**COMPETENCY 2: Foundations of Research-Based Practices. The Candidate understands the principles of scientifically based reading research as the foundation of comprehensive instruction that synchronizes and scaffolds each of the major components of the reading process toward student mastery.** The total inventory of Specific Indicators (A-F) satisfy Competency 2

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Course Name and Number | Indicator | ID | Task Name | Description of task |
| RED 5147 L  Developmental  Reading | **A: Phonemic Awareness**  Identify explicit, systematic instructional plans for scaffolding development of phonemic analysis of the sounds of words (e.g., phonemic blending, segmentation, etc.) |  | Literacy Log | As students implement selected strategies described in the course or in the web links provided, students will select the strategies that best serve theirs and their students’ needs. Students will use these strategies and begin to implement them in the classroom and share with other faculty members at their school/class. They will describe how they will adapt teaching strategies to meet their students’ needs (e.g., ESOL students, struggling readers) and the evidence they will use to assess its effectiveness. |
| RED 5147 L  Developmental  Reading | **B: Phonics:** Identify explicit, systematic instructional plans for scaffolding development from emergent through advanced phonics with words from both informal and academic language (e.g., orthographic skills, phonetic and structural analysis: rules, patterns, and generalizations) |  | Literacy Log | As students implement selected strategies described in the course or in the web links provided, students will select the strategies that best serve theirs and their students’ needs. Students will use these strategies and begin to implement them in the classroom and share with other faculty members at their school/class. They will describe how they will adapt teaching strategies to meet their students’ needs (e.g., ESOL students, struggling readers) and the evidence they will use to assess its effectiveness. |
| RED 5147 L  Developmental  Reading | **C: Fluency:**  Identify explicit, systematic instructional plans for scaffolding fluency development and reading endurance (e.g., rereading, self-timing, independent reading material, reader’s theater, etc.) |  | Literacy Log | As students implement selected strategies described in the course or in the web links provided, students will select the strategies that best serve theirs and their students’ needs. Students will use these strategies and begin to implement them in the classroom and share with other faculty members at their school/class. They will describe how they will adapt teaching strategies to meet their students’ needs (e.g., ESOL students, struggling readers) and the evidence they will use to assess its effectiveness. |
| RED 5147 L  Developmental  Reading | **D: Vocabulary:**  Identify explicit, systematic instructional plans for scaffolding vocabulary and concept development (e.g., common morphological roots, morphemic analysis, system of word relationships, semantic mapping, semantic analysis, analogies, etc.) |  | Action Plan | The action plan is the culminating assignment for this course. The candidate will explain how he/she will use what he/she has learned in the course and in his/her own professional experience.  This will Include a detailed description of how the candidate will apply what he/she has learned, a plan for (a) an objective or set of objectives, (b) specific steps he/she will take to meet the objective(s), (c) a timeline for implementation of the plan, and (d) the plan for evaluating implementation of objective(s), (e) artifacts used to implement the plan, (f) observations of student success, (g) areas to fine-tune in order to increase effectiveness, and (h) analysis of data to support the evaluation(s) of the plan’s effectiveness. |
|  | **E: Comprehension:** Identify explicit, systematic instructional plans for scaffolding development of comprehension skills and cognition (e.g., key questioning strategies such as reciprocal teaching, analysis of relevance of details, prediction; “think-aloud” strategies, sentence manipulation, paraphrasing, etc.) |  | Action Plan | The action plan is the culminating assignment for this course. The candidate will explain how he/she will use what he/she has learned in the course and in his/her own professional experience.  This will Include a detailed description of how the candidate will apply what he/she has learned, a plan for (a) an objective or set of objectives, (b) specific steps he/she will take to meet the objective(s), (c) a timeline for implementation of the plan, and (d) the plan for evaluating implementation of objective(s), (e) artifacts used to implement the plan, (f) observations of student success, (g) areas to fine-tune in order to increase effectiveness, and (h) analysis of data to support the evaluation(s) of the plan’s effectiveness. |
|  | **F: Integration of the major reading components:**   1. Identify comprehensive instructional plans that synchronize the major reading components (e.g., a lesson plan: structural analysis, morphemic analysis, reciprocal teaching, rereading, etc.) |  | Action Plan | The action plan is the culminating assignment for this course. The candidate will explain how he/she will use what he/she has learned in the course and in his/her own professional experience.  This will Include a detailed description of how the candidate will apply what he/she has learned, a plan for (a) an objective or set of objectives, (b) specific steps he/she will take to meet the objective(s), (c) a timeline for implementation of the plan, and (d) the plan for evaluating implementation of objective(s), (e) artifacts used to implement the plan, (f) observations of student success, (g) areas to fine-tune in order to increase effectiveness, and (h) analysis of data to support the evaluation(s) of the plan’s effectiveness. |
|  | 1. Identify explicit, systematic instructional plan for scaffolding content area vocabulary development and reading skills (e.g., morphemic analysis, semantic analysis, reciprocal teaching, writing to learn, etc.) |  | Literacy Log | As students implement selected strategies described in the course or in the web links provided, students will select the strategies that best serve theirs and their students’ needs. Students will use these strategies and begin to implement them in the classroom and share with other faculty members at their school/class. They will describe how they will adapt teaching strategies to meet their students’ needs (e.g., ESOL students, struggling readers) and the evidence they will use to assess its effectiveness. |
|  | 1. Identify resources and research-based practices that create both language-rich and print-rich environments (e.g., large and diverse classroom libraries; questioning the author; interactive response to authentic reading and writing tasks, etc.) |  | Literacy Log | As students implement selected strategies described in the course or in the web links provided, students will select the strategies that best serve theirs and their students’ needs. Students will use these strategies and begin to implement them in the classroom and share with other faculty members at their school/class. They will describe how they will adapt teaching strategies to meet their students’ needs (e.g., ESOL students, struggling readers) and the evidence they will use to assess its effectiveness. |
|  | 1. Identify research-based guidelines and selection tools for choosing literature and expository text appropriate to students’ interests and independent reading proficiency |  | Literacy Log | As students implement selected strategies described in the course or in the web links provided, students will select the strategies that best serve theirs and their students’ needs. Students will use these strategies and begin to implement them in the classroom and share with other faculty members at their school/class. They will describe how they will adapt teaching strategies to meet their students’ needs (e.g., ESOL students, struggling readers) and the evidence they will use to assess its effectiveness. |