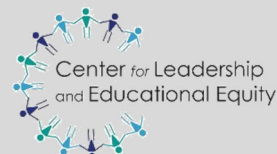# Rhode Island Science of Reading and Structured Literacy Syllabi Refinement Tool

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RIDE Rhode Island Department of Education

RHODE ISLAND COLLEGE

THE UNIVERSITY OF RHODE ISLAND

Center for Leadership and Educational Equity

CEEDAR CENTER

IDEAs that Work
U.S. Office of Special Education Programs

The **Rhode Island Science of Reading and Structured Literacy Syllabi Refinement Tool** crosswalks all competencies and components of instruction required to develop a proficient level of knowledge within the [Rhode Island Right to Read Act](). [RI § 16-11.4-6]() requires educators to exhibit either *proficiency* in or *awareness* of the knowledge and practices of the Science of Reading and Structured Literacy. Local education agencies (LEAs) must provide professional learning for in-service educators to meet these requirements, and educator preparation programs (EPPs) must address these same requirements within their programs of study for preservice teachers. This resource addresses programs that prepare educators to acquire proficiency. The Rhode Island Department of Education (RIDE) provides the following definitions of and Structured Literacy:

- The **Science of Reading**, or *scientific reading instruction*, is defined as empirically based instruction that is grounded in the study of the relationship between cognitive science and educational outcomes.

- **Structured Literacy** is defined as an approach to teaching that integrates speaking, listening, reading, and writing by providing explicit, systematic, diagnostic-prescriptive instruction in phonological and phonemic awareness, sound-symbol correspondence (phonics), syllables, morphology, semantics, and syntax. For more information, visit [RIDE's Structured Literacy page]().

This tool is designed to help support Rhode Island EPPs refine their syllabi to meet the requirements of the law by providing language from [*Evidence-Based Reading Instruction for Grades K–5*]() from the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center; [*The Science of Reading in Teacher Preparation*]() from Mount St. Joseph University (MSJ; Cincinnati, Ohio); and the [*Knowledge and Practice Standards for Teachers of Reading*]() from the International Dyslexia Association (IDA KPS) to expand on and clarify the RIDE competencies. These competencies are [essential components of proficiency training]() (adapted from [RISE Arkansas]()) and align with the literacy/dyslexia endorsement competencies. An additional aligned resource includes resources to aid in syllabi refinement for each competency that all educators in Rhode Island are prepared to teach using instructional methods aligned with the Science of Reading.

This project was developed by the following Rhode Island CEEDAR Literacy/Dyslexia Workgroup members:

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Intended Audiences and Considerations

This tool is designed to support syllabi refinement for EPPs preparing educators requiring a *proficient* level of knowledge of the Science of Reading and Structured Literacy in accordance with the Right to Read Act. This includes early childhood through 5th-grade classroom educators as well as early childhood through 5th-grade reading specialists, special educators, English to Speakers of Other Languages teachers, and bilingual and dual-language teachers.

All students whom educators requiring *proficiency* will benefit from explicit, systematic instruction in elements of Structured Literacy. The foundation of the Science of Reading is an unwavering belief that all students receive equitable access to research-aligned literacy instruction, as evidenced in the RIDE competencies, to reach their highest learning outcomes. Certain considerations for some components may be made, however, for special populations who acquire literacy skills differently, including students who are deaf or hard of hearing, students with visual impairments, and students with significant intellectual disabilities.

Furthermore, educators working with multilingual learners should consider how best practices complement Structured Literacy instruction. For example, educators should learn how aspects of English phonology, orthography, grammar rules, and syntactic structures may differ from their first language. These differences should be taught explicitly and systematically, and students' phonological working memory should be considered as they acquire these new skills. When candidates are learning best practices for fluency, they should develop an understanding that multilingual learners will need additional practice opportunities to orally read not only target words but also whole sentences because intonation and stress patterns (e.g., contrastive stress, emphatic stress) need to be explicitly taught and practiced. Finally, when reviewing syllabi for competencies related to vocabulary, faculty preparing educators working with multilingual learners should highlight the importance of reinforcing vocabulary with repeated exposures and authentic opportunities for use.

Instructions for Using the Syllabi Refinement Tool

Structure

This resource was designed to assist EPPs in refining their syllabi based on an innovation configuration (IC) matrix although additional uses may be found for LEAs (e.g., aligning instruction, assessment, curriculum, and professional learning to the Science of Reading). An IC is a tool that identifies and describes the major components of a practice or innovation. With the implementation of any innovation comes a continuum of configurations of implementation from nonuse to the ideal. ICs are based on two dimensions: essential components and degree of implementation (Hall & Hord, 1987; Roy & Hord, 2004). Essential components of the IC— including descriptors and examples to guide application of the criteria to coursework, standards, and classroom practices—are listed in the rows of the far-left column of the matrix. Several levels of implementation are defined in the top row of the matrix. For example, no mention of the essential component is the lowest level of implementation and would receive a score of zero. Increasing levels of implementation receive progressively higher scores. Not every course will receive high scores, but the goal is to cover each level across all courses within a program. More detailed information on how to use ICs can be found in this guide.

The organization of the matrix follows the four Rhode Island competencies, as evidenced in Appendix I of the Right to Read Act Guidelines for Educator Preparation Providers. Each competency is comprised of components that align with the Science of Reading and Structured Literacy. To assist EPPs in thinking comprehensively about the degree to which their syllabi/coursework are aligned to reading science, each component is crosswalked to clarifying elements from the CEEDAR Center IC, the Mount St. Joseph syllabi review tool, and the International Dyslexia Association's Knowledge and Practice Standards. Given the nature of a crosswalk, there is some intentional overlap of practices across each component to help EPPs consider the nature and depth in which they are covering each component in its entirety across their programs. A sample process for using the matrix follows, and additional guidance and toolkit will be posted on the RIDE website. The CEEDAR Center's *Roadmap for Educator Preparation Reform* is an additional planning framework to guide and support EPPs in the integration of these components within and across coursework and field experiences. For EPPs participating in CEEDAR, this tool will be added to the Networked Improvement Community for online completion.

Syllabi Refinement Process

Phase One: Preparation

1. Identify the courses in your Literacy Scope and Sequence. Note: these courses may span different programs/departments (i.e., elementary education and special education).

2. Save to a shared location (e.g., Google Drive, Microsoft Teams) that can be accessed by all participating faculty.

3. Upload the Crosswalk to this folder.

4. Then ask faculty members who teach the courses in the Literacy Scope and Sequence to upload their syllabi to the Google folder. Note: Within the Google folder, create a subfolder for each course so that, in addition to the syllabus, rubrics for major course assignments and other supporting documents (i.e., slide decks) can be housed in one place.

Phase Two: Syllabi Review Using Crosswalk

1. Work with faculty in your program and across programs (general education/special education) to familiarize yourself with the Rhode Island Science of Reading and Structured Literacy syllabi refinement matrix, including all Rhode Island components and crosswalk elements, as well as the CEEDAR Center's guidelines for using ICs. Note: Consider the preservice teachers' program of study; if their coursework is intradepartmental, then this collaboration should occur across programs to ensure alignment and prevent conflicting instructional pedagogy.

2. Systematically analyze each syllabus to determine how each class addresses the RIDE competencies. Be specific in recording exactly where instruction of each competency can be found on the matrix (e.g., ELED 1234 Week 3).

3. Use the clarifying elements of CEEDAR, Mount St. Joseph, and the IDA KPS to gain a deeper understanding of how the RIDE competencies might be notated in the syllabus/course materials.

4. Consider competencies not present in the syllabi and discuss why there might be a lack of evidence in these areas and how the competencies could be added.

5. Consider application of competencies across the four implementation levels (0–3) within the Literacy Scope and Sequence across courses and/or programs.

Phase Three: Syllabi and/or Programmatic Revisions

Use the Rhode Island Science of Reading and Structured Literacy: Resource Bank for Syllabi Refinement *as a tool to support any areas needing refinement.*

1. Add detail to course topics and learning experiences to show evidence of the competencies

2. Add or revise assignments to reflect the RIDE competencies. It may be helpful to annotate original syllabi to track changes being made (e.g., addition of assignments, revised activities, and readings).

3. Add to the course folders supporting materials that evidence the RIDE competencies to the course folders. Evidence may include PowerPoints and assignment descriptions and rubrics.

