# Reading Endorsement: Reading Foundations (Not HB7069)

**COMPONENT NUMBER**:
Function: Instructional Methodology/Faculty/Development (2)
Focus Area: Reading (013)
Local Sequence Number(s): (083)

**POINTS TO BE EARNED**: **30 points per certificate**

**DESCRIPTION**:
Participants will examine the knowledge and skills necessary in learning to read and a foundation of the reading process. This component is written for a DOE approved course in the Reading Endorsement program.

**SPECIFIC LEARNER OUTCOMES**:
Identify the priority study and/or on-the-job implementation outcomes. (Guides development of the implementation agreements)

- Explain the connection between language and literacy
- Recognize skills that support proficient reading (decoding and comprehension)
- Recognize the role of the reading competencies (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension) in reading instruction
- Utilize instructional routines
- Describe the relationship between reading competencies
- Align practices with the science of reading

**LEARNING PROCEDURES (Methods):**
   **B: Electronic, Interactive**
   **I: Job-Embedded/Workshop**

- **WHAT** will occur during this professional development component delivery? Participants read course content; participate in formative, interactive activities; view related multimedia clips; visit external websites; and engage in collegial dialogue with the facilitator.
- **HOW** will the experiences be provided to participants during this delivery? Learners attain specific objectives through presentation of content, interactive online activities, formative feedback, and interaction with the course facilitator during approximately five to six hours per week of instructional activities and clinical activities.
- **KEY ISSUES** to be included in participant implementation agreements (should support the specific learner outcomes identified above):

Formative and summative requirements assess knowledge of the reading process and language structure, function, and cognition of the following components: comprehension, oral language, phonemic awareness, phonics, fluency, and vocabulary.

Participants: Read/Interact with content; Dialogue with a facilitator; Visit external websites; View multimedia demonstrations; Identify the different purposes for text; Identify texts and comprehension strategies used for pre-, during, and post-reading; Explain how to assess students' prior knowledge of content to determine vocabulary words to be

taught; Explain strategies used for a struggling reader; Design a print-rich literacy classroom that encourages reading, writing, and oral language development.

## IMPLEMENTATION/MONITORING PROCEDURES:
**P: Participant Product related to training or learning process**
**R: Electronic- interactive with on-going monitoring and feedback**

Participant products such as the Reflection/Dialogue Exercises provide a method to check understanding and impact on instructional practices. Coursework will be uploaded through the online course and reviewed by the facilitator who then provides feedback to the participant.

## IMPACT EVALUATION PROCEDURES:
**Staff**
**A:** Changes in instructional or learning environment practices implemented in the classroom or directly with students
**Student**
**G:** Did not evaluate student outcomes as "evaluation method, staff" is the significantly more relevant measure

## What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Successful participant completion will be determined by the instructor as demonstrated by completing course requirements and:

9 Reflection(s) - Learner synthesizes previous knowledge and course content to develop a narrative response.

The summative(s) must meet 80% of the established criteria.

## Who will use the evaluation data gathered?

Activities conducted under this component will be evaluated by participants and inservice leaders to determine 1) the degree to which objectives have been addressed, and 2) the impact of acquired skills on students when implemented in the educational setting.

## PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:
- What other forms of evaluation data will be gathered:
a. What evaluation data addresses the value of the PD design?
b. What evaluation data addresses quality of implementation the P D?
c. Who will use these aspects of PD evaluation data?

In addition to the routine examination of teacher practices and student performance, participants are asked to reflect on their training and determine the degree to which this training has impacted their instructional practices for Reading in their classroom.

**Effective Date:** 07/22
**Department**: Literacy
**Name(s) of Component Author(s):** Charlotte Boling
**Date approved:**
**Revision Date:**
**Reason: new**

# HB7069 Reading Endorsement: Competencies 1 & 2

**COMPONENT NUMBER**:

     Function: Instructional Methodology/Faculty Development (2)
     Focus Area: Reading  (013)    Local Sequence Number(s): (082)
**POINTS TO BE EARNED**:  **120 maximum points per year**
**DESCRIPTION**:

This course will allow educators to develop, increase, and demonstrate knowledge of evidence-based practices in reading instruction as outlined in Competencies 1 and 2 of the current Reading Endorsement Competencies. For educators to effectively meet the reading needs of all students, emphasis of this professional learning opportunity is focused on evidence-based practices in teaching foundation reading skills, assessment, and support for English Language Learners.

