies and resources are included within this guide to support culturally relevant teaching practice. The framework also incorporates differentiated practices for a variety of learners and school-based contexts.

The Process

Following the Board of Governors’ Resolution on Teacher Preparation, the UNC System Office distributed a call for applications from the 15 UNC institutions with educator preparation programs to solicit a group of faculty members to serve as Literacy Fellows who would collaborate to develop the UNC System Literacy Framework. Eight fellows, who have a wealth of experience and knowledge of evidence-based literacy practice, were selected from a robust pool of applicants that included many strong candidates from across the UNC System. The Literacy Fellows were charged to complete a set of deliverables to include a completed framework, program implementation guidance, and a campus-level self-study tool.

The Literacy Fellows met synchronously and asynchronously throughout the fall 2020 semester and began their work by collectively establishing eight major components of evidence-based, early literacy that teacher candidates need to be prepared to effectively deliver literacy instruction in their future classrooms. These components were developed from a charrette where all fellows offered ideas as to what the essential components of evidence-based early literacy instruction are and these were distilled into the eight components. The fellows then developed competencies, sub-competencies with suggested instructional strategies, field experiences/activities, and measurements of mastery associated with each of the major components. In addition, the fellows designed implementation guidance to provide detailed descriptions of the framework components; to offer recommendations for teacher educators for the delivery of instruction within campus classrooms; to provide additional strategies and resources for faculty and pre-service candidates; and, particularly, to offer suggestions for adapting to diverse contexts, considerations for differentiation, and resources for diverse populations.

The aforementioned processes encompassed Phase I of the UNC System Literacy Framework Development Initiative whereby the draft of the completed framework was shared with educator preparation programs for feedback. Within Phase II, educator preparation programs will conduct a self-study and create a plan for implementation of the comprehensive literacy framework.

The Developers

To develop the UNC System Literacy Framework, the System Office recruited eight faculty members from across UNC System universities to serve as Literacy Fellows and they are as follows:

- **Kimberly L. Anderson**, East Carolina University, Associate Professor of Reading Education
- **Christie Cavanaugh**, University of North Carolina Greensboro, Clinical Associate Professor
- **Dennis S. Davis**, North Carolina State University, Associate Professor of Literacy Education
- **Rebecca Lee Payne Jordan**, Appalachian State University, Assistant Professor of Reading Education
- **Kim Doggett Pemberton**, Winston-Salem State University, Associate Professor of Elementary Education
- **Paola Pilonieta**, University of North Carolina at Charlotte, Associate Professor, Director of the Reading Education Minor
- **Roya Qualls Scales**, Western Carolina University, Professor of Literacy Education
- **Kellee D. Watkins**, North Carolina Agricultural and Technical State University, Assistant Professor and MAT Coordinator for Elementary Education

Using the Framework and Guidance

The UNC System Literacy Framework is designed to ensure that pre-service candidates know and can demonstrate the essential components of literacy instruction regardless of the educator preparation program in which they are enrolled such that upon program completion they are able to advance student literacy achievement by delivering high-quality literacy instruction.

Through drawing on the expertise of literacy faculty within the UNC System to develop the framework, the competencies and sub-competencies are situated within the North Carolina context. UNC System Educator Preparation Programs (EPP) will fully integrate the eight essential components with the associated competencies and sub-competencies into programs that prepare educators to teach in K-3 classrooms.

The instructional strategies for teacher educators and activities/field experiences for demonstration of candidate mastery of knowledge and skill represent best practice as presented by evidence-based research and endorsed by the Literacy Fellows. These recommendations are offered as guideposts for seminal practices that may be included within programs. EPPs may have additional strategies, activities, and field experiences that reflect current, evidence-based literacy research and may be incorporated into university classrooms.

Learning to read is a complex process consisting of many interconnected components. The UNC System Literacy Framework outlines eight essential components that are critical for children to learn to read

proficiently. However, these components do not provide an exhaustive list of all the factors necessary to help children thrive as readers and writers. The learning environment, family literacy practices, and technology play important roles, as do other practices, though they are not included in this document at length. The UNC System Literacy Framework focuses primarily on the components essential to literacy instruction, for this reason important components (e.g., the learning environment) that impact multiple facets of education are not included. The absence, or lack of emphasis, of these topics does not preclude teacher education programs from including these in their courses.

The UNC System Literacy Framework is not a curriculum or a pacing guide. There is also no expectation that teacher education programs include all the suggested activities. The purpose of the UNC System Literacy Framework is to provide consistency across all teacher education programs in preparing preservice teachers to teach kindergarten through third grade literacy. **Additionally, it is important to note that the eight components are not listed in any particular order. As such, it is not necessary for teacher education programs to teach these components in the sequence in which they are listed.**

Structure of the Framework

The UNC System Literacy Framework is organized to offer an overview of the rationale and background for its development. The framework is designed to address the eight essential components of literacy that the Literacy Fellows determined. Each component includes a matrix that outlines the fundamental competencies and sub-competencies of what teacher candidates should know and be able to do, as well as instructional strategies for teacher educators, recommendations for candidate field experiences and activities to demonstrate mastery of the competencies and sub-competencies. Each matrix includes the associated evidence-based research that served to support the inclusion of the competencies and sub-competencies. Following each individual matrix, implementation guidance is provided to offer additional strategies, activities, and resources to support both teacher educators and pre-service candidates.

The Essential Components

Within the UNC System Literacy Framework eight essential components of evidence-based, early literacy instruction are included and listed below.

- Concepts of Print
- Language
- Phonological & Phonemic Awareness
- Phonics, orthography, and automatic word recognition
- Fluency
- Vocabulary
- Comprehension
- Writing

Motivation and Engagement

While Motivation and Engagement did not receive a section of their own, this framework recognizes their pervasive and reciprocal relationship with all of the other contributors to reading development. Teacher candidates must be aware of evidence-based classroom practices that have been shown to enhance reading motivation and engagement in reading, including providing easy access to interesting texts that students want to read, providing students with choices about what they read, giving students time to read, making reading a social activity, and, perhaps most importantly, supporting students' success in reading. Quite simply, children who perceive themselves to be competent readers are more motivated to read and more likely to engage in reading when provided the opportunity. Teacher candidates can learn to help students develop their identities as readers and writers by ensuring that most of the texts that they encounter are moderately challenging, by helping students develop effective approaches to problem-solving when reading and writing, and by providing the kind of scaffolded support that allows students to achieve a high level of success while engaging in tasks as independently as possible.

Teachers have a great deal of influence over students' attitudes toward reading and how they view themselves as readers. Teacher candidates, therefore, must understand teachers' responsibility in structuring the learning environment in such a way that students perceive reading and writing to be enjoyable, informative, and "doable," and view themselves as confident and competent readers and writers. By doing so, teachers can help to ensure that students will be motivated to engage in the learning opportunities provided in school, more likely to benefit from them, and more likely to extend their independent reading beyond the school day. By fostering a love of reading, teachers can set into motion the positive, cumulative effects of reading practice on reading ability and make it more likely that their students not only *can* read but *choose to* read.

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Culturally Responsive Pedagogy and Literacy

The primary goal of Educator Preparation Programs (EPPs) is to prepare preservice teachers to serve the many needs of school-aged children. Although serving the literacy needs of children is a lofty one, it becomes even more of a challenge to meet the needs of children from high-poverty and culturally diverse areas, while bridging a social justice framework that is inclusive, (Cochran-Smith, 2004; Lazar, 2007; McCarthey, Dressman, Smolkin, McGill-Franzen, Harris, 2000) if preservice teachers have not been prepared with similar experiences. This instructional gap causes teachers to perhaps underestimate the literacy abilities of their students (Delpit, 1995) and disregard the funds of knowledge (Moll, 1992) they

bring to school with them, and as a result, students are improperly and unjustly served. Additionally, others insist that

One knowledge area where schools of education must devote more time in terms of coursework and internship placements is that of culture. More specifically, educators need to better understand the culturally-influenced predispositions toward learning held by ELLs and their families, and to create more meaningful learning experiences for students striving to become bilingual and bicultural. Knowing what to teach is unarguably critical for teachers. However, knowing to whom we are teaching it and how our students experience learning and interaction is a shift we must make in our approach to teacher education if we expect to shrink the achievement gap that currently exists. (Evans, Gunn, 2011 pg.3)

There are many literacy programs claiming to employ an inclusive social justice agenda, but not all programs have the foundation of such a structure (Purcell-Gates, 2000). Yet, research indicates that preservice teachers who have exposure to and experiences with the implementation of culturally responsive pedagogy, (Ladson-Billings, 1994) also have a different attitude, level of confidence, and sincere interest in literacy instruction for diverse learners (Lazar, 2007). Culturally responsive pedagogy includes engaging learners, and even families whose experiences and cultures are traditionally excluded from conventional classroom settings (Milton-Williams, Pemberton, Miller-Dyce, 2012; Pemberton, Miller, 2015). Conclusively, preservice teachers whose EPP programs fail to provide such experiences, produce teachers who lack the comfort in teaching students whose backgrounds and experiences do not mirror their own, causing these teachers to inadvertently overlook the inherent literacy abilities of their students, (Ladson-Billings, 1994) again, resulting in missed literacy opportunities for both parties.

Thus, the UNC System Literacy Framework, introduced here, has been created to provide North Carolina's preservice teachers with culturally responsive and culturally diverse reading research and strategies, through their EPP instruction and field experience/practicum opportunities. This research-based approach ensures that graduates from our institutions of higher education have foundational knowledge and the ability to apply appropriate early literacy instruction that will ultimately advance the literacy achievement of North Carolina's students from all backgrounds.

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Teaching Diverse Learners

The UNC System Literacy Framework assumes that teachers will differentiate for all learners in their classrooms in ways that they would do so typically for all other areas taught in the general education classroom. The Literacy Framework pertains to all students who would receive literacy instruction in the classroom from the general education or special education teachers. This includes students with disabilities who receive literacy instruction in the general education classroom as well as students who are bilingual, multilingual, and English Language Learners at any level of English proficiency.

Differentiation can occur in many ways and in both whole class and small group contexts to support the learning goals and objectives. Teachers can differentiate by altering the materials, scaffolds, pacing, strategies, and other aspects of implementation of instruction. Suggestions for differentiation to meet the needs of students are incorporated throughout the implementation guidance.

An important consideration when differentiating within literacy instruction is to maintain focus on standards and grade-level expectations, and educators should design differentiation efforts that help students achieve these goals. This is particularly important to ensure that students are afforded the instructional opportunities to achieve at grade level. Thus, the use of grade-level texts with the support of scaffolds and strategies is paramount to helping students accomplish foundational skills for reading and writing.

Finally, when students are receiving additional services through special education or services to support English learning (e.g., bilingual classrooms, ESL or TESOL services), general education teachers may need to collaborate with the other service providers to ensure students are benefitting maximally from literacy instruction in the general education classroom.

Supporting Literacy as a School Community

Children learn to read and write in a variety of contexts well beyond the four walls of the traditional classroom. For this reason, establishing a school culture that supports students' literacy learning is critical. The principal, as the instructional leader within the school, should promote literacy as an integral component of the school day, and should expect teachers, administrators, and other school personnel to collectively support all students in their journey to become successful readers and writers. To address the needs of all students, the role and involvement of special education teachers, school counselors, media specialists, ESL teachers, Title 1 teachers, health and physical education teachers, arts

educators, mentors, school social workers, as well as other school personnel should be viewed as vital contributors to a school's literacy culture.

UNC SYSTEM LITERACY FRAMEWORK
MATRICES AND IMPLEMENTATION GUIDANCE

SECTION I:
CONCEPTS OF PRINT

I. Concepts of Print

Concepts/Topics:

Candidates demonstrate an understanding of the organization, basic features, and the purpose of print.

Early Literacy Competencies: <i>What should candidates know and be able to do?</i>	Sub-competencies to be taught and assessed	Suggested Instructional Strategies associated with competency or sub-competency. <i>What will the teacher educators in the program do to teach the competency and sub-competencies?</i>	Suggested Activities and/or Field Experiences for Assessment: <i>How will the candidate demonstrate their learning of the competency and sub-competencies?</i>
1. Explain how developing the concepts of print supports emergent readers with developing reading and writing skills, and the understanding that print conveys a message.	1a. Explain the purpose of reading and composing text, and how books and texts work. 1b. Identify book concepts and print concepts that support emergent reading (e.g., book orientation, directionality, turning pages, one-to-one correspondence, knowledge of a word and space). 1c. Explain how book and print concepts vary across languages and cultures.	The teacher educator will provide opportunities for candidates to: <ul style="list-style-type: none"> ● Model book concept and print concept skills such as book handling, how books work, directionality, return sweep, the front of the book, and the back of the book. ● Demonstrate how print concepts apply equally to reading and writing. ● Provide examples of how book and print concepts vary across languages and cultures. 	<ul style="list-style-type: none"> ● Candidates explain the purpose of reading and writing. ● Candidates explain the connection between the concepts of print for reading and writing and how the concepts align with the other components of reading.
2. Describe instructional strategies for teaching book and print concepts for reading and writing.	2a. Explain the use of shared reading to teach print and book concepts.	The teacher educator will provide opportunities for candidates to: <ul style="list-style-type: none"> ● Review models of shared reading and provide 	<ul style="list-style-type: none"> ● Candidates plan and implement a shared reading lesson that includes concepts of print in their

	<p>2b. Explain the use of shared writing to support print concepts and beginning writing.</p> <p>2c. Explain how the use of shared writing supports English Language Learners.</p> <p>2d. Describe the importance of and how to create a print-rich environment.</p> <p>2e. Identify books appropriate for concepts of print and book concept lessons.</p> <p>2f. Administer and analyze concepts of print and reading behavior assessments.</p>	<p>opportunities for candidates to practice the strategy with partners.</p> <ul style="list-style-type: none"> Review models of shared writing, including language experience approach, and provide opportunities for candidates to practice the strategy with partners. Review examples of print-rich classrooms that also incorporate environmental print. Review examples and non-examples of books that address book and print concepts. 	<p>field placement or in the university classroom.</p> <ul style="list-style-type: none"> Candidates plan and implement a shared writing lesson, such as language experience approach lesson, in their field placement or in the university classroom. Candidates select a text for use in the above lessons that appropriately addresses book and print concepts (e.g., big books, print that reads left to right, embedded print concepts). Candidates administer and analyze concepts of print and reading behavior assessments. Candidates will use the assessment data to develop instructional implications.
<p>3. Describe instructional strategies for teaching alphabet knowledge through shared reading and writing.</p>	<p>3a. Explain the developmental process of letter formation and how it supports transcription fluency (or the ability to write automatically and legibly).</p>	<p>The teacher educator will provide opportunities for candidates to:</p> <ul style="list-style-type: none"> Utilize strategies to teach letter recognition during shared reading and writing experiences. 	<ul style="list-style-type: none"> Candidates compile a list of strategies that can be used to teach letter recognition. Candidates demonstrate appropriate letter

		<ul style="list-style-type: none"> Review examples of letter recognition and letter formation during shared reading and writing lessons. 	formation during shared writing experiences.
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I. Concepts of Print Implementation Guidance

Overarching Literacy Standard/Recommendation

Concepts of print is the awareness of how print works. Children begin learning the concepts of print at home and throughout early childhood and preschool when they begin to understand that print conveys a message. The concepts of print include book orientation, directionality of print, the distinction between letters and words, and beginning knowledge of the alphabetic system.

Concepts of print are taught through shared reading of connected text and writing. Through shared reading and writing experiences, children start reaching beyond the concepts of print towards comprehension through picture walks and discussions about the story elements.

Competencies/Sub-Competencies – *What should candidates know and be able to do?*

The competencies for concepts of print are:

1. Explain how developing the concepts of print supports emergent readers with developing reading and writing skills, and the understanding that print conveys a message.
 - 1a. Explain the purpose of reading and composing text, and how books and texts work.
 - 1b. Identify book concepts and print concepts that support emergent reading (e.g., book orientation, directionality, turning pages, one-to-one correspondence, knowledge of a word and space).
 - 1c. Explain how book and print concepts vary across languages and cultures.
2. Describe instructional strategies for teaching book and print concepts for reading and writing.
 - 2a. Explain the use of shared reading to teach print and book concepts.
 - 2b. Explain the use of shared writing to support print concepts and beginning writing.
 - 2c. Explain how the use of shared writing the language experience approach supports English Language Learners.
 - 2d. Describe the importance of and how to create a print-rich environment.
 - 2e. Identify books appropriate for concepts of print and book concept lessons.
 - 2f. Administer and analyze concepts of print and reading behavior assessments.
3. Describe instructional strategies for teaching the alphabetic knowledge principle through shared reading and writing.
 - 3a. Explain the developmental process of letter formation and how it supports transcription fluency (or the ability to write automatically and legibly).

Instructional Strategies- Suggested Instructional Strategies associated with competency or sub-competency

What will the teacher educators in the program do to teach the competency and sub-competencies?

The teacher educators are encouraged to model, show videos, and provide opportunities for candidates to practice strategies that teach the concepts of print. The instructional strategies are meant to help candidates develop an understanding of how the concepts of print support both future reading and writing development. Concepts of print are critical to develop to support understanding that words convey thoughts. The teacher educator and candidates are encouraged to:

- Explain the purpose of reading and writing.
 - Explain how developing the concepts of print supports emergent readers/writers with developing reading and writing skills.
 - Explain the connection between the concepts of print in mentor text to writing activities.
 - Describe the relationship between rapid automatic naming of letters and reading proficiency.
- Model book concept and print concepts skills. These concepts include:
 - Book handling - holding a book properly.
 - How illustrations correspond with print.
 - How books work (orientation, front, back, author, illustrator, headings, sub-headings).
 - Directionality - words are read from left to right, top to bottom, page by page, and sweeping back to left on the next line of text.
 - Recognizing that spoken words are represented in written language by specific sequences of letters (spoken sound/ phoneme to written letter/grapheme match).
 - Concept of word (being able to match spoken word to print while reading).
 - Understand that words are separated by spaces in print.
 - Identify and explain capitalization and punctuation in texts.
 - Writing behaviors, including directionality, one on one matching speech to print, spacing, and punctuation.
- Provide examples of how book and print concepts vary across languages and cultures.
- Model shared reading and writing strategies. Candidates are provided multiple opportunities to practice the strategies in the university classroom and during field placements.
- Show examples of print-rich classrooms that also incorporate environmental print.
- Provide examples and non-examples of books that address book and print concepts.
- Analyze concepts of print teaching videos and videos of their own teaching.
- Provide candidates with strategies to teach letter recognition during shared reading and writing experiences.
- Model letter recognition and letter formation during shared reading and writing lessons.

Considerations for adapting to different contexts:

Concepts of print instruction can be implemented in whole group settings. However, concepts of print mini-lessons are ideal for small group or individual instruction or intervention for students who need support in specific skills in this area.

Suggested Activities in Courses and/or Field Experiences for Assessment of Candidates' Competencies:

How will the candidate demonstrate their learning of competency and sub-competencies?

Candidates will demonstrate their learning of the competencies by explaining and describing the importance of the concepts of print. Candidates will also demonstrate their learning of the

competencies by connecting the concepts of print competencies to reading and writing development in the areas of phonemic awareness, phonics, and comprehension. The suggested activities and experiences ask candidates to:

- Describe how they would teach print and book concepts during reading aloud with students.
- Plan and implement a shared reading lesson in their field placement or in the university classroom.
- Plan and implement a shared writing lesson in their field placement or in the university classroom.
- Select a text that appropriately addresses book and print concepts (e.g., big books, print that reads left to right, embedded print concepts).
- Select texts that reflect the diversity within the classroom as well as of the wider world.
- Support their instructional decisions with standards, research, and theory.
- Analyze concepts of print teaching videos and videos of their own teaching.
- Administer concepts of print assessments and analyze the data for student strengths and needs.
- Develop instructional implications based on assessment data.
- Compile a list of strategies that can be used to teach letter recognition.

Field Experiences Recommendations:

Candidates are encouraged to teach Concepts of Print lessons to kindergarten students in a small group or whole group setting. Though the lessons may vary based on the students' developmental needs and the standards of focus at the time, it is important that candidates are able to justify instructional decisions with research, theory, and their knowledge of the expectations of learning and learning continuums for the concepts of print. Candidates should be provided opportunities to:

- Prepare and teach a lesson using the appropriate standards and based on student learning needs.
- Select a mentor text or a shared writing topic to use in the lesson that aligns with lesson standards and objectives.
- Record the lesson, reflect on and analyze instructional decisions, discourse, and formative assessment data.

Teaching Resources:

- Videos from Michigan's Literacy Essentials
 - Print Awareness Pre-K: Daily read-alouds include verbal and non-verbal strategies for drawing children's attention to print.
<https://www.youtube.com/watch?v=5AqZiroHNaw&list=PLEr3aBYwhAcfb2C511bDBR0ZNB3y1ZOz&index=27>
- Michigan Literacy Essentials Documents
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https://literacyessentials.org/downloads/geIndocs/pre-k_literacy_essentials.pdf

Recommendations/Resources for Diverse Populations:

It is possible that some students will have limited access to and experience with handling books. It is also possible that some students have experiences with books in languages other than English. Keeping these possibilities in mind, teaching the concepts of print begins with the selection of books that represent the student diversity in the class and builds on native language literacy. The English writing system is different from other writing systems, and candidates must emphasize the difference between words and letters, how to recognize when words begin and end, directionality, and where to continue reading at the end of the line. Given the linguistic diversity across North Carolina and that some students' prior experiences will be with other alphabetic and non-alphabetic languages, candidates must recognize the role of graphemes, concept of word, directionality, and the return sweep when teaching English reading and writing. Likewise, they must understand the transference of native language literacy to developing English language literacy, and the importance of building from native language literacy.

