STATE STANDARD 1. PHONICS COURSE – 3 SEM HOURS

1.1 The candidate has knowledge and skills of phonics instruction.

IDA STANDARD E-1. STRUCTURED LANGUAGE TEACHING: PHONOLOGY

Content Knowledge
1. Identify the general and specific goals of phonological skill instruction.
2. Know the progression of phonological skill development (i.e., rhyme, syllable, onset-rime, phoneme differentiation).
3. Identify the differences among various phonological manipulations, including identifying, matching, blending, segmenting, substituting, and deleting sounds.
4. Understand the principles of phonological skill instruction: brief, multisensory, conceptual, and auditory-verbal.
5. Understand the reciprocal relationships among phonological processing, reading, spelling, and vocabulary.
6. Understand the phonological features of a second language, such as Spanish, and how they interfere with English pronunciation and phonics.

Observable Competencies
1. Explicitly state the goal of any phonological awareness teaching activity (Level 1).
2. a. Select and implement activities that match a student’s developmental level of phonological skill (Level 1).
   b. Design and justify the implementation of activities that match a student’s developmental level of phonological skill (Level 2).
3. Demonstrate instructional activities that identify, match, blend, segment, substitute, and delete sounds (Level 1).
4. a. Successfully produce vowel and consonant phonemes (Level 1).
   b. Teach articulatory features of phonemes and words; use minimally contrasting pairs of sounds and words in instruction; support instruction with manipulative materials and movement (Level 2).
5. a. Direct students’ attention to speech sounds during reading, spelling, and vocabulary instruction using a mirror, discussion of articulatory features, and so on as scripted or prompted (Level 1).
   b. Direct students’ attention to speech sounds during reading, spelling, and vocabulary instruction without scripting (Level 2).
6. Explicitly contrast first and second language phonological systems, as appropriate, to anticipate which sounds may be most challenging for the second language learner (Level 2).

1.2 The candidate models instruction at each of the fundamental stages of word recognition.

IDA STANDARD E-1. STRUCTURED LANGUAGE TEACHING: PHONOLOGY

Observable Competencies
3. Demonstrate instructional activities that identify, match, blend, segment, substitute, and delete sounds (Level 1).
4. a. Successfully produce vowel and consonant phonemes (Level 1).
   b. Teach articulatory features of phonemes and words; use minimally contrasting pairs of sounds and words in instruction; support instruction with manipulative materials and movement (Level 2).
1.3 The candidate demonstrates an understanding of the nature of the English language and its orthography.

IDA STANDARD B. KNOWLEDGE OF THE STRUCTURE OF LANGUAGE

Content Knowledge
Orthography (The Spelling System)
2. Understand the broad outline of historical influences on English spelling patterns, especially Anglo-Saxon, Latin (Romance), and Greek.
3. Define grapheme as a functional correspondence unit or representation of a phoneme.
4. Recognize and explain common orthographic rules and patterns in English.
5. Know the difference between “high frequency” and “irregular” words.
6. Identify, explain, and categorize six basic syllable types in English spelling.

Observable Competencies
2. Recognize typical words from the historical layers of English (Anglo-Saxon, Latin/Romance, Greek) (Level 1).
3. Accurately map graphemes to phonemes in any English word (Level 1).
4. Sort words by orthographic choice pattern; analyze words by suffix ending patterns and apply suffix ending rules.
5. Identify printed words that are the exception to regular patterns and spelling principles; sort high frequency words into regular and exception words (Level 1).
6. Sort, pronounce, and combine regular written syllables and apply the most productive syllable division principles (Level 1).

1.4 The candidate uses phonics to teach students to use their knowledge of letter/sound correspondence to decode words.

IDA STANDARD E-1. STRUCTURED LANGUAGE TEACHING: PHONOLOGY

Observable Competencies
2. a. Select and implement activities that match a student’s developmental level of phonological skill (Level 1).
   b. Design and justify the implementation of activities that match a student’s developmental level of phonological skill (Level 2).

IDA STANDARD B. KNOWLEDGE OF THE STRUCTURE OF LANGUAGE

Content Knowledge
Orthography (The Spelling System)
6. Identify, explain, and categorize six basic syllable types in English spelling.

Observable Competencies
6. Sort, pronounce, and combine regular written syllables and apply the most productive syllable division principles (Level 1).
2.1 The candidate recognizes the importance of teaching the processes and skills of reading.

IDA STANDARD  A. FOUNDATION CONCEPTS ABOUT ORAL AND WRITTEN LEARNING

Content Knowledge
5. Understand and explain the known causal relationships among phonological skill, phonic decoding, spelling, accurate and automatic word recognition, text reading fluency, background knowledge, verbal reasoning skill, vocabulary, reading comprehension, and writing.
6. Know and explain how the relationships among the major components of literacy development change with reading development (i.e., changes in oral language, including phonological awareness; phonics and word recognition; spelling; reading and writing fluency; vocabulary; reading comprehension skills and strategies; written expression).
7. Know reasonable goals and expectations for learners at various stages of reading and writing development.

2.2 The candidate understands and respects cultural, linguistic, and ethnic diversity and recognizes the positive contributions of diversity.

