

DYSLEXIA ENDORSEMENT COMPETENCIES ADAPTED FOR ARKANSAS



In addition to the Arkansas Teaching Standards, the teacher earning the Dyslexia Endorsement, grades K-12, shall demonstrate knowledge and competencies in the following areas:



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.
- 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).
- 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.



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.
- 2.2 Know fundamental provisions of federal and state laws that pertain to learning disabilities, including dyslexia and other reading and language disability subtypes.
- 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.

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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).
- 3.3 Interpret basic statistics commonly utilized in formal and informal assessment.
- 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.
- 3.7 Know how to read and interpret the most common diagnostic tests used by psychologists, speech-language professionals, and educational evaluators.
- 3.8 Integrate, summarize, and communicate (orally and in writing) the meaning of educational assessment data for sharing with students, parents, and other teachers.



STANDARD 4: STRUCTURED LITERACY INSTRUCTION

SUBSTANDARD A: ESSENTIAL PRINCIPLES AND PRACTICES OF STRUCTURED LITERACY INSTRUCTION

- 4A.1 Understand/apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction.
- 4A.2 Understand/apply in practice the rationale for multisensory and multimodal language-learning techniques.
- 4A.3 Understand rationale for/Adapt instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.

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SUBSTANDARD B: PHONOLOGICAL AND PHONEMIC AWARENESS

4B.1 Understand rationale for/identify, pronounce, classify, and compare all the consonant phonemes and all the vowel phonemes of English.

4B.2 Understand/apply in practice considerations for levels of phonological sensitivity.

4B.3 Understand/apply in practice considerations for phonemic-awareness difficulties.

4B.4 Know/apply in practice consideration for the progression of phonemic-awareness skill development, across age and grade.

4B.5 Know/apply in practice considerations for the general and specific goals of phonemic-awareness instruction.

4B.6 Know/apply in practice considerations for the principles of phonemic-awareness instruction: brief, multisensory, conceptual, articulatory, auditory-verbal.

4B.7 Know/apply in practice considerations for the utility of print and online resources for obtaining information about languages other than English.

SUBSTANDARD C: PHONICS AND WORD RECOGNITION

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.3 Know/apply in practice considerations for organizing word recognition and spelling lessons by following a structured phonics lesson plan.

4C.4 Know/apply in practice considerations for using multisensory routines to enhance student engagement and memory.

4C.5 Know/apply in practice considerations for adapting instruction for students with weaknesses in working memory, attention, executive function, or processing speed.

4C.6 Know/apply in practice considerations for teaching irregular words in small increments using special techniques.

4C.7 Know/apply in practice considerations for systematically teaching the decoding of multisyllabic words.

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.

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SUBSTANDARD D: AUTOMATIC, FLUENT READING OF TEXT

- 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.
- 4D.2 Know/apply in practice considerations for varied techniques and methods for building reading fluency.
- 4D.3 Know/apply in practice considerations for text reading fluency as an achievement of normal reading development that can be advanced through informed instruction and progress-monitoring practices.
- 4D.4 Know/apply in practice considerations for appropriate uses of assistive technology for students with serious limitations in reading fluency.

SUBSTANDARD E: VOCABULARY

- 4E.1 Know/apply in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension.
- 4E.2 Know/apply in practice considerations for the sources of wide differences in students' vocabularies.
- 4E.3 Know/apply in practice considerations for the role and characteristics of indirect (contextual) methods of vocabulary instruction.
- 4E.4 Know/apply in practice considerations for the role and characteristics of direct, explicit methods of vocabulary instruction.

SUBSTANDARD F: LISTENING AND READING COMPREHENSION

- 4F.1 Know/apply in practice considerations for factors that contribute to deep comprehension.
- 4F.2 Know/apply in practice considerations for instructional routines appropriate for each major genre: informational text, narrative text, and argumentation.
- 4F.3 Know/apply in practice considerations for the role of sentence comprehension in listening and reading comprehension.
- 4F.4 Know/apply in practice considerations for the use of explicit comprehension strategy instruction, as supported by research.
- 4F.5 Know/apply in practice considerations for the teacher's role as an active mediator of text-comprehension processes.

SUBSTANDARD G: WRITTEN EXPRESSION

- 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.3 Know/apply in practice considerations for research-based principles for teaching written spelling and punctuation.
- 4G.4 Know/apply in practice considerations for the developmental phases of the writing process.
- 4G.5 Know/apply in practice considerations for the appropriate uses of assistive technology in written expression.

