Reading Competencies

The Third Grade Reading Guarantee legislation within Senate Bill 21 requires reading competencies to be adopted by the State Board no later than Jan. 31, 2014. Reading competencies communicate what teachers should know and be able to do in order to provide effective reading instruction and support to students and inform credential and training programs, while also contributing to the development of an assessment required for a pre-Kindergarten-Grade 3 and Grades 4-9 license on or after July 1, 2017.

Legislation requires the reading competencies to include an understanding of phonemic awareness, phonics, fluency, vocabulary, comprehension, the appropriate use of assessments, tailoring instruction to the needs of individuals or groups of students, the selection of appropriate instructional materials and the application of research-based instructional practices. The organizational structure of the competencies includes two sections: 1) Knowledge: what teachers should know about reading; and 2) Application: ways to demonstrate understanding.

A. Phonological Awareness

Knowledge	Application
Understand progression of development concerning phonological awareness skills: rhyming, sound deletion and phoneme blending, sound manipulation, blending and segmenting syllables, onset-rimes, and phonemes. Understand the relationship between phonological awareness and early concepts about print (e.g., the concept of sentence structure, spaces between words, and matching one spoken to one written word).	Use a variety of intentional, explicit, systematic instructional practices which are embedded in continuous text and isolated activities to scaffold development of phonological awareness.
Understand the difference between speech sounds (phonemes) and the letter/letters (graphemes) and the relationship between them. Understand writing experiences, in conjunction with phonological awareness instruction, to enhance development.	Use writing experiences, in conjunction with phonological instruction, to enhance reading development (e.g., Elkonin boxes or magnetic letters, interactive writing, shared writing, or individual response whiteboards).
Understand phonology (e.g., phonological processing, phonemic awareness skills, phonemic analysis and synthesis) as it relates to the learner's reading development.	Provide opportunities for students to use oral/aural language to enhance phonological awareness (e.g., rhyming and alliteration).
Understand how phonological deficit and phonemic differences in language vary across regional, cultural, and individual backgrounds and may affect reading and writing development.	Apply knowledge of variations in phonology within instruction to affect the reading and writing development of learners across diverse regional, cultural, developmental, and individual backgrounds.

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B. Phonics

KNOWLEDGE	APPLICATION
Understand how phonological units (words, syllables, onset-rimes, and phonemes) map onto orthographic units (words, rimes, letters) in English orthography. Understand phonics development on a continuum from the individual phoneme-grapheme level through multi-syllabic word level. Understand morphemic analysis of words including syllable types, division patterns and morphological units to read words (e.g., Latin, Greek prefixes).	Apply intentional, explicit, systematic instructional practices to teach phonics concepts and skills to meet the diverse needs of learners (e.g., students with dyslexia, students with reading difficulties, English language learners) with both decoding and encoding activities.
Understand the relationship between oral language and writing to enhance phonics instruction.	Provide a variety of literacy experiences that integrate oral/aural language and writing experiences, and phonics instruction. Examples of instruction: • shared writing • word sorts • interactive writing • independent writing • automaticity practice

C. Fluency

Knowledge	Application
Understand how the components of reading fluency (i.e., accuracy, rate, prosody, expression) impact a student's reading endurance and ability to comprehend text. Understand the relationship among fluency, word recognition and comprehension.	Apply intentional, explicit, systematic instructional practices to support all dimensions of fluency (e.g., phrase reading, independent level texts, paired reading, repeated reading, physical prompts with a masking card, echo reading, reader's theater, etc.) to meet the individual needs of learners. Use oral/aural language and writing experiences to enhance fluency (e.g., shared reading, poetry charts, and readers' theater).
Understand effective readers adjust their reading rate to accommodate the demand of text to ensure comprehension.	Scaffold reading experiences that require students to monitor their comprehension and adjust reading rate based on the demands of the text.

