BALL STATE UNIVERSITY

EDRD 390 001 (3 Credits)
2026 Fall

Instructor: Dr. Sehyun Yun	Office:
Email:	Office Phone:
EDRD 390, Section: 003 (CRN33244) Monday/Wednesday 12:30 pm- 1:45pm	Assistance, Collaboration, & Encouragement (ACE) Hours:

COURSE INFORMATION

Course Title: Early Emergent Literacy

CRN: 33244
Course Description: Basic understanding of environments and planned activities that foster positive attitudes and interests related to literacy, procedures that stimulate early literacy development, and related practical reading and writing experiences with young children. Understanding of theoretical underpinnings of early literacy are also explored. Intended for those interested in prekindergarten through second-grade classroom teaching.

Prerequisites:
C or better in EDRD 300.
May be repeated only once.

Course Rationale: To be literate is the ability to critique, create, compose, and communicate through the use of various modes (e.g., written, oral, digital texts, and video) in an interdisciplinary manner within particular social and cultural contexts, especially as these evolve. Literacy includes all six modes of the language arts (reading, writing, listening, speaking, viewing, and visually representing). Our literacy program empowers preservice and inservice teachers to provide instruction that will lead to an equitable education for all.

The purpose of this course is to help preservice teachers at Ball State University to learn how to develop, organize, and implement an effective classroom emergent literacy program. The course is designed to give the preservice teachers an understanding of the major components that are required to help students develop emergent literacy. Attention is given to the nature of literacy development and experiences involved in its development.

Course Time Commitment: It is expected that students will spend approximately 2 hours of study time outside of class for every one hour in class. Since this is a 3-unit class, you should expect to study an average of 6 hours outside of class each week.

Clinical Experiences: N/A

Course Modality/Structure: This is an in-person course that meets in the classroom two days per week. All core instruction, class discussions, and activities will take place during scheduled class sessions. Course materials, announcements, and assignments will be shared through Canvas.

High Impact Practices
Ball State University seeks to provide each undergraduate student with a premier educational experience. As such, a strategic imperative, as defined by our strategic plan, is that every student will complete at least one course that includes one of the following high-impact practices.

- Undergraduate Research
- Immersive Learning
- Study Abroad or Away
- Societal Issues or Global Challenge

COURSE OBJECTIVES & FRAMEWORKS

Course Objectives
KPS 1.3, 1.5, 1.6. 1.8, 4B.1, 4B.2, 4B.5, 4B.6, 4B.7, 4C.4, 4C.5, 4C.6, 4E.2, 4E.3, 4E.4, 4F.3, 4G.2, 4G.3, 4G.5, 5.2, 5.6, 5.7

1. Explain the relationships among phonological awareness, phonemic awareness, phonics, decoding, word recognition, spelling and vocabulary and the range and role of these skills in proficient reading. (1.3)

2. Explain the typical developmental progression of language acquisition through literacy acquisition, to include oral language, phoneme awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression. (1.5, 1.8, 4B.2)
    a) Identify, pronounce, classify, and compare all 24 consonant phonemes and 20 vowel phonemes of the English language accurately. (4B.1)
    b) Describe the benefit of directly teaching oral language, vocabulary knowledge, and sentence-level comprehension skills to all children including children from culturally and linguistically diverse backgrounds. (1.5)
3. Identify and explain environmental and student-specific factors that lead to differences in literacy development and literacy outcomes. (1.5, 1.6)
    a) Find and use appropriate resources about languages other than English to address student needs. (4B.7)
    b) Identify factors related to the wide differences in development of students' vocabularies. (4E.2)
4. Use understanding of children's developmental levels and differences to plan appropriate, research-based instruction. (4B.1, 4B.2, 4B.5, 4B.6, 4B.7, 4C.4, 4C.5, 4C.6, 4E.2, 4E.3, 4E.4, 4F.3, 4G.2, 4G.3, 4G.5)
    a) Summarize and apply the principles and goals of phonological awareness instruction. (4B.5, 4B.6)
    b) Explain and demonstrate instructional considerations for:
        i. Multisensory routines (4C.4)
        ii. Adaptations for working memory, attention, executive function, and/or processing speed (4C.5)
        iii. Irregular word instruction using special techniques (4C.6)
        iv. Teaching letter formation, both manuscript and cursive (4G.2)
        v. Teaching written spelling and punctuation (4G.3)
        vi. The appropriate uses of assistive technology in written expression (4G.5)
    c) Identify the role and incorporate characteristics of:
        i. direct and indirect vocabulary instruction (4E.3, 4E.4)
    ii. sentence-level listening and reading comprehension instruction (4F.3)
5. Display dispositions of a conscientious educator as it relates to professional integrity (5.7) regarding academic decision-making for students by ensuring accurate and thorough communication with stakeholders of research-based instructional tools, assessments (5.2), and interventions (i.e., training requirements [5.6]) for all students.

Course Content
The course covers the following areas:
1. The nature of emergent literacy
2. Factors influencing emergent literacy
3. Instructional strategies and techniques to foster emergent literacy
4. Appropriate assessment measures to use with emergent readers

COURSE MATERIALS

Required Textbooks:

As part of your program plan, you will take a 3-course sequence addressing the Science of Reading (SoR). The courses in this sequence are EDRD 300, EDRD 390, and EDRD 430. The following textbooks are **required** course material in **EDRD 390 and EDRD 430.** Additional readings will also be provided for you on Canvas throughout the semester.

- Honig, B., Diamon, L., & Gutlohn, L. (2018). *Teaching reading sourcebook (3rd ed.).* Arena Press. ISBN#: 978-1-63402-235-4
- Johnston, F., Invernizzi, M., Bear, D.R., & Templeton, S. (2024). Word study for pre k-kindergarten: Phonics, spelling, and language instruction. New York, NY: Pearson. [9780138220396]

For more information about obtaining required materials, see Ball State First Day.

Supplemental Academic Materials:

- BSU Email
  I intend to use email in the course. If you use an email account other than your BSU account, please have your BSU account forward your messages to your alternate account, since I will use your BSU address for all class correspondence. Please read your email between class sessions. As a way to practice professional correspondence practices that are used in PK-12 schools, please include the following in your email correspondences:
  1. Use our course title in the subject (i.e. EDRD 390).
  2. Use professional salutations (e.g., Dear Professor…) and closures (e.g., Sincerely).
  3. Be specific, clear, polite, and professional in your correspondence.
- Other course materials and readings will be posted on Canvas

COURSE ASSIGNMENTS

Below are the major assignments for the course. Additional guidance and grading rubrics will be provided in Canvas. Please refer to those items for additional clarification.

Foundation Quiz
This quiz will assess students' knowledge of foundational literacy concepts. The purpose of this assignment is to assess mastery of key contents

Vocabulary Instruction Demonstration Lesson
These assignments provide opportunities to apply and extend what has been learned vocabulary instruction, explicit instruction and scientifically based reading research to the practice of teaching.

Case Study
These assignments provide opportunities to apply and extend what has been learned concerning phonological awareness, explicit instruction, and scientifically based reading research to the practice of teaching.

Early Reading Instruction Quiz
This quiz assesses students' understanding and application of key early reading concepts covered in Weeks 7–13, including concepts of print and word, phonological and phonemic awareness, phonics, decoding, word recognition, English phonemes, phonics instruction, and irregular word instruction.

Lesson Plan and Planning Commentary
Given elementary student profile information, students will use the departmental templates for the lesson plan to prepare explicit, scientifically based instruction and the planning commentary document explain and support their instructional decision-making process. Varied student profiles will require the inclusion of various adaptations and support based on the student assets and needs.