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STANDARD 5: PROFESSIONAL DISPOSITIONS AND PRACTICES

- 5.1 Strive to do no harm and to act in the best interests of struggling readers and readers with dyslexia and other reading disorders.
- 5.2 Maintain the public trust by providing accurate information about currently accepted and scientifically supported best practices in the field.
- 5.3 Avoid misrepresentation of the efficacy of educational or other treatments or the proof for or against those treatments.
- 5.4 Respect objectivity by reporting assessment and treatment results accurately, and truthfully.
- 5.5 Avoid making unfounded claims of any kind regarding the training, experience, credentials, affiliations, and degrees of those providing services.
- 5.6 Respect the training requirements of established credentialing and accreditation organizations supported by CERI and IDA.
- 5.7 Avoid conflicts of interest when possible and acknowledge conflicts of interest when they occur.
- 5.8 Support just treatment of individuals with dyslexia and related learning difficulties.
- 5.9 Respect confidentiality of students or clients.
- 5.10 Respect the intellectual property of others.

STANDARD 1: FOUNDATIONS OF LITERACY ACQUISITION

EXAMPLES OF COURSEWORK EXPECTATIONS

- 1.1 Explain the domains of language (phonology, morphology, syntax, semantics, pragmatics) and their importance to proficient reading and writing.
- 1.2 Explain how most people learn to read, how reading acquisition differs from language acquisition, and how writing systems differ from oral language systems.
Know that the brain must establish new neural circuits, linking language and visual regions, to become skilled at reading.
- 1.3 Cite evidence and give practical examples showing how phonemic awareness affects attaining the alphabetic principle, decoding and spelling development, and storage and retrieval of spoken words, and that learning to read affects aspects of language processing, including the extent of phonemic awareness and precision of phonological representations of words in our mental dictionaries.
- 1.4 Cite examples of tasks or tests that measure each general cognitive factor; explain how problems in these areas might be observed in classroom learning.
Identify how the following aspects of cognition and behavior affect reading and writing development: attention, automaticity, executive function, verbal memory, processing speed, graphomotor control.

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1.5 Explain major research findings regarding the contribution of environmental factors to the prediction of literacy outcomes (e.g., language spoken at home, language and literacy experiences, cultural values).

1.6 Identify and explain the contribution of linguistic and cognitive factors to the prediction of literacy outcomes.

1.7 Explain the defining characteristics of major types of reading difficulties (i.e., dyslexia, fluency deficits, specific reading comprehension difficulties, mixed reading difficulties).

Recognize the major types of reading difficulties when they manifest in a student's developmental history, test performance, and reading behavior.

1.8 Identify the most salient instructional needs of students who are at different points of reading and writing development.

1.9 Explain the importance of code-emphasis instruction in the early grades and language comprehension once word-recognition skill is established; recognize that vocabulary and other aspects of oral language development must be nurtured from the earliest grades through reading aloud and classroom dialogue.

STANDARD 2: KNOWLEDGE OF DIVERSE READING PROFILES, INCLUDING DYSLEXIA

EXAMPLES OF COURSEWORK EXPECTATIONS

2.1 Explain the reasoning or evidence behind key terms in the definition (e.g., neurobiological origin, phonological component of language); distinguish evidence-based tenets from popular but unsupported beliefs and claims about dyslexia (e.g., dyslexia is a visual problem; people with dyslexia have unusual talents).

2.2 Explain the most fundamental provisions of federal and state laws (IDEA, 504, etc.) pertaining to the rights of students with disabilities, especially students' rights to a free, appropriate public education, an individualized educational plan, services in the least restrictive environment, and due process.

Distinguish IEP goals and objectives that are clear, specific, appropriate to students' needs, and attainable.

2.3 Cite research-based prevalence estimates for disorders of word recognition, reading fluency, reading comprehension, spelling, handwriting and written expression; cite research-based differences between good and poor readers, depending on the kind of reading disability, regarding learning word-recognition and decoding skills as compared to listening and reading comprehension.

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2.4 Recognize levels of instructional intensity, frequency, and duration appropriate for mild, moderate, and severe reading disabilities with the scope of instruction corresponding to the type of reading difficulties (e.g., dyslexia, specific reading comprehension) to attain catch-up growth and annual growth. Identify how to coordinate regular classroom instruction and other forms of intervention, including highly specialized settings.

Recognize the indicators of a primary disability in reading fluency, including slow processing speed, slow RAN, and nonautomatic word recognition (failure to read words by sight).

2.5 Recognize how the symptoms of dyslexia or other reading difficulties change as literacy develops and how instructional priorities and emphases should change accordingly.

STANDARD 3: ASSESSMENT

EXAMPLES OF COURSEWORK EXPECTATIONS

3.1 State the major purposes for each kind of assessment and identify examples of each.

3.2 Distinguish examples of valid and invalid assessment tools or strategies; demonstrate respect for and fidelity to standardized administration procedures.