When teaching print concepts and making print accessible for diverse populations of students, it is important to provide a literacy environment that not only includes labels, but labels with pictures of the print concepts that have been taught. The literacy environment should support students with independent re-reading of previously shared books. The environment should also include a writing station that includes environmental print and previously shared writing samples to support independent writing and reading.

Considerations for Differentiation:

Concepts of print instruction can be differentiated by content, process, product, readiness, and interest. It can also be implemented based on individual student learning profiles. Although candidates may be focused on teaching certain concepts of print during a lesson, additional concepts of print may be reviewed for the content needs of a few. Differentiation of process and product may include the teacher using a big book for the whole class and allowing a student to have the smaller form of the book to identify and to demonstrate an understanding of the concepts with that book.

Alignment to/Informed by:

- **Standards that address teacher candidates, classroom practice, and assessment of student learning:**
 - NC Standard Course of Study: Reading Foundation Standards (RF.K.1, RF.K.2, RF.1.1, RF.1.2)
 - International Literacy Association: Standard 1 Foundational Knowledge (1.1)
- **North Carolina Department of Public Instruction. (2020). *Comprehensive Plan Reading for Achievement* (bit.ly/k3litcptra)**
Understanding the Big Picture: A Professional Development Guide to Illustrate the Universe of Skills for a Structured Approach to Early Literacy Instruction (p.17)
- **Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade - IES & U.S. Department of Education -**
(https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf#page=12) - Overarching themes p. 1
- Other peer-reviewed works as cited in the framework matrix

SECTION II:
LANGUAGE

II. Language

Concept/Topics:

Candidates understand that language involves the ability to communicate through speaking and writing (expressive language) and serves as the foundation for understanding language for listening and reading comprehension (receptive language). Any language is defined by structures (phonology, morphology, syntax, semantics, and pragmatics) which impact a child’s preparedness for kindergarten and long-term academic success. Candidates recognize and appreciate diversity in language structures represented in home languages. Because language is connected to each literacy component, language should be incorporated within each one.

<p>Early Literacy Competencies:</p> <p><i>What should candidates know and be able to do?</i></p>	<p>Sub-competencies to be taught and assessed</p>	<p>Suggested Instructional Strategies associated with competency or sub-competency. What will the teacher educators in the program do to teach the competency and sub-competencies?</p>	<p>Suggested Activities and/or Field Experiences for Assessment: How will the candidate demonstrate their learning of the competency and sub-competencies?</p>
<p>1. Explain and demonstrate how each language structure (<i>phonology, morphology, semantics, syntax, pragmatics/discourse, orthography</i>) impacts literacy components (phonological/phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing) and the reciprocal way that literacy impacts language.</p>	<p>1a. Define and explain each of the language structures and identify examples of how they relate reciprocally to each of the literacy components.</p> <p>1b. Implement practices that address the development of the language structures, including facilitation of discussion and engaging in discourse about a topic.</p> <p>1c. Identify and demonstrate how to address language structures within literacy</p>	<p>The teacher educator will provide opportunities for candidates to:</p> <ul style="list-style-type: none"> • Observe practices that address language structures such as identifying text that illustrates rhyming patterns, using Elkonin boxes/beads for segmenting, using body parts and gestures to blend and segment, modeling use of vocabulary, academic 	<ul style="list-style-type: none"> • Candidates create and implement plans that demonstrate how they would teach knowledge of language structures and literacy components with young learners. • Candidates demonstrate knowledge/importance of language and literacy using multicultural literature to focus on sounds and vocabulary; word-building activities that include affixes; teaching parts of

	<p>lessons (i.e., read books/poems with rhymes, segment/manipulate words, administer/analyze spelling inventories, emphasize vocabulary when discussing topics, teach vocabulary connected to function or purpose, etc.).</p> <p>1d. Identify and integrate academic language appropriately for proficient use in speaking and writing and understanding for listening and reading.</p>	<p>language, and syntax to engage in discussion.</p> <ul style="list-style-type: none"> • View and discuss exemplar lesson plans and/or videotaped lessons that reflect an emphasis on language structures in the context of literacy. • Explain the use of word walls and related activities, anchor charts, etc. to demonstrate understanding of and access to words, syntax, and academic language. • Demonstrate one’s knowledge of a systematic approach to semantics and syntax (and other language structures) and related practices (word walls, making word activities, word sorts, composing sentences and text, word of the day, etc.). 	<p>speech; using knowledge of words and syntax; addressing purposes of oral and written language.</p>
<p>2. Explain and demonstrate how to facilitate language development with an emphasis on reading and writing and speaking and listening.</p>	<p>2a. Explain the purpose of and provide examples for creating a vocabulary rich classroom.</p>	<p>The teacher educator will provide opportunities for candidates to:</p> <ul style="list-style-type: none"> • Observe effective models of how semantics and syntax are addressed in 	<ul style="list-style-type: none"> • Candidates develop and implement an action plan for how they will address language for reading, writing, speaking

	<p>2b. Explain the importance of and demonstrate how to incorporate students' backgrounds and funds of knowledge for reading, writing, speaking, and listening instruction.</p>	<p>context (reading for meaning).</p> <ul style="list-style-type: none"> ● Observe effective use of language skills (articulation, use of syntactic structure, how morphemes change word meanings and the function of words in sentences, use of academic language). ● Observe examples of how teachers facilitate classroom discussions for the intentional purpose of developing oral language skills. 	<p>and listening in their own classrooms, including opportunities for students to engage in discussions and collaborative work.</p> <ul style="list-style-type: none"> ● Candidates plan and implement read-alouds that emphasize reading, writing, speaking and listening. ● Candidates dialogue with university and/or clinical supervisor regarding feedback from observations or analyze videos which focus specifically on how they address language structures and academic language for listening, speaking, writing, and comprehending text with varying structures.
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II. Language Implementation Guidance

Overarching Literacy Standard/Recommendation

Language use is defined as the ability to communicate through speaking and writing, referred to as expressive language, as well as to understand spoken and written words, phrases, and sentences for listening and reading comprehension (receptive language). Any language is defined by structures (phonology, morphology, syntax, semantics, orthography, and pragmatics) which impact a child's ability to learn to read and write and serves as the foundation for a child's preparedness for learning and long-term academic success. When teaching language, teachers, including preservice teachers, are impacting literacy development; the reverse is true for the impact of literacy teaching on language development. Candidates and teachers should recognize and/or appreciate diversity in language structures represented in home languages and how these may impact learning to read and write in English. Language skills are inseparable from and vital to reading, writing, speaking, and listening so it is essential that language is incorporated into each literacy component. It is important for teachers and preservice teachers to use effective and correct language skills in all contexts as they teach and model language to students.

- **Oral Language for Listening and Speaking-** *involves the process of receiving and comprehending spoken language (receptive) and responding orally (expressive) to spoken and written language for various purposes.*
- **Written Language for Reading and Writing-** *involves the process of effectively comprehending written language and text (receptive) or producing written language (expressive) for various purposes including expressing ideas in written form.*

Each process contributes to the development of a rich and extensive vocabulary and the ability to understand increasingly complex syntax--both necessary for proficient reading and writing.

Competencies and Sub-Competencies - What should candidates know and be able to do?

The competencies for language are:

1. Explain and demonstrate how each language structure (*phonology, morphology, semantics, syntax, pragmatics/discourse, orthography*) impacts literacy components (phonological/phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing) and the reciprocal way that literacy impacts language.
 - 1a. Define and explain each of the language structures and identify examples of how they relate reciprocally to each of the literacy components.
 - 1b. Implement practices that address the development of the language structures, including facilitation of discussion and engaging in discourse about a topic.
 - 1c. Identify and demonstrate how to address language structures within literacy lessons (i.e., read books/poems with rhymes, segment/manipulate words, administer/analyze spelling inventories, emphasize vocabulary when discussing topics, teach vocabulary connected to function or purpose, etc.).
 - 1d. Identify and integrate academic language appropriately for proficient use in speaking and writing and understanding for listening and reading.

2. Explain and demonstrate how to facilitate language development with an emphasis on reading and writing and speaking and listening.

2a. Explain the purpose of and provide examples for creating a vocabulary rich classroom.

2b. Explain the importance of and demonstrate how to incorporate students' backgrounds and funds of knowledge for reading, writing, speaking, and listening instruction.

Instructional Strategies-Suggested Instructional Strategies associated with competency or sub-competency.

What will the teacher educators in the program do to teach the competency and sub-competencies?

The suggested instructional strategies are meant to provide a guideline to assist candidates in developing their understanding of the role language plays in literacy development for reading, writing, speaking and listening within the classroom. Course instructors are encouraged to build candidates' knowledge, skills, and understanding by modeling and providing opportunities for candidates to practice, demonstrate and dialogue about their understanding.

- Model practices that address each language structure, identifying text that illustrates each one. For example,
 - to emphasize **phonology**, identify rhyming patterns in books and poetry,
 - to emphasize **morphology**, create notecards or tiles with a variety of affixes and roots to create complex words,
 - create **semantic** maps or graphic organizers of words as a visual display of the meaning to assist students in identifying and understanding words in their reading,
 - **orthography** can be emphasized through analyzing spelling inventories and creating subsequent word study and teaching explicitly how derivational suffixes impact spelling and pronunciation.
 - to reinforce **pragmatics**, link specific vocabulary (**semantics**) and clauses and phrases (**syntax**) to support the function of language (e.g., compare and contrast or justify)
- View and discuss exemplar lesson plans and/or videotaped lessons that reflect an emphasis on language structures in the context of literacy.
- Demonstrate and explain how to create a word wall and provide related activities, to provide explicit connections between language structures and literacy components, anchor charts, etc. A word wall is a literacy tool displayed in large visible letters on a wall or bulletin board within the classroom, which consists of an organized collection of age- and/or grade-appropriate words which are incorporated within reading and writing lessons to assist students in their knowledge and appropriate use of written words. Word walls serve a variety of purposes including practice and retrieval of high frequency words, access to vocabulary words taught, vocabulary words grouped for meaning as in synonyms or content- or topic-related, and words that are connected through common morphemes such as prefixes and derivational suffixes. Teachers may even create word walls to serve as prompts or reminders for them to incorporate academic language and/or vocabulary words taught into their conversations, discussions, or when providing directions to students.

- Demonstrate one’s knowledge of a systematic approach to developing semantics and syntax (and other language structures) and related practices (word walls, making word activities, word sorts, composing sentences and text, word of the day, etc.).
- Create opportunities and model the appropriate use of oral language skills (articulation, syntactic structure, etc.).

Considerations for Adapting to Different Contexts:

Language should be an integral instructional focus in the classroom setting at all grades. Students achieve a greater understanding when allowed to observe and participate in the processes of listening, speaking, reading, and writing. The suggested instructional strategies are appropriate for implementation within the regular classroom setting with a whole class, with small groups engaged in tutoring/intervention strategies, or with individual students needing remediation strategies. It may also be beneficial for candidates to experience multiple opportunities to practice using or implementing the suggested strategies to build both knowledge and skills, as they gain confidence.

Suggested Activities in Courses and/or Field Experiences for Assessment of Candidates’ Competencies:

How will the candidate demonstrate their learning of competency and sub-competencies?

Initially candidates should have opportunities within courses to explain and demonstrate their knowledge and understanding of language structures and how such structures impact literacy components. Additionally, candidates should create written products and have opportunities to implement lessons/products with students during field experience settings. Candidates may benefit from creating an overall plan for how they will emphasize language explicitly when teaching throughout the semester or during a school year.

Field Experience Recommendations:

After candidates exhibit mastery of the competencies in the university courses, it would be ideal for candidates to then demonstrate their knowledge and skills for emphasizing language when teaching literacy at a mastery level with developing readers (individual or small groups). The implementation of lessons may be video- or audio-recorded and then analyzed by peers or clinical educators for constructive feedback when direct observation in the classroom is not feasible or when additional feedback is deemed necessary.

Teaching Resources:

The following resources can be used to support language instruction:

- **Classroom Strategies from Reading Rockets**
 - **Activities to Encourage Speech and Language Development-** The American Speech-Language-Hearing Association offers age-appropriate ways to engage young children to help develop speech and language abilities. Although this document includes activities for very young children, the age range that encompasses children in kindergarten is included.
<https://www.readingrockets.org/article/activities-encourage-speech-and-language-development>
 - **Speaking and Listening in Content Area Learning-** Oral language development facilitates print literacy. This information focuses on ways in which teachers can ensure students' speaking and listening skills are developed.
<https://www.readingrockets.org/article/speaking-and-listening-content-area-learning>
 - **Talking to Children Matters: Early Language Experiences Strengthens Processing and Builds Vocabulary-** Researchers showed that children who had experienced more child-

directed speech were more efficient at processing language. The analyses revealed a cascade of effects — those toddlers who heard more child-directed talk became faster and more reliable in interpreting speech, and it was their superior skill in processing language that then increased their success in vocabulary learning.

<https://www.readingrockets.org/research-by-topic/talking-children-matters-early-language-experience-strengthens-processing-and> This link provides an abstract, but the full article may be retrieved through your university library electronic database.

- **Reading Rockets.** *Does Oral Language Instruction Improve Literacy?* In his brief response to this question, Tim Shanahan stresses the importance of teachers' knowledge of language development and how to support it. Within his response, there is a link to the IES Research Report: *Exploration of Instructional Practices that Foster Language Development and Comprehension*. <https://www.readingrockets.org/blogs/shanahan-literacy/does-oral-language-instruction-improve-literacy>
- **Connecting Word Meanings through Semantic Mapping-** Semantic maps (or graphic organizers) help students, especially struggling students and those with disabilities, to identify, understand, and recall the meaning of words they read in the text. <https://www.readingrockets.org/article/connecting-word-meanings-through-semantic-mapping>.
- **Michigan Literacy Essential-** provides sample practice videos to enhance instruction in the following areas.
 - **Choices in reading and writing-** Deliberate, research-informed efforts to foster literacy motivation and engagement within and across lessons. The teacher provides daily opportunities for children to make choices in their reading and writing. This encourages motivation and allows teachers to build vocabulary around specific topics. <https://youtu.be/aMB8gkOblbk>
 - **Rhyming and Blending-** Videos include teaching foundational skills in a classroom to emphasize word study - rhyming words. <https://youtu.be/PrW9Tyf5IgU>
<https://www.youtube.com/watch?v=MfJH9c22VQ8>
 - **Fun Song- rhyming with CVC -at words** <https://www.youtube.com/watch?v=xRMfJ6Hs0Mc>
 - **Interactive Writing-** Students participate in an interactive writing experience about 'Caring.' <https://youtu.be/LyvceNUVFgY>
 - **First Grade teacher shares Daily Writing Opportunities** <https://youtu.be/rRA-E1ofF9U>
 - **Morphology-** Teacher supports vocabulary learning through a morphology lesson (common prefixes). <https://youtu.be/fP74wNkJZ34>
- **Edutopia and Teaching Channel videos**
 - **Encouraging Academic Conversations with Talk Moves-**This Edutopia video features a teacher providing "talk moves" or scaffolds (e.g., sentence starters) for students to participate actively in classroom discussions. <https://www.youtube.com/watch?v=kSI4imt0dXg>.
 - **Text Talk Time-** This Teaching Channel video features a teacher who plans and teaches structures for her students to engage in discussion about a text. She models and

prompts using strategies that “get her students talking” about the text to give them opportunities to build language skills.

<https://www.youtube.com/watch?v=zfEL09MNMkY&t=193s>

- **Rollins Center for Language and Literacy, Cox Campus**
 - ***Elements of Language***. This document provides an overview of the language structures (elements) and their connections to literacy and includes examples. To access this and other valuable resources, you need to sign up for an account, but it is free.
<https://www.coxcampus.org/app/resourcelibrary/detail/57d9a41f56088806bcab3569>
- **Text Guides**
 - **Essential Instructional Practices in Early Literacy**- a set of research-supported classroom instructional practices.
https://literacyessentials.org/downloads/gelndocs/k-3_literacy_essentials.pdf
 - **Culturally Responsive Teaching**- the guide introduces methods for integrating culturally responsive teaching into the ELA classroom.
https://go.newsela.com/rs/628-ZPE-510/images/TWA_Newsela_Infographic_ELA_072319.pdf
- **Teaching Morphology to Improve Literacy**- a guide for teachers with background information, examples and additional resources on morphology.
https://www.uwo.ca/fhs/lwm/teaching/dld2_2017_18/Zeh_Morphological-Awareness.pdf

Recommendations/Resources for Diverse Populations:

Oral language provides the foundation for literacy development. Students from diverse populations need daily opportunities to learn and practice oral language for their literacy skills to thrive. Explicit integration of reading, writing, speaking, and listening across all content areas through engaging, interactive activities develops students' linguistic abilities. Therefore, students must be provided with experience in all these areas if they are to achieve success with literacy. Effective teachers use a variety of research-based practices to develop a repertoire of practices designed to scaffold students' linguistic abilities. With time and various opportunities to listen, observe, participate, and interact (through direct and indirect instruction) students from diverse populations can experience increased success with language development.

Considerations for Differentiation:

- **Ohio Assessments for Educators**-study.com (an online platform that provides adaptive learning tools for teachers to engage students in the traditional classroom and at home) offers plans, practice and study guides for ESOL Students.
 - **Strategies for Teaching Semantics to ESOL Students**-
<https://study.com/academy/lesson/strategies-for-teaching-semantics-to-esol-students.html>
 - **Teaching Semantics to English Language Learners**-
<https://study.com/academy/lesson/teaching-semantics-to-english-language-learners.html>

- **Read to Be Ready, Building Thinkers in Tennessee.** These videos illustrate teachers using innovative ways to encourage language use and dialogue within the classroom setting. <https://youtu.be/5QEftZzYyuY> (individual) <https://youtu.be/m-rH5d2rqOw> (whole group)
- **Reading Rockets.** This link leads to a list of several resources and studies that focus on English Language Learners. A brief abstract is provided for each one and the studies are accessible through your university library database. <https://www.readingrockets.org/research/topic/ell>

Alignment to/Informed by:

- **North Carolina Department of Public Instruction. (2020). *Comprehensive Plan Reading for Achievement* (bit.ly/k3litcpra)**
Language is Connected to Literacy Development (p. 6 and 7)
- **Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade - IES & U.S. Department of Education -**
(https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf#page=12) -

Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.

1.1 - Engage students in conversations that support the use and comprehension of inferential language.

1.3. Teach academic vocabulary in the context of other reading activities.

Recommendation 3: Teach students to decode words, analyze word parts and write and recognize words.

- Other peer-reviewed works as cited in the framework matrix

SECTION III:
PHONOLOGICAL AND PHONEMIC AWARENESS

III. Phonological & Phonemic Awareness

Concepts/Topics:

Candidates understand that phonological and phonemic awareness is the ability to develop awareness and proficiency in manipulating the sounds in speech, including manipulating words, syllables, onset-rime, and phonemes.

<p>Early Literacy Competencies:</p> <p><i>What should candidates know and be able to do?</i></p>	<p>Sub-competencies to be taught and assessed</p>	<p>Suggested Instructional Strategies associated with competency or sub-competency.</p> <p><i>What will the teacher educators in the program do to teach the competency and sub-competencies?</i></p>	<p>Suggested Activities in Courses and/or Field Experiences for Assessment of Candidates' Competencies: <i>How will the candidate demonstrate their learning of competency and sub-competencies?</i></p>
<p>1. Develop instructional activities at all levels of the phonological awareness continuum.</p>	<p>1a. Identify components of the phonological awareness continuum acknowledging easier and more complex components (e.g., word, syllable, onset and rime, phoneme).</p> <p>1b. Present appropriate words for phonological awareness manipulation at different levels of the continuum (e.g. using one syllable words when working at the onset-rime level).</p> <p>1c. Demonstrate manipulation of words at different levels of the phonological awareness continuum.</p>	<p>The teacher educator will provide opportunities for candidates to:</p> <ul style="list-style-type: none"> • Identify books or other texts appropriate for word play activities. • Use manipulatives or actions (clapping, tapping) to engage in phonological awareness (ex: clap the parts in penguin). • Identify components of the phonological awareness continuum that are not applicable to different common languages in your community (e.g., onset and 	<ul style="list-style-type: none"> • Candidates blend and segment across levels of the phonological awareness continuum. • Candidates plan blending, segmenting, and substitution phonological awareness activities for students.

