Reading Course Revision Guidelines

For

Elementary, Early Childhood
and
Special Education

Maryland State Department of Education
Division of Certification and Accreditation
Office of Reading First

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For
Elementary, Early Childhood and Special Education

November, 2004

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Introduction

Background and Charge

In 1998 the Reading Professional Development Committee was charged with identifying the knowledge, skills, and performances for each of the required reading courses outlined in the regulations adopted by the State Board of Education on July 28-29, 1998. The work of the Reading Professional Development Committee resulted in recommended content for courses for Early Childhood, Elementary and Special Education courses in Processes and Acquisition of Reading, Instruction of Reading, Assessment for Reading Instruction, and Materials for Teaching Reading as well as content for two secondary level content reading courses.

As stated in the *Final Report of the Reading Professional Development Committee* (1999) "The importance of reading is widely recognized in the United States as critical to children's development and to the future as lifelong learners and productive members of the community. Though most children learn to read effectively, many do not." This statement is still accurate in 2004. Reading has been described as the "new civil right."

In 1997, Congress asked the Director of the National Institute of Child Health and Human Development (NICHD), in consultation with the Secretary of Education, to convene a national panel to assess the status of research-based knowledge, including the effectiveness of various approaches to teaching children to read. The results of that study were reported by the National Reading Panel.

In 2003, the Maryland State Department of Education was the recipient of a U.S. Department of Education Reading First grant. Under the auspices of the grant, an opportunity to revisit the content of the current four elementary courses was provided. Dr. Nancy Grasmick, State Superintendent of Schools, issued the charge to the committee. It was to examine current course designs, revise them, and add skills, knowledge, and competencies crucial to preparing teachers to teach reading using scientifically based reading research.

Committee Membership

Dr. Betty Morgan, Superintendent of Washington County Public Schools, chaired the Reading Course Revision Process Committee. Subcommittees to address each course were formed. Dr. Patricia Wilson of Towson University chaired the Processes and Acquisition of Reading Subcommittee. She was assisted by Dr. Joi Kerr Walker, Reading First Regional Specialist, who served as a resource during the guidelines writing process. Dr. Sharon Craig of McDaniel College assumed the subcommittee chair position following Dr. Wilson's relocation.

Ms. Barbara Walker of Carroll County Public Schools chaired the Instruction of Reading Subcommittee. She was assisted by Ms Rhonda Hawkins, Reading First Regional Specialist, Prince Georges County Public Schools.

Ms. Liz Haslup of Talbot County Public Schools chaired the Assessment for Reading Instruction Subcommittee and was assisted by Dr. Gail Coulter, Reading First Regional Specialist, Montgomery County Public Schools.

The Materials for Teaching Reading subcommittee was chaired by Ms. Regina Teat of Dorchester County Public Schools who was assisted by Ms. Evelyn Renkwitz, Reading First Regional Specialist, Dorchester County Public Schools.

Other committee members included representatives from two-year and four-year institutions of higher education and local school systems. In addition to reading expertise, participants brought diverse perspectives to the work, including special education and English for speakers of other languages (ESOL).

Committee Meetings

The committee held six full day meetings from March 8 to April 29, 2004. At the first meeting on March 8, remarks by Dr. Grasmick, Dr. Morgan, and Dr. Virginia Pilato, Director of Certification and Accreditation, stressed the importance of examining recent findings in reading research. Dr. Pilato described the regulatory process and its impact on the work of the committee.

Following the initial meeting, the committee spent the majority of its time working in course revision subcommittees, as described above. The subcommittees worked in writing teams of 8 to 10 members. Following the completion of the proposed courses, committee members had the opportunity to respond to the courses generated by subcommittees on which they had not served electronically.

Definition of Reading

The committee used the definition of reading as defined below to focus their work.

For the purposes of The Partnership for Reading, the National Reading Panel, and the Reading First law, **reading** is defined as:

A complex system of deriving meaning from print that requires all of the following:

- the skills and knowledge to understand how phonemes, or speech sounds, are connected to print;
- the ability to decode unfamiliar words;
- the ability to read fluently;

- sufficient background information and vocabulary to foster reading comprehension;
- the development of appropriate active strategies to construct meaning from print;
- the development and maintenance of a motivation to read.

Definition of Scientifically Based Reading Research

The committee used the definition of Scientifically Based Reading Research as described below to inform their work.

Scientifically Based Reading Research (SBRR) is research that applies rigorous, systematic and objective procedures to obtain valid knowledge relevant to reading development, reading instruction and difficulties. This includes research that:

1) **Employs systematic, empirical methods that draw on observation or experiment, according to the following indicators:**
   a) A solid theoretical or research foundation
   b) Careful design to avoid biased findings and unwarranted claims of effectiveness
   c) Delineation of how the research was conducted, by whom it was conducted and on whom it was conducted.
2) **Involves rigorous data analysis that are adequate to test the stated hypotheses and justify the general conclusions drawn, according to the following indicators:**
   a) Design to minimize alternate explanations for observed effects
   b) Consistency of observed effects with the overall conclusions and claims of effectiveness
   c) Convincing documentation that the observed results were the result of the intervention
   d) Description of the population studied by age, demography, cognitive and academic behavioral characteristics
   e) Description of the population to whom the findings can be generalized
   f) Full description of the outcome measures
3) **Relies on measurements or observational methods that provide valid data across multiple measurements and observations, according to the following indicators:**
   a) Data collected by multiple investigators in numerous locations
   b) Procedures in place to minimize researcher bias
   c) Documentation that results in consistency and continuity
   d) Detailed description of study interventions that allow for replicability
   e) Explanation of how instructional fidelity was ensured and assessed
4) **Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review, according to the following indicators:**
   a) Documentation of careful review by unbiased persons who were not part of the research study
   b) Documentation that the findings have been subjected to external scrutiny and verification

Resources

To assist the committee in its deliberations, MSDE staff provided numerous resources. These documents and web links are listed below.

Final Report of the Reading Professional Development Committee (July 26, 1999)

A description of the Maryland Program Approval process from the State Board of Education (Title 13A) Subtitle 07 School Personnel regulations

Report of the National Reading Panel: Teaching Children to Read

Put Reading First: The Research Building Blocks for Teaching Children to Read, Kindergarten through Grade 3

Every Child Reading: A Professional Development Guide.

Teaching Reading Is Rocket Science: What Expert Teachers of Reading Should Know and Be Able to Do

Maryland's Voluntary State Curriculum in Reading and Language Arts (MSDE)

Standards of the International Reading Association

A number of web based resources were also provided for the committee:

U.S. Department of Education Reading First Homepage
http://www.ed.gov/offices/OESE/readingfirst/

Every Child Reading: A Professional Development Guide.
Learning First Alliance. (2000). Baltimore Association for Supervision and Curriculum Development.
http://www.learningfirst.org/readingguide.html.

Put Reading First: The Research Building Blocks for Teaching Children to Read, Kindergarten through Grade 3
September 2001. http://www.nifl.gov/partnershipforreading/publications/reading_first1.html.

Report of the National Reading Panel: Teaching Children to Read
April 2000. http://www.nationalreadingpanel.org

Preventing Reading Difficulties in Young Children
December 1998. http://www.nap.edu/books/030906418X/html/index.html

Starting Out Right: A Guide to Promoting Children's Reading Success
1998. http://search.nap.edu/readingroom/books/sor/

Analysis of Reading Assessment Instruments for K-3
http://idea.uoregon.edu/assessment/index.html

The Consumer's Guide to Evaluating a Core Reading Program Grades K-3: A Critical Elements Analysis (March 2003)
http://reading.uoregon.edu/appendices/con_guide_3.1.03.pdf

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
http://dibels.uoregon.edu/

Planning and Evaluation Tool for Effective Schoolwide Reading Programs. http://reading.uoregon.edu/logistics/pet_tool.pdf

Big Ideas in Beginning Reading
http://reading.uoregon.edu/
.
Literacy Project at SERVE
www.serve.org/litproject/

NCREL's Literacy Website
www.ncrel.org/litweb/

The Partnership for Reading
http://www.nifl.gov/cgi-bin/pfr/search.cgi

Reading: A Research-Based Approach
www.nichd.nih.gov/crmc/cdb/approach.pdf /

Reading Assessment Database for Grades K–2
www.sedl.org/reading/rad/

Reading for Understanding: Toward an R&D Program in Reading Comprehension
www.rand.org/publications/MR/MR1465/

Reading Rockets: Launching Young Readers
www.readingrockets.org

Teaching Reading Is Rocket Science: What Expert Teachers of Reading Should Know and Be Able to Do
www.aft.org/EdIssues/downloads/rocketsci.pdf

What Works Clearinghouse
http://w-w-c.org/index.html

Participants provided additional resources and used their special expertise in technology, special education and English for Second Language Learners to inform subcommittee determinations.