IDA STANDARD  A. FOUNDATION CONCEPTS ABOUT ORAL AND WRITTEN LEARNING

Content Knowledge
3. Define and identify environmental, cultural, and social factors that contribute to literacy development (e.g., language spoken at home, language and literacy experiences, cultural values).

Observable Competencies
3. Identify (Level 1) or explain (Level 2) major research findings regarding the contribution of environmental factors to literacy outcomes.
5. Explain how a weakness in each component skill of oral language, reading, and writing may affect other related skills and processes across time (Level 2).
6. Identify the most salient instructional needs of students who are at different points of reading and writing development (Level 2).
7. Given case study material, explain why a student is/is not meeting goals and expectations in reading or writing for his or her age/grade (Level 1).

2.3 The candidate demonstrates an understanding of reading as the process of constructing meaning through the interaction of the reader’s existing knowledge, the information suggested by the written language, and the context of the reading situation.

IDA STANDARD  E.5. STRUCTURED LANGUAGE TEACHING: TEXT COMPREHENSION

Content Knowledge
1. Be familiar with teaching strategies that are appropriate before, during, and after reading and that promote reflective reading.
2. Contrast the characteristics of major text genres, including narration, exposition, and argumentation.
3. Understand the similarities and differences between written composition and text comprehension, and the usefulness of writing in building comprehension.
4. Identify in any text the phrases, clauses, sentences, paragraphs and “academic language” that could be a source of miscomprehension.
5. Understand levels of comprehension including the surface code, text base, and mental model (situation model).

**Observable Competencies**

1. a. State purpose for reading, elicit or provide background knowledge, and explore key vocabulary (Level 1).
   b. Query during text reading to foster attention to detail, inference-making, and mental model construction (Level 1).
   c. Use graphic organizers, note-taking strategies, retelling and summarizing, and cross-text comparisons (Level 1).
2. Lesson plans reflect a range of genres, with emphasis on narrative and expository texts (Level 1).
3. Model, practice, and share written responses to text; foster explicit connections between new learning and what was already known (Level 1).
4. Anticipate confusions and teach comprehension of figurative language, complex sentence forms, cohesive devices, and unfamiliar features of text (Level 2).
5. Plan lessons to foster comprehension of the surface code (the language), the text base (the underlying ideas), and a mental model (the larger context for the ideas) (Level 2).

2.4 The candidate demonstrates an understanding of the influence of development (physical, perceptual, emotional, social, cultural, environmental, and cognitive) and background experiences on what the reader brings to the reading/literacy situation.

**IDA STANDARD A. FOUNDATION CONCEPTS ABOUT ORAL AND WRITTEN LEARNING**

**Content Knowledge**

2. Understand and explain other aspects of cognition and behavior that affect reading and writing: Attention, Executive function, Memory, Processing speed, Graphomotor control
4. Know and identify phases in the typical developmental progression of Oral language (semantic, syntactic, pragmatic) Phonological skill, Printed word recognition, Spelling, Reading fluency, Reading comprehension, Written expression.
6. Know and explain how the relationships among the major components of literacy development change with reading development (i.e., changes in oral language, including phonological awareness; phonics and word recognition; spelling; reading and writing fluency; vocabulary; reading comprehension skills and strategies; written expression).
7. Know reasonable goals and expectations for learners at various stages of reading and writing development.

**Application**

2. a. Recognize that reading difficulties coexist with other cognitive and behavioral problems (Level 1).
   b. Explain a scientifically valid model of other cognitive influences on reading and writing, and explain major research findings regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes (Level 2).
4. Match examples of student responses and learning behavior to phases (Level 1)
6. Identify the most salient instructional needs of students who are at different points of reading and writing development (Level 2).
7. Given case study material, explain why a student is/is not meeting goals and expectations in reading or writing for his or her age/grade (Level 1).

2.4 The candidate demonstrates an understanding of the influence of development (physical, perceptual, emotional, social, cultural, environmental, and cognitive) and background experiences on what the reader brings to the reading/literacy situation.

**IDA STANDARD C. KNOWLEDGE OF DYSLEXIA AND OTHER LEARNING DISORDERS**

**Content Knowledge**

1. Understand the most common intrinsic differences between good and poor readers (i.e., cognitive, neurobiological, and linguistic).
2. Recognize the tenets of the NICHD/IDA definition of dyslexia.
3. Recognize that dyslexia and other reading difficulties exist on a continuum of severity.
4. Identify the distinguishing characteristics of dyslexia and related reading and learning disabilities (including developmental language comprehension disorder, attention deficit hyperactivity disorder, disorders of written expression or dysgraphia, mathematics learning disorder, nonverbal learning disorders, etc.).
5. Identify how symptoms of reading difficulty may change over time in response to development and instruction.

**Application**

1. a. Recognize scientifically accepted characteristics of individuals with poor word recognition (e.g., overdependence on context to aid word recognition; inaccurate nonword reading) (Level 1).
   b. Identify student learning behaviors and test profiles typical of students with dyslexia and related learning difficulties. (Level 2).
2. Explain the reasoning or evidence behind the main points in the definition (Level 1).
3. Recognize levels of instructional intensity, duration, and scope appropriate for mild, moderate, and severe reading disabilities (Level 1).
4. Match symptoms of the major subgroups of poor readers as established by research, including those with dyslexia, and identify typical case study profiles of those individuals (Level 2).
5. Identify predictable ways that symptoms might change as students move through the grades (Level 2).