3.3 Interpret grade equivalents, age equivalents, normal curve equivalents, percentiles, risk classifications, fluency norms, and standard scores.

Recognize the most appropriate types of norm-referenced scores to report and use for interpretation of performance (e.g., percentiles and standard scores rather than grade or age equivalents); interpret grade versus age norms.

3.4 Learn standardized administration of one valid, reliable screening test, administer it to a student or a group of students, and interpret the instructional implications of the results. A valid screening tool that flags students at risk for reading difficulties is likely to selectively, briefly, and efficiently sample subskills such as the following:

- Letter naming
- Phoneme isolation and identification, segmentation, blending, and/or manipulation
- Phonics correspondences (sound-symbol relationships)
- Spelling and phonetic accuracy of spelling attempts
- Word reading, real and/or nonsense words
- Oral reading fluency (timed reading of short passages)
- Reading comprehension

3.5 Administer, interpret, and graph or summarize the results of CBMs that directly assess student progress in reading, spelling, and writing and/or the relevant literacy subskills that are targeted for instruction.

Explain the advantages of CBM for progress monitoring (e.g., ease and speed of administration, sensitivity to incremental progress, availability of multiple equivalent forms).

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3.6 Administer and interpret informal (e.g., not norm-referenced) diagnostic surveys and inventories for the purpose of pinpointing a student's strengths, weaknesses, and instructional needs in the following areas:

- Phonological sensitivity (in preschool) and phonemic awareness (in kindergarten and later)
- Accuracy and fluency in letter naming, letter formation, alphabet knowledge
- Phonics and application of introductory and advanced phonics to spelling and word reading
- Oral passage reading fluency and comprehension
- Silent passage reading comprehension and recall
- Listening comprehension and recall
- Morpheme recognition, interpretation, and spelling
- Automatic recognition of high-frequency words
- Writing performance (punctuation, capitals, syntax, organization, content, spelling, vocabulary)

3.7 Understand and use relevant information from formal assessments administered by licensed examiners, including current versions of these instruments, such as the following:

- Clinical Evaluation of Language Fundamentals (CELF)
- Comprehensive Test of Phonological Processing (C-TOPP)
- Peabody Picture Vocabulary Test (PPVT)
- Rapid Automatic Naming Test (RAN)
- Test of Word Reading Efficiency (TOWRE)
- Woodcock-Johnson Tests of Cognitive Ability and Achievement (WJR)

3.8 Explicitly link information from screenings, diagnostic surveys, progress monitoring, and descriptive data to instructional decisions governing the content, entry point, pace, intensity, student grouping, and methods for literacy intervention.

STANDARD 4: STRUCTURED LITERACY INSTRUCTION

EXAMPLES OF COURSEWORK EXPECTATIONS

4A.1

- Identify the principles and lesson elements of explicit and teacher-directed lessons for classroom instruction: explain, model, lead, provide guided practice, assess, review.
- Cite the major consensus findings on reading instruction from the National Reading Panel, the National Early Literacy Panel, relevant IES Practice Guides, and other current consensus reports regarding the science of reading.

EXAMPLES OF PRACTICUM OR FIELDWORK EXPECTATIONS

- Plan and deliver lessons with a cumulative progression of skills that build on one another.
- Provide sufficient practice with connected text. During the early grades, use decodable text aligned with phonics patterns that the student has been taught, and progress to less-controlled text as the student internalizes.
- Differentiate instruction based on students' progress in each language and literacy domain. Group accordingly for lessons in each area of language and literacy (e.g., phonemic awareness, decoding, fluency, vocabulary, language comprehension and expression, written language).
- Recognize and avoid intervention practices and program characteristics that contrast with or are not aligned with structured literacy practices.

DYSLEXIA ENDORSEMENT COMPETENCIES ADAPTED FOR ARKANSAS

EXAMPLES OF COURSEWORK EXPECTATIONS

- Identify the principles and lesson elements of explicit and teacher-directed lessons for individual or small-group instruction: explain, model, lead, provide guided practice, assess, review.
- Identify the characteristics of systematic teaching that gradually and cumulatively build students' skills from easier to more difficult.
- Explain the limits of whole-class instruction and cite research indicating the merits of small-group instruction for homogeneously grouped students.

EXAMPLES OF PRACTICUM OR FIELDWORK EXPECTATIONS

- Structure learning activities and tasks so they require the simultaneous use of two or three learning modalities (including listening, speaking, moving, touching, reading, and/or writing) to increase engagement and enhance memory.

