

**12-Hour Reading and Literacy Core Redesign
February 11, 2018**

In response to a request from the Ohio Department of Education, a panel of literacy faculty members from across the state was convened by the Ohio Department of Higher Education in order to review and revise the existing 12-hour Reading Core. The goal was to develop standards to guide teacher educators in preparing candidates with the knowledge and skills required to successfully support the state-approved 2014 Reading Competencies and in alignment with the OAE 090 Foundations of Reading Test. The panel commenced its work in May 2017, meeting face-to-face and virtually throughout the summer. In August 2017, a first draft of the revised core was distributed electronically, statewide, for feedback from all educational stakeholders. Comments were collected and this feedback was used to further refine the standards. This document reflects the final, revised version of these standards.

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Standard 1: Knowledge and Beliefs about Language and Literacy Learning

Successfully prepared teachers of reading and writing have knowledge of foundational content in the study of multiple literacies, literacy learning, and language development.

1.1 The candidate understands the theoretical and evidence-based foundations of language and literacy learning for monolingual/English learners, and for students who speak more than one language (bi/multi-lingual) or dialect (bi/multi-dialectal).

1.2 The candidate understands the major theories and empirical research that describe the cognitive, linguistic, motivational, sociocultural, and critical foundations of language and literacy learning.

1.3 The candidate understands the historically shared knowledge of the profession and changes over time in the perceptions of language and literacy learning.

1.4 The candidate understands the role of evidence-based professional judgment and informed practical knowledge for improving all students' language and literacy learning.

1.5 The candidate understands and is sensitive to differences among learners, including developmental (physical, perceptual, emotional, social, cultural, environmental, and cognitive) and background experiences and how these differences influence language and literacy learning.

1.6 The candidate understands and demonstrates respect for cultural, linguistic, and ethnic diversity and recognizes these as assets to language and literacy learning.

1.7 The candidate demonstrates an understanding of literacy learning as the process of constructing meaning through the interaction of the learner's existing skills and knowledge, the text, and the context of the reading situation.

1.8 The candidate understands the importance of ethical, professional attitudes and behaviors, and demonstrates these in practice, including a commitment to the ideals that all students can become readers and writers, that it is a teacher's responsibility to develop instruction to meet the literacy needs of all students, and that a physically and emotionally safe, inclusive classroom environment is critical to students becoming competent readers and writers.

Standard 2: Phonological Awareness, Phonics, Word Identification, and Spelling

Successfully prepared teachers of reading and writing have evidence-based knowledge of the way oral and written language work, which includes an understanding of the development of phonological awareness, phonics, word identification, and spelling knowledge and skills and know how to implement these in practice.

2.1 The candidate applies basic theories of child language development, language change and variation, and language learning—including first and second language acquisition and early bilingualism—to the teaching of reading, writing, and spelling.

2.2 The candidate demonstrates understanding of the developmental progression concerning phonological awareness skills, including 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).

2.3 The candidate understands and demonstrates a variety of explicit teaching strategies (e.g., modeling, guided practice, independent practice) to develop phonics competencies, beginning with an oral language base to enhance phonological awareness (e.g., rhyming and alliteration) and a range of phonics skills. Skill instruction should provide students with opportunities to practice applying their knowledge of letter-sound relationships when reading continuous text, as well as with focused activities, such as word building, word sorting, and inventive spelling to scaffold development of phonological awareness and phonics skills.

2.4 The candidate understands the alphabetic principle and can explain and apply key linguistic terms related to phonological awareness (e.g. phoneme, morpheme, grapheme, syllable, onset, rime, initial, medial, final sounds) in practice.

2.5 The candidate understands key components of word structure and function, including grapheme-phoneme relationships; the six basic syllable types in English spelling; common prefixes, roots, suffixes; and how to analyze words at both the syllable and morpheme levels.

2.6 The candidate identifies evidence-based, developmentally appropriate activities for increasing phonological skills (word awareness, onset-rime, syllables, rhyming) and phonemic awareness skills (identifying sound position and matching, blending, segmenting, substituting, and deleting sounds).