External Review

The courses were reviewed by two external consultants, Dr. Louisa Moats and Dr. Marcia Davidson. Dr. Louisa Moats, formerly associated with the National Institute of Child Health and Human Development (NICHD), is currently an independent consultant with Moats Associates Consulting, Inc. and a consultant for Literacy Research and Programs at Sopris West Educational Services. Dr. Marcia Davidson, a former Associate Professor in Elementary Education at Western Washington University in Bellingham, Washington and a national trainer with *Read Naturally*, is currently a Senior Research Associate at RMC Research Corporation in Portland, Oregon. Both consultants reviewed the proposed content of the four elementary, early childhood and special education course guidelines. Dr. Moats recommended a closer alignment of the four courses, an elimination of redundancy, and stronger emphasis on scientifically based reading research as well as an inclusion of the study of language in the Processes and Acquisition of Reading course guidelines. Dr. Davidson made similar recommendations, suggested that the courses be made more achieveable, and suggested clarification of several elements. Courses were revised by staff from MSDE. Revised documents reflect the suggestions of the external reviewers and input from personnel from the Office of Reading First and the Division of Instruction with particular emphasis on the MSDE Voluntary State Curriculum in Reading and Language Arts. The revised course guidelines were, then, resubmitted for external review; the reviewers' final comments were very favorable.

Course Format

The following section of this document consists of a course description, performance objectives, essential knowledge and skills, as well as suggested learning opportunities, possible assessments, and materials for each of the four courses. The expectation is that the **identified performance objectives and essential knowledge and skills will be included and coded (e.g. A 1.0, A 1.1, etc.)** for each of the proposed courses. Learning opportunities, assessments, and materials and resources are intended to be suggestions. Course activities, assessments, and materials are to be selected and designed to support the achievement of performance objectives, essential knowledge and skills at the discretion of the course designer. Additional content and assessments may be included.

Guidelines Usage

With the completion of the revised course guidelines, the following steps will be taken:

- All two-year and four year institutions of higher education will review, revise and/or redesign reading courses to meet the revised guidelines.

- Courses will be submitted to MSDE for a Peer Review Process to ensure the content meets the performance objectives, essential knowledge and skills identified in the course revision guidelines.

- Local school systems, with MSDE facilitation, will review and revise reading inservice courses that they offer for MSDE credit. Courses will be collaboratively developed for state credit and inclusion in the CPD Registry. These courses will be adopted or adapted by each local school system.

PROCESSES AND ACQUISITION OF READING

This course is designed to assist pre-service and in-service teachers in understanding the reading acquisition process through observation and analysis of reading and written language development, and the study of current issues in reading research. It is organized around current, accepted, research-based theoretical models that account for individual differences in reading. Introduction to language structures including spoken syllables, phonemes, graphemes, and morphemes is included in this course. Participants will apply knowledge of the core areas of language to reading acquisition in terms of first and second language acquisition, typical development and exceptionalities. Participants will be introduced to current scientific research.

Throughout the course, candidates will demonstrate their knowledge of concepts and skills through a variety of tasks, such as surveys of their ability to identify linguistic units (spoken and written syllables, phonemes, graphemes, and morphemes), observations of students and analysis of student work, and presentations of research summaries. At the onset of this course, the syllabus, assignments, and evaluation protocols for those assignments will be reviewed with the candidates and revisited over time. **Instructors are expected to model or guide students in achieving the course goals, and should develop and use a variety of evaluation tools including rubrics to evaluate all aspects of the projects.** The learning opportunities and assessments provided below are examples of activities and performance tasks that would be appropriate for the delivery of the course content. They are not intended to be all-inclusive or a listing of required elements.

P 1.0 PERFORMANCE OBJECTIVE: *Foundation Concepts of How Children Learn to Read* *Participants will understand, describe, and recognize phases of the reading acquisition process.*		
Essential Knowledge/Skills: *Participants will demonstrate knowledge of:*	**Participant Learning Opportunities/ Examples of Professional Development Activities:** Participants may:	**Participant Assessments to Consider:** Participants will be able to:
A. Phases of Reading Acquisition ***P 1.1*** *The role of orthographic, phonological, semantic, and syntactic processes in word recognition* ***P 1.2*** *The interactions between phonological skill, phonic decoding, spelling, word recognition, reading fluency, vocabulary, reading comprehension and*	• Develop a graphic organizer that shows the relationships between phonological, orthographic, semantic, and syntactic processing in early reading development • Compare the scientifically based Seidenberg and McClelland, (1989) four processor model to the three cueing system	• Explain what is meant by "the alphabetic principle" • Define and distinguish the roles of the processing systems that enable proficient reading to occur • Describe and give examples of how the brain processes phonological, orthographic, meaning, and context

Processes and Acquisition of Reading

*Note: Guidelines in italics, Performance Objectives and Essential Knowledge/Skills, must be coded (e.g. **P 1.0, P 1.1**) and included in revised courses.*

PROCESSES AND ACQUISITION OF READING

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writing *P 1.3 The progression (stages) of reading development* *P 1.4 The findings of longitudinal research on long-term prediction of reading outcomes* *P 1.5 Characteristics of proficient, mature readers: sufficient phonological awareness; automatic, accurate word recognition; passage reading fluency; active construction of meaning, flexibility, and self-monitoring* *P 1.6 The progressive development of phonological and orthographic skill, word recognition, fluency, and comprehension from preschool to mature reading*	• Describe data on one to three students and share interpretation of data to peers using knowledge of the continuum of reading development, factors in reading success, and components of reading instruction • Discuss student work samples, assessments, and behavior (using video or live observation where possible) in reference to a model of reading development consistent with scientific research • Review sample case histories of children, adolescents, and/or adults with reading difficulties; listen to adults with reading difficulties describe their life experiences • Demonstrate understanding of schema theory by reading a passage with concepts that are not familiar to the students. Write or orally explain the reasons one could and could not understand the passage, that is, one could have insufficient skill in word reading, or one could read and	issues during reading acquisition and proficient reading • Use knowledge of reading development and the components of reading to identify areas of instructional need, given work samples, assessments, and descriptions of student abilities and behavior • Order a series of children's work samples along the continuum of stages of reading development • Identify students' level of reading development given work samples, assessments, and descriptions of student abilities and behavior • Prepare a "life history" narrative of a person with developmental reading problems. Link phonological skill and decoding to reading, writing, and meaningful use of language • Using a graphic model of comprehension processes, explain the major factors that enable comprehension and the major ways in which

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Essential Knowledge/Skills: *Participants will demonstrate knowledge of:*	**Participant Learning Opportunities/ Examples of Professional Development Activities:** Participants may:	**Participant Assessments to Consider:** Participants will be able to:
B. Intrinsic/extrinsic, alterable and unalterable variables and their contribution to reading acquisition *P 1.7 The contributions of both neurobiological/intrinsic factors and environmental/extrinsic factors to reading success and failure, including genetics, medical history or condition, sociocultural context, family context, educational and instructional history, and language background*	understand the words but could not construct meaning • Develop understanding of text and of schema theory by reading examples of text for which readers use inference to reach conclusions • Observe and interpret the behavior of poor readers in light of possible intrinsic and extrinsic causes for poor reading, including other exceptionalities • Based on analysis of intrinsic and extrinsic factors, identify needs of students who should be referred for further evaluation by specialists • Identify alterable and unalterable factors which contribute to the reading process • Identify how teaching can influence outcomes	comprehension might be impaired • Explain how one might differentiate between reading problems with extrinsic and intrinsic causes • Given a case study of a child, identify alterable and unalterable factors in reading acquisition, and make recommendations for instruction

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PROCESSES AND ACQUISITION OF READING

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Essential Knowledge/Skills: *Participants will demonstrate knowledge of:*	**Participant Learning Opportunities/ Examples of Professional Development Activities:** Participants may:	**Participant Assessments to Consider:** Participants will be able to:
C. Dyslexia and other reading difficulties **P 1.8** *The current definition of dyslexia endorsed by the National Institutes of Health* **P 1.9** *Current scientifically based research which has identified various types of reading difficulties* **D. Contributions of neuroscience to understanding of how children learn to read** **P 1.10** *A model of cognitive processing in reading acquisition that is supported by scientific research regarding reading and the brain* **P 1.11** *How the data discerned in brain imaging (fMRI) of a reading performance is used by neurologists and researchers*	• Review scientifically based research on dyslexia and other types of reading difficulties • Relate a valid model of cognitive processes in reading to current findings from neuroscience regarding the brain and reading • Identify areas of convergence in the findings of current research from the neurosciences with cognitive, linguistic, and educational sciences	• Compare myths and realities in the identification of dyslexia • Determine if there are substantial distinctions among different types of learning difficulties • Describe how knowledge in cognitive neuroscience can influence how reading is taught to children • Describe how the brain is activated during reading for both good and poor readers using fMRI research • Identify some of the major research questions yet to be addressed in reading research

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PROCESSES AND ACQUISITION OF READING