4A.2

- State the rationale for multisensory and multimodal techniques, with reference to brain science, cognitive science, and long-standing clinical practice using these methods.
- Given a single-modality task, adapt it so that it becomes multisensory.

- Adapt task content, task presentation (amount/complexity of information, mode of presentation) and task requirements (accuracy, speed, length, manner of response) to ensure optimal rate of student success.

4A.3

- Identify logical adaptations of instruction for students with weaknesses in language, working memory, attention, executive function, or processing speed.
- Respond adaptively and constructively to cultural norms and family/community literacy practices affecting student learning.

4B.1

- Discuss why phonemic awareness is necessary for learners of alphabetic writing systems.
- Explain the difference between phonological awareness, phonemic awareness, and phonics.
- Identify phonemes that are more likely to be confused with each other because they share articulatory features and thus sound similar.
- Identify phonemes in words in which the spelling does not transparently represent the phoneme (e.g., dogs, sure, ink).

- Explicitly teach articulatory features of phonemes and words during PA lessons by such techniques as modeling, using a mirror, describing the speech sound, or using a hand gesture or mouth picture to illustrate the way the speech sound is produced.
- Deliberately choose wide (e.g., /m/, /z/) or narrow (e.g., /m/, /n/) phoneme contrasts during instruction, depending on the students' phase of phonemic-awareness development.
- For students who may be relying on spelling or letter knowledge to perform a phonemic-awareness task, reinforce attention to sound by using words in phonemic-awareness tasks whose spellings do not transparently represent the phonemes.

4B.2

- Explain the general developmental progression of phonological sensitivity and provide examples of each.
- Identify, count, and separately pronounce the syllables in multisyllabic words.
- Blend and segment onset-rime units in one-syllable words.

- Explicitly and accurately label the linguistic unit of focus in any phonological-sensitivity lesson (syllable, onset-rime, rhyming word).
- Choose wide contrasts for beginning rhyme tasks (e.g., fan/seat vs. fan/pin).

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EXAMPLES OF COURSEWORK EXPECTATIONS

- Recognize and generate rhymes of words with one or more syllables (e.g., my/pie; mountain/fountain).
- Identify the number of phonemes in a spoken word.
- Isolate a given phoneme in a spoken word.

EXAMPLES OF PRACTICUM OR FIELDWORK EXPECTATIONS

- Know activities that would help children acquire these early, basic phonological-sensitivity skills (e.g., rhyme recognition and rhyme production, syllable counting, first sound matching, first sound segmentation) in words with a simple onset that has only one phoneme, blending onset and rime.

4B.3

- Identify reasons why students may have trouble with phonemic-awareness tasks (e.g., coarticulation effect).
- Identify common allophonic variations (changes of speech sounds in natural speech), often resulting from coarticulation, that alter how certain phonemes are produced and sound.

- When introducing a phoneme, select word examples that minimize coarticulation effects.
- Select keywords to illustrate each phoneme that feature non-distorted phonemes (no coarticulation effect).
- For phonemic-awareness instruction, clearly focus on the speech sound, not the letter name for spelling a phoneme.

4B.4

- Identify the common progression of phonological and phonemic-awareness skills as related to student grade levels.
- Plan to link phoneme knowledge with letter (grapheme) knowledge as the student progresses.

- Plan and deliver a scope and sequence of systematic phonological and phonemic-awareness instruction.
- Select and implement PA activities that correspond with a student's level of PA development, proceeding to the next level when mastery is attained on the prior phase.
- Know a variety of activities for each level of phonological and phonemic awareness.

4B.5

- Align PA instruction to reading and spelling goals, for example, making identification of a short vowel in spoken one-syllable words a prerequisite for learning the letter that represents that short vowel in print.

- Routinely incorporate phonemic-awareness instruction into reading, spelling, and vocabulary instruction.

4B.6

- Plan to provide brief (5–10 minute), distributed, multisensory phonemic-awareness activities during structured literacy classroom teaching and/or intervention for 15–20 weeks (or more, as needed, to reach curricular goals) in K–1 and for students who need remedial instruction after first grade.

- Use tactile and kinesthetic aids, such as blocks, chips, sound boxes, body mapping, finger tapping, and left-to-right hand motions in learning a variety of early, basic, and more advanced PA activities as appropriate.

4B.7

- Compare a student's first language phonological system with Standard American English to anticipate which speech sounds in English are not in the student's native language or dialect and are likely to be challenging for the learner to distinguish and produce.

- Explicitly teach the phonemes of English that the EL or nonstandard dialect user may not have in his or her first language.
- Provide practice distinguishing the new phoneme from similarly articulated phonemes (e.g., for children who speak Spanish, classifying spoken words in English as starting with /sh/ or with /ch/).

