

Idaho Comprehensive Literacy Standards Concepts and Competencies Guide (4th edition)

Standard 2 Fluency, Vocabulary Development, and Comprehension



Jennifer Alexander, EdD: Lewis-Clark State College
Sally Brown, PhD: College of Idaho
Hannah Carter, PhD: Boise State University
Carolyn Cort, MEd: Boise State University
Amanda Eller, PhD: Idaho State University – Twin Falls
Karla LaOrange, EdS: Brigham Young University – Idaho
Joanne Toevs, MEd: Idaho State University
Jue Wang, PhD: University of Idaho
Whitney Ward, EdS: Northwest Nazarene University

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Introduction

This document outlines concepts and competencies for the Idaho Comprehensive Literacy Assessment and corresponding coursework for Standard 2. It is intended as a guide for both literacy instructors and preservice teachers.

Section 1 states the language of Standard 2. This is part of the Idaho Standards for Initial Certification of Professional School Personnel approved during the 2022 Idaho Legislative session, to which teacher preparation programs were to be aligned by July 1, 2022.

Section 2 offers specific Standard 2-based content and concepts for Elementary, off of which the assessment is based. *(Elementary section applies to the following endorsements: All Subjects K-8; Blended Early Childhood Education/Early Childhood Special Education Birth through Grade 3 and Pre-K through Grade 6; Deaf/Hard of Hearing K-12; Early Childhood Special Education Pre-K-3; Exceptional Child Generalist K-8, 6-12, and K-12; Visual Impairment K-12.)*

Section 3 offers specific Standard 2-based content and concepts for Secondary, off of which the assessment is based. *(Secondary section applies to the following endorsements: Secondary Education; Music Education K-12; Physical Education K-12; Art Education K-12.)*

Section 4 lists key terms and definitions.

Instructors are encouraged to use the concepts and competencies content and the vocabulary list when planning their courses.

Students are encouraged to use the concepts and competencies content and the vocabulary list as a study guide for the assessment.

Section I

Standard 2 - Fluency, Vocabulary Development, and Comprehension

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

The teacher candidate understands: the importance of automatic word recognition, reading fluency, reading comprehension, and motivation to read; the impact of vocabulary knowledge in oral and written language comprehension; and factors that contribute to deep listening and reading comprehension. The candidate demonstrates the ability to analyze the complexity of text structures, utilize a variety of narrative and informational texts from both print and digital sources, and make instruction accessible to all, including English language learners. The teacher candidate demonstrates the ability to apply these components by using evidence-based practices and explicit strategy instruction in all aspects of literacy and/or content area instruction.

(Idaho Standards for Initial Certification of Professional School Personnel, 2022, p. 5)

Section 2

Content for Elementary Education

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

In order to support students' literacy development, preservice teachers are expected to attain the following minimum competencies:

1. **The teacher candidate understands the importance of automatic word recognition and reading fluency.**
 - **Fluency Concepts:**
 - Understand the elements of fluency, including automaticity, word accuracy, and prosody
 - Design fluency instruction that includes automaticity, word accuracy, and prosody
 - Understand how the elements of fluency work together to support comprehension and motivation to read.
 - Understand readers should practice fluency with texts they can decode with high word accuracy when reading independently
 - Understand readers should have support when practicing fluency with more challenging texts
 - Prioritize reading out loud over silent reading for developing readers
 - Identify students who need fluency practice using ORF and multidimensional fluency rubrics
 - Use text reading fluency as an indicator of typical reading development that can improve with informed instruction
 - Understand student fluency benefits from modeling of fluent reading and feedback
 - Intentionally select various evidence-based practices to build reading fluency, including:
 - Repeated readings
 - Phrase cued text
 - Choral reading
 - Echo reading
 - Reader's Theater
 - Partner Reading
 - Select and use assistive technology as needed, including text-to-speech and audio books

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2. The candidate understands the importance of reading comprehension.

