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
Reading Course Revision Guidelines
For
Elementary, Early Childhood and Special Education

November, 2004
Maryland State Board of Education

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Acknowledgements

The Maryland State Department of Education (MSDE) gratefully acknowledges the members of the Maryland Reading Course Revision Committee for their commitment to improving reading preparation and professional development in Maryland. MSDE especially thanks Dr. Elizabeth Morgan, Superintendent of Washington County Public Schools, the committee chairperson, and Dr. Patricia Wilson, Ms. Elizabeth Haslup, Ms. Regina Teat, Ms. Barbara Walker and Dr. Sharon Craig subcommittee chairpersons. The special skills and insights of these individuals were critical to conducting the work of the committee. Their leadership brought together a diverse membership to shape new reading courses for elementary, early childhood, and special educators seeking certification in Maryland.
## Committee Membership

<table>
<thead>
<tr>
<th>Dr. Elizabeth Morgan, COMMITTEE CHAIR</th>
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<tr>
<td>Superintendent</td>
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<td>Washington County Board of Education</td>
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<td>Dr. Virginia H. Pilato, Director of Certification and Accreditation</td>
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<td>Ms. Trudy Collier, Director, Office of Reading First</td>
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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.

Put Reading First: The Research Building Blocks for Teaching Children to Read, Kindergarten through Grade 3
Report of the National Reading Panel: Teaching Children to Read

Preventing Reading Difficulties in Young Children

Starting Out Right: A Guide to Promoting Children’s Reading Success

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 /
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 achievable, 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.
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.

<table>
<thead>
<tr>
<th>P 1.0 PERFORMANCE OBJECTIVE: Foundation Concepts of How Children Learn to Read</th>
<th>Participant Assessments to Consider:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Participants will understand, describe, and recognize phases of the reading acquisition process.</strong></td>
<td>Participants will be able to:</td>
</tr>
<tr>
<td><strong>Essential Knowledge/Skills:</strong></td>
<td><strong>Participant Learning Opportunities/Examples of Professional Development Activities:</strong></td>
</tr>
<tr>
<td>Participants will demonstrate knowledge of:</td>
<td>Participants may:</td>
</tr>
<tr>
<td><strong>A. Phases of Reading Acquisition</strong></td>
<td>• Develop a graphic organizer that shows the relationships between phonological, orthographic, semantic, and syntactic processing in early reading development</td>
</tr>
<tr>
<td><strong>P 1.1 The role of orthographic, phonological, semantic, and syntactic processes in word recognition</strong></td>
<td>• Compare the scientifically based Seidenberg and McClelland, (1989) four processor model to the three cueing system</td>
</tr>
<tr>
<td><strong>P 1.2 The interactions between phonological skill, phonic decoding, spelling, word recognition, reading fluency, vocabulary, reading comprehension and</strong></td>
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## PROCESSES AND ACQUISITION OF READING

<table>
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<tr>
<th>Essential Knowledge/Skills:</th>
<th>Participant Learning Opportunities/Examples of Professional Development Activities:</th>
<th>Participant Assessments to Consider:</th>
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<tbody>
<tr>
<td>Participants will demonstrate knowledge of:</td>
<td>Participants may:</td>
<td>Participants will be able to:</td>
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<tr>
<td>writing</td>
<td>• 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</td>
<td>• 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</td>
</tr>
<tr>
<td>P 1.3 The progression (stages) of reading development</td>
<td>• 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</td>
<td>• Order a series of children’s work samples along the continuum of stages of reading development</td>
</tr>
<tr>
<td>P 1.4 The findings of longitudinal research on long-term prediction of reading outcomes</td>
<td>• Review sample case histories of children, adolescents, and/or adults with reading difficulties; listen to adults with reading difficulties describe their life experiences</td>
<td>• Identify students’ level of reading development given work samples, assessments, and descriptions of student abilities and behavior</td>
</tr>
<tr>
<td>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</td>
<td>• 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</td>
<td>• 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</td>
</tr>
<tr>
<td>P 1.6 The progressive development of phonological and orthographic skill, word recognition, fluency, and comprehension from preschool to mature reading</td>
<td>• 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</td>
<td>• Using a graphic model of comprehension processes, explain the major factors that enable comprehension and the major ways in which</td>
</tr>
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</table>

**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.

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

**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.

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<th>Participant Learning Opportunities/Examples of Professional Development Activities:</th>
<th>Participant Assessments to Consider:</th>
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<tbody>
<tr>
<td>Participants will demonstrate knowledge of:</td>
<td>understand the words but could not construct meaning</td>
<td>comprehensión might be impaired</td>
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<tr>
<td><strong>B. Intrinsic/extrinsic, alterable and unalterable variables and their contribution to reading acquisition</strong></td>
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</table>
| **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** | - 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 |  |
|  | - 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 |  |

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.
### 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.