4. Consider four main categories of outcomes:

   a. Faculty need additional learning on some topics

   b. Courses need to be enhanced with additional or revised learning on some topics

   c. Course activities and assignments need to be expanded or revised on some topics

   d. Clinical experience needs to be expanded or revised

Rhode Island Competencies and Components

Competency I

1.1 Theoretical Models including the Simple View of Reading, Scarborough's Rope, the Four-Part Processor, and Ehri's Phases

1.2 How the brain learns to read

1.3 Permanent word storage and orthographic mapping

1.4 Neurobiological learning differences including dyslexia (decoding) and developmental language disorder (word comprehension)

1.5 Literacy needs of students with language-based learning difficulties

Competency II

2.1 Systematic

2.2 Explicit

2.3 Incorporating multiple modalities (students do not learn through one learning style but by integrating all modalities—visual, auditory, kinesthetic-tactile [VAKT])

2.4 Code emphasis vs. meaning emphasis in student texts, teaching approaches, and curriculum materials (use explicit decoding instruction in place of less effective strategies such as cueing, leveled texts, and sight word memorization)

2.5 Differentiating and scaffolding instruction for students with language-based learning differences

2.6 Accommodations for students with dyslexia (e.g., audiobooks, speech-to-text)

Competency III

3.1 Diagnostic-Prescriptive (data from assessments are used to inform instruction and intervention to meet the individual needs of students)

3.2 Criterion referenced assessment measures (use criterion-referenced and/or norm-referenced tests to measure a student's academic performance against some standard or criteria)

3.3 Using assessment measures to understand a student's learning profile (using screening and diagnostics to look at all aspects of a student's academic and social-emotional needs)

3.4 Using assessment data within Multi-Tiered System of Supports Framework

3.5 Communicating findings of assessment data with students, families, and other educators

Competency IV

4.1 Phonology

4.2 Phonological Awareness

4.3 Phonemic Awareness

4.4 Articulation of the Sounds

4.5 Alphabetic Principle

4.6 Decoding

4.7 Correspondence of letters and sounds (Phonics)

4.8 Encoding

4.9 Syllable Types

4.10 Syllable Division Rules

4.11 Schwa (An unstressed vowel sound; implications on encoding and decoding words containing a schwa)

4.12 Morphology Supports Word Composition and Spelling (e.g., Latin Bases, Prefixes, Assimilated Prefixes, Inflectional and Derivational Suffixes, and Greek Combining Forms)

4.13 Spelling rules and generalizations

4.14 Student text selection including decodable text

4.15 Assistive technology supports (e.g., audiobooks, text-to-speech to provide access to grade-level texts)

4.16 Accuracy, rate, and prosody

4.17 Instruction and Practice

4.18 Taught directly and indirectly

4.19 Developing vocabulary through oral language

4.20 Morphology Supports Word Comprehension and Vocabulary Building Across Contents (e.g., Latin Bases, Prefixes, Assimilated Prefixes, Inflectional and Derivational Suffixes, and Greek Combining Forms)

4.21 Multiple meanings and contexts

4.22 Choosing and Leveling Words for Explicit Instruction

4.23 Listening and Reading Comprehension

4.24 Background Knowledge

4.25 Assistive technology accommodations including audiobooks to build background knowledge

4.26 Grammar

4.27 Text Structures

4.28 Pre-Reading, During Reading, and After Reading: Metacognitive Strategies to support Executive Functioning

4.29 Connecting writing to readings to further comprehension (e.g., explicit instruction in pronoun referents, cohesive ties, and syntax elements including sentence types and sentence combination activities)

Syllabi Refinement Matrix

Instructions	Level 0	Level 1	Level 2	Level 3	Rating
Place an X under the appropriate variation implementation score for each course syllabi that meets the criteria level from 0 to 3. Score and rate each component separately.	There is no evidence that the component is included in the syllabus, or the syllabus only mentions the component.	Must contain at least one of the following: reading, test, lecture/presentation, discussion, modeling/demonstration, or quiz.	Must contain at least one item from Level 1, plus at least one of the following: observation, project/activity, case study, or lesson plan study.	Must contain at least one item from Level 1 as well as at least one item from Level 2, plus at least one of the following: tutoring, small group student teaching, or whole group internship.	Rate each item as the number of the highest variation receiving an X under it.

Competency I

Demonstrate and apply foundational knowledge on the science of reading development and reading difficulties derived from interdisciplinary research with special emphasis on language/literacy needs of students with dyslexia and other language-based learning disabilities.

Summary Description: Knowledge and Skills Related to the Reading Process, Science of Reading Research and Methods

Rhode Island Component 1.1	Level 0	Level 1	Level 2	Level 3	Rating
Theoretical Models including the Simple View of Reading, Scarborough's Rope, the Four-Part Processor, and Ehri's Phases					

Crosswalk Elements

CEEDAR Component 2: Foundation Concepts About Oral and Written Language
- **2.2** Theories about reading (e.g., connectionist, simple view, schema)
- **2.3** Language processing requirements of proficient reading and writing
- **2.6** Typical developmental phases in reading development and reasonable goals and expectations for learning at various phases (e.g., Ehri, 2005)

CEEDAR Component 7.0: Comprehension (Instruction & Strategies)
- **7.1** Integrating instruction of essential components of reading for the goal of comprehension.

MSJ Topic: How Students Learn to Read
- Content and practices that illustrate the believe that all students can learn
- Definition of reading science
- Importance of research in education
- Gap between research and practice
- The role of oral language in reading (print awareness, letter knowledge)
- Building fluency/automaticity in all foundational skills
- How young children learn to read: Ehri's Stages of Development; The relationship between written and spoken language; Mode and function of spoken language; Pre-alphabetic, Early alphabetic, Later alphabetic

MSJ Topic: Essential Elements of Reading: What to Teach
- Developmental stages of reading and spelling

IDA KPS Standard 1: Foundations of Literacy Acquisition
- **1.8** Know phases in the typical developmental progression of oral language, phoneme awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression
- **1.9** Understand the changing relationships among the major components of literacy development in accounting for reading achievement.

Competency I					
Rhode Island Component 1.2	**Level 0**	**Level 1**	**Level 2**	**Level 3**	**Rating**
How the brain learns to read					

Crosswalk Elements

CEEDAR Component 2: Foundation Concepts About Oral and Written Language
- **2.3** Language processing requirements of proficient reading and writing
- **2.4** Aspects of cognition and behavior that affect reading.

CEEDAR Component 5: Fluency (Role, Instruction, and Assessment)
- **5.3** Role of accurate, automatic decoding or word-level automaticity in fluency development and text comprehension; evidence-based methods for improving word-level automaticity.

MSJ Topic: How Students Learn to Read
- The role of oral language in reading (print awareness, letter knowledge)
- Building fluency/automaticity in all foundational skills
- Building literacy in young children—how to back map that for older struggling readers
- The connection between language and reading

IDA KPS Standard 1: Foundations of Literacy Acquisition
- **1.1** Understand the (5) language processing requirements of proficient reading and writing: phonological, orthographic, semantic, syntactic, discourse.
- **1.2** Understand that learning to read, for most people, requires explicit instruction.
- **1.3** Understand the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge.
- **1.4** Identify and explain aspects of cognition and behavior that affect reading and writing development (MSJ Section 1)
- **1.5** Identify (and explain how) environmental, cultural, and social factors contribute to literacy development.
- **1.9** Understand the changing relationships among the major components of literacy development in accounting for reading achievement.

Competency I					
Rhode Island Component 1.3	**Level 0**	**Level 1**	**Level 2**	**Level 3**	**Rating**
Permanent word storage and orthographic mapping					

Crosswalk Elements

CEEDAR Component 2: Foundation Concepts About Oral and Written Language

- **2.7** Role of various aspects of oral and written language used in reading, how they are related, and how relationships change as reading develops: Oral language; Alphabet knowledge, including recognition, identification, letter formation, and letter sounds; Print concepts; Phonological skills, especially phonemic blending and segmentation; Decoding and encoding; Accurate and automatic word recognition; Text reading fluency; Background knowledge; Vocabulary; Cognition and metacognition; Comprehension, including both listening and reading comprehension

MSJ Topic: Essential Elements of Effective Instruction: How to Teach

- Orthographic Mapping: Ehri's theory (orthographic mapping, which bonds the sounds in spoken words to their spellings); Visual memory is not how we read; written words are anchored mainly to their sounds, not their meanings; storing written words in long-term memory requirements sound proficiency; works from pronunciation to spelling; awareness/knowledge versus proficiency; reading practice doesn't help kids who can't orthographically map

Competency I					
Rhode Island Component 1.4	**Level 0**	**Level 1**	**Level 2**	**Level 3**	**Rating**
Neurobiological learning differences including dyslexia (decoding) and developmental language disorder (word comprehension)					

Crosswalk Elements

MSJ Topic: How Students Learn to Read
- Gap between research and practice
- How young children learn to read
- How instruction changes how we process information

MSJ Topic: Designing Schools That Meet the Needs of ALL Students—Collaborative Problem Solving and MTSS
- Types of reading difficulty
- Reading disability—definition of dyslexia, how diagnosed
- How to identify disability with RtI data

IDA KPS Standard 1: Foundations of Literacy Acquisition
- **1.6** Explain major research findings regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes.
- **1.7** Understand the most common intrinsic differences between good and poor readers (i.e., linguistic, cognitive, and neurobiological).