2.5 The candidate demonstrates an understanding of the interrelation of reading and writing, and listening and speaking.

**IDA STANDARD A. FOUNDATION CONCEPTS ABOUT ORAL AND WRITTEN LEARNING**

**Content Knowledge**

4. Know and identify phases in the typical developmental progression of Oral language (semantic, syntactic, pragmatic) Phonological skill, Printed word recognition, Spelling, Reading fluency, Reading comprehension, Written expression.
5. Understand and explain the known causal relationships among phonological skill, phonic decoding, spelling, accurate and automatic word recognition, text reading fluency, background knowledge, verbal reasoning skill, vocabulary, reading comprehension, and writing.
6. Know and explain how the relationships among the major components of literacy development change with reading development (i.e., changes in oral language, including phonological awareness; phonics and word recognition; spelling; reading and writing fluency; vocabulary; reading comprehension skills and strategies; written expression).
7. Know reasonable goals and expectations for learners at various stages of reading and writing development.

Application
4. Match examples of student responses and learning behavior to phases (Level 1)
5. Explain how a weakness in each component skill of oral language, reading, and writing may affect other related skills and processes across time (Level 2).
6. Identify the most salient instructional needs of students who are at different points of reading and writing development (Level 2).
7. Given case study material, explain why a student is/is not meeting goals and expectations in reading or writing for his or her age/grade (Level 1).

IDA STANDARD E-2. STRUCTURED LANGUAGE TEACHING: PHONICS AND WORD RECOGNITION

Observable Competencies
3. Demonstrate the simultaneous use of two or three learning modalities (to include listening, speaking, movement, touch, reading, and/or writing) to increase engagement and enhance memory (Level 1).

2.6 The candidate understands how various factors such as content, purpose, tasks and setting influence the reading process.

IDA STANDARD E-5. STRUCTURED LANGUAGE TEACHING: TEXT COMPREHENSION

Content Knowledge
1. Be familiar with teaching strategies that are appropriate before, during, and after reading and that promote reflective reading.
5. Understand levels of comprehension including the surface code, text base, and mental model (situation model).
6. Understand factors that contribute to deep comprehension, including background knowledge, vocabulary, verbal reasoning ability, knowledge of literary structures and conventions, and use of skills and strategies for close reading of text.

Observable Competencies
1. a. State purpose for reading, elicit or provide background knowledge, and explore key vocabulary (Level 1).
   b. Query during text reading to foster attention to detail, inference-making, and mental model construction (Level 1).
   c. Use graphic organizers, note-taking strategies, retelling and summarizing, and cross-text comparisons (Level 1).
5. Plan lessons to foster comprehension of the surface code (the language), the text base (the underlying ideas), and a mental model (the larger context for the ideas) (Level 2).
6. Adjust emphasis of lessons to accommodate learners’ strengths and weaknesses and pace of learning (Level 2).

2.7 The candidate understands the role of metacognition in reading, writing, listening, and speaking.

IDA STANDARD E-5. STRUCTURED LANGUAGE TEACHING: TEXT COMPREHENSION

Content Knowledge
6. Understand factors that contribute to deep comprehension, including background knowledge, vocabulary, verbal reasoning ability, knowledge of literary structures and conventions, and use of skills and strategies for close reading of text.
Observable Competencies
1. a. State purpose for reading, elicit or provide background knowledge, and explore key vocabulary (Level 1).
   b. Query during text reading to foster attention to detail, inference-making, and mental model construction (Level 1).
   c. Use graphic organizers, note-taking strategies, retelling and summarizing, and cross-text comparisons (Level 1).
2. Lesson plans reflect a range of genres, with emphasis on narrative and expository texts (Level 1).
3. Model, practice, share written responses to text; foster explicit connections between new learning and what was already known (Level 1).
4. Anticipate confusions and teach comprehension of figurative language, complex sentence forms, cohesive devices, and unfamiliar features of text (Level 2).
5. Plan lessons to foster comprehension of the surface code (the language), the text base (the underlying ideas), and a mental model (the larger context for the ideas) (Level 2).

STATE STANDARD 3. CREATING A LITERATE ENVIRONMENT

3.1 The candidate understands and accepts the importance of reading as a means to learn, access information and to enhance the quality of life.
NOTHING IDENTIFIED IN IDA STANDARDS

3.2 The candidate uses texts and trade books to stimulate interest, promote reading growth, foster appreciation for the written word and increase the motivation of learners to read widely and independently for information, pleasure, and personal growth.

IDA STANDARD E-3. STRUCTURED LANG. TEACHING: FLUENT, AUTOMATIC READING OF TEXT

Content Knowledge
3. Define and identify examples of text at a student’s frustration, instructional, and independent reading level.
6. Understand techniques to enhance student motivation to read.

Observable Competencies
3. Match students with appropriate texts as informed fluency rate to promote ample independent oral and silent reading (Level 1).
6. Identify student interests and needs to motivate independent reading (Level 1).

3.3 The candidate recognizes the value of reading aloud to learners.
NOTHING IDENTIFIED IN IDA STANDARDS
3.4 The candidate provides opportunities for learners to select from a variety of written materials, to read extended texts, and to read for many authentic purposes.

