Indiana Department of Education

Indiana Content Standards for Educators

EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INSTRUCTION

Teachers of students with mild exceptional needs are expected to have a broad and comprehensive understanding of the knowledge and skills students need to become effective readers, and to use that knowledge to support the reading development of students with mild exceptional needs. This requires the ability to identify, comprehend, analyze, synthesize, and evaluate the basic principles, fundamental concepts, and essential content defined in these standards, and to apply that knowledge to the tasks of planning and delivering effective instruction and assessment.

February 2012

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Teachers of students with mild exceptional needs have a broad and comprehensive understanding of foundations of reading development and effective reading instruction grounded in scientifically based reading research (SBRR).

Standard 2: Components of Scientifically Based Reading Instruction

Teachers of students with mild exceptional needs have a broad and comprehensive understanding of the major components of reading development and demonstrate the ability to provide assessment, instruction, intervention, extension, and ongoing progress monitoring in reading.

Standard 1: Foundations of Scientifically Based Reading Instruction

Teachers of students with mild exceptional needs have a broad and comprehensive understanding of foundations of reading development and effective reading instruction grounded in scientifically based reading research (SBRR), including:

1.1 foundations of language acquisition and literacy development, including cognitive, linguistic, cultural, social, and motivational factors that affect language acquisition and literacy development; and major components of reading development, including phonemic awareness, phonics, fluency, vocabulary, and text comprehension

1.2 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)

1.3 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

1.4 the ability to select, administer, and interpret the results of reading assessments for various instructional purposes, such as screening, diagnosis, and IEP development

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

Standard 2: Components of Scientifically Based Reading Instruction

Teachers of students with mild exceptional needs have a broad and comprehensive understanding of the major components of reading development and demonstrate the ability to provide assessment, instruction, intervention, extension, and ongoing progress monitoring in reading, including:

2.1 knowledge of key concepts and scientifically based reading research (SBRR) 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 knowledge of the continuum of phonological- and phonemic-awareness skills development

2.2 the ability to provide SBRR-based, evidence-based, and developmentally appropriate assessment, instruction, intervention, extension, and ongoing progress monitoring in phonemic awareness

2.3 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 continuum of phonics skills

2.4 the ability to provide SBRR-based, evidence-based, and developmentally appropriate assessment, instruction, intervention, extension, and ongoing progress monitoring in phonics

2.5 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; distinctions between oral and silent reading fluency; and the importance of using strategies that ensure accountability for comprehension when promoting silent reading fluency

2.6 the ability to provide SBRR-based, evidence-based, and developmentally appropriate assessment, instruction, intervention, extension, and ongoing progress monitoring in fluency

2.7 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; 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

2.8 the ability to provide SBRR-based, evidence-based, and developmentally appropriate assessment, instruction, intervention, extension, and ongoing progress monitoring in vocabulary and academic language

2.9 knowledge of key concepts and scientifically based reading research in the comprehension and analysis of informational, persuasive, and literary texts, such as levels of reading comprehension as applied to these texts; comprehension strategies; critical 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

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

Selected Bibliography of Standards and Sources Related to Reading Instruction

State and National Standards and Curriculum Frameworks

1. Indiana Department of Education. (2006). *Indiana academic standards for English/language arts*. http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/english.shtml
2. Indiana Department of Education. (2008). *Indiana's core standards: Core academic concepts across the K–12 continuum (A companion to Indiana's academic standards): English/language arts*. http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/docs-Core/2008-06-09-CoreStandards-ELA.pdf
3. Council of Chief State School Officers (CCSSO)/National Governors Association (NGA). (2010). *Common core state standards for English language arts & literacy in history/social studies, science, and technical subjects*. http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf
4. International Reading Association. (2010). *Standards for reading professionals—revised 2010*. http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010.aspx

Sources on Reading Content

5. Biancarosa, G., & Snow, C. E. (2006). *Reading next—A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York* (2nd ed.). Washington, DC: Alliance for Excellent Education.
6. National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office.

Sources on Student Learning and Pedagogical Methodology

7. Beck, I., McKeown, M., & Kucan, L. (2008). *Creating robust vocabulary: Frequently asked questions and extended examples (Solving problems in the teaching of literacy)*. New York: The Guilford Press.
8. Beers, K. (2003). *When kids can't read: What teachers can do: A guide for teachers 6–12*. Portsmouth, NH: Heinemann.
9. Gunning, T. (2010). *Creating literacy instruction for ALL students* (7th ed.). Boston: Allyn & Bacon.
10. Lapp, D., Flood, J., & Farnan, N. (2008). *Content area reading and learning: Instructional strategies* (3rd ed.). New York: Routledge.
11. Moats, L. (2009). *LETRS (Language essentials for teachers of reading and spelling, all grade levels)* (2nd ed.), Modules 1–7. Longmont, CO: Sopris West.
12. Samuels, S. J., & Farstrup, A. E. (Eds.). (2011). *What research has to say about reading instruction* (4th ed.). Newark, DE: International Reading Association.

Indiana Educator Standards for Exceptional Needs—Mild Intervention: Reading Instruction	Indiana Academic Standards for English/ Language Arts	Indiana's Core Standards for English/ Language Arts	Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects	IRA Standards for Reading Professionals—Revised 2010	ISTE National Educational Technology Standards
Standard 1: Foundations of Scientifically Based Reading Instruction Teachers of students with mild exceptional needs have a broad and comprehensive understanding of foundations of reading development and effective reading instruction grounded in scientifically based reading research (SBRR).				1.1; 1.3; 2.1–2.3; 3.1–3.4; 4.1–4.2; 5.1–5.4	1a–1d; 2a–2d; 3a; 3d; 4b; 5a
Standard 2: Components of Scientifically Based Reading Instruction Teachers of students with mild exceptional needs have a broad and comprehensive understanding of the major components of reading development and demonstrate the ability to provide assessment, instruction, intervention, extension, and ongoing progress monitoring in reading.	K–12 Standards 1–3	K–12 Standards 1–3	RF K.1–K.4; 1.1–1.4; 2.1–2.4; 3.1–3.4; 4.1–4.4; 5.1–5.4 RL K.1–K.10; 1.1–1.10; 2.1–2.10; 3.1–3.10; 4.1–4.10; 5.1–5.10; 6.1–6.10; 7.1–7.10; 8.1–8.10; 9–10.1–9–10.10; 11–12.1–11–12.10 RI K.1–K.10; 1.1–1.10; 2.1–2.10; 3.1–3.10; 4.1–4.10; 5.1–5.10; 6.1–6.10; 7.1–7.10; 8.1–8.10; 9–10.1–10; 11–12.1–10 L K.4–K.6; 1.4–1.6; 2.3–2.6; 3.3–3.6; 4.3–4.6; 5.3–5.6; 6.3–6.6; 7.3–7.6; 8.3–8.6; 9–10.3–6; 11–12.3–6 RH 6–8.1–10; 9–10.1–10; 11–12.1–10 RST 6–8.1–10; 9–10.1–10; 11–12.1–10	1.1; 1.3; 2.1–2.2; 3.2–3.3	1a–1d; 2a–2d; 3a; 3d; 4b; 5a