**SPECIFIC LEARNER OBJECTIVES**:
Upon successful completion of this module, participants will:
1. **Competency 1 Foundations of Reading Instruction**
**Performance Indicator A: Oral Language**
- 1.A.1 Understand how the students' development of oral language (i.e., phonology, morphology, syntax, semantics and pragmatics) relates to language comprehension.
- 1.A.2 Understand the differences between social and academic language.
- 1.A.3 Understand that writing enhances the development of oral language
- 1.A.4 Understand that the variation in students' oral language exposure and development requires differentiated instruction, including evidence-based practices for students with reading difficulties and characteristics of dyslexia.
- 1.A.5 Understand the importance of providing and documenting extended discussion in discerning text meaning and interpretation.
- 1.A.6 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect oral language development.
- 1.A.7 Recognize the importance of English learners' home languages and their significance in learning to read English.
- 1.A.8 Understand the role of oral language informal and formal assessment, including documentation of results to inform instruction determined by individual student strengths and needs.

**Performance Indicator B: Phonological Awareness**
- 1.B.1 Understand the differences between phonological awareness (e.g., words, syllables, rimes) and phonemic awareness (phonemes) and that they develop independently from one another.
- 1.B.2 Understand the role and importance of phonemic awareness in the development of phonic decoding skills that lead to independent reading capacity.
- 1.B.3 Understand evidence-based and multisensory practices to develop students' phonemic awareness (e.g., Elkonin boxes or magnetic letters).
- 1.B.4 Understand how variations in phonology across dialects and speech patterns can affect phonemic awareness as it relates to language. development and reading (e.g., phonological processing, body-coda, phonemic analysis and synthesis).
- 1.B.5 Understand how variations in phonology across dialects and speech patterns affect written and oral language (e.g., speech and language disorders, language and dialect differences).
- 1.B.6 Understand that evidence-based phonics instruction improves phonemic awareness and results in enhanced encoding and decoding skills.
- 1.B.7 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect phonemic awareness.

- 1.B.8 Understand evidence-based practices for teaching phonemic awareness to English learners.
- 1.B.9 Understand the role of phonological awareness informal and formal assessment, including documentation of results, to inform instructional decisions to meet individual student strengths and needs.

**Performance Indicator C: Phonics**
- 1.C.1 Understand the structure of English orthography and the patterns and rules that inform the teaching of single and multisyllabic regular word and irregular word reading.
- 1.C.2 Understand grapheme-phoneme patterns and how they relate to spelling and written expression.
- 1.C.3 Understand structural analysis and morphology of words.
- 1.C.4 Understand that evidence-based spelling and writing practices can enhance phonics instruction and connect reading and writing (e.g., Elkonin boxes, spelling of Greek and Latin roots and affixes.
- 1.C.5 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect phonics development.
- 1.C.6 Understand an English learner's home language as a foundation and strength to support the development of phonics in English.
- 1.C.7 Understand the role of phonics informal and formal assessment, including documentation of results, to inform instruction to meet individual student strengths and needs.

**Performance Indicator D: Fluency**
- 1.D.1 Understand that the components of reading fluency are accuracy, rate and prosody which impact reading comprehension.
- 1.D.2 Understand that effective readers adjust their reading rate to accommodate the kinds of texts they are reading, and their purpose for reading, in order to facilitate comprehension.
- 1.D.3 Understand how automaticity in word-level skills and oral reading fluency in connected text impact reading comprehension.
- 1.D.4 Understand that independent readers activate their background knowledge, self-monitor and self-correct (i.e., metacognition) to enhance fluency as a bridge to comprehension of text.
- 1.D.5 Understand that reading fluency and reading endurance requires daily practice with support and corrective feedback to increase accuracy, rate and prosody.
- 1.D.6 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect fluency development and reading endurance.
- 1.D.7 Understand the role of fluency informal and formal assessments, including documentation of results, to inform instruction to meet individual student strengths and needs.