P 2.0 PERFORMANCE OBJECTIVE: *Language Structure, Language Development, and Reading Acquisition*		
Participants will apply knowledge of language structure to understand the reading and writing processes of children.		
Essential Knowledge/Skills: *Participants will demonstrate knowledge of:*	**Participant Learning Opportunities/ Examples of Professional Development Activities:** Participants may:	**Participant Assessments to Consider:** Participants will be able to:
P 2.1 *The print concepts young children must develop* ***P 2.2*** *The role of letter name knowledge in reading and spelling* ***P 2.3*** *The relationship between language proficiency and reading proficiency* ***P 2.4*** *The historical evolution of the English language and alphabetic writing* ***P 2.5*** *Language organization: phonology, orthography, morphology, syntax, semantic networks, and discourse structure* ***P 2.6*** *The speech sound system of English* ***P 2.7*** *The differences between the English speech sound system and that of at least one other language and how those may interfere with English pronunciation, phonics, reading, and comprehension*	• Role-play the teaching of print concepts during reading aloud • Role-play and practice strategies for teaching letter identification and letter formation • Identify words in modern English that are derived from Anglo-Saxon, Latin, and Greek • Complete a series of exercises to identify English phonemes (consonant and vowel sounds), graphemes (correspondence units with phonemes) and morphemes (meaningful parts of words) • Role-play techniques of contrastive analysis to help ELL (English Language Learners) children learn English phonics and pronunciation • Review language samples or observe language interactions to include: children with other children, parent/child interaction, from different socio-cultural environments	• Describe how to teach concepts of print during shared reading and oral reading • Describe techniques for teaching letter naming, matching, and writing, based on current scientifically based reading research • Evaluate given oral and written language sample(s) in terms of language use and organization • Locate words in text that are examples of phoneme-grapheme correspondences • Identify common phonological and morphological confusions in children's speech and writing • Locate second language confusions that are related to first language interference in speech and writing • Identify phonological, morphological and orthographic errors of reading, spelling and word identification • Summarize consensus points from recent research on teaching reading to English Language Learners (ELL students)

Processes and Acquisition of Reading   5
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P 2.0 PERFORMANCE OBJECTIVE: *Language Structure, Language Development, and Reading Acquisition* *Participants will apply knowledge of language structure to understand the reading and writing processes of children.*		
Essential Knowledge/Skills: *Participants will demonstrate knowledge of:*	**Participant Learning Opportunities/ Examples of Professional Development Activities:** Participants may:	**Participant Assessments to Consider:** Participants will be able to:
P 2.8 The role of fluency in phonological processing, letter naming, word recognition, oral reading, silent reading, and comprehension *P 2.9 The role of vocabulary development and knowledge in comprehension* *P 2.10 The nature and organization of English orthography (writing)* *P 2.11 The differences between English orthography and that of at least one other language* *P 2.12 Anglo-Saxon, Latin, and Greek-derived morphemes in English* *P 2.13 Text characteristics and syntax (phrases, clauses, sentences, paragraphs and "academic language") that students may misinterpret*	• Analyze language samples based on the areas being studied; observe instances of language-learning dynamics such as "mother speak," (imitation in interaction between child/adult), overgeneralization of inflections, regional and dialectical pattern replication • Analyze children's reading and writing errors to determine whether they are primarily phonological, orthographic, or morphological in nature • Select material for read-alouds and wide reading that will expand students' vocabulary	• Model or demonstrate some of the language behaviors that teachers can use to stimulate language development in the classroom (sentence extension, rephrasing, modeling, questioning, etc.) • Write a credible description of student behavior, from a linguistic perspective • Describe how to select material to expand students' vocabulary

Note: Guidelines in italics, Performance Objectives and Essential Knowledge/Skills, must be coded (e.g. P 1.0, P 1.1) and included in revised courses.

PROCESSES AND ACQUISITION OF READING

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International Reading Association http://www.reading.org
International Dyslexia Association http://www.interdys.org

INSTRUCTION IN READING

This course is designed to give the classroom teacher familiarity with a representative array of research-based instructional techniques and strategies in the area of reading. Participants will learn instructional routines and strategies in the five major components of reading instruction (phonological and phonemic awareness; phonics, spelling and word study; fluency development; vocabulary; and comprehension) suitable for various age and ability groups. Throughout the course, candidates will demonstrate their knowledge of the instructional routines and strategies by role-play, live demonstration, critiquing good and inadequate models, and reviewing the research support available for those approaches. At the onset of this course, the syllabus, assignments, and evaluation protocols for those assignments should be thoroughly reviewed with the candidates and revisited over time. **Instructors are expected to use a variety of assessment strategies and to develop rubrics for evaluating projects.** The learning opportunities and assessments provided below are possible activities and performance tasks that can be integrated into the delivery of the course content. They are not intended to be all inclusive or a listing of required elements. Many activities can function as assessments and many assessments function as learning activities.

I 1.0 PERFORMANCE OBJECTIVE: Word Recognition *Participants will promote the development of word recognition capabilities with systematic, explicit approaches.*		
Essential Knowledge/Skills: *Participants will demonstrate knowledge of:*	**Participant Learning Opportunities/ Examples of Professional Development Activities:** Participants may:	**Participant Assessments to Consider:** Participants will be able to:
I 1.1 A brief history of reading instruction methodologies and philosophies in light of the current scientific based research consensus of how we should teach children to read *I 1.2 Behaviors characteristic of students at various stages of reading development and levels of proficiency in basic reading skill* *I 1.3 A typical scope and sequence for phonological awareness instruction*	• View and describe examples from reading and spelling textbooks representing approaches to instruction over the past 150 years • Examine models of typical scope an sequences in phonemic awareness and phonics using the Maryland Voluntary State Curriculum in Reading and Language Arts • Examine models of typical scope an sequences in phonemic awareness and phonics using the Maryland	• Summarize several major findings from recent reading research consensus reports that resolve some long-standing "debates" in reading education • Use screening and diagnostic data, to include fluency-based measures of letter recognition, phonological skill, whole word recognition, spelling, passage reading, knowledge of phonic correspondences, and comprehension, to determine

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INSTRUCTION IN READING

I 1.0 PERFORMANCE OBJECTIVE: Word Recognition *Participants will promote the development of word recognition capabilities with systematic, explicit approaches.*		
Essential Knowledge/Skills: *Participants will demonstrate knowledge of:*	**Participant Learning Opportunities/ Examples of Professional Development Activities:** Participants may:	**Participant Assessments to Consider:** Participants will be able to:
I 1.4 A typical scope and sequence for an explicit, systematic approach to phonics/word study instruction *I 1.5 Techniques for teaching speech sound identification, matching, blending, segmenting, and manipulation (oral)* *I 1.6 Techniques for teaching phoneme-grapheme association according to a planned progression* *I 1.7 Techniques for teaching sound blending in decoding to enhance accuracy and fluency* *I 1.8 Techniques for teaching fluent recognition of whole words explicit, systematic instruction compared with implicit, incidental, opportunistic instruction* *I 1.9 Word study routines found in systematic approaches, including word building, word sorting, word chaining, and speed drills*	Voluntary State Curriculum in Reading and Language Arts • Using a model of reading acquisition that is consistent with scientific research, compare and contrast examples of how beginning, developing, and proficient readers use word recognition skills and strategies, including observations of accuracy and fluency • Order phonological tasks on a continuum of difficulty • Order phonics/word study tasks on a continuum of difficulty • Identify the important elements of effective word recognition instruction, as indicated in the National Reading Panel Report • Observe a video or live demonstration to identify research-supported teaching practices • Role play specific instructional techniques for teaching phonological skills	instructional goals for students in decoding and word study • Pronounce the speech sounds accurately during modeled instruction • Contrast explicit, systematic instruction with implicit, incidental, opportunistic instruction • Incorporate instruction in irregular words instruction into decoding and word study lessons • Demonstrate the implementation of a lesson to teach a specific concept of sound-symbol correspondence that includes routines for speech sound recognition and production, explanation of a concept of sound-symbol correspondence, application of that concept to blending and reading words, and varied practice to build accuracy and speed in recognition of the correspondence pattern • Demonstrate the implementation of a

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INSTRUCTION IN READING

I 1.0 PERFORMANCE OBJECTIVE: Word Recognition *Participants will promote the development of word recognition capabilities with systematic, explicit approaches.*		
Essential Knowledge/Skills: *Participants will demonstrate knowledge of:*	**Participant Learning Opportunities/ Examples of Professional Development Activities:** Participants may:	**Participant Assessments to Consider:** Participants will be able to:
I 1.10 Instruction in fluent recognition of multi-syllabic words, including syllabication patterns and recognition of morphemes (prefixes, roots, suffixes) *I 1.11 The use of decodable and controlled text to reinforce word recognition skills that have been taught* *I 1.12 Identifying student needs across a continuum, including students with disabilities and students from diverse populations and differentiating instruction appropriately*	• Role play specific instructional techniques for teaching phoneme-grapheme correspondence and left to right blending • Role play specific techniques for teaching recognition of whole words • Select or create appropriate text to practice skills that have been taught • Practice using multi-sensory and mnemonic techniques for recognizing and spelling irregular words as wholes • Role-play or teach various word study routines including word building, word sorting, word chaining, and speed drills • Role-play or teach various instructional techniques for multi-syllabic words including syllable division and morphological word analysis • Demonstrate how to reinforce learned skills during text reading	well designed lesson to teach multi-syllabic word recognition, including application of syllable and morpheme recognition strategies and varied practice to build accuracy and fluency • Select decodable and "leveled" texts for specific instructional purposes linked to word recognition goals • Modify a lesson to meet the needs of a child who is "below benchmark" on risk indicators by changing pacing, amount of practice, presentation of concept, or nature of requested response