	<p>1d. Present appropriate words and activities for word play (e.g.: rhyming and alliteration).</p> <p>1e. Explain how phonological awareness instruction may vary in the different common languages or linguistic variations/dialects in your community.</p>	<p>rime is not applicable in the Spanish language,) or sounds that may not appear in languages or dialects in your community (e.g., Spanish speakers may struggle to differentiate between /sh/ and /ch/ because only /ch/ is used in Spanish).</p>	
<p>2. Demonstrate how to teach students to manipulate phonemes.</p>	<p>2a. Articulate phonemes accurately.</p> <p>2b. Present appropriate words for phoneme isolation, blending, segmenting, adding/deleting phonemes, or substitution in the absence of print.</p> <p>2c. Demonstrate manipulation of sounds in varying positions.</p> <p>2d. Identify modifications that should be made when teaching phonemic awareness to English Language Learners.</p>	<p>The teacher educator will provide opportunities for candidates to:</p> <ul style="list-style-type: none"> • Practice producing all phonemes, paying particular attention to stop & continuous sounds as well as voiced & unvoiced sounds. • Use manipulatives such as discs on a “Say it and move it” mat or Elkonin boxes. • Practice phoneme manipulation scaffolding strategies. • Identify of phonemes that may require more emphasis for speakers of common languages in your community (e.g., Spanish speakers may need additional practice 	<ul style="list-style-type: none"> • Candidates produce all phonemes in class or on a recording to submit. • Candidates plan blending, segmenting, and substitution activities for students. • Candidates plan and implement a phonemic awareness activity with a small group of students

		<p>differentiating the /sh/ and /ch/ phonemes).</p> <ul style="list-style-type: none"> Recognize and appreciate how differences in students' dialects may influence the pronunciation of phonemes 	
<p>3. Administer and interpret scores from a phonological and phonemic awareness assessment.</p>	<p>3a. Administer and interpret scores from a phonological and phonemic awareness assessment.</p> <p>3b. Recognize differences in articulation based on linguistic differences and articulation disorders and how these differences may impact assessment results.</p> <p>3c. Plan instruction based on assessment results.</p>	<p>The teacher educator will provide opportunities for candidates to:</p> <ul style="list-style-type: none"> Demonstrate how to administer and interpret scores from a phonemic awareness assessment being mindful of articulation differences due to linguistic differences and articulation disorders. Demonstrate how to design instructional activities that address identified areas of need by phonological and phonemic awareness assessments 	<ul style="list-style-type: none"> Candidates assess at least one K-1 student using appropriate measures of phonological/ phonemic awareness. Candidates score the assessment, interpret the findings, and identify student areas of strength and areas for growth. Candidates create and teach a phonemic awareness activity informed by assessment.
<p>4. Differentiate between phonological awareness, phonemic awareness and phonics.</p>	<p>4a. Determine whether the focus of an activity is phonological awareness, phonemic awareness and phonics.</p>	<ul style="list-style-type: none"> View videos of lessons or read transcripts of lessons to determine if the activity is phonological awareness, phonemic awareness and phonics. The teacher educator can have candidates determine the specific skill being 	<ul style="list-style-type: none"> Candidates observe small group instruction during field experience and determine if the instruction focused on phonological awareness, phonemic awareness or phonics. Candidates can also determine the specific skill being addressed (e.g., blending

		addressed within the videos (e.g., blending onset/rime or segmenting single phonemes).	onset/rime or segmenting single phonemes).
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III. Phonological and Phonemic Awareness Implementation Guidance

Overarching Literacy Standard/Recommendation

Phonological and phonemic awareness is the ability to develop awareness and proficiency in manipulating the sounds in speech. Phonological awareness begins to develop during the preschool years as children engage in word play. Phonological awareness includes manipulating words, syllables, onset-rime, and phonemes.

Phonemic awareness, a subcategory of phonological awareness, is a predictor of later reading achievement. While instruction in phonemic awareness and phonics tends to overlap, phonemic awareness and phonics are different. Phonemic awareness focuses on manipulating phonemes, while phonics instruction is the understanding of the relationship between phonemes and graphemes. However, both are necessary in order for children to read a word successfully. Once children identify the phonemes of the printed word (phonics) they need to blend the phonemes together to produce the word (phonemic awareness). Similarly, when students want to spell a word, they will need to segment the phonemes in the word they hear (phonemic awareness), and match the phoneme to the grapheme (phonics).

Competencies and Sub-Competencies – *What should candidates know and be able to do?*

The competencies for phonological and phonemic awareness are:

1. Develop instructional activities at all levels of the phonological awareness continuum.
 - 1a. Identify components of the phonological awareness continuum acknowledging easier and more complex components (e.g.: word, syllable, onset and rime, phoneme).
 - 1b. Present appropriate words for phonological awareness manipulation at different levels of the continuum (e.g. using one syllable words when working at the onset-rime level).
 - 1c. Demonstrate manipulation of words at different levels of the phonological awareness continuum.
 - 1d. Present appropriate words and activities for word play (e.g.: rhyming and alliteration).
 - 1e. Explain how phonological awareness instruction may vary in the different common languages or linguistic variations/dialects in your community.
2. Demonstrate how to teach students to manipulate phonemes.
 - 2a. Articulate phonemes accurately.
 - 2b. Present appropriate words for phoneme isolation, blending, segmenting, adding/deleting phonemes, or substitution in the absence of print.
 - 2c. Demonstrate manipulation of sounds in varying positions.

- 2d. Identify modifications that should be made when teaching phonemic awareness to English Language Learners.
3. Administer and interpret scores from a phonological and phonemic awareness assessment.
 - 3a. Administer and interpret scores from a phonological and phonemic awareness assessment.
 - 3b. Recognize differences in articulation based on linguistic differences and articulation disorders and how these differences may impact assessment results.
 - 3c. Plan instruction based on assessment results.
4. Differentiate between phonological awareness, phonemic awareness and phonics.
 - 4a. Determine whether the focus of an activity is phonological awareness, phonemic awareness and phonics.

Instructional Strategies- Suggested Instructional Strategies associated with competency or sub-competency.

What will the teacher educators in the program do to teach the competency and sub-competencies?

The instructional activities suggested are meant to help candidates develop a deep understanding of phonological awareness. The activities are meant to highlight the differences and similarities between phonological, phonemic awareness, and phonics. Course instructors are encouraged to model and show classroom videos of various hands-on strategies to teach phonological and phonemic awareness. For example, various phoneme manipulation scaffolding strategies can be demonstrated:

- using Elkonin boxes,
- segmenting words using children’s arms (initial phoneme is your shoulder, middle phoneme is your elbow, final phoneme is your wrist), or segmenting words while tapping fingers (1 finger per sound)
- counting phonemes using egg shakers, maracas, or popsicle sticks
- using chips to represent each phoneme in a word and changing a chip to represent the substitution of a sound.

Considerations for Adapting to Different Contexts:

Because of the use of manipulatives, phonological and phonemic awareness activities are ideal for small group settings. However, they can be implemented in whole groups if every student has their own set of manipulatives.

Once young students can blend and segment phonemes and have begun to understand letter-sound correspondences, letters should be included in phonemic awareness activities. However, candidates who are studying phonemic awareness often find this concept confusing as they have difficulty developing phonological awareness activities that do not rely on print. It is important to help candidates understand these differences.

Typically, phonological awareness instruction is phased out at the end of first grade. For students beyond second grade, you would want to focus on phonemic awareness activities that include the manipulation of letters instead of chips, such as Elkonin boxes. These activities would likely occur during intervention and not as part of general reading instruction.

Suggested Activities in Courses and/or Field Experiences for Assessment of Candidates' Competencies:

How will the candidate demonstrate their learning of competency and sub-competencies?

Candidates should demonstrate their own ability to isolate, blend, segment, add or delete, and substitute sounds in words at all levels of the phonological and phonemic awareness continuum, as well as the ability to develop activities that would support children's development of phonological and phonemic awareness. For this reason, it is highly encouraged that candidates' production of all phonemes is assessed in person or via a recording.

Field Experience Recommendations:

Once candidates have demonstrated proficiency in pronouncing all phonemes, candidates are encouraged to plan and implement a phonemic awareness activity in a small group setting. If possible, this activity should be linked to phonemic awareness assessment results derived from the classroom teacher or from an assessment the candidate administered. If the candidate is placed in an intermediate grade level, Elkonin boxes can be used where students identify the phonemes in a word and then link the phonemes to graphemes.

Teaching Resources:

The following resources can be used to model phonological and phonemic awareness instruction:

- Videos from Michigan's Literacy Essentials
 - This video shows rhyming and blending:
https://www.youtube.com/watch?v=PrW9Tyf5IgU&feature=emb_logo
 - This video shows sorting pictures by initial sound
https://www.youtube.com/watch?v=aOsyblydngE&feature=emb_logo
 - This video shows the use of Elkonin boxes to segment
https://www.youtube.com/watch?v=gGDsKYUMMRw&feature=emb_logo
 - This video shows a teacher using a puppet to help students blend phonemes
https://www.youtube.com/watch?v=aPbkkw0G1EA&feature=emb_logo
- Classroom Strategies page from Reading Rockets
 - Scrolling down to the phonological awareness section shows six strategies that can be used in the classroom. If you click on any strategy, it will provide an explanation of the strategy, explain why the strategy is useful, and provide videos of the strategy with instructions on how to do the strategy and differentiation options.
<https://www.readingrockets.org/strategies#skill1038>
- Florida Center for Reading Research
 - This website provides several phonological and phonemic awareness activities that candidates can do with students. These activities can also be completed by candidates to help them develop their own understanding of phonological and phonemic awareness.

- K-1 site: <https://fcrr.org/student-center-activities/kindergarten-and-first-grade>
- 2-3 site: <https://fcrr.org/student-center-activities/second-and-third-grade>
- UFLI Virtual Teaching Resource Hub
 - This website has resources that support phonemic awareness instruction in a virtual, remote learning environment.
 - <https://education.ufl.edu/uflivirtualteaching/main/instructional-activities/phonemic-awareness/>

Recommendations/Resources for Diverse Populations:

When teaching phonological and phonemic awareness it is important to remember that children will be most familiar with the sounds that they hear in their language. English Language Learners may have difficulty discerning sounds that appear in English but not in their home language or dialect. For example, Spanish speakers may have difficulty differentiating between the /sh/ and /ch/ sounds, or between the short /o/ and /u/ sounds. This is also true for students who speak English, but whose home dialect is different than the school dialect. Children’s phonological awareness knowledge should transfer from one language to another, however children whose home language is traditionally taught syllabically (e.g., ma, me, mi, mo, mu instead of /m/ /a/, /m/ /e/) may need additional support when working at the phonemic level.

Considerations for Differentiation:

Phonological and phonemic awareness activities should be *game-like*, lasting approximately 5-10 minutes. Children who need additional support may benefit from more systematic and explicit instruction. Though these activities should still be *game-like*, the teacher should be more intentional about addressing activities within each phonological awareness level, thoughtfully selecting activities that support skills from less to more complex.

Alignment to/Informed by:

- **North Carolina Department of Public Instruction. (2020). *Comprehensive Plan Reading for Achievement* (bit.ly/k3litcptra)**
 Language is Connected to Literacy Development (pp. 7-9)
 The Essential Components of Reading Instruction (pp.11-14)
 Implementation of Evidence-based Practices in Early Reading (pp. 20-22)
- **Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade - IES & U.S. Department of Education**
 (https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf#page=12)

Recommendation 2: Develop awareness of the segments of sound in speech and how they link to letters.

- Other peer-reviewed works as cited in the framework matrix

SECTION IV.

PHONICS, ORTHOGRAPHY, AND AUTOMATIC WORD RECOGNITION

Phonics, Orthography and Automatic Word Recognition

Concepts/Topics:

Candidates will develop the understanding and skills needed to teach students to decode and encode words, analyze word parts, and read and write words with automaticity and will learn to use daily reading of connected text to support their students' reading accuracy, fluency, and comprehension.

<p>Early Literacy Competencies:</p> <p><i>What should candidates know and be able to do?</i></p>	<p>Sub-competencies to be taught and assessed</p>	<p>Instructional Strategies associated with competency or sub-competency.</p> <p><i>What will the teacher educators in the program do to teach the competency and sub-competencies?</i></p>	<p>Suggested Activities and/or Field Experiences for Assessment:</p> <p><i>How will the candidate demonstrate their learning of competency and sub-competencies?</i></p>
<p>1. Explain how word reading develops in the English language - from children's earliest alphabet skills (and how those connect to phonemic awareness) to automatic (sight) word reading and how that facilitates fluency and comprehension.</p>	<p>1a. Explain that in an alphabetic writing system such as English, the sounds in words (<i>phonemes</i>) are represented by letters or groups of letters (<i>graphemes</i>) and explain that learning to decode these sound-symbol relationships is a critical step in translating print into spoken language, thus allowing the reader to construct meaning through reading.</p> <p>1b. Explain that the importance of learning to decode is to facilitate the development of <i>sight vocabulary</i> (words that can be read automatically and effortlessly) and</p>	<p>The teacher educator will provide opportunities for candidates to:</p> <ul style="list-style-type: none"> • Read, discuss, and respond in writing to articles, textbook chapters, or other professional resources about how reading develops. • Compare the reading and spelling/writing abilities of students at different points in development via videos and work samples, thus building their understanding of the need for differentiated instruction presented in the same classroom. 	<ul style="list-style-type: none"> • Candidates demonstrate knowledge in the college classroom through responses to quizzes, tests, low stakes group response opportunities, discussion boards, and other class assignments. • Candidates observe students at various points in reading development engage in reading and spelling/writing activities and review work samples related to the activities if available. Candidates describe the observable

	<p>explain how sight vocabulary facilitates fluency and comprehension.</p> <p>1c. Explain how children’s skills in alphabetic decoding typically develop across time.</p> <p>1d. Explain how skilled reading includes phonics, extensive experiences with print, an understanding of the links between spelling and meaning, application of word identification strategies for words that are not wholly decodable or not yet decodable, building sight vocabulary, and motivation to read.</p>		<p>commonalities and differences that inform instruction for students at different points in development from novice to fluent readers.</p>
<p>2. Demonstrate the requisite knowledge and skills needed to assess and teach children to read and spell words in English.</p>	<p>2a. Demonstrate the requisite knowledge for teaching children to read and spell in English including: identifying letter/sound relations for single consonants and consonant patterns (including digraphs, trigraphs and blends); identifying letter/sound relations for single vowels and vowel patterns including vowel teams, diphthongs, and R-controlled vowels; and identifying morphemes such as base words, prefixes, suffixes, and the</p>	<p>The teacher educator will provide opportunities for candidates to:</p> <ul style="list-style-type: none"> • Read, discuss, and respond in writing to articles, textbook chapters, or other professional resources. • Demonstrate knowledge of letter/sound relationships for single consonants and vowels, consonant and vowel patterns, and larger orthographic units. 	<ul style="list-style-type: none"> • Candidates demonstrate knowledge in the college classroom through responses to quizzes, tests, low stakes group response opportunities, discussion boards, and other class assignments. • Candidates demonstrate how to teach or prompt a student to read unfamiliar words using continuous blending of individual letter sounds for single syllable

	<p>constituent parts of compound words and contractions.</p> <p>2b. Demonstrate command of the terminology (such as short/long vowels, CVC and CVCe patterns, syllables, morphemes) needed to communicate and collaborate with other professionals regarding phonics instruction.</p> <p>2c. Describe different types of texts (e.g. predictable, decodable, leveled) and explain how various texts are used for a range of instructional purposes.</p> <p>2d. Demonstrate knowledge of how to administer, score, and interpret appropriate assessments of alphabet knowledge, decoding, and spelling.</p>	<ul style="list-style-type: none"> • Model continuous blending for initial word reading instruction and the use of phoneme segmentation and phonics knowledge as a support for spelling. • Administer, score and interpret assessments of alphabet knowledge, decoding, and spelling, identifying as they do the features of the words with which students are more or less successful. • Review and analyze decodable text and select appropriate decodable text to support students' developing decoding and word recognition skills. • Engage students in identifying different texts for different purposes and matching texts to readers based on assessment findings. 	<p>words and syllables in multisyllabic words (in the college course and field as available).</p> <ul style="list-style-type: none"> • Candidates demonstrate how to teach or prompt a student to spell a word through the use of phonemic segmentation and application of letter/sound knowledge for single syllable words and through breaking words into smaller parts to spell multisyllabic words. • Candidates assess at least one K-3 student using appropriate measures of letter name and letter sound knowledge, decoding, spelling, and/or reading connected text. • Candidates score the assessment, interprets findings, and identifies student areas of strength and areas of needed growth.
<p>3. Plan and implement instructional activities designed to support students in breaking</p>	<p>3a. Plan instructional activities that instruct students in common sound-spelling patterns.</p>	<ul style="list-style-type: none"> • View modeled lessons pertaining to sound-spelling patterns, blending, 	<ul style="list-style-type: none"> • Candidates plan and implement at least one foundational skills lesson

<p>down the sounds within spoken language, mapping individual sounds to printed letters, decoding words, analyzing word parts, and recognizing and writing both regular and irregular high frequency words.</p>	<p>3b. Plan instructional activities that teach students to blend letter sounds and sound-spelling patterns within a word to produce a recognizable pronunciation.</p> <p>3c. Plan instructional activities that provide students with practice in reading and spelling decodable words in isolation and in connected text.</p> <p>3d. Plan instructional activities that teach regular and irregular high frequency words so that students can recognize and write them efficiently.</p>	<p>and learning to read irregular high frequency words as well as lessons that make use of decodable texts.</p> <ul style="list-style-type: none"> View videos of expert teachers modeling the above approaches and practices, specifically noting the skills being taught, the explicitness of the instruction, and the teachers’ instructional language. Plan and “teach” similar lessons, developed with teacher educator support and rehearsed within the supportive environment of the college course before attempting to do so in field placements. 	<p>that explicitly includes modeling and think-aloud, guided practice and independent practice, in accord with K-3 grade-level standards and/or individual student assessments.</p> <ul style="list-style-type: none"> Candidates plan and implement at least one phonics or structural analysis lesson that explicitly includes modeling and think-aloud, guided practice and independent practice, in accord with K-3 grade-level standards and/or individual student assessments.
<p>4. Demonstrate the requisite knowledge and skills needed to assess for, plan and implement instructional activities that make use of daily reading of connected text to support the development of decoding and word recognition, fluency, and comprehension.</p>	<p>4a. Identify and demonstrate strategies, scaffolds, and feedback that can be provided to students to support their accurate and efficient word identification when reading connected text.</p> <p>4b. Model and teach the importance of self-monitoring for</p>	<p>The teacher educator will provide opportunities for candidates to:</p> <ul style="list-style-type: none"> View modeled lessons for teaching strategies (including self-monitoring and self-correcting strategies), scaffolding, and providing feedback to students while they read connected text. 	<ul style="list-style-type: none"> Candidates demonstrate knowledge in the college classroom through responses to quizzes, tests, low stakes group response opportunities, discussion boards, and other class assignments.

	<p>understanding and self-correcting of word-reading errors.</p> <p>4c. Demonstrate knowledge of how to administer, score and interpret assessments of students’ ability to read connected text with accuracy, fluency, and comprehension, analyzing word reading errors to inform instruction.</p>	<ul style="list-style-type: none"> • View videos of expert teachers modeling the above approaches and practices, specifically noting the skills being taught, the explicitness of the instruction, and the teachers’ instructional language. • Plan and “teach” similar lessons within the supportive environment of the course before attempting to do so in their field placements. • Administer, score and interpret assessments of students’ ability to read connected text with accuracy, fluency, and comprehension, analyzing word reading errors to inform instruction. 	<ul style="list-style-type: none"> • Candidates plan and implement at least one multi-component small group reading lesson that includes an explicit phonics or structural analysis component, connecting the skill(s) taught to reading and writing, in accord with K-3 grade-level standards and/or individual student assessments.
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IV. Phonics, Orthography, and Automatic Word Recognition Implementation

Guidance

Overarching Literacy Standard/Recommendation

Candidates will develop the understanding and skills needed to teach students to decode and encode words, analyze word parts, and read and write words with automaticity and will learn to use daily reading of connected text to support their students' word learning, fluency, and comprehension.

Learning to read and spell words in an alphabetic writing system such as English necessarily relies on an understanding of the alphabetic principle - that the symbols, or graphemes, in printed words represent the sounds, or phonemes, in spoken words. It also requires the ability to connect letters and sounds for both reading and spelling, a skill that for many students requires (to varying degrees) explicit, systematic phonics instruction, targeted and differentiated to meet the needs of specific students or groups of students.

When teacher candidates learn about phonics instruction, they need to develop a deep understanding of letter-sound knowledge themselves, learn how to teach students to apply letter-sound knowledge to decode words in isolation and in connected text, learn how to support students' word reading accuracy, fluency, and comprehension through daily opportunities to read connected text, and understand how to tailor their instruction, providing both isolated skill instruction and meaning-based reading opportunities.

Teacher candidates must understand the critical difference between decoding and word recognition, terms that are often used interchangeably. Generally, the word decoding is used to describe the process readers engage in when they apply their knowledge of letter-sound relationships to read words, sometimes referred to as word identification. Word recognition implies a more automatic process whereby the reader can read the word quickly and effortlessly in all contexts, thus freeing up cognitive resources needed for meaning construction. To help clarify this difference, we use the term automatic word recognition, what Ehri (2005) has referred to as sight word knowledge. David Kilpatrick (2015) provides helpful clarification of these terms, as well as a useful description of orthographic mapping, the mental mechanism for sight word learning.

Competencies and Sub-Competencies – *What should candidates know and be able to do?*

Candidates will:

1. Explain how word reading develops in the English language - from children's earliest alphabetic skills (and how those connect to phonemic awareness) to automatic (sight) word reading and how that facilitates fluency and comprehension.
 - 1a. Explain that in an alphabetic writing system such as English, the sounds in words (*phonemes*) are represented by letters or groups of letters (*graphemes*) and explain that learning to decode these sound-symbol relationships is a critical step in translating print into spoken language, thus allowing the reader to construct meaning through reading.
 - 1b. Explain that the importance of learning to decode is to facilitate the development of *sight vocabulary* (words that can be read automatically and effortlessly) and explain how sight vocabulary facilitates fluency and comprehension.