Portfolio

This portfolio will include artifacts from throughout the semester and narrative descriptions that align with the following topics: Foundations, Phonological and phonemic awareness, Phonics, Vocabulary, Comprehension, Oral Language, Written Expression. These artifacts and narratives are designed to serve as summative assessment of student performance on these standards.

Course Grading Scale

A = 94-100%	**B- = 80-83%**	**D+ = 67-69%**
A- = 90-93%	**C+ = 77-79%**	**D = 64-66%**
B+ = 87-89%	**C = 74-76%**	**D- = 63-60%**
B = 84-86%	**C- = 70-73%**	**F= below 60%**

You will need to earn a C or higher in order to pass the course.

COMPLETION OF WORK

For assignments to be effective in guiding in-class discussion, they are to be completed on time. All assignments are due by 11:59 p.m. EST/EDT time on the due dates indicated unless otherwise instructed.

Unless arrangements have been made in advance, when work is submitted late, an assignment submitted after 11:59PM on the due date, but *before*11:59PM on the *first* day following the due date, will be accepted with a 20%-point deduction. An assignment submitted after 11:59PM on the first day following the due date, but *before* 11:59PM on the *second* day following the due date, will be accepted with a 40%-point deduction.

EXCEPTION: *The Portfolio MUST be submitted by the designated deadline. Those submitted after this date/time will be assigned a grade of 0.*

- Technical issues are not valid excuses for late work unless the problem stems from Canvas servers.
- Canvas will not accept assignments for grading after 11:59 pm on the final day of class.

PROFESSIONALISM EXPECTATIONS

Teacher candidates are expected to maintain an acceptable level of professionalism in their interactions with peers, instructors, families, and course content.

UNIVERSITY POLICIES

University Statement

We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse. If you need course adaptations or accommodations because of a disability, please contact the instructor of record as soon as possible. Ball State's Disability Services Office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or dsd@bsu.edu.

Freedom of Expression

In this course, we are committed to fostering a learning environment that values intellectual diversity, encourages free expression, and promotes open inquiry. As members of the Ball State Community, we treat each person in the Ball State community with civility, courtesy, compassion, and dignity and respect and learn from differences in

people, ideas, and opinions. Please review Ball State University's Statement on Freedom of Expression, the resources on Ball State's Freedom of Expression webpage, and Ball State's Beneficence Pledge.

TITLE IX
Ball State University is committed to providing a safe and inclusive learning environment for all students. If you or someone you know has experienced sexual harassment—including sexual assault, dating violence, domestic violence, or stalking, please know that you are not alone. The University offers support services and resources. For more information or to report an incident, please visit bsu.edu/titleix or contact the Title IX Coordinator at 765-285-1545 or at titleix@bsu.edu

As your instructor, I am a mandatory reporter under the Title IX policy and required to report any information I receive about possible sexual harassment. This includes information shared in class discussions, assignments, or private conversations.

What happens after I report? The Title IX Coordinator will email the person who experienced sexual harassment (complainant) and invite them to schedule a meeting. If the complainant **chooses** to meet with the Title IX Coordinator,

- Title IX Coordinator will offer supportive measures (e.g., counseling, extensions on deadlines, course-related adjustments, changes to work or class schedules, and/or referrals to campus offices), review the policy, and discuss options to move forward.
- If a complaint is filed by the complainant or the University, an investigation will begin following University policy.

University Grade Appeal Policy
If you believe you received a final course grade that does not reflect your performance due to fairness or a procedural issue, you have the right to file an appeal within 5 school days after final grades are posted by the Office of the Registrar. Review the University Grade Appeal Policy and Process.

Student Academic Ethics Policy
Honesty, trust, and personal responsibility are fundamental attributes of the university community. Academic dishonesty and other forms of academic misconduct threaten the foundation of an institution dedicated to the pursuit of knowledge and will not be tolerated. To maintain its credibility and reputation, and to equitably assign evaluations of scholastic and creative performance, Ball State University is committed to maintaining a climate that upholds and values the highest standards of academic integrity. Visit the VPAA's academic integrity website (Students tab) for resources on understanding academic integrity, citing sources properly, and avoiding inadvertent academic dishonesty. To learn about BSU's academic integrity expectations and students' rights, please read the University Student Academic Ethics Policy.
Academic integrity violations include giving or receiving an unfair academic advantage (cheating), presenting someone else's ideas or work as your own (plagiarism), and falsifying academic records. Unless otherwise indicated, you must work independently by yourself. Check with me if you are unsure whether something constitutes academic dishonesty. Examples of academic integrity violations include but are not limited to:

- Using resources not authorized by the faculty member (including devices, AI tools, hidden notes, and open books)
- Using commercial study websites to find answers to graded assignments (Chegg, Course Hero, StudyPool, OneClass, etc.).
- Without the instructor's written permission, giving away, buying, or selling graded assignments class notes, exams, study guides, or other course materials to other students or to third-party vendors (Course Hero, Chegg, 24HourAnswers, etc.).
- Working with another person on any assignment other than authorized group projects.
- Sharing or allowing others to access your files, whether done with permission or not.
- Reusing your own work from another semester, course, or section.
- Sharing answers with others during exams (passing notes, texting, whispering, gesturing)

- Discussing exam questions and answers with students who have not taken the exam.
- Soliciting others to complete work for you.

Attendance Policies
This course will adhere to the policy published in the BSU Code of Student Rights & Responsibilities. You are required to attend class on-time and stay for the duration of the class. Not attending class may affect student financial aid. The University has a number of specific policies regarding student absences that are housed within different areas. Explore Ball State course attendance policies. https://www.bsu.edu/about/administrativeoffices/vice-provost/student-services/attendance-policies

STUDENT SUPPORT SERVICES

The Learning Center
The Learning Center offers free Tutoring and Academic Coaching for many courses at Ball State. Students can make appointments for online (Zoom) or in-person (NQ 350) appointments. To make an appointment, visit myballstate.bsu.edu and click on "Navigate" in the Academic Tools section, or just go directly to bsu.navigate.eab.com.

Testing accommodations for students with disabilities are available for students who have received the appropriate documentation from Disability Services. Tests may be administered in the Learning Center.
Supplemental Instruction is available in select courses. If you have an SI leader for your course, that person will provide students with information the first week of school regarding weekly study sessions. For more information about Learning Center programming, visit bsu.edu/learningcenter or call 765-285-1006. Follow us on Instagram: BallStateLC.

The Writing Center
All writers improve with practice and feedback, so as a student in this course, you are encouraged to use the Writing Center (in Robert Bell 295 during weekdays, Bracken Library First Floor West in the evenings, or online during any of our regularly scheduled hours) to get additional feedback on your writing.
The Writing Center offers free planning, feedback, and accountability sessions (in person and online) to all students composing essays, reports, reflections, research projects, web content, lesson plans, slideshows, poster presentations, resumes, and other digital or print texts. To schedule a free appointment to discuss your writing, go to bsu.edu/writingcenter. Online and in-person appointments are available; however, plan ahead because appointments book quickly!

The Basic Needs HUB
If you are having difficulty affording enough food, do not have a safe and reliable place to sleep, and/or experiencing an emergency or crisis, help is available through the Basic Needs Hub. The Basic Needs Hub has information, resources, and provides individualized support to students. To talk with a supportive staff member about your experience, receive one on one assistance, or learn more about resources, you can submit a Basic Needs Assistance Form.