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

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<tr>
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<tbody>
<tr>
<td><strong>P 2.1</strong> The print concepts young children must develop</td>
<td>• Role-play the teaching of print concepts during reading aloud&lt;br&gt;• Role-play and practice strategies for teaching letter identification and letter formation&lt;br&gt;• Identify words in modern English that are derived from Anglo-Saxon, Latin, and Greek&lt;br&gt;• Complete a series of exercises to identify English phonemes (consonant and vowel sounds), graphemes (correspondence units with phonemes) and morphemes (meaningful parts of words)&lt;br&gt;• Role-play techniques of contrastive analysis to help ELL (English Language Learners) children learn English phonics and pronunciation</td>
<td>• Describe how to teach concepts of print during shared reading and oral reading&lt;br&gt;• Describe techniques for teaching letter naming, matching, and writing, based on current scientifically based reading research&lt;br&gt;• Evaluate given oral and written language sample(s) in terms of language use and organization&lt;br&gt;• Locate words in text that are examples of phoneme-grapheme correspondences&lt;br&gt;• Identify common phonological and morphological confusions in children’s speech and writing&lt;br&gt;• Locate second language confusions that are related to first language interference in speech and writing&lt;br&gt;• Identify phonological, morphological and orthographic errors of reading, spelling and word identification&lt;br&gt;• Summarize consensus points from recent research on teaching reading to English Language Learners (ELL students)</td>
</tr>
<tr>
<td><strong>P 2.2</strong> The role of letter name knowledge in reading and spelling</td>
<td></td>
<td></td>
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<tr>
<td><strong>P 2.3</strong> The relationship between language proficiency and reading proficiency</td>
<td></td>
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<tr>
<td><strong>P 2.4</strong> The historical evolution of the English language and alphabetic writing</td>
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<td></td>
</tr>
<tr>
<td><strong>P 2.5</strong> Language organization: phonology, orthography, morphology, syntax, semantic networks, and discourse structure</td>
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</tr>
<tr>
<td><strong>P 2.6</strong> The speech sound system of English</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>P 2.7</strong> 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</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**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.

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<tbody>
<tr>
<td>Participants will demonstrate knowledge of:</td>
<td>Participants may:</td>
<td>Participants will be able to:</td>
</tr>
<tr>
<td><strong>P 2.8</strong> The role of fluency in phonological processing, letter naming, word recognition, oral reading, silent reading, and comprehension</td>
<td>- 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.</td>
<td>- 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.).</td>
</tr>
<tr>
<td><strong>P 2.9</strong> The role of vocabulary development and knowledge in comprehension</td>
<td>- Analyze children’s reading and writing errors to determine whether they are primarily phonological, orthographic, or morphological in nature.</td>
<td>- Write a credible description of student behavior, from a linguistic perspective.</td>
</tr>
<tr>
<td><strong>P 2.10</strong> The nature and organization of English orthography (writing)</td>
<td>- Select material for read-alouds and wide reading that will expand students’ vocabulary.</td>
<td>- Describe how to select material to expand students’ vocabulary.</td>
</tr>
<tr>
<td><strong>P 2.11</strong> The differences between English orthography and that of at least one other language</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>P 2.12</strong> Anglo-Saxon, Latin, and Greek-derived morphemes in English</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>P 2.13</strong> Text characteristics and syntax (phrases, clauses, sentences, paragraphs and “academic language”) that students may misinterpret</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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The Psychology of Normal and Atypical Reading Development


Processes and Acquisition of Reading

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**Language Structure, Language Development and Literacy Acquisition**


**Websites**

National Center for Literacy [http://www.mifl.gov](http://www.mifl.gov)
International Reading Association [http://www.reading.org](http://www.reading.org)
International Dyslexia Association [http://www.interdys.org](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.