NOTHING IDENTIFIED IN IDA STANDARDS

3.5 The candidate uses instructional and information technologies to support literacy learning.

IDA STANDARD E-3. STRUCTURED LANG. TEACHING: FLUENT, AUTOMATIC READING OF TEXT

Content Knowledge

7. Understand appropriate uses of assistive technology for students with serious limitations in reading fluency.

Observable Competencies

7. Make appropriate recommendations for use of assistive technology in general education classes for students with different reading profiles (e.g., dyslexia versus language disabilities) (Level 2).

3.6 The candidate demonstrates an understanding of emergent literacy and designs experiences to support it.

IDA STANDARD A. FOUNDATION CONCEPTS ABOUT ORAL AND WRITTEN LEARNING

Content Knowledge

4. Know and identify phases in the typical developmental progression of Oral language (semantic, syntactic, pragmatic) Phonological skill, Printed word recognition, Spelling, Reading fluency, Reading comprehension, Written expression.

6. Know and explain how the relationships among the major components of literacy development change with reading development (i.e., changes in oral language, including phonological awareness; phonics and word recognition; spelling; reading and writing fluency; vocabulary; reading comprehension skills and strategies; written expression).

7. Know reasonable goals and expectations for learners at various stages of reading and writing development.

Observable Competencies

4. Match examples of student responses and learning behavior to phases in language and literacy development (Level 1).

6. Identify the most salient instructional needs of students who are at different points of reading and writing development (Level 2).

7. Given case study material, explain why a student is/is not meeting goals and expectations in reading or writing for his or her age/grade (Level 1).

3.6.1 The candidate demonstrates an understanding of the theoretical and research foundations of emergent literacy.

NOTHING IDENTIFIED IN IDA STANDARDS
3.6.2 The candidate is able to design and implement appropriate emergent literature instruction and assessment practices.

IDA STANDARD C. KNOWLEDGE OF DYSLEXIA AND OTHER LEARNING DISORDERS

Content Knowledge
1. Understand the most common intrinsic differences between good and poor readers (i.e., cognitive, neurobiological, and linguistic).

Observable Competencies
1. a. Recognize scientifically accepted characteristics of individuals with poor word recognition (e.g., overdependence on context to aid word recognition; inaccurate nonword reading) (Level 1).
   b. Identify student learning behaviors and test profiles typical of students with dyslexia and related learning difficulties. (Level 2).

IDA STANDARD D. INTERPRETATION & ADMINISTRATION OF ASSESSMENTS FOR PLANNING INSTRUCTION

Content Knowledge
6. Interpret measures of reading comprehension and written expression in relation to an individual child’s component profile.

Application
6. Using case study data, accurately interpret a student’s performance on reading comprehension or written expression measures and make appropriate instructional recommendations.

Observable Competencies
6. Write appropriate, specific recommendations for instruction and educational programming based on assessment data (Level 2).

3.6.3 The candidate uses effective techniques and strategies to ensure children’s literacy development and growth.

IDA STANDARD E-3. STRUCTURED LANG. TEACHING: FLUENT, AUTOMATIC READING OF TEXT

Content Knowledge
3. Define and identify examples of text at a student’s frustration, instructional, and independent reading level.
5. Know which instructional activities and approaches are most likely to improve fluency outcomes.
6. Understand techniques to enhance student motivation to read.

Observable Competencies
3. Match students with appropriate texts as informed by fluency rate to promote ample independent oral and silent reading (Level 1).
5. Design lesson plans with a variety of techniques to build reading fluency, such as repeated readings of passages, alternate oral reading with a partner, reading with a tape or rereading the same passage up to three times. (Level 1)
6. Identify student interests and needs to motivate independent reading (Level 1).
STATE STANDARD 4. INDIVIDUAL DIFFERENCES

4.1 The candidate understands and is sensitive to differences among learners and how these differences influence reading.

IDA STANDARD C. KNOWLEDGE OF DYSLEXIA AND OTHER LEARNING DISORDERS

Content Knowledge
1. Understand the most common intrinsic differences between good and poor readers (i.e., cognitive, neurobiological, and linguistic).
2. Recognize the tenets of the NICHD/IDA definition of dyslexia.
3. Recognize that dyslexia and other reading difficulties exist on a continuum of severity.
4. Identify the distinguishing characteristics of dyslexia and related reading and learning disabilities (including developmental language comprehension disorder, attention deficit hyperactivity disorder, disorders of written expression or dysgraphia, mathematics learning disorder, nonverbal learning disorders, etc.).
5. Identify how symptoms of reading difficulty may change over time in response to development and instruction.

Application
1. a. Recognize scientifically accepted characteristics of individuals with poor word recognition (e.g., overdependence on context to aid word recognition; inaccurate nonword reading) (Level 1).
   b. Identify student learning behaviors and test profiles typical of students with dyslexia and related learning difficulties. (Level 2).
2. Explain the reasoning or evidence behind the main points in the definition (Level 1).
3. Recognize levels of instructional intensity, duration, and scope appropriate for mild, moderate, and severe reading disabilities (Level 1).
4. Match symptoms of the major subgroups of poor readers as established by research, including those with dyslexia, and identify typical case study profiles of those individuals (Level 2).
5. Identify predictable ways that symptoms might change as students move through the grades (Level 2).