The Counseling Center
The Ball State University Counseling Center offers free and confidential services to all students. The Counseling Center is located in Lucina Hall, Room 320. To schedule an appointment, you can contact us at 765-285-1736. Ball State also offers a 24/7 Crisis Line, which can be reached at 765-285-HOPE (4673). The Crisis Line is a mental health resource for those who are struggling with any mental health concerns, including thoughts of self-harm and/or suicide.
At the Ball State Counseling Center, we see students for a variety of reasons, some of which include homesickness, relationship concerns, anxiety, and depression. At your first appointment, you will work with a therapist to create a plan that will connect you with resources that best fit your needs. We assist students with getting connected to therapy at our Center as well as connecting students to self-help resources, other on-campus resources, and community-based resources. All Ball State students also have access to several on-demand, self-help resources

through a variety of different platforms. All of these resources, including a direct link to our website, can be found **here**.

The Speaking Center

The Speaking Center is a free resource available to all members of the BSU community wanting to improve their public speaking abilities. We offer personalized coaching designed to help you become a more confident and effective speaker. Our trained coaches provide constructive feedback and support throughout the entire speech preparation process, whether you are in the early stages of brainstorming ideas and organizing your thoughts, or you need to practice your delivery and refine your message.

The Center is in the David Letterman Communication and Media Building, room 302. To schedule an appointment, please access us through your Navigate app or use this direct link to sign up for a time**.** Appointments are available both in person and on Zoom. Appointments are available in person, on Zoom, and in virtual reality (VR) for those interested in practicing in an immersive speaking environment.

Off Campus/ Practicum Accommodation Policy

Ball State University (BSU) is committed to providing equitable access to individuals with disabilities, including in off campus academic ventures such as an internship, practicum, clinical rotation, or student teaching site.

Disability Statement

Disability Services approved classroom accommodations **do not** automatically transfer to an internship, practicum, clinical rotation, or student teaching site. Students are encouraged to reach out to DS to set up internship, practicum, clinical rotation, or student teaching accommodations as soon as the need arises or is anticipated. There is no deadline to request internship/practicum accommodations, but accommodations are not retroactive. Ideally, a student who wants to request accommodations for an off-campus experience should notify Disability Services **the semester before the experience begins.**

Please use this link for the full policy and procedures for requesting off campus accommodations.

CANVAS AND STUDENT PRIVACY

Canvas Accessibility

Canvas provides a user experience that is easy, simple, and intuitive. Special attention has been paid to making Canvas screen-readable. The Rich Content Editor encourages users to create accessible content pages (i.e. text formatting is accomplished using styles). Canvas is designed to allow limited customization of colors and schemes to be accessible for all users. The National Federation of the Blind granted Canvas the Gold Level Web Certification in 2010. **Find more information by visiting the Canvas Voluntary Product Accessibility Template (VPAT).**

FERPA and Privacy

As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances, your records will not be released without your written and signed consent. However, some directory information may be released to third parties without your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy by reading **Ball State's FERPA and Privacy and Protection.**

Video Conferencing Recording

In this class, software may be used to record live class discussions. As a student in this class, your participation in live class discussions may be recorded. These recordings typically will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Students who prefer to listen only must disable their audio capability and visual camera. If you have concerns, please discuss these options with me.

Plagiarism Detection

The campus subscribes to Turnitin, a plagiarism prevention service, through Canvas. You may need to submit written assignments to Turnitin. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work.

Proctoring

This course will require the use of the Respondus LockDown Browser and Monitor for online exams. Watch this short video to get a basic understanding of LockDown Browser and the optional webcam feature (which may be required for some exams.) Instructions for obtaining the software can be found in our course.

COURSE SCHEDULE

To support a learning experience that is responsive to the needs, interests, and pace of our class community, the course schedule may shift over the semester. The most current version of the schedule will always be available on Canvas. I encourage you to check Canvas regularly for updates and contact me if you have any questions.

SUBJECT TO CHANGE STATEMENT

This syllabus is subject to change in the event of extenuating circumstances.

References

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Standards

INTASC STANDARDS

Alignment of the Conceptual Framework for Initial Programs with INTASC Standards and Ball State University's Indicators of Proficiency

STANDARD 1: LEARNER DEVELOPMENT
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

STANDARD 2: LEARNING DIFFERENCES
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

STANDARD 3: LEARNING ENVIRONMENTS
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

STANDARD 4: CONTENT KNOWLEDGE
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

4(k)
The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

STANDARD 6: ASSESSMENT
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

STANDARD 8: INSTRUCTIONAL STRATEGIES
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

REPA - DEVELOPMENTAL/ PEDAGOGY (2010)

DS.EarlyChildhood.1.1
knowledge of the theoretical foundations and current, scientifically based research regarding development and learning for children from prekindergarten through grade 3 and the ability to use this knowledge to promote all children's development and learning

DS.EarlyChildhood.1.2
knowledge of major concepts, principles, theories, and processes related to the physical, social, emotional, cognitive, linguistic, aesthetic, and moral development of children from prekindergarten through grade 3, and the ability to use this knowledge to promote all children's development

DS.EarlyChildhood.1.3
knowledge of ways in which young children differ in their development and learning, factors and conditions that affect development and learning, and how development in one domain influences development in other domains, and the ability to use this knowledge to promote all children's development and learning

DS.EarlyChildhood.1.4
knowledge of types of diversity (e.g., cultural, economic, and linguistic background; gender; religion; family structure) and their implications for development, teaching, and learning, and the ability to use this knowledge to promote development and learning for young children with diverse backgrounds, characteristics, and needs

DS.EarlyChildhood.1.5
knowledge of types of exceptionalities, including high ability and twice exceptional; their characteristics; and their implications for development, teaching, and learning; and the ability to use this knowledge to promote development and learning for young children with exceptionalities

DS.EarlyChildhood.1.6
processes of second-language acquisition and the ability to use effective strategies for supporting development and learning for English Learner

DS.EarlyChildhood.1.7
knowledge of learning processes for young children, including the role of play in constructing knowledge, building social skills and relationships, and developing problem-solving and other skills, and the ability to use this knowledge to promote and facilitate young children's learning

DS.EarlyChildhood.2.1
knowledge of diverse family and community characteristics, structures, dynamics, roles, relationships, and values, and the ability to use this knowledge to build effective partnerships with diverse families and communities

DS.EarlyChildhood.3.1
fundamental assessment concepts (e.g., reliability, validity, bias) and the ability to use these concepts to design and select assessments for young children and to interpret assessment results

DS.EarlyChildhood.3.2
knowledge of systematic observation and documentation and the ability to use these processes to gain insight into young children's development, interactions, strengths, and needs

DS.EarlyChildhood.3.3
knowledge of the purposes of assessment, the relationship between assessment and instruction, how to embed assessment in instruction, and the importance of using a systematic and comprehensive approach to assessment

DS.EarlyChildhood.3.4
knowledge of the characteristics, uses, advantages, and limitations of types of formal and informal assessments for young children; the ability to use appropriate assessment strategies, instruments, and technologies to obtain desired information; and the ability to adapt assessments for children with diverse characteristics and needs, including English Learners and children with exceptionalities, including high ability and twice exceptional

DS.EarlyChildhood.3.5
the ability to interpret assessment results and to use formal assessment results, ongoing informal assessment, and other data sources to enhance knowledge of children; evaluate and monitor children's development, learning, and progress; establish goals; and plan, differentiate, and continuously adjust learning activities and environments for individuals and groups

DS.EarlyChildhood.3.6
the ability to use skills and strategies for promoting children's engagement in reflection, self assessment, and goal setting

