



Colorado Reading Directorate



Appendix B

Colorado Teacher Preparation Program Criteria for Literacy Courses



**Colorado Teacher Preparation Program Review
Checklist for Literacy Courses**



Assessment	
	Teacher Candidates will:
a	Understand the basic concepts involved in test selection administration, standardized administration techniques and interpretation (reliability, validity, and standard error, norm-referenced, and criterion-referenced)
b	Comprehend the meaning of basic statistics such as normal curve equivalents; percentile ranks, stanines, quartiles, standard scores and grade equivalents for interpretation of data
c	Understand the purposes of different kinds of assessments (screening, progress monitoring, diagnostic and outcome)
d	Understand the legal and ethical issues in the fair and meaningful evaluation of students in the classroom, including confidentiality, informed consent, privacy, and bias
e	Identify independent, objective sources for reviews of valid and reliable assessment tools
f	Select, administer and interpret reliable and valid classroom screening measures to identify students at risk for reading difficulty
g	Select reading texts appropriate for the identified instructional outcomes (e.g., decodable text for building word reading accuracy and fluency or literature for vocabulary and comprehension)
h	Select, administer, and interpret progress-monitoring assessments to evaluate students' progress toward an instructional goal and determine effectiveness of instruction / intervention and regularly articulate progress to students
i	Analyze and incorporate the results of end-of-year achievement tests into a body of evidence for the development of instructional plans (e.g., ILPs)
j	Translate technical concepts and terminology of assessments into concrete, clear, and culturally sensitive language for reporting to colleagues, students, and parents

Phonology and Phoneme Awareness	
	Teacher Candidates will:
a	Identify and pronounce the speech sounds of English

b	Know a research-based scope and sequence for phonemic and phonological awareness instruction based on the developmental progression of skills - rhyme, syllables, onset-rime, phoneme differentiation
c	Apply systematic, explicit techniques for teaching phonological awareness : speech sound identification, matching, blending, and segmenting
d	Know the predictive value of phonemic awareness in early reading development
e	Select, use and interpret assessments of phonological and phonemic awareness and use them to screen for reading difficulties, monitor progress, and make instructional decisions

Phonics and the Alphabetic Principle	
Teacher Candidates will:	
f	Recognize the development of print concepts in young children : print conveys meaning, printed words are composed of letters, print is read from left to right and top to bottom, spoken words match printed words
g	Know the predictive value of letter naming fluency in early reading development
h	Know a research-based scope and sequence, progressing from easy to more difficult, for teaching the alphabetic principle, phonics (phoneme-grapheme associations) and orthographic patterns
i	Use a systematic, explicit approach to teach phonics and word analysis in decoding
j	Apply techniques for teaching automatic recognition of common phonetically irregular (exception) words in English
k	Understand the role of the various syllable structures (open, closed, silent-e, vowel team, consonant-le, r-controlled) and morphemes (prefixes, roots, suffixes) in fluent recognition of multisyllable words
l	Understand the importance of the use of decodable and controlled text to reinforce word decoding recognition skills that have been taught
m	Select, use and interpret phonics surveys, writing samples, and word identification assessments to measure alphabetic knowledge and word decoding skills and use them to screen for reading difficulties, monitor progress, and make instructional decisions
n	Use a systematic, explicit approach to teach orthographic and morphological patterns in spelling
o	Understand the reciprocal relationship between learning orthographic patterns for reading (decoding) and spelling (encoding)

p	Select, use and interpret diagnostic spelling inventories (e.g., differences between phonetic and lexical spelling patterns) and use them to screen for spelling difficulties, monitor progress, and make instructional decisions
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Reading Comprehension	
Teacher Candidates will:	
a	Understand the relationships among listening comprehension, language comprehension and reading comprehension and how they change as reading skill develops
b	Understand the knowledge and processes used in reading comprehension : decoding, word naming speed, inference-making, comprehension monitoring, grammatical awareness, background and prior knowledge, word meaning knowledge
c	Know the factors that influence reading comprehension – the reader, the text, the reading task, the environmental context and the interactions among them
d	Explicitly teach the conventions and text structures associated with a variety of genre including literary texts (poems, plays, narrative stories and novels) and expository texts (textbooks, electronic texts, essays, technical reports)
e	Explicitly teach the differences between and strategies for analysis of components of literary texts (e.g., theme, narrator's point of view) and expository texts (e.g., author's purpose, position or stance on a subject)

f	Explicitly teach research-based text comprehension strategies (e.g., metacognitive monitoring strategies, graphic and semantic organizers, answering questions, generating questions, story structure, summarizing) to be used before, during and after reading
g	Scaffold discussions by asking questions that increase engagement in literary response and analysis , expand student thinking and support the affective dimensions of reading comprehension
h	Select, use and interpret formal and informal assessments of student reading comprehension and use them to screen for reading difficulties, monitor progress, and make instructional decisions
i	Use assessment data to plan interventions to foster reading comprehension using research-based programs and practices
j	Know the interrelationship of reading comprehension, fluent decoding skills, background knowledge and vocabulary knowledge