2.7 The candidate understands how writing experiences, in conjunction with phonics instruction, can enhance reading development (e.g., Elkonin boxes or magnetic letters, interactive writing, shared writing, or individual response whiteboards).

2.8 The candidate understands how multilingual learners apply first-language knowledge to learning to spell in English, and can identify and recognize common phonological patterns across languages and language varieties to explain how students' diverse language experiences inform their understanding of phonological patterns of standardized English (e.g., minimal pairs, such as s/z and d/th).

2.9 The candidate demonstrates understanding of developmental spelling and applies this knowledge to spelling instruction, including being able to recognize and use common orthographic rules and patterns in the English language, in conjunction with other linguistic resources that students possess, as an aid in spelling and word identification.¹

2.10 The candidate demonstrates understanding of intentional, explicit, systematic, cumulative instructional practices for teaching phonemic awareness, phonics and word identification skills and strategies, and applies this knowledge to reading and writing instruction.

¹ See reference list for additional resources to support this standard.

Standard 3: Creating a Literate Environment

Successfully prepared teachers understand the importance of creating a literacy-rich environment that supports language and literacy learning for all students across disciplines, media, and modalities, and are able to do this in practice.

3.1 The candidate creates a classroom environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

3.2 The candidate creates a classroom environment with opportunities for students to read and write for a variety of meaningful, independent purposes including transactional/information, pleasure, and personal growth.

3.3 The candidate creates a classroom environment that affords opportunities for students to select from a variety of media, both visual and written, to read extended texts, and to read, write, and produce texts in multiple media and modes for many authentic purposes.

3.4 The candidate designs a social environment that safely encourages risk-taking and includes choice, motivation, and scaffolded support that optimize students' opportunities for learning to read and write.

3.5 The candidate uses structured routines and a variety of classroom configurations and groupings to support literacy learning and differentiate literacy instruction.

Standard 4: Diversity and Individual Differences

Successfully prepared teachers use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs and engagement with the features of diversity.

4.1 The candidate demonstrates an understanding and respect for cultural, linguistic, and ethnic diversity in the teaching process and understands the ways in which the various forms of diversity interact with literacy development.

4.2 The candidate creates and engages students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

4.3 The candidate understands that students' literacy experiences within the classroom are influenced by the classroom itself, their lives outside of school, and external factors such as socioeconomic status and the broader community, including an understanding of the impact of urban, suburban, and rural environments on local culture, language, and literacy learning.

4.4. The candidate recognizes and values the various forms of diversity that exist in students as well as in the surrounding community and can provide students with linguistic, academic, and cultural experiences that link their communities with the school.

4.5. The candidate provides instruction and instructional formats that engage students as agents of their own learning, including access to instructional materials that are linked to students' backgrounds, and can facilitate a learning environment in which differences and commonalities are valued (e.g., use literature that reflects the experiences of minoritized groups and the strategies they use to overcome challenges; provide differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity).

4.6 The candidate understands how issues of inequity and opportunities for social justice activism and resiliency can be incorporated into the literacy curriculum, and develops and implements strategies to advocate for change in societal practices and institutional structures that are inherently biased or prejudiced against certain groups.

Standard 5: Comprehension and Fluency

Successfully prepared teachers understand comprehension as a meaning-making process influenced by the reader, the text, the task, and the context, which develops in relationship to reading fluency.

5.1 The candidate understands that readers' comprehension is shaped by individual factors and social experiences including students' cognitive capacities, such as attention and memory; their sense of efficacy and fluency as readers; their vocabulary, conceptual, and background knowledge; as well as by explicit instruction.

5.2 The candidate understands the importance of matching texts to individual readers in order to support students' comprehension and can select appropriate texts for instruction based on their knowledge of the reader, the complexity of the text, and the nature of the reading task.