IDA STANDARD D. INTERPRETATION & ADMINISTRATION OF ASSESSMENTS FOR PLANNING INSTRUCTION

Content Knowledge
6. Interpret measures of reading comprehension and written expression in relation to an individual child's component profile.

Application
6. Using case study data, accurately interpret a student's performance on reading comprehension or written expression measures and make appropriate instructional recommendations.

Observable Competencies
6. Write appropriate, specific recommendations for instruction and educational programming based on assessment data (Level 2).
4.2 The candidate demonstrates an understanding and respect for cultural, linguistic, and ethnic diversity in the teaching process.

IDA STANDARD  A. FOUNDATION CONCEPTS ABOUT ORAL AND WRITTEN LEARNING

Content Knowledge
3. Define and identify environmental, cultural, and social factors that contribute to literacy development (e.g., language spoken at home, language and literacy experiences, cultural values).

Observable Competencies
3. Identify (Level 1) or explain (Level 2) major research findings regarding the contribution of environmental factors to literacy outcomes.

IDA STANDARD E-5. STRUCTURED LANGUAGE TEACHING: TEXT COMPREHENSION

Content Knowledge
6. Understand factors that contribute to deep comprehension, including background knowledge, vocabulary, verbal reasoning ability, knowledge of literary structures and conventions, and use of skills and strategies for close reading of text.

Observable Competencies
6. Identify student interests and needs to motivate independent reading (Level 1).

4.3 The candidate creates and implements reports designed to address the strengths and needs of individual learners.

IDA STANDARD D. INTERPRETATION & ADMINISTRATION OF ASSESSMENTS FOR PLANNING INSTRUCTION

Content Knowledge
5. Recognize the content and purposes of the most common diagnostic tests used by psychologists and educational evaluators.
6. Interpret measures of reading comprehension and written expression in relation to an individual child’s component profile.

Application
5. Find and interpret appropriate print and electronic resources for evaluating tests (Level 1).
6. Using case study data, accurately interpret a student’s performance on reading comprehension or written expression measures and make appropriate instructional recommendations.

Observable Competencies
5. Write reports that clearly and accurately summarize a student’s current skills in important component areas of reading and reading comprehension (Level 2).
6. Write appropriate, specific recommendations for instruction and educational programming based on assessment data (Level 2).
4.4 The candidate communicates with students about their strengths, areas for improvement, and ways to achieve improvement in reading.

IDA STANDARD D. INTERPRETATION & ADMINISTRATION OF ASSESSMENTS FOR PLANNING INSTRUCTION

Content Knowledge
2. Understand basic principles of test construction, including reliability, validity, and norm-referencing, and know the most well-validated screening tests designed to identify students at risk for reading difficulties.
3. Understand the principles of progress monitoring and the use of graphs to indicate progress.

Application
2. Match examples of technically adequate, well-validated screening, diagnostic, outcome, and progress monitoring assessments (Level 1).
3. Using case study data, accurately interpret progress-monitoring graphs to decide whether or not a student is making adequate progress (Level 1).

Observable Competencies
2. Explain why individual students are or are not at risk in reading based on their performance on screening assessments (Level 1).
3. Display progress-monitoring data in graphs that are understandable to students and parents (Level 1).

4.5 The candidate collaborates with parents, support personnel, and other to support students’ reading and writing development.

IDA STANDARD C. KNOWLEDGE OF DYSLEXIA AND OTHER LEARNING DISORDERS

Content Knowledge
6. Understand federal and state laws that pertain to learning disabilities, especially reading disabilities and dyslexia.

Application
6. a. Explain the most fundamental provisions of federal and state laws pertaining to the rights of students with disabilities, especially student’s rights to a free and appropriate public education, an individualized educational plan, services in the least restrictive environment, and due process (Level 1).
   b. Appropriately implement federal and state laws identifying and serving students with learning disabilities, reading disabilities, and dyslexia (Level 2).
5. The candidate provides direct instruction and models what, when, and how to use reading strategies with narrative and expository texts.

IDA STANDARD E-5. STRUCTURED LANGUAGE TEACHING: TEXT COMPREHENSION

Observable Competencies

1. a. State purpose for reading, elicit or provide background knowledge, and explore key vocabulary (Level 1).
   
b. Query during text reading to foster attention to detail, inference-making, and mental model construction (Level 1).
   
c. Use graphic organizers, note-taking strategies, retelling and summarizing, and cross-text comparisons (Level 1).

2. Lesson plans reflect a range of genres, with emphasis on narrative and expository texts (Level 1).

3. Model, practice, share written responses to text; foster explicit connections between new learning and what was already known (Level 1).

4. Anticipate confusions and teach comprehension of figurative language, complex sentence forms, cohesive devices, and unfamiliar features of text (Level 2).

5. Plan lessons to foster comprehension of the surface code (the language), the text base (the underlying ideas), and a mental model (the larger context for the ideas) (Level 2).

IDA STANDARD E-2. STRUCTURED LANGUAGE TEACHING: PHONICS AND WORD RECOGNITION

Content Knowledge

2. Understand principles of explicit and direct teaching: model, lead, give guided practice, and review.

4. Know the routines of a complete lesson format, from the introduction of a word recognition concept to fluent application in meaningful reading and writing.