Reading Fluency	
Teacher Candidates will:	
a	Identify expectations / norms for fluency as reading skill develops
b	Identify factors that may impact fluency (e.g. word reading skill, vocabulary knowledge, text difficulty, background knowledge, reason for reading, type of text)
c	Identify and apply explicit and implicit oral passage reading techniques for increasing reading fluency (e.g., increasing time spent reading at independent level; alternate oral reading; timed repeated readings; simultaneous oral reading; and timed speed drills)
d	Select, use and interpret assessments of reading fluency and use them to screen for reading difficulties, monitor progress and make instructional decisions targeted for improved student outcomes

Content Area Reading	
Teacher Candidates will:	
a	Know the importance of supported reading practice in increasing reading fluency and comprehension
b	Select and apply text comprehension strategies for literacy in content areas
c	Know strategies to develop parent-school and school-community support to promote independent reading practice
d	Collaborate with school-based teams to identify, evaluate and select classroom materials that support content area reading
e	Select appropriate independent reading materials to match student reading performance

Oral Language Development	
Teacher Candidates will:	
a	Understand how oral language develops and the relationship between oral language proficiency and reading, spelling and writing proficiency
b	Know the organization of language: phonology, orthography, morphology, syntax, semantic networks, and discourse

	structure
c	Discern the differences between informal/conversational language and formal/literate/academic language that can be problematic in reading and writing
d	Understand the historical evolution of the English language and alphabetic writing system
e	Understand the impact of background knowledge, language differences, difficulties, and disorders on literacy acquisition

Vocabulary	
Teacher Candidates will:	
f	Know the scientific research on how oral and written vocabulary develops in first and second language learners
g	Understand the role of morphology in written English including Anglo-Saxon, Latin, and Greek-derived morphemes
h	Understand and apply morphological and etymological similarities and differences in languages in teaching first and second language learners
i	Recognize the aspects of learning word meanings , including multiple meanings and uses of words, idiomatic expressions, the limitations of dictionary definitions, demands of categorical and hierarchical reasoning, or insufficient examples of contextual use
j	Identify research-supported approaches to selecting words for in-depth vocabulary instruction
k	Identify and use direct and indirect techniques for vocabulary instruction in the classroom

Writing	
Teacher Candidates will:	
l	Understand the reciprocity between foundational writing skills (handwriting, spelling, knowledge of conventions, fluent transcription, verbal ideation, grammar) and higher order thinking skills in developing high quality written composition

m	Understand the writing process – planning, composing, revising and editing of written products
n	Explicitly teach and encourage the use of formal language patterns (correct grammar and forms) and academic vocabulary in student writing
o	Analyze children’s writing samples for phonological, orthographic, syntactic, and semantic patterns of use and plan instruction based on findings
p	Teach basic mechanics of writing (capitalization, punctuation, handwriting)
q	Teach sentence structure (avoiding sentence fragments, using varied sentence lengths)
r	Teach organization and paragraphing
s	Develop students’ clarity, descriptiveness and elaboration when writing

State Standards and Assessments	
	Teacher Candidates will:
a	Know the Colorado Model Content Standards and Benchmarks for Reading and Writing
b	Know the Colorado Basic Literacy Act (CBLA) Reading Proficiencies for Kindergarten, 1 st , 2 nd , and 3 rd grades
c	Assess CBLA proficiencies and use assessment data to develop an Individual Literacy Plan (ILP)
d	Use CSAP assessment frameworks in reading and writing including assessment objectives for each grade level to develop curriculum that will support reading and writing achievement
e	Know the progression of underlying skills (phonemic awareness, phonics, vocabulary, language comprehension, spelling and writing skills) necessary to demonstrate proficiency on the reading and writing CSAP tests
f	Identify and analyze examples of unsatisfactory, partially proficient, proficient, and advanced student work at various grade levels and the implication for instruction
g	When students are not proficient on CSAP , select, use and interpret assessments of underlying reading skills and use data to develop a plan for intervention