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.

<table>
<thead>
<tr>
<th>CO</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>
<tbody>
<tr>
<td>5.01.5</td>
<td>Below 70% on competency test, indicating lack of understanding of the following concepts:</td>
<td>76-85% on competency test, indicating understanding of the following concepts:</td>
<td>86-93% on competency test, indicating understanding of the following concepts:</td>
<td>Scored 94-100% on competency test, indicating understanding of the following concepts:</td>
</tr>
<tr>
<td>5.01.5.b</td>
<td>a. Knowledge and processes used in reading comprehension (e.g., decoding, word naming, speed, inference-making, comprehension monitoring, background/prior knowledge, word meaning knowledge)</td>
<td>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:</td>
<td>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:</td>
<td>Meets criteria for &quot;Proficient&quot; and documents multiple, well-sequenced examples for at least 6 of the 7 areas:</td>
</tr>
<tr>
<td>5.01.5c</td>
<td>b. Factors influencing comprehension, including the reader, text, the reading task, environmental context, and interactions among these factors</td>
<td>c. Conventions and text structures associated with a variety of genres</td>
<td>d. Expectations/norms for fluency as reading skills develop and relationship of fluency and other skill areas; factors influencing fluency</td>
<td>e. Passage reading techniques for increasing fluency (e.g., independent reading, repeated readings, simultaneous oral reading)</td>
</tr>
<tr>
<td>5.01.5j-l</td>
<td>5.01.7</td>
<td>5.01.5d</td>
<td>5.01.5e</td>
<td></td>
</tr>
<tr>
<td>5.01.5f</td>
<td>a. Conventions and text structures associated with a variety of genres, including literary texts (e.g., poems, stories) and expository writing (e.g., textbooks)</td>
<td>b. Strategies for analyzing components of literary texts (e.g., theme, point of view) and expository texts (e.g., author's position)</td>
<td>c. Text comprehension strategies (e.g., metacognitive monitoring, graphic/semantic organizers, answering/generating questions, story structure, summarizing)</td>
<td>d. Discussions that increase engagement in literary response and analysis, expand thinking, and support affective dimensions of comprehension</td>
</tr>
<tr>
<td>5.01.5g</td>
<td>5.01.5h</td>
<td>5.01.5i</td>
<td>5.01.5j</td>
<td></td>
</tr>
<tr>
<td>5.01.5k</td>
<td>e. Passage reading techniques for increasing fluency (e.g., independent reading, repeated readings, simultaneous oral reading)</td>
<td>f. Strategies for teaching word meaning (e.g., multiple leannings, idioms, demands of categorical and hierarchical reasoning)</td>
<td>g. Direct and indirect strategies for teaching vocabulary</td>
<td></td>
</tr>
</tbody>
</table>
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). 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 video clips 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, video clips of teaching, examples of student work, interview with cooperating teacher/mentor, examples of student work

Rationale:


Reading for the 21st century: Adolescent literacy teaching and learning strategies. Alliance for Excellent Education. Available at www.all4ed.org/sitemap.html#Literacy.


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/