IDA KPS Standard 4: Structured Literacy Instruction
- **4A.3** Understand rationale for/Adapt instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.
- **4C.5** Know/apply in practice considerations for adapting instruction for students with weaknesses in working memory, attention, executive function, or processing speed.

Competency I					
Rhode Island Component 1.5	**Level 0**	**Level 1**	**Level 2**	**Level 3**	**Rating**
Literacy needs of students with language-based learning difficulties					

Crosswalk Elements

CEEDAR Component 2.0: Foundation Concepts About Oral and Written Language
- **2.7** Role of various aspects of oral and written language used in reading, how they are related, and how relationships change as reading develops (w/ sub-bullets)

CEEDAR Component 3.0: Phonemic Awareness
- **3.3** Reciprocal relationships among phonological processing, decoding, spelling, and writing.

CEEDAR Component 9: Organization for Instruction
- **9.2** Grouping for reading instruction (e.g., ability grouping, flexible grouping).

CEEDAR Component 10: Literacy Assessment
- **10.2** Using data for planning or modifying instruction and identifying students who require additional support.

MSJ Topic: Essential Elements of Reading: What to Teach
- The connection between language and reading
- Language Systems (orthography, phonetics, phonology, morphology, syntax, semantics)

MSJ Topic: Essential Elements of Effective Instruction: How to Teach
- What research says about how to accelerate learning for older struggling readers

MSJ Topic: Designing Schools That Meet the Needs of ALL Students—Collaborative Problem Solving and MTSS
- Supporting students with significant comprehension difficulties
- Dyslexia: Reading difficulty not attributable to low intelligence or poor teaching); Difficulties with tasks that involve phonological processing and phonological representations.
- Types of reading difficulty
- Reading disability—definition of dyslexia, how diagnosed
- Matching student needs to research based instruction

IDA KPS Standard 2: Knowledge of Diverse Reading Profiles, Including Dyslexia
- **2.1** Recognize the tenets of the (2003) IDA definition of dyslexia, or any accepted revisions thereof.
- **2.3** Identify the distinguishing characteristics of dyslexia.
- **2.4** Understand how reading disabilities vary in presentation and degree.
- **2.5** Understand how and why symptoms of reading difficulty are likely to change over time in response to development and instruction.

Competency I

Additional Crosswalk Elements That Align With Competency I

These additional elements align with Competency I and can be considered during review, but they do not crosswalk directly with a required RIDE component.

CEEDAR Component 1: Influences on Reading Policy and Practice in the United State
- **1.1** Recommendations contained in important syntheses of evidence on reading instruction (e.g., Beginning to Read: Thinking and Learning about Print by Adams, 1990; National Reading Panel (NRP) report, 2000; RAND Study Group report, 2002).
- **1.2** Federal policies that affect reading instruction and intervention (e.g., No Child Left Behind [NCLB])
- **1.3** Nationwide initiatives that affect reading instruction and intervention (e.g., Common Core State Standards [CCSS])
- **1.4** Standards related to reading instruction and intervention that have been put forth by professional organizations (e.g., International Reading Association [IRA], Council for Exceptional Children [CEC], International Dyslexia Association [IDA], National Council for Teachers of English [NCTE])

CEEDAR Component 2: Foundation Concepts About Oral and Written Language
- **2.5** Environmental, cultural, and social factors that influence literacy development

MSJ Topic: How Students Learn to Read
- Definition of reading science
- Importance of research in education
- Definition of research, types of research, research design and methods, publication process
- Current data on student reading outcomes: The Reading Crisis
- Communicating the science of reading to parents and other stakeholders

MSJ Topic: Essential Elements of Effective Instruction: How to Teach
- Communicating research-based reading instruction to parents and other stakeholders

MSJ Topic: Faculty Support
- Overall system supports for implementation of Science of Reading
- Faculty has access to needed professional development & resources
- Common language
- Time for planning

IDA KPS Standard 2: Knowledge of Diverse Reading Profiles, Including Dyslexia
- **2.2** Know fundamental provisions of federal and state laws that pertain to learning disabilities, including dyslexia and other reading and language disability subtypes.

Competency II
Differentiate, accommodate, and scaffold instruction to address the reading difficulties demonstrated by students with dyslexia and other language-based learning disabilities.
Summary Description: Systematic, explicit instruction to teach decoding and language comprehension that is beneficial for all students but essential for students with language-based learning differences

Rhode Island Component 2.1	Level 0	Level 1	Level 2	Level 3	Rating
Systematic					

Crosswalk Elements

CEEDAR Component 4: Decoding (Instruction & Principles)
- **4.2** Systematic instructional sequence—easier to more complex, most common letters and letter patterns first (e. g., teach s, m, t, d, a before ch, th, z).

CEEDAR Component 8: Explicit and Systematic Instruction
- **8.4** Planned, purposeful, and sequential instruction.
- **8.5** Step-by-step.
- **8.6** Organization of skills from easy to difficult (e.g., easier phoneme-grapheme correspondences such as m, t, and a, before more difficult ones, such as y, x, and tch).
- **8.7** Methods for determining if reading programs use an appropriate skills sequence and provide adequate practice.

MSJ Topic: Essential Elements of Reading: What to Teach
- Phonics and word recognition Critical Elements of Effective Instruction for Word Rec Skills: Systematic and Cumulative

MSJ Topic: Essential Elements of Effective Instruction: How to Teach
- Essential Elements of Effective Instruction: How to Teach—Explicit and Systematic Instruction—Findings from seminal research studies and meta-analyses

IDA KPS Standard 4: Structured Literacy Instruction
- **4C.3** Know/apply in practice considerations for organizing word recognition and spelling lessons by following a structured phonics lesson plan.

Competency II					
Rhode Island Component 2.2	**Level 0**	**Level 1**	**Level 2**	**Level 3**	**Rating**
Explicit					

Crosswalk Elements

CEEDAR Component 4: Decoding (Instruction & Principles)
- **4.4** Explicit and direct teaching of decoding skills.

CEEDAR Component 7: Comprehension (Instruction & Strategies)
- **7.6** Modeling of strategies (e.g., think-alouds).

CEEDAR Component 8: Explicit and Systematic Instruction
- **8.1** Direct, straightforward instruction.
- **8.2** Modeling and demonstrating skills and strategies.
- **8.3** Providing examples and nonexamples.
- **8.4** Planned, purposeful, and sequential instruction.
- **8.8** Gradual release of responsibility: I do (teacher models), We do (guided practice with teacher support), You do (student completes tasks independently).

MSJ Topic: Essential Elements of Reading: What to Teach
- Explicit Instruction: Focus on critical skills, logical sequence, small steps, organized and focused, pacing, corrective feedback, distributed and cumulative practice

MSJ Topic: Essential Elements of Effective Instruction: How to Teach
- Essential Elements of Effective Instruction: How to Teach—Explicit and Systematic Instruction—Findings from seminal research studies and meta-analyses
- The importance of application of principles of explicit instruction
- Instruction: The importance of modeling, guided instruction and feedback

IDA KPS Standard 4: Structured Literacy Intervention
- **4C.2** Know/apply in practice considerations for systematically, cumulatively, and explicitly teaching basic decoding and spelling skills.
- **4C.3** Know/apply in practice considerations for organizing word recognition and spelling lessons by following a structured phonics lesson plan.
- **4F.4** Know/apply in practice considerations for the use of explicit comprehension strategy instruction, as supported by research.