- 1c. Explain how children’s skills in alphabetic decoding typically develop across time.
- 1d. Explain how skilled reading includes phonics, extensive experiences with print, an understanding of the links between spelling and meaning, application of word identification strategies for words that are not wholly decodable or not yet decodable, building sight vocabulary, and motivation to read.
2. Demonstrate the requisite knowledge and skills needed to assess and teach children to read and spell words in English.
 - 2a. Demonstrate the requisite knowledge for teaching children to read and spell in English including: identifying letter/sound relations for single consonants and consonant patterns (including digraphs, trigraphs, and blends); identifying letter/sound relations for single vowels and vowel patterns including vowel teams, diphthongs, and R-controlled vowels; and identifying morphemes such as base words, prefixes, suffixes, compound words, and the constituent parts of compound words and contractions.
 - 2b. Demonstrate command of the terminology (such as short/long vowels, CVC and CVCe patterns, syllables, morphemes) needed to communicate and collaborate with other professionals regarding phonics instruction.
 - 2c. Describe different types of texts (e.g. predictable, decodable, leveled) and explain how various texts are used for a range of instructional purposes.
 - 2d. Demonstrate knowledge of how to administer, score, and interpret appropriate assessments of alphabet knowledge, decoding, and spelling.
3. Plan and implement instructional activities designed to support students in breaking down the sounds within spoken language, mapping individual sounds to printed letters, decoding words, analyzing word parts, and recognizing and writing both regular and irregular words.
 - 3a. Plan instructional activities that instruct students in common sound-spelling patterns.
 - 3b. Plan instructional activities that teach students to blend letter sounds and sound-spelling patterns within a word to produce a recognizable pronunciation.
 - 3c. Plan instructional activities that provide students with practice in reading and spelling decodable words in isolation and in connected text.
 - 3d. Plan instructional activities that teach regular and irregular high frequency words so that students can recognize and write them efficiently.
4. Demonstrate the requisite knowledge and skills needed to assess for, plan and implement instructional activities that make use of daily reading of connected text to support the development of decoding and word recognition, fluency, and comprehension.

Identify and demonstrate strategies, scaffolds, and feedback that can be provided to students to support their accurate and efficient word identification when reading connected text.

4a. Identify and demonstrate strategies, scaffolds, and feedback that can be provided to students to support their accurate and efficient word identification when reading connected text.

4b. Model and teach the importance of self-monitoring for understanding and self-correcting of word-reading errors.

4c. Demonstrate knowledge of how to administer, score and interpret assessments of students' ability to read connected text with accuracy, fluency, and comprehension, analyzing word reading errors to inform instruction.

Instructional Strategies- Suggested Instructional Strategies associated with competency or sub-competency.

What will the teacher educators in the program do to teach the competency and sub-competencies?

The instructional strategies suggested in the framework matrix provide a starting point for helping candidates develop the knowledge and practices needed for instruction that effectively promotes decoding and automatic word recognition in the early elementary grades.

In the early grades, phonics instruction is a key component of a comprehensive literacy framework. Candidates must learn to ground their phonics instruction in their understandings of how the English language system is structured to encode sounds and, just as importantly, understand that the application of phonics knowledge is one part of a complex process by which children not only *learn to read* but *become readers*. The ability to decode words is dependent upon earlier developing phonemic awareness, letter name, and letter sound knowledge, and is facilitative of orthographic mapping, automatic sight word learning, fluency, and comprehension. In order to teach phonics well, teachers need to understand the developmental phases of alphabetic decoding and how readers progress from being novice to fluent readers.

To develop these understandings, candidates will benefit from opportunities to:

- Compare the reading and spelling/writing abilities of students at different points in development via videos and work samples, thus building their understanding of the need for differentiated instruction.
- Observe students at various points in reading/writing development engaging in reading and spelling/writing activities and review work samples related to the activities if available.
- Describe observable commonalities and differences that inform instruction for students at different points in development from novice to fluent readers.

In order to support their future students, teacher candidates must themselves be knowledgeable about the structure of the English language, understand how letters and letter patterns map onto sounds for both regularly and irregularly spelled words, and have knowledge of morphological units typically encountered in texts read and written by students in the early grades. Teacher educators can support this learning through the use of classroom assignments and assessments that require teacher candidates to identify and generate examples of specific features of written English as well as the appropriate terminology used to describe such features.

Course instructors are encouraged to model and show videos of various instructional strategies that support development of children’s decoding, encoding, and automatic word recognition. While the full range of strategies is too numerous to list, some of the most important are included below. All strategies listed are aligned with Recommendations 2, 3, and 4, of *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade* (Foorman et al., 2016). Course instructors are strongly encouraged to become familiar with that document and its associated online resources and to share the document with teacher candidates.

Recommendation 2 helps make explicit the connections between phonemic awareness and phonics instruction. This connection is critical for teacher candidates to understand, as students cannot learn to apply phonics knowledge if they do not first understand that words can be separated into individual sounds and have at least an emerging ability to do so. Alongside instruction that supports students in recognizing and manipulating the segments of sound in speech, teacher candidates must also learn effective strategies for teaching letter-sound relations and for linking that knowledge with phonemic awareness. Students who are able to fluently connect printed letters with their names and sounds will be more efficient in analyzing printed words and committing them to memory (building their sight vocabulary).

Teacher educators are encouraged to model, share videos, and/or provide opportunities for practice for each of the following:

- Using picture mnemonics to support student learning of letter/sound associations.
- Using pictures for promoting letter/sound knowledge through sorting based on beginning, ending, and medial letter sounds.
- Using Elkonin boxes, letter tiles, pocket charts, and dry erase boards to engage students in word building, word reading, and spelling.

Teacher candidates must also learn effective strategies for teaching students to decode increasingly complex words and analyze word parts for reading and spelling, as detailed in Recommendation 3 of Foorman et al (2016). Candidates must support students’ progress from operating on individual letters and sounds to the ability to recognize letter patterns and words parts; help students to understand that sounds and letters can sometimes be related in uncommon ways; learn to provide instruction related to morphology (knowledge of the meaningful parts in words); and learn strategies to support the learning of high frequency words, many of which have irregular spellings. . Candidates must understand the relationship between phonics instruction and reading comprehension and understand that the purpose of phonics instruction is to help students identify words with automaticity and read with greater fluency, allowing them to focus more on the meaning of what they are reading.

In relation to the above, teacher educators are encouraged to model, share videos, and/or provide opportunities for practice for each of the following:

- Teaching students to blend letter sounds and sound-spelling patterns from left to right within a word to produce a recognizable pronunciation.
- Having students read decodable words in isolation and in text.
- Using appropriate instructional strategies for teaching and providing practice with regular and irregular high-frequency words so that students can recognize them efficiently, including the use of high frequency word walls, and various games and practice activities.
- Building and modifying words by adding prefixes and suffixes to known words.
- Teaching a word-analysis strategy for decoding more complex words.

- Teaching students to recognize common word parts to read and infer meaning from morphologically complex words, including those with multiple syllables. This includes teaching about suffixes, prefixes, and roots, and how to combine them to create words as well as teaching about compound words and contractions.
- Teaching content words that are essential to the meaning of a text but are beyond students' capabilities as readers.
- Teaching word identification strategies for words that are not wholly decodable or not yet decodable but are within students' capabilities as readers.

As students progress from being novice to expert readers, they come to rely less on their decoding and word analysis skills and move toward the ability to quickly and effortlessly recognize written words. Teacher candidates need to understand that the vast number of words proficient readers come to be able to read automatically cannot all be explicitly taught. Rather, they are learned to the point of automaticity through successful application of word reading strategies while reading connected text. As detailed in Recommendation 4 of Foorman et al (2016), teacher candidates must understand the importance of providing students with daily opportunities to read authentic texts of varied levels, diverse genres, and wide-ranging content. These opportunities should include both informational and narrative text and should begin as soon as students have sufficient alphabetic knowledge to identify a few words.

Teacher candidates must also understand that students who read widely and across diverse genres and topics will encounter words that they have not previously seen in print. In order to read these words successfully, students need to be attentive to both the alphabetic information contained in the word and to contextual information. They must be willing to try multiple pronunciations of the word until arriving at a pronunciation that both fits the letters in the word and makes sense in the context.

In support of building extensive sight vocabularies, teacher candidates must learn to model effective word reading strategies and provide feedback that supports accurate and efficient word identification. Candidates should understand that the application of word identification strategies can complement a student's phonemic awareness, phonics, and word analysis skills but, ultimately, cannot compensate for a lack of these skills. Skills and word identification strategies must work together. With a focus on meaning construction, teacher candidates must learn to teach students to self-monitor for accuracy and understanding while they are reading and to apply strategies to self-correct reading errors, using specific strategies that have been taught. Utilizing a gradual release of responsibility to scaffold students' attempts at using word reading strategies, teacher candidates must learn to reduce the amount of support provided for word identification. Teacher candidates need to understand that, ultimately, students should be able to independently apply the word reading strategies that have been taught, facilitating their potential to learn new words each time they read. (See Forman et al., 2016, Recommendation 4 for specific suggestions for teaching students to self-monitor and for providing effective feedback during reading.)

In relation to the above, teacher educators are encouraged to model, share video, and/or provide opportunities to practice each of the following:

- Teaching students to use alphabetically-based word reading strategies to determine unfamiliar words as they are reading. (Students should not be encouraged to guess at the word.) Note that these strategies (listed below) should not be taught arbitrarily, but should be systematically

taught as students develop the associated phonics and word analysis skills required for their successful application.

- Sound it out (or say the sounds).
- Look for parts you know.
- Break longer words down into smaller parts.
- Try another sound for the vowels (or sometimes other letters).
- Teaching students to monitor their reading for understanding and to self-correct their word reading errors. To be sure students have pronounced a real word that makes sense in the context of the text being read, teacher candidates can learn to teach strategies such as:
 - Think about what makes sense.
 - Go back and reread the sentence.
 - Try the word again, using one or more of the alphabetically-based strategies, until the word they have pronounced is a real word that makes sense in the context.

Considerations for Adapting to Different Contexts:

The skills and strategies for decoding and word recognition are appropriate for regular classroom and intervention settings. While ideally taught in small groups, some can be modeled and practiced whole class as well. The skills and strategies can be taught in isolation and should also be applied and practiced within the context of reading and writing. Shared/interactive writing and shared reading are particularly useful whole class contexts. When students encounter unfamiliar words while reading, teachers should remind them to apply the skills and strategies they have learned. For small group instruction, students should be grouped by strengths and needs and read instructional level texts that provide ample opportunities to apply recently taught sound-spelling patterns and word identification strategies.

Suggested Activities in Courses and/or Field Experiences for Assessment of Candidates' Competencies: *How will the candidate demonstrate their learning of competency and sub-competencies?*

Ideally, candidates will have the opportunity to work with a K-3 student or small group of students in their field placement, carrying out assessments that culminate in the development and teaching of two or more small group lessons. Candidates should assess at least one K-3 student using appropriate measures of letter name and letter sound knowledge, decoding, and/or spelling. Candidates should score the assessment, interpret the findings, identify student areas of strength and areas for growth, and plan and implement at least one phonics or structural analysis lesson that explicitly includes modeling and think-aloud, guided practice and independent practice, in accord with K-3 grade-level standards and/or individual student assessments. Further, candidates should also assess at least one K-3 student (ideally the same student) using an appropriate measure of reading connected text to analyze word reading errors and use of word reading strategies, with a focus on reading with accuracy, fluency, and comprehension, and plan and implement a multi-component small group reading lesson that includes an explicit phonics or structural analysis component, connecting the skill(s) taught to reading and writing, in accord with K-3 grade-level standards and/or individual student assessments.

Field Experience Recommendations:

It may not be possible for candidates in all programs to complete both assessments and lessons described above. In that case, students might complete both assessments but plan and teach only the multi-component small group reading lesson, being sure to use the foundational skills assessment to inform the lesson. It should be emphasized here that the range of skills from kindergarten through third grade is vast. While candidates should be familiar with appropriate instruction across the grades, they

may not have the opportunity for a field experience in more than one grade. Within college courses, therefore, instructional resources, including videos, should cover the full range and candidates should demonstrate knowledge across the range. Candidates in a given section of a field experience course should, whenever possible, be placed across the early grades so that video recordings of their assessments and teaching can be shared for the benefit of all.

Teaching Resources:

The following resources can be used to demonstrate instruction that supports decoding and encoding, word recognition, and reading connected text.

- Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade – WWC Practice Guide - https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf
- Practice Guide Summary - https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_found_reading_summary_051517.pdf
- Teacher Educators may also find the Professional Learning Communities Facilitator’s Guide https://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2016227.pdf and Handouts https://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2016227a.pdf for the WWC Practice Guide useful for planning college course activities.
- Videos from Regional Educational Laboratory at Florida State University that align with the WWC Practice Guide – Note that there are many high-quality videos available. Listed below are some appropriate for the decoding and word recognition component. See the full list at <https://ies.ed.gov/ncee/edlabs/regions/southeast/plc.asp>
 - Letter Sounds - <https://www.youtube.com/watch?v=K4XEDJlugxM>
 - Word Building - https://www.youtube.com/watch?v=4Tm2U2zOQ_M
 - Building Words with Sound Boxes - <https://www.youtube.com/watch?v=HTBiusQHpnQ>
 - Word Analysis Strategy - <https://www.youtube.com/watch?v=RmKY3RFmajk>
 - Base Word, Prefix, Suffix - https://www.youtube.com/watch?v=8XqGqbo_4o
 - Non-Decodable Words - <https://www.youtube.com/watch?v=mNMLCaWka18>
 - High-Frequency Words - https://www.youtube.com/watch?v=kLmkg_IYY6g
 - The Fix It Game - <https://www.youtube.com/watch?v=Kmy4VOKM2q8>
- Resources from University of Florida Literacy Institute (UFLI). These instructional activities are designed to promote the development of strong foundational literacy skills. Those most relevant to this section support instruction in the following areas:
 - Phoneme-Grapheme Correspondences - <https://education.ufl.edu/uflivirtual-teaching/main/instructional-activities/phoneme-grapheme-correspondences/>
 - Decoding and Encoding - <https://education.ufl.edu/uflivirtual-teaching/main/instructional-activities/decoding-and-encoding/>
 - Irregular and High Frequency Words - <https://education.ufl.edu/uflivirtual-teaching/main/instructional-activities/irregular-and-high-frequency-words/>
 - Reading Connected Text - <https://education.ufl.edu/uflivirtual-teaching/main/instructional-activities/connected-text/>
- Videos from Michigan’s Literacy Essentials — Videos in this playlist showcase 10 research-supported instructional practices that can have a positive impact on early literacy development including: fostering motivation and engagement, use of read alouds, small group and individual instruction, building phonological awareness, explicit instruction in letter-sound relationships,

writing instruction, building vocabulary and content knowledge, abundant reading, observations and assessment, and collaboration with families. A few of the videos most pertinent to this section are highlighted below, but teacher educators are encouraged to view the entire playlist at: https://www.youtube.com/playlist?list=PL9C1-FQw3jkZV2_e5Ab06S0q4o_s8tmav

- Spelling with Sounds <https://www.youtube.com/watch?v=Y7CCONFIRwc&list=PLEr3aBYwhAceuifGBBWG9hRTUKXqnHOTy&index=5>
 - Coaching Reading in Small Groups https://www.youtube.com/watch?v=WSiK5uRERrI&list=PLEr3aBYwhAccxHEiw_-Fvqpsy69ZBGmUU&index=1
 - Small Group Literacy Strategies https://www.youtube.com/watch?v=KKzDifXtPh4&list=PLEr3aBYwhAccxHEiw_-Fvqpsy69ZBGmUU&index=3
- Videos from Tennessee's *Read to be Ready* YouTube Channel - <https://www.youtube.com/channel/UCUJZwdOeoEuQSNXDzJxlasw/featured>

This website provides a host of videos appropriate for teacher candidates learning about early literacy instruction. A good deal of the focus is on the integration of science content knowledge into language arts instruction. Videos most appropriate to decoding and word recognition are listed below.

- Foundational Skills - Word Study Rhyming Words - Kindergarten <https://www.youtube.com/watch?v=MfJH9c22VQ8>
- Foundational Skills - Word Study Vowel Teams - Grade 1 <https://www.youtube.com/watch?v=ksH1s-qew0&t=233s>
- Focusing on Foundational Skills in Shared Reading - Kindergarten <https://www.youtube.com/watch?v=NbjO5Pw2pgU>
- Focusing on Foundational Skills in Shared Reading - Second Grade <https://www.youtube.com/watch?v=DfEEzAA80y8&t=180s>
- Foundational Skills Classroom Tours – these videos provide excellent models of the physical environment in the classroom, highlighting instructional materials and spaces that support high-quality literacy instruction.
 - Kindergarten Classroom Tour <https://www.youtube.com/watch?v=q5YXejf4qvQ&t=1s>
 - Grade 1 Classroom Tour <https://www.youtube.com/watch?v=wl6jnwXtZak&t=16s>
 - Grade 2 Classroom Tour <https://www.youtube.com/watch?v=WSr6rljAOKU>
 - Grade 3 Classroom Tour <https://www.youtube.com/watch?v=8Rw38YhQUIY&t=200s>

- Reading 101 for English Learners – This resource highlights EL instructional strategies based on the five components of reading as outlined in Teaching Children to Read by the National Reading Panel (2000) - phonemic awareness, phonics, vocabulary, fluency, and comprehension.
<https://www.colorincolorado.org/article/reading-101-english-language-learners>

Resource - Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade -IES & U.S. Department of Education -
(https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf#page=12)

Recommendations/Resources for Diverse Populations:

Because the students in any early elementary classroom are likely to span a broad range of skill development, these skills are best taught within small group contexts in which children have been grouped according to similar instructional needs, as determined by appropriate assessments. By grouping children according to strengths and needs, instruction can be targeted to the needs of the group and will more likely move all children forward.

English Language Learners (ELLs) have specific needs to be considered. ELs who know how to read in another alphabetic language can learn to transfer their knowledge of reading in that language to English. However, these students will need instruction regarding letter sounds that vary between the two languages. For example, the letter H in English represents the same sound as the letter J in Spanish. English Language Learners (ELLs) who have not learned to read in their first language may find it challenging to learn new words, new sounds, and new sound symbol correspondences all at once. For ELs, vocabulary instruction is an important component of phonics instruction. This is particularly important to support students’ use of word identification strategies, ultimately building their automatic sight vocabulary, since students will have difficulty confirming that they have pronounced a real word and/or determining if it makes sense in the context if the word is not part of their oral vocabulary. This, of course, is also true for any student with limited oral vocabulary. Likewise, students may have difficulty with the verification step (real word/makes sense?) of word identification if they do not have the background knowledge and/or cultural experiences that allow them to make sense of what they are reading. This often presents a particular challenge for ELs and, more generally, students from culturally diverse backgrounds. Using culturally diverse texts and intentionally building background knowledge for all students can help to mitigate this concern.

The websites below provide excellent videos addressing best practices for English Language Learners.

- Colorín Colorado - A bilingual site for educators and families of English Language Learners - <https://www.colorincolorado.org/>
- SEAL (Sobrato Early Academic Language) an English Learner-focused approach to education rooted at the intersection of research and educational equity - <https://www.youtube.com/channel/UCiQX9HWO-zybeQ-t2tdFprQ>

Considerations for Differentiation:

The instructional strategies listed above may be introduced whole class, in isolation and within shared reading and shared/interactive writing contexts, but they are best taught and practiced within small group contexts in which children have been grouped according to similar instructional needs, as determined by appropriate assessments.

Alignment with/Informed by:

- **Comprehensive Plan Reading for Achievement**
 - Language is Connected to Literacy Development (pp. 7-9)
 - The Essential Components of Reading Instruction (pp.11-14)
 - Implementation of Evidence-based Practices in Early Reading (pp. 20-22)

- **Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade - IES & U.S. Department of Education**
 - Recommendation 2:** Develop awareness of the segments of sound in speech and how they link to letters.
 - Recommendation 3:** Teach students to decode words, analyze word parts, and write and recognize words.
 - Recommendation 4:** Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

- Other peer-reviewed works as cited in the framework matrix document

SECTION V.
FLUENCY

V. Fluency

Concepts/Topics:

Candidates will develop awareness of the sub-components of fluency (accuracy, rate, and prosody) and proficiency in designing instruction that supports students as fluent readers.

<p>Early Literacy Competencies:</p> <p><i>What should candidates know and be able to do?</i></p>	<p>Sub-competencies to be taught and assessed</p>	<p>Suggested Instructional Strategies associated with competency or sub-competency.</p> <p><i>What will the teacher educators in the program do to teach the competency and sub-competencies?</i></p>	<p>Suggested Activities in Courses and/or Field Experiences for Assessment of Candidates' Competencies: <i>How will the candidate demonstrate their learning of competency and sub-competencies?</i></p>
<p>1. Explain the relationship of fluency with word-level automaticity and comprehension in connected text.</p>	<p>1a. Define rate, accuracy, and prosody and their roles in fluent reading.</p> <p>1b. Explain the relationships between accuracy and decoding, rate and automatic word recognition, and prosody and comprehension.</p>	<p>The teacher educator will provide opportunities for candidates to:</p> <ul style="list-style-type: none"> • View and model examples and non-examples across each sub-component. • Describe the interconnectedness of the components of reading and how they affect reading comprehension, given a case study that includes a student's phonics, sight word (i.e., bank of words known automatically without decoding or on sight), fluency, and comprehension assessment data. 	<ul style="list-style-type: none"> • Candidates define the terms accuracy, rate, and prosody. • Candidates explain how each sub-component is supported by and, in turn, supports other literacy skills (e.g., students cannot read accurately, if they cannot decode; prosody supports, and is supported by, comprehension in a cyclical manner; automatic word recognition is necessary for an appropriate rate).