5.3 The candidate understands that the activity of reading is shaped by purpose, which may be externally driven (e.g., a classroom lesson), or internally driven (e.g., wanting to learn about a favorite superhero or to operate a new gadget), and that these will influence comprehension.

5.4 The candidate can identify factors that contribute to deep comprehension, including comprehension monitoring, questioning strategies, subject-matter and context-specific vocabulary, verbal reasoning ability, knowledge of literary structures and conventions, and strategies for engaging in close reading of texts.

5.5 The candidate understands the relationships among fluency, word recognition and comprehension and how the different components of reading fluency (i.e., accuracy, rate, prosody) impact a student's reading endurance and ability to comprehend.

5.6 The candidate teaches a variety of comprehension strategies, using explicit modeling and scaffolding and a wide variety of print and digital sources, including literary and informational texts, for a variety of purposes.

5.7 The candidate can identify and use knowledge of text structures to facilitate students' comprehension.

5.8 The candidate understands how exploratory talk fosters students' engagement in learning and comprehension of texts and can use this knowledge to effectively facilitate such discussions.

5.9 The candidate understands the role that writing can play in reading comprehension and can apply this knowledge to support students' comprehension of texts.

5.10 The candidate demonstrates understanding of the comprehensive skill set associated with fluency (accuracy, automaticity, and prosody) and can articulate the difference between automaticity and fluency.

Standard 6: Vocabulary

Successfully prepared teachers understand that vocabulary instruction must address both cognitive and social dimensions of learning, so that students can access academic words and language that are central to the discourse of the classroom community and to their success as readers and writers.

6.1 The candidate understands and intentionally uses explicit, evidence-based practices in teaching vocabulary to enhance students' vocabulary learning.

6.2 The candidate teaches students to develop vocabulary through the use of syntax, semantics, morphology, etymology, and the relationships among them.

6.3 The candidate teaches students to use context to identify and define unknown words.

6.4 The candidate uses oral/aural language and writing experiences to enhance vocabulary.

6.5 The candidate purposefully chooses read aloud and independent reading materials that will expand students' vocabulary and provide multiple, recurring, opportunities to use new words orally and in writing.

6.6. The candidate understands the role of academic language in learning, can distinguish between instructional language needed to engage in school-based learning and the language of specific disciplines, and can use this knowledge in support of students' literacy learning.

Standard 7: Designing Instruction to Support Students Literacy Learning

Successfully prepared teachers understand that designing instruction for student literacy learning requires identifying clear learning goals and outcomes; creating appropriate opportunities for students to show evidence of their learning; planning for and enacting instruction that includes access to new information and new technologies; and provides opportunities for students to engage in meaningful literacy learning.

7.1 The candidate designs evidence-based instruction with developmentally appropriate materials that acknowledge sociocultural and linguistic differences, to create an effective learning environment for the diverse needs of learners (e.g. students with dyslexia, students identified as gifted, or students with disabilities).

7.2 The candidate uses knowledge of relevant research to evaluate and select different instructional materials (e.g., reading programs, print materials, and technology) for various instructional purposes and to design research-based practices for developing students' literacy practices.

7.3 The candidate uses appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections across multiple domains of literacy (i.e. phonological skills, phonics, decoding, spelling, word recognition, fluency, vocabulary, comprehension and writing).

7.4 The candidate uses independent, collaborative, small group, and whole class instruction to support individual learning goals and provides varied options for how students will demonstrate mastery on a range of authentic literacy tasks using a variety of texts and media.

7.5 The candidate scaffolds literacy instruction for students who may need additional support with any foundational concepts of reading (e.g. phonological awareness, phonics, vocabulary, fluency and comprehension).

7.6 The candidate can design lessons and demonstrate teaching strategies that are appropriate for use before, during, and after reading, and that promote reflective reading.

7.7 The candidate designs instruction that utilizes increasingly complex print or digital text, includes scaffolding, and provides re-teaching and challenge when necessary for individuals and small groups.