Instruction in Reading

*Note: Guidelines in italics, Performance Objectives and Essential Knowledge/Skills, must be coded (e.g. **I 1.0, I 1.1,** etc.) and included in revised courses.*

I 2.0 PERFORMANCE OBJECTIVE: Vocabulary		
Participants will increase student knowledge of word meanings through teaching of vocabulary to promote comprehension and will also foster students' independent strategies for extending vocabularies through reading.		
Essential Knowledge/Skills:	**Participant Learning Opportunities/ Examples of Professional Development Activities:**	**Participant Assessments to Consider:**
Participants will demonstrate knowledge of:	Participants may:	Participants will be able to:
I 2.1 What it means to "know" a word deeply and use it well *I 2.2 The difference between recognizing words in print and understanding word meanings at a deeper level* *I 2.3 Recommendations from research on vocabulary instruction techniques* *I 2.4 The aspects of learning word meanings that may be challenging, including multiple meanings and uses of words, idiomatic expressions, the limitations of dictionary definitions, demands of categorical and hierarchical reasoning, or insufficient examples of contextual use* *I 2.5 Research-supported approaches to selecting words for in-depth instruction*	• Review research findings on how children learn words and how many words children typically learn each year • Analyze text for different tiers of vocabulary teaching, such as sight words, high frequency vocabulary, words that are essential for overall understanding and that are generalizable to other content domains, and technical/content specific words • Practice using structured techniques such as creating a complete definition of a familiar word, using semantic feature analysis, using graphic organizers to show classification and word relationships, and providing contextual support for word learning • Identify cognates shared by languages, especially Spanish and	• Identify which words in a passage or content area may not be known by students • Select words for instruction and give a rationale for choices of words to teach in a given text • Develop a plan for a "tiered" approach to word-level instruction in real texts, based on real or simulated teaching and learning cases • Develop, describe, or identify vocabulary instruction approaches that are supported by research and recognize when it may be appropriate to employ them • Employ morphological analysis and mapping in a vocabulary lesson, where appropriate • Model visual, motor, and language patterning techniques to help second language learners with new word meanings

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INSTRUCTION IN READING

I 2.0 PERFORMANCE OBJECTIVE: Vocabulary		
Participants will increase student knowledge of word meanings through teaching of vocabulary to promote comprehension and will also foster students' independent strategies for extending vocabularies through reading.		
Essential Knowledge/Skills: *Participants will demonstrate knowledge of:*	**Participant Learning Opportunities/ Examples of Professional Development Activities:** Participants may:	**Participant Assessments to Consider:** Participants will be able to:
I 2.6 Derivational processes in word learning (morphological and etymological analysis) and the use of cognates in helping second language learners *I 2.7 How vocabulary develops in oral and written language by first and second language learners* *I 2.8 Implicit approaches for fostering independent vocabulary learning*	English, and work through activities designed to exploit those shared cognates • Evaluate a program for teaching vocabulary through morphology • Provide examples of language-rich environments to promote vocabulary and curiosity about words	• Design or role-play extension activities designed to motivate students to learn new words on their own

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INSTRUCTION IN READING

Essential Knowledge/Skills: *Participants will demonstrate knowledge of:*	**Participant Learning Opportunities/ Examples of Professional Development Activities:** Participants may:	**Participant Assessments to Consider:** Participants will be able to:
I 3.1 A research-supported definition of reading fluency and its relationship to word recognition and comprehension *I 3.2 Expectations/norms for fluency as children develop reading skill* *I 3.3 Factors that may impact fluency, for example, type of text, reason for reading, background knowledge, and text difficulty* *I 3.4 Oral passage reading fluency intervention techniques for dysfluent students, including increasing time spent reading at independent level; alternate oral reading; repeated readings; and simultaneous oral reading* **I 3.5 Explicit instructional strategies for supporting fluency development within the core, comprehensive reading program**	• Read and discuss research on the importance of fluency as it relates to word recognition (word identification and automaticity) and comprehension • Examine oral reading fluency norms and expectations • Identify text at a student's independent, instructional, and frustration text levels • Analyze variations in fluency using a variety of text types and contexts for reading • Role play and practice oral reading fluency intervention techniques • With a progress-monitoring tool, measure gains in oral reading fluency in one or more students • Devise a plan to monitor student progress in fluency, such as through DIBELS	• Define fluency, the factors that contribute to reading fluency, and the effect of dysfluency on comprehension • Determine who in a class has a problem with reading fluency, based on oral reading fluency data • Investigate how text selection may or may not influence the reliability of oral reading rate in a given student • Discriminate between research-supported practices and those that may be popular but lack research support • Develop or add instructional routines for fluency development to lesson plans and provide a rationale for planning decisions, based on real or simulated situations

I 3.0 PERFORMANCE OBJECTIVE: Fluency
Participants will promote fluency by using research-supported techniques to promote accurate reading with sufficient speed to promote understanding of text at a student's independent reading level.

Instruction in Reading
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INSTRUCTION IN READING

I 3.0 PERFORMANCE OBJECTIVE: _Fluency_ _Participants will promote fluency by using research-supported techniques to promote accurate reading with sufficient speed to promote understanding of text at a student's independent reading level._		
Essential Knowledge/Skills: _Participants will demonstrate knowledge of:_	**Participant Learning Opportunities/ Examples of Professional Development Activities:** Participants may:	**Participant Assessments to Consider:** Participants will be able to:
	• Provide opportunities for students to develop fluency in core reading lesson, such as reading independently in appropriate text, reading aloud with a peer partner, and rereading a text for different purposes	

Instruction in Reading

INSTRUCTION IN READING

I 4.0 PERFORMANCE OBJECTIVE: *Comprehension* *Participants will know and use a variety of explicit, research-supported comprehension instruction approaches to support students in comprehending texts independently.*		
Essential Knowledge/Skills: *Participants will demonstrate knowledge of:*	**Participant Learning Opportunities/ Examples of Professional Development Activities:** Participants may:	**Participant Assessments to Consider**: Participants will be able to:
I 4.1 Multiple influences that can cause miscomprehension – in the reader, the text, the context, or the reading task itself *I 4.2 Effective comprehension instructional practices supported by current research (such as, teaching word meanings, building or eliciting background knowledge, previewing the text, questioning during reading, making inferences explicit and overt, summarizing and retelling, constructing mental images, using graphic organizers) with both expository and narrative texts* *I 4.3 Text characteristics that affect comprehension, such as type of vocabulary, syntactic complexity, propositional density, use of logical connecting words, genre and discourse structure*	• Identify those causes of miscomprehension over which a teacher has some control. • Use research consensus documents to create an anthology of Before/During/After (BDA) techniques for instruction in comprehension • Use a BDA reading framework and research consensus papers to identify research-based practices that may optimize the comprehension of English Language Learners and children with special needs • Analyze different types of text to anticipate the comprehension problems that students might experience • Demonstrate the ability to promote the comprehension of students including English Language	• Plan, given a narrative and/or expository text, strategies to teach that text and that employ appropriate comprehension-fostering devices before, during, and after reading • Segment a text into "chunks" and formulate queries designed to maximize student understanding during reading • Modify a lesson to meet the needs of young students, advanced students, English Language Learners or students with reading comprehension difficulties • Select suitable texts for children according to their readability level, topic, length, and appeal to student interests • Plan appropriately for gradual release of responsibility for comprehension to students

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INSTRUCTION IN READING

I 4.0 PERFORMANCE OBJECTIVE: *Comprehension*		
Participants will know and use a variety of explicit, research-supported comprehension instruction approaches to support students in comprehending texts independently.		
Essential Knowledge/Skills: *Participants will demonstrate knowledge of:*	**Participant Learning Opportunities/ Examples of Professional Development Activities:** Participants may:	**Participant Assessments to Consider**: Participants will be able to:
I 4.4 Explicitly teaching and scaffolding students' independent use of comprehension skills and strategies	Learners and children with special needs • Examine, by live or video observation, approaches designed to help students (a) independently comprehend as they are reading, (b) monitor their understanding, and (c) apply fix-up strategies, as needed	• Identify some research-validated intervention approaches for students who comprehend poorly during independent reading