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<thead>
<tr>
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<tbody>
<tr>
<td>Participants will demonstrate knowledge of:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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</td>
<td>Participants may:</td>
<td>Participants will be able to:</td>
</tr>
<tr>
<td>I 1.2 Behaviors characteristic of students at various stages of reading development and levels of proficiency in basic reading skill</td>
<td>• View and describe examples from reading and spelling textbooks representing approaches to instruction over the past 150 years</td>
<td>• Summarize several major findings from recent reading research consensus reports that resolve some long-standing “debates” in reading education</td>
</tr>
<tr>
<td>I 1.3 A typical scope and sequence for phonological awareness instruction</td>
<td>• Examine models of typical scope an sequences in phonemic awareness and phonics using the Maryland Voluntary State Curriculum in Reading and Language Arts</td>
<td>• 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</td>
</tr>
</tbody>
</table>

Instruction in Reading
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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.

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<tr>
<td><strong>Participants will demonstrate knowledge of:</strong></td>
<td><strong>Voluntary State Curriculum in Reading and Language Arts</strong></td>
<td>instructional goals for students in decoding and word study</td>
</tr>
<tr>
<td>I 1.4 <em>A typical scope and sequence for an explicit, systematic approach to phonics/word study instruction</em></td>
<td><em>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</em></td>
<td><em>Pronounce the speech sounds accurately during modeled instruction</em></td>
</tr>
<tr>
<td>I 1.5 <em>Techniques for teaching speech sound identification, matching, blending, segmenting, and manipulation (oral)</em></td>
<td><em>Order phonological tasks on a continuum of difficulty</em></td>
<td><em>Contrast explicit, systematic instruction with implicit, incidental, opportunistic instruction</em></td>
</tr>
<tr>
<td>I 1.6 <em>Techniques for teaching phoneme-grapheme association according to a planned progression</em></td>
<td><em>Order phonics/word study tasks on a continuum of difficulty</em></td>
<td><em>Incorporate instruction in irregular words instruction into decoding and word study lessons</em></td>
</tr>
<tr>
<td>I 1.7 <em>Techniques for teaching sound blending in decoding to enhance accuracy and fluency</em></td>
<td><em>Identify the important elements of effective word recognition instruction, as indicated in the National Reading Panel Report</em></td>
<td><em>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</em></td>
</tr>
<tr>
<td>I 1.8 <em>Techniques for teaching fluent recognition of whole words explicit, systematic instruction compared with implicit, incidental, opportunistic instruction</em></td>
<td><em>Observe a video or live demonstration to identify research-supported teaching practices</em></td>
<td><em>Demonstrate the implementation of a</em></td>
</tr>
</tbody>
</table>
| I 1.9 *Word study routines found in systematic approaches, including word building, word sorting, word chaining, and speed drills* | *Role play specific instructional techniques for teaching phonological skills* | **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 1.0 PERFORMANCE OBJECTIVE: Word Recognition

Participants will promote the development of word recognition capabilities with systematic, explicit approaches.

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</thead>
</table>
| Participants will demonstrate knowledge of: | • 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 |

**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**

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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.

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<tbody>
<tr>
<td>Participants will demonstrate knowledge of:</td>
<td>Participants may:</td>
<td>Participants will be able to:</td>
</tr>
<tr>
<td>I 2.1 What it means to “know” a word deeply and use it well</td>
<td>• Review research findings on how children learn words and how many words children typically learn each year</td>
<td>• Identify which words in a passage or content area may not be known by students</td>
</tr>
<tr>
<td>I 2.2 The difference between recognizing words in print and understanding word meanings at a deeper level</td>
<td>• 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</td>
<td>• Select words for instruction and give a rationale for choices of words to teach in a given text</td>
</tr>
<tr>
<td>I 2.3 Recommendations from research on vocabulary instruction techniques</td>
<td>• 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</td>
<td>• Develop a plan for a “tiered” approach to word-level instruction in real texts, based on real or simulated teaching and learning cases</td>
</tr>
<tr>
<td>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</td>
<td>• Identify cognates shared by languages, especially Spanish and English</td>
<td>• Develop, describe, or identify vocabulary instruction approaches that are supported by research and recognize when it may be appropriate to employ them</td>
</tr>
<tr>
<td>I 2.5 Research-supported approaches to selecting words for in-depth instruction</td>
<td>• Review research findings on how children learn words and how many words children typically learn each year</td>
<td>• Employ morphological analysis and mapping in a vocabulary lesson, where appropriate</td>
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<td></td>
<td></td>
<td>• Model visual, motor, and language patterning techniques to help second language learners with new word meanings</td>
</tr>
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Instruction in Reading

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## 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:
  - Derivational processes in word learning (morphological and etymological analysis) and the use of cognates in helping second language learners
  - How vocabulary develops in oral and written language by first and second language learners
  - Implicit approaches for fostering independent vocabulary learning

### Participant Learning Opportunities/Examples of Professional Development Activities:

- Participants may:
  - 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

### Participant Assessments to Consider:

- Participants will be able to:
  - Design or role-play extension activities designed to motivate students to learn new words on their own

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**Instruction in Reading**

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### 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.