**Performance Indicator E: Vocabulary**
- 1.E.1 Understand the role and impact of receptive and expressive vocabulary on reading comprehension.
- 1.E.2 Understand morphology (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis) and contextual analysis as it relates to vocabulary development.
- 1.E.3 Identify intentional explicit, systematic and sequential evidence-based practices for vocabulary development and scaffolding concept development (e.g., figurative language, dialogic reading, semantic mapping, etc.).
- 1.E.4 Understand the importance of teaching basic and sophisticated vocabulary, high-frequency multiple meaning words and the particular demands of domain-specific vocabulary.
- 1.E.5 Understand how to apply evidence-based reading and writing practices to enhance vocabulary.
- 1.E.6 Understand how to provide a classroom learning environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary.
- 1.E.7 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect vocabulary development.
- 1.E.8 Understand instructional practices that develop authentic uses of English to assist English learners in learning academic vocabulary and content (e.g., cognates).
- 1.E.9 Understand the role of vocabulary informal and formal assessment, including documentation of results, to

inform instruction to meet individual student strengths and needs.

**Performance Indicator F: Comprehension**
- 1.F.1 Understand that evidence-based oral language and written experiences (i.e., language experiences, dictation, summary writing) facilitate comprehension.
- 1.F.2 Understand evidence-based comprehension practices (e.g., student question generation, summarizing, extended text discussion).
- 1.F.3 Understand the varying demands of text on readers' comprehension, including the demands of domain-specific texts.
- 1.F.4 Understand how to provide daily purposeful opportunities for all students to read a wide variety of texts, with discussion and feedback, to sufficiently build students' capacity for comprehension.
- 1.F.5 Understand how the interaction of reader characteristics (background knowledge, interests, strengths and needs), motivation, text complexity and purpose of reading, impacts comprehension and student engagement.
- 1.F.6 Understand the importance of planning, providing and documenting daily opportunities for reading connected text with corrective feedback to support accuracy, fluency, reading endurance and comprehension.
- 1.F.7 Understand cognitive targets (e.g., locate/recall; integrate/interpret; critique/evaluate) and the role of cognitive development in the construction of meaning of literary and informational texts. informational texts.
- 1.F.8 Understand that reading is a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes, utilizing a variety of methods (i.e., active reading).
- 1.F.9 Understand that effective comprehension relies on using well developed language, multiple higher order thinking processes (i.e., making inferences, activating background knowledge) and self-correction to monitor comprehension
- 1.F.10 Understand evidence-based practices to improve reading comprehension for students, including those with characteristics of reading difficulties and dyslexia, based on their strengths and needs.
- 1.F.11 Understand how English learners' linguistic and cultural background will influence their comprehension, including English learners with characteristics of reading difficulties and dyslexia
- 1.F.12 Understand the role of comprehension informal and formal assessments, including documentation of results, to inform instruction to meet individual student strengths and needs.

Performance Indicator G: Integration of Reading Components
- 1.G.1 Identify phonemic, semantic and syntactic variability between English and other languages.
- 1.G.2 Identify appropriate evidence-based practices to develop students' metacognitive skills in reading, including English learners (e.g., text coding, two-column notes).
- 1.G.3 Understand the interdependence among the reading components and their effect upon reading as a process for all students.
- 1.G.4 Understand how oral language and an information intensive environment impact reading and writing development.
- 1.G.5 Understand evidence-based practices for selecting literature and domain specific print and digital text appropriate to students' age, interests and reading proficiency.
- 1.G.6 Understand the relationships among decoding, automatic word recognition, fluency and comprehension.
- 1.G.7 Understand intentional, explicit, systematic and sequential evidence-based practices for scaffolding the interconnection of each the following: graphophonemics, syntax, semantics, pragmatics, vocabulary, schema and text structures required for comprehension.
- 1.G.8 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, based on their strengths and needs to integrate the components of reading.
- 1.G.9 Understand how to engage and support caregivers and families in evidence-based language and reading development activities for their children and adolescents.
- 1.G.10 Understand how to communicate (orally and in writing) the meaning of reading assessment data with students, caregivers and other teachers.
- 1.G.11 Understand the role of informal and formal reading assessments, including documentation of results, to