DYSLEXIA ENDORSEMENT COMPETENCIES ADAPTED FOR ARKANSAS

EXAMPLES OF COURSEWORK EXPECTATIONS

- 4C.1
- Define key terms (e.g., grapheme, phoneme, syllable, suffix), and identify examples of each.
 - Map regular words by phoneme-grapheme (or grapheme-phoneme) correspondences.
 - Sort single-syllable regular words according to written syllable type (closed, open, vowel-consonant-e, vowel team, r-controlled, consonant-le).
 - Divide two-syllable words using the most useful syllable division principles(VC/CV;V/CV;VC/V; VC/CCV;VCC/CV/ consonant-le).
 - Identify morphemes in common words, including prefixes, inflectional and derivational suffixes, roots, and combining forms.
 - Explain why the English writing system is, in fact, highly regular and that words that are not fully regular usually differ in one phoneme/grapheme correspondence and preserve morphological information.

EXAMPLES OF PRACTICUM OR FIELDWORK EXPECTATIONS

- Choose accurate examples for linguistic and orthographic concepts.
- Use appropriate and accurate terminology during structured literacy teaching.
- Correct student errors in word reading and spelling by providing insight into the language and/or orthographic structures in those words.
- Communicate to students that nearly all words can be read using knowledge of speech-to-print relationships and that those with an irregularity usually just differ in one grapheme.

- 4C.2
- Identify where any given skill fits into a scope and sequence.
 - Order decoding concepts from easier to more difficult.

- Teach the system of correspondences in a logical progression (simple to complex).
- Use student assessment data to guide the development of a scope and sequence/where to begin instruction.
- Use assessment data to develop measurable, observable instructional goals and objectives. (Interventionists and specialists should develop these in line with IEP/504 expectations.)

- 4C.3
- Use a lesson framework that includes review of a previously learned skill or concept, introduction of a new skill or concept, supported practice, independent practice, and fluent application to meaningful reading and/or writing.
 - Describe or demonstrate each of the following word work activities and their purpose in relation to the lesson plan: word sorting, quick speed drills, sound (Elkonin) boxes with letters and graphemes, word building, word chaining, writing to dictation.

- Effectively teach all steps in an explicit phonics lesson. (For example, develop phonemic awareness, introduce sound/spelling correspondence, blend and read words, practice word chaining, build automatic word recognition, spell and write selected lesson words, and apply to decodable text reading.)

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EXAMPLES OF COURSEWORK EXPECTATIONS

- 4C.4
- Plan to incorporate multisensory learning (e.g., simultaneously employing two or three modalities, including looking, listening, speaking, touching, moving).

- 4C.5
- Identify how instruction can be modified to increase attention, support memory, build fluency, or support strategy use by students.

- 4C.6
- Distinguish among high-frequency regular/ irregular words.
 - Define sight words in relation to regular/ irregular words.
 - Place words on a continuum of fully predictable, partially or conditionally pattern-based, and unique (not belonging to a word family).
 - Identify which part of a given word would be unknown to a student based on previous instruction.
 - Identify/describe the three factors to consider when determining how to introduce irregular words within a reading program (word frequency, word similarity, word meaning).

- 4C.7
- Teach written syllable types in a logical sequence (e.g., closed, open, vowel-consonant-e, vowel team, consonant-le, r-controlled).
 - Identify the difference between syllable division in natural speech and syllable division in printed words.
 - Clearly distinguish morphemes from syllables while identifying word parts.

- 4C.8
- Describe how decodable texts differ from predictable and high-frequency word texts in structure and purpose.
 - Identify and define word types: wholly decodable words, irregular words (previously taught), and non-decodable words (not wholly decodable or previously taught).
 - Analyze a decodable text to identify word types (wholly decodable, introduced high-frequency words, non-decodable words), and list words identified by type; calculate the percentage of each type of word present in the text.

EXAMPLES OF PRACTICUM OR FIELDWORK EXPECTATIONS

- Demonstrate fluent execution of at least two teacher-led sound-blending techniques cued by the hand or moveable objects (chips, tiles, etc.).
- Fluently manage and manipulate tangible instructional materials, such as alphabet arcs, sound-symbol cards, and grapheme tiles. Employ signals, such as hand gestures, to cue student responses during phonemic-awareness and reading activities.

- Adapt the pace, format, content, strategy, or emphasis of instruction to increase student success.