- Understands comprehension is the primary goal of reading
- Understands reading comprehension takes place through an interaction between reader and text
- Understands that comprehension requires language comprehension and decoding
- Understands that reading comprehension occurs at varying levels of depth, from basic decoding, to simple understanding of ideas, to in-depth comprehension
- Understands that background knowledge influences comprehension
- Understands that comprehension skills can differ across genres and text types
- Understands that multiple factors contribute to understanding complex texts in disciplines, including: background knowledge, vocabulary knowledge, and morphological knowledge
- Understands disciplinary literacy refers to how professionals in specific disciplines use literacy to communicate with other professionals within their fields

3. The candidate understands the motivation to read.

- Understands that motivation is multifaceted and directly related to individual readers
- Understands that the Matthew Effect applies to motivation: Successful readers read more
- Understands that motivation is impacted by:
 - Reader Characteristics
 - Self-efficacy
 - Decoding and language skills
 - Successful Experiences
 - Interest
 - Background knowledge
 - Text Selection Based on Reader, Task, and Text Characteristics
 - Complexity
 - Text structure and organization
 - Reader skills and interests
 - Instructional purpose
 - Activity/Reading Task
 - Purpose
 - Student choice
 - Relevance
 - Task complexity
 - Contexts
 - Classroom
 - Socio-cultural
- Identifies strategies to increase motivation
 - Providing choice in text and/or related task
 - Book shares/author corners, etc.
 - Building background knowledge

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- Use of surveys and questionnaires
 - Specific praise
 - Goal setting and progress tracking
4. The candidate understands the impact of vocabulary knowledge in oral and written language comprehension.
- Understands the roles that vocabulary development and vocabulary knowledge play in oral and written language comprehension
 - Understands the characteristics of direct, explicit methods of vocabulary instruction
 - Understands the differences and benefits of both in-context and in-depth vocabulary instruction
 - Understands students' wide differences in vocabularies
 - Understands the differences and relationship between students' expressive and receptive vocabularies
 - Understands the differences between Tier I, II, and III words
 - Understands how to select vocabulary based on the needs of the reader and the instructional purpose
 - Understands the role and usefulness of specific vocabulary strategies to support struggling readers and English language learners
 - Understands the impact of vocabulary knowledge on reading comprehension and written expression
 - Understands how word origin influences spelling, morphology, and academic language
 - Understands complex vocabulary terms including denotative and connotative meanings, homonyms, figurative language, homophones, and homographs
 - ***Vocabulary Instructional Practice Examples***
 - *Use both direct and indirect vocabulary instructional practices*
 - *Read alouds of varied texts (nonfiction, fiction, picture books, novels, etc.)*
 - *Provide a print-rich environment*
 - *Promote wide reading*
 - *Explicitly teach specific words*
 - *Explicitly teach word-learning strategies*
 - *Teach morphological and etymological understandings and analysis skills*
 - *Teach denotative and connotative meanings, homonyms, figurative language, homophones, and homographs*
 - *Use purposefully selected graphic organizers for specific word instruction*
 - *Teach semantic gradients*
 - *Use concept word sorting*
 - *Build and use content-specific word walls*
 - *Explicitly teach how to use context clues to determine the meaning of an unknown word*

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5. The candidate understands the factors that contribute to deep listening and reading comprehension.

- Understands that literacy includes: reading, writing, speaking/listening, and language
- Develops readers' understanding of different text structures and genres
- Understands oral language is a key foundation of reading comprehension
- Applies instructional practices that contribute to deep thinking and comprehension, including but not limited to:
 - Activating prior knowledge
 - Building background knowledge
 - Making predictions
 - Monitoring comprehension:
 - Metacognition
 - Self-assessment
 - Fix-up strategies
 - Visualizing
 - Making meaningful connections
 - Text to self
 - Text to text
 - Text to world
 - Questioning
 - Literal
 - In-depth
 - Critical
 - Making inferences
 - Word / Sentence / Text level (text-based / text-connecting)
 - Beyond the text / World knowledge (knowledge-based)
 - Determining importance
 - Main idea
 - Details
 - Summarizing
 - Synthesizing multiple texts

6. The candidate demonstrates the ability to analyze the complexity of text structures.

- Understands the following text structures:
 - Literary/Narrative: character, setting, theme, conflict, plot, climax, rising action/falling action
 - Informational: cause/effect, descriptive, chronological, compare/contrast, problem/solution, sequence
- Understands key informational text features: headings, subheadings, captions, citations, glossary, etc.
- Understands that text complexity is comprised of: purpose, structure, language (including sentence-level complexity), and knowledge demands

