

2.2 Develops phonological and linguistic processes related to reading including: phonemic awareness; concepts about print, systematic phonics, letter recognition, sound/symbol correspondence, and other word identification strategies. (C: 1.2)

		Basic (1.0 - 1.9)	Developing (2.0 - 2.9)	Proficient (3.0 - 3.9)	Advanced (4.0)
Knowledge All Students	5.01.3	Below 70% on competency test, indicating lack of understanding of the following concepts: a. English phonemes b. Scope and sequence of teaching phonemic and phonological awareness (e.g., ryme, syllables, onset-rime, phoneme differentiation) c. Alphabetic principle d. Phonics generalizations/orthographic patterns e. Spelling patterns f. Evidence-based approaches for teaching phonological and linguistic skills g. Orthographic and morphological patterns in spelling	76-85% on competency test, indicating understanding of the following concepts:	86-93% on competency test, indicating understanding of the following concepts:	Scored 94-100% on competency test, indicating understanding of the following concepts:
	Performance K-6/English Language Arts/LDE/SPED	5.01.3 5.01.3 b,c 5.01.3f 5.01.3h-k 5.01.3j 5.01.3h, k 5.01.3l 5.01.3n	No evidence of lesson plans to teach any reading skills listed below using evidence-based strategies:	Plans and implements systematic, explicit, evidence-based techniques to teach some of the skill ares listed below; lessons must be somewhat independent of basal lesson plan and commercial/published learning materials:	Plans and implements systematic, explicit, evidence-based techniques to teach each of the skill ares listed below; lessons must be somewhat independent of basal lesson plan and commercial/published learning materials:

Operationalization/Criteria:

Guidelines for Admission to Education: *Not evaluated at admission to education*

Guidelines at Admission to Student Teaching:

For K-12/secondary teachers (with the exclusion of English language arts teachers). This standard is met prior to student teaching in RDG 435/535 with passage of a proficiency assessment.

Benchmark at admission for students preparing to be elementary, English language arts, linguistically diverse, and special education is "Developing" on all dimensions:

Plans and implements systematic, explicit, evidence-based techniques to teach phonological and phonics skills.

Examples of Evidence: Test score on proficiency exam, lesson plans and units, possible videoclips of teaching, field experience ratings by classroom teachers may address 2.3

Guidelines for Program Completion/Student Teaching:

1. Required for program completion are ratings of "Proficient" on all dimensions.
2. Observe a variety of lessons in different areas of responsibility in the student's lesson plan book.
3. Directly observe teacher's ability to implement strategies to teach phonics and phonological skills.
4. Consistency = requires fluency/repetition, including documentation of competence across a variety of lessons, in TWS and daily plans.
5. The narrative for the Inventory should specify an example of a skill/observation that led to the rating, e.g.: *During her early field experiences and then during student teaching she taught a range of phonological and phonics skills, successfully following the Reading First curriculum and developing additional teacher-created materials to supplement instruction.*

Examples of Evidence:

TWS, lesson plans and units, lesson plan book of daily lessons, direct observation of teaching, videoclips of teaching, examples of student work, interview with cooperating teacher/mentor, examples of student work

Rationale:

- Baer, G. T., Invernizzi, M., Templeton, S. R., & Johnston, F. (2003). *Words their way: Word study for phonics, vocabulary, and spelling instruction*, 3rd ed. Upper Saddle River, NJ: Prentice-Hall, Inc.
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- Foorman, B. (Ed.). (2003). *Preventing and remediating reading difficulties*. Baltimore, MD: York Press
- Foorman, B. & Torgesen, J.K. (2001), Critical elements of classroom and small-group instruction to promote reading success in all children. *Learning Disabilities Research and Practice*, 16, 203-121.
- Fox, B.J. (2009). *Phonics and structural analysis for the teaching of reading*, 10th ed. Boston, MA: Allyn & Bacon
- Gunning, T. G. *Creating literacy instruction for all students*, 7th ed. Boston, MA: Allyn & Bacon.
- Gunning, T. G. *Assessing and correcting reading and writing difficulties*, 4th ed. Boston, MA: Allyn & Bacon.
- Honig, B., Diamond, L., & Gutlohn, L. *Teaching reading sourcebook*, 2nd. Ed. Novato, CA: Arena Press.
- Mraz, M.E., Padak, N.D., & Rasinski, T.W. (2008). *Evidence-based instruction in reading: A professional guide to phonemic awareness*. Boston, MA: Allyn & Bacon.
- National Reading Panel Final Report. Available at www.nationalreadingpanel.org/.
- Rayner, K., Foorman, B.R., Perfetti, C.A., Pesetsky, D., & Seidenberg, M.S. (March 2002) How should reading be taught? *Scientific American*, 85-91.
- Reading for the 21 century: Adolescent literacy teaching and learning strategies*. Alliance for Excellent Education. Available at www.all4ed.org/sitemap.html#Literacy.

- Teaching reading sourcebook: for all educators working to improve reading achievement.* (2008). CORE Literacy Training Materials, 2nd ed.
- Tierney, R.J., & Readence, J.E. (2000). *Reading strategies and practices: A compendium.* Boston, MA: Allyn & Bacon
- Torgesen, J.K. (2005). Remedial interventions for students with dyslexia: National goals and current accomplishments. In Richardson, S., & Gilger, J. (Eds.) *Research-based education and intervention: What we need to know.* (pp. 103-124). Boston: International Dyslexia Association. Available at http://www.fcrr.org/publications/publicationspdffiles/IDEA_intervention_paper.pdf.
- Wanzek, J., Vaughn, S., Wexler, J., Swanson, E. A., Edmonds, M. E., & Kim, A. (2006). A synthesis of spelling and reading interventions and their effects on the spelling outcomes of students with LD. *Journal of Learning Disabilities*, 39, 528-543. Available at http://www.fcrr.org/science/pdf/Wanzek/Wanzek_2006.pdf.