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INSTRUCTION IN READING

I 5.0 PERFORMANCE OBJECTIVE: *Implementation of a comprehensive reading program* *Participants know a research-based framework for meeting the instructional needs of all children, and the practices of grouping for differentiated instruction in reading.*		
Essential Knowledge/Skills: *Participants will demonstrate knowledge of:*	**Participant Learning Opportunities/ Examples of Professional Development Activities:** Participants may:	**Participant Assessments to Consider:** Participants will be able to:
I 5.1 A "three tier" model (core, supplemental, intervention) for organizing classroom instruction for students with a wide range of proficiencies *I 5.2 The importance of the five components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) as they relate to the implementation of a comprehensive reading program* *I 5.3 The use of core, supplemental, and intervention materials in a comprehensive reading program* *I 5.4 The importance of writing and spelling in a comprehensive reading program* *I 5.5 The relationship between specific underlying skills (handwriting, spelling, knowledge of conventions, fluent transcription, verbal ideation, and so forth,)*	• View models of differentiated instruction applied in schools where reading failure is minimized • Participate in a planning exercise in which students are grouped for instruction based on assessment data • Differentiate between the writing process and underlying skills that support the writing process • Identify ways to use writing before, during, and after reading, such as quick write to tap background knowledge, notes for monitoring understanding during reading, and summarizing after reading • Analyze spelling and composition using samples of children's writing. Teach handwriting, spelling, and grammar in systematic increments to promote automatic transcription • Review the research by Berninger and colleagues on the importance of	• Find examples of research-based instruction within lessons of core, comprehensive reading programs and compare instructional approaches across two or more programs • Develop specific opportunities for writing before, during, and after reading in real or simulated classroom situations • Develop lessons that are balanced between skill practice and composition, according to recommendations from research • Design short- and long- term plans for managing instructional reading time in real or simulated situations • Develop one or more parent-teacher resources, such as a newsletter, brochure, or web page that provides parents with useful information about how to support their child's

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I 5.0 PERFORMANCE OBJECTIVE: Implementation of a comprehensive reading program Participants know a research-based framework for meeting the instructional needs of all children, and the practices of grouping for differentiated instruction in reading.		
Essential Knowledge/Skills: *Participants will demonstrate knowledge of:*	**Participant Learning Opportunities/ Examples of Professional Development Activities:** Participants may:	**Participant Assessments to Consider:** Participants will be able to:
and high quality composition *I 5.6 Management and allocation of instructional time according to student needs* *I 5.7 Promoting home/school connections to support student growth in reading*	handwriting, letter formation, and phonological awareness/alphabetic principle • Develop a classroom schedule/plan for short- term and long-term reading instruction to meet the needs of all learners • Describe to parents multiple ways to support and foster reading e.g. assignments, reading aloud, home reading records, homework tips • Communicate student progress to parents in ways that are meaningful, informative, and understandable	reading progress • Organize and prepare materials that convey students' reading progress for real or simulated parent/teacher conferences

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MATERIALS FOR TEACHING READING

This course is designed to assist preservice and inservice teachers in selecting and evaluating materials for teaching reading and related skills that are consistent with the findings of scientifically based reading research. Teachers should leave this course with an understanding of research-supported programs, approaches, and methods, so that they can address different levels of reading proficiency within the classroom and enable students to become strategic, fluent, and independent readers. Participants will use a variety of texts and other materials to promote student independent reading. Participants will be prepared to involve parents and members of the school and surrounding community to promote daily reading inside and outside of school.

Throughout the course, candidates will apply key concepts to various group and individual tasks and projects, including discussions and simulations, all of which will be modeled and/or guided by the instructor. At the onset of the course, the syllabus, assignments, and evaluation protocols for those assignments should be thoroughly reviewed with the candidates and revisited over time. **We recommend that instructors develop and use a variety of evaluation tools including rubrics to evaluate all aspects of the assigned projects.** The learning opportunities and assessments provided below are possible activities and performance tasks that can be integrated into the delivery of the course content. They are not intended to be all-inclusive or a listing of required elements.

M 1.0 PERFORMANCE OBJECTIVE: *Selecting and Evaluating Materials*		
Participants will use criteria consistent with the findings of scientifically based reading research to select, evaluate, and compare instructional programs and materials for teaching reading that are consistent with the findings of scientifically based reading research.		
Essential Knowledge/Skills:	**Participant Learning Opportunities/ Examples of Professional Development Activities:**	**Participant Assessments to Consider:**
Participants will demonstrate knowledge of:	Participants may:	Participants will be able to:
M 1.1 Selecting, organizing, and evaluating text that supports the development of the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) including but not limited to: o *Decodable text* o *Controlled vocabulary text* o *Informational text* o *Technology documents* o *Functional text* o *Literary text*	• Examine, critique, and categorize several programs and compare critiques to those published by independent sources • Use "*The Consumers Guide for Evaluating Core Reading Programs*" to evaluate the alignment of the instruction with recommendations from research • Determine what kind of student might benefit from a given program or approach	• Develop an annotated resource guide of instructional materials suitable for different age and ability levels that includes research and independent reviews of those materials • Collect information about materials and programs from research reports and independent reviews • Use a rubric to compare core reading programs and write a synthesis of the findings

*Note: Guidelines in italics, Performance Objectives and Essential Knowledge/Skills, must be coded (e.g. **M 1.0, M 1.1**) and included in revised courses.*

MATERIALS FOR TEACHING READING

M 1.0 PERFORMANCE OBJECTIVE: *Selecting and Evaluating Materials* *Participants will use criteria consistent with the findings of scientifically based reading research to select, evaluate, and compare instructional programs and materials for teaching reading that are consistent with the findings of scientifically based reading research.*		
Essential Knowledge/Skills: *Participants will demonstrate knowledge of:*	**Participant Learning Opportunities/ Examples of Professional Development Activities:** Participants may:	**Participant Assessments to Consider:** Participants will be able to:
M 1.2 At least two core, comprehensive reading programs evaluated for their allegiance to research-based principles of instruction in phonological awareness, phonics and word study, word recognition accuracy and fluency, passage reading fluency, vocabulary, comprehension skills and strategies, and language instruction *M 1.3 Supplementary materials and approaches for strategic and intensive intervention in phonological skills, phonics, word recognition, passage reading fluency, vocabulary, language, and/or comprehension skills and strategies* *M 1.4 The alignment of the instructional components of the core reading program with Maryland Voluntary State Reading and Language Arts curriculum (VCS)* *M 1.5 Research based independent sources for reviews of materials, methods, and programs*	• Choose appropriate texts to support systematic and strategic instruction in phonemic awareness, phonics, fluency, vocabulary and/or comprehension	• Choose an objective from the Voluntary State Curriculum and outline a series of scaffolded activities using appropriate text and instructional strategies

Note: Guidelines in italics, Performance Objectives and Essential Knowledge/Skills, must be coded (e.g. **M 1.0, M 1.1***) and included in revised courses.*

MATERIALS FOR TEACHING READING

M 1.0 PERFORMANCE OBJECTIVE: *Selecting and Evaluating Materials* *Participants will use criteria consistent with the findings of scientifically based reading research to select, evaluate, and compare instructional programs and materials for teaching reading that are consistent with the findings of scientifically based reading research.*		
Essential Knowledge/Skills: *Participants will demonstrate knowledge of:*	**Participant Learning Opportunities/ Examples of Professional Development Activities:** Participants may:	**Participant Assessments to Consider:** Participants will be able to:

M 1.6 Evaluating the quality of children's literature by using appropriate criteria for specific genres
 	
 M 1.7 Selecting classroom materials that integrate a variety of technology and media resources, multiple genres, and diverse cultural and linguistic backgrounds to support content area reading
 	
 M 1.8 Selecting, organizing, and evaluating materials to determine if they are appropriate to
    o *Instructional purpose (phonemic awareness, phonics, fluency, vocabulary, and/or comprehension)*
    o *Developmental level*
    o *Student's interest*
    o *Diverse cultural and linguistic backgrounds*
    o *Gender*
    o *English Language Learners (ELL)*
    o *Gifted and Talented (GT)*
    o *Special education*
	• Compare criteria for two or more genres
	 • Examine a variety of authors and illustrators of children's using both print and electronic resources to investigate author's and illustrator's craft
	 • Examine, critique, and categorize a variety of resources such as children's literature, software, web sites, books on tape, videos, music and art to support content reading
	 • Examine, critique, and categorize a variety of materials to determine their appropriateness in addressing student needs and diverse perspectives
	 • Examine readability formulas such as Spache and Dale-Chall and other criteria that were used to develop the leveling systems
	 • Examine and compare a variety of leveling systems such as Fountas and Pinnell, The 100 Book Challenge, and Lexiles
		• Develop an annotated resource guide using agreed upon criteria to evaluate children's literature
		 • Develop a multi-level text set (approximately ten books) to support a content area topic
		 • Create a literacy center, thematic unit, multi-media presentation to provide differentiated instruction in alignment with identified purposes
		 • Level at least five texts using several leveling systems

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MATERIALS FOR TEACHING READING

