2.3 Develops reading comprehension and promotion of independent reading, including: comprehension strategies for a variety of genre; literary response and analysis; content area literacy, fluency, vocabulary; the application of thinking skills to reading and writing.

NOTE: Content Area Literacy comprehension and vocabulary skills and 2.3a (using a variety of text for information, using strategies to motivate reading, and using reading to accomplish a variety of tasks --reading for pleasure, information, and to solve problems) are addressed in Standard 2.5.

	CO	Basic (1.0 - 1.9)	Developing (2.0 - 2.9)	Proficient (3.0 - 3.9)	Advanced (4.0)
Knowledge *All Students*	5.01.5 5.01/7	Below 70% on competency test, indicating lack of understanding of the following concepts:	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:
	5.01.5.b	a. Knowledge and processes used in reading comprehension (e.g., decoding, word naming, speed, inference-making, comprehension monitoring, background/prior knowledge, word meaning knowledge)			
	5.01.5c	b. Factors influencing comprehension, including the reader, text, the reading task, environmental context, and interactions among these factors			
		c. Conventions and text structures associated with a variety of genres			
	5.01.5j-l	d. Expectations/norms for fluency as reading skills develop and relationship of fluency and other skill areas; factors influencing fluency			
	5.01.7	e. Passage reading techniques for increasing fluency (e.g., indepdent reading, repeated readings, simultaneous oral reading)			
Performance *K-6/English Language Arts/LDE/SPED*	5.01.5	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 areas 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 areas listed below; lessons must be somewhat independent of basal lesson plan and commercial/published learning materials:	Meets criteria for "Proficient" and documents multiple, well-sequenced examples for at least 6 of the 7 areas:
	5.01.5d	a. Conventions and text structures associated with a variety of genres, including literary texts (e.g., poems, stories) and expository writing (e.g., textbooks)			
	5.01.5e	b. Strategies for analyzing components of literary texts (e.g., theme, point of view) and expository texts (e.g., author's position)			
	5.01.5f	c. Text comprehension strategies (e.g., metacognitive monitoring, graphic/semantic organizers, answering/generating questions, story structure, summarizing)			
	5.01.5g	d. Discussions that increase engagement in literary response and analysis, expand thinking, and support affective dimensions of comprehension			
	5.01.5m	e. Passage reading techniques for increasing fluency (e.g., independent reading, repeated readings, simultaneous oral reading)			
	5.01.7i	f. Strategies for teaching word meaning (e.g., multiple leanings, idioms, demands of categorical and hierarchical reasoning)			
	5.01.7k	g. Direct and indirect strategies for teaching vocabulary			

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 exlusion of English). 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 some reading comprehension 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 different comprehension skills as well as fluency, and vocabulary.
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 the semester she taught taught a unit on "biography,"*
    incorporating explicit instruction on all of the following: vocabulary (word etymology), summarizing, author's point of view, and fluency building (readers theatre).

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:
Allinder, R., Dunse, L., Brunken, C., & Obermiller-Krolinkowski, H. (2001). Improving fluency in at-risk readers and students with learning disabilities. *Journal of Remedial*
    and Special Education, 22 , 48-54.
Carnine, D.W., Silbert, J., Kame'enui, E.J., Tarver, S.G., & Jungjohann, K. (2006). *Teaching struggling and at-risk readers: A direct instruction approach* . Upper Saddle
    River, NJ: Pearson Merrill Prentice Hall.
Conley, M.W. (2008). *Content area literacy: Learners in context.* Boston, MA: Allyn & Bacon
Deshler, D., Schumaker, B., Lenz, K., Bulgren, J., Hock, M., Knight, J., & Ehren, B. (2001). *Ensuring content-area learning by secondary students with learning materials*
    that work. Nebrasksa: Brookline Books.
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.
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.

Mastropieri, M., Scruggs, T., & Graetz, J. (2003). Reading comprehension instruction for secondary students: Challenges for struggling students and teachers. *Learning Disability Quarterly, 26(2)*, 103-116.

McKenna, M., & Robinson, R.D. (2009). *Teaching through text: Reading and writing in the content areas.* Boston, MA: Allyn & Bacon

Moats, L. (2001). When older kids can't read. *Educational Leadership*, *58(6)*, 36-46.

National Reading Panel Final Report. Available at www.nationalreadingpanel.org/.

Ogle, D., & Beers, J. (2009). *Engaging in the language arts: Exploring the power of language.* Boston: MA: Pearson Publishing.

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

Tompkins, G.E. (1998). *Fifty literacy strategies: Step by step*. Upper Saddle River, NJ: Merrill/Prentice Hall.

Tompkins, G.E. (2005). *Language arts: Patterns of practice,* 6th ed. Upper Saddle River, NJ: Merrill/Prentice Hall.

Vacca, R.T., & Vacca, J. L. (2010). *Content area reading: Literacy and learning across the curriculum*, 10th ed. Boston, MA: Allyn & Bacon.

Websites:

mwp01.mwp.hawaii.edu/resources/TA%201-01%20workshop%20A.pdf (content literacy resources)

www.howard.k12.md.us/langarts/Curriculum/ (subject area reading strategies)

www.middleweb.com/ReadWrkshp/JK34.html (road map for content area reading)

strategies.htm#SUBJECT%20AREA (reading across the curriculum strategies)

www.pgcps.pg.k12.md.us/%7Eelc/readingacross.html (reading across the curriculum strategies)

www.tea.state.tx.us/reading/practices/redbk4.pdf (research based content area reading instruction)

http://www.litandlearn.lpb.org/