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</table>
| **I 3.1** A research-supported definition of reading fluency and its relationship to word recognition and comprehension | • 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 3.2** 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 | | |

Instruction in Reading

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### 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.

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</table>

- 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.

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Instruction in Reading

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### 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.

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<tr>
<td>Participants will demonstrate knowledge of:</td>
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<tr>
<td>I 4.1 Multiple influences that can cause miscomprehension – in the reader, the text, the context, or the reading task itself</td>
<td>• Identify those causes of miscomprehension over which a teacher has some control.</td>
<td>• 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</td>
</tr>
<tr>
<td>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</td>
<td>• Use research consensus documents to create an anthology of Before/During/After (BDA) techniques for instruction in comprehension</td>
<td>• Segment a text into “chunks” and formulate queries designed to maximize student understanding during reading</td>
</tr>
<tr>
<td>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</td>
<td>• 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</td>
<td>• Modify a lesson to meet the needs of young students, advanced students, English Language Learners or students with reading comprehension difficulties</td>
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<tr>
<td></td>
<td>• Analyze different types of text to anticipate the comprehension problems that students might experience</td>
<td>• Select suitable texts for children according to their readability level, topic, length, and appeal to student interests</td>
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<td></td>
<td>• Demonstrate the ability to promote the comprehension of students including English Language</td>
<td>• Plan appropriately for gradual release of responsibility for comprehension to students</td>
</tr>
</tbody>
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### 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.

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<tbody>
<tr>
<td>Participants will demonstrate knowledge of:</td>
<td><strong>I 4.4 Explicitly teaching and scaffolding students’ independent use of comprehension skills and strategies</strong></td>
<td><strong>Participants will be able to:</strong></td>
</tr>
<tr>
<td><strong>I 4.4</strong></td>
<td>Learners and children with special needs</td>
<td>• Identify some research-validated intervention approaches for students who comprehend poorly during independent reading</td>
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<td></td>
<td>• 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</td>
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</tbody>
</table>
**INSTRUCTION IN READING**

<table>
<thead>
<tr>
<th>I 5.0 PERFORMANCE OBJECTIVE: Implementation of a comprehensive reading program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants know a research-based framework for meeting the instructional needs of all children, and the practices of grouping for differentiated instruction in reading.</td>
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<td><strong>Participants may:</strong></td>
<td><strong>Participants will be able to:</strong></td>
</tr>
<tr>
<td>I 5.1 A “three tier” model (core, supplemental, intervention) for organizing classroom instruction for students with a wide range of proficiencies</td>
<td>• View models of differentiated instruction applied in schools where reading failure is minimized</td>
<td>• Find examples of research-based instruction within lessons of core, comprehensive reading programs and compare instructional approaches across two or more programs</td>
</tr>
<tr>
<td>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</td>
<td>• Participate in a planning exercise in which students are grouped for instruction based on assessment data</td>
<td>• Develop specific opportunities for writing before, during, and after reading in real or simulated classroom situations</td>
</tr>
<tr>
<td>I 5.3 The use of core, supplemental, and intervention materials in a comprehensive reading program</td>
<td>• Differentiate between the writing process and underlying skills that support the writing process</td>
<td>• Develop lessons that are balanced between skill practice and composition, according to recommendations from research</td>
</tr>
<tr>
<td>I 5.4 The importance of writing and spelling in a comprehensive reading program</td>
<td>• 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</td>
<td>• Design short- and long-term plans for managing instructional reading time in real or simulated situations</td>
</tr>
<tr>
<td>I 5.5 The relationship between specific underlying skills (handwriting, spelling, knowledge of conventions, fluent transcription, verbal ideation, and so forth,)</td>
<td>• Analyze spelling and composition using samples of children’s writing. Teach handwriting, spelling, and grammar in systematic increments to promote automatic transcription</td>
<td>• 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</td>
</tr>
</tbody>
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Instruction in 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.