make instructional decisions to address individual student strengths and needs.

**Competency 2 Application of Evidence-based Practices**

**Performance Indicator A: Oral Language**

- 2.A.1 Apply intentional, explicit, systematic and sequential instructional practices for scaffolding development of oral/aural language skills.
- 2.A.2 Create an environment where students practice appropriate social and academic language to discuss diverse texts.
- 2.A.3 Use word building and writing experiences to enhance oral language (e.g., homophone word building and spelling, interactive writing, student to teacher sentence dictation).
- 2.A.4 Differentiate instruction to account for variation in students' oral language exposure and development, including evidence-based practices for students with reading difficulties and characteristics of dyslexia.
- 2.A.5 Provide and document opportunities for extended discussion in discerning text meaning and interpretation.
- 2.A.6 Apply evidence-based practices for students with reading difficulties, including students with dyslexia, based on their strengths and needs to improve oral language development.
- 2.A.7 Apply an English learner's home language proficiency as a foundation and strength to support the development of oral language in English and scaffold discussions to facilitate the comprehension of text for students with varying English proficiency levels.
- 2.A.8 Administer and document appropriate oral language informal and formal assessments to inform instruction determined by individual student strengths and needs.

**Performance Indicator B: Phonological Awareness**

- 2.B.1 Apply explicit, systematic and sequential evidence-based practices in phonological awareness and phonemic awareness.
- 2.B.2 Apply evidence-based phonemic awareness instruction for the development of phonic decoding skills that lead to independent reading capacity.
- 2.B.3 Provide opportunities using evidence-based and multisensory practices for students to develop phonemic awareness (e.g., Elkonin boxes or magnetic letters
- 2.B.4 Apply knowledge of how variations in phonology across dialects and speech patterns affect the development of phonemic awareness.
- 2.B.5 Apply knowledge of how variations in phonology across dialects and speech patterns affect written and oral language. (e.g., speech and language disorders, language and dialect differences).
- 2.B.6 Provide evidence-based phonics instruction to improve phonemic awareness and enhance encoding and decoding skills.
- 2.B.7 Apply evidence-based practices for students with characteristics of reading difficulties, including students with dyslexia, based on their strengths and needs to improve phonemic awareness.
- 2.B.8 Apply evidence-based practices for teaching phonemic awareness to English learners.
- 2.B.9 Administer and document appropriate phonological awareness informal and formal assessments to inform instruction to meet individual student strengths and needs.

**Performance Indicator C: Phonics**

- 2.C.1 Apply explicit, systematic and sequential evidence-based instruction in single- and multisyllabic word reading, including orthographic mapping for regular and irregular words.
- 2.C.2 Apply evidence-based instruction in grapheme-phoneme patterns in spelling and written expression.
- 2.C.3 Apply evidence-based instruction in structural analysis and morphology of words.
- 2.C.4 Incorporate evidence-based spelling and writing practices that connect reading and writing (e.g., Elkonin boxes, spelling of Greek and Latin roots and affixes).
- 2.C.5 Apply evidence-based practices for students with reading difficulties, including students with dyslexia, based on their strengths and needs to improve phonics development.
- 2.C.6 Apply an English learner's home language as a foundation and strength to support the development of

phonics in English.

- 2.C.7 Administer and document appropriate phonics informal and formal assessments to inform instruction to meet individual student strengths and needs.