7.8 The candidate selects and aligns curriculum and instruction with state and local standards.

Standard 8: Assessment, Identification, and Intervention for Students with Reading Difficulties

Successfully prepared teachers can distinguish between and understand elements of various assessments and can administer, interpret, apply, and share the results of various types of literacy assessments with colleagues and families and use the assessment results to plan instruction and intervention in support of students' literacy learning.

8.1 The candidate understands the purposes of various assessments for screening, progress monitoring, and diagnosis of literacy difficulties. [Assessments include norm-referenced tests, criterion-referenced tests, standardized tests, foundational assessments, informal reading inventories, running records, writing samples, classroom observation, etc.]

8.2 The candidate can select and administer appropriate assessments for individual, small group and classroom-level purposes, taking into account sociocultural, linguistic, and individual learner factors.

8.3 The candidate understands the technical adequacy of assessments, including reliability, validity, standard deviation, and standard error, and can appropriately interpret the results of various literacy assessments.

8.4 The candidate uses a variety of texts to create authentic classroom-based literacy assessment tasks, which take into account the complex nature of reading, writing, and language.

8.5 The candidate can monitor progress of a student's reading development and determine appropriate targets for instruction.

8.6 The candidate can appropriately communicate assessment results to students, colleagues, families, and other stakeholders.

8.7 The candidate can provide evidence-based intervention instruction aligned with needs identified by assessment.

8.8 The candidate uses information from multiple assessments to inform instruction for individual, small group and whole class instruction.

8.9 The candidate can appropriately integrate technology into assessment and intervention instruction.

Standard 9: Writing

Successfully prepared teachers understand the important role of writing in students' lives and overall literacy learning in and outside of school, and provide opportunities for students to compose for a wide array of audiences and purposes in multiple genres, modes, and media.

9.1 The candidate teaches writing as a process of making meaning of the world around us, including writing as a response to reading (as a tool for constructing meaning during and after reading).

9.2 The candidate demonstrates understanding of developmental writing and applies this knowledge to writing instruction.

9.3 The candidate teaches writing as a process of planning, drafting, revising, editing, and presentation or publication.

9.4 The candidate engages students in writers' workshop practices that include contextual supports (print-rich environment, sufficient time, student choice) and teaching strategies (modeling and scaffolding, collaboration, flexible grouping, appropriate feedback) that lead students to be independent writers.

9.5 The candidate understands the elements of good writing (audience, topic, purpose, appropriate format or genre; features clear organization, strong voice, and coherent sentence structure), and supports effective use of these attributes by students.

9.6 The candidate understands that the four basic modes of discourse—narration, description, informational, and argumentation—lay the groundwork for the four central genres of writing—narrative, descriptive, expository, and persuasive/argumentative.

9.7 The candidate engages students in authentic writing assignments, where writing serves to accomplish real outcomes (rather than simply serve as academic assignments) employing genres and purposes in which people engage in the real world.

9.8 The candidate cultivates effective learning environments that support individual motivation to read and write, including or accounting for student interest and choice, appropriate challenges, access to print, digital media, and other online resources.

9.9 The candidate provides opportunities for students to develop writing stamina (extended text lengths and time frames) for various writing tasks and purposes.

Standard 10: Professionalism, Professional Learning, and Research

Successfully prepared teachers understand the need to keep current with evolving trends in literacy research and participate in ongoing professional learning.

10.1 The candidate continually remains current with research-based effective pedagogical practices (through self-study as well as planned professional learning) for supporting literacy development and applies this knowledge in competent and critical ways to improve their own instructional practices.

10.2 The candidate continually uses multiple indicators of student growth and engagement in literacy to reflect on and improve practice.

10.3 The candidate works respectfully and collaboratively with families, colleagues, and the community to support students' literacy learning.

10.4 The candidate is active in professional organizations related to literacy and works as an informed advocate with these organizations, as well as with families and public policy decision makers, to establish policies and legislation that support the literacy development of all children.

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