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<tr>
<td>Participants will demonstrate knowledge of:</td>
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<td>Participants will be able to:</td>
</tr>
<tr>
<td>and high quality composition</td>
<td>handwriting, letter formation, and phonological awareness/alphabetic principle</td>
<td>reading progress</td>
</tr>
<tr>
<td><strong>I 5.6 Management and allocation of instructional time according to student needs</strong></td>
<td>• Develop a classroom schedule/plan for short-term and long-term reading instruction to meet the needs of all learners</td>
<td>• Organize and prepare materials that convey students’ reading progress for real or simulated parent/teacher conferences</td>
</tr>
<tr>
<td><strong>I 5.7 Promoting home/school connections to support student growth in reading</strong></td>
<td>• Describe to parents multiple ways to support and foster reading e.g. assignments, reading aloud, home reading records, homework tips</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Communicate student progress to parents in ways that are meaningful, informative, and understandable</td>
<td></td>
</tr>
</tbody>
</table>

*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.*
Selected References


INSTRUCTION IN READING


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.

<table>
<thead>
<tr>
<th>Essential Knowledge/Skills:</th>
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<th>Participant Assessments to Consider:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants will demonstrate knowledge of:</td>
<td>Participants may:</td>
<td>Participants will be able to:</td>
</tr>
<tr>
<td><strong>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:</strong></td>
<td>• Examine, critique, and categorize several programs and compare critiques to those published by independent sources&lt;br&gt;• Use “The Consumers Guide for Evaluating Core Reading Programs” to evaluate the alignment of the instruction with recommendations from research&lt;br&gt;• Determine what kind of student might benefit from a given program or approach</td>
<td>• Develop an annotated resource guide of instructional materials suitable for different age and ability levels that includes research and independent reviews of those materials&lt;br&gt;• Collect information about materials and programs from research reports and independent reviews&lt;br&gt;• Use a rubric to compare core reading programs and write a synthesis of the findings</td>
</tr>
<tr>
<td>o Decodable text&lt;br&gt;o Controlled vocabulary text&lt;br&gt;o Informational text&lt;br&gt;o Technology documents&lt;br&gt;o Functional text&lt;br&gt;o Literary text</td>
<td></td>
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</tr>
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</table>
### MATERIALS FOR TEACHING READING

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<tr>
<td>Participants will demonstrate knowledge of:</td>
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<td>Participants will be able to:</td>
</tr>
<tr>
<td><strong>M 1.2</strong> 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.</td>
<td>- Choose appropriate texts to support systematic and strategic instruction in phonemic awareness, phonics, fluency, vocabulary and/or comprehension</td>
<td>- Choose an objective from the Voluntary State Curriculum and outline a series of scaffolded activities using appropriate text and instructional strategies</td>
</tr>
<tr>
<td><strong>M 1.3</strong> 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</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>M 1.4</strong> The alignment of the instructional components of the core reading program with Maryland Voluntary State Reading and Language Arts curriculum (VCS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>M 1.5</strong> Research based independent sources for reviews of materials, methods, and programs</td>
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</tbody>
</table>

Materials for Teaching 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.*
## M 1.0 PERFORMANCE OBJECTIVE: Selecting and Evaluating Materials
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</thead>
<tbody>
<tr>
<td><strong>M 1.6</strong> Evaluating the quality of children’s literature by using appropriate criteria for specific genres</td>
<td>Participants may:</td>
<td>Participants will be able to:</td>
</tr>
<tr>
<td><strong>M 1.7</strong> 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</td>
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<tr>
<td><strong>M 1.8</strong> Selecting, organizing, and evaluating materials to determine if they are appropriate to</td>
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<tr>
<td></td>
<td>o Instructional purpose (phonemic awareness, phonics, fluency, vocabulary, and/or comprehension)</td>
<td>Develop an annotated resource guide using agreed upon criteria to evaluate children’s literature</td>
</tr>
<tr>
<td></td>
<td>o Developmental level</td>
<td>Develop a multi-level text set (approximately ten books) to support a content area topic</td>
</tr>
<tr>
<td></td>
<td>o Student’s interest</td>
<td>Create a literacy center, thematic unit, multi-media presentation to provide differentiated instruction in alignment with identified purposes</td>
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<tr>
<td></td>
<td>o Diverse cultural and linguistic backgrounds</td>
<td>Level at least five texts using several leveling systems</td>
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<td></td>
<td>o Gender</td>
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<td></td>
<td>o English Language Learners (ELL)</td>
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<td></td>
<td>o Gifted and Talented (GT)</td>
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<td></td>
<td>o Special education</td>
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</tr>
</tbody>
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## M 1.0 PERFORMANCE OBJECTIVE: Selecting and Evaluating Materials
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<tbody>
<tr>
<td>Participants will demonstrate knowledge of:</td>
<td>Participants may:</td>
<td>Participants will be able to:</td>
</tr>
<tr>
<td>o At-risk populations</td>
<td></td>
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</tr>
</tbody>
</table>