DS.EarlyChildhood.3.7
knowledge of the role of families as active participants in developing, implementing, and interpreting assessments for young children, and the ability to apply skills and strategies for communicating effectively with children, families, and others about assessment results

DS.EarlyChildhood.4.1
knowledge of the role of positive relationships and supportive interactions as a crucial foundation for working with young children, with a focus on children's individual characteristics, needs, and interests

DS.EarlyChildhood.4.2
the ability to use appropriate procedures for curricular planning and decision making for young children (e.g., defining scope and sequence, determining prerequisite knowledge and skills, aligning curricula with the Foundations and content standards); to plan meaningful, challenging curricula for each child; and to consider appropriate factors in planning (e.g., children's developmental characteristics, prior experiences, current knowledge and skills, assessment results, family and community characteristics, and

readiness to learn; relevant early learning standards; the nature of the content to be taught; characteristics of effective lesson and unit plans)

DS.EarlyChildhood.4.3
knowledge of the characteristics, uses, benefits, and limitations of a variety of developmentally appropriate teaching/learning approaches, and the ability to apply research based best practices for young children, including teaching/learning through hands-on experiences, social interaction, and play

DS.EarlyChildhood.4.4
the ability to differentiate learning experiences based on children's characteristics and needs and to monitor and adapt activities to ensure the success of all children, including English Learners and children with exceptionalities, including high ability and twice exceptional

DS.EarlyChildhood.4.5
the ability to link children's language and culture to the early childhood program and to plan and adapt learning experiences that reflect cultural competency; are responsive to the characteristics, strengths, experiences, and needs of each child; and promote all children's development and learning

DS.EarlyChildhood.4.6
knowledge of the purposes of Response to Instruction (Rtl) and the ability to apply skills and strategies for using Rtl to address learning problems early and promote success for children with diverse needs

DS.EarlyChildhood.4.7
the ability to integrate curricula, create interdisciplinary projects and units of study, and provide children with opportunities to explore content from integrated and varied perspectives; use higher-order thinking and creativity; solve problems; acquire, organize, analyze, and synthesize information; and work cooperatively and productively in group settings

DS.EarlyChildhood.4.8
knowledge of types of resources for teaching and learning and the ability to locate, create, evaluate, and select resources to meet specific needs and goals

DS.EarlyChildhood.4.9
knowledge of information literacy and the ability to model and facilitate children's use of digital age literacies and the tools, practices, and opportunities of the information age

DS.EarlyChildhood.4.10
knowledge of types of digital tools and resources and the ability to use them to enhance teaching effectiveness: create learning experiences that facilitate creativity, collaboration, inventiveness, and learning; customize learning experiences to meet individual needs; and help children explore real-world issues, solve authentic problems, develop global awareness, participate in local and global learning communities, and independently pursue and manage their own learning

DS.EarlyChildhood.4.11
knowledge of communication theory, communication methods (including the use of digital age media and formats), and cultural and other factors that influence classroom communication, and the ability to use various communication and questioning techniques to meet diverse student needs and achieve learning goals

DS.EarlyChildhood.4.12
knowledge of factors and situations that tend to promote or diminish young children's engagement in learning and the ability to apply skills and strategies for promoting active engagement and self-motivation

DS.EarlyChildhood.5.1
the ability to create safe, healthy, respectful, supportive, and inclusive learning environments, including indoor and outdoor environments, that promote each child's learning, engagement, social and emotional development, self-esteem, collaboration, sense of belonging, and positive disposition toward learning

DS.EarlyChildhood.5.2
the ability to establish a culture of learning that emphasizes high expectations, promotes self-motivation for all children, instills a love of learning, and encourages children's sense of responsibility for their own learning

DS.EarlyChildhood.5.3
the ability to plan and adapt learning environments that reflect cultural competency; are responsive to the characteristics, strengths, experiences, and needs of each child; and promote all children's development and learning

DS.EarlyChildhood.5.4
knowledge of the characteristics and benefits of virtual learning environments, online environments, face-to-face environments, and hybrid environments, and the ability to work effectively in different types of environments to promote children's learning and growth

DS.EarlyChildhood.5.6
the ability to create an organized, productive, and appropriately challenging learning environment that facilitates each child's development and learning and encourages responsibility and accountability for all children, including children with diverse needs and backgrounds

DS.EarlyChildhood.5.7
the ability to manage schedules, routines, and transitions to enhance productivity and facilitate all children's development and learning

DS.EarlyChildhood.6.1
the ability to apply skills and strategies for establishing collaborative relationships with colleagues and specialists to enhance professional practice and improve outcomes for children

DS.EarlyChildhood.6.6
the ability to apply skills and strategies for lifelong learning and to use reflection, self assessment, and various types of professional development opportunities and resources, including technological resources, to expand professional knowledge and skills and promote positive outcomes for children

DS.EarlyChildhood.6.7
knowledge of the rights and responsibilities of teachers, children, and parents/guardians, and the ability to apply this knowledge in varied educational contexts

DS.Elem.1.1
major concepts, theories, and processes related to the cognitive, linguistic, social, emotional, physical, and moral development of students in grades K-6, and factors in the home, school, community, and broader environment that influence student development

DS.Elem.1.2
knowledge of students' developmental characteristics and developmental variation, and the ability to use this knowledge to inform instructional decision making and promote student success

DS.Elem.1.3
typical developmental challenges for students in grades K-6 (e.g., in relation to peer interactions, self-esteem, self-direction, decision making, and goal setting), and the ability to help students address these challenges

DS.Elem.1.4
knowledge of types of student diversity (e.g., cultural, economic, and linguistic background; gender; religion; family structure), and the ability to use this knowledge to promote learning and development for students with diverse backgrounds, characteristics, and needs

DS.Elem.1.5
knowledge of types of exceptionalities, including high ability and twice exceptional; their · characteristics; and their implications for development, teaching, and learning; and the ability to use this knowledge to promote learning and development for students with exceptionalities

DS.Elem.1.6
processes of second-language acquisition and the ability to use differentiated strategies based on assessment data to support learning for English Learners

DS.Elem.2.1
knowledge of major theories and concepts related to the learning process, and the ability to apply this knowledge to enhance student learning in varied educational contexts, including project-based contexts

DS.Elem.2.2
processes by which students construct meaning and acquire skills, including critical- and creative-thinking skills, and the ability to facilitate these processes for students with diverse characteristics and needs

DS.Elem.2.3
knowledge of the important roles of play, social interaction, and hands-on experiences in young children's learning, and the ability to use these processes to help children construct knowledge and develop problem-solving and other skills

DS.Elem.2.4
knowledge of the role of positive relationships and supportive interactions as a crucial foundation for working with children, with a focus on children's individual characteristics, needs, and interests

DS.Elem.2.5
knowledge of how student learning is influenced by different types of instructional practices and teacher behaviors, and the ability to use this knowledge to promote learning for all students

DS.Elem.2.6
procedures for making instruction rigorous and relevant to students and for linking new learning to students' experiences and prior knowledge, and the ability to use these procedures to facilitate student learning

DS.Elem.2.7
strategies for promoting students' independent thinking and learning, reflection, and higher order thinking, and the ability to use these strategies to promote students' growth as learners

DS.Elem.2.8
strategies for engaging students in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work

DS.Elem.2.9
strategies for promoting students' organizational and time-management skills and sense of responsibility for their own learning, and the ability to use these strategies to promote student success

DS.Elem.2.10
knowledge of how various individual factors (e.g., prior learning and experiences, interests, talents) and factors in the home, school, and community influence learning processes, and the ability to use this knowledge to improve teaching effectiveness and learning outcomes