Competency II					
Rhode Island Component 2.3	**Level 0**	**Level 1**	**Level 2**	**Level 3**	**Rating**
Incorporating multiple modalities (students do not learn through one learning style but by integrating all modalities—visual, auditory, kinesthetic-tactile [VAKT])					

Crosswalk Elements

CEEDAR Component 2: Foundation Concepts About Oral and Written Language
- **2.7** Role of various aspects of oral and written language used in reading, how they are related, and how relationships change as reading develops

IDA KPS Standard 4: Structured Literacy Instruction
- **4A.2** Understand/apply in practice the rationale for multisensory and multimodal language-learning techniques.
- **4C.4** Know/apply in practice considerations for using multisensory routines to enhance student engagement and memory.

Competency II					
Rhode Island Component 2.4	**Level 0**	**Level 1**	**Level 2**	**Level 3**	**Rating**
Code emphasis vs. meaning emphasis in student texts, teaching approaches, and curriculum materials (use explicit decoding instruction in place of less effective strategies such as cueing, leveled texts, and sight word memorization)					

Crosswalk Elements

CEEDAR Component 4: Decoding (Instruction and Principles)
- **4.3** Evidence-based methods of phonics instruction (e.g., synthetic, analogy, successive blending, manipulatives).

MSJ Topic: Essential Elements of Reading: What to Teach
- Phonics and word recognition
- Critical Elements of Effective Instruction for Word Rec Skills: Typical Practices

MSJ Topic: Essential Elements of Effective Instruction: How to Teach
- What research says about how to teach word recognition skills
- What research says about teaching: Phonics and decoding; words are composed of sounds that are represented by symbols; speech sounds are represented by writing (letters of the alphabet); code emphasis vs. meaning emphasis; impact of Whole Language and the 3-cuing system; learning to read—not like learning to talk; research base behind the code emphasis approach (Becoming a Nation of Readers, NRP); and introduction of phoneme/grapheme relationships.

Competency II					
Rhode Island Component 2.5	**Level 0**	**Level 1**	**Level 2**	**Level 3**	**Rating**
Differentiating and scaffolding instruction for students with language-based learning differences					

Crosswalk Elements

CEEDAR Component 9: Organization for Instruction
- **9.2** Grouping for reading instruction (e.g., ability grouping, flexible grouping).
- **9.3** Planning for instructional intensity, including amount of teacher regulation of learning, group size, instructional time allotment, and opportunities to respond.
- **9.4** Managing Multi-Tiered System of Supports (MTSS).

MSJ Topic: Designing Schools That Meet the Needs of ALL Students—Collaborative Problem Solving and MTSS
- How to differentiate tier 1 instruction
- How to intensify support, Intensifying Instructional Delivery: Teaching Skills and strategies; Providing additional practice with feedback; Offering more opportunities with a range of texts
- How to change instruction based on ongoing progress data
- How to teach all students, including those with disabilities
- How to differentiate at all tiers based on assessment data
- Prevention, what research says—learners who start behind stay behind
- Intervention what research says about characteristics of effective intervention
- How to select research-based instruction and intervention
- Matching student needs to research based instruction

IDA KPS Standard 1: Foundations of Literacy Acquisition
- **1.4** Identify and explain aspects of cognition and behavior that affect reading and writing development.
- **1.5** Identify (and explain how) environmental, cultural, and social factors contribute to literacy development.
- **1.6** Explain major research findings regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes.
- **1.7** Understand the most common intrinsic differences between good and poor readers (i.e., linguistic, cognitive, and neurobiological).

IDA KPS Standard 4: Structured Literacy Instruction
- **4A1** Understand/apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction.
- **4A2** Understand/apply in practice the rationale for multisensory and multimodal language-learning techniques.

Competency II					
Rhode Island Component 2.6	**Level 0**	**Level 1**	**Level 2**	**Level 3**	**Rating**
Accommodations for students with dyslexia (e.g., audiobooks, speech-to-text)					

Crosswalk Elements

IDA KPS Standard 4: Structured Literacy Instruction
- **4A3** Understand rationale for/Adapt instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.

Additional Crosswalk Elements That Align With Competency II

These additional elements align with Competency II and can be considered during review, but they do not crosswalk directly with a required RIDE component.

MSJ Topic: Designing Schools That Meet the Needs of ALL Students—Collaborative Problem Solving and MTSS
- How to collaborate with stakeholders
- How to be on a team
- How to work with community agencies

Competency III					
Select and conduct assessments within a Response to Intervention or Multi-Tiered Systems of Support Framework, analyze assessment data to inform instruction, and communicate findings with students, families, and other educators					
Summary Description: Assessment					
Rhode Island Component 3.1	**Level 0**	**Level 1**	**Level 2**	**Level 3**	**Rating**
Diagnostic-Prescriptive (data from assessments are used to inform instruction and intervention to meet the individual needs of students)					

Crosswalk Elements

CEEDAR Component 4: Decoding (Instruction and Principles)
- **4.9** Use of pseudoword reading for assessment.

CEEDAR Component 9: Organization for Instruction
- **9.2** Grouping for reading instruction (e.g., ability grouping, flexible grouping).

CEEDAR Component 10: Literacy Assessment
- **10.1** Purposes of assessment: screening, diagnosis, progress monitoring, and outcome measurement.
- **10.2** Using data for planning or modifying instruction and identifying students who require additional support.

MSJ Topic: Essential Elements of Reading: What to Teach
- Diagnostic Teaching

MSJ Topic: Designing Schools That Meet the Needs of ALL Students—Collaborative Problem Solving and MTSS
- How to conduct intervention-based diagnostic assessments
- Diagnostic Phonics tests to provide information about student's accuracy with specific phonics concepts and pattern
- Beck's Specific Phonics Assessment

IDA KPS Standard 3: Assessment
- **3.6** Know and utilize in practice informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing.

Competency III					
Rhode Island Component 3.2	**Level 0**	**Level 1**	**Level 2**	**Level 3**	**Rating**
Criterion referenced assessment measures (use criterion-referenced and/or norm-referenced tests to measure a student's academic performance against some standard or criteria)					

Crosswalk Elements

MSJ Topic: Designing Schools That Meet the Needs of ALL Students—Collaborative Problem Solving and MTSS
- The 4 purposes of assessment: Familiarity with assessments of each purpose
- How to conduct intervention-based diagnostic assessments
- PA and phonics and spelling assessments: Diagnostic Phonological Awareness assessments to evaluate segmenting; blending and identification of first, last and middle sound; diagnostic Phonics tests to provide information about student's accuracy with specific phonics concepts and patterns; spelling assessments; fluency (with sounds, individual words and connected text).

IDA KPS Standard 3: Assessment
- **3.2** Understand basic principles of test construction and formats (e.g., reliability, validity, criterion, normed)
- **3.5** Understand/apply the principles of progress-monitoring and reporting with Curriculum-Based Measures (CBMs), including graphing techniques.

Competency III					
Rhode Island Component 3.3	**Level 0**	**Level 1**	**Level 2**	**Level 3**	**Rating**
Using assessment measures to understand a student's learning profile (using screening and diagnostics to look at all aspects of a student's academic and social-emotional needs)					

Crosswalk Elements

CEEDAR Component 2: Organization for Instruction
- **2.9** Needs of English language learners.

CEEDAR Component 4.0: Decoding (Instruction and Principles)
- **4.9** Use of pseudoword reading for assessment.

CEEDAR Component 5.0 Fluency (Role, Instruction, and Assessment)
- **5.12** Methods and value of charting fluency progress.

CEEDAR Component 10.0 Literacy Assessment
- **10.1** Purposes of assessment: screening, diagnosis, progress monitoring, and outcome measurement.
- **10.2** Using data for planning or modifying instruction and identifying students who require additional support.
- **10.4** Formative and summative approaches.
- **10.7** Interpretation of assessment results.

MSJ Topic: Designing Schools That Meet the Needs of ALL Students—Collaborative Problem Solving and MTSS
- Introduction to assessment and differentiation
- Characteristics of screening assessments
- Difference between norm referenced and standardized tests
- How to conduct intervention-based diagnostic assessments
- How to assess oral reading fluency, listening comprehension, vocabulary, and background knowledge
- PA and Phonics Spelling Assessments: Diagnostic Phonics tests to provide information about student's accuracy with specific phonics concepts and patterns; spelling assessments; fluency (with sounds, individual words and connected text)
- How to use progress monitoring data to evaluate support
- How to create and read a progress monitoring graph

IDA KPS Standard 3
- **3.3** Interpret basic statistics commonly utilized in formal and informal assessment.
- **3.7** Know how to read and interpret the most common diagnostic tests used by psychologists, speech—language professionals, and educational evaluators.

