

1. The Language and Literacy Curriculum	<div><div>a. Teaching and learning theory;</div><div>b. Developmental sequence of language and literacy skills;</div><div>c. Appropriate Illinois learning standards;</div><div>d. Components and evaluation of a comprehensive curriculum;</div><div>e. Role of early, systematic, and explicit teaching of foundationl literacy skills;</div><div>f. Research-based strategies to support struggling readers; and</div><div>g. Developmentally appropriate literacy assessments.</div></div>
2. Foundational Knowledge	<div><div>a. Language: Semantics, syntax, morphology &amp; pragmatics; Theories and stages of first and second literacy acquisition; Emergent literacy evidence-based development of language, reading, and writing; Academic language; Conventions of standard English grammar/usage.</div><div>b. Alphabetic Code: Phonological awareness; Orthographic-phonological system; Structural analysis.</div><div>c. Text: Factors that affect text complexity; Organizational structures, literacy devices, rhetorical and text features and graphics; Genre characteristics; Resources for struggling readers; and Text in specific disciplines.</div></div>
3. Using Rsearch-Based Instructional Approaches	<div><div>a. Decoding and fluency;</div><div>b. Reading comprehension;</div><div>c. Writing;</div><div>d. Speaking and listening; and;</div><div>e. Vocabulary.</div></div>
4. Using Materials, Texts, and Technology	<div><div>a. High-quality literature and informational texts;</div><div>b. Selecting materials to address interests, background, and learning needs of each student;</div><div>c. Research-based criteria to select and evaluate materials;</div><div>d. Estimate difficulty level of text;</div><div>e. Culturally responsive texts; and</div><div>f. Technology to support literacy instruction.</div></div>
5. Monitoring Student Learning Through Assessment	<div><div>a. Developmentally appropriate literacy assessments;</div><div>b. Monitor student progress toward benchmarks;</div><div>c. Assess student interest, engagement, and response;</div><div>d. Use assessment data, student work, and observations to monitor progress and evaluate instruction;</div><div>e. Providing feedback to help students understand progress and performance;</div><div>f. Engage students in self-assessment;</div><div>g. Maintain and use records of student performance; and</div><div>h. Interpret and use student oucome data.</div></div>
6. Meeting theNeeds of Diverse Learners	<div><div>a. Impact of cultural, linguistic, cognitive, academic, physical, and social and emotional differences on language development and literacy;</div><div>b. Plan and implement targeted literacy instruction responsive to student strengths and needs;</div><div>c. Seeking assistance for struggling readers and writers;</div><div>d. Vertical alignment of literacy instruction;</div><div>e. Meeting diverse learning needs of each student;</div><div>f. English learner accessible content;</div><div>g. Delivering literacy instruction within a multi-tier system of support;</div><div>h. Data-based decision making to target interventions; and</div><div>i. Delivering instruction explicitly to struggling readers.</div></div>
7. Constructing a Supportive Language and Literacy Environment	<div><div>a. Design learning around motivation, engagement and the “gradual release of responsibility” approach;</div><div>b. Promote independence, self-directions, collaboration, and responsibility for literacy learning;</div><div>c. Using flexible grouping to meet individual learner needs;</div><div>d. Incorporate student choices in materials and activities;</div><div>e. Build collaborative classroom communities.</div></div>