DS.Elem.2.11
knowledge of how digital-age tools and environments influence learning processes and outcomes, and the ability to use this knowledge to improve teaching effectiveness and
learning outcomes

DS.Elem.3.1
knowledge of components that comprise the curriculum {e.g., unpacked standards, scope
and sequence, resources, assessments)

DS.Elem.3.2
knowledge of the purposes of curriculum mapping, and the ability to plan, enact, monitor, and analyze curriculum map data and resultant student learning

DS.Elem.3.3

procedures for long- and short-range instructional planning {e.g., aligning instruction with the learning progression within identified content standards, determining prerequisite knowledge and skills), factors to consider in instructional planning {e.g., nature of the content; time and other resources available; student assessment data; characteristics of effective lesson and unit plans; students' characteristics, prior experiences, current knowledge and skills, and readiness to learn), and the ability to use this knowledge to plan effective, developmentally appropriate student learning experiences

DS.Elem.3.4 .
knowledge of the characteristics, uses, benefits, and limitations of various instructional approaches appropriate for students at different developmental levels, and the ability to apply research-based best practices to meet a variety of instructional needs, make content comprehensible and relevant to students, and promote students' active involvement in their learning

DS.Elem.3.5
the ability to develop and implement project-based learning experiences that guide students to analyze the complexities of an issue and use creative thinking and innovative approaches to solve problems

DS.Elem.3.6
the ability to differentiate instruction based on student characteristics and needs and to monitor and adapt lessons to ensure rigorous learning and success for all students, including English Learners and students with exceptional needs, including high ability and twice exceptional

DS.Elem.3.7
knowledge of the principles of universal design for learning {UDL) and how to apply UDL guidelines to incorporate the flexibility necessary to maximize learning opportunities for all students

DS.Elem.3.8
the ability to plan and adapt learner-centered instruction that reflects cultural competency; is responsive to the characteristics, strengths, experiences, and needs of each student; and promotes all students' development and learning

DS.Elem.3.9
the ability to provide developmentally appropriate learning experiences that promote students' global awareness, understanding of global issues and connections, sense of participation in a global community, and motivation to solve global challenges

DS.Elem.3.10
knowledge of the foundational elements of Response to Instruction {Rtl) and the ability to apply this knowledge to differentiate tiered instruction for all students based on data

DS.Elem.3.11
the ability to apply skills and strategies for integrating curricula, creating interdisciplinary units of study, and providing students with developmentally appropriate opportunities to explore content from integrated and varied perspectives; use higher-order thinking and creativity; solve problems; acquire, organize, analyze, and synthesize information; and work cooperatively and productively in group settings to accomplish goals for student achievement

DS.Elem.3.12
knowledge of types of instructional resources, and the ability to locate, create, evaluate, and select evidence-based resources to meet specific instructional needs and to provide differentiated instruction

DS.Elem.3.13
knowledge of information literacy, and the ability to promote students' knowledge of and model and facilitate students' use of the tools, practices, and opportunities of the information age

DS.Elem.3.14
knowledge of types of digital tools and resources, technologies specific to the teacher's discipline(s), and the distinction between digital curricula and digital resources, and the ability to use digital tools and resources to improve teaching effectiveness; create developmentally appropriate learning experiences that facilitate creativity,

collaboration, inventiveness, and learning; customize learning experiences to meet individual needs; and help students explore real-world issues, solve authentic problems, develop global awareness, participate in local and global learning communities, and independently pursue and manage their own learning

DS.Elem.3.15
knowledge of communication theory, communication methods (including the use of digital age media and formats), and factors that influence communication, and the ability to use various communication and questioning techniques to meet all students' needs and achieve instructional goals

DS.Elem.3.16
knowledge of factors and situations that tend to promote or diminish student engagement in learning, and the ability to apply skills and strategies for promoting students' active engagement and self-motivation

DS.Elem.4.1
fundamental assessment concepts (e.g., reliability, validity, bias) and the ability to use these concepts to design and select student assessments that are aligned to instructional goals, to administer assessments with fidelity, and to interpret assessment results

DS.Elem.4.2
knowledge of the purposes of assessment, the relationship between assessment and instruction, and the importance of using a systematic and comprehensive approach to assessment

DS.Elem.4.3
knowledge of the characteristics, uses, advantages, and limitations of different types of formative and summative assessments; the ability to use appropriate assessment strategies, instruments, and technologies to obtain desired information and monitor progress; and the ability to adapt assessments for all students, including English Learners and students with exceptionalities, including high ability and twice exceptional

DS.Elem.4.4
knowledge of systematic observation and documentation, and the ability to use these processes to gain insight into children's development, interactions, strengths, and needs

DS.Elem.4.5
knowledge of the use of Rtl foundational elements to track and analyze student assessment results, including use of the Indiana Growth Model, and the ability to use formal assessment results, ongoing informal assessment, and other data sources to enhance knowledge of student learning and skills; evaluate and monitor student learning and progress; establish learning goals; and plan, differentiate, and continuously adjust instruction for individuals, groups, and classes

DS.Elem.4.6 .
the ability to apply developmentally appropriate skills and strategies for engaging students in reflection, self-assessment, and goal setting

DS.Elem.4.7
knowledge of the role of families as active participants in developing, implementing, and interpreting assessments for children, and the ability to engage families in these processes

DS.Elem.4.8
the ability to apply skills and strategies for communicating effectively with parents/guardians and others about assessment results, including providing students with timely, accurate, and
constructive feedback

DS.Elem.5.1
the ability to create safe, healthy, supportive, and inclusive learning environments, including indoor and outdoor environments, that encourage all students' engagement, collaboration, and sense of belonging

DS.Elem.5.2
the ability to apply skills and strategies for establishing a culture of learning that emphasizes high expectations for all students, promotes self-motivation, and encourages students' sense of responsibility for their own learning

DS.Elem.5.3
the ability to plan and adapt developmentally appropriate learning environments that reflect cultural competency; are responsive to the characteristics, strengths, experiences, and needs of each student; and promote all students' development and learning

DS.Elem.5.4
knowledge of the characteristics and benefits of virtual learning environments, online environments, face-to-face environments, and hybrid environments, and the ability to work effectively in different types of environments to ensure student learning and growth

DS.Elem.5.5
knowledge of developmentally appropriate classroom management approaches and positive guidance techniques, including relationships between specific practices and student learning, attitudes, and behaviors, and the ability to use this knowledge to create an organized, positive, and productive learning environment that maximizes students' time on task; facilitates learning; and encourages student self-regulation, responsibility, and accountability

DS.Elem.5.6
the ability to apply skills and strategies for managing class schedules and transitions and for organizing the physical environment to maximize student learning time and meet student learning needs

DS.Elem.6.2
knowledge of diverse family and community characteristics, structures, dynamics, roles, relationships, and values, and the ability to use this knowledge to build effective partnerships with diverse families and communities

DS.Elem.6.5
the ability to use digital tools and resources to participate in professional learning networks and to communicate and collaborate with parents/guardians, peers, and others in the educational community

DS.Elem.6.6
the ability to participate effectively and productively as a member of a professional learning community

DS.Elem.6.7
the ability to apply skills and strategies for lifelong learning and to use reflection, self assessment, and various types of professional development opportunities and resources including technological resources, to expand professional knowledge and skills

REPA - PROFESSIONAL TEACHER CONTENT STANDARDS (2020)

CS.ELEM.1.1
major theoretical, conceptual, and evidence-based components of reading development, including concepts of print, phonemic awareness, phonics, fluency, vocabulary, and text comprehension