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- Understands the following about analyzing text complexity:
 - How to complete quantitative analysis of text complexity elements for literary and informational text, including readability formulas and Lexile scores
 - How to complete qualitative analysis of text complexity elements for literary and informational text, including the use of complexity rubrics
 - Understands how to help students choose books that they can read independently
 - Utilizes texts of appropriate complexity in instruction
 - Chooses purposeful texts to align rigor and complexity of text with students' abilities.
- 7. The candidate utilizes a variety of narrative and informational texts from both print and digital sources.**
- Understands the general text classifications that align with *Idaho Content Standards: Literature and Informational Text*.
 - Understands the differences between literature and informational text types.
 - Understands that genres are subcategories of text types
 - Narrative genres including: realistic fiction, biography, autobiography, science fiction, fantasy, historical fiction, mystery, folklore, myth, poetry, drama
 - Informational genres including: textbook chapters, advertisements, reviews, articles, journals, reports
 - Utilizes a variety of texts from multiple genres and text types for instruction
 - Adjusts instruction based on characteristics of specific text type used
 - Understands the following regarding texts:
 - Characteristics of informational and literary texts from a broad range of cultures and time periods
 - Text formats such as: graphic novels, wordless books, picture books, prose, diary, limerick, free verse, scripts
 - The differences between nonfiction and fiction texts
 - Understands the benefits and challenges of engaging with digital resources and multimodal texts
 - Utilizes effective online reading instruction, including:
 - Approaching online reading tasks with a purpose in mind
 - Navigating and negotiating online texts
 - Monitoring comprehension of, and pathways through, online texts
 - Responding to online texts
 - Understands that Artificial Intelligence (AI) impacts the way information is disseminated, analyzed, and created.

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8. The candidate makes instruction accessible to all, including English language learners.

- Demonstrates understanding that oral and written language structures impact comprehension (phrases, clauses, syntax, etc.), especially for English language learners and struggling readers
- Demonstrates understanding of how to differentiate instruction for English language learners and struggling readers, including providing:
 - repeated exposure to academic language
 - visual supports
 - multisensory/multimodal supports
 - opportunities to move from passive learning of language to active acquisition and application of the use of English in various disciplines
 - repeated practice across all literacy areas
 - intensified interventions as per diagnostic criteria
 - opportunities to develop their receptive vocabulary into expressive vocabulary

9. The candidate demonstrates the ability to apply these components [oral language, fluency, vocabulary, comprehension] by using evidence-based practices and explicit strategy instruction in all aspects of literacy and/or content-area instruction.

- Uses interactive read-alouds and oral language activities as an effective way to build general background knowledge and develop comprehension
- Builds background knowledge as needed to help students interact with specific texts
- Designs instruction that considers the task and the needs of the reader
- Designs/applies comprehension instruction that takes place before, during, and/or after reading
- Designs/applies instruction focusing on syntax and sentence comprehension to improve listening comprehension.
- Designs/applies reading comprehension instruction at the sentence, paragraph, and multi-paragraph level
- Uses appropriate strategies to read text in class, such as: reading aloud, choral reading, partner reading, and independent reading
- Recognizes strategies that are **not** supported by research and can impede comprehension, such as popcorn/popsicle reading, round-robin reading, etc.
- Implements effective independent reading by including: student choice, wide reading, and accountability
- Designs/applies content literacy instruction to support literacy across the content areas (e.g., history/social studies, science, and other disciplines)
- Designs/applies explicit strategy instruction to improve comprehension, as supported by research
 - Thinking Aloud
 - Read Aloud/Interactive Reading Aloud/Dialogic Reading
 - Annotating Text
 - Co-Constructing Anchor charts
 - Close Reading

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- Socratic Seminar
 - Rereading
 - Retelling
 - Graphic organizers (e.g., concept maps, semantic webs, constructing schema)
- Reflects on instruction and identifies necessary revisions to improve future lesson effectiveness

Section 3

Content for Secondary Education

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

In order to support students' continuing adolescent literacy development, preservice teachers are expected to attain the following minimum competencies:

- 1. The teacher candidate understands the importance of automatic word recognition and reading fluency.**
 - Understand the elements of fluency, including automaticity, word accuracy, and prosody
 - Understand how the elements of fluency work together to support comprehension and motivation to read.
 - Prioritize reading out loud over silent reading for struggling readers
 - Understand that text reading fluency is an indicator of typical reading development that can improve with informed instruction
 - Understand student fluency benefits from modeling of fluent reading and feedback
 - Select and use assistive technology as needed, including text-to-speech and audio books
- 2. The candidate understands the importance of reading comprehension.**
 - Understands comprehension is the primary goal of reading
 - Understands reading comprehension takes place through an interaction between reader and text
 - Understands that comprehension requires language comprehension and decoding
 - Understands that reading comprehension occurs at varying levels of depth, from basic decoding, to simple understanding of ideas, to in-depth comprehension
 - Understands that background knowledge influences comprehension
 - Understands that comprehension skills can differ across genres and text types
 - Understands that multiple factors contribute to understanding complex texts in disciplines, including: background knowledge, vocabulary knowledge, and morphological knowledge
 - Understands disciplinary literacy refers to how professionals in specific disciplines use literacy to communicate with other professionals within their fields

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3. The candidate understands the motivation to read.