Competency III					
Rhode Island Component 3.4	**Level 0**	**Level 1**	**Level 2**	**Level 3**	**Rating**
Using assessment data within Multi-tiered System of Supports Framework					

Crosswalk Elements

CEEDAR Component 5: Fluency (Role, Instruction, and Assessment)
- **5.12** Methods and value of charting fluency progress.

CEEDAR Component 9: Organization for Instruction
- **9.3** Planning for instructional intensity, including amount of teacher regulation of learning, group size, instructional time allotment, and opportunities to respond.
- **9.4** Managing Multi-Tiered System of Supports (MTSS).
- **9.2** Grouping for reading instruction (e.g., ability grouping, flexible grouping).

Component 10: Literacy Assessment
- **10.2** Using data for planning or modifying instruction and identifying students who require additional support.
- **10.4** Formative and summative approaches.

MSJ Topic: Designing Schools That Meet the Needs of ALL Students—Collaborative Problem Solving and MTSS
- How to use data to evaluate the effectiveness of tier 1
- How to use screening, progress monitoring, and other data to plan and group for Tier 1, Tier 2, Tier 3 instruction
- Components of tier 1, tier 2, tier 3
- How to conduct survey level assessment
- Matching student needs to research based instruction
- How to identify disability with RtI data

IDA KPS Standard 3: Assessment
- **3.1** Understand the differences among and purposes for screening, progress-monitoring, diagnostic, and outcome assessments.
- **3.2** Understand basic principles of test construction and formats (e.g., reliability, validity, criterion, normed).
- **3.4** Know and utilize in practice well-validated screening tests designed to identify students at risk for reading difficulties.
- **3.5** Understand/apply the principles of progress monitoring and reporting with Curriculum-Based Measures (CBMs), including graphing techniques.
- **3.6** Know and utilize in practice informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing.

Competency III					
Rhode Island Component 3.5	**Level 0**	**Level 1**	**Level 2**	**Level 3**	**Rating**
Communicating findings of assessment data with students, families, and other educators					

Crosswalk Elements

CEEDAR Component: Designing Schools That Meet the Needs of ALL Students—Collaborative Problem Solving and MTSS
- *How to share assessment and instruction with parents*
- *Communicating the essential elements of MTSS to parents and other stakeholders*
- *Engaging parents and other stakeholders in collaborative problem solving*

IDA KPS Standard 3: Assessment
- **3.8** Integrate, summarize, and communicate (orally and in writing) the meaning of educational assessment data for sharing with students, parents, and other teachers.

Additional Crosswalk Elements That Align With Competency III

These additional elements align with Competency III and can be considered during review, but they do not crosswalk directly with a required RIDE component.

CEEDAR Component 10: Literacy Assessment
- **10.3** *Measurement validity and reliability and how to identify and use valid and reliable instruments.*
- **10.6** *Assessment accommodations and modifications.*

MSJ Topic: Designing Schools That Meet the Needs of ALL Students—Collaborative Problem Solving and MTSS
- Introduction to collaborative problem solving and MTSS: Systems; students
- Definition of MTSS, RtI
- Introduction to 3 tier model, connection between reading and behavior
- How research models influence assessment—cognitive model
- How to develop assessment questions based on the cognitive model

IDA KPS Standard 3: Assessment
- Interpret basic statistics commonly utilized in formal and informal assessment

Competency IV					
Implement structured literacy instruction in all major skill domains (phonological and phonemic awareness, phonics and word recognition, automatic and fluent reading of text, vocabulary, listening and reading comprehension, and written expression) and review based on analysis of student data.					
Summary Description: Knowledge and Skills Related to Phonology					
Rhode Island Component 4.1	**Level 0**	**Level 1**	**Level 2**	**Level 3**	**Rating**
Phonology					

Crosswalk Elements

CEEDAR Component 2.0: Foundation Concepts About Oral and Written Language
- **2.1** The structure of English Language: Phonology and phonetics of English

Rhode Island Component 4.2	**Level 0**	**Level 1**	**Level 2**	**Level 3**	**Rating**
Phonological Awareness					

Crosswalk Elements

CEEDAR Component 3.0: Phonemic Awareness
- **3.2** Levels of phonological awareness (e.g., word, syllable, onset-rime, phoneme)

MSJ Topic: Essential Elements of Reading—What to Teach
- Phonological awareness: Connection to the Simple View of Reading, Four Part Processor, Phonetics, Phonology, Phonological awareness

MSJ Topic: Essential Elements of Effective Instruction: How to Teach
- What research says about teaching phonological and phonemic awareness: build awareness of the internal details of spoken language blending and segmenting syllables; alliteration; categorization; onset/rime; blending/segmenting

MSJ Topic: Designing Schools That Meet the Needs of ALL Students—Collaborative Problem Solving and MTSS
- Diagnostic Phonological Awareness assessments to evaluate segmenting, blending, and identification of first, last and middle sound

IDA KPS Standard 4: Structured Literacy Instruction
- **4B.2** Understand/apply in practice considerations for levels of phonological sensitivity.

Competency IV					
Rhode Island Component 4.3	**Level 0**	**Level 1**	**Level 2**	**Level 3**	**Rating**
Phonemic Awareness					

Crosswalk Elements

CEEDAR Component 3.0: Phonemic Awareness
- **3.1** Individual speech sounds known as phonemes.
- **3.5** Critical phonological skills for decoding: phoneme blending and segmentation.

MSJ Topic: Essential Elements of Reading: What to Teach
- Phonemic Awareness (PA): define and differentiate the gradual acquisition of PA, continuum of PA skills, & elusive nature of phonemes

MSJ Topic: Essential Elements of Effective Instruction: How to Teach
- What research says about teaching phonological and phonemic awareness: Blending/segmenting phonemes; manipulation of phonemes

IDA KPS Standard 4: Structured Literacy Instruction
- **4B.1** Understand rationale for/identify, pronounce, classify, and compare all the consonant phonemes and all the vowel phonemes of English.
- **4B.3** Understand/apply in practice considerations for phonemic-awareness difficulties.
- **4B.4–7** Know/apply in practice consideration(s) for the following:
  - Progression of phonemic-awareness skill development, across age and grade.
  - General and specific goals of phonemic-awareness instruction.
  - Principles of Phonemic-awareness instruction: brief, multisensory, conceptual, articulatory, auditory-verbal.
  - Utility of print and online resources for obtaining information about languages other than English.

Competency IV					
Rhode Island Component 4.4	**Level 0**	**Level 1**	**Level 2**	**Level 3**	**Rating**
Articulation of the Sounds					

Crosswalk Elements

MSJ Topic: Essential Elements of Reading—What to Teach
- Articulation (place and manner of articulation)

MSJ Topic: Essential Elements of Effective Instruction: How to Teach
- What research says about teaching phonological and phonemic awareness: hearing individual sounds in words making sounds: mouth placement, etc. Setting up a Sound Wall (advantage over Word Wall)

IDA KPS Standard 4: Structured Literacy Instruction
- **4B.1** Understand rationale for/identify, pronounce, classify, and compare all the consonant phonemes and all the vowel phonemes of English

Competency IV					
Summary Description: Knowledge and Skills Related to Phonics, Decoding and Encoding					
Rhode Island Component 4.5	**Level 0**	**Level 1**	**Level 2**	**Level 3**	**Rating**
Alphabetic Principle					

Crosswalk Elements

CEEDAR Component 3.0: Phonemic Awareness
- **3.4** Incorporating letters in instruction as soon as possible.

CEEDAR Component 4.0: Decoding (Instruction & Principles)
- **4.5** Alphabetic principle, or the insight that letters and sounds work together systematically to form words.

MSJ Topic: Essential Elements of Reading—What to Teach
- Print awareness
- The connection between language and reading

Competency IV					
Rhode Island Component 4.6	**Level 0**	**Level 1**	**Level 2**	**Level 3**	**Rating**
Decoding					

Crosswalk Elements

MSJ Topic: Essential Elements of Reading—What to Teach
- Decoding and the relationship to language comprehension

MSJ Topic: Essential Elements of Effective Instruction—How to Teach
- Decoding/Encoding Activities: Major phonics content (consonant, vowels, blends, etc.); sequencing of content; choosing content to be taught and instructional time on each (i.e., teaching to mastery, not one week per concept); linking to decodable texts; examining minimal pairs; word patterns; frequency of patterns; order of introduction activities to teach patterns; Teaching Irregular words
- What research says about how to teach multisyllabic words stumbling block for older readers with reading difficulties—need for multisyllabic word strategies
- Importance of building a flexible core of strategies to unlock a variety of multisyllabic words

MSJ Topic: Designing Schools That Meet the Needs of ALL Students—Collaborative Problem Solving and MTSS
- Diagnostic Phonics tests to provide information about student's accuracy with specific phonics concepts and patterns

IDA KPS Standard 4: Structured Literacy Instruction
- **4C.2** Know/apply in practice considerations for systematically, cumulatively, and explicitly teaching basic decoding and spelling skills.
- **4C.6** Know/apply in practice considerations for teaching irregular words in small increments using special techniques.

