Idaho Comprehensive Literacy Standards Concepts and Competencies Guide

Standard II
Fluency, Vocabulary Development, and Comprehension

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Introduction

This document outlines concepts and competencies for the Idaho Comprehensive Literacy Coursework, Standard II. It is intended as a guide for both literacy instructors and preservice teachers.

The first section states the language of the standard and the corresponding knowledge and performance competencies. This is part of the Idaho Standards for Initial Certification of Professional School Personnel approved during the 2018 Idaho Legislative session, to which teacher preparation programs should be aligned by July 1, 2020.

The second section lists the content outline common to both Elementary and Secondary.

The third section is divided into specific content and concepts for Elementary and Secondary.

Section I

Standard II - Fluency, Vocabulary Development and Comprehension

(Elementary section applies to the following endorsements: All Subjects K-8; Blended Early Childhood Education/Early Childhood Special Education Birth through Grade 3 and Pre-K through Grade 6; Deaf/Hard of Hearing K-12; Early Childhood Special Education Pre-K-3; Exceptional Child Generalist K-8, 6-12, and K-12; Visual Impairment K-12. Secondary section applies to the following endorsements: Secondary Education; Music Education.)

The teacher demonstrates knowledge of fluency, vocabulary development, and reading comprehension strategies. The teacher demonstrates the ability to apply these components by using research-based best practices in all aspects of literacy and/or content area instruction. This includes the ability to: analyze the complexity of text structures; utilize a variety of narrative and informational texts from both print and digital sources; and make instruction accessible to all, including English Language Learners.

Knowledge Competencies:

1. The teacher knows the characteristics of the various genres and formats of children's and adolescent literature.
2. The teacher recognizes the importance of using a variety of texts and formats to enhance students' understanding of topics, issues, and content.
3. The teacher understands text complexity and structures and the importance of matching texts to readers.
4. The teacher understands how to use instructional strategies to promote critical thinking and deeper comprehension across all genres and text formats.
5. The teacher understands how to use instructional strategies to promote vocabulary development for all students, including English language learners.
6. The teacher understands how a student's reading proficiency, both oral and silent, affects comprehension.

Performance Competencies:

1. The teacher identifies a variety of high-quality literature and texts within relevant content areas.
2. The teacher can develop lesson plans that incorporate a variety of texts and resources to enhance students' understanding of topics, issues, and content.
3. The teacher can analyze texts to determine complexity in order to support a range of readers.
4. The teacher selects and utilizes instructional strategies to promote critical thinking and deeper comprehension across all genres and text formats.
5. The teacher selects and utilizes instructional strategies to promote vocabulary development for all students, including English language learners.
6. The teacher uses oral and silent reading practices selectively to positively impact comprehension.

Section 2

General Content Outline

(This general outline was used for both Elementary and Secondary. See separate expanded sections below.)

I.   **Structure of children's and adolescent literature - informational and literary texts**
   a. Genres, formats, and text types
   b. Text structures and text complexity
   c. Content Literacy/Disciplinary Literacy
   d. New Literacies

II.   **Effective reader processes**

III.   **Essential understandings for literacy instruction for comprehension, vocabulary, and fluency/proficiency**
   a. Literacy Instructional Approaches
   b. Comprehension Concepts and Instructional Practices
   c. Vocabulary Concepts and Instructional Practices
   d. Fluency Concepts and Instructional Practices

Content for Elementary Education

Note: Information listed here is a suggested list of concepts and practices. The list of practices includes well-researched and documented approaches, but is not intended to be an all-inclusive list. A variety of instructional approaches should be researched, depending upon the discipline and the purpose of the instruction.