CS.ELEM.1.2
foundations of language acquisition and literacy development, including cognitive, linguistic, cultural, social, and motivational factors that affect language acquisition and literacy development

CS.ELEM.1.3
principles of scientifically based and evidence-based reading instruction and intervention, including applying data-based decision making, setting individual student learning goals, and using instruction grounded in SBRR

CS.ELEM.1.4
essential components of effective reading instruction, including explicit explanation, teacher modeling, guided practice, and independent practice, and the ability to plan and implement reading instruction that incorporates these components

CS.ELEM.1.5
the role of reading assessment in guiding standards- and evidence-based reading instruction, intervention, and extension in the classroom

CS.ELEM.1.6
the ability to select, administer, interpret, and communicate to stakeholders the results of reading assessments in the major components of reading for various instructional purposes, including screening, diagnosis, instructional planning, progress monitoring, and measuring outcomes

CS.ELEM.1.7
key dimensions of effective differentiated reading instruction in the elementary setting, including modifying digital and print materials and the pacing and/or complexity of instruction; and the ability to plan and implement differentiated instruction to match students' evidence-based strengths and needs in reading

CS.ELEM.1.9
knowledge of and the ability to select and use high-quality literary, multimedia, and informational texts to provide a coherent, integrated, and motivating literacy program

CS.ELEM.1.10
knowledge of and the ability to use evidence-based approaches to integrate the components of literacy and interdisciplinary learning and to support writing appropriate to task

CS.ELEM.2.1
knowledge of key concepts and scientifically based reading research (SBRR) in emergent literacy skills, including book-handling skills, basic concepts of print, letter recognition and formation, and alphabetic principle and letter-sound correspondence

CS.ELEM.2.2
knowledge of key concepts and SBRR in phonemic awareness, including the critical role of phonemic awareness in learning to read an alphabetic language; the distinction between phonological awareness and phonemic awareness; and knowledge of the continuum of phonological- and phonemic-awareness skill development

CS.ELEM.2.3
the ability to provide SBRR-based, evidence-based, and developmentally appropriate assessment, instruction, intervention, extension, and ongoing progress monitoring in emergent literacy skills, phonemic awareness, phonics, fluency, vocabulary, and academic language

CS.ELEM.2.4
knowledge of key concepts and SBRR in phonics, including the role of phonics in developing accurate decoding and automaticity in word recognition; the importance of sequencing phonics instruction according to the increasing complexity of linguistic units; the reciprocity between decoding and encoding; and the continuum of phonics skills

CS.ELEM.2.5
knowledge of key concepts and SBRR in reading fluency including the role of automaticity, key indicators of fluency (i.e., accuracy, rate, and prosody), the importance of explicit instruction, distinctions between oral and silent reading fluency, and the importance of ensuring accountability for comprehension when promoting silent reading fluency

CS.ELEM.2.6
knowledge of key concepts and SBRR in the development of vocabulary and academic language, including the correlation between vocabulary knowledge and academic achievement; the essential role of wide and varied reading in the development of vocabulary knowledge; different levels of vocabulary knowledge; different tiers of vocabulary words; and the importance of early, robust, and explicit language and content experiences to promote young children's development of vocabulary and academic language

CS.ELEM.2.7
knowledge of key concepts and SBRR in comprehension and analysis of informational, persuasive, and literary texts, including levels of reading comprehension as applied to these texts; comprehension strategies; critical and close reading; text-based and non-text-based factors that affect reading comprehension; genres, text structures, characteristics, and graphic, textual, and organizational features of informational and persuasive texts; and genres, key elements, and characteristics of literary texts

CS.ELEM.2.8

the ability to provide SBRR-based, evidence-based, and developmentally appropriate assessment, instruction, intervention, extension, and ongoing progress monitoring in comprehension and analysis of informational, persuasive, and literary texts, including response to literature

CS.ELEM.3.3
major developmental stages of emergent writing and factors that affect the development of writing skills

CS.ELEM.3.9
characteristics and components of media literacy, including analysis and interpretation of media and use of media to present information and ideas

REPA 3.10 digital citizenship and safe and ethical practices in social and personal media communications

CS.ELEM.3.12
methods for planning and delivering evidence-based English language arts instruction that fosters students' understanding and mastery of concepts and skills related to English language arts and the development of critical- and creative-thinking, reasoning, problem-solving, and performance skills

CS.READING.1.1
major components of reading development, including phonemic awareness, phonics, fluency, vocabulary, and text comprehension

CS.READING.1.2
linguistic foundations of language and literacy development, such as stages of oral language acquisition; stages of literacy development, including the understanding that reading, writing, and spelling develop synchronously; language systems as they relate to reading and writing in English; and linguistic factors affecting second-language and literacy development and instruction

CS.READING.1.3
research foundations of reading development, such as findings of scientifically based reading research, results of scientific neurological studies of skilled and dyslexic readers, and implications of major research findings for reading instruction

CS.READING.1.4
psychological, cognitive, and sociological foundations of reading development, such as physical, social, emotional, and cognitive development of children, preadolescents, and adolescents as it relates to reading development and instruction; and environmental, cultural, and affective/motivational factors affecting reading development

CS.READING.2.1
principles of scientifically based and evidence-based reading instruction and intervention, such as applying data-based decision making, setting individual student learning goals, and using instruction grounded in scientifically based reading research (SBRR), and principles of standards-based reading instruction, such as deconstructing reading standards and aligning reading standards, assessment, and instruction

CS.READING.2.2
essential components of effective reading instruction, including explicit explanation, teacher modeling, guided practice, and independent practice, and the ability to plan and implement reading instruction that incorporates these components

CS.READING.2.3
key dimensions of effective differentiated reading instruction, including modifying the pacing and/or complexity of instruction, and the ability to plan and implement differentiated instruction to match students' evidence-based strengths and needs in reading

CS.READING.2.4
knowledge of and the ability to use instructional procedures (e.g., flexible grouping) and approaches (e.g., differentiation, intervention, extension [enrichment)) to address the needs of students who have different developmental levels, cognitive abilities, reading proficiency levels, background knowledge and experiences, and/or linguistic backgrounds

CS.READING.2.6

knowledge of and the ability to use instructional practices, approaches, and methods for eliciting student engagement in and motivation for reading

CS.READING.2. 7
components of effective evidence-based intervention and extension programs, including Indiana's Response to Instruction (Rtl) model

CS.READING.2.8
strategies for evaluating core reading programs and other instructional materials, including online and offline resources, to ensure they are aligned with SBRR and are appropriate for meeting students' evidence-based needs and characteristics

CS.READING.3.1
the role of reading assessment in guiding standards-based, evidence-based reading instruction, intervention, and extension in the classroom and in informing program planning in reading at the school, district, and state levels; and the importance of using multiple data sources to inform instructional planning in reading

CS.READING.3.2
concepts and issues related to reading assessment, such as validity, reliability, factors related to bias, distinctions between quantitative and qualitative data, and the importance of administering assessments with fidelity; and characteristics, uses, and limitations of various formative and summative reading assessments, including both formal and informal assessment tools

CS.READING.3.3
the ability to select, administer, and interpret the results of reading assessments in the major components of reading for various instructional purposes, such as screening, diagnosis, instructional planning, progress monitoring, and measuring outcomes

CS.READING.3.4
components and features of a comprehensive reading assessment system as defined by Indiana's Response to Instruction (Rtl) model, such as use of consistent progress monitoring and appropriate documentation of assessment results (e.g., application of aim lines and plot lines in measuring individual student progress)