- Introduce high-frequency words (both regular and irregular) a few words at a time in tandem with teaching decoding and spelling patterns to support reading of connected text.
- Provide frequent, distributed practice of high-frequency words until recognized and/or spelled accurately and automatically.
- Teach truly irregular words through a multisensory approach, emphasizing spelling regularities, word origin, meaning, and/or pronunciation whenever possible to make sense of the word's spelling.

- Explicitly teach written syllable types and written syllable division principles to support the reading of multisyllabic words.
- Explicitly teach students how to isolate roots and affixes to support multisyllabic word reading.
- Teach the meaning of common affixes and roots.
- Teach additional strategies for decoding longer words, such as identifying the pronounced vowels, suffixes, and prefixes, and flexing the decoded vowels (i.e., define, definition, definitive) if necessary.

- Effectively develop or select, and utilize, decodable texts to support developing readers in applying taught phonics concepts in context.
- Select instructional-level texts for student reading that correspond to the content and purpose of students' reading skill lessons.
- Discern texts that do not support decoding lessons because they contain too many untaught word patterns and high-frequency words.

DYSLEXIA ENDORSEMENT COMPETENCIES ADAPTED FOR ARKANSAS

EXAMPLES OF COURSEWORK EXPECTATIONS

- 4D.1
- Explain why all component skills for reading development must become accurate and rapid to support more advanced reading skills (e.g., knowledge of letter names/sounds, phonemic awareness, decoding).
 - Explain how phoneme-grapheme mapping underpins the development of accurate, automatic word recognition.
 - Explain the interdependence of phonic decoding, word recognition, oral reading fluency, vocabulary, and silent reading comprehension.

EXAMPLES OF PRACTICUM OR FIELDWORK EXPECTATIONS

- Select and use fluency-building routines and activities for both automatic application of literacy subskills and for text reading, as appropriate.
- Identify relevant apps or computer games for building automaticity in word recognition.
- Choose instructional materials to build automaticity in subskills/practice reading texts of appropriate difficulty.

- 4D.2
- Describe the role of and appropriate use of independent silent reading, assisted reading, repeated reading, and integrated fluency instruction to promote fluent reading of text.
 - Describe and role-play fluency-building techniques, including brief speed drills, phrase-cued reading, simultaneous oral reading, alternate oral reading, and repeated readings.
 - Identify and describe ways that repeated oral reading can be adapted to meet students' individual needs.

- Define and identify examples of text at a student's frustration, instructional, and independent reading levels; recognize how requirements for word accuracy in instructional and independent reading increase by grade.
- Provide ample opportunities for student(s) to read connected text daily, with appropriate feedback on decoding errors.
- Guide the student to correct his or her reading errors, even when contextually appropriate.
- Incorporate fluency-building routines and activities into reading lessons, including brief speed drills, phrase-cued reading, simultaneous oral reading, alternate oral reading, and/or repeated readings.
- Adapt the length of tasks, time limits, and scaffolds to enable student success and progress.

- 4D.3
- Identify reading subskills that may be appropriate for brief speed drills (e.g., letter naming, word reading, symbol-sound recall)
 - Identify and define the components of passage reading fluency (accuracy, rate, prosody).
 - Interpret CBMs, including oral-reading fluency norms, to develop fluency-building goals with students.

- Select, administer, and graph appropriate curriculum-based measures of relevant reading subskills.
- Effectively administer, score, and interpret an oral-reading fluency curriculum-based measure (CBM).
- Rate the prosodic quality of a student's oral reading.
- Develop fluency goals and objectives with students and involve students in graphing progress toward those goals.

- 4D.4
- Locate and access assistive technology for students with serious limitations in reading fluency.

- Support students in learning to use assistive technology, such as print-to-speech translators, apps, e-books, and audiobooks.

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EXAMPLES OF COURSEWORK EXPECTATIONS

EXAMPLES OF PRACTICUM OR FIELDWORK EXPECTATIONS

- 4E.1
- Identify and summarize the evidence that knowledge of word meanings is a major factor in language comprehension and expression.
 - Summarize the findings of the National Reading Panel, the National Early Literacy Panel, and current IES Practice Guides regarding vocabulary instruction.
 - Identify and discuss the classroom indicators of students' vocabulary strengths and weaknesses, such as limited range of word use, confusion about multiple meanings of words, lack of understanding of idioms, slow word retrieval, and poor-quality definitions.

- Habitually include vocabulary-building activities and routines during all instruction.
- Recognize when a particular vocabulary-building activity (e.g., morphemic analysis, contextual analysis) is more or less appropriate depending on the word being taught.

- 4E.2
- Identify the intrinsic and extrinsic (environmental) factors that are causally related to vocabulary growth, including adult-child interaction patterns; school, socioeconomic, and community contexts; first language other than English; and neurodevelopmental differences in language processing.
 - Discuss the vocabulary gap in root word knowledge and the implications for vocabulary instruction.

