

# The Seven Domains of Literacy Learning

## from the Illinois Standards for Endorsement in Elementary Education

Section 20.110 Literacy Standards for Elementary Teachers a) The Language and Literacy Curriculum Effective elementary teachers:



<p><b>1.</b></p> <p><b>The Language and Literacy Curriculum</b></p>	<ul style="list-style-type: none"> <li>a. Teaching and learning theory;</li> <li>b. Developmental sequence of language and literacy skills;</li> <li>c. Appropriate Illinois learning standards;</li> <li>d. Components and evaluation of a comprehensive curriculum;</li> <li>e. Role of early, systematic, and explicit teaching of foundational literacy skills;</li> <li>f. Research-based strategies to support struggling readers; and</li> <li>g. Developmentally appropriate literacy assessments.</li> </ul>
<p><b>2.</b></p> <p><b>Foundational Knowledge</b></p>	<ul style="list-style-type: none"> <li>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.</li> <li>b. Alphabetic Code: Phonological awareness; Orthographic-phonological system; Structural analysis.</li> <li>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.</li> </ul>
<p><b>3.</b></p> <p><b>Using Research-Based Instructional Approaches</b></p>	<ul style="list-style-type: none"> <li>a. Decoding and fluency;</li> <li>b. Reading comprehension;</li> <li>c. Writing;</li> <li>d. Speaking and listening; and;</li> <li>e. Vocabulary.</li> </ul>
<p><b>4.</b></p> <p><b>Using Materials, Texts, and Technology</b></p>	<ul style="list-style-type: none"> <li>a. High-quality literature and informational texts;</li> <li>b. Selecting materials to address interests, background, and learning needs of each student;</li> <li>c. Research-based criteria to select and evaluate materials;</li> <li>d. Estimate difficulty level of text;</li> <li>e. Culturally responsive texts; and</li> <li>f. Technology to support literacy instruction.</li> </ul>
<p><b>5.</b></p> <p><b>Monitoring Student Learning Through Assessment</b></p>	<ul style="list-style-type: none"> <li>a. Developmentally appropriate literacy assessments;</li> <li>b. Monitor student progress toward benchmarks;</li> <li>c. Assess student interest, engagement, and response;</li> <li>d. Use assessment data, student work, and observations to monitor progress and evaluate instruction;</li> <li>e. Providing feedback to help students understand progress and performance;</li> <li>f. Engage students in self-assessment;</li> <li>g. Maintain and use records of student performance; and</li> <li>h. Interpret and use student outcome data.</li> </ul>
<p><b>6.</b></p> <p><b>Meeting the Needs of Diverse Learners</b></p>	<ul style="list-style-type: none"> <li>a. Impact of cultural, linguistic, cognitive, academic, physical, and social and emotional differences on language development and literacy;</li> <li>b. Plan and implement targeted literacy instruction responsive to student strengths and needs;</li> <li>c. Seeking assistance for struggling readers and writers;</li> <li>d. Vertical alignment of literacy instruction;</li> <li>e. Meeting diverse learning needs of each student;</li> <li>f. English learner accessible content;</li> <li>g. Delivering literacy instruction within a multi-tier system of support;</li> <li>h. Data-based decision making to target interventions; and</li> <li>i. Delivering instruction explicitly to struggling readers.</li> </ul>
<p><b>7.</b></p> <p><b>The Language and Literacy Curriculum</b></p>	<ul style="list-style-type: none"> <li>a. Design learning around motivation, engagement and the “gradual release of responsibility” approach;</li> <li>b. Promote independence, self-directions, collaboration, and responsibility for literacy learning;</li> <li>c. Using flexible grouping to meet individual learner needs;</li> <li>d. Incorporate student choices in materials and activities;</li> <li>e. Build collaborative classroom communities.</li> </ul>