- Understands that motivation is multifaceted and directly related to individual readers
- Understands that the Matthew Effect applies to motivation: Successful readers read more
- Understands that motivation is impacted by:
 - Reader Characteristics
 - Self-efficacy
 - Decoding and language skills
 - Successful Experiences
 - Interest
 - Background knowledge
 - Text Selection Based on Reader, Task, and Text Characteristics
 - Complexity
 - Text structure and organization
 - Reader skills and interests
 - Instructional purpose
 - Activity/Reading Task
 - Purpose
 - Student choice
 - Relevance
 - Task complexity
 - Contexts
 - Classroom
 - Socio-cultural
- Identifies strategies to increase motivation
 - Providing choice in text and/or related task
 - Book shares/author corners, etc.
 - Building background knowledge
 - Use of surveys and questionnaires
 - Specific praise

4. The candidate understands the impact of vocabulary knowledge in oral and written language comprehension.

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- Understands the characteristics of direct, explicit methods of vocabulary instruction
- Understands the differences and benefits of both in-context and in-depth vocabulary instruction
- Understands students' wide differences in vocabularies
- Understands the differences and relationship between students' expressive and receptive vocabularies
- Understands the differences between Tier I, II, and III words

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- Understands how to select vocabulary based on the needs of the reader and the instructional purpose
- Understands the role and usefulness of specific vocabulary strategies to support struggling readers and English language learners
- Understands the impact of vocabulary knowledge on reading comprehension and written expression
- Understands how word origin influences spelling, morphology, and academic language
- Understands complex vocabulary terms including denotative and connotative meanings, homonyms, figurative language, homophones, and homographs
- ***Vocabulary Instructional Practice Examples (correlated to content area)***
 - *Use both direct and indirect vocabulary instructional practices*
 - *Read alouds of varied texts (nonfiction, fiction, picture books, novels, etc.)*
 - *Provide a print-rich environment*
 - *Promote wide reading*
 - *Explicitly teach specific words*
 - *Explicitly teach word-learning strategies*
 - *Teach morphological and etymological understandings and analysis skills*
 - *Teach denotative and connotative meanings, homonyms, figurative language, homophones, and homographs*
 - *Use purposefully selected graphic organizers for specific word instruction*
 - *Teach semantic gradients*
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5. The candidate understands the factors that contribute to deep listening and reading comprehension.

- Understands that literacy includes: reading, writing, speaking/listening, and language
- Develops readers' understanding of different text structures and genres
- Understands oral language is a key foundation of reading comprehension
- Applies instructional practices that contribute to deep thinking and comprehension, including but not limited to:
 - Activating prior knowledge
 - Building background knowledge
 - Making predictions
 - Monitoring comprehension:
 - Metacognition
 - Self-assessment
 - Fix-up strategies
 - Visualizing
 - Making meaningful connections

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- Questioning
 - Literal
 - In-depth
 - Critical
- Making inferences
 - Word / Sentence / Text level (text-based / text-connecting)
 - Beyond the text / World knowledge (knowledge-based)
- Determining importance
 - Main idea
 - Details
- Summarizing
- Synthesizing multiple texts

6. The candidate demonstrates the ability to analyze the complexity of text structures.

- Understands the following text structures:
 - Literary/Narrative: character, setting, theme, conflict, plot, climax, rising action/falling action
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- Understands key informational text features: headings, subheadings, captions, citations, glossary, etc.
- Understands that text complexity is comprised of: purpose, structure, language (including sentence-level complexity), and knowledge demands
- Understands the following about analyzing text complexity:
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- Utilizes texts of appropriate complexity in instruction
- Chooses purposeful texts to align rigor and complexity of text with students' abilities.