- Include at least an informal assessment of student vocabulary in screening; refer for speech/language assessment when appropriate.
- Choose reading materials (read aloud and student reading) that expand vocabulary knowledge.

- 4E.3
- Cite and summarize evidence that supports teacher modeling, classroom conversation, reading aloud, wide independent reading, independent word-learning strategies, and word play in building student vocabulary.

- Promote a rich language environment by scaffolding high-quality language in student dialogue, reading appropriate children's literature aloud, engaging students in class wide activities involving vocabulary, and modeling academic language use.

- 4E.4
- Identify how many words can be taught directly over the course of a school year, and develop a rationale for selecting those words, with modifications for ELs.
 - Identify and describe activities designed to teach meaningful relationships among words.
 - Link explicit instruction in prefixes, roots, and suffixes to build knowledge of word meanings.
 - Identify and describe vocabulary-building strategies that are particularly promising for use with ELs.
 - Explain or identify the difference between basic interpersonal communication skills and academic language proficiency for ELs.

- Plan and deliver lessons that involve evidence-based shared storybook practices, such as Dialogic Reading, that focus on vocabulary and language enrichment.
- Prioritize words for explicit, in-depth teaching that are central to the meaning of a text or topic and likely to generalize to other contexts (Beck's Tier Two words).
- Adopt and use a routine for introducing and providing practice with new word meanings.
- Teach recognition of familiar morphemes, especially in Latin- and Greek-derived words.
- Teach word relationships, such as antonyms, synonyms, associations, multiple meanings, and shades of meaning.
- Provide varied practice sufficient for students to use new vocabulary in speaking and writing.
- Modify instruction for ELs by using visual and tactile-kinesthetic supports, cognates, and additional spoken rehearsal and by teaching high-frequency words.

DYSLEXIA ENDORSEMENT COMPETENCIES ADAPTED FOR ARKANSAS

EXAMPLES OF COURSEWORK EXPECTATIONS

EXAMPLES OF PRACTICUM OR FIELDWORK EXPECTATIONS

- 4F.1
- Articulate a framework for comprehension instruction that addresses all major contributors to this domain, including background knowledge, vocabulary, verbal reasoning ability, sentence processing, knowledge of literary structures and conventions, and skills and strategies for close reading of text.

- Plan and deliver comprehensive listening and/or reading comprehension lessons that address background knowledge, interpretation of vocabulary and academic language, and text structure using strategies that fit the text.

- 4F.2
- Contrast the characteristics of the major text genres, including narrative, informational, and argumentation.
 - Identify text features that characterize each major genre, including logical organization, typical connecting or signal words, and style of language.
 - Match graphic organizers, titles, and topic sentences to various text structures (e.g., description, compare/contrast, reason/evidence, time sequence).

- Teach students the major differences between narrative and informational texts.
- Teach and support students in using graphic organizers matched to specific informational text structures during reading and while planning written responses.
- Teach students to recognize and interpret signal words associated with specific informational and narrative text structures
- Explicitly teach story grammar and use it to support comprehension and the retelling of narrative.

- 4F.3
- Define and distinguish among phrases, dependent clauses, and independent clauses in sentence structure.
 - Know techniques of explicit instruction with sentences, such as sentence elaboration, sentence paraphrase, identifying the function of words within a sentence, and sentence combining.
 - Identify phrase, clause, and sentence structures in any text that may pose comprehension challenges, such as figurative language, double negatives, passive voice, embedded clauses, anaphora, and distance between subject and verb.

- Teach students how to construct and deconstruct simple, complex, and compound sentences.
- Use techniques of explicit sentence manipulation, such as sentence elaboration, sentence paraphrase, identifying the function of words within a sentence, and sentence combining, to build syntactic awareness.
- Teach students how to identify the basic parts of speech and to relate a word's meaning, spelling, and pronunciation to its grammatical role in a sentence.
- Anticipate challenging language before text reading and prepare to decipher it with students.
- During an oral reading of text, detect and provide appropriate feedback to students' confusions in comprehension.

- 4F.4
- Identify and describe the comprehension strategies recommended by the National Reading Panel and current IES Practice Guides and for whom and in what contexts they are most likely to improve comprehension.
 - Given a specific text, plan whether and how key strategies might be taught, for example, summarization, question generation, question answering, graphic representation, visualization, guided highlighting, and so forth.

- Select and employ specific strategies before, during, and after text reading, as appropriate to the text and the stated purposes for reading.