**Performance Indicator D: Fluency**

- 2.D.1 Apply intentional, explicit, systematic and sequential instructional practices to develop accuracy, rate and prosody (e.g., paired reading, repeated reading, echo reading, cued phrase reading).
- 2.D.2 Teach readers to adjust their reading rate to accommodate the kinds of texts they are reading, and their purpose for reading, in order to facilitate comprehension.
- 2.D.3 Apply evidence-based practices to develop automaticity in word-level skills and oral reading fluency in connected text.
- 2.D.4 Teach readers explicitly how to activate their background knowledge, self-monitor and self-correct (i.e., metacognition) to enhance fluency as a bridge to comprehension of text.
- 2.D.5 Provide daily opportunities for readers to practice reading, with support and corrective feedback, to increase accuracy, rate, prosody and reading endurance.
- 2.D.6 Apply evidence-based practices for students with characteristics of reading difficulties, including students with dyslexia, based on their strengths and needs to improve fluency development and reading endurance.
- 2.D.7 Administer and document fluency informal and formal assessments to inform instruction to meet individual student strengths and needs.

**Performance Indicator E: Vocabulary**

- 2.E.1 Apply evidence-based instruction in receptive and expressive vocabulary to enhance reading comprehension.
- 2.E.2 Incorporate evidence-based vocabulary instruction in morphology (e.g., Greek and Latin roots and affixes) and contextual analysis.
- 2.E.3 Apply intentional, explicit, systematic and sequential evidence-based practices to vocabulary development and scaffolding concept development (e.g., figurative language, dialogic reading, semantic mapping, etc.). development (e.g., figurative language, dialogic reading, semantic mapping, etc.).
- 2.E.4 Provide explicit instruction in basic and sophisticated vocabulary, high-frequency multiple meaning words and domain-specific vocabulary.
- 2.E.5 Apply evidence-based reading and writing practices to enhance vocabulary.
- 2.E.6 Provide a classroom learning environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary.
- 2.E.7 Apply evidence-based practices for students with characteristics of reading difficulties, including students with dyslexia, based on their strengths and needs to improve vocabulary development.
- 2.E.8 Incorporate instructional practices that develop authentic uses of English to assist English learners in learning academic vocabulary and content (e.g., cognates).
- 2.E.9 Administer and document appropriate vocabulary informal and formal assessments to inform instruction to meet individual student strengths and needs.

**Performance Indicator F: Comprehension**

- 2.F.1 Use both evidence-based oral language and writing experiences (i.e., language experiences, dictation, summary writing) to enhance comprehension.
- 2.F.2 Apply explicit, systematic and sequential evidence-based comprehension practices (e.g., student question generation, summarizing, extended text discussion).
- 2.F.3 Apply appropriate instructional practices to improve comprehension in domain-specific texts as determined by the student's strengths and needs.
- 2.F.4 Provide daily purposeful opportunities for all students to read a wide variety of texts, with discussion and feedback, to build students' capacity for comprehension.
- 2.F.5 Use the interaction of readers' characteristics (background (background knowledge, interests, strengths and needs), along with motivation, complexity and purpose of reading, to impact comprehension engagement.

and student engagement.
- 2.F.6 Plan, provide and document daily opportunities for reading of connected text with corrective feedback to support accuracy, fluency, reading endurance and comprehension.
- 2.F.7 Determine appropriate cognitive targets (e.g., locate/recall; integrate/interpret; critique/evaluate) based on reader's cognitive development in the construction of meaning of literary and informational texts.
- 2.F.8 Select from a wide variety of print and digital texts that are appropriate to provide comprehension instruction utilizing a variety of methods (i.e., active reading).
- 2.F.9 Apply intentional, explicit, systematic and sequential evidence-based practices for scaffolding development of well-developed language, comprehension skills (i.e., making inferences, activating background knowledge), higher order thinking, comprehension monitoring and self-correcting to increase understanding of text.
- 2.F.10 Apply evidence-based practices to improve reading comprehension for students, including those with characteristics of reading difficulties and dyslexia, based on their strengths and needs.
- 2.F.11 Use knowledge of English learners' linguistic and cultural background to support comprehension, including English learners with characteristics of reading difficulties and dyslexia.
- 2.F.12 Administer and document appropriate comprehension informal and formal assessments to inform instruction determined by individual student strengths and needs.