D. Vocabulary

Knowledge	Application
Understand the role of vocabulary in listening, speaking, reading and writing and how the interplay of these domains impact reading development.	Apply intentional, explicit, and systematic instructional practices to scaffold vocabulary development (e.g., direct vocabulary instruction, interactive read aloud, guided reading, individual reading/writing conferences, shared reading, semantic mapping, etc.).
Understand morphology as it relates to vocabulary development (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis).	Plan instructional activities to highlight the meaning units of English such as sorting words with -ed, -es, -s, or -ing or creating lists of words from roots such as "vis" or "graph." Apply intentional, explicit, systematic and instructional practices to scaffold vocabulary development (e.g., direct vocabulary instruction, interactive read aloud, guided reading, individual reading/writing conferences, shared reading, semantic mapping, etc.). Use multiple methods of vocabulary instruction (e.g. multiple contexts, comparisons, elaborations, reference materials, etc.).
Understand the cueing systems of reading: • semantic • syntactic • pragmatic • graphophonemic	Cultivate an environment that supports wide reading and writing of print and digital texts, both informational and literary, in order to enhance vocabulary.
Understand the domain-specific vocabulary demands of academic language.	Incorporate vocabulary instruction through morphology and etymology (e.g., cognates, Greek forms, Latin roots). (Grades 4-9)
Understand that vocabulary acquisition occurs within and across multiple listening, speaking, reading and writing experiences.	Use oral/aural language and writing experiences to enhance vocabulary (e.g., interactive word walls, word sorts, word charts, semantic mapping.
Understand the specific vocabulary needs of diverse learners.	Use multiple methods of vocabulary instruction (e.g. multiple contexts, comparisons, elaborations, reference materials, etc.). Incorporate instructional practices that develop authentic use of English to assist all learners, particularly those from various regional, cultural, and individual backgrounds.

E. Comprehension

Knowledge	Application
Understand how the interaction of reader, text, and lesson impacts comprehension and student engagement. Understand the impact of text structure on reading comprehension (e.g., genre, topic, coherence, text structure, and text complexity).	Apply intentional, explicit, systematic instructional practices for scaffolding development of comprehension skills before, during, and after reading (comprehension monitoring, self-correcting, reciprocal teaching, "think-aloud," etc.)
Understand that reading comprehension is a process of constructing meaning from a wide variety of print and digital texts for a variety of purposes.	Design instruction that utilizes increasingly complex print or digital text, includes scaffolding, and provides re-teaching and challenge when necessary for individuals and small groups.
Understand that comprehension processes rely on oral language, decoding skills, background knowledge, comprehension monitoring and reading experiences.	Using the systems of strategic activity, scaffold the development of thinking (e.g. solving words, monitoring or correcting, searching for and using additional sources of information, adjusting, predicting, making connections, inferring, synthesizing, critiquing and analyzing). Provide opportunities for extended text discussion to enhance comprehension, promote motivation, and deepen student engagement.
Understand the reading demands posed by domain-specific and increasingly complex texts.	Select narrative or informational print or digital texts that are appropriate to the comprehension instruction to be provided. Provide comprehension instruction that supports students' ability to read multiple print and digital texts at an increasingly complex level. Design instruction that requires students to demonstrate comprehension by determining key ideas and details using textual evidence, apply understanding of craft and structure of text, and integrate knowledge and ideas within and across text.

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F. Differentiated Instruction

Knowledge	Application
Understand and apply knowledge of socio-cultural and linguistic backgrounds to differentiate reading instruction for all students.	Design instruction and select and use developmentally appropriate materials that acknowledge socio-cultural and linguistic differences, and address the diverse needs of learners (e.g., students with dyslexia, students identified as gifted, or students with disabilities).
Understand and apply current theories of second language acquisition to differentiate instruction for English language learners of diverse backgrounds and various levels of prior education.	Differentiate reading instruction for English language learners with various levels of first language literacy.
Understand how to determine difficulties students are having with a foundational component(s) of reading, or the integration of these components that impede reading development.	Scaffold instruction for students having difficulty with a foundational component(s) of reading (e.g., phonological awareness, phonics, vocabulary, fluency and comprehension). Use data to differentiate instruction for all students, monitor student progress, and adjust instruction as appropriate.
Understand how characteristics of both language and cognitive development can impact reading proficiency. Understand the characteristics of proficient and advanced readers to more effectively differentiate instruction.	Implement research-based practices in comprehension, oral language, phonological awareness, phonics, fluency and vocabulary to differentiate instruction for all students. Implement research-based instructional practices for developing students' systems of strategic activity. Use independent, collaborative, small group and whole class instruction to support individual learning goals and provide varied options for how students will demonstrate mastery.