### M 1.9 Understanding and using appropriate leveling systems
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.

<table>
<thead>
<tr>
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<th>Participant Assessments to Consider:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants will demonstrate knowledge of:</td>
<td>• 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</td>
<td>• Administer and interpret one of the assessment tools presented and use the results to make recommendations of reading material to a student</td>
</tr>
<tr>
<td>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</td>
<td>• 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</td>
<td>• Create a lesson that helps students review, scan, and assess the appropriateness of any text for their individual reading purposes</td>
</tr>
<tr>
<td>M 2.2 Incentive programs and classroom practices that promote wide reading</td>
<td>• Examine, critique, and categorize a variety of texts to determine their organizational structure</td>
<td>• Teach one of these methods to a student and write a reflection of the experience</td>
</tr>
<tr>
<td>M 2.3 Theoretical principles of motivation that support independent reading</td>
<td>• Explore different methods to teach students to choose “just right text” such as “The Goldilocks Rule” or the “Five-Finger Rule”</td>
<td></td>
</tr>
<tr>
<td>M 2.4 Features of text organization and formatting that are “student friendly” and that support comprehension</td>
<td></td>
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</tr>
<tr>
<td>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</td>
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</tbody>
</table>
### 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.

<table>
<thead>
<tr>
<th>Essential Knowledge/Skills:</th>
<th>Participant Learning Opportunities/Examples of Professional Development Activities:</th>
<th>Participant Assessments to Consider:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants will demonstrate knowledge of:</td>
<td>• 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</td>
<td>• Create an action plan for improving school-wide reading programs</td>
</tr>
<tr>
<td>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</td>
<td>• 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</td>
<td>• Create a parent or community resource such as a newsletter, brochure, resource list, web-page, or workshop that supports classroom instruction encouraging independent reading</td>
</tr>
<tr>
<td>M 3.2 Parent-school and school-community support programs that promote independent reading and parent involvement in children’s reading</td>
<td>• 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</td>
<td></td>
</tr>
<tr>
<td>M 3.3 Materials that support core and supplemental instruction that parents can use at home</td>
<td>• Assist parents and caregivers to learn to select quality children’s literature and other materials that meet student’s reading needs and interests</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td></td>
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</tbody>
</table>
**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.

<table>
<thead>
<tr>
<th>Essential Knowledge/Skills:</th>
<th>Participant Learning Opportunities/Examples of Professional Development Activities:</th>
<th>Participant Assessments to Consider:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants will demonstrate knowledge of:</td>
<td>• Examine and analyze pictures, descriptions, and videos of literacy environments to determine components that develop interests, motivation, and positive attitudes about literacy.</td>
<td>• Develop a list of materials for a print-rich environment that effectively supports student interests, motivation, and positive attitudes about literacy</td>
</tr>
<tr>
<td><strong>M 4.1 Children’s literature and other materials for establishing a print-rich environment that supports literacy instruction to include:</strong></td>
<td>• Select materials for establishing a print-rich classroom environment.</td>
<td>• 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:</td>
</tr>
<tr>
<td>o Organized classroom library</td>
<td>• Plan and or implement a child friendly classroom library</td>
<td>o Movement patterns</td>
</tr>
<tr>
<td>o Literacy centers</td>
<td>• Observe and critique classroom environments to determine if they support student’s instructional and independent levels, interests, motivation, and positive attitudes about literacy considering:</td>
<td>o Safety considerations</td>
</tr>
<tr>
<td>o Technology/media</td>
<td>o Movement patterns</td>
<td>o Areas for independent practice</td>
</tr>
<tr>
<td><strong>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:</strong></td>
<td>o Safety considerations</td>
<td>o Easy access to materials</td>
</tr>
<tr>
<td>o Areas appropriate for whole and small group instruction</td>
<td>o Areas appropriate for whole and small group instruction</td>
<td></td>
</tr>
<tr>
<td>o Areas for independent practice</td>
<td>o Areas for independent practice</td>
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</tr>
<tr>
<td>o Easy access to a wide variety of reading materials</td>
<td>o Easy access to materials</td>
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</tbody>
</table>

Materials for Teaching 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.*
Selected References

Selecting and Evaluating Materials
Microsoft Word Tool: Readability Tool

Florida Center for Reading Research – reviews of materials www.ferr.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
Portsmouth, NH: Heinemann
Singer (et. al.). Theoretical models and processes of reading, 4th ed. (pp.244-280). Newark, DE: International Reading Association.