I. **Structure of children's and adolescent literature — informational and literary texts**
    A. Genres, formats, and text types
        i. Characteristics of informational and literary texts from a broad range of cultures and time periods, including:
        ii. General classifications that align with Idaho Content Standards: literary (stories, drama, poetry); informational (literary nonfiction, historical, scientific, and technical texts)
        iii. Genres such as nonfiction, realistic fiction, biography, autobiography, science fiction, fantasy, historical fiction, mystery, folklore, myths. poetry, drama
        iv. Formats such as graphic novels, wordless books, picture books, prose, diary, limerick, free verse, scripts
        v. Text types such as opinion/argument, informative/expository, narrative
    B. Text structures and text complexity
        i. Understanding of text structures and text features
        ii. Literary elements, including: story grammar, which includes character, setting, theme, conflict, plot, climax, rising action/falling action
        iii. Informational text structures, including: cause/effect, opinion, persuasive, descriptive, chronological, compare/contrast, problem/solution
        iv. Analysis of text complexity including: quantitative, qualitative, reader & task of literature and informational text
        v. Understands how to use and interpret readability formulas, to include Lexile Scores
        vi. Understands how to help students choose "just right" books for themselves
    C. Content Literacy
        i. Understands how to support literacy (reading, writing, speaking/listening, and language) across the content areas (i.e., history/social studies, science, and other disciplines)
        ii. Understands the role of content literacy in supporting general reading
        iii. Understands disciplinary literacy focuses on how professionals in their specific discipline use literacy elements to communicate with other professionals within their respective fields
    D. New Literacies
        i. Understands the benefits and challenges of engaging with digital resources and multimodal texts.
        ii. Utilizes effective online reading instruction, including:

        a. Approaching online reading tasks with a purpose in mind
        b. Navigating and negotiating online texts
        c. Monitoring comprehension of, and pathways through, online texts
        d. Responding to online texts

II. **Effective reader processes**
    A. Monitoring Comprehension:
        i. Metacognition
        ii. Self-assessment
        iii. Fix-up strategies
    B. Activating prior knowledge
    C. Making predictions
    D. Visualizing text
    E. Making connections with text
    F. Questioning the text
        i. Literal
        ii. In-depth
    G. Making inferences / inferential questioning
    H. Determining importance
        i. Main idea
        ii. Details
    I. Summarizing texts
    J. Synthesizing multiple texts

III. **Essential understandings for literacy instruction for comprehension, vocabulary, and fluency/reading proficiency**
    A. Current Literacy Instructional Approaches
        i. Reader's Workshop
        ii. Literature Circles
        iii. Shared Reading
        iv. Guided Reading
        v. Independent Reading
        vi. Daily 5/Cafe
    B. **Comprehension** Concepts
        i. Reading comprehension takes place through an interaction between reader and text.
        ii. Comprehension instruction takes place before, during, and/or after reading.
        iii. Understand that background knowledge influences comprehension.
        iv. Understands the definition of, and usefulness of, reading levels in selecting text for various purposes, including: independent, instructional, and frustration levels.
        v. Understands how to differentiate instruction for English language learners and struggling readers.

      vi. Understands read-alouds are an effective way to build background knowledge and develop reader processes.

     vii. Understands the need to match instructional practices with the reader and the task

   viii. The teacher understands effective independent reading includes:

        a. Student choice at appropriate reading level

        b. Wide reading - reading across genres

        c. Accountability for reading (i.e. conferences, journals, etc.)

C. **Comprehension** Instructional Practices
    i. Thinking Aloud
    ii. Read Aloud/Interactive Reading Aloud/Dialogic Reading
   iii. Annotating Text
   iv. Co-Constructing Anchor charts
    v. Close Reading
   vi. Socratic Seminar
  vii. Rereading
 viii. Retelling
   ix. Graphic organizers (e.g. concept maps, semantic webs, constructing schema)

D. **Vocabulary** Concepts
    i. Understand the differences between Tier I, II, and III words and how to select vocabulary and instructional practices based on the needs of reader and instructional purpose.
    ii. Understand the differences and benefits of both in-context and in-depth vocabulary instruction
   iii. Understand the role and usefulness of specific vocabulary strategies to support struggling readers and English language learners.
   iv. Understand how to teach morphological understandings and analysis skills to enhance reading comprehension
    v. Understand complex vocabulary terms and how to teach them including denotative and connotative meanings, words with multiple meanings, figurative language,/ homonyms, homophones, and homographs
   vi. Understand the differences and relationship between students' expressive and receptive vocabularies

E. **Vocabulary** Instructional Practices
    i. Provide a print rich environment
    ii. Promote wide reading
   iii. Teach specific words
   iv. Teach word learning strategies
    v. Teach use of graphic organizers (e.g. Frayer Model, semantic concept mapping)
   vi. Concept word sort
  vii. Word Walls