CS.READING.3.7
skills for analyzing, reporting, and communicating classroom, grade-level, and/or schoolwide assessment data to a variety of stakeholders

CS.READING.4.1
knowledge of key concepts and scientifically based reading research in phonemic awareness, such as the critical role of phonemic awareness in learning to read an alphabetic language; the distinction between phonological awareness (i.e., the awareness that oral language is composed of smaller units, such as spoken words and syllables) and phonemic awareness (i.e., a specific type of phonological awareness involving the ability to distinguish the separate phonemes in spoken words); and the importance of providing explicit, systematic instruction in phonological and phonemic awareness

CS.READING.4.2
knowledge of the phonological- and phonemic-awareness skills continuum (i.e., segmenting sentences into words; blending and segmenting syllables; blending and segmenting onset/rime, including identifying and producing rhyming words and alliteration; identifying beginning, medial, and final phonemes in words; and blending, segmenting, deleting, adding, and substituting phonemes in words) and the ability to provide SBRR-based, evidence based, and developmentally appropriate assessment, instruction, intervention, extension, and ongoing progress monitoring in phonological and phonemic awareness

CS.READING.4.3
the ability to select and use SBRR-based, evidence-based, and developmentally appropriate oral language and writing activities to support and reinforce students' development in phonemic awareness

CS.READING.5.1
knowledge of key concepts and scientifically based reading research in phonics, such as the role of phonics in developing accurate decoding and automaticity in word recognition; the importance of sequencing phonics instruction according to the increasing complexity of linguistic units; the reciprocity between decoding and encoding; and the importance of providing explicit, systematic instruction in phonics

CS.READING.5.2
terminology and concepts related to phonics instruction, including types of consonant sounds (e.g., stop, continuant) and vowel sounds, common regular letter combinations (e.g., digraph, blend, diphthong), and how and when irregular words fit into the continuum of phonics instruction

CS.READING.5.3
knowledge of the alphabetic principle and research-based instructional guidelines for teaching letter-sound correspondences (e.g., teaching higher-frequency/high-utility letters before lower-frequency letters), and the ability to provide SBRR-based, evidence-based, and developmentally appropriate assessment, instruction, intervention, extension, and ongoing progress monitoring in letter-sound correspondences

CS.READING.5.4
knowledge of the continuum of phonics skills, from sounding out a word letter by letter to recognizing eve words as units to more advanced decoding that involves increasingly
complex letter combinations and less common phonics elements, and the ability to provide SBRR-based, evidence-based, and developmentally appropriate assessment, instruction, intervention, extension, and ongoing progress monitoring in phonics

CS.READING.5.5
knowledge of regular and irregular sight words and common inflectional endings (e.g., -s, -ed,-ing) that are taught as part of phonics instruction, and the ability to provide SBRR-based, evidence-based, and developmentally appropriate assessment, instruction, intervention, extension, and ongoing progress monitoring in the development of sight words and accurate, automatic decoding of words containing inflectional endings

CS.READING.5.6
knowledge of syllable patterns, syllabication skills, morphemes (e.g., word roots, derivational affixes), and structural analysis skills; and the ability to use this knowledge to provide SBRR based, evidence-based, and developmentally appropriate assessment, instruction, intervention, extension, and ongoing progress monitoring in the development of accurate, automatic decoding of multisyllable words

CS.READING.5.7
knowledge of spelling skills, spelling patterns (e.g., word families), and orthographic guidelines (e.g., doubling the final consonant of a eve word when adding an inflectional
ending that begins with a vowel), and the ability to provide SBRR-based, evidence-based, and developmentally appropriate assessment, instruction, intervention, extension, and ongoing progress monitoring in spelling and orthography to support the development of phonics and sight-word knowledge

CS.READING.5.8
the ability to select and use SBRR-based, evidence-based, and developmentally appropriate oral language and writing activities to support and reinforce students' development in phonics

CS.READING.6.1
knowledge of key concepts and scientifically based reading research in reading fluency, such as the role of automaticity in reading fluency and comprehension; key indicators of fluency (i.e., accuracy, rate, and prosody); the importance of providing explicit instruction in fluency; and differences in fluency instruction for students at different stages of reading development (e.g., the importance of focusing on oral reading fluency with students who have not achieved automaticity in decoding and silent reading fluency with students who have achieved automaticity the importance of incorporating accountability for comprehension in instructional activities focused on developing students' silent reading fluency)

CS.READING.6.2
the ability to provide SBRR-based, evidence-based, and developmentally appropriate assessment, instruction, intervention, extension, and ongoing progress monitoring in emergent literacy skills that are foundational to fluent reading, such as using book-handling skills; distinguishing print from other text features; recognizing that sentences are made up of separate words; distinguishing letters from words; recognizing that sentences begin with capital letters and end with specific punctuation; following the directionality of print; and developing letter knowledge, including accurate, automatic letter recognition with both lowercase and uppercase letters

CS.READING.6.3

the ability to provide SBRR-based, evidence-based, and developmentally appropriate assessment, instruction, intervention, extension, and ongoing progress monitoring in fluency with respect to accuracy, rate, and prosody

CS.READING.6.4
knowledge of common factors that disrupt fluency (e.g., lack of automaticity, weakness in phonics, lack of familiarity with academic vocabulary and/or syntactic structures, limited background knowledge), and the ability to provide SBRR-based, evidence-based, and developmentally appropriate assessment, instruction, intervention, extension, and ongoing progress monitoring to address these factors and promote reading fluency

CS.READING.6.5
the ability to select appropriate texts for developing fluency at different stages of reading development (e.g., using decodable texts with students who have not achieved automaticity with basic phonics elements and sight words, transitioning students to a broader range of texts as they progress in their decoding skills)

CS.READING.6.6
the ability to use SBRR-based, evidence-based, and developmentally appropriate oral language and writing activities to support and reinforce students' development in fluency (e.g., read-alouds to develop students' background knowledge, vocabulary, and academic language with respect to a given topic or content area; spelling activities to reinforce phonics skills and increase decoding accuracy)

CS.READING.7.1
knowledge of key concepts and scientifically based reading research in the development of vocabulary and academic language (i.e., the language used in books, tests, and other formal writing), such as the correlation between vocabulary knowledge and academic achievement, the essential role of wide and varied reading in the development of vocabulary knowledge, different levels of vocabulary knowledge, and different tiers of vocabulary words

CS.READING.7.2
recognition of the importance of early, robust, and explicit language and content experiences to promote young children's development of vocabulary and academic language and the ability to use SBRR-based, evidence-based, and developmentally appropriate oral language activities to support and reinforce young students' vocabulary and academic-language development

CS.READING.7.3
the ability to provide SBRR-based, evidence-based, and developmentally appropriate assessment, instruction, intervention, extension, and ongoing progress monitoring in word study, including explicit instruction in word meanings, synonyms, and antonyms; and explicit instruction in etymology (e.g., common English roots and affixes derived from Greek and Latin, the origin and meaning of idiomatic expressions and foreign words and phrases frequently used in English)

CS.READING.7.4
the ability to provide SBRR-based, evidence-based, and developmentally appropriate assessment, instruction, intervention, extension, and ongoing progress monitoring in independent strategies students can use to determine and/or clarify the meaning of new words, including explicit instruction in structural analysis, semantic and syntactic analysis, use of appositives, use of online and offline resources, and the distinction between literal and figurative meanings of words

CS.READING.7.5
the ability to provide SBRR-based, evidence-based, and developmentally appropriate assessment, instruction, intervention, extension, and ongoing progress monitoring in academic language, including knowledge and skills involved in comprehending complex sentence structures, recognizing and interpreting punctuation and capitalization, mastering content-specific vocabulary, and interpreting common academic-language functions (e.g., justifying, analyzing)