7. The candidate utilizes a variety of narrative and informational texts from both print and digital sources.

- Understands the general text classifications that align with *Idaho Content Standards*: Literature and Informational Text.
- Understands the differences between literature and informational text types.
- Understands that genres are subcategories of text types
 - Narrative genres including: realistic fiction, biography, autobiography, science fiction, fantasy, historical fiction, mystery, folklore, myth, poetry, drama
 - Informational genres including: textbook chapters, advertisements, reviews, articles, journals, reports
- Utilizes a variety of texts from multiple genres and text types for instruction

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- Adjusts instruction based on characteristics of specific text type used
- Understands the following regarding texts:
 - Text formats such as: graphic novels, wordless books, picture books, prose, diary, limerick, free verse, scripts
 - The differences between nonfiction and fiction texts
- Understands the benefits and challenges of engaging with digital resources and multimodal texts
- Utilizes effective online reading instruction, including:
 - Approaching online reading tasks with a purpose in mind
 - Navigating and negotiating online texts
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 - Responding to online texts
- Understands that Artificial Intelligence (AI) impacts the way information is disseminated, analyzed, and created.

8. The candidate makes instruction accessible to all, including English language learners.

- Demonstrates understanding that oral and written language structures impact comprehension (phrases, clauses, syntax, etc.), especially for English language learners and struggling readers
- Demonstrates understanding of how to differentiate instruction for English language learners and struggling readers, including providing:
 - repeated exposure to academic language
 - visual supports
 - multisensory/multimodal supports
 - opportunities to move from passive learning of language to active acquisition and application of the use of English in various disciplines
 - repeated practice across all literacy areas
 - opportunities to develop their receptive vocabulary into expressive vocabulary

9. The candidate demonstrates the ability to apply these components [oral language, fluency, vocabulary, comprehension] by using evidence-based practices and explicit strategy instruction in all aspects of literacy and/or content-area instruction.

- Uses interactive read-alouds and oral language activities as an effective way to build general background knowledge and develop comprehension
- Builds background knowledge as needed to help students interact with specific texts
- Designs instruction that considers the task and the needs of the reader
- Designs/applies comprehension instruction that takes place before, during, and/or after reading
- Designs/applies reading comprehension instruction at the sentence, paragraph, and multi-paragraph level to help students interact with disciplinary texts
- Uses appropriate strategies to read text in class, such as: reading aloud, choral reading, partner reading, and independent reading

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- Recognizes strategies that are **not** supported by research and can impede comprehension, such as popcorn/popsicle reading, round-robin reading, etc.
- Designs/applies content literacy instruction to support literacy across the content areas (e.g., history/social studies, science, and other disciplines)
- Designs/applies explicit strategy instruction to improve comprehension, as supported by research, such as:
 - Thinking Aloud
 - Read Aloud/Interactive Reading Aloud/Dialogic Reading
 - Annotating Text
 - Co-Constructing Anchor charts
 - Close Reading
 - Socratic Seminar
 - Rereading
 - Retelling
 - Graphic organizers (e.g., concept maps, semantic webs, constructing schema)
- Reflects on instruction and identifies necessary revisions to improve future lesson effectiveness

Section 4

Terminology for Standard 2

<i>Term</i>	<i>Definition</i>
After-reading strategies	Strategic readers reflect on what they have read, continue to integrate new information with old information, may evaluate the new information or use it in some way, and may seek additional information on the topic (Gunning, 2016, p. 384). Teachers use various instructional activities to teach after reading strategies (e.g., summarizing, retelling, etc.)
Activating prior knowledge	Comprehension involves relating the unknown to the known. Teachers should model the process of how to preview the text, generate ideas of what is already known about the subject, and decide what knowledge should be acquired by reading the text (Gunning, 2016)
Anticipation guide	Listing of three or more debatable statements about a topic on which students indicate whether they agree with each statement before the read about a topic (Gunning, 2016, p. 378).
Annotating Text	Systematic notes within a document that provide explanations of and connections to the text. Also used to fill in information that is missing from the text but that is important for understanding key ideas.
Antonym	Words that are opposite or nearly opposite in meaning
Argumentative Text	Takes a position on an issue and supports it. Writer responds to literary pieces, persuasive essays, and responses to prompts that necessitate a position (Gunning, 2016)
Background Knowledge	<i>See also: Prior Knowledge</i> The prior knowledge a student has, or is explicitly taught before to reading a text, related to the theme, content, and/or topic of the text.
Before-Reading Strategies	Strategic readers survey the text, activate appropriate prior knowledge, predict what the text will be about, set goals, and decide how to read the material (Gunning, 2016, p. 378). Using an anticipation guide is one example of how teachers can implement a before reading strategy.
Brainstorming	Group discussion held to generate ideas and solve problems.
Choral Reading	Actively involving students as they read aloud in unison, as a whole class or small group, along with a teacher or more-capable reader.
Close Reading	A careful analysis of the text. Typically requires rereading to determine what the author is saying, the language the author is using, the evidence being provided, and literary devices and text structures. Students focus on text-dependent questions, but they also make inferences and judgements based on the text (Gunning, 2016, p. 295)