Observable Competencies

2. Explicitly and effectively teach (e.g., information taught is correct, students are attentive, teacher checks for understanding, teacher scaffolds students’ learning,) concepts of word recognition and phonics; apply concepts to reading single words, phrases, and connected text (Level 1).

4. Plan and effectively teach all steps in a decoding lesson, including single-word reading and connected text that is read fluently, accurately, and with appropriate intonation and expression (Level 1).

5. The candidate models questioning strategies.

IDA STANDARD E-5. STRUCTURED LANGUAGE TEACHING: TEXT COMPREHENSION

Observable Competencies

1. b. Query during text reading to foster attention to detail, inference-making, and mental model construction (Level 1).
5.3 The candidate teaches students to connect prior knowledge with new information.

IDA STANDARD E-5. STRUCTURED LANGUAGE TEACHING: TEXT COMPREHENSION

Observable Competencies
3. Model, practice, and share written responses to text; foster explicit connections between new learning and what was already known (Level 1).

5.4 The candidate teaches students strategies for monitoring their own comprehension.

IDA STANDARD E-5. STRUCTURED LANGUAGE TEACHING: TEXT COMPREHENSION

Observable Competencies
4. Anticipate confusions and teach comprehension of figurative language, complex sentence forms, cohesive devices, and unfamiliar features of text (Level 2).
5. Plan lessons to foster comprehension of the surface code (the language), the text base (the underlying ideas), and a mental model (the larger context for the ideas) (Level 2).

5.5 The candidate ensures that students can use various aspects and structures of text to facilitate comprehension.

IDA STANDARD E-5. STRUCTURED LANGUAGE TEACHING: TEXT COMPREHENSION

Content Knowledge
1. Be familiar with teaching strategies that are appropriate before, during, and after reading and that promote reflective reading.
2. Contrast the characteristics of major text genres, including narration, exposition, and argumentation.

Observable Competencies
1. a. State purpose for reading, elicit or provide background knowledge, and explore key vocabulary (Level 1).
   c. Use graphic organizers, note-taking strategies, retelling and summarizing, and cross-text comparisons (Level 1).
2. Lesson plans reflect a range of genres, with emphasis on narrative and expository texts (Level 1).

IDA STANDARD B. KNOWLEDGE OF THE STRUCTURE OF LANGUAGE

Content Knowledge
11. Explain the major differences between narrative and expository discourse.
13. Identify cohesive devices in text and inferential gaps in the surface language of text.

Observable Competencies
11. Classify text by genre; identify features that are characteristic of each genre, and identify graphic organizers that characterize typical structures (Level 1).
13. Analyze text for the purpose of identifying the inferences that students must make to comprehend (Level 2).
5.6 The candidate teaches effective study, time management, and test taking strategies.

**IDA STANDARD E-5. STRUCTURED LANGUAGE TEACHING: TEXT COMPREHENSION**

Observable Competencies
1. c. Use graphic organizers, note-taking strategies, retelling and summarizing, and cross-text comparisons (Level 1).

5.7 The candidate provides opportunities to locate and use a variety of print, nonprint, and electronic reference strategies.

**NOTHING IDENTIFIED IN IDA STANDARDS**

5.8 The candidate teaches students to vary reading rate according to the purpose(s) and difficulty of the material.

**NOTHING IDENTIFIED IN IDA STANDARDS**

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**STATE STANDARD 6. WORD IDENTIFICATION, VOCABULARY, AND SPELLING**

6.1 The candidate teaches students to monitor their own word identification through the use of syntax, semantic, and graphophonemic relations.

**IDA STANDARD E-2. STRUCTURED LANGUAGE TEACHING: PHONICS AND WORD RECOGNITION**

Content Knowledge
1. Know or recognize how to order phonics concepts from easier to more difficult.
2. Understand principles of explicit and direct teaching: model, lead, give guided practice, and review.
3. Know the routines of a complete lesson format, from the introduction of a word recognition concept to fluent application in meaningful reading and writing.

Observable Competencies
1. Plan lessons with a cumulative progression of word recognition skills that build one on another (Level 1).
2. Explicitly and effectively teach (e.g., information taught is correct, students are attentive, teacher checks for understanding, teacher scaffolds students’ learning,) concepts of word recognition and phonics; apply concepts to reading single words, phrases, and connected text (Level 1).
3. Plan and effectively teach all steps in a decoding lesson, including single-word reading and connected text that is read fluently, accurately, and with appropriate intonation and expression (Level 1).

6.2 The candidate teaches students to use context to identify and define unfamiliar words.

**NOTHING IDENTIFIED IN IDA STANDARDS**
6.3 The candidate demonstrates understanding of developmental spelling and applies this knowledge to spelling instruction.

IDA STANDARD B. KNOWLEDGE OF THE STRUCTURE OF LANGUAGE
Content Knowledge
4. Recognize and explain common orthographic rules and patterns in English.

Observable Competencies
4. Sort words by orthographic “choice” pattern; analyze words by suffix ending patterns and apply suffix ending rules.