<p>2. Assess fluent reading using valid and reliable instruments.</p>	<p>2a. Use valid and reliable measures of fluency to determine students' current ability across each sub-component, including qualitative rubrics of prosody.</p>	<ul style="list-style-type: none"> • View several commonly used fluency instruments or screeners. • Assess each sub-component of fluency. • Analyze audio recordings of students' reading texts fluently and non-fluently (with breakdowns in various sub-components). 	<ul style="list-style-type: none"> • Candidates analyze a fluency screener and evaluate how/if each sub-component is assessed. • Candidates listen to an audio recording of a student reading and assess the student's accuracy, rate, and prosody. • Candidates analyze the student data to determine fluency needs across each sub-component.
<p>3. Develop evidence-based instruction designed to support fluent reading.</p>	<p>3a. Design lesson plans that incorporate explicit fluency instruction targeting all three sub-components of fluency and incorporating connected texts at the appropriate independent or instructional reading level for the purpose of building students' fluency.</p>	<p>The teacher educator will provide opportunities for candidates to:</p> <ul style="list-style-type: none"> • Select text based on students' fluency needs, giving special attention to instructional, independent, and frustrational reading levels. • Model and justify evidence-based use of repeated reading, choral reading, echo reading, phrased reading, assisted reading, oral reading practice with feedback, taped reading, wide reading, reader's theater, and other evidence-based fluency instructional strategies. 	<ul style="list-style-type: none"> • Candidates design and implement evidence-based instruction that develops students' fluency

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V. Fluency Implementation Guidance

Overarching Literacy Standard/Recommendation

Fluency has a reciprocal interaction with several other competencies within the literacy framework, particularly, but not necessarily limited to, word recognition and comprehension. It is composed equally of accuracy, rate, and prosody.

Competencies – What should candidates know and be able to do?

The competencies and related sub-competencies for fluency are:

1. Explain the relationship of fluency with word-level automaticity and comprehension in connected text.
 - 1a. Define rate, accuracy, and prosody and their roles in fluent reading.
 - 1b. Explain the relationships between accuracy and decoding, rate and automatic word recognition, and prosody and comprehension.
2. Assess fluent reading using valid and reliable instruments.
 - 2a. Use valid and reliable measures of fluency to determine students' current ability across each sub-component, including qualitative rubrics of prosody
3. Develop evidence-based instruction designed to support fluent reading.
 - 3a. Design lesson plans that incorporate explicit fluency instruction targeting all three sub-components of fluency and incorporating connected texts for the purpose of building students' fluency.

Instructional Strategies- Suggested Instructional Strategies associated with competency or sub-competency.

What will the teacher educators in the program do to teach the competency and sub-competencies?

The instructional activities suggested are meant to help candidates a) develop a deep understanding of fluency as the sum of accuracy, rate, and prosody; b) perceive the strengths and shortcomings of various fluency assessments; and c) design effective, evidence-based instruction to develop students' fluency. Course instructors are encouraged to model fluent and disfluent reading across each of the subcomponents of fluency, particularly through the use of recorded student audio. The interconnectedness of each subcomponent of fluency with other elements of reading development should be made explicit. For example, instructors should describe the relationship between accuracy and phonics, rate and automatic word recognition, and prosody and comprehension. Likewise, instructors should share several commonly used fluency instruments and model assessing each sub-component of fluency using them. Instructors should frankly discuss the sub-components that various instruments assess or ignore and advocate for the use of coordinated fluency assessments that, as a whole, assess each sub-component and can be used to effectively drive instruction. Instructors should also model analyzing audio recordings of students' reading texts fluently and non-fluently (with breakdowns in various sub-components) using these instruments. Instructors should also model text selection based on students' fluency needs, giving special attention to instructional, independent, and frustrational reading levels, and should model and explain the evidence-base for the use of repeated

reading, choral reading, echo reading, phrased reading, assisted reading, oral reading practice with feedback, taped reading, wide reading, and reader's theater to develop fluency. Moreover, culturally responsive pedagogy can and should be integrated into fluency instruction through the use of culturally relevant texts and performance arts.

Considerations for Adapting to Different contexts:

The instruction and assessment of fluency instruction must necessarily be different for emergent readers who are still developing the alphabetic principle, phoneme-grapheme correspondences, and automatic word recognition. Nevertheless, for these students, the modeling of oral fluent reading is just as necessary and important for the development of fluent reading and, thus, reading comprehension. Likewise, interventions at varying gradations of text (e.g., letter, word, phrase, connected text) can be used to develop fluency.

Suggested Activities in Courses and/or Field Experiences for Assessment of Candidates' Competencies:

How will the candidate demonstrate their learning of competency and sub-competencies?

Candidates should be able to define the terms accuracy, rate, and prosody, and explain how each sub-component is supported by and, in turn, supports other literacy skills (e.g., students cannot read accurately, if they cannot decode; prosody supports, and is supported by, comprehension in a cyclical manner; automatic word recognition is necessary for an appropriate rate). Candidates may be asked to analyze a fluency screening tool and evaluate how/if each sub-component is assessed. Likewise, candidates should be asked to assess a student's accuracy, rate, and prosody, perhaps via audio recording, and analyze the student data to determine fluency needs across each sub-component. Based on that analysis, candidates should design and implement, if feasible, evidence-based instruction that develops students' fluency.

Field Experience Recommendations:

Once candidates have demonstrated proficiency in defining the subcomponents of fluency and analyzing their importance in relation to larger reading development, candidates are encouraged to plan and implement a reading lesson designed to develop student fluency. This lesson may integrate with other competencies, e.g., phonics, vocabulary, comprehension. This lesson should be linked to fluency assessment data derived from the classroom teacher or from an assessment(s) the candidate administered. This field experience might occur at any point in a candidate's coursework once the relevant knowledge and skills have been attained.

Teaching Resources:

The following resources can be used to model fluency assessment and instruction:

- A sample qualitative prosody rubric developed by Tim Rasinski (2004) can be found at: http://www.timrasinski.com/presentations/multidimensional_fluency_rubric_4_factors.pdf

We make special note to share a potential prosody assessment without sharing assessments for each of the other subcomponents given the ubiquity of accuracy and rate assessments and the relative paucity of prosody assessments in schools.

- Florida Center for Reading Research

This website provides several fluency activities that candidates can do with students across grade levels. We most highly recommend the connected text activities.

K-1 site: <https://fcrr.org/student-center-activities/kindergarten-and-first-grade#sca8>

2-3 site: <https://fcrr.org/student-center-activities/second-and-third-grade#sca8>

4-5 site: <https://fcrr.org/student-center-activities/fourth-and-fifth-grade#sca8>

- Fluency: Instructional Guidelines and Student Activities page from Reading Rockets: <https://www.readingrockets.org/teaching/reading-basics/fluency>

Descriptions of six instructional strategies with step-by-step directions, evidence-base for their use, and ideas for differentiation are provided under the Classroom Strategies section.

- Essential Instructional Practices in Early Literacy Videos: <https://www.youtube.com/watch?v=NWI0hnb1crM&list=PLEr3aBYwhAcfb2C511bDBR0ZNBY3y1ZOz&index=11>

This video demonstrates several instructional strategies designed to develop fluency.

Recommendations/Resources for Diverse Populations:

When teaching children with language disorders, it will be important to collaborate with a speech-language pathologist (SLP) to understand the effects of the disorder on fluency assessment results and any instructional differentiation needed.

When teaching English Language Learners (ELLs), it is important to bear in mind that many ELLs, as well as native English speakers, can read quickly and accurately without comprehending. This feat occurs because deep vocabulary knowledge, syntactical knowledge, and content/background knowledge are equally necessary to reading as is accurate and efficient word calling. Therefore, it is critical always to pair fluency instruction and assessment with comprehension using connected text.

Considerations for Differentiation:

Fluency instruction should always occur using connected text, but never using frustrational level text. Instruction should be differentiated based on assessment results to target the subcomponent(s) necessary for individual students. Children should always be encouraged to read for meaning and never to read to be the fastest. For children who struggle with prosody specifically, there are particular interventions that target phrasing, such as interventions focused on phrases or chunked text.

Alignment to/Informed by:

- **North Carolina Department of Public Instruction. (2020). *Comprehensive Plan Reading for Achievement* (bit.ly/k3litcpra)**
Alternatives to Round Robin Reading (p. 80-81)
- **Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade - IES & U.S. Department of Education,**

https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf#page=12)

Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

- Other peer-reviewed works as cited in the framework matrix

SECTION VI.
VOCABULARY

VI. Vocabulary

Concepts/Topics:

Candidates will recognize that vocabulary knowledge is essential for understanding words and their meanings when speaking, writing, understanding oral language, and comprehending written language. Evidence supports the effectiveness of implementing a multi-component approach to build vocabulary that includes teaching explicit word learning strategies and building word consciousness.

<p>Early Literacy Competencies:</p> <p><i>What should candidates know and be able to do?</i></p>	<p>Sub-competencies to be taught and assessed</p>	<p>Suggested Instructional Strategies associated with competency or sub-competency.</p> <p><i>What will the teacher educators in the program do to teach the competency and sub-competencies?</i></p>	<p>Suggested Activities in Courses and/or Field Experiences for Assessment of Candidates' Competencies:</p> <p><i>How will the candidate demonstrate their learning of competency and sub-competencies?</i></p>
<p>1. Demonstrate how to teach oral and written vocabulary using a multi-component approach with a focus on explicit teaching individual words and explicit word learning strategies.</p>	<p>1a. Demonstrate how to plan activities that focus on teaching new vocabulary (select books for read-alouds and independent reading that provide many opportunities to encounter new or unfamiliar words and repetition of words taught in discussions).</p> <p>1b. Demonstrate how to select and teach specific vocabulary words and meaningful word parts (morphemes).</p> <p>1c. Demonstrate at least 3 ways to explicitly teach individual words and word meanings for long term</p>	<p>The teacher educator will provide opportunities for candidates to:</p> <ul style="list-style-type: none"> • Identify Tier 1, 2, and 3 words and strategies aligned with teaching each type. • Explicitly use instructional routines such as <i>Text Talk</i> (Beck & McKeown), <i>Robust Vocabulary Instruction</i> (Beck, McKeown, & Kucan), and <i>Dialogic Reading</i> (Grover & Whitehurst). • Notice and hear examples of how to incorporate new vocabulary into discussions and other contexts. 	<ul style="list-style-type: none"> • Candidates prepare a plan for discussion that includes a topic, vocabulary taught, other relevant vocabulary, ways to model use of vocabulary in discussion, and prompts to encourage students to use the vocabulary in their responses. • Candidates analyze read-aloud books for teaching vocabulary and select a number of them to use for specific grade levels and identify a minimum number of Tier 2 words to teach.

	<p>memory and later retrieval for speaking and writing.</p> <p>1d. Demonstrate the ability to assess informally and formatively students' use of new vocabulary in a variety of contexts (oral and written).</p>	<ul style="list-style-type: none"> • Incorporate explicit word learning strategies and memory enhancement such as LINCS (<i>Strategic Instruction Model</i>; Ellis 1998), Keywords, or references to morphemes and their meanings. • View models of and use graphic organizers for vocabulary instruction (Frayer model, semantic maps, semantic feature analysis chart, word maps, word sorts). • Develop and use informal checklists to document word use in speaking and writing. 	<ul style="list-style-type: none"> • Candidates plan and teach an explicit vocabulary lesson in the context of a read-aloud that includes: steps for students to say the word, providing the meaning using student-friendly language, activities that elicit student responses to demonstrate understanding, and explicit examples of how new words will be modeled and used across contexts and time. • Candidates develop and implement a plan for teaching students how to use word learning strategies (e.g., use of mnemonics or graphic organizers) during a demonstration in a college course or in a clinical placement.
<p>2. Demonstrate the ability to provide instruction and support for developing word consciousness.</p>	<p>2a. Demonstrate how to provide rich and varied language experiences, including: providing access to and modeling of oral and written vocabulary across contexts, focusing on knowledge and use of individual words, grammatical function of words (e.g., parts of speech and syntax), and grade-appropriate language/literary devices (e.g., similes, metaphors, onomatopoeia, rhyme, idioms) and</p>	<p>The teacher educator will provide opportunities for candidates to:</p> <ul style="list-style-type: none"> • Demonstrate the importance of providing access to books and other printed and digital reading material. • Teach and demonstrate an array of word awareness activities to develop word consciousness (e.g., use of poetry, rhymes, limericks that 	<ul style="list-style-type: none"> • Candidates develop a “vocabulary and oral language enhancement” plan that includes specific examples of how the classroom reflects a language rich environment (including what the teacher will do to model use of new words, activities that focus on language, opportunities for students to develop knowledge about a topic and vocabulary,

	<p>providing opportunities to engage in a wide range of reading activities.</p> <p>2b. Demonstrate how to teach knowledge of morphemes and structural analysis to determine word meaning.</p>	<p>highlight word play; explicit attention to how words sound and look alike and how meanings are related; games that incorporate a focus on word meanings; word hunts; oral vocabulary version of “I spy” [I heard a word that . . .]; develop word walls for vocabulary access [teacher and students]; focus on specific words that are central to following directions).</p> <ul style="list-style-type: none"> • Use strategies for teaching learners how to determine meaning using related words (e.g., categories, morphemes, synonyms, gradients). 	<p>including academic vocabulary to talk about the topic).</p> <ul style="list-style-type: none"> • Candidates create a strategy for assessing students’ vocabulary use for speaking and writing (e.g., review writing samples to note use of new vocabulary in context, system for documenting when students use new vocabulary during discussions).
<p>3. Demonstrate how to teach oral and written vocabulary through the use of independent word learning strategies.</p>	<p>3a. Demonstrate how to teach students to determine or clarify meaning of unknown and multiple-meaning words and phrases by identifying and analyzing word parts (e.g., affixes, base words, and roots).</p> <p>3b. Demonstrate how to teach students to determine or clarify meaning of unknown and multiple-meaning words and phrases by using context clues, knowledge of cognates and word origins, or accessing resources appropriately</p>	<p>The teacher educator will provide opportunities for candidates to:</p> <ul style="list-style-type: none"> • Demonstrate how to determine word meaning through dissecting polymorphemic words and connecting to knowledge of word part meanings. • Practice through multiple opportunities of how to use context clues to determine meaning through modeling think alouds. 	<ul style="list-style-type: none"> • Candidates create a multi-step lesson on teaching vocabulary that reflects how the candidate will teach students to use appropriate strategies and grade-level resources for determining word meaning in the context of independent reading.

	(e.g., glossary, thesaurus, dictionary, digital resources).	<ul style="list-style-type: none"> • Demonstrate multiple examples of strategies for how candidates can support students to access and use resources to support word meaning, including the use of print and digital resources). 	
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VI. Vocabulary Implementation Guidance

Overarching Literacy Standard/Recommendation

For students to comprehend oral and written language, they need to develop oral language with explicit attention on vocabulary that extends word knowledge beyond what students can read. Students benefit when teachers use an evidence-based multicomponent approach to build vocabulary that includes teaching explicit word learning strategies and building word consciousness; providing opportunities to extend the use of words for speaking and writing beyond the lessons in which specific words are taught; developing strategies for assessing vocabulary growth (both oral and print); and developing students' understanding of academic language (i.e., words, syntax for phrases and sentences). Vocabulary instruction links language structures, specifically phonology, morphology, semantics, and syntax with literacy components, especially word recognition, vocabulary, and comprehension and these linkages impact the language necessary to comprehend oral and written language and use language for speaking and writing. Because of the reciprocal and interactive nature of oral and written language, explicit instruction that focuses on both oral and written vocabulary knowledge is critical. The multicomponent approach also includes implicit word learning through providing opportunities for students to engage in wide reading across genres, literary and informational texts, and print and digital medium; efforts to increase word consciousness are also important for vocabulary growth.

Competencies and Sub-Competencies – What should candidates know and be able to do?

The competencies and related sub-competencies that candidates need to demonstrate for vocabulary instruction are:

1. Demonstrate how to teach oral and written vocabulary using a multi-component approach with a focus on explicit teaching individual words and explicit word learning strategies.
 - 1a. Demonstrate how to plan activities that focus on teaching new vocabulary (select books for read-alouds and independent reading that provide many opportunities to encounter new or unfamiliar words and repetition of words taught in discussions).
 - 1b. Demonstrate how to select and teach specific vocabulary words and meaningful word parts (morphemes).
 - 1c. Demonstrate at least 3 ways to explicitly teach individual words and word meanings for long term memory and later retrieval for speaking and writing.
 - 1d. Demonstrate the ability to assess informally and formatively students' use of new vocabulary in a variety of contexts (oral and written).
2. Demonstrate the ability to provide instruction and support for developing word consciousness.
 - 2a. Demonstrate how to provide rich and varied language experiences, including: providing access to and modeling of oral and written vocabulary across contexts, focusing on knowledge and use of individual words, grammatical function of words (e.g., parts of speech and syntax), and grade-appropriate language/literary devices (e.g., similes, metaphors, onomatopoeia, rhyme, idioms) and providing opportunities to engage in a wide range of reading activities.

- 2b. Demonstrate how to teach knowledge of morphemes and structural analysis to determine word meaning.
3. Demonstrate how to teach oral and written vocabulary through the use of independent word learning strategies.
 - 3a. Demonstrate how to teach students to determine or clarify meaning of unknown and multiple-meaning words and phrases by identifying and analyzing word parts (e.g., affixes, base words, and roots).
 - 3b. Demonstrate how to teach students to determine or clarify meaning of unknown and multiple-meaning words and phrases by using context clues, knowledge of cognates and word origins, or accessing resources appropriately (e.g., glossary, thesaurus, dictionary, digital resources).

Instructional Strategies- Suggested Instructional Strategies associated with competency or sub-competency.
What will the teacher educators in the program do to teach the competency and sub-competencies?

Candidates will benefit from learning and practicing all parts of a multicomponent vocabulary instruction approach. They should have multiple opportunities to observe models and practice each of the following:

- Select specific words to teach that occur frequently in texts and will have high utility for speaking and writing
- Use appropriate strategies and steps to teach meaning. Examples of this include introduce the word, have students say the word, provide a comprehensible explanation of the word meaning using language students know, provide opportunities for students to practice using the words, generate prompts that allow students to demonstrate understanding through verbal responses or actions.
- Utilize strategies to help students learn and retain word meanings for later retrieval (e.g., mnemonics, keywords, illustrations, graphic organizers)
- Identify opportunities to embed vocabulary words targeted for instruction throughout multiple contexts and across time for speaking and writing
- Make connections to other contexts and texts in which taught words appear for repeated exposure and practice
- Identify and model multiple ways to engage candidates in word consciousness activities that they then incorporate into plans and teaching opportunities with students in field or clinical placements (e.g., making connections between related words, playing word games that focus on word meanings and vocabulary knowledge, sorting words based on meanings, grouping synonyms and antonyms, completing antonym scales, hunting for words with similar meanings in text, searching for appealing examples of how authors use words to convey meaning, listening for others using sophisticated words or words taught, generating “advanced” or “sophisticated” ways to say common expressions, developing vocabulary word walls)
- Model how to develop a plan for discussion that includes a topic, words that relate to the topic through content, but also words that are not content-specific and represent other parts of speech (e.g., adjectives, conjunctions), vocabulary taught previously,

other relevant vocabulary, ways to model use of vocabulary in discussion, and prompts to encourage students to use the vocabulary in their responses.

Considerations for Adapting to Different Contexts:

The need for oral and written vocabulary knowledge is ongoing and should be part of literacy and content-area instruction throughout grades K-12. The application of a multicomponent approach to vocabulary instruction (e.g., teaching individual words, explicit word-learning strategies, increasing word awareness, strategies and resources to confirm meaning) is relevant beyond the early elementary grades. As students learn strategies to increase vocabulary knowledge with support, have repeated practice and opportunities to apply the strategies with grade level vocabulary and complex texts, engage in wide reading across content and contexts, students are better able to understand and use learned vocabulary across speaking, listening, reading, and writing contexts.

A multicomponent approach that includes specific strategies is effective across all settings, including small group, individual tutoring, and intervention settings. Teacher candidates can readily demonstrate the application of a multicomponent approach to teaching vocabulary in any clinical placement context. Thus, once the strategies are introduced and practiced, candidates can demonstrate them in early field experiences as well as student teaching at any grade level and in any content area of instruction.

Candidates may benefit from multiple opportunities to practice the strategies within a multicomponent approach across multiple subject areas rather than restricting it to reading and language arts exclusively.

Suggested Activities in Courses and/or Field Experiences for Assessment of Candidates' Competencies:

How will the candidate demonstrate their learning of competency and sub-competencies?

The following activity suggestions for assessment of candidates' competencies and sub-competencies may be integrated into university coursework, field experiences, or a combination of both. Some specific terminology, specific strategies, examples of practices that align with parts of a multicomponent approach, critical review of lesson examples for vocabulary instruction, and knowledge about language structures associated with vocabulary instruction are examples of items that may be assessed through written exams, quizzes, sample lesson plans, selection of scaffolds such as graphic organizers to support vocabulary instruction, or accountability during discussions during university courses rather than field experiences.

Read-Alouds for Vocabulary Instruction

Candidates should demonstrate how to select vocabulary to teach and teach the words in the context of a read-aloud. Faculty can provide the purpose and structure and break the task into steps to check for understanding. All the following are steps that relate to conducting a read-aloud for vocabulary instruction:

- selecting an appropriate book,
- selecting the words,
- preparing a lesson that includes explanations of words with student-friendly explanations,
- generating questions or prompts to monitor students' understanding,
- identifying how the words will be incorporated into other contexts.

Each step could be checked and then lead to a culminating read-aloud with students in an elementary setting. In placements with older students, a read aloud is still appropriate, but the strategies for

teaching specific words can occur without the read-aloud as the instructional activity. Candidates can record themselves and engage in self-reflection and receive feedback on the various steps or components. The opportunity to teach vocabulary in the context of a read-aloud should be offered more than once.