G. Research-Based Instructional Practices

KNOWLEDGE	Application
Understand the prerequisite relationship among the content, concepts, and processes in school and district curriculum priorities and Ohio's New Learning Standards.	Design and sequence instruction that reflects an understanding of the relationship among the content, concepts, and processes within school and district curriculum priorities, Ohio's New Learning Standards and the multiple pathways for learning depending on student needs.
Understand that instruction should connect a student's regional, cultural, linguistic and individual background to their reading and writing development.	Design instruction that links to students' regional, cultural, linguistic and individual backgrounds. Foster learning environments that value the commonalities and differences in the diverse backgrounds of students and support equity. Establish routines within learning environments, through modeling and teaching that support positive and respectful social environments.
Understand instructional activities should integrate phonological skills, phonics decoding, spelling, word recognition, reading fluency, vocabulary, comprehension, and writing.	Design and implement instructional activities that build on an understanding of the integration of phonological skills, phonics decoding, spelling, word recognition, reading fluency, vocabulary, comprehension, and writing related to authentic texts. Use resources and research-based practices that create information intensive environments (e.g., diverse classroom libraries, inquiry reading).
Understand theories and research that describe the cognitive and motivational foundations of reading and writing development, processes and components.	Cultivate effective learning environments that support individual motivation to read and write (e.g., choice, challenge, interest, and access to print, digital text and online resources).

H. Appropriate Instructional Materials

Knowledge	Application
Understand what makes text complex (e.g. purpose for reading, quantitative, qualitative, matching text to reader)	Evaluate and select texts using quantitative and qualitative tools, and the use of professional judgment to decide how suited a text is for a specific instructional purpose with a particular set of students.
Understand high-quality programs, print, digital instructional materials and resources are research-based.	Ensure materials and resources reflect the continuum of skills in reading, writing, and oral language proficiencies. Use a wide range of texts from print, digital and online resources. Use evaluation tools and programs to determine the effectiveness (e.g., research-based) of materials and resources that are appropriate to the students interests and proficiency. Be able to make informed decisions about implementing packaged "programs" of reading instruction.
Understand how instructional materials and resources should be aligned with instructional practices, be varied and appropriate to the ability of students, actively engage readers in ownership of their learning, and integrate technology where appropriate.	Match instructional strategies, materials, and/or pacing to the individual needs of learners to make learning both accessible and challenging for all students in the classroom. Analyze and select instructional materials and resources that align to instructional goals and are attentive to cognitive, cultural, environmental, and linguistic differences. Select, develop and use media (books, technology, and non-print materials) to support instruction, based on considerations of student interests and cultural and linguistic backgrounds in reference to scientifically based reading research.

I. Assessment

Knowledge	Application
Understand the purposes of various assessments (e.g., informal reading inventories, running records, analyzing writing samples and classroom observation, summative) and know how to implement them appropriately to monitor and measure student achievement.	Use evidence-based rationales to monitor the progress in student's reading development and to determine targets for instruction. Demonstrate knowledge of the characteristics, administration, and interpretation of both quantitative and qualitative assessments (e.g., screening, progress monitoring, diagnosis and outcome measures).
Understand the technical adequacy of assessments, the meaning of test reliability, construct validity and standard error of measurement and describe major types of derived scores from standardized tests. Understand the differences between norm-referenced and criterion-referenced assessments and how to interpret data reports.	Communicate information from assessments effectively and clearly to parents in order to cooperate in providing effective reading practice at home. Use evidence-based rationale to inform and drive instruction for prescriptive and diagnostic teaching, and interpret scores for parents and other stakeholders.
Understand how assessment data is used to differentiate instruction, intensify intervention and meet the needs of all students. (e.g., grouping practices, appropriate curriculum materials).	Identify and interpret issues that may arise when assessments in English are used to measure reading proficiency in English language learners. Recognize, describe, and incorporate appropriate foundational assessments (e.g., phonological awareness, phonics, fluency, vocabulary, comprehension) to guide instruction. Recognize, describe, and incorporate how to encourage attention to visual, structural and meaning cues in text to aide in problem solving difficult portions of text. Use data from formal and informal foundational assessments (e.g., phonological awareness, phonics, fluency, vocabulary, comprehension) to make instructional decisions to meet individual student needs. Identify and implement allowable accommodations for monitoring reading and writing progress of all students.
Understand the effective use of technology within an assessment environment and the importance of connecting it to the instructional environment.	Integrate technology within an assessment environment to create a relevant and engaging experience.

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