

Do Your K-6 Teachers Meet Colorado's Teacher Literacy Standards?

Check off the skills they know and are able to do to help students read proficiently.

Literacy Development

Can they...

- Describe the 5 language processing requirements of proficient reading and writing?
- Recognize factors that contribute to literacy development?
- Identify reasonable goals and expectations for learners at various stages of literacy development?



- Explain the relationship among phonological skills, decoding, spelling, word recognition, fluency, background knowledge, verbal reasoning, vocabulary, comprehension, and writing?

- Describe underlying processes that impact literacy?
- Explain how relationships among the major components of literacy development change with reading development?
- Name the phases of oral language development?

Language Structure

Are they knowledgeable in the 6 areas related to language structure?

- Phonology (speech sound)
- Orthography (spelling)
- Morphology



- Semantics
- Syntax
- Discourse Organization

Assessment Administration & Interpretation

Do they...

- Understand the differences among types of assessments?
- Understand the principles and application of progress monitoring?
- Understand the basic principles of test construction?



- Know what literacy skills are typically assessed?
- Know how to interpret data to make appropriate instructional recommendations?
- Know the content and purposes of common diagnostic assessments?

Phonology Development

Are they able to...

- Identify and state the goal of any phonological teaching activity?
- Describe the reciprocal relationship among phonological processing, reading, spelling, and vocabulary?
- Explain the progression of phonological skill development?

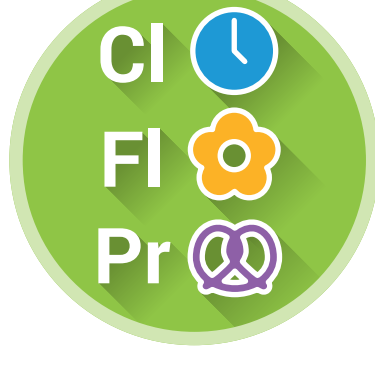


- Identify differences among various phonological manipulations?
- List and describe the principles of phonological skill instruction?
- Explain the phonological features of a second language and their impact on English literacy development?

Phonics and Word Recognition Development

Can they...

- Recognize the appropriate sequence of phonics concepts, basic to advanced?
- Outline the routines of a complete lesson format?
- Explain the principles of explicit and direct teaching?



- State the rationale for multi-sensory and multimodal techniques?
- Recommend research-based instruction adaptations for students with working memory, attention, executive function, or processing speed weakness?

Fluent, Automatic Reading

Do they...

- Understand the role of fluency in literacy development?
- Understand techniques to enhance students' motivation to read?
- Know sources of activities for building fluency?
- Define and identify examples of text at a student's frustration, instructional and independent reading level?



- Know the activities and approaches most likely to improve fluency?
- Understand the relationship between accuracy and fluency?
- Understand appropriate uses of assistive technology for students with fluency limitations?
- Understand fluency as a stage of normal reading development, a symptom of reading disorders, and a consequence of practice and instruction?

Vocabulary

Do they understand:

- The role of vocabulary in comprehension?
- Direct and indirect methods of vocabulary instruction?
- Word knowledge is multifaceted?



- Varied techniques for vocabulary instruction before, during and after reading?
- Sources of wide differences in students' vocabularies?

Text Comprehension

Can they develop text comprehension through...

- Appropriate teaching strategies that promote reflective reading?
- An understanding of factors that contribute to deep comprehension?
- An understanding of the different levels of reading comprehension?



- The use of writing?
- The contrast of characteristics of major text genres?
- Identification of phrases, clauses, sentences, paragraphs, and "academic language" that create miscomprehension?

Expression

Do they have the knowledge and skills to develop:



Handwriting?



Spelling?



Written Expression?



Do Some of Your Team Still Have Skills to Develop?

CORE's K-3 Evidence-Based Training in Teaching Reading meets requirements for teacher professional development under the Colorado READ Act. This state-approved training includes CORE's On-Site or Online Elementary Reading Academy and its Language Conventions and Writing Fundamentals Workshop.

Contact CORE to plan evidence-based training in teaching reading so that every K-3 teacher can complete Colorado Read Act requirements by the January, 31, 2022 deadline!

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