Explicit Word-Learning Strategies

Explicit word learning refers to specific ways to determine meanings of new words rather than relying on context alone to determine or confirm meaning. Candidates should demonstrate how to teach word-learning strategies for students to use new words accurately in speaking and writing, apply knowledge of morphological and structural analysis (e.g., affixes and roots), confirm meanings using helpful context clues and resources such as a thesaurus, dictionary (print and digital), and strategies for retaining vocabulary use for retrieval (e.g., mnemonics, word awareness, multiple meanings, and uses of words).

Developing Word Consciousness

Word consciousness refers to awareness of and interest in words--the sounds, spellings, meanings (multiple meanings, morphemes, impact on syntax), relatedness to other words, origins and etymology, and uses of words. Candidates should have at least one opportunity to demonstrate how they would help students develop “word consciousness” as part of the multicomponent approach. Examples include:

- teaching structural analysis, including morphemic analysis
- generating related words given affixes and roots (e.g., Latin and Greek) to demonstrate that teaching the meaning of individual parts leads to understanding many words that were not taught individually
- introducing and practicing word games that focus on meanings of words (e.g., categories, antonyms, synonym sorts, hink-pinks)

Candidates may demonstrate how they would address word consciousness with their students by developing a written plan that includes specific examples of what they would say and do to increase word consciousness across contexts and time.

Teaching Resources:

- **Practice Guides and Strategy Resources**
 - Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., & Newman-Gonchar, R. (2014). *Teaching academic content and literacy to English Learners in elementary and middle school* (NCEE 2014-4012). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. This resource, or practice guide, provides an overview of recommendations for teaching academic content and literacy to English Learners and the evidence to support to support them. Recommendations 1 and 2 address vocabulary and the integration of oral and written language in content areas. https://ies.ed.gov/ncee/wwc/Docs/practiceguide/english_learners_pg_040114.pdf.
 - Finley, T. (2014). 8 Strategies for Teaching Academic Language. This resource provides a succinct list of strategies for teaching academic language and includes explicit examples

of effective scaffolds such as sentence frames and models of language use.

<https://www.edutopia.org/blog/8-strategies-teaching-academic-language-todd-finley>

- Michigan's Literacy Essentials. General Education Leadership Network (GELN). This site provides instructional practice documents for pre-kindergarten and all elementary grades, videos to support the identified essentials, and other resources that align with and support evidence-based practices. www.literacyessentials.org.
- Pennsylvania Training and Technical Assistance Network. (2019). *Effective practices for teaching academic vocabulary*. This resource provides a brief overview with specific examples of instructional routines and information to support a multicomponent approach to teaching vocabulary.
https://www.pattan.net/CMSPages/GetAmazonFile.aspx?path=~\pattan\media\materials\publications\files\teach-academic-vocab-1-4-19wba_1.pdf&hash=6c6d9adad148597e0d9f51d474eff146471560c962a6c82094f6c4026f3d2bff&ext=.pdf

- **Videos**

- Vocabulary Instruction. In this brief video featuring an interview with Isabel Beck, she explains what good vocabulary instruction looks like, especially in elementary classrooms. <https://www.youtube.com/watch?v=ltSjtcoOLf0>
- K-3 Essential 2, Bullet 3: Vocabulary in Read-Alouds. This video, part of Michigan's Literacy Essentials, features a second-grade teacher who focuses on vocabulary in the context of a read-aloud and uses strategies that align with a multicomponent approach to vocabulary instruction. <https://youtu.be/8POsnXPWTxl>
- K-3 Essential 2, Bullet 5: Instructional Strategies During Read-Alouds. This video, part of Michigan's Literacy Essentials, features a few teachers conducting read-alouds that incorporate instructional strategies including an explicit example of incorporating morphology at timestamp 3:15-5:40. <https://youtu.be/W9VTZaCeqMg>
- K-3 Essential 7, Bullet 1: Intentional Vocabulary Building. This video, part of Michigan's Literacy Essentials, features guidance on selecting a read-aloud book for vocabulary instruction in alignment with the strategies within a multicomponent vocabulary instruction approach. <https://youtu.be/iBgIjz94jc4>
- K-3 Essential 7, Bullets 3 & 4: Vocabulary in Content-Area Discussion. This video, part of Michigan's Literacy Essentials, features a teacher describing teaching content-specific vocabulary words.. <https://youtu.be/eApKCCFGRHI>
- A Teaching Routine for Academic Vocabulary in Grades PreK-1. This video from the Regional Education Laboratory West (REL West) explains a three-step routine for teaching academic vocabulary in early elementary grades. The routine aligns with evidence-based practices identified in IES Practice Guides.
<https://www.youtube.com/watch?v=Tc5Dpks3UKY>

- Vocabulary Instruction, 2nd. This Anita Archer video illustrates vocabulary instruction with three words selected from a read-aloud with second grade students: <https://explicitinstruction.org/video-elementary/elementary-video-4/>.
- Vocabulary Instruction, K. This is another Anita Archer video that illustrates how she engages kindergarten students in learning three words from a story she read aloud to them: <https://explicitinstruction.org/video-elementary/elementary-video-7/>
- Text Talk Follow Up for Vocabulary. This video illustrates how a kindergarten teacher engages students in saying, understanding meaning, and using 3 words from a story in different contexts. <https://www.youtube.com/watch?v=XmDeKzF5Dqc>

The following videos are part of the series to support the IES Practice Guide. Some videos feature teachers and students in classrooms while others are animations with explanations. They are all available through this link:

<https://ies.ed.gov/ncee/edlabs/regions/southeast/plc.asp>.

- Video 1: Inferential Language, Read-aloud & Discussion. This video features a kindergarten class responding to questions and engaging in discussion about a read-aloud. The teacher models providing feedback to some students for facilitating language development and vocabulary development.
- Video 2: Inferential Language, Read-aloud & Discussion. This video features a third-grade class engaging in discussion following a read-aloud.
- Video 8: Morphology. This animation explains an activity for teaching students to use knowledge of word parts to determine meaning.
- Video 9: Academic Vocabulary in Text. This video features a second-grade class where the teacher focuses on teaching academic words in text.

- **Text Resources**

- Beck, I. L., McKeown, M. G., & Kucan, L. (2013). *Bringing words to life: Robust vocabulary instruction (2nd ed.)*. Guilford Press.
- Honig, B., Diamond, L., & Gutlohn, L. (2018). *CORE Teaching Reading Sourcebook (3rd ed.)*. Novato, CA: Arena Press.
- Hougen, M. C., & Smartt, S. M., (Eds.) (2020). *Fundamentals of literacy instruction and assessment, PreK-6 (2nd ed.)*. Brookes.
- Kameenui, E. J., & Baumann, J. F. (2012). *Vocabulary instruction: Research to practice (2nd ed.)*. Guilford Press.

- This list of examples of books for read-aloud is included only for the purpose of providing examples of possible vocabulary to teach as the focus of a read-aloud lesson.

Book Title	Author/Illustrator	Examples of Tier 2 words	Grade Levels
<i>Owen</i>	Kevin Henkes	essential, absolutely, sniffed, invisible, positively	K-3
<i>Dreams</i>	Ezra Jack Keats	gasp, snarled, casting (a shadow), dashed	K-1
<i>Dot & Jabber and the Big Bug Mystery</i>	Ellen Stoll Walsh	clue, vanish, mystery	K
<i>Abel's Island</i>	William Steig	uttering, inconsiderate, delicate, outing, foliage, unaccountable, indignantly	2-3
<i>A Wrinkle in Time</i>	Madeleine L' Engle	frenzied, serenely, disgusted, outward, realized, reason, uncontrollable, assorted	2-3
<i>The Word Collector</i>	Peter H. Reynolds	collector (collect, collected, collection), certain, marvelous, attention, suited, organizing	K-3
<i>It's Mine</i>	Leo Lionni	bickering, quarrelsome, croaked, defiantly, desperately, "dawn to dusk"	2-3
<i>Firenze's Light</i>	Jessica Collaco/Angela Li	unique, gathered, investigate, masterpiece, patterns, exclaimed	K-1
<i>My Lucky Day</i>	Keiko Kasza	preparing, hauled, exhausted, prefer	K-3
<i>The Wonderful Wizard of Oz (1900), Ch 1: "The Cyclone"</i>	L. Frank Baum	sparkle, sober, gaunt, startled, merry	1-3
<i>Jamie's Journey: The Savannah</i>	Susan M. Ebbers	shimmering, approaches, marvelous, remodeled	1-3
<i>How Do Flies Walk Upside Down</i>	Melvin and Gilda Berger	middle, balanced, attached. complicated	1-3

Recommendations/Resources for Diverse Populations:

Students who are English Learners will benefit from additional supports and scaffolds such as:

- Sentence frames or sentence starters to support speaking and writing when incorporating new vocabulary words or phrases for both semantic and syntactic development
- Examples of positive cognates that help students make connections to familiar words and their meanings in their primary language.
- Verbal models from teachers and peers who may serve as language models
- Pairing with partners who have more advanced language proficiency than the student who is an English learner

Students who have difficulty with language processing for understanding or retrieval of words for speaking or writing will also need additional supports and scaffolds such as:

- Anchor charts or vocabulary word walls that provide word choices to support speaking and writing
- Graphic organizers that encourage students to generate their personal examples and illustrations
- Sentence frames and sentence starters
- Access to personalized word banks that contain words learned and words encountered while reading

Resources

- WestEd. *Language & Literacy Development in PreK-1st Grade: Words and More*. (2019). This is a 90-minute webinar that focuses on building oral language and vocabulary in early elementary classrooms using specific examples aligned with a multicomponent approach to teaching vocabulary and with emphasis on English learners.
<https://www.wested.org/resources/language-literacy-development-in-prek-1st-grade/>

Considerations for differentiation:

Word selection

It is important to consider the variation in how specific words to teach are selected. Selecting specific words to teach involves consideration for frequency of word use and high utility of words, or how likely it is that words will appear in other texts and across contexts in which words appear multiple times and require students to know meanings. These are often referred to as Tier 2 words (Beck, McKeown, & Kucan, 2013) and they are considered to have high instructional value. For some students, learning basic vocabulary such as Tier 1 words, may be a necessary priority due to dual language learning or characteristics related to disabilities that may impact oral and written vocabulary development. Thus, Tier 1 words may require more explicit instruction while also teaching Tier 2 words, but fewer of them.

Word explanations and monitoring understanding

The ways in which word meanings are explained may also require consideration and differentiation. For students who have a difficult time understanding complex syntax, the word meanings may need to be simplified and provided in simpler sentences. When determining students' understanding of words, it

may be necessary to pose prompts that elicit a one-word response or a dichotomous response such as yes/no. For example, when teaching the meaning for the word ecstatic, you might ask some students to tell you about something that made them feel ecstatic. For other students, you might have to ask, “Are you ecstatic when I say it’s recess time?” or “Do you feel ecstatic when I give homework?” Each example provides opportunities to determine understanding, but the cognitive and language demands vary in comprehending the prompt and generating the response.

Visual Supports

Some students will require visual support through illustrations, photographs, and physical demonstrations and the need should be considered when selecting words and preparing lessons to teach them. When using physical demonstrations or student-generated illustrations, it is important to consider any motoric demands for which some students may be compromised to either draw or act out the meaning of a word. When planning for differentiation, candidates can address how they might accommodate for individual differences such as those presented.

Technology

Several technology tools are available to support vocabulary instruction and understanding. Tools should be reviewed carefully to determine if the value outweighs the cost or impact on students’ abilities to use the technology (e.g., motor control, tracking, reading levels). If tools are made available, all students may benefit from using them if provided the opportunity and instruction to use them effectively.

Alignment to/Informed by:

- **North Carolina Department of Public Instruction. (2020). *Comprehensive Plan Reading for Achievement* (bit.ly/k3litcptra)**

The Reading Systems Framework (p. 12)

The Simple View of Reading (p. 13)

- **Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade - IES & U.S. Department of Education**
(https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf#page=12)

Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge

- The use of a multicomponent vocabulary instruction approach is reflected in several examples of professional standards related to teaching reading and literacy.
- Other peer-reviewed works as cited in the framework matrix document.

Additional Items to Consider:

This additional consideration warrants emphasis here: Candidates should be exposed to and practice explicit modeling of incorporating vocabulary into any oral language activity (e.g., giving directions,

conversing, discussing) across multiple contexts and time within university courses and field experiences.

SECTION VII.
READING COMPREHENSION

VII. Reading Comprehension

Concepts/Topics:

Candidates will understand that reading comprehension is defined as the active pursuit of meaning while reading, accomplished by merging the ideas communicated by the author (both explicitly and implicitly) with one’s own knowledge and experiences, to construct a coherent mental model, resulting in new knowledge and perspectives that can be applied in other situations. They will also understand that comprehension develops best in motivating and engaging contexts in which readers are empowered to use their knowledge and experiences as resources in meaning making.

Early Literacy Competencies: <i>What should candidates know and be able to do?</i>	Sub-competencies to be taught and assessed	Instructional Strategies associated with competency or sub-competency.	Suggested Activities and/or Field Experiences for Assessment: How will recommendations/Standards with associated competencies/sub-competencies be assessed?
<p>1. Demonstrate knowledge of the components, processes, and interactive factors involved in the development of skilled reading comprehension.</p>	<p>1a. Explain the skills, knowledge, and factors on which text comprehension depends, including proficient word reading, background knowledge and experience, vocabulary, awareness of sentence and text structure, inference making, comprehension monitoring and metacognition, strategies for comprehending, and motivation.</p> <p>1b. Explain how text comprehension is affected by characteristics of the reader, the text, the activities/purposes for reading, and the sociocultural context in which reading takes place.</p>	<p>The teacher educator will provide opportunities for candidates to:</p> <ul style="list-style-type: none"> • View examples of teaching practice (e.g., videos or live observations) and discuss how the instruction addresses important components of reading comprehension. • As a class, examine a few commercially available curricula used in schools (e.g., common comprehensive reading programs) to identify how they address the components and skills needed for reading comprehension across a school year and across grade levels. 	<ul style="list-style-type: none"> • Candidates observe a sample lesson and analyze how the instruction aligns with theoretical models of text comprehension. • Candidates produce a think-aloud demonstration that shows how they would model selected aspects of comprehension for young students, drawing on their knowledge of comprehension skills and processes. • Candidates evaluate a commonly used assessment

	<p>1c. Identify and explain the organizational structures used in texts written for children, including the elements of structure in narrative and the common text structures used by authors of informational/expository texts.</p>	<ul style="list-style-type: none"> • Create and discuss visual representations of how the foundational skills of reading and language work together to enable text comprehension for children at different levels of literacy development (e.g., a “working model” of comprehension) 	<p>tool or instructional practice to determine which components of reading comprehension are emphasized.</p>
<p>2. Develop a foundational repertoire of evidence-based instructional practices to promote reading comprehension development and reading engagement for children at different levels of language and literacy learning.</p>	<p>2a. Implement explicit reading comprehension teaching practices for differentiated core classroom instruction, including instruction in the components suggested in prominent models of reading comprehension (e.g., knowledge activation, vocabulary, awareness of sentence and text structure, inference making, comprehension monitoring and metacognition, and strategies for comprehending).</p> <p>2b. Plan and facilitate instructional practices that foster students’ intrinsic motivation and engagement in reading (e.g., creating opportunities for peer collaboration, designing an inviting classroom reading environment, modeling reading as a purposeful activity, connecting reading/texts to students’ lives and interests, organizing instruction in topical/thematic units, helping</p>	<p>The teacher educator will provide opportunities for candidates to:</p> <ul style="list-style-type: none"> • Observe and reflect on exemplar lessons targeting important competencies in reading comprehension. • Plan and demonstrate detailed think-alouds with peers to practice modeling comprehension processes and strategies for children. • Observe and reflect on examples of teaching that follow the gradual release of responsibility approach (or similar approaches to scaffolding children toward independence over time). • Discuss examples of how to integrate language supports and scaffolds into reading 	<ul style="list-style-type: none"> • Candidates design, implement, and/or* reflect on whole-group and small-group lessons that provide explicit instruction in the following areas: <ul style="list-style-type: none"> ○ activating or building background knowledge and new content knowledge relevant to a text, including vocabulary/semantic knowledge, ○ using knowledge of text structure to organize a mental model of the text, ○ generating inferences during reading, ○ monitoring comprehension to identify and repair

	<p>students set and monitor reading goals, and supporting students' choices/autonomy in reading).</p> <p>2c. Implement interactive read-alouds and think-alouds that make the hidden (mental) processes of reading comprehension explicit and accessible for students.</p> <p>2d. Explain how to organize reading instruction so that children read (and/or listen to) connected text for understanding each day.</p> <p>2e. Explain how to design instruction that helps children develop independence in reading comprehension over time (e.g., by initially providing explicit guidance and then gradually releasing responsibility to students as they grow).</p> <p>2f. Identify and implement instructional scaffolds during comprehension instruction for English Language Learners and students who need additional support in reading.</p>	<p>lessons to meet the needs of English Learners.</p>	<ul style="list-style-type: none"> ○ breakdowns in understanding using evidence-based comprehension strategies that support meaning making (e.g., predicting, questioning, visualizing, and summarizing) <p><i>*depending on the candidates' grade placements in classrooms, they may not be able to implement lessons in all areas, but ideally they will have an opportunity to plan, observe, or reflect on examples of instruction in these areas at some point across the program.</i></p> <ul style="list-style-type: none"> ● Candidates explain, in lessons plans and reflections, how instructional scaffolds are used to meet the needs of children at different levels of literacy development, including English Language Learners, developing/striving readers,
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			and students with reading difficulties.
<p>3. Use effective assessment practices to inform differentiated reading comprehension instruction and intervention.</p>	<p>3a. Explain how commonly adopted reading assessments address the competencies, processes, and interactive factors related to comprehension.</p> <p>3b. Implement and interpret valid and reliable assessment practices/tools in reading comprehension.</p> <p>3c. Implement and interpret diagnostic assessments to monitor progress and pinpoint areas of need for children who are not demonstrating text comprehension appropriate for their grade level.</p> <p>3d. Use assessment data to identify children with different profiles of reading difficulties, differentiating between word reading and language/ comprehension difficulties, in order to individualize instruction.</p>	<p>The teacher educator will provide opportunities for candidates to:</p> <ul style="list-style-type: none"> • Read and discuss exemplar reading assessment reports for children (i.e., case reports) that synthesize across multiple assessments to develop instructional recommendations • Observe and reflect on models of exemplary administration of common reading comprehension assessment techniques, followed by supervised candidate practice with feedback. • Using a shared set of assessment data for a case study student, work as a class to analyze and interpret the assessment data and develop assessment-based instructional recommendations. 	<ul style="list-style-type: none"> • Candidates create an assessment profile for a student that draws on multiple assessment sources and provides assessment-based instructional recommendations. • Candidates plan and implement small-group or individual reading comprehension lessons that address specific needs of students as determined by interpretation of assessment data.
<p>4. Develop a repertoire of discussion and questioning techniques that guide children toward deep comprehension.</p>	<p>4a. Pose effective questions, increasing in cognitive complexity, to help children understand, interpret, and evaluate what they read.</p>	<p>The teacher educator will provide opportunities for candidates to:</p> <ul style="list-style-type: none"> • Discuss the similarities and differences among different approaches/ routines that can be used for facilitating text- 	<ul style="list-style-type: none"> • Candidates plan and implement whole-class and small-group conversations about texts using a structured discussion

	<p>4b. Facilitate text-based discussions to help children collaboratively gain higher-level understanding of texts and to explain their reasoning/ideas to others.</p>	<p>based discussions, including approaches in which students learn to pose their own questions and lead their own discussions with peers.</p> <ul style="list-style-type: none"> • Observe and reflect on exemplar lessons that incorporate effective text-based discussion and questioning routines, followed by student practice (e.g., implementing simulated discussions with peers) with feedback. • Analyze videos/transcripts of teaching to identify and evaluate the question types used by the teacher (e.g., the teacher’s use of literal, inferential, and critical/evaluative questions). • Practice modeling detailed think-alouds that focus on critical reading strategies appropriate for young children, such as questioning an author’s perspective on an issue or comparing two different opinions on a topic. 	<p>protocol appropriate for the grade level.</p> <ul style="list-style-type: none"> • Candidates plan and implement reading comprehension lessons that incorporate different levels of questioning to guide students to understand, interpret, and evaluate what they read. • Candidates conduct a self-evaluation of a lesson to examine the effectiveness of their use of questioning techniques to guide students to higher-level comprehension. • Candidates plan and implement a read-aloud/think aloud lesson to model a strategy for evaluating an author’s stance/perspective on a topic.
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<p>5. Develop strategies for designing a text-rich classroom environment in which reading is purposeful and fosters growth in content area knowledge and critical reasoning.</p>	<p>5a. Develop familiarity with books written for children and strategies for ensuring children’s access to high-quality narrative and expository texts along a continuum of increasing complexity.</p> <p>5b. Explain how to select texts purposefully to meet instructional goals, ensuring that texts of different genres and levels of complexity are chosen appropriately.</p> <p>5c. Implement instruction that supports readers to use texts to learn and apply new content area knowledge.</p> <p>5d. Implement instruction that helps students use their prior experiences and knowledge from their communities and home cultures to inform how they understand and discuss texts.</p> <p>5e. Explain the centrality of prior knowledge in reading comprehension as both a requirement for and a product of understanding a text.</p> <p>5f. Use instructional scaffolds to guide students to critique and</p>	<p>The teacher educator will provide opportunities for candidates to:</p> <ul style="list-style-type: none"> • As a class, compile and share examples of high-quality texts written for children, on topics that children might find engaging and connected to their interests and experiences. Discuss how these texts could be used to support reading comprehension instruction for different grade levels, student needs, and learning objectives. • Closely examine examples of children’s literature, including narrative and informational genres, and discuss how they exemplify different quantitative and qualitative features used to evaluate text complexity (e.g., sentence complexity, word difficulty, levels of meaning, clarity of language, structural complexity). • Observe and reflect on exemplar lessons or curricula in which content area learning and reading instruction are integrated. 	<ul style="list-style-type: none"> • Candidates create a classroom library plan that includes high-quality titles, across multiple genres, reflective of the cultural, linguistic, and racial diversity of the community and describes how texts will be used to support comprehension development and to foster students’ reading engagement • Candidates plan and implement lessons that integrate content area learning objectives with reading comprehension objectives.
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evaluate texts and authors, as appropriate for the grade level.		
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VII. Reading Comprehension Implementation Guidance

Overarching Literacy Standard/Recommendation

Candidates will develop the understanding and skills needed to teach children to comprehend written texts within a coherent, comprehensive approach to elementary reading instruction. Reading comprehension is defined as the active pursuit of meaning while reading, accomplished by merging the ideas communicated by the author (both explicitly and implicitly) with one's own knowledge and experiences, to construct a coherent mental model, resulting in new knowledge and perspectives that can be applied in other situations.