CS.READING.7.6
the ability to use SBRR-based, evidence-based, and developmentally appropriate oral language and writing activities to support and reinforce students' development in vocabulary and academic language

CS.READING.8.1
knowledge of key concepts and scientifically based reading research in the comprehension and analysis of informational and persuasive texts, such as levels of reading comprehension as applied to these texts; critical reading; text-based and non-text-based factors that can affect reading comprehension with respect to these texts; and various genres, text structures, characteristics, and graphic, textual, and organizational features of informational and persuasive texts

CS.READING.8.2
the ability to use SBRR-based, evidence-based, and developmentally appropriate instruction to scaffold and facilitate students' comprehension and analysis of informational and persuasive texts

CS.READING.8.3
the ability to provide SBRR-based, evidence-based, and developmentally appropriate assessment, instruction, intervention, extension, and ongoing progress monitoring in comprehension strategies that students can use independently to support their own understanding and skilled analysis of informational and persuasive texts, including using prior knowledge, self-monitoring, graphic representation, paraphrasing, summarization, think alouds, and questions/questioning

CS.READING.8.4
the ability to provide SBRR-based, evidence-based, and developmentally appropriate assessment, instruction, intervention, extension, and ongoing progress monitoring in study and research skills, including skills related to the effective use of digital tools and resources to support student learning and research

CS.READING.8.5
knowledge of content-area reading and related instructional goals in the fields of mathematics, science, and social studies; knowledge of predominant text structures used in these fields; and the ability to use SBRR-based strategies to improve students' application of these text structures to support their reading comprehension, study, and research in these fields

CS.READING.8.6
the ability to use SBRR-based, evidence-based, and developmentally appropriate oral language and writing activities to support and reinforce students' comprehension and analysis of informational and persuasive texts

CS.READING.9.1
knowledge of key concepts and scientifically based reading research in the comprehension and analysis of literary texts, such as levels of reading comprehension as applied to these texts; critical reading; text-based and non-text-based factors that can affect reading comprehension with respect to these texts; and genres, key elements, and characteristics of literary texts

CS.READING.9.2
the ability to use SBRR-based, evidence-based, and developmentally appropriate instruction to scaffold and facilitate students' comprehension and analysis of literary texts

CS.READING.9.3
the ability to provide SBRR-based, evidence-based, and developmentally appropriate assessment, instruction, intervention, extension, and ongoing progress monitoring in comprehension strategies that students can use independently to support their own understanding and skilled analysis of literary texts, including using prediction, mental imagery, prior experiences, self-monitoring, summarization, think-alouds, and questions/questioning

CS.READING.9.4
knowledge of instructional goals related to the study of literary texts, knowledge of predominant text structures used in literary texts, and the ability to use SBRR-based strategies to improve students' application of these text structures to support their reading comprehension and analysis of literary texts

CS.READING.9.5
the ability to use SBRR-based, evidence-based, and developmentally appropriate oral language and writing activities to support and reinforce students' comprehension and analysis of literary texts and their response to literature

CS.READING.10.1
skills and strategies for creating and maintaining a physical environment that promotes the reading development of all students, such as using classroom arrangements that support a variety of grouping strategies; incorporating digital tools that address students' diverse learning styles and working strategies; and providing access to a wide range of online and offline classroom resources that are multilevel and reflect diverse settings, historical periods, and cultures

CS.READING.10.2
skills and strategies for creating and maintaining a social learning environment that reflects and values diversity, including the literary contributions of diverse peoples and traditions; promotes respect for readers at all levels of reading proficiency; promotes

students' interactions about texts and their sense of belonging to a community of readers; and engages all students as agents in their own reading development

CS.READING.10.3
strategies for promoting students' independent reading, such as teaching explicit strategies for self-selecting appropriate-level reading materials

CS.READING.10.4
skills and strategies for effectively integrating technology into reading assessment, instruction, and administrative functions and for maintaining an environment that provides all students access to digital tools and resources and promotes development of digital literacy and ethical behavior in the use of digital information and technology

CS.READING.10.5
skills and strategies for promoting community-school connections, such as working with reading volunteers, and home-school connections and for collaborating with families in promoting students' reading development

CS.READING.11.2
knowledge of local, state, and national policies and legislation affecting reading programs and professional development in reading

CS.READING.11.4
professional development strategies for keeping well informed in the field of reading and for sharing knowledge of evidence-based reading research and practices with colleagues, such as making effective use of professional resources and digital tools to evaluate and reflect on current research and professional practice, skills for applying reading research to improve the school reading program and classroom reading instruction and practices, and strategies for providing job-embedded professional development in evidence-based reading research and practices to classroom teachers

CAEP STANDARDS

R1.1 The Learner and Learning The provider ensures candidates are able to apply their knowledge of the learner and learning at the appropriate progression levels. Evidence provided should demonstrate that candidates are able to apply critical concepts and principles of learner development (InTASC Standard 1), learning differences (InTASC Standard 2), and creating safe and supportive learning environments (InTASC Standard 3) in order to work effectively with diverse P-12 students and their families.

R1.2 Content The provider ensures candidates are able to apply their knowledge of content at the appropriate progression levels. Evidence provided demonstrates candidates know central concepts of their content area (InTASC Standard 4) and are able to apply the content in developing equitable and inclusive learning experiences

KPS – Knowledge and Practice Standards for Teachers of Reading
1.3 Understand the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge.
1.5 Identify (and explain how) environmental, cultural, and social factors contribute to literacy development.
1.6 Explain major research findings regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes.
1.8 Know phases in the typical developmental progression of oral language, phoneme awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.
4B.1 Understand rationale for/identify, pronounce, classify, and compare all the consonant phonemes and all the vowel phonemes of English.
4B.2 Understand/apply in practice considerations for levels of phonological sensitivity.
4B.5 Know/apply in practice considerations for the general and specific goals of phonemic awareness instruction.
4B.6 Know/apply in practice considerations for the principles of phonemic-awareness instruction: brief, multisensory, conceptual, articulatory, auditory-verbal.
4B.7 Know/apply in practice considerations for the utility of print and online resources for obtaining information about languages other than English.
4C.4 Know/apply in practice considerations for using multisensory routines to enhance student engagement and memory.

4C.5 Know/apply in practice considerations for adapting instruction for students with weaknesses in working memory, attention, executive function, or processing speed.
4C.6 Know/apply in practice considerations for teaching irregular words in small increments using special techniques.
4E.2 Know/apply in practice considerations for the sources of wide differences in students' vocabularies.
4E.3 Know/apply in practice considerations for the role and characteristics of indirect (contextual) methods of vocabulary instruction.
4E.4 Know/apply in practice considerations for the role and characteristics of direct, explicit methods of vocabulary instruction.
4F.3 Know/apply in practice considerations for the role of sentence comprehension in listening and reading comprehension.
4G.2 Know/apply in practice considerations for research-based principles for teaching letter formation, both manuscript and cursive.
4G.3 Know/apply in practice considerations for research-based principles for teaching written spelling and punctuation.

4G.5 Know/apply in practice considerations for the appropriate use of assistive technology in written expression.
5.2 Maintain the public trust by providing accurate information about currently accepted and scientifically supported best practices in the field.
5.6 Respect the training requirements of established credentialing and accreditation organizations supported by CERI and IDA.
5.7 Avoid conflicts of interest when possible and acknowledge conflicts of interest when they occur.