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)

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Basic (1.0 - 1.9)</th>
<th>Developing (2.0 - 2.9)</th>
<th>Proficient (3.0 - 3.9)</th>
<th>Advanced (4.0)</th>
</tr>
</thead>
</table>
| All Students | 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 | 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 |
| 5.01.3a,b,c | a. Phonemic and phonological awareness (e.g., speech sound identification, matching, blending, segmenting, rhymes, syllables, onset-rime, phoneme differentiation) | b. Concepts of print (e.g., print conveys meaning, words are composed of letters, print is read left to right and top to bottom) | c. Fluent phonics and word analysis skills, including the alphabetic principles, grapheme/phoneme associations, and syllable structures (e.g., vowel teams, r-controlled vowels, open/closed syllables) | d. Automatic recognition of common phonetically irregular words |
| 5.01.3d,e,k | e. Structural analysis skills such as morphemes or affixes | f. Use of decodable and controlled text to reinforce word decoding recognition skills | g. Orthographic and morphological patterns in spelling |

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:
National Reading Panel Final Report. Available at www.nationalreadingpanel.org/
*Reading for the 21 century: Adolescent literacy teaching and learning strategies*. Alliance for Excellent Education. Available at www.all4ed.org/sitemap.html#Literacy.