M 1.0 PERFORMANCE OBJECTIVE: *Selecting and Evaluating Materials*		
Participants will use criteria consistent with the findings of scientifically based reading research to select, evaluate, and compare instructional programs and materials for teaching reading that are consistent with the findings of scientifically based reading research.		
Essential Knowledge/Skills: *Participants will demonstrate knowledge of:*	**Participant Learning Opportunities/ Examples of Professional Development Activities:** Participants may:	**Participant Assessments to Consider:** Participants will be able to:
o *At-risk populations* **M 1.9** *Understanding and using appropriate leveling systems*		

Note: Guidelines in italics, Performance Objectives and Essential Knowledge/Skills, must be coded (e.g. **M 1.0, M 1.1**) *and included in revised courses.*

MATERIALS FOR TEACHING READING

M 2.0 PERFORMANCE OBJECTIVE: Developing Independent Readers *Participants will use a variety of texts and other materials to encourage students' motivation, interests, and independent reading habits.*		
Essential Knowledge/Skills: *Participants will demonstrate knowledge of:*	**Participant Learning Opportunities/ Examples of Professional Development Activities:** Participants may:	**Participant Assessments to Consider:** Participants will be able to:
M 2.1 The variety of texts (narrative, expository, reference, etc.) that should be in a classroom library and a method for organizing and presenting them *M 2.2 Incentive programs and classroom practices that promote wide reading* *M 2.3 Theoretical principles of motivation that support independent reading* *M 2.4 Features of text organization and formatting that are "student friendly" and that support comprehension* *M 2.5 Selecting and using appropriate materials that scaffold readers from developing to fluent reading and help students self-select material to match their independent reading level*	• Examine a variety of assessment tools considering validity and reliability to determine student's reading interests and background, including the following: interest surveys, parent surveys, descriptive journals, attitude surveys, reading logs, and interviews • Examine, critique, and categorize a variety of materials to determine their appropriateness for specific students such as print features, graphic aids, informational aids, organizational aids, and on line features • Examine, critique, and categorize a variety of texts to determine their organizational structure • Explore different methods to teach students to choose "just right text" such as "The Goldilocks Rule" or the "Five-Finger Rule"	• Administer and interpret one of the assessment tools presented and use the results to make recommendations of reading material to a student • Create a lesson that helps students review, scan, and assess the appropriateness of any text for their individual reading purposes • Teach one of these methods to a student and write a reflection of the experience

*Note: Guidelines in italics, Performance Objectives and Essential Knowledge/Skills, must be coded (e.g. **M 1.0, M 1.1**) and included in revised courses.*

MATERIALS FOR TEACHING READING

M 3.0 PERFORMANCE OBJECTIVE: Involving the Community *Participants will work collaboratively with parents and members of the school and surrounding community to promote daily reading of varied text in school and outside of school.*		
Essential Knowledge/Skills: *Participants will demonstrate knowledge of:*	**Participant Learning Opportunities/ Examples of Professional Development Activities:** Participants may:	**Participant Assessments to Consider:** Participants will be able to:
M 3.1 Collaborating with school-based teams to identify, select, and evaluate children's literature and other material that meets students' reading needs and interests *M 3.2 Parent-school and school-community support programs that promote independent reading and parent involvement in children's reading* *M 3.3 Materials that support core and supplemental instruction that parents can use at home* *M 3.4 Assisting parents and caregivers to learn to select quality children's literature and other materials that meet student's reading needs and interests*	• Participate in a school-based team, including community partners, such as: reading specialists, media specialists, parents, central office personnel, building administrators, special educators, researchers, arts educators, students, media, public librarians, and businesses as it relates to promoting daily reading of varied text in school and outside of school • Organize opportunities for parents such as: workshops, brochures, summer reading lists, reading programs, and public library programs to support their child's literacy and independent reading • Compile a list of resources such as public libraries, agencies dedicated to children's literacy, support groups for parents, and web sites that parents may use to maintain and promote their child's reading	• Create an action plan for improving school-wide reading programs • Create a parent or community resource such as a newsletter, brochure, resource list, web-page, or workshop that supports classroom instruction encouraging independent reading

*Note: Guidelines in italics, Performance Objectives and Essential Knowledge/Skills, must be coded (e.g. **M 1.0, M 1.1**) and included in revised courses.*

MATERIALS FOR TEACHING READING

M 4.0 PERFORMANCE OBJECTIVE: *Establish and Manage the Literacy Environment* *Participants will plan and or establish and maintain an organized print-rich classroom environment that supports students' instructional and independent levels and develops interests, motivation, and positive attitudes about literacy.*		
Essential Knowledge/Skills: *Participants will demonstrate knowledge of:*	**Participant Learning Opportunities/ Examples of Professional Development Activities:** Participants may:	**Participant Assessments to Consider:** Participants will be able to:

M 4.1 *Children's literature and other materials for establishing a print-rich environment that supports literacy instruction to include:*
     o *Organized classroom library*
     o *Literacy centers*
     o *Technology/media*
 	
 M 4.2 *Planning and/or managing a print-rich environment that effectively supports student's instruction and independent levels, interests, motivation, and positive attitudes about literacy that includes:*
     o *Areas appropriate for whole and small group instruction*
     o *Areas for independent practice*
     o *Easy access to a wide variety of reading materials*
	• Examine and analyze pictures, descriptions, and videos of literacy environments to determine components that develop interests, motivation, and positive attitudes about literacy.
	 • Select materials for establishing a print-rich classroom environment.
	 • Plan and or implement a child friendly classroom library
	 • Observe and critique classroom environments to determine if they support student's instructional and independent levels, interests, motivation, and positive attitudes about literacy considering:
	     o Movement patterns
	     o Safety considerations
	     o Optimal learning conditions
	     o Areas appropriate for whole and small group instruction
	     o Areas for independent practice
	 • Easy access to materials
		• Develop a list of materials for a print-rich environment that effectively supports student interests, motivation, and positive attitudes about literacy
		 • Develop a management plan for a print-rich environment that effectively supports students' instructional and independent levels, interests, motivation, and positive attitudes about literacy that includes:
		     o Movement patterns
		     o Safety considerations
		     o Optimal learning conditions
		     o Areas appropriate for whole and small group instruction
		     o Areas for independent practice
		     o Easy access to materials

*Note: Guidelines in italics, Performance Objectives and Essential Knowledge/Skills, must be coded (e.g. **M 1.0, M 1.1**) and included in revised courses.*

MATERIALS FOR TEACHING READING

Selected References

Selecting and Evaluating Materials

Voluntary State Curriculum (Maryland Draft, 2004) http://www.mdk12.org/instruction/curriculum/reading/index.html

Microsoft Word Tool: Readability Tool

Florida Center for Reading Research – reviews of materials www.fcrr.org

What Works Clearing House – Institute for Education Sciences

University of Oregon, Technical Assistance Center for Reading First

Simmons & Kame'enui (2003) *Consumer's Guide for Evaluating a Core Reading Program*. http://reading.uoregon.edu

University of Texas Center for Reading and Language Arts www.texasreading.org

University of Michigan, CIERA

Children's Literature

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Cullinan, B.E., Galda, L. (1998). *Literature and the child.* Philadelphia: Harcourt Brace.

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Peterson, B. (2001). *Literacy pathways: Selecting books to support new readers*. Portsmouth, NH: Heinemann.

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Developing Independent Readers

Camborne, B. (2001) Conditions of Literacy Learning. *The Reading Teacher, 54,* 784-786.

Freeman, E.B., Person, D.G. (1998). *Connecting informational children's books with content area learning.* Boston: Allyn and
   Bacon

Ford, M. P. & Opitz, M. F. (2002). Using centers to engage children during guided reading time: Intensifying learning experiences
   away from the teacher. *The Reading Teacher, 55,* (8), 710-717*).*

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   The Reading Teacher, 50 (1), 14-25.

Guthrie, J. T. & Alao, S. (1997). Designing contexts to increase motivation for reading. *Reading Research Quarterly, 23*, 465-483.

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MATERIALS FOR TEACHING READING

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Halsted, Judith. (2002) *Some of my best friends are books.* Arizona, Great Potential Press, Inc.

Hefflin, B. R., Barkdale-Ladd, M. A. (2001) African American children's literature that helps students find themselves: Selection guidelines for Grades K-3. *The Reading Teacher*, 54, 810-819.

Involving the Community

Bialostok, S. (1995). *Raising readers: Helping your children to literacy*. Monitoba, Canada: Peguis Publishers

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IRA Family Literacy Committee (2000). *Family literacy and the school community: A partnership for lifelong learning* (brochure for teachers). Retrieved March 1, 2003 at www.reading.org.

IRA Family Literacy Committee (2000). *What is family literacy? Getting involved in Your Child's literacy learning* (brochure for parents). Retrieved March 1, 2003 at www.reading.org.

Morrow, L. M. (1983). Home and school correlates of early interest in literature. *Journal of Educational Research, 76*, 221-220.

Neuman, S. (1999). Books make a difference: A study of access to literacy. *Reading Research Quarterly, 34*, 286-311.