Competency IV					
Rhode Island Component 4.7	**Level 0**	**Level 1**	**Level 2**	**Level 3**	**Rating**
Correspondence of letters and sounds (Phonics)					

Crosswalk Elements

CEEDAR Component 4.0: Decoding (Instruction & Principles)
- **4.1** Instruction in phoneme-grapheme correspondences (i.e., correspondence of sounds and letters) for decoding and encoding in the early grades and with struggling readers in later grades.
- **4.2** Systematic instructional sequence—easier to more complex, most common letters and letter patterns first (e. g., teach s, m, t, d, a before ch, th, z).

MSJ Topic: Essential Elements of Effective Instruction: How to Teach
- Decoding/Encoding Activities: Teaching letter-sound correspondences; sequence for teaching letter-sound correspondence; blending; Successive Blending for students with short term memory issues; Word building routines for teaching sounds; blending consonants with vowels.

Competency IV					
Rhode Island Component 4.8	**Level 0**	**Level 1**	**Level 2**	**Level 3**	**Rating**
Encoding					

Crosswalk Elements

CEEDAR Component 2.0: Foundation Concepts About Oral and Written Language
- **2.1** Orthography (e.g., common spelling rules and patterns)

MSJ Topic: How Students Learn to Read
- Introduction to word structure (English orthography)

MSJ Topic: Essential Elements of Reading: What to Teach
- Spelling (encoding) system of our language: Necessary along with phonological skills for rapid word recognition (Four Part Processor); correspondences between speech and print (and the probability that certain letter sequences could be a word—recognizing orthographic constraints); lack of orthographic knowledge results in slow/inadequate reading
- Spelling (encoding) is a significant factor in developing automaticity
- Developmental stages of reading and spelling

MSJ Topic: Essential Elements of Effective Instruction: How to Teach
- Decoding/Encoding Activities: Word building routines for teaching sounds
- Decoding/Encoding Activities: Major phonics content (consonant, vowels, blends, etc.); sequencing of content; choosing content to be taught and instructional time on each (i.e., teaching to mastery, not one week per concept); examining minimal pairs; word patterns; frequency of patterns; order of introduction activities to teach patterns; teaching irregular words

MSJ Topic: Designing Schools That Meet the Needs of ALL Students—Collaborative Problem Solving and MTSS
- Spelling assessments

IDA KPS Standard 4: Structured Literacy Instruction
- **4C.1** Know/apply in practice considerations for the structure of English orthography and the patterns and rules that inform the teaching of single-and multisyllabic regular word reading.
- **4C.2** Know/apply in practice considerations for systematically, cumulatively, and explicitly teaching basic decoding and spelling skills.
- **4C.6** Know/apply in practice considerations for teaching irregular words in small increments using special techniques.
- **4G.3** Know/apply in practice considerations for research-based principles for teaching written spelling and punctuation.

Competency IV					
Rhode Island Component 4.9	**Level 0**	**Level 1**	**Level 2**	**Level 3**	**Rating**
Syllable Types					

Crosswalk Elements

CEEDAR Component 4.0: Decoding (Instruction & Principles)
- **4.6** Six syllable types and syllable division patterns to assist in decoding and encoding multisyllabic words.

MSJ Topic: Essential Elements of Effective Instruction: How to Teach
- Identification of the syllables and syllable types pattern-based decoding and encoding (silent e, consonant doubling, etc.)

IDA KPS Standard 4: Structured Literacy Instruction
- **4C.1** Know/apply in practice considerations for the structure of English orthography and the patterns and rules that inform the teaching of single-and multisyllabic regular word reading.

Rhode Island Component 4.10	**Level 0**	**Level 1**	**Level 2**	**Level 3**	**Rating**
Syllable Division Rules					

Crosswalk Elements

CEEDAR Component 4.0: Decoding (Instruction & Principles)
- **4.6** Six syllable types and syllable division patterns to assist in decoding and encoding multisyllabic words.

MSJ Topic: Essential Elements of Effective Instruction: How to Teach
- What research says about how to teach multisyllabic words stumbling block for older readers with reading difficulties—need for multisyllabic word strategies importance of building a flexible core of strategies to unlock a variety of multisyllabic words

IDA KPS Standard 4: Structured Literacy Instruction
- **4C.7** Know/apply in practice considerations for systematically teaching the decoding of multisyllabic words.

Competency IV					
Rhode Island Component 4.11	**Level 0**	**Level 1**	**Level 2**	**Level 3**	**Rating**
Schwa (An unstressed vowel sound; implications on encoding and decoding words containing a schwa)					
Rhode Island Component 4.12	**Level 0**	**Level 1**	**Level 2**	**Level 3**	**Rating**
Morphology Supports Word Composition and Spelling (e.g., Latin Bases, Prefixes, Assimilated Prefixes, Inflectional and Derivational Suffixes, and Greek Combining Forms)					

Crosswalk Elements

CEEDAR Component 2.0: Foundation Concepts About Oral and Written Language
- **2.1** Morphology (e.g., common prefixes, suffixes, syllables, derivational and inflectional morphemes)

MSJ Topic: How Students Learn to Read
- Introduction to word structure (English orthography)

MSJ Topic: Essential Elements of Reading: What to Teach
- Morphology—smallest meaningful parts of words: Meanings of prefixes; inflectional and derivational; suffixes combining rules categories of morphemes: free (can be used as a base word) and bound (affixes); compound words
- Language Systems (orthography, phonetics, phonology, morphology, syntax, semantics)
- The connection between language and reading

MSJ Topic: Essential Elements of Effective Instruction: How to Teach
- What research says about how to teach morphology

Competency IV					
Rhode Island Component 4.13	**Level 0**	**Level 1**	**Level 2**	**Level 3**	**Rating**
Spelling rules and generalizations					

Crosswalk Elements

CEEDAR Component 2.0: Foundation Concepts About Oral and Written Language
- Orthography (e.g., common spelling rules and patterns)

CEEDAR Component 4.0: Decoding (Instruction and Principles)
- Common orthographic rules and patterns.

Rhode Island Component 4.14	**Level 0**	**Level 1**	**Level 2**	**Level 3**	**Rating**
Student text selection including decodable text					

Crosswalk Elements

CEEDAR Component 7.0: Comprehension (Instruction and Strategies)
- **7.7** Close and critical reading of complex text.

CEEDAR Component 9.0: Organization for Instruction
- **9.1** Selecting appropriate text for instruction, including the role of reading level, complexity, genre, and interest.

MSJ Topic: Essential Elements of Effective Instruction: How to Teach
- Decoding/Encoding Activities: Linking to decodable texts
- Application and practice using decodable text
- How to select texts for various purposes
- Importance of Quality Text

IDA KPS Standard 4: Structured Literacy Instruction
- **4C.8** Know/apply in practice considerations for the different types and purposes of texts, with emphasis on the role of decodable texts in teaching beginning readers.

Competency IV					
Rhode Island Component 4.15	**Level 0**	**Level 1**	**Level 2**	**Level 3**	**Rating**
Assistive technology supports (e.g., audiobooks, text-to-speech to provide access to grade-level texts)					
Crosswalk Elements *IDA KPS Standard 4: Structured Literacy Instruction* • **4G.5** Know/apply in practice considerations for the appropriate uses of assistive technology in written expression.					

Competency IV

Summary Description: Knowledge and Skills Related to Fluency

Rhode Island Component 4.16	Level 0	Level 1	Level 2	Level 3	Rating
Accuracy, rate, and prosody					

Crosswalk Elements

CEEDAR Component 5.0: Fluency (Role, Instruction, and Assessment)
- **5.1** Role of fluency in word recognition, reading comprehension, and motivation.
- **5.2** Role of fluency in reading difficulties.
- **5.3** Role of accurate, automatic decoding or word-level automaticity in fluency development and text comprehension; evidence-based methods for improving word-level automaticity.
- **5.4** Role of rate or text-level automaticity in fluency development and text comprehension; evidence-based methods for improving text-level automaticity.
- **5.5** Role of prosody as both an aid to and an indicator of text comprehension; evidence-based methods for improving prosody
- **5.10** Evidence-based methods for improving prosody.