Reading comprehension relies on all the aspects of reading addressed in other sections of the framework. It develops best within a motivating and engaging context. When teacher candidates learn about reading comprehension instruction, they learn how to pull the essential elements of literacy together into a coherent framework that supports students' reading development across a grade level of instruction. They also learn about the vertical axis of reading instruction--that is, how children should be supported in their reading skills long-term as they progress through a comprehensive sequence of instruction across the elementary grades.

Comprehension is more advanced and less constrained compared to other foundational reading skills, but this does not mean that children start learning to comprehend after other skills have been mastered. The components of literacy and language that contribute to reading comprehension begin developing prior to school entry and need to be cultivated from the very beginning of elementary school. Even before children are able to independently read texts, while they are still developing skills in word recognition and fluency, teachers can help children develop comprehension skills through read-alouds, text discussions, opportunities for verbal reasoning, and exposure to academic language.

Although reading comprehension relies heavily on the knowledge and skills that a child brings to their interactions with a text, it is not solely a within-reader process. A child's understanding of a text is also influenced by the sociocultural context in which the reading is situated. This includes the immediate context of the classroom community and the broader cultural and historical context. This broader context makes an intangible, but still present, contribution to all three interactive factors involved in comprehension: the reader, the text, and the activity. For example, it can affect the social relationships and experiences that readers have had access to outside of school. It can affect the stance/perspective that an author has chosen to take when writing about a particular topic. It can affect teachers' choices of texts and authors that are included in instruction and in the classroom library. It can also influence the extent to which children see themselves represented in a text or the alignment of an author's perspective with their own understandings of a topic. Thus, the teaching of reading comprehension is enhanced when teachers have in-depth understanding of the contextual influences that affect a child's willingness and ability to understand, learn from, evaluate, and apply new knowledge from a text.

Competencies and Sub-Competencies – What should candidates know and be able to do?

The competencies, and related sub-competencies, for teaching reading comprehension are as follows. Candidates will:

1. Demonstrate knowledge of the components, processes, and interactive factors involved in the development of skilled reading comprehension

- 1a. Explain the skills, knowledge, and factors on which text comprehension depends, including proficient word reading, background knowledge and experience, vocabulary, awareness of sentence and text structure, inference making, comprehension monitoring and metacognition, strategies for comprehending, and motivation.
- 1b. Explain how text comprehension is affected by characteristics of the reader, the text, the activities/purposes for reading, and the sociocultural context in which reading takes place.
- 1c. Identify and explain the organizational structures used in texts written for children, including the elements of structure in narrative text and the common structures used by authors of informational/expository texts.
2. Develop a foundational repertoire of evidence-based instructional practices to promote reading comprehension development and reading engagement for children at different levels of language and literacy learning.
 - 2a. Implement explicit reading comprehension teaching practices for differentiated core classroom instruction, including instruction in the components suggested in prominent models of reading comprehension (e.g., knowledge activation, vocabulary, awareness of sentence and text structure, inference making, comprehension monitoring and metacognition, and strategies for comprehending).
 - 2b. Plan and facilitate instructional practices that foster students' intrinsic motivation and engagement in reading (e.g., creating opportunities for peer collaboration, designing an inviting classroom reading environment, modeling reading as a purposeful activity, connecting reading/texts to students' lives and interests, organizing instruction in topical/thematic units, helping students set and monitor reading goals, and supporting students' choices/autonomy in reading).
 - 2c. Implement interactive read-alouds and think-alouds that make the hidden (mental) processes of reading comprehension explicit and accessible for students.
 - 2d. Explain how to organize reading instruction so that children read (and/or listen to) connected text for understanding every day.
 - 2e. Explain how to design instruction that helps children develop independence in reading comprehension over time (e.g., by initially providing explicit guidance and then gradually releasing responsibility to students as they grow).
 - 2f. Identify and implement instructional scaffolds during comprehension instruction for English Learners and students who need additional support in reading.
3. Use effective assessment practices to inform differentiated reading comprehension instruction and intervention.
 - 3a. Evaluate how commonly adopted reading assessments address the competencies, processes, and interactive factors related to text comprehension.

- 3b. Implement and interpret valid and reliable assessment practices/tools in reading comprehension, including formal and informal assessments.
- 3c. Implement and interpret diagnostic assessments to monitor progress and pinpoint areas of need for children who are not demonstrating text comprehension appropriate for their grade level.
- 3d. Use assessment data to plan individualized instruction for children when they have difficulty with reading, differentiating between word reading and language/comprehension difficulties.
- 4. Develop a repertoire of discussion and questioning techniques that guide children toward deep comprehension and critical reasoning.
 - 4a. Pose effective questions, increasing in cognitive complexity, to help children understand, interpret, and evaluate what they read.
 - 4b. Facilitate text-based discussions to help children collaboratively gain higher-level understanding of texts and to explain their reasoning/ideas to others.
 - 4c. Use instructional scaffolds to guide students to critique and evaluate texts and authors, as appropriate for the grade level.
- 5. Design a text-rich classroom environment in which reading is purposeful and helps students build new knowledge.
 - 5a. Develop familiarity with texts written for children (including books, websites, and magazines) and with strategies for ensuring access to high-quality narrative and expository texts along a continuum of increasing complexity.
 - 5b. Explain how to select texts purposefully to meet instructional goals and to engage young readers, ensuring that texts of various genres, modes, and levels of complexity are chosen appropriately.
 - 5c. Explain the importance of prior knowledge in text comprehension processes (i.e., knowledge serves as both a requirement for and a product of understanding a text).
 - 5d. Implement instruction that helps students use their prior experiences and knowledge from their communities and home cultures to inform how they understand and discuss texts.
 - 5e. Implement instruction that supports readers to use texts to learn and apply new content area knowledge.

Instructional Strategies for Teacher Educators:

The instructional strategies suggested in the framework matrix can help teacher candidates develop the knowledge and practices needed for effective comprehension instruction in the early elementary grades.

In the same way that candidates learn to ground their phonics instruction in their understandings of how the language system is structured to encode sounds, they must also learn to ground their comprehension instruction in their specialized knowledge of how comprehension works. In coursework and field experiences, candidates should learn that children draw on multiple reading and language skills when they are reading for understanding, including their background knowledge, word reading, and language skills. In order to teach comprehension well, teachers need a general understanding of how these components and processes of language and reading come together to enable children to extract and construct meaning from a written text. They also need to understand the contextual and sociocultural influences on reading comprehension.

To develop these understandings, candidates will benefit from opportunities to:

- View/observe exemplary reading comprehension instruction;
- Analyze comprehensive reading programs used in schools;
- Discuss how commonly used practices and resources support the underlying knowledge and skills that are required for reading for understanding.

In addition to content knowledge related to reading comprehension, candidates need to develop a repertoire of evidence-based instructional and assessment practices to put their knowledge into action. The process of comprehending a text is mostly invisible. Candidates need to practice metacognitively “unearthing” and verbalizing this process so that they can explicitly model/explain the mental processes of reading comprehension to children.

As listed in the matrix, the knowledge/skills in which candidates will need deliberate teaching practice include:

- Activating and building new background/content knowledge and word knowledge (vocabulary) to support comprehension,
- Using awareness of text structure to link the ideas in a text together to support understanding,
- Making inferences while reading,
- Monitoring comprehension and using fix-up strategies when there is a breakdown in understanding, and
- Applying other effective comprehension strategies identified in research.

This set of knowledge/skills is recommended as a starting point for helping teacher candidates develop a foundational understanding of how to explicitly teach young children to read for meaning. This list does not include all the practices or formats for instruction that teachers can implement to help children develop as comprehenders. It is likely not practical for every teacher candidate to spend extensive time in class and field experiences on all of the components listed above. Nonetheless, they should have as many opportunities as possible to develop practices that will foster these components through:

- Observing and discussing exemplar models of instruction;
- Rehearsing with peers (e.g., simulated teaching);
- Implementing lessons with children (in field placement classrooms);
- Analyzing their own teaching through structured reflection activities.

As candidates observe, plan, rehearse, and implement comprehension instruction, it is particularly important that they gain an understanding of how to design instruction so that students increase their independence as readers over time. For instance, they can learn about the gradual release of responsibility approach, or similar approaches, to help them make informed decisions about how to calibrate their level of guidance and scaffolding during lessons and across lessons. This is particularly important when teaching children to use comprehension strategies. Readers need to eventually be able to use strategies on their own without teacher prompting in order to fully benefit from strategies instruction.

It is also important for candidates to learn that comprehension instruction is more effective when it takes place within motivating and engaging contexts. Through discussions, observations, and reflections on practice, candidates should become familiar with instructional principles that have been found in research to foster intrinsic motivation and reading engagement. As listed in the framework matrix, reading engagement can be enhanced when teachers situate their reading instruction within a classroom culture that emphasizes frequent, meaningful reading opportunities, peer collaboration, and support for students to develop autonomy and positive identities as readers.

Candidates also need to develop methods for supporting discussions about texts with children that help them move toward deeper levels of comprehension as they develop into independent, critical readers.

In coursework and field placements, candidates can:

- Observe models of effective text discussions;
- Learn to implement promising discussion approaches;
- Reflect on their questioning and discussion practices (e.g., by recording and analyzing discussions they have facilitated with children);
- Receive and respond to feedback from others after facilitating a text-based discussion.

Teacher educators and collaborating teachers/mentors can model and guide candidates to create lessons that integrate content-area learning and reading. There is mounting evidence that “learning to read” and “reading to learn” are complementary processes rather than separate, sequential stages of development as was once assumed. Candidates should have opportunities to learn that young readers can and should learn to read for meaning and to gain new content knowledge, even while they are still developing code-based and word reading skills.

Finally, candidates will benefit from assignments, discussions, and teaching experiences that help them understand how to bridge the foundational skills of comprehension and more advanced skills that become more applicable as children move into upper-elementary grades and beyond. Early comprehension instruction sets the stage for higher-level comprehension and critical reading needed to meet state standards. Early elementary teachers will need familiarity with instructional practices that help children interpret and evaluate what they read in order to differentiate their instruction and to prepare all their students for long-term success as readers.

Considerations for Adapting to Different Contexts:

Reading comprehension instruction can take place in various instructional contexts, including whole-class lessons, small-group reading, and individual meetings with children. Candidates should practice adapting the practices they are learning for different grouping arrangements that they might encounter in schools.

Reading comprehension instruction looks different for very young children compared to upper-elementary students. Candidates should recognize effortless word reading (made possible by mastery of the alphabetic code) is essential for text comprehension. Comprehension instruction should complement but not replace or diminish, opportunities for children to master code-based prerequisites, especially in kindergarten and first grade.

For children who are in second or third grade, candidates should be prepared to begin releasing more responsibility to readers—for example, by posing questions and modeling strategies that help them construct and explain inferences they are making while reading. In contrast, in kindergarten and first-grade classrooms, candidates will need to know how to engage children in text interactions that are more heavily scaffolded and expand children’s oral language, listening comprehension, and verbal reasoning skills. For example, during read-alouds, teachers can help students practice retelling or asking questions when they want to clarify something or learn more about an idea.

Suggested Activities in Courses and/or Field Experiences for Assessment of Candidates’ Competencies: Candidates will be able to demonstrate their mastery of the competencies through assignments they complete in coursework, assessment reports they complete with individual children, and demonstration lessons and reflections completed in fieldwork placements.

As indicated in other sections of this framework, reading comprehension is not a single skill. It is a process that relies on the accumulation and orchestration of multiple components of reading. Many of the competencies related to teaching reading comprehension listed in this section will overlap with those addressed in other areas of the framework. These overlapping competencies can be taught and assessed together. For example, teacher candidates may be able to demonstrate their mastery of competencies related to language structure during reading comprehension lessons. Similarly, when demonstrating their knowledge of reading comprehension assessment, candidates can also collect and interpret assessment data related to word recognition and fluency, as these literacy skills are highly interrelated in young readers.

Field Experience Recommendations:

Ideally, candidates will have the opportunity to work with K-3 students in whole-group and small-group settings in their field placements. They should also have a chance to develop detailed assessment reports and data-driven instructional plans for individual students in a literacy tutoring/mentoring format.

Teaching Resources:

The following resources are suggested for use when teaching candidates about evidence-based reading comprehension instruction in the primary grades. These are merely suggested resources. The inclusion of a resource in this list should not be taken as a mandate that it must be used or that other resources cannot be used.

- Improving Reading Comprehension in Kindergarten Through 3rd Grade – WWC Practice Guide - <https://ies.ed.gov/ncee/wwc/PracticeGuide/14>
- Videos from Regional Educational Laboratory at Florida State University – Note that there are many high-quality videos available in this collection. Listed below are some appropriate for learning about reading comprehension instruction. See the full list at <https://ies.ed.gov/ncee/edlabs/regions/southeast/plc.asp>
 - Video 1: [Inferential Language, Read-aloud & Discussion](#)
 - Video 2: [Inferential Language, Read-aloud & Discussion](#)

- Video 3: [Narrative Language, Connectives](#)
 - Video 4: [Narrative Language, Prediction](#)
 - Video 5: [Narrative Language, Retell](#)
 - Video 6: [Narrative Language, Main Idea](#)
 - Video 7: [Narrative Language, Cause & Effect](#)
- Videos from [Michigan's Literacy Essentials](#) - There are many videos here, some of which relate to comprehension instruction (see full collection of videos at this link - https://www.youtube.com/playlist?list=PL9C1-FQw3jkZV2_e5Ab06S0q4o_s8tmav):
 - Higher-order Discussions Sample Video: https://www.youtube.com/watch?v=VicUPnPnT88&list=PL9C1-FQw3jkZV2_e5Ab06S0q4o_s8tmav&index=1
 - Conceptually-related Read-Alouds Sample Video: https://www.youtube.com/watch?v=7ugZMuva-Rs&list=PL9C1-FQw3jkZV2_e5Ab06S0q4o_s8tmav&index=7
 - Guidance for Using Read-Alouds Purposefully: https://www.youtube.com/watch?v=W9VTZaCeqMg&list=PL9C1-FQw3jkZV2_e5Ab06S0q4o_s8tmav&index=8
 - Instructional resources from the Florida Center for Reading Research (FCRR) - This collection contains resources for all the competencies in the framework, including components of reading comprehension:
 - <https://www.fcrr.org/student-center-activities/second-and-third-grade#sca10>
 - <https://www.fcrr.org/student-center-activities/kindergarten-and-first-grade#sca10>
 - Resources from the [Vanderbilt Iris Center](#) can also be useful, including this module on [Peer Assisted Learning Strategies](#), a structured small-group approach that addresses several aspects of reading

The following resources can help teacher candidates synthesize a working model of how the various components of reading and language coalesce to enable successful text comprehension. This is not an exhaustive list of scientifically viable models, but it is a starting point for resources that discuss important models relevant to the competencies in this framework. These resources are not exclusively focused on K-3 students, but they can help candidates understand the broader developmental trajectory that early readers will follow as they progress into the upper grades.

Construction-Integration Model and Landscape Model: Kucan, L., & Palincsar A. S. (2013).

Comprehension instruction through text-based discussion Newark: International Reading Association.

Simple View of Reading and related multi-strand models: Oakhill, J., Cain, K., & Elbro, C. (2015).

Understanding and teaching reading comprehension: a handbook. Routledge.

Lattice Model: Hindman, A. H., Morrison, F. J., Connor, C. M., & Connor, J. A. (2020). Bringing the science of reading to preservice elementary teachers: Tools that bridge research and practice. *Reading Research Quarterly*, 55(S1), S197-S206.

DRIVE Model: Cartwright, K. & Duke, N. (2019). The DRIVE model of reading: Making the complexity of reading accessible. *The Reading Teacher*, 73(1), 7-15.

Reader-text-activity model or Interactive model: Pearson, P.D., & Cervetti, G.N. (2015). Fifty years of reading comprehension theory and practice. In P.D. Pearson & E.H. Hiebert (Eds.), *Research-based practices for teaching Common Core literacy* (pp. 1–24). New York, NY: Teachers College Press

Recommendations/Resources for Diverse Populations:

Comprehension instruction is an ideal context for teachers to create opportunities for readers to use, sustain, and expand the cultural, community, and linguistic knowledge that they bring to school. During text discussions, children can explain how the experiences in the books they are reading align with or differ from their own experiences. Teachers should ensure that the books available in their classrooms reflect the diversity of experiences of the children in the school and that of the broader population. Across their teacher preparation experiences, teacher candidates need opportunities to engage with communities and families in order to develop their abilities to learn about their students' backgrounds and interests.

Considerations for Differentiation:

Teacher candidates should learn specific strategies for differentiating and individualizing their comprehension instruction, based on ongoing assessment data and careful observations of how children respond to instruction. For example, they can practice increasing their level of scaffolding during comprehension lessons when children need additional support. This might include providing sentence stems, anchor charts, and visual reminders to help students apply comprehension strategies. They can practice using follow-up questions to support children to explain their thinking and to provide evidence for claims they make during discussion. Candidates should also be familiar with a wide variety of texts written for children so that they can select texts purposefully based on instructional goals and the needs and interests of students.

It is particularly important that candidates are prepared to differentiate their reading comprehension instruction for English Learners and children with reading difficulties. The following resources provide evidence-based guidance for providing differentiated instruction and when appropriate, intensive intervention, for these populations.

- Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). *Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045)*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf
- Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., & Newman-Gonchar, R. (2014). *Teaching academic content and literacy to English Learners in elementary and middle school (NCEE 2014-4012)*. Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education.
https://ies.ed.gov/ncee/wwc/Docs/practiceguide/english_learners_pg_040114.pdf
- Spear-Swerling, L. (2016). Common types of reading problems and how to help children who have them. *The Reading Teacher*, 69(5), 513-522.

In many cases, children who need highly intensive instruction will receive supplemental support from teachers with advanced training, including reading specialists, interventionists, and English as a Second Language (ESL) specialists. Candidates will benefit from learning about these specialized services and how they can collaborate with their colleagues to ensure coherence across classroom instruction and supplemental support that students might receive.

Alignment to/Informed by:

- **North Carolina Department of Public Instruction. (2020). *Comprehensive Plan Reading for Achievement* (bit.ly/k3litcpra)**

The Reading Systems Framework (p. 12)

The Simple View of Reading (p. 13)

- **Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade - IES & U.S. Department of Education**
(https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf#page=12)

Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.

Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

- **Improving Reading Comprehension in Kindergarten Through 3rd Grade – IES and U.S. Department of Education Practice Guide**

Recommendations: 1-5: : Teach students how to use comprehension strategies; Teach students to identify and use the text’s organizational structure to comprehend, learn, and remember content; Guide students through focused, high-quality discussion on the meaning of text; Select texts purposefully to support comprehension development; Establish an engaging and motivating context in which to teach reading comprehension.

- Other peer-reviewed works as cited in the framework matrix document

SECTION VIII.

WRITING

VIII. Writing

Concepts/Topics:

Candidates will understand that writing serves as a way to promote students' reading comprehension, as students can write responses to readings, extend narrative stories, provide additional facts for nonfiction, as well as summarize and synthesize their learning. By analyzing students' writings, candidates can see how students use their knowledge of phonics, concepts of print, language structures, and vocabulary.