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<i>Term</i>	<i>Definition</i>
Comprehension	The “essence of reading” (Durkin, 1993); the process of simultaneously extracting and constructing meaning through interaction and involvement with written language; involves the reader, the text, and the activity or purpose all situated within the sociocultural context (RRSG, 2002)
Comprehension Strategies	Conscious plans that readers apply and adapt to make sense of text and get the most out of what they read.
Concept Maps / Concept Sorts	A graphic organizer that shows the nature of a word’s meaning relationships (Reutzel & Cooter, 2019). Also called semantic maps, word webs, and word maps.
Connections	Making text-to-text, text-to-self, and text-to-world associations
Connotative meaning	The associations and emotions connected to a word; refers to the feeling association with a word (Honig et al., 2018, p. 573)
Content Literacy	The ability to read and understand written material associated with different content areas, produce written material using content-area conventions and styles, learn from various types of texts, and apply the information they read to new learning
Conventions	Conventions represent the writing’s level of correctness – the extent to which the writer uses grammar and mechanics with precision
Denotative meaning	Commonly accepted meaning and definition of a word; literal meaning of a word
Differentiated Instruction	An approach to teaching in which educators actively plan instruction aligned to students' learning differences. In a differentiated classroom, teachers divide their time, resources, and efforts to effectively teach students who have various backgrounds, readiness and skill levels, and interests (Doubet & Hockett, 2018)
Disciplinary Literacy	Students applying their literacy skills in reading informational texts in order to acquire new knowledge in the subject areas or disciplines of mathematics, science, social studies, English language arts, etc. (Reutzel & Cooter, 2019). The development of students’ ability to engage in social, semiotic, and cognitive practices compatible with those undertaken by disciplinary experts (Fang, 2014)
“During Reading” Strategies	The integration of information from the text with prior knowledge while reading is occurring. Teachers can explicitly teach “during reading strategies” by using think-alouds while implementing comprehension strategies <i>during reading</i> to help students construct meaning (e.g. distinguish between important and unimportant details, organize information from the text, summarize sections, and generate questions; Gunning, 2016).
Etymology	The study of the origin of words and how their meanings have developed throughout history

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<i>Term</i>	<i>Definition</i>
Explicit, small-group reading instruction	A systematic, direct, and engaging teaching method for specific reading skills, strategies, or concepts to a small group of students who have similar reading needs
Expository text	Informational text that communicates facts about the natural or social world. It can include a wide range of genres and formats, from content-area textbooks to cookbooks to websites (Honig et al., 2018)
Expressive vocabulary	Words produced; vocabulary used in speaking and writing
Fiction	Text consisting of people, events, and/or places that are imaginary—not based strictly on history or fact. Generally, narrative in form. Also refers to written narratives in prose and typically novels, novellas and short stories.
Figurative language	Figures of speech that enable speakers and writers to express ideas in fresh, new ways (Honig et al., 2018, p. 574). <i>See also: simile, metaphor, idiom</i>
Fluency	Accurate reading of connected text at a conversational rate with appropriate prosody (expression)
Genre	Literary works of prose, poetry, drama, hybrid forms, or other literature that are distinguished by shared literary conventions. Literary genres include for example, realistic fiction, folk tales, essays, poems, informational pieces and others.
Grammar	Defined as a rule system for describing the structure or organization of language
Graphic novels	A full-length story combining words and comic images
Graphic organizer	Word or pictorial maps, webs, and other organizational devices that allow students to construct relationships among words and ideas. Visual displays that help students remember information (Gunning, 2016)
Homonym	Two or more words having the same spelling and pronunciation but different meanings and origins
Homograph	Words that are spelled the same but pronounced differently, and have different meanings and origins
Homophone	Two or more words that have the same pronunciations but different spellings, meanings, and origins