DYSLEXIA ENDORSEMENT COMPETENCIES ADAPTED FOR ARKANSAS

EXAMPLES OF COURSEWORK EXPECTATIONS

- 4F.5
- Understand levels of comprehension processing, including of the surface code (the literal meanings of words), the text base (the meanings underlying the words), and the mental model (the main ideas and details and their connections to each other and to the context).
 - Given a specific text, identify the cohesive devices (pronoun referents, word substitutions, transition words) that are important for comprehension.
 - Given a specific text, generate queries designed to help students construct a mental model of the text's meanings.

EXAMPLES OF PRACTICUM OR FIELDWORK EXPECTATIONS

- Choose high-quality texts for shared reading or reading aloud.
- Before teaching a text, plan questions that are designed to facilitate inference-making and higher-order reasoning; during reading, use questions strategically to help students clarify, interpret, and build meanings as they read.
- After reading, ensure that students have understood and can communicate the big ideas or enduring meanings of the text, using a variety of response modes (oral, written, artistic).
- Plan appropriate adaptations and accommodations that may include the use of technologies to facilitate notetaking, question answering, completion of graphic organizers, or summarization.

- 4G.1
- Compare and contrast the demands of written composition and text comprehension to explain the additional challenges of writing.
 - Describe the not-so-simple model of writing development.
 - Recognize and explain the interdependence of transcription skills and written composition and of reading and writing.
 - Cite the evidence that writing in response to reading helps both reading comprehension and quality of writing.
 - Know grade and developmental expectations for students' writing in the following areas: mechanics and conventions of writing, composition, revision, and editing processes.

- Teach both foundational writing skills and composition in writing lessons, devoting grade-appropriate instructional time to each major component.
- Use shared and supported composition modes while students are learning the skills of transcription (e.g., students compose orally with teacher transcribing).

- 4G.2
- Identify and rehearse techniques for building handwriting control and legibility, including modeling basic strokes, using verbal descriptions of motor patterns, using numbered arrows, and using appropriate writing implements, posture supports, and paper.
 - Identify and rehearse techniques for building writing fluency.

- Use multisensory techniques (e.g., saying and writing together) to teach letter formation.
- Group letters for practice that require similar motor patterns, and explicitly teach those basic pencil strokes.
- Model letter formation with visual, motor, and verbal support, lead the supervised practice and provide extended practice with feedback.
- Adapt instruction and writing materials for left-handed students.
- Build fluency in letter formation, copying, and transcription through frequent, distributed practice and brief timed activities.

DYSLEXIA ENDORSEMENT COMPETENCIES ADAPTED FOR ARKANSAS

EXAMPLES OF COURSEWORK EXPECTATIONS

- 4G.3
- Recognize and explain the influences of phonological, orthographic, and morphemic knowledge on spelling, so instruction will focus on language structures rather than rote memorization.
 - Identify students' levels of spelling development and orthographic knowledge according to a developmental framework.
 - Identify a progression for teaching punctuation that is related to instruction on phrase and sentence structure and sentence types.
 - Analyze student writing samples and spelling tests to refine instructional targets (e.g., development of phonological awareness, knowledge of spelling rules, awareness of inflectional morphemes).

EXAMPLES OF PRACTICUM OR FIELDWORK EXPECTATIONS

- Select instructional targets that match students' levels of spelling development and that follow a scope and sequence of spelling concepts.
- Explicitly teach spelling concepts (explain concept, lead practice with feedback, support independent practice).
- Use or develop practice activities that help students generalize learned words and patterns into writing.
- Identify helpful apps and other technology that support practice or that would be appropriate for accommodations and modifications.

- 4G.4
- Identify the specific subskills of each phase of the writing process so each can be explicitly taught (e.g., planning involves selecting a format, having ideas, and having a goal; drafting requires transcription skill and text/word generation; reviewing requires facility with word choice, sentence editing, mechanics, audience awareness, and so forth).
 - Identify research-based instructional practices to support planning, drafting, and revision.

- Devote sufficient instructional time to planning, including definition of the goal and expectations, brainstorming of ideas, and anticipation of text format, length, and style.
- Support transcription with written notes, word banks, graphic organizers, and talking.
- Support editing and revision with personal or group conferencing, proofreading checklists, and peer-to-peer collaboration.
- Build a student writing folder and publish selected works in displays or collections.

- 4G.5
- Provide examples of specific assistive technology (types of devices/programs) appropriate to students with varying written expression needs (e.g., poor spelling vs. difficulties with organization/composition).
 - Critically evaluate specific assistive technology devices/programs and their utility for a specific student.

- Select and provide access to keyboarding and word-processing instruction as appropriate.
- Implement assistive technology for writing; make adjustments depending on individual students' needs.