IDA STANDARD E-6. STRUCTURED LANGUAGE TEACHING: HANDWRITING, SPELLING, AND WRITTEN EXPRESSION - SPELLING
Content Knowledge
1. Recognize and explain the relationship between transcription skills and written expression.
2. Identify students’ level of spelling development and orthographic knowledge.
3. Recognize and explain the influences of phonological, orthographic, and morphemic knowledge on spelling.

Observable Competencies
1. Explicitly and effectively teach concepts (e.g., information taught is correct, students are attentive, teacher checks for understanding, teacher scaffolds student learning,) related to spelling (e.g., a rule for adding suffixes to base words) (Level 1).
2. Select materials and/or create lessons that address students’ skill levels (Level 1).
3. Analyze a student’s spelling errors to determine his or her instructional needs (e.g., development of phonological skills versus learning spelling rules versus application of orthographic or morphemic knowledge in spelling) (Level2).

6.4 The candidate teaches students to recognize and use various spelling patterns in the English language as an aid to word identification.

same as above in State Standard 6.3: IDA STANDARDS = B. (4) and E-6. (1,2,3)

6.5 The candidate employs effective techniques and strategies for the ongoing development of independent vocabulary acquisition.

IDA STANDARD E-4. STRUCTURED LANGUAGE TEACHING: VOCABULARY
Content Knowledge
1. Understand the role of vocabulary development and vocabulary knowledge in comprehension.
2. Understand the role and characteristics of direct and indirect (contextual) methods of vocabulary instruction.
3. Know varied techniques for vocabulary instruction before, during, and after reading.
4. Understand that word knowledge is multifaceted.
5. Understand the sources of wide differences in students’ vocabularies.

Observable Competencies
1. Teach word meanings directly using contextual examples, structural (morpheme) analysis, antonyms and synonyms, definitions, connotations, multiple meanings, and semantic feature analysis (Levels 1 and 2).
2. Lesson planning reflects:
   A. Selection of material for read-alouds and independent reading that will expand students’ vocabulary.
   B. Identification of words necessary for direct teaching that should be known before the passage is read.
   C. Repeated encounters with new words and multiple opportunities to use new words orally and in writing.
   D. Recurring practice and opportunities to use new words in writing and speaking.

**STATE STANDARD 7. CURRICULUM DEVELOPMENT**

7.1 The candidate creates individualized and group instructional interventions based on a range of authentic literacy tasks using a variety of texts.
7.2 The candidate adapts instruction to meet the needs of different learners to accomplish different purposes.
7.3 The candidate selects and evaluates instructional materials for literacy, including those that are technology-based.
7.4 The candidate aligns curriculum and instruction with state and local standards.

**NOTHING IDENTIFIED IN IDA STANDARDS**

**STATE STANDARD 8. ASSESSMENT AND DIAGNOSIS OF READING DIFFICULTIES**

8.1 The candidate recognizes assessment as an ongoing and indispensable part of reflective teaching and learning.
 **NOTHING IDENTIFIED IN IDA STANDARDS**

8.2 The candidate is knowledgeable about the characteristics and appropriate application of widely used and evolving assessment approaches.
**IDA STANDARD D. INTERPRETATION & ADMINISTRATION OF ASSESSMENTS FOR PLANNING INSTRUCTION**
Content Knowledge
1. Understand the differences among screening, diagnostic, outcome, and progress-monitoring assessments.
2. Understand basic principles of test construction, including reliability, validity, and norm-referencing, and know the most well-validated screening tests designed to identify students at risk for reading difficulties.

Application
1. Match each type of assessment and its purpose (Level 1).
2. Match examples of technically adequate, well-validated screening, diagnostic, outcome, and progress monitoring assessments (Level 1).

Observable Competencies
1. Administer screenings and progress monitoring assessments (Level 1).
2. Explain why individual students are or are not at risk in reading based on their performance on screening assessments (Level 1).

8.3 The candidate conducts assessments that involve multiple indicators of learner progress and takes into account the context of teaching and learning.

IDA STANDARD D. INTERPRETATION & ADMINISTRATION OF ASSESSMENTS FOR PLANNING INSTRUCTION

Content Knowledge
3. Understand the principles of progress monitoring and the use of graphs to indicate progress.

Application
3. Using case study data, accurately interpret progress-monitoring graphs to decide whether or not a student is making adequate progress (Level 1).

Observable Competencies
3. Display progress-monitoring data in graphs that are understandable to students and parents (Level 1).

8.4 The candidate uses information from norm-references tests, criterion-referenced tests, formal and informal inventories, constructed response measures, portfolio-based assessments, student self-evaluations, work/performance samples, observations, anecdotal records, journals, and other indicators of student progress to inform instruction and learning.

IDA STANDARD D. INTERPRETATION & ADMINISTRATION OF ASSESSMENTS FOR PLANNING INSTRUCTION

Content Knowledge
4. Know the range of skills typically assessed by diagnostic surveys of phonological skills, decoding skills, oral reading skills, spelling, and writing.
5. Recognize the content and purposes of the most common diagnostic tests used by psychologists and educational evaluators.

Application
4. Using case study data, accurately interpret subtest scores from diagnostic surveys to describe a student’s pattern of strengths and weaknesses and instructional needs (Level 2).
5. Find and interpret appropriate print and electronic resources for evaluating tests (Level 1).