Neuman, S. B. & Celano, D. (2001). Books aloud: A campaign to "put books in children's hands*." The Reading Teacher*, 54(6), 550-557

NGA Center for Best Practices (2002). *Family literacy: A strategy for educational improvement.* Retrieved March 1, 2003 at www.famlit.org/flpp.

Pinnell, G. S. & Fountas, I. C. (1997). Help *America read: A handbook for volunteers*. Portsmouth, NH: Heinemann.

Establishing and Managing the Literacy Environment

Morrow, L.M., Maxwell, C.M., Tracey, D.H. (1995). *A survey of family literacy.* Delaware: International Reading Association.

Morrow, L. M. (1997). The *literacy center: Contexts for reading and writing*. York, MA: Stenhouse Publishers. PreK- 3 Focus

Neuman, S. B. (2001). The importance of classroom library. *Early Childhood Today*, 15 (5), 12-14.

Selected Magazines and Journals for Educators and Parents:

Book Links, Chicago, IL: Booklist Publications. Published bimonthly

Bookbag, Boulder, CO: Education Center, Inc...Published 6 times annually

Cricket, Red Oak, IL: Carus Publishing. Published monthly

Educational Oasis, Torrance, CA: Good Apple. Published 5 times annually

National Geographic World, Washington, D.C.: National Geographic Society. Published monthly

The Five Owls, Minneapolis, MN: Jara Society. Published 5 times annually

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ASSESSMENT FOR READING INSTRUCTION

This course is designed to assist preservice and inservice teachers in becoming proficient consumers and users of classroom-based assessments and assessment data. Instruction will focus on building knowledge of the purposes of assessment, types of assessment tools, how to administer and use several valid, reliable, well-researched formal and informal assessments of reading and related skills, how to effectively interpret the results of assessments, and how to communicate assessment results in a variety of contexts. Participants will show that they can use assessment data to guide instructional decisions.

Throughout the course, participants will demonstrate their knowledge by selecting, administering, and/or interpreting assessments appropriate for screening, progress monitoring, diagnosing, and outcome measurement. It is critical that at the onset of the course, the syllabus, assignments, and evaluation protocols for those assignments be thoroughly reviewed with the participants and revisited over time. The learning opportunities and participant assessments provided below are possible activities and performance tasks that can be integrated into the delivery of the course content. They are not intended to be all-inclusive or a listing of required elements. **We recommend that instructors develop a variety of evaluation tools including rubrics to evaluate the assigned projects.**

A 1.0 PERFORMANCE OBJECTIVE: Foundational Concepts of Assessment in Reading
rticipants will select, administer and interpret well-researched reading assessments for screening, diagnosis, progress monitoring, and outcome purposes.

Essential Knowledge/Skill:	Participant Learning Opportunities/ Examples of Professional Development Activities:	Participant Assessments to Consider:
Participants will demonstrate knowledge of:	Participants may:	Participants will be able to:
A 1.1 Classroom behaviors that indicate possible reading, writing, or language problems *A 1.2 Significant indicators in a child's history that point to reading problems or help explain classroom behavior*	• Complete an observational checklist, student interview or survey about a child's reading behavior and reading habits • Complete a record review and a parent interview on one or more students with reading problems • Observe a screening assessment and discuss the results of several classroom screenings • After training, administer a screening assessment to at least 10 students	• Compile relevant background information on students prior to administering assessments • Collect representative writing samples, language samples and work products • Describe a student's relative standing and general category of instructional need with reference to benchmarks or risk indicators on fluency-based screening measures

Assessment for Reading Instruction
Note: Guidelines in italics, Performance Objectives and Essential Knowledge/Skills, must be coded (e.g. A 1.0, A 1.1) and included in revised courses.

ASSESSMENT FOR READING INSTRUCTION

A 1.0 PERFORMANCE OBJECTIVE: Foundational Concepts of Assessment in Reading
rticipants will select, administer and interpret well-researched reading assessments for screening, diagnosis, progress monitoring, and outcome purposes.

Essential Knowledge/Skill: *Participants will demonstrate knowledge of:*	**Participant Learning Opportunities/ Examples of Professional Development Activities:** Participants may:	**Participant Assessments to Consider:** Participants will be able to:

A 1.3 The design and use of reliable and valid classroom screening measures to identify students at risk for reading difficulty such as DIBELS (Dynamic Indicators of Basic Early Literacy Skills), TPRI (Texas Primary Reading Inventory), AIMS, and/or PALS (Phonological Awareness Literacy Screening)
 	
A 1.4 Administration and interpretation of reliable and valid a classroom screening measures to identify students at risk for reading difficulty such as DIBELS, TPRI, AIMS, and/or PALS
 	
A 1.5 Standards and benchmarks and what they mean for basic, proficient, and advanced reading performance for groups and individuals
 	
A 1.6 Criteria for the selection of assessments:
   o *Internal and test-retest reliability*
   o *Concurrent and construct validity*
	• Interpret various types of statistics in student assessments
	• Review the technical manual or independent reviews of an assessment tool to determine the adequacy of its construction (reliability, validity, normative data)
	• Explain why an assessment is or is not valid and/or reliable, and how this knowledge would inform assessment-related decisions
	• Explain why grade equivalent scores are not used in scientific research reports
	• Participate in an inter-rater reliability study
	• On the basis of research reports and independent reviews, identify efficient, informal and formal, technically sound assessments of phoneme awareness, letter knowledge, sound-symbol knowledge and word attack, passage reading accuracy and fluency, passage comprehension, level of
		• Identify the advantages and limitations of screening assessment and discuss the screening results of an entire class
		• Justify the choice of assessment in terms of research support or technical adequacy
		• Determine who in a class may need additional diagnostic evaluation
		• Following lecture, discussion, and/or readings, participants will define and use assessment terminology such as the following terms, to interpret results:
		   o Normal curve equivalents
		   o Percentile ranks
		   o Standard deviation
		   o Confidence interval
		   o Stanine
		   o Standard scores
		   o Rubric scores
		• Interpret the results of expertly administered assessments

Assessment for Reading Instruction
*Note: Guidelines in italics, Performance Objectives and Essential Knowledge/Skills, must be coded (e.g. **A 1.0, A 1.1**) and included in revised courses.*

ASSESSMENT FOR READING INSTRUCTION

A 1.0 PERFORMANCE OBJECTIVE: *Foundational Concepts of Assessment in Reading*
rticipants will select, administer and interpret well-researched reading assessments for screening, diagnosis, progress monitoring, and outcome purposes.

Essential Knowledge/Skill:	Participant Learning Opportunities/ Examples of Professional Development Activities:	Participant Assessments to Consider:
Participants will demonstrate knowledge of:	Participants may:	Participants will be able to:

o *Norm-referenced, benchmark-referenced, and criterion-referenced*
 	
A 1.7 *The meaning of basic statistics such as normal curve equivalents; percentile ranks, stanines, quartiles, and grade equivalents*
 	
A 1.8 *The importance of standardized test administration*
 	
A 1.9 *Appropriate diagnostic assessments for students who are below grade level in reading and related skills:*
   o *Letter recognition and concepts of print*
   o *Phonological and phonemic awareness*
   o *Phonic correspondences and word attack*
   o *Word identification accuracy and speed*
   o *Vocabulary and oral language proficiency*
   o *Oral passage reading fluency*
   o *Silent passage reading*
	spelling development, and written composition
	
	• Under observation, administer selected assessments as part of a diagnostic team
	• Attend an interdisciplinary team meeting in which a psychologist, speech/language therapist, and other professionals contribute assessment findings
	• Administer progress-monitoring assessments (oral reading fluency or other measures of underlying skills) to students of different skill levels and chart the results
	• Examine public release documents for the content of the designated high-stakes outcome test for its relationship to the state or district standards and curriculum frameworks
	• Interpret the reports given from high-stakes achievement testing
		• Administer a suitable series of assessments to students of three different age and/or ability levels and formulate a description of the nature of their problems and instructional needs
		• Document a student's progress toward an instructional goal using CBM or other appropriate progress-monitoring tool
		• Evaluate consistencies and discrepancies between screening, progress monitoring, and outcome achievement test results in specific students
		• Explain why it is possible to predict the results of outcome tests on the basis of simple fluency-based screening measures
		• Explain the risks of using outcome assessments only, without screening and progress monitoring

Assessment for Reading Instruction
*Note: Guidelines in italics, Performance Objectives and Essential Knowledge/Skills, must be coded (e.g. **A 1.0, A 1.1**) and included in revised courses.*

ASSESSMENT FOR READING INSTRUCTION

A 1.0 PERFORMANCE OBJECTIVE: Foundational Concepts of Assessment in Reading		
rticipants will select, administer and interpret well-researched reading assessments for screening, diagnosis, progress monitoring, and outcome purposes.		
Essential Knowledge/Skill: *Participants will demonstrate knowledge of:*	**Participant Learning Opportunities/ Examples of Professional Development Activities:** Participants may:	**Participant Assessments to Consider:** Participants will be able to:

comprehension
  o *Spelling*
  o *Writing*
  o *Motivation/interest*
 	
A 1.10 *The purpose and use of progress-monitoring measures*
 	
A 1.11 *Curriculum-based measurement (CBM) and commercially prepared progress-monitoring assessments to evaluate students' progress toward an instructional goal*
 	
A 1.12 *Standardized administration of outcome (high stakes) assessments given by the school or district*
 	
A 1.13 *Incorporate the results of end-of-year achievement tests into instructional decision-making*		

Assessment for Reading Instruction
*Note: Guidelines in italics, Performance Objectives and Essential Knowledge/Skills, must be coded (e.g. **A 1.0, A 1.1**) and included in revised courses.*

ASSESSMENT FOR READING INSTRUCTION

A 2.0 PERFORMANCE OBJECTIVE: *Uses of Assessment*
Participants will use data from scientifically based reading assessments to make educational decisions, including classroom groupings, referral to specialists, and the evaluation of the effectiveness of practices and programs.