MSJ Topic: How Students Learn to Read
- Building fluency/automaticity in all foundational skills

MSJ Topic: Essential Elements of Reading: What to Teach
- Oral Reading Fluency: the relationship to reading comprehension; the importance of word reading fluency to develop fluency with connected text

MSJ Topic: Designing Schools That Meet the Needs of ALL Students—Collaborative Problem Solving and MTSS
- How to assess oral reading fluency
- Fluency (with sounds, individual words, and connected text)

IDA KPS Standard 4: Structured Literacy Instruction
- **4D.1** Know/apply in practice considerations for the role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read.

Competency IV					
Rhode Island Component 4.17	**Level 0**	**Level 1**	**Level 2**	**Level 3**	**Rating**
Instruction and Practice					

Crosswalk Elements

CEEDAR Component 5.0: Fluency (Role, Instruction, and Assessment)
- **5.1** Role of fluency in word recognition, reading comprehension, and motivation.
- **5.6** Benefits of practice and instruction in fluency.
- **5.8** Evidence-based methods for improving word-level automaticity

MSJ Topic: Essential Elements of Effective Instruction: How to Teach
- What research says about teaching oral reading fluency: Connection to comprehension (reciprocal relationship between fluency and comprehension); difference between fluency and automaticity; repeated and monitored oral reading

IDA KPS Standard 4: Structured Literacy Instruction
- **4D.1-4** Know/apply in practice considerations for:
  - the role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read.
  - considerations for varied techniques and methods for building reading fluency.
  - text reading fluency as an achievement of normal reading development that can be advanced through informed instruction and progress-monitoring practices.
  - appropriate uses of assistive technology for students with serious limitations in reading fluency.

Other Crosswalk Elements

CEEDAR Component 5.0: Fluency (Role, Instruction, and Assessment)
- **5.2** Role of fluency in reading difficulties.
- **5.7** Fluency performance standards as a guide.

MSJ Topic: Essential Elements of Effective Instruction: How to Teach
- Communicating the essential elements of instruction to parents and other stakeholders.

Competency IV					
Summary Description: Knowledge and Skills Related to Vocabulary					
Rhode Island Component 4.18	**Level 0**	**Level 1**	**Level 2**	**Level 3**	**Rating**
Taught directly and indirectly					

Crosswalk Elements

CEEDAR Component 2.0: Foundation Concepts About Oral and Written Language
- 2.1: Semantic organization (e.g., lexical and sentential semantics, antonyms, synonyms, polysemous words, semantic feature analysis).

CEEDAR Component 6.0: Vocabulary (Types, Role, and Instruction)
- **6.5** Evidence-based methods of teaching word meanings.
- **6.6** Evidence-based methods of teaching word-learning strategies.
- **6.10** Developing word consciousness.

MSJ Topic: Essential Elements of Reading: What to Teach
- Links between vocabulary and comprehension—Research based practices for vocabulary development—Selecting key words to teach—Providing "kid friendly" definitions—Key word strategies—Monitoring understanding (click/clunk)
- Semantic Mapping
- Academic language and academic vocabulary
- Reading Comprehension Skills: Multi-component skill set—teachable skills that help comprehension; Role of Vocabulary

MSJ Topic: Essential Elements of Effective Instruction: How to Teach
- What research says about how to teach academic language and vocabulary
- What research says about how to teach word knowledge: Independent word learning , word analysis (i.e. prefixes, suffixes), context clues, morphemic analysis, cognate awareness, word origins, word consciousness, language play (i.e. alliteration, categories), word associations (synonyms, antonyms, homographs and homophones).

IDA KPS Standard 4: Structured Literacy Instruction
- **4E.1** Know/apply in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension.
- **4E.3** Know/apply in practice considerations for the role and characteristics of indirect (contextual) methods of vocabulary instruction.

Competency IV					
Rhode Island Component 4.19	**Level 0**	**Level 1**	**Level 2**	**Level 3**	**Rating**
Developing vocabulary through oral language					

Crosswalk Elements

MSJ Topic: Essential Elements of Effective Instruction: What to Teach
- Vocabulary Development—The vocabulary gap
- The contribution of oral language to reading comprehension
- Academic language and academic vocabulary [through oral language]
- The connection between language and reading
- Semantics—Meanings of words, phrases: Synonyms; Semantic class; antonyms

MSJ Topic: Essential Elements of Effective Instruction: How to Teach
- What research says about how to build oral language skills, language comprehension

MSJ Topic: Designing Schools That Meet the Needs of ALL Students—Collaborative Problem Solving and MTSS
- How to assess oral reading fluency, listening comprehension, vocabulary, and background knowledge

*IDA **KPS** Standard 4: Structured Literacy Instruction*
- **4E.1** Know/apply in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension.

Competency IV					
Rhode Island Component 4.20	**Level 0**	**Level 1**	**Level 2**	**Level 3**	**Rating**
Morphology Supports Word Comprehension and Vocabulary Building Across Contents (e.g., Latin Bases, Prefixes, Assimilated Prefixes, Inflectional and Derivational Suffixes, and Greek Combining Forms)					

Crosswalk Elements

CEEDAR Component 2.0: Foundation Concepts About Oral and Written Language

- **2.1** Morphology (e.g., common prefixes, suffixes, syllables, derivational and inflectional morphemes)

CEEDAR Component 6.0: Vocabulary (Types, Role, and Instruction)

- **6.7** Principles of vocabulary instruction (i.e., multiple exposures, with deep understanding, connected to what students know).
- **6.8** Considerations for selection words to teach (e.g., utility, connections to known, "tiers").
- **6.9** Use of morphology and etymology in vocabulary instruction.
- **6.10** Developing word consciousness.

MSJ Topic: Essential Elements of Effective Instruction: What to Teach

- Language Systems (orthography, phonetics, phonology, morphology, syntax, semantics)

Competency IV					
Rhode Island Component 4.21	**Level 0**	**Level 1**	**Level 2**	**Level 3**	**Rating**
Multiple meanings and contexts					

Crosswalk Elements

CEEDAR Component 2.0: Foundation Concepts About Oral and Written Language
- **2.1** Semantic organization (e.g., lexical and sentential semantics, antonyms, synonyms, polysemous words, semantic feature analysis)

MSJ Topic: Essential Elements of Effective Instruction: What to Teach
- Semantics—Meanings of words, phrases: Synonyms; Semantic class; Antonyms
- Multiple Meanings (use of the context processor)

Rhode Island Component 4.22	**Level 0**	**Level 1**	**Level 2**	**Level 3**	**Rating**
Choosing and Leveling Words for Explicit Instruction					

Crosswalk Elements

CEEDAR Component 6.0: Vocabulary (Types, Role, and Instruction)
- **6.2** Role of vocabulary in comprehension—readers must know the meaning of most of the words in text to be able to understand that text.
- **6.3** Role of vocabulary breadth (i.e., knowing many words).
- **6.4** Role of vocabulary depth and levels of word knowledge (i.e., unknown, acquainted, and established).
- **6.8** Considerations for selection words to teach (e.g., utility, connections to known, "tiers").

IDA KPS Standard 4: Structured Literacy Instruction
- **4E.2** Know/apply in practice considerations for the sources of wide differences in students' vocabularies.

Competency IV					
Summary Description: Knowledge and Skills Related to Comprehension					
Rhode Island Component 4.23	**Level 0**	**Level 1**	**Level 2**	**Level 3**	**Rating**
Listening and Reading Comprehension					

Crosswalk Elements

CEEDAR Component 7.0: Comprehension (Instruction and Strategies)
- **7.4** Factors that contribute to comprehension: background knowledge, vocabulary, verbal reasoning ability, knowledge of literary structures and conventions, use of skills and strategies for close reading of text, and reading fluency.
- **7.5** Use of evidence-based comprehension strategies: • Generating questions • Summarizing, retelling • Questioning strategies (i.e., asking questions before, during, and after reading) • Making inferences • Prediction • Graphic organizers • Monitoring comprehension • Metacognitive strategies (i.e., thinking about thinking) • Recognizing both narrative and informational text structures
- **7.7** Close and critical reading of complex text.