Developing Independent Readers
MATERIALS FOR TEACHING READING


Involving the Community


Establishing and Managing the Literacy Environment


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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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
Participants will select, administer and interpret well-researched reading assessments for screening, diagnosis, progress monitoring, and outcome purposes.

<table>
<thead>
<tr>
<th>Essential Knowledge/Skill:</th>
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</thead>
<tbody>
<tr>
<td>Participants will demonstrate knowledge of:</td>
<td>Participants may:</td>
<td>Participants will be able to:</td>
</tr>
<tr>
<td><strong>A 1.1 Classroom behaviors that indicate possible reading, writing, or language problems</strong></td>
<td>• Complete an observational checklist, student interview or survey about a child’s reading behavior and reading habits</td>
<td>• Compile relevant background information on students prior to administering assessments</td>
</tr>
<tr>
<td><strong>A 1.2 Significant indicators in a child’s history that point to reading problems or help explain classroom behavior</strong></td>
<td>• Complete a record review and a parent interview on one or more students with reading problems</td>
<td>• Collect representative writing samples, language samples and work products</td>
</tr>
<tr>
<td></td>
<td>• Observe a screening assessment and discuss the results of several classroom screenings</td>
<td>• Describe a student’s relative standing and general category of instructional need with reference to benchmarks or risk indicators on fluency-based screening measures</td>
</tr>
</tbody>
</table>
## A 1.0 PERFORMANCE OBJECTIVE: Foundational Concepts of Assessment in Reading
Participants will select, administer and interpret well-researched reading assessments for screening, diagnosis, progress monitoring, and outcome purposes.

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### 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)

- 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

### 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

- 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:
  - Normal curve equivalents
  - Percentile ranks
  - Standard deviation
  - Confidence interval
  - Stanine
  - Standard scores
  - Rubric scores
- Interpret the results of expertly administered assessments

### 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:
- Internal and test-retest reliability
- Concurrent and construct validity

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

Participants will select, administer and interpret well-researched reading assessments for screening, diagnosis, progress monitoring, and outcome purposes.

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<tbody>
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<td>Participants will demonstrate knowledge of:</td>
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<td></td>
</tr>
<tr>
<td>o Norm-referenced, benchmark-referenced, and criterion-referenced</td>
<td>spelling development, and written composition</td>
<td>• 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</td>
</tr>
<tr>
<td><strong>A 1.7</strong> The meaning of basic statistics such as normal curve equivalents; percentile ranks, stanines, quartiles, and grade equivalents</td>
<td>• Under observation, administer selected assessments as part of a diagnostic team</td>
<td>• Document a student’s progress toward an instructional goal using CBM or other appropriate progress-monitoring tool</td>
</tr>
<tr>
<td><strong>A 1.8</strong> The importance of standardized test administration</td>
<td>• Attend an interdisciplinary team meeting in which a psychologist, speech/language therapist, and other professionals contribute assessment findings</td>
<td>• Evaluate consistencies and discrepancies between screening, progress monitoring, and outcome achievement test results in specific students</td>
</tr>
<tr>
<td><strong>A 1.9</strong> Appropriate diagnostic assessments for students who are below grade level in reading and related skills:</td>
<td>• Administer progress-monitoring assessments (oral reading fluency or other measures of underlying skills) to students of different skill levels and chart the results</td>
<td>• Explain why it is possible to predict the results of outcome tests on the basis of simple fluency-based screening measures</td>
</tr>
<tr>
<td>o Letter recognition and concepts of print</td>
<td>• 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</td>
<td>• Explain the risks of using outcome assessments only, without screening and progress monitoring</td>
</tr>
<tr>
<td>o Phonological and phonemic awareness</td>
<td>• Interpret the reports given from high-stakes achievement testing</td>
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</tr>
<tr>
<td>o Phonic correspondences and word attack</td>
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<td></td>
</tr>
<tr>
<td>o Word identification accuracy and speed</td>
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<td></td>
</tr>
<tr>
<td>o Vocabulary and oral language proficiency</td>
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<tr>
<td>o Oral passage reading fluency</td>
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<tr>
<td>o Silent passage reading</td>
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Assessment for Reading Instruction