F. **Fluency** Concepts:

      i. Understand the elements of fluency, including automaticity, word accuracy, and prosody

      ii. Understand how the elements of fluency work together to support comprehension

      iii. Understand readers should practice fluency with texts at their independent level

      iv. Identify students who need fluency practice and intentionally select practices to address specific fluency needs

      v. Understand student fluency benefits from modeling of fluent reading and feedback

G. **Fluency**/Reading Proficiency Instructional Practices

      i. Reader's Theater

      ii. Choral Reading

      iii. Echo Reading

      iv. Partner Reading

      v. Repeated Reading

Content for Secondary Education

Note: Information listed here is a suggested list of concepts and practices. The list of practices includes well-researched and documented approaches, but is not intended to be an all-inclusive list. A variety of instructional approaches should be researched, depending upon the discipline and the purpose of the instruction.

I. Structure of adolescent literature — informational and literary texts
    A. Genres, formats, and text types
        i.   Understanding of text variety within teacher's discipline, such as text types, genres, and formats
        ii. Text types may include: professional articles, infographics, novels, poetry, graphic novels, picture books, persuasive, argumentative, informational text books, and primary documents
    B. Text structures and text complexity
        i.   Analysis of discipline textbooks and supplemental materials, which include:
            a. External text features such as bolded words, headings, subheadings, table of contents, glossary, captions, and illustrations/graphics.
            b. Discipline-specific features (i.e. mathematical equations, timelines, scientific tables, charts/graphs, etc.).
            c. Internal text structures such as time/order, compare/contrast, cause/effect, descriptive, narrative.
        ii. Understand how elements of the text complexity triangle (qualitative, quantitative, reader & task) affect the accessibility of a text for all readers.
        iii. Utilize and interpret readability formulas, including Lexiles.
    C. Disciplinary literacy
        i.   Understand how to support literacy (reading, writing, speaking/listening, and language) across the content areas (i.e., history/social studies, science, and other disciplines)
        ii. Understand the role of content literacy in supporting general reading
        iii. Understand disciplinary literacy focuses on how professionals in their specific discipline use literacy elements to communicate with other professionals within their respective fields.
    D. New literacies
        i.   Understand the benefits and challenges of engaging with digital resources and multimodal texts.
        ii. Utilize effective online reading instruction, including
            a. Approaching online reading tasks with a purpose in mind
            b. Navigating and negotiating online texts
            c. Monitoring comprehension of, and pathways through, online texts
            d. Responding to online texts
II. Effective reader processes

A. Activating prior knowledge
B. Making predictions
C. Monitoring comprehension/ metacognition
D. Making connections with text
E. Questioning the text (literal and in-depth)
F. Making inferences / inferential questioning
G. Determining importance (main idea/details)
H. Summarizing part or a whole text
I. Synthesizing multiple texts

III. **Essential understandings for literacy instruction for comprehension, vocabulary, and fluency/proficiency**
   A. Specific understandings and strategies for **comprehension instruction**
      i. Close reading
      ii. Socratic seminar
      iii. Annotating texts
      iv. Anchor charts
      v. Think-aloud
      vi. Read-aloud
      vii. Graphic organizers
      viii. Concept maps, semantic webs, constructing schema, outlining, etc.
   B. Specific understandings and strategies for **vocabulary instruction**
      i. Provide a print-rich environment
      ii. Promote wide reading
      iii. Teach specific words
      iv. Teach word-learning strategies
      v. Understand the differences between Tier I, II, and III vocabulary words
      vi. Understand how to select vocabulary and instructional practices based on the needs of the reader *and* instructional purpose
      vii. Awareness of multiple meanings of words including denotative and connotative meanings, words with multiple meanings, figurative language, homonyms, homophones, and homographs
      viii. Morphemic analysis (affixes and roots) within content areas
      ix. Differentiated vocabulary strategies for English language learners
      x. Understand the differences and benefits of both in-context and in-depth vocabulary instruction
   C. Specific understandings and strategies for **fluency instruction**
      i. Elements of fluency (reading rate, word accuracy, and prosody) and how they work together to support comprehension.
      ii. Fluency instruction for young adult readers should focus on adjusting reading rate based on complexity of text to support comprehension.
      iii. Effective oral reading strategies for whole-class instruction
      iv. Choral/echo/partner reading