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<i>Term</i>	<i>Definition</i>
Idaho Content Standards for English Language Arts (ICS for ELA)	<p>Idaho’s Standards for English Language Arts prioritize the following content:</p> <ul style="list-style-type: none"> • Foundational Reading Skills • Building Knowledge • Comprehending Grade-Level Complex Texts • Valuing Text Evidence <p>The ELA standards are organized into seven strands:</p> <ul style="list-style-type: none"> • Foundational Reading Skills • Reading Comprehension • Vocabulary Development • Research • Writing • Oral and Digital Communications • Grammar and Conventions <p>(Idaho State Department of Education, 2022)</p>
Idiom	An expression that cannot be understood by the meanings of the individual words within it
Inferences	Conclusions or connections made based on a combination of information from the text and background/external knowledge
Inferential Questions	Questions for which the answer is implied in the text, but not explicitly stated in the text
Informational Text	Nonfiction text meant to inform the reader. Four types of informational texts include: argumentation, description, exposition, and narration (Reutzel & Cooter, 2019)
Interactive Read-Aloud	An instructional context in which the teacher reads a text with the students, typically whole-group. Best practices suggest the teacher preview the book, provide an introduction, read with expression, discuss in a lively manner, and encourage children’s participation and responses.
Lexile	A framework for determining a student’s reading ability level and/or a determining the level of a text’s complexity / difficulty
Literal Questioning	Questions for which the answer appears directly in the text (Honig et al., 2018)
Literature Circles	A method by which small groups of students read the same text, typically with an assigned or chosen perspective/focus, then meet to discuss the text, where the discussion is guided by the students in their various roles, sharing perspectives and responses
Literacy	Reading, writing, speaking and listening
Main Idea	The point of a text; the key concept(s) being expressed in text

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<i>Term</i>	<i>Definition</i>
Matthew Effect	The Matthew effect in comprehension is when good readers read and learn more, while poor readers read and learn less, creating a bigger gap in reading skills and knowledge over time.
Mechanics	The rules or conventions of written language, e.g., capitalization, punctuation, and spelling
Metacognition	Knowledge and beliefs about one’s own cognitive processes, as well as efforts to regulate those cognitive processes to maximize learning and memory (McDevitt & Ormrod, 2020).
Metacognitive Strategies	A reader’s ability to use comprehension strategies to measure their own awareness of how well he or she is understanding the reading. A reader’s ability to control his or her own thinking, including the use of comprehension strategies to improve or repair failing comprehension while reading (Reutzel & Cooter, 2019)
Metaphor	A figure of speech in which a comparison is implied by analogy but is not stated; a comparison of two things that are not the same without using the word <i>like</i> or <i>as</i> .
Morpheme	Smallest meaningful units of language that contains both sound and meaning—linguistic entities that may be whole words, parts of words, or single phonemes (Moats, 2020)
Morphemic or Morphological Analysis	Key instructional elements of morphemic or morphological analysis are morphemes (smallest meaningful word unit), the analysis of which includes the examination of the meaning of root or base words and affixes (Roe et al., 2007)
Multimodal Texts	Text in which meaning is conveyed to the reader through varying combinations of visual, written, and spatial models (e.g., picture books, textbooks, graphic novels, posters)
Narrative Text	A composition in writing or speech that tells a story or gives an account of something (Harris & Hodges, 1995)
New Literacies	Resources that come from a different, evolving types of media that change and expand the way we communicate. New literacies include text messages, blogs, videos, etc. (Vacca et al., 2019)
Nonfiction	Text based on facts, real events, and real people
Organization	The internal structure of the writing, the thread of meaning, the logical pattern of the ideas (Culham, 2003)
Prediction	A person’s use of knowledge about language and the context in which it occurs to anticipate what is coming, in writing or speech
Presentation	The form and layout – how pleasing the piece is to the eye (Culham, 2003)