**Observable Competencies**

4. Administer educational diagnostic assessments using standardized procedures (Level 2).
5. Write reports that clearly and accurately summarize a student’s current skills in important component areas of reading and reading comprehension (Level 2).

8.5 The candidate creates assessments that take into account the complex nature of reading, writing and language and that are based on a range of authentic literacy tasks using a variety of texts.

**NOTHING IDENTIFIED IN IDA STANDARDS**

8.6 The candidate aligns assessment with curriculum and instruction.

**IDA STANDARD D. INTERPRETATION & ADMINISTRATION OF ASSESSMENTS FOR PLANNING INSTRUCTION**

**Content Knowledge**
6. Interpret measures of reading comprehension and written expression in relation to an individual child’s component profile.

**Application**
6. Using case study data, accurately interpret a student’s performance on reading comprehension or written expression measures and make appropriate instructional recommendations.

**Observable Competencies**
6. Write appropriate, specific recommendations for instruction and educational programming based on assessment data (Level 2).

**STATE STANDARD 9. WRITING**

9.1 The candidate teaches students planning strategies most appropriate for particular kinds of writing.
9.2 The candidate teaches students to draft, revise, and edit their writing.
9.3 The candidate teaches students the conventions of standard written English needed to edit their compositions.

**IDA STANDARD E-6. STRUCTURED LANGUAGE TEACHING: WRITTEN EXPRESSION**

**THIS STANDARD APPLIES ACROSS STATE STANDARDS 9.1, 9.2, 9.3**
Content Knowledge - Written Expression
1. Understand the major components and processes of written expression and how they interact (e.g., basic writing/transcription skills versus text generation).
2. Know grade and developmental expectations for students’ writing in the following areas: and conventions of writing, composition, revision, and editing processes.
3. Understand appropriate uses of assistive technology in written expression.

Observable Competencies
1. Integrate basic skill instruction with composition in writing lessons.
2. a. Select and design activities to teach important components of writing, including mechanics/conventions of writing, composition, and revision and editing processes.
   b. Analyze students’ writing to determine specific instructional needs.
   c. Provide specific, constructive feedback to students targeted to students’ most critical needs in writing.
   d. Teach research-based writing strategies such as those for planning, revising, and editing text.
   e. Teach writing (discourse) knowledge, such as the importance of writing for the intended audience, use of formal versus informal language, and various schemas for writing (e.g., reports versus narratives versus arguments).
3. Make appropriate written recommendations for the use of assistive technology in writing.

STATE STANDARD 10. PROFESSIONALISM, PROFESSIONAL DEVELOPMENT AND RESEARCH

10.1 The candidate uses multiple indicators to judge professional growth.
IDA STANDARD F. FOLLOW ETHICAL STANDARDS FOR THE PROFESSION
5. Avoid making unfounded claims of any kind regarding the training, experience, credentials, affiliations, and degrees of those providing services;
6. Respect the training requirements of established credentialing and accreditation organizations supported by IDA;

10.2 The candidate models ethical professional behavior.
IDA STANDARD F. FOLLOW ETHICAL STANDARDS FOR THE PROFESSION
1. Strive to do no harm and to act in the best interests of those individuals;
2. Maintain the public trust by providing accurate information about currently accepted and scientifically supported best practices in the field;
3. Avoid misrepresentation of the efficacy of educational or other treatments or the proof for or against those treatments;
4. Respect objectivity by reporting assessment and treatment results accurately, honestly, and truthfully;
5. Avoid making unfounded claims of any kind regarding the training, experience, credentials, affiliations, and degrees of those providing services;
6. Respect the training requirements of established credentialing and accreditation organizations supported by IDA;
7. Engage in fair competition;
8. Avoid conflicts of interest when possible and acknowledge conflicts of interest when they occur;
9. Support just treatment of individuals with dyslexia and related learning difficulties;
10. Respect confidentiality of students or clients; and
11. Respect the intellectual property of others.

10.3 The candidate reflects on practice to improve instruction and other services to the students.

10.4 The candidate applies research for improved literacy.

**IDA STANDARD A. FOUNDATION CONCEPTS ABOUT ORAL AND WRITTEN LEARNING**

**Application**

2. a. Recognize that reading difficulties coexist with other cognitive and behavioral problems (Level 1).

   b. Explain a scientifically valid model of other cognitive influences on reading and writing, and explain major research findings regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes (Level 2).

**IDA STANDARD C. KNOWLEDGE OF DYSLEXIA AND OTHER LEARNING DISORDERS**

**Content**

4. Identify the distinguishing characteristics of dyslexia and related reading and learning disabilities (including developmental language comprehension disorder, attention deficit hyperactivity disorder, disorders of written expression or dysgraphia, mathematics learning disorder, nonverbal learning disorders, etc.).

**Application**

4. Match symptoms of the major subgroups of poor readers as established by research, including those with dyslexia, and identify typical case study profiles of those individuals (Level 2).

**STATE STANDARD 11. FIELD EXPERIENCES**

11.1 There are logical, sequential and planned reading experience(s) integrated into coursework where candidates participate in classroom(s) with certified/licensed, experienced teacher(s) and work with P-12 students.

**Level II practicum**