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

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<tr>
<td>comprehension</td>
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<tr>
<td>o Spelling</td>
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<tr>
<td>o Writing</td>
<td></td>
<td></td>
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<tr>
<td>o Motivation/interest</td>
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</tbody>
</table>

**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**

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Assessment for Reading Instruction

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### 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.

<table>
<thead>
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</tr>
</thead>
</table>
| **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** | - 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:  
  - Discussion of discrepancy between class and state performance levels  
  - Patterns of errors in the group  
  - Instructional and/or programmatic next steps based on the assessment data  
  - Observable differences by gender, ethnicity, socio-economic status |
| **A 2.2 Using assessments to differentiate format, intensity, and type of instruction, including:**  
  - Choosing a scientifically based instructional program including the three-tier approach (core, supplementary, intervention)  
  - Selecting materials  
  - Using flexible group patterns  
  - 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** | |  

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.
### 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.

<table>
<thead>
<tr>
<th>Essential Knowledge/Skill:</th>
<th>Participant Learning Opportunities/Examples of Professional Development Activities:</th>
<th>Participant Assessments to Consider:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants will demonstrate knowledge of:</td>
<td>Participants may: reliability, and bias</td>
<td></td>
</tr>
</tbody>
</table>
| **A 2.5 Interpreting, synthesizing, and reconciling results from a variety of assessments, including patterns and trends within data** | | • 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 |
### A 3.0 PERFORMANCE OBJECTIVE: Communication of Assessment Results

Participants will use effective techniques for communicating assessment results to peers, students, and parents.

<table>
<thead>
<tr>
<th>Essential Knowledge/Skill:</th>
<th>Participant Learning Opportunities/Examples of Professional Development Activities:</th>
<th>Participant Assessments to Consider:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants will demonstrate knowledge of:</td>
<td>• Explain an assessment protocol, with test scores and resulting classifications, with accuracy, clarity, and focus on what the results mean for teaching and learning</td>
<td>• Incorporate technology such as spreadsheets, word processing, or computer-generated reports into written communications about assessment results</td>
</tr>
<tr>
<td><strong>A 3.1 Translating technical concepts and terminology of assessments into concrete and clear language for peers, students, and parents</strong></td>
<td>• 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</td>
<td>• Rewrite a technical report into language appropriate to a given audience such as parents, students, colleagues, administrators, etc.</td>
</tr>
<tr>
<td><strong>A 3.2 Using data to inform team decisions about instructional goals, methods, and settings</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>A 3.3 Adaptations of assessment reporting according to cultural, ethnic, and individual sensitivities</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ASSESSMENT FOR READING INSTRUCTION

Selected References


University of Texas Center for Reading and Language Arts. Three-Tier Reading Model.

http://www.texasreading.org/utcrla/products/3tier_materials.asp

Examples of Assessments


CORE Assessing Reading: Multiple Measures for Kindergarten Through Eighth Grade. Consortium on Reading Excellence. 888-249 6155


Fuchs, L. Hamlett.C., & Fuchs, D. Monitoring Basic Skills Progress (MBSP) (Computer tool for progress monitoring.) Austin, TX: Pro-Ed. www.proedinc.com


Texas Education Agency ( ) Texas Primary Reading Inventory (TPRI) www.tpri.org


Assessment for Reading Instruction

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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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ASSESSMENT FOR READING INSTRUCTION

Test of Word Reading Efficiency (TOWRE) <aram/towre_aram.pdf>
Texas Primary Reading Inventory (TPRI) <aram/tpri_aram.pdf>
Wechsler Individual Achievement Test - II (WIAT-II) <aram/wiat_aram.pdf>
Woodcock-Johnson III Test of Achievement <aram/wjach_aram.pdf>
Woodcock-Johnson III Test of Cognitive Abilities <aram/wjcog_aram.pdf>
Woodcock Reading Mastery Test - Revised (WRMT-R) <aram/wrmt_aram.pdf>
Yopp-Singer Test of Phoneme Segmentation <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.fcerr.org