



Field 038: Reading REPA Educator Standards

Standard 1: Theoretical and Research Foundations of Reading Development

Reading teachers have a broad and comprehensive understanding of theoretical and research foundations of reading development, including:

- 1.1** major components of reading development, including phonemic awareness, phonics, fluency, vocabulary, and text comprehension
- 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
- 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
- 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

Standard 2: Foundations of Scientifically Based Reading Instruction

Reading teachers have a broad and comprehensive understanding of foundations of scientifically based reading instruction and demonstrate the ability to provide instruction grounded in scientifically based reading research, including:

- 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
- 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
- 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
- 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
- 2.5** basic principles of English Language Development (ELD) instruction as they relate to reading instruction for English Learners, such as promoting positive transfer of reading skills from the primary language; activating prior knowledge of relevant content before reading; contextualizing new vocabulary and content presented in texts using oral language, visual aids, and manipulatives, as appropriate; scaffolding reading assignments and related academic tasks; and accommodating diverse approaches to learning
- 2.6** knowledge of and the ability to use instructional practices, approaches, and methods for eliciting student engagement in and motivation for reading
- 2.7** components of effective evidence-based intervention and extension programs, including Indiana's Response to Instruction (RtI) model
- 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

Standard 3: Foundations of Reading Assessment

Reading teachers have a broad and comprehensive understanding of foundations of reading assessment and demonstrate the ability to provide assessment and ongoing progress monitoring in reading, including:

- 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
- 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
- 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
- 3.4** components and features of a comprehensive reading assessment system as defined by Indiana's Response to Instruction (RTI) 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)
- 3.5** applications of large-scale assessment designs related to reading instruction, such as state and district assessment frameworks, proficiency standards, and benchmarks; and interpretation of large-scale data patterns for various purposes, such as identifying strengths and weaknesses in the reading program
- 3.6** skills for providing leadership to others at the school and district levels and collaborating with them to use reading assessment effectively, such as assisting classroom teachers in developing, selecting, and administering appropriate online and offline classroom reading assessments, including ensuring that teachers keep current in their selection and use of reading assessments
- 3.7** skills for analyzing, reporting, and communicating classroom, grade-level, and/or schoolwide assessment data to a variety of stakeholders

Standard 4: Phonemic Awareness

Reading teachers have a broad and comprehensive understanding of phonemic awareness and demonstrate the ability to provide assessment, instruction, intervention, extension, and ongoing progress monitoring in phonemic awareness, including:

- 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
- 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
- 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

Standard 5: Phonics

Reading teachers have a broad and comprehensive understanding of phonics and demonstrate the ability to provide assessment, instruction, intervention, extension, and ongoing progress monitoring in phonics, including:

- 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
- 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
- 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
- 5.4** knowledge of the continuum of phonics skills, from sounding out a word letter by letter to recognizing CVC 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
- 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
- 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
- 5.7** knowledge of spelling skills, spelling patterns (e.g., word families), and orthographic guidelines (e.g., doubling the final consonant of a CVC 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
- 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

Standard 6: Fluency

Reading teachers have a broad and comprehensive understanding of reading fluency and demonstrate the ability to provide assessment, instruction, intervention, extension, and ongoing progress monitoring in fluency, including:

- 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)
- 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
- 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
- 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
- 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)
- 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)

Standard 7: Vocabulary and Academic Language

Reading teachers have a broad and comprehensive understanding of vocabulary and academic-language development and demonstrate the ability to provide assessment, instruction, intervention, extension, and ongoing progress monitoring in vocabulary and academic language, including:

- 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
- 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
- 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)
- 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
- 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)
- 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

Standard 8: Comprehension and Analysis of Informational and Persuasive Texts

Reading teachers have a broad and comprehensive understanding of the comprehension and analysis of informational and persuasive texts and demonstrate the ability to provide assessment, instruction, intervention, extension, and ongoing progress monitoring in the comprehension and analysis of informational and persuasive texts, including:

- 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
- 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
- 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
- 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
- 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
- 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

Standard 9: Comprehension and Analysis of Literary Texts

Reading teachers have a broad and comprehensive understanding of the comprehension and analysis of literary texts and demonstrate the ability to provide assessment, instruction, intervention, extension, and ongoing progress monitoring in the comprehension and analysis of literary texts, including:

- 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
- 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
- 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
- 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
- 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

Standard 10: Literacy-Rich Environment

Reading teachers have a broad and comprehensive understanding of foundations for creating a literacy-rich classroom and school environment, including:

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

Standard 11: Professional Learning and Leadership in Reading

Reading teachers have a broad and comprehensive understanding of their roles and responsibilities as teachers and instructional leaders in reading and of ongoing professional development in the field of reading, including:

- 11.1** knowledge of literature and research on organizational change, adult learning, school culture, and culturally responsive learning communities as they relate to the development, evaluation, and supervision of effective reading programs and professional development in reading
- 11.2** knowledge of local, state, and national policies and legislation affecting reading programs and professional development in reading
- 11.3** skills for providing leadership to and collaborating effectively with others in developing, evaluating, and supervising a school reading program
- 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
- 11.5** knowledge and skills related to effective literacy-coaching practices, such as working with individual teachers, in collaborative teams, with content-area departments, and/or with administrators to provide instructional and practical support in reading development, including content-specific reading strategies; to provide constructive feedback to teachers on instruction related to reading development and content-area reading; and to promote reflective and evidence-based instructional practices in reading development and content-area reading
- 11.6** skills for providing leadership to and collaborating effectively with others in promoting equitable access to literacy and in advocating for groups and individuals in the area of literacy