**Performance Indicator G: Integration of Reading Components**
- 2.G.1 Apply the knowledge of phonemic, semantic and syntactic variability between English and other languages to inform instruction.
- 2.G.2 Employ appropriate evidence-based practices to develop students' metacognitive skills in reading, including English learners (e.g., text coding, two-column notes).
- 2.G.3 Apply the knowledge of the interdependence among the reading components and their effect upon reading as a process for all students.
- 2.G.4 Use oral language and an information intensive environment to impact reading and writing development.
- 2.G.5 Use evidence-based practices for selecting literature and domain specific print and digital text appropriate to students' age, interests and reading proficiency
- 2.G.6 Apply knowledge of the relationships among decoding, automatic word recognition, fluency and comprehension in reading instruction.
- 2.G.7 Apply intentional, explicit, systematic and sequential evidence-based practices for scaffolding the interconnection of each of the following: graphophonemics, syntax, semantics, pragmatics, vocabulary, schema and text structures required for comprehension.
- 2.G.8 Apply evidence-based practices for students with reading difficulties, including students with dyslexia, based on their strengths and needs to integrate the components of reading.
- 2.G.9 Engage and support caregivers and families in evidence-based language and reading development activities for their children and adolescents.
- 2.G.10 Communicate (orally and in writing) the meaning of reading assessment data with students, caregivers and other teachers.
- 2.G.11 Triangulate documented data from appropriate informal and formal reading assessments to inform instruction to address individual student strengths and needs.


**LEARNING PROCEDURES (Methods):**
  **I: Job-Embedded Workshop**


- **WHAT** will occur during this professional development component delivery?
Activities may include, but will not be limited to, such things as lectures, individual research, demonstrations and presentations and collaborative work. Participants will attend at least 90 percent of the course sessions and will complete all the course tasks.

- **HOW** will the experiences be provided to participants during this delivery?

The design of activities will be sufficiently flexible so that a variety of activities of various lengths can be selected. Participants will engage in lectures, discussions, and activities designed to meet specific objectives.

**IMPLEMENTATION/MONITORING PROCEDURES:**

**P: Participant product related to training**

- **ACTIVITIES** to be included in participant Implementation/Follow-Up (should support the specific learner outcomes identified above):

Successful participant completion will be determined by the instructor as demonstrated by completing course requirements including

- 9 Reflection(s) - Learning synthesizes previous knowledge and course content to develop a narrative response.
- The assignments must meet 80% of the established criteria.
- **: Electronic- interactive with on-going monitoring and feedback**

**IMPACT EVALUATION PROCEDURES:**

**Staff  A: Changes in instructional or learning environment practices implemented in the classroom**

**Student  G: O**

**Did not evaluate student outcomes as "evaluation method, staff" is the significantly more relevant measure**

- **What criteria will be used to evaluate the impact of the component on:**

  - **Specific Learner Objectives?**

The Facilitator will ensure that the training covers the desired objectives. A trainer will be chosen that is knowledgeable and can provide the material in an engaging and effective way for participants.

  - **Increasing Educator Knowledge?**

Participants will be asked to engage in activities throughout the training that will monitor their learning and understanding of the material. Skills will be demonstrated through verbal, written and collaborative means.

  - **Changing Educator Practice?**

To evaluate impact of the professional learning, participants will collect student data from district progress monitoring or formative assessments to demonstrate improved student achievement in reading skills.

  - **Improving Student Outcomes?**

Teacher/school created tests and observation of student's performance will be used to determine how effectively the new strategies impacted student performance. Rubrics and student portfolios may also be used to monitor student impact.

**Effective Date:** 7/22

**Department**: Literacy

**Name(s) of Component Author(s):** CB

**Date approved:**

**Revision Date:**

**Reason: new**