Essential Knowledge/Skill:	Participant Learning Opportunities/ Examples of Professional Development Activities:	Participant Assessments to Consider:
Participants will demonstrate knowledge of:	Participants may:	Participants will be able to:

A 2.1 *Legal and ethical issues in the fair and meaningful evaluation of students in the classroom, including confidentiality, informed consent, privacy, and bias*
 	
A 2.2 *Using assessments to differentiate format, intensity, and type of instruction, including:*
  o *Choosing a scientifically based instructional program including the three-tier approach (core, supplementary, intervention)*
  o *Selecting materials*
  o *Using flexible group patterns*
  o *Moving children toward independent reading*
 	
A 2.3 *Research-based options for changing or supplementing programs or instructional routines based on data*
 	
A 2.4 *Internet resources to locate independent, authoritative reviews of assessments, programs and approaches*
	• Identify potential misuses of testing with students with handicapping conditions, second language issues, or other special circumstances
	
	• Join team meetings in which changes of approach for students, class, or school are being considered based on data
	
	• Use the internet to locate reviews of supplementary instructional programs and methods
	
	• Examine data from multiple assessment sources and reconcile any discrepancies based on purpose and intended use of the assessments
	
	• Identify and explain the benefits and limitations of different methods of assessment and justify their use based on the unique needs of students with exceptionalities
	
	• Identify key components of various types of assessment, describe their appropriate and inappropriate use, and address issues of validity,
		• Read and discuss research-based journal articles addressing the issues of analysis, ethics, fairness, and consistency, examinations of patterns and trends, instructional implications, etc.
		
		• Through various means, such as presentations, exams, reports, reflections, class data sets, and/or case studies, analyze patterns and trends in individual and/or class data. This analysis may include:
		  o Discussion of discrepancy between class and state performance levels
		  o Patterns of errors in the group
		  o Instructional and/or programmatic next steps based on the assessment data
		  o Observable differences by gender, ethnicity, socio-economic status

Assessment for Reading Instruction
*Note: Guidelines in italics, Performance Objectives and Essential Knowledge/Skills, must be coded (e.g. **A 1.0, A 1.1**) and included in revised courses.*

ASSESSMENT FOR READING INSTRUCTION

A 2.0 PERFORMANCE OBJECTIVE: *Uses of Assessment*			
Participants will use data from scientifically based reading assessments to make educational decisions, including classroom groupings, referral to specialists, and the evaluation of the effectiveness of practices and programs.		
Essential Knowledge/Skill: *Participants will demonstrate knowledge of:*	**Participant Learning Opportunities/ Examples of Professional Development Activities:** Participants may:	**Participant Assessments to Consider:** Participants will be able to:
A 2.5 Interpreting, synthesizing, and reconciling results from a variety of assessments, including patterns and trends within data	reliability, and bias	• Conduct a web search to identify and explore online sources of assessment data, such as National Assessment of Educational Progress and Maryland Student Assessment, that will be used to support instruction and student learning • Determine who in a class may need further assessment and make recommendations for an appropriate evaluation plan • Complete an Assessment Case Study with a participant selected student • Review a simulated class list of students and develop a plan to assess and determine differentiated instruction Develop a plan to monitor progress of students who receive interventions and a process for modifying the intervention plan

Assessment for Reading Instruction

*Note: Guidelines in italics, Performance Objectives and Essential Knowledge/Skills, must be coded (e.g. **A 1.0, A 1.1**) and included in revised courses.*

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ASSESSMENT FOR READING INSTRUCTION

A 3.0 PERFORMANCE OBJECTIVE: *Communication of Assessment Results*		
rticipants will use effective techniques for communicating assessment results to peers, students, and parents.		
Essential Knowledge/Skill:	**Participant Learning Opportunities/ Examples of Professional Development Activities:**	**Participant Assessments to Consider:**
Participants will demonstrate knowledge of:	Participants may:	Participants will be able to:
A 3.1 *Translating technical concepts and terminology of assessments into concrete and clear language for peers, students, and parents* **A 3.2** *Using data to inform team decisions about instructional goals, methods, and settings* **A 3.3** *Adaptations of assessment reporting according to cultural, ethnic, and individual sensitivities*	• Explain an assessment protocol, with test scores and resulting classifications, with accuracy, clarity, and focus on what the results mean for teaching and learning • Participate in a grade-level team meeting, real or simulated, in which assessment results are used to group children for instruction and in which instructional goals are selected	• Incorporate technology such as spreadsheets, word processing, or computer-generated reports into written communications about assessment results • Rewrite a technical report into language appropriate to a given audience such as parents, students, colleagues, administrators, etc.

Assessment for Reading Instruction
*Note: Guidelines in italics, Performance Objectives and Essential Knowledge/Skills, must be coded (e.g. **A 1.0, A 1.1**) and included in revised courses.*

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Selected References

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Examples of Assessments

AIMSweb Assessment System. http://www.edformation.com/aimsweb.htm 1-888-944-1882

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Auditory Analysis Test <aram/aat_aram.pdf>

Clinical Evaluation of Language Fundamentals - 3rd Ed. (CELF-3) <aram/celf_aram.pdf>

Comprehensive Test of Phonological Processing (CTOPP) <aram/ctopp_aram.pdf>

Curriculum-Based Measurement (CBM): Oral Reading Fluency <aram/cbm_aram.pdf>

Degrees of Reading Power (DRP) <aram/drp_aram.pdf>

Dynamic Indicators of Basic Early Literacy Skills - 5th Ed. (DIBELS) <aram/dibels_aram.pdf>

Early Reading Diagnostic Assessment (ERDA) <aram/erda_aram.pdf>

Gray Oral Reading Test - IV (GORT-IV) <aram/gort_aram.pdf>

Iowa Test of Basic Skills (ITBS) <aram/iowa_aram.pdf>

Letter Sound Fluency <aram/lsf_aram.pdf>

Lindamood Auditory Conceptualization Test <aram/lindamood_aram.pdf>

An Observation Survey of Early Literacy Achievement <aram/observation_aram.pdf>

Peabody Picture Vocabulary Test - 3rd Ed. (PPVT-3) <aram/ppvt_aram.pdf>

Phonological Awareness Test <aram/pat_aram.pdf>

Qualitative Reading Inventory (QRI) <aram/qri_aram.pdf>

Roswell-Chall Auditory Blending <aram/roswell_aram.pdf>

Slosson Oral Reading Test - Revised (SORT-R) <aram/sort_aram.pdf>

Stanford Achievement Test - 9th Ed. (SAT-9) <aram/sat_aram.pdf>

TerraNova - CAT (2nd Ed. TerraNova; 6th Ed. CAT) <aram/terra_aram.pdf>

Test of Language Development - Primary: 3rd Edition (TOLD-P:3) <aram/told_aram.pdf>

Test of Phonological Awareness (TOPA) <aram/topa_aram.pdf>

Test of Word Knowledge (TOWK) <aram/towk_aram.pdf>

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[Test of Word Reading Efficiency (TOWRE) <aram/towre_aram.pdf>](aram/towre_aram.pdf)

[Texas Primary Reading Inventory (TPRI) <aram/tpri_aram.pdf>](aram/tpri_aram.pdf)

[Wechsler Individual Achievement Test - II (WIAT-II) <aram/wiat_aram.pdf>](aram/wiat_aram.pdf)

[Woodcock-Johnson III Test of Achievement <aram/wjach_aram.pdf>](aram/wjach_aram.pdf)

[Woodcock-Johnson III Test of Cognitive Abilities <aram/wjcog_aram.pdf>](aram/wjcog_aram.pdf)

[Woodcock Reading Mastery Test - Revised (WRMT-R) <aram/wrmt_aram.pdf>](aram/wrmt_aram.pdf)

[Yopp-Singer Test of Phoneme Segmentation <aram/yopp_aram.pdf>](aram/yopp_aram.pdf)

Websites for Evaluating Assessments

Analysis of Reading Assessment Instruments for K-3 http://idea.uoregon.edu/assessment
Florida Center for Reading Research www.fcrr.org