MSJ Topic: Essential Elements of Effective Instruction: What to Teach
- The contribution of oral language to reading comprehension
- Reading Comprehension Skills: Multi-component skill set-teachable skills that help comprehension; Role of Memory
- Comprehension Development: Review of contributions of word reading ability/language use; relationship between reading and listening comprehension; word Comprehension—sentence Comprehension (syntactic awareness); integration and inference (to establish coherence); comprehension monitoring (to evaluate comprehension and to generate action if comprehension fails); Knowledge and use of text structure; narrative; expository

MSJ Topic: Essential Elements of Effective Instruction: How to Teach
- Thorough and methodical examination of meaning: Reflection on the meanings of individual words and sentences; engage students in rich discussion using textual evidence to ground conversations
- What research says about how to teach inferential and narrative skills
- What research says about comprehension instruction and intervention: Activities for before, during and after reading; questioning; main idea; summarizing; instruction: strategies should be documented as effective

MSJ Topic: Designing Schools That Meet the Needs of ALL Students—Collaborative Problem Solving and MTSS
- How to assess oral reading fluency, listening comprehension, vocabulary, and background knowledge

Competency IV

- How to assess reading comprehension: Challenge of comprehension assessment; formative to inform future teaching practices; summative to assess achievement; diagnostic assessments; ranges of responses: true/false, multiple choice, cloze, open ended questions; measures of listening comprehension

IDA KPS Standard 4: Structured Literacy Instruction
- **4F.1-3** Know/apply in practice considerations for:
  - factors that contribute to deep comprehension.
  - the role of sentence comprehension in listening and reading Comprehension.
  - the teacher's role as an active mediator of text -comprehension processes.

Competency IV					
Rhode Island Component 4.24	**Level 0**	**Level 1**	**Level 2**	**Level 3**	**Rating**
Background Knowledge					

Crosswalk Elements

CEEDAR Component 7.0: Comprehension (Instruction and Strategies)
- **7.2** Importance of and methods for developing students' background knowledge before reading.

MSJ Topic: Essential Elements of Effective Instruction: What to Teach
- Reading Comprehension Skills: Multi-component skill set—teachable skills that help comprehension; Large Importance of background knowledge

MSJ Topic: Essential Elements of Effective Instruction: How to Teach
- What research says about how to build background knowledge
- Effective strategy instruction and background knowledge

MSJ Topic: Designing Schools That Meet the Needs of ALL Students—Collaborative Problem Solving and MTSS
- How to assess oral reading fluency, listening comprehension, vocabulary, and background knowledge

Rhode Island Component 4.25	**Level 0**	**Level 1**	**Level 2**	**Level 3**	**Rating**
Assistive technology accommodations including audiobooks to build background knowledge					

Crosswalk Elements

IDA KPS Standard 4: Structured Literacy Instruction
- **4D.4** Know/apply in practice considerations for appropriate uses of assistive technology for students with serious limitations in reading fluency.

Competency IV					
Rhode Island Component 4.26	**Level 0**	**Level 1**	**Level 2**	**Level 3**	**Rating**
Grammar					

Crosswalk Elements

MSJ Topic: Essential Elements of Effective Instruction: What to Teach
- Syntax and Semantics: Rule systems that govern how words are combined into phrases, clauses, and sentences; Understanding of how clauses and sentences work; Parts of speech; Types of phrases; Providing practice with sentence manipulation to build language facility

Rhode Island Component 4.27	**Level 0**	**Level 1**	**Level 2**	**Level 3**	**Rating**
Text Structures					

Crosswalk Elements

CEEDAR Component 7.0: Comprehension (Instruction and Strategies)
- **7.5** Use of evidence-based comprehension strategies: Recognizing both narrative and informational text structures.

MSJ Topic: Essential Elements of Effective Instruction: How to Teach
- Explicit instruction regarding analysis of text craft and structure.

IDA KPS Standard 4: Structured Literacy Instruction
- **4F.2** Know/apply in practice considerations for instructional routines appropriate for each major genre: informational text, narrative text, and argumentation.

Competency IV					
Rhode Island Component 4.28	**Level 0**	**Level 1**	**Level 2**	**Level 3**	**Rating**
Pre-Reading, During Reading, and After Reading: Metacognitive Strategies to support Executive Functioning					

Crosswalk Elements

CEEDAR Component 7.0: Comprehension (Instruction and Strategies)
- **7.3** Strategies good readers use before, during, and after reading (e.g., set purpose, activate prior knowledge, and make predictions; generate questions, determine main ideas, make inferences, paraphrase, use fix-up to solve comprehension problems, summarize).
- **7.5** Use of evidence-based comprehension strategies: Generating questions: summarizing, retelling; Questioning strategies (i.e., asking questions before, during, and after reading); making inferences; prediction; graphic organizers; monitoring comprehension; metacognitive strategies (i.e., thinking about thinking)

MSJ Topic: Essential Elements of Effective Instruction: What to Teach
- Reading Comprehension Skills: Multi-component skill set—teachable skills that help comprehension; Mental models (situation model); Inferences

MSJ Topic: Essential Elements of Effective Instruction: How to Teach
- Activities for before, during and after reading: Questioning; Main Idea; Summarizing

IDA KPS Standard 4: Structured Literacy Instruction
- **4F.4** Know/apply in practice considerations for the use of explicit comprehension strategy instruction, as supported by research.

Competency IV					
Rhode Island Component 4.29	**Level 0**	**Level 1**	**Level 2**	**Level 3**	**Rating**
Connecting writing to readings to further comprehension (e.g., explicit instruction in pronoun referents, cohesive ties, and syntax elements including sentence types and sentence combination activities)					

Crosswalk Elements

CEEDAR Component 2.0: Foundation Concepts About Oral and Written Language
- **2.1** Syntax (e.g., dependent clauses, independent clauses, parts of speech)

MSJ Topic: Essential Elements of Effective Instruction: What to Teach
- Syntax—Rule systems that govern how words are combined into phrases, clauses, and sentences: Understanding of how clauses and sentences work; parts of speech; types of phrases; providing practice with sentence manipulation to build language facility.
- Reading Comprehension Skills: Multi-component skill set; teachable skills that help comprehension; cohesive devices

MSJ Topic: Essential Elements of Effective Instruction: How to Teach
- What research says about how to teach writing: Classroom practices—response to texts; summaries; notes about a text; answer questions; create and answer. To teach: The process of writing; text structures for writing; paragraph or sentence construction skills; spelling skills (Improves word reading skills); sentence writing; building blocks; content of curriculum drives the rigor of the writing instruction; grammar taught within the context of writing

IDA KPS Standard 4: Structured Literacy Instruction
- **4F.3** Know/apply in practice considerations for the role of sentence comprehension in listening and reading Comprehension.
- **4G.1** Understand the major skill domains that contribute to written expression.
- **4G.2** Know/apply in practice considerations for research-based principles for teaching letter formation, both manuscript and cursive.
- **4G.4** Know/apply in practice considerations for the developmental phases of the writing process.

Competency IV

Additional Crosswalk Elements That Align With Competency IV

These additional elements align with Competency IV and can be considered during review, but they do not crosswalk directly with a required RIDE component.

CEEDAR Component 2.0: Foundation Concepts About Oral and Written Language
- **2.1** Etymology of English words (e.g., Anglo-Saxon, Latin/Romance, Greek)
- **2.1** Pragmatics (e.g., social language use, cultural conventions, idioms)

CEEDAR Component 4.0: Decoding (Instruction and Principles)
- **4.8** Etymology of English words.

CEEDAR Component 7.0: Comprehension (Instruction and Strategies)
- **7.7** Close and critical reading of complex text.

MSJ Topic: Essential Elements of Effective Instruction: What to Teach
- Reading Comprehension Skills: Multi-component skill set—teachable skills that help comprehension
- Mental models (situation model)
- Local and global coherence
- Inferential and narrative language skills
- Content area reading strategies, discipline specific literacy strategies

MSJ Topic: Essential Elements of Effective Instruction: How to Teach
- How to select texts for various purposes Importance of Quality Text Thematic Units Close Reading: Choose texts that will increase knowledge about content and the world through texts
- Thorough and methodical examination of meaning -Reflection on the meanings of individual words and sentences. Engage students in rich discussion using textual evidence to ground conversations
- What research says about how to teach content area reading and writing: Building Students Knowledge—meaningfully connect new information to prior knowledge; knowledge rich curriculum provides incidental learning opportunities; knowledge grows exponentially—start early; shift in role of content area teachers; more intentional use of texts; devotion of time to reading complex texts; increasing time for student discussions; teaching of academic vocabulary; areas of difficulty for students with writing problems; knowledge difficulties; skill difficulties; motivation problems; knowledge acquisition—cognitive skills (i.e. reading with understanding/ solving problems) are closely intertwined with knowledge of content; learning content should start early

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