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<i>Term</i>	<i>Definition</i>
Prior Knowledge	The information a student already knows before they learn new information. By activating prior knowledge, students can better understand the new material they are learning about (Vacca et al., 2019)
Preview	Pre-reading/discussing to obtain a general idea or overview of the material that helps the student gain knowledge of the topic
Prosody	The ability to orally read text expressively, with appropriate pacing, phrasing, and intonation (Tompkins, 2014)
Read-Aloud	An interactive reading experience between teacher and students; the teacher models, guides, and leads discussion about the text before, during, and after reading.
Readability	Reading difficulty level of texts that can be computed through the use of statistical formulas (Roe et al., 2007)
Reading Rate	Reading speed, usually reported as the average number of words read correctly in one minute (Tompkins, 2014).
Receptive Vocabulary	The words that readers recognize and understand when they hear them or see them (Roe et al., 2007); listening and reading vocabularies
Retell	Oral or written reconstructions of material that is read (Roe et al., 2007).
Scaffolding	Support mechanism—provided by a more competent individual—that helps a child or adolescent successfully perform a task within his/her zone of proximal development (McDevitt & Ormrod, 2020)
Schema/ Schemata	A generalized description, plan, or structure, a system of cognitive structures stored in memory that are abstract representations of events, objects, and relationships in the world (Harris & Hodges).
Self-Efficacy	A person’s belief in his or her abilities to perform a task or meet a goal
Semantic Gradient	A list of words that are related in meaning and arranged from one opposite to another. It helps students learn the differences and similarities between words.
Semantic Web/ Map/Organizer	Figures illustrating conceptual relationships (Roe et al., 2007)
Semantics	Linguistic term referring to word meaning, including sense, implication, reference, and logical forms (Roe et al., 2007)
Simile	A comparison of two things that are not alike, usually using the words <i>like</i> or <i>as</i>
Socratic Seminar	A formal discussion, based on a text, in which the leader asks open-ended questions; within the context of the discussion, students listen closely to the comments of others, thinking critically for themselves, and articulate their own thoughts and their responses to the thoughts of others (readwritethink.org)

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<i>Term</i>	<i>Definition</i>
Story Grammar	In text analysis, a formal device or grammar used for specifying relations among episodes in a story and to formulate rules for generating other stories, e.g. “What information does the author present first, next...?” (Harris & Hodges, 1995)
Strategic Reading	Actively reading the text by connecting text information with preexisting knowledge and using learned procedures to interact with the text (Roe et al., 2007)
Structural Analysis	<i>See also: Morphological analysis</i> Word identification strategy based on identification of a root that carries the base meaning of the word and affixes that modify the base meaning (Roe et al., 2007)
Summarization	Concise restatement of what the author has said in a work or a section of work
Synonym	One of two or more words in a language that have highly similar meanings
Syntax	Rules for a language consistently used to put words together in grammatically-correct sentences
Synthesis	The act of combining information from multiple sources
Text Complexity	A way to determine the comprehension demands of a book or other text using reader and text factors (Tompkins, 2014), which can be determined quantitatively (e.g., Lexile levels) and/or qualitatively (e.g., text complexity rubrics)
Text Structure	Organizational patterns of text
Think-Aloud	A procedure in which teachers or students verbalize their thoughts while reading or writing to describe their strategy use (Tompkins, 2014)
Tier 1 Vocabulary	Basic words that commonly appear in spoken language. Because they are heard frequently in numerous contexts and with nonverbal communication, Tier 1 words rarely require explicit instruction. Examples of Tier 1 words are <i>run, dog, girl, boy, clock, baby, happy</i> and <i>walk</i> .
Tier 2 Vocabulary	High frequency words used by mature language users across several content areas. Because of their lack of redundancy in oral language, Tier 2 words present challenges to students who primarily meet them in print. Examples of Tier 2 words are <i>obvious, complex, categorize, classify, estimate, compute, distinguish, compose, establish, evaluate</i> and <i>verify</i> .

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<i>Term</i>	<i>Definition</i>
Tier 3 Vocabulary	Words that are not frequently used except in specific content areas or domains. Tier 3 words are central to building knowledge and conceptual understanding within the various academic domains and should be integral to instruction of content. Tier 3 words include terms central to scientific, mathematical, legal, medical, historical, etc., fields. Examples of Tier 3 words are <i>photosynthesis</i> , <i>hypothesize</i> , <i>osmosis</i> , <i>larvae</i> , <i>algorithm</i> , <i>hypotenuse</i> , <i>parabola</i> , <i>monarchy</i> , <i>sovereign</i> , <i>ubiquitous</i> , and <i>astute</i> .
Trade Book	A published book that is not a textbook; the type of books in bookstores and libraries
Text Sets	Collections of fiction and nonfiction books at varied reading levels on a shared topic (Tompkins, 2014)
Visualizing	Thinking about what the author is saying and creating a picture in your head. Visualizing refers to our ability to create pictures in our heads based on text we read or words we hear. It is one of many skills that makes reading comprehension possible (Reutzel & Cooter, 2019)
Vocabulary Development	In-depth word study, exercises that increase vocabulary knowledge through study and strategy knowledge (Roe et al., 2007)
Word Family	A group of words sharing a common phonic element; a group of words sharing the same root or base (Harris & Hodges, 1995).

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