Early Literacy Competencies: <i>What should candidates know and be able to do?</i>	Sub-competencies to be taught and assessed	Instructional Strategies associated with competency or sub-competency. <i>What will the teacher educators in the program do to teach the competency and sub-competencies?</i>	Suggested Activities and/or Field Experiences for Assessment: <i>How will the candidate demonstrate their learning of competency and sub-competencies?</i>
1. Demonstrate knowledge of foundational content and processes of writing.	1a. Explain that writing occurs across the curriculum to enhance learning of content. 1b. Explain how processes for teaching writing are content and genre specific. 1c. Describe how writing can take various formats and genres, depending on the purposes. 1d. Explain how writing is a developmental and recursive process with all aspects simultaneously employed by individuals in different stages and how to differentiate writing instruction based on students' learning needs.	The teacher educator will provide opportunities for candidates to: <ul style="list-style-type: none"> • Engage in writing processes in class, throughout the semester including time for conferencing, peer feedback, and sharing. With guidance, write for a variety of purposes and in multiple genres (narrative and expository). • Study different genres of reading and writing and consider how they fit across the curriculum. 	<ul style="list-style-type: none"> • Candidates will examine the learning progressions for writing across grade levels to become familiar with expectations. • Candidates will identify an aspect of writing from the progressions they want to investigate (through readings, interviewing their Clinical Educator, and classroom observations) and then report their findings to the class. • Candidates will plan writing lessons that align with science,

		<ul style="list-style-type: none"> • Complete a multi-genre project where they have a choice in topics and write in a variety of genres about their chosen topic. Candidates then reflect on the processes they used throughout the project, what they learned about themselves as writers, and how that influences their teaching of writing. 	<p>social studies, or math content.</p>
<p>2. Develop a repertoire of strategies for teaching and differentiating writing across the curriculum.</p>	<p>2a. Implement explicit writing instruction, including modeling and scaffolding in demonstration lessons that support students' development as writers.</p>	<p>The teacher educator will provide opportunities for candidates to:</p> <ul style="list-style-type: none"> • With peers, practice explicitly modeling a variety of genres and consider how to effectively scaffold students' writing to help students develop as writers. • Consider how to differentiate writing instruction based on students' learning needs and situations where teachers need to be more explicit in their instruction. 	<ul style="list-style-type: none"> • Candidates will create lesson plans that include instruction and practice opportunities for how they are building their students' understanding of writing for different purposes, in different genres, and in various formats. • Candidates will plan writing lessons to teach across the curriculum, such as responses to literature; planning for, reporting, and reflections on investigations (science, math, reading; personal goals for learning in various subjects and contexts, e.g., stations/centers); and creating visual

			<p>representations that explain learning.</p> <ul style="list-style-type: none"> • Candidates will closely examine writing curriculum materials from the field placement and determine how they compare to the state standards and to their prior experiences as students.
<p>3. Demonstrate understanding of students as diverse individuals who are on different developmental trajectories as writers, who have different understandings of academic language, and who are motivated to write through choices in topics and formats.</p>	<p>3a. Explain that children develop fine motor control at different rates.</p> <p>3b. Identify ways (i.e., letter formation, sentences) to teach students how to write in standard ways while encouraging their storytelling through drawing and writing.</p> <p>3c. Explain that students who speak other languages may have familiarity with grammatical structures that differ from English.</p> <p>3d. Demonstrate how to teach grammar (i.e., syntax, sentence structure) in authentic contexts to empower students by helping them effectively communicate</p>	<p>The teacher educator will provide opportunities for candidates to:</p> <ul style="list-style-type: none"> • Analyze children’s writing samples to see the broad spectrum of abilities from the emergent through conventional stages. Determine what strengths are present in the samples from each stage and what steps could be taken as teachers to build on those strengths. • Develop a philosophy statement of how teaching writing provides a way to learn about and honor students as diverse learners. Demonstrate recognition of how each 	<ul style="list-style-type: none"> • Candidates will observe case study students in their field placements as they engage in writing, collect writing samples from the case study student, and provide feedback to their case study student. Then, candidates will create writing lessons tailored to the case study student’s needs.

	<p>with others, while acknowledging students' unique dialects and home languages.</p>	<p>student has different life experiences.</p> <ul style="list-style-type: none"> • Read about grammatical structures present in different languages. Consider how to honor the students' home languages while teaching English grammar. 	
<p>4. Develop a repertoire of ways to assess students' writing based on grade level learning progressions.</p>	<p>4a. Explain how students' writing samples indicate what they understand about various language structures and reading components, such as phonics, vocabulary, and syntax.</p> <p>4b. Explain how assessment is a formative process for determining students' strengths and targeting areas for instruction.</p>	<p>The teacher educator will provide opportunities for candidates to:</p> <ul style="list-style-type: none"> • Compare reading assessment results with students' writing samples. See which reading components appear in the writing samples and consider how to address these areas through intentional reading and writing instruction. • Analyze students' writing samples over time (weekly, monthly, quarterly, and yearly), to learn how teachers can monitor students' progress as writers and determine next steps for instruction. 	<ul style="list-style-type: none"> • Candidates will analyze the learning progressions for writing across grade levels to become familiar with expectations. • Candidates, in the field placement setting, will collect and analyze five students' writing samples with the Clinical Educator. Candidates will consider the following questions: What do you notice about each students' writings? What are their strengths and what do they need? Candidates will create plans tailored to their identified needs and decide the appropriate configurations for those lessons (e.g., whole class, small groups, pairs, individuals).

			<ul style="list-style-type: none"> • Candidates will plan and implement writing instruction to occur in various configurations, including whole class, small groups, pairs, and individuals. Candidates will decide which configurations make sense for their students, based on assessed learning needs.
5. Design instruction integrating reading and writing.	5a. Explain how reading concepts are integral to writing and how reading and writing instruction and practice have reciprocal benefits.	<p>The teacher educator will provide opportunities for candidates to:</p> <ul style="list-style-type: none"> • Make explicit connections from reading instruction to writing. Let students know that the skills and strategies they learn across the school day relate across content areas and to real life. 	<ul style="list-style-type: none"> • Candidates will identify the learning progressions for reading and writing across grade levels to become familiar with expectations and to see where they overlap. • Candidates will provide support for reading and writing in a small group or tutoring situation in the field placement setting. • Candidates will create lesson plans indicating how they would explicitly teach students to study the author’s craft as they read. Texts read-aloud and shared with students can serve

			as mentor texts that can be models for their own writing.
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VIII. Writing Implementation Guidance

Overarching Literacy Standard/Recommendation

“Writing is a matter of mind, hand, and heart, involving complex cognitive, physical, affective, and social processes. Writing is part of the communications whole. There is no one writing process. Writers use multiple skills and strategies as they move through stages of planning, drafting, revising, editing, publishing, and presentation. People write in many written genres/formats for different audiences and purposes in their daily lives” (Myers et al., 2016, p. 312).

Reading and writing are tools for learning and they should appear in subject areas across the school day. Writing serves as a way to promote students’ reading comprehension, as students can write responses to readings, extend narrative stories, provide additional facts for nonfiction, as well as summarize and synthesize their learning. By analyzing students’ writings, teachers can see how students use their knowledge of phonics, concepts of print, language structures, and vocabulary.

Competencies and Sub-Competencies – What should candidates know and be able to do?

1. Demonstrate knowledge of foundational content and processes of writing.
 - 1a. Explain that writing occurs across the curriculum to enhance learning of content.
 - 1b. Explain how processes for teaching writing are content and genre specific.
 - 1c. Describe how writing can take various formats and genres, depending on the purposes.
 - 1d. Explain how writing is a developmental and recursive process with all aspects simultaneously employed by individuals in different stages and how to differentiate writing instruction based on students’ learning needs.
2. Develop a repertoire of strategies for teaching and differentiating writing across the curriculum.
 - 2a. Identify and implement explicit writing instruction, including modeling and scaffolding in demonstration lessons that support students’ development as writers.
3. Demonstrate understanding of students as diverse individuals who are on different developmental trajectories as writers, who have different understandings of academic language, and who are motivated to write through choices in topics and formats.
 - 3a. Explain that children develop fine motor control at different rates.
 - 3b. **Identify** ways (i.e., letter formation, sentences) to teach students how to write in standard ways while encouraging their storytelling through drawing and writing.
 - 3c. Explain that students who speak other languages may have familiarity with grammatical structures that differ from English.
 - 3d. Demonstrate how to teach grammar (i.e., syntax, sentence structure) in authentic contexts to empower students by helping them effectively communicate with others, while acknowledging students’ unique dialects and home languages.

4. Develop a repertoire of ways to assess students' writing based on grade level learning progressions.

4a. Explain how students' writing samples indicate what they understand about various language structures and reading components, such as phonics, vocabulary, and syntax.

4b. Explain how assessment is a formative process for determining students' strengths and targeting areas for instruction.

5. Design instruction integrating reading and writing.

5a. Explain how reading concepts are integral to writing and how reading and writing instruction and practice have reciprocal benefits.

Instructional Strategies- Suggested Instructional Strategies associated with competency or sub-competency.

What will the teacher educators in the program do to teach the competency and sub-competencies?

Teachers need confidence in themselves as writers to be able to teach writing well. Explore candidates' histories of writing for school and beyond. Examples of activities are listed below.

- Candidates could write a memoir of themselves as writers. Consider how those experiences contribute to candidates' perceptions of and attitudes for teaching writing.
- Generate a list of how candidates write in their everyday lives. Explore the use of various formats represented in the candidates' list. Explain the purposes for writing beyond school. Writing can take various formats and genres, depending on the purposes.
- The use of mentor texts can help build candidates' and students' confidence as writers.

Writing is not innate and it must be taught. Regularly scheduled time must be set aside to teach writing. Time for modeling and scaffolding through demonstration lessons support students' development as writers. Important considerations follow:

- Writing occurs across the curriculum to enhance learning of content.
- The writing process is not static. Instead, it is a recursive process with all aspects simultaneously employed by individuals in different stages.
- Writing provides a way to learn about and honor students as diverse learners.

Considerations for Adapting to Different Contexts:

Candidates should recognize that students have different developmental trajectories as writers, and so they will need to have the confidence and skills to differentiate their instruction accordingly.

Due to the variety of formats and purposes for writing, this is something that can be taught in a variety of settings in and beyond school, regardless of the grade level. Writing can be taught in whole class and small group configurations, as well as during intervention, enrichment, and tutoring settings.

Suggested Activities in Courses and/or Field Experiences for Assessment of Candidates' Competencies:
How will the candidate demonstrate their learning of competency and sub-competencies?

Candidates will demonstrate their mastery of the competencies through assignments and lesson plans they complete in coursework and lessons taught in fieldwork placements. Candidates will plan and implement writing instruction to occur in various configurations, including whole class, small groups, pairs, and individuals. Candidates will decide which configurations make sense for their students, based on assessed learning needs.

Field Experiences Recommendations:

Ideally, candidates will have the opportunity to work with K-3 students in whole-group and small-group settings in their field placements. They should also have a chance to analyze students' writing and develop data-informed instructional plans for individual students in a literacy tutoring/mentoring format. Two examples follow.

Candidates will observe case study students in their field placements as they engage in writing, collect writing samples from the case study student, and provide feedback to their case study student. Then, candidates will create and implement writing lessons tailored to the case study student's needs.

In the field placement setting, candidates will collect and analyze five students' writing samples with the Clinical Educator. Candidates will consider the following questions: What do you notice about each students' writings? What are their strengths and what do they need? For example, students' writing samples will illustrate their understandings of phonics, vocabulary, and language structures. Candidates will create plans tailored to their identified needs and decide the appropriate configurations for those lessons (e.g., whole class, small groups, pairs, individuals).

Teaching Resources:

The following resources can be used with candidates to demonstrate how to model the teaching of writing:

- Video from IES REL that explains instructional strategies for teaching writing to elementary students: <https://youtu.be/stbQMM4ie5k>
- Videos from Michigan's Literacy Essentials:
 - This video shows how teachers use choices in reading and writing: <https://youtu.be/aMB8gkOblbk>
 - This video shows how teachers provide daily writing opportunities that span the curriculum: <https://youtu.be/rRA-E1ofF9U?list=PLEr3aBYwhAcfb2C511bDBR0ZNBY3y1ZOz>
- This video shows how a teacher uses writing for a purpose in her classroom: <https://www.youtube.com/watch?v=nlpFrmSfvmc&list=PLEr3aBYwhAcfb2C511bDBR0ZNBY3y1ZOz&index=4>
- This video shows writing strategy instruction: <https://www.youtube.com/watch?v=fUPo-JTcMbQ&list=PLEr3aBYwhAcfb2C511bDBR0ZNBY3y1ZOz&index=22>

- This video shows how a teacher uses mentor texts for writing models:
<https://www.youtube.com/watch?v=SG2vPnygxnc&list=PLEr3aBYwhAcfb2C511bDBR0ZNBY3y1ZOz&index=23>
- This video shows how a teacher provides writing skills instruction for more fluent, independent writing:
<https://www.youtube.com/watch?v=vX23YhQVeos&list=PLEr3aBYwhAcfb2C511bDBR0ZNBY3y1ZOz&index=24>

- Videos from Annenberg Learner can support teacher candidates' understanding of how to teach writing across the school day:
 - This video shows how a teacher supports young students' literacy development and builds experiences to help students recognize themselves as writers:
<https://www.learner.org/series/teaching-reading-K-2-a-library-of-classroom-practices/becoming-readers-and-writers/?jwsourc=cl>
 - This video shows how a teacher establishes classroom routines for writing in journals and in work stations: <https://www.learner.org/series/teaching-reading-K-2-a-library-of-classroom-practices/writers-journal/?jwsourc=cl>
 - This video series focuses on teaching writing in grades 3 - 5: <https://test-learnermedia.pantheonsite.io/series/inside-writing-communities-grade-3-5/>

- Resources from Reading Rockets can be used with teacher candidates to illustrate children's writing development and provide strategies for teaching writing:
 - Writing samples from students in Pre-K to grade 3:
<https://www.readingrockets.org/looking-at-writing>
 - Module about teaching writing: <https://www.readingrockets.org/teaching/reading101-course/modules/writing-introduction>
 - Video of Steve Graham explaining effective practices in teaching writing:
https://www.youtube.com/watch?v=klabt03JQY4&feature=emb_logo
 - Writing video library, featuring classroom videos, videos by literacy experts, and author videos: <https://www.readingrockets.org/atoz/1158/video>
 - This video shows how a third-grade teacher is growing writers through intentional writing instruction: <https://www.readingrockets.org/launching/growingwriters>
 - This list of strategies for teaching writing features sample videos and lessons:
<https://www.readingrockets.org/strategies#skill1043>

Other videos of classroom teachers teaching writing can provide teacher candidates with deeper understanding of what writing instruction looks like in real classrooms:

- This video shows how teachers teach children how to write their names:
<https://www.youtube.com/watch?v=spHNSrJrdbU>
- This video shows an interactive writing lesson: <https://vimeo.com/168991757>

Often, teachers hesitate to teach writing because they may experience writing anxiety. Teacher educators can use the following resources to help candidates learn how to overcome writing anxiety:

- The Daly-Miller writing apprehension test could be used with teacher candidates during coursework: <https://www.csus.edu/indiv/s/stonerm/The%20Daly-Miller%20Test.htm>
 - The scoring guide for the Daly-Miller test is in the following link: https://www.csus.edu/indiv/s/stonerm/daly_miller_scoring.htm
- Writing anxiety tips appear in this link: <https://writingcenter.unc.edu/tips-and-tools/writing-anxiety/>

Professional development for teacher educators and teacher candidates can be found in the links below:

- National Writing Project is focused on the teaching of writing and provides professional development for teachers at all levels: <https://www.nwp.org/>
- The National Council of Teachers of English (NCTE) is dedicated to promoting improved writing instruction and professional development for the teaching of writing: <https://ncte.org/>
 - NCTE Position Statements on the teaching of writing in various contexts can be found in the following link: <https://ncte.org/resources/position-statements/all/#Writing/173>
- The International Literacy Association (ILA) focuses on empowering literacy teachers and provides professional development for teaching all aspects of literacy: <https://www.literacyworldwide.org/>
 - ILA Position Statement “Teaching Writing to Improve Reading Skills” is in the following link: <https://www.literacyworldwide.org/docs/default-source/where-we-stand/ila-teaching-writing-to-improve-reading-skills.pdf>
 - ILA Position Statements for all aspects of teaching literacy are in the following link: <https://www.literacyworldwide.org/get-resources/position-statements>

Recommendations/Resources for Diverse Populations:

Writing provides a way to learn about and honor students as diverse learners. Each student has different life experiences. English Language Learners may present different grammatical structures. Read about grammatical structures present in different languages. Consider how to honor students’ home languages while teaching English grammar. While acknowledging students’ unique dialects and home languages, teach grammar in authentic contexts to empower students by helping them effectively communicate with others.

If English Language Learners are literate in their home language, then it may be beneficial to have them write in that language to determine the students’ level of literacy in that language. Learning about students’ language histories, such as their ability to read and write in the home language, will help determine strengths and areas of need for instruction.

Children develop as writers on their own trajectories. Teachers need to be aware of how to use assessments to determine best grouping practices for differentiating writing instruction. For example, children develop fine motor control at different rates. Teach students how to write in standard ways (i.e., letter formation, sentences) while encouraging their storytelling through drawing and writing (including scribbles). Young children may use scribbles to indicate meaning, which indicates an emergent form of writing. Analyze children’s writing samples to see the broad spectrum of abilities from the emergent through conventional stages. Determine what strengths are present in the samples from each stage and what steps candidates could take as teachers to build on those strengths.

The following resources focus on learning about teaching diverse populations and can be used with teacher candidates:

- The Diverse and Learner-Ready Teachers Initiative website contains a wealth of resources for professional development in this area: <https://ccsso.org/topics/diverse-and-learner-ready-teachers-initiative>
- The International Literacy Association (ILA) Position Statements for all aspects of teaching literacy, including a focus on meeting needs of diverse learners, are in the following link: <https://www.literacyworldwide.org/get-resources/position-statements>
- The National Council of Teachers of English (NCTE) Position Statements on diversity and inclusion are in the following link: <https://ncte.org/resources/position-statements/all/#Diversity/177>

Considerations for Differentiation:

Students' writing samples serve as authentic assessments. Analyze students' writing samples over time (weekly, monthly, quarterly, and yearly), to learn how teachers can monitor students' progress as writers and determine next steps for instruction. Writing instruction can occur in various configurations, including whole class, small groups, pairs, and individuals. Teachers use their professional judgment to decide which configurations make sense for their students, based on assessed learning needs.

Candidates will plan and implement writing instruction to occur in various configurations, including whole class, small groups, pairs, and individuals. Candidates will decide which configurations make sense for their students, based on assessed learning needs.

Alignment to/Informed by:

- **Comprehensive Plan Reading for Achievement**
Transformative Equity Practices (p.5)

Students' writing samples indicate what they understand about reading and can inform reading instruction. For example, writing samples can prove to be valuable in determining which aspects of phonics, spelling patterns, grammar, and language structures need further attention. The Assessment section expands on this in pages 33 - 36.
- **Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade - IES & U.S. Department of Education**
(https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf#page=12)
Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words.
- **Teaching elementary school students to be effective writers: A practice guide - IES, U.S. Department of Education**
(https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC_Elem_Writing_PG_Dec182018.pdf)

Recommendation 1: Provide daily time for students to write.

Recommendation 2: Teach students to use the writing process for a variety of purposes.

Recommendation 3: Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing.

Recommendation 4: Create an engaged community of writers.

- Other peer-reviewed works as cited in the matrix

Additional Examples of Strategies for Teaching Diverse Learners

Note: Additional examples are incorporated throughout the implementation guidance. Those examples and those listed below are by no means exhaustive.

- If a student has difficulty manipulating letter tiles or cards for word work, the teacher can provide a set of letter tiles or cards that allow the student to more easily grasp them and manipulate them.
- For a student who is learning to respond to questions in English, the teacher may provide sentence frames as scaffolds or provide the student with a dichotomous response option such as yes or no and build from that level.
- Teachers may provide access to illustrated vocabulary cards to support students having difficulty with word recognition or who may not yet have learned the vocabulary in English.
- For students who may require more time to process auditory information, a teacher might cue students to think and allow more time before responding, thus altering the pacing of instruction.
- During phonemic awareness activities, students should be provided options to demonstrate levels of phoneme manipulation using objects or body motions, for example.
- When using graphic organizers to support text structures and writing, teachers may offer different versions that vary in complexity and include keywords in outlines to support students with the language scaffolds.
- When learning to read multisyllabic words, some students may need to learn cues and strategies to identify the vowel graphemes in syllables. Students may need to refer to sound-symbol cards with various spellings and keywords as support to identify the vowel sounds in unfamiliar words.

Additional Resources for Teacher Educators and Candidates

The following resources are suitable for a variety of topics included within the UNC System Literacy Framework:

[Florida Center for Reading Research](https://www.fcrr.org/). A multidisciplinary research center at Florida State University that was established in 2002 by the Governor's office and Legislature. Currently, FCRR is home to ten tenured and tenure-track faculty members holding joint appointments with the College of Arts & Sciences, College of Education, and College of Social Work. In addition, FCRR has affiliate faculty in the College of Social Work, School of Teacher Education, and School of Communication Sciences and Disorders. This site provides research, reading resources, and K-5 student literacy activities.

<https://www.fcrr.org/>

[Michigan's Literacy Essentials](http://www.literacyessentials.org). General Education Leadership Network (GELN). This site provides instructional practice documents for pre-kindergarten and all elementary grades, videos to support the identified essentials, and other resources that align with and support evidence-based practices.

www.literacyessentials.org.

[University of Florida Literacy Initiative \(UFLI\)](https://www.ufl.edu/uflri/). UFLI Virtual Teaching Resource Hub. This site provides tools and explicit examples to support reading instruction and intervention in the virtual environment. While the resources support virtual teaching explicitly, there are links to other resources that align with

explicit instruction in the foundational skills of phonemic awareness, word recognition, and fluency.
<https://education.ufl.edu/ufl/virtual-teaching/main/>

Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. This site provides access to recommendations for teaching early literacy. Implementation steps and solutions are included for each recommendation along with supporting evidence.

<https://ies.ed.gov/ncee/wwc/PracticeGuide/21>

- Graham, S., Bollinger, A., Booth Olson, C., D’Aoust, C., MacArthur, C., McCutchen, D., & Olinghouse, N. (2012). *Teaching elementary school students to be effective writers: A practice guide* (NCEE 2012- 4058). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications_reviews.aspx#pubsearch.
- Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). *Foundational skills to support reading for understanding in kindergarten through 3rd grade* (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. <http://whatworks.ed.gov>.

Integrating Reading Foundations: A Tool for College Instructors of Pre-Service Teachers. February 2021 guide that provides recommendations for supporting pre-service candidates in teaching early literacy. <https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=4660>

- Dombek, J., Lee, L., Foorman, B., Underwood, P. (2021). *Integrating Reading Foundations: A Tool for College Instructors of Pre-service Teachers*. Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education.

