In accordance with A.C.A. § 6-17-429, candidates completing programs of study leading to Elementary Education K-6 or Special Education K-12 licensure shall prepare teachers to teach reading using scientific reading instruction aligned with but not limited to the content measured by the stand-alone reading assessment adopted by the State Board of Education under § 6-17-402. Course(s) aligned to the following meet the proficiency level in the knowledge and practices of scientific reading instruction:

1. Science of Reading	1.1 Demonstrate the knowledge of the science of reading research by understanding the following:
	● The connection between research from neuroscience, linguistics, and education
	● The importance of evidence-based practices as opposed to research-based practices
	● How the brain learns to read
	● Reading is not natural, so explicit instruction is required for reading and writing.
	● Underlying causes of reading difficulty
	   ○ Extrinsic (environment: instructional, experiential)
	   ○ Intrinsic (genetic: dyslexia, autism, ADHD, etc)
	● Code emphasis instruction vs. meaning emphasis instruction
	● Theoretical models of reading
	   ○ The Simple View of Reading
	   ○ Scarborough's Reading Rope
	   ○ The Four Part Mental Processor
	   ○ Ehri's Phases of Word Level Reading
	● The role of phonological processing in the reading development of individual students (e.g. English Language Learners, struggling readers through highly proficient readers)
	
	1.2 Demonstrate knowledge of permanent word storage by understanding the following:
	● The underlying cognitive skills necessary for developing an adequate sight word vocabulary
	● The insight that there is a direct connection between the sounds of spoken language and the letters in the written words that is central to both phonic decoding and sight-word learning (alphabetic principle)
	● Strategies for promoting the understanding of the alphabetic principle
	● Strategies for developing orthographic mapping in order to increase sight word learning

2. Concepts of Print	2.1 Demonstrate knowledge of concepts of print by understanding the following:

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	● Development of the understanding that print carries meaning ● Strategies for promoting awareness of the relationship between spoken and written language ● The role of environmental print in developing print awareness ● Development of book handling skills ● Strategies for promoting and understanding of the directionality of print ● Techniques for promoting the ability to track print in connected text
3. Phonology	3.1 Demonstrate knowledge of the speech sound system of language, including the rules and patterns by which phonemes are combined into words and phrases by ● Understanding the rationale for/identify, pronounce, classify and compare all the consonant phonemes and all the vowel phonemes of English. ● Demonstrating an understanding of how the articulation of the phonemes affects decoding and encoding 3.2 Demonstrate knowledge of the role of phonological awareness in reading development by understanding the following: ● Continuum of phonological awareness skills (Distinguishing spoken words, syllables, onsets/rimes, and phonemes) ● Systematic, explicit, and age appropriate strategies to teach each skill of the phonological continuum to automaticity 3.3 Demonstrate knowledge of the role of phonemic awareness in reading development by understanding the following: ● Continuum of phonemic awareness skills (rhyming, segmenting, blending, adding, deleting, substituting) ● Systematic, explicit and age appropriate ways to teach phonemic awareness to automaticity in each skill of the phonemic awareness continuum. ● The distinction between phonological awareness and phonemic awareness 3.4 Know and understand the difference between phonemic awareness and phonics skills
4. Phonics and Word Study	4.1 Demonstrate knowledge of the role of phonics in promoting reading development by understanding the following:

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- Development of alphabetic knowledge in individual students (e.g. English Language Learners, struggling readers through highly proficient readers)
- Systematic and explicit teaching of the following to automaticity:
  - Letter recognition and letter formation
  - Letter-sound correspondences
  - Six syllable types
  - Syllable division patterns
- Systematic and explicit teaching of phonics (decoding and encoding)
- The relationship between decoding and encoding
- How to teach irregular words (encoding and decoding)
- The role of phonics in developing rapid, automatic word recognition
- The interrelationship between letter-sound correspondence and beginning decoding
- Methods for promoting and assessing the use of phonics generalizations to decode words with practice in connected text
- Use of semantic and syntactic clues to help decode words
- The relationship between oral vocabulary and the process of decoding written words
- Specific terminology associated with phonics

4.2 Demonstrate knowledge of the role of phonics in promoting reading fluency by understanding the following:
- Strategies for promoting automaticity and fluency (i.e. accuracy, rate, and prosody)
- The role of automaticity in developing reading fluency
- Development of phonics skills and fluency in individual students (e.g. English Language Learners, struggling readers through highly proficient readers)
- Interrelationships between decoding, fluency, and reading comprehension

4.3 Demonstrate knowledge of word analysis skills and strategies by understanding the following:
- Development of word analysis skills and strategies in addition to phonics, including structural analysis
- Interrelationships between word analysis skills, fluency, and reading comprehension
- Systematic and explicit teaching of word analysis skills
- Identification of common morphemes
- Recognition of common prefixes and suffixes and their meanings
- Knowledge of Latin and Greek roots that form English words
- Use of syllabication as a word identification strategy

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	● Analysis of syllables and morphemes in relation to spelling patterns ● Techniques for identifying compound words ● Identification of homographs ● Use of context clues (semantic, syntactic) to help identify words and to verify the pronunciation and meaning of words ● Development of word analysis skills and fluency in individual students (e.g. English Language Learners, struggling readers through highly proficient readers)
5. Development of Reading Comprehension	5.1 Demonstrate knowledge of vocabulary development by understanding the following: ● The relationship between oral and written vocabulary development and reading comprehension ● The role of systematic, non contextual vocabulary strategies and contextual vocabulary strategies ● The relationship between oral vocabulary and the process of identifying and understanding written words ● Strategies for promoting oral language development and listening comprehension ● Knowledge of common sayings, proverbs, and idioms ● Knowledge of foreign words and abbreviations commonly used in English ● Criteria for selecting vocabulary words ● Strategies for clarifying and extending a reader's understanding of unfamiliar words encountered in connected text ● Strategies for promoting comprehension across the curriculum by expanding knowledge of academic language, including conventions of standard English grammar and usage, differences between the conventions of spoken and written standard English, general academic vocabulary, and content-area vocabulary ● The importance of frequent, extensive, varied reading experiences in the development of academic language and vocabulary ● The development of academic language and vocabulary knowledge and skills in individual students (e.g. English Language Learners, struggling readers through highly proficient readers) 5.2 Demonstrate knowledge of how to apply reading comprehension skills and strategies to imaginative/literary texts and informational/expository texts by understanding the following: ● Reading as a process to construct meaning ● Reading comprehension and analysis skills

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	● Levels of reading comprehension (i.e., literal, inferential, and evaluative) and strategies for promoting comprehension of texts at all three levels ● Strategies for promoting close reading ● Development of literary response skills ● Development of literary analysis skills ● Use of comprehension strategies to support effective reading ● Use of oral language activities to promote comprehension ● The role of reading fluency in facilitating comprehension ● Use of writing activities to promote literary response, analysis, and comprehension ● Development of reading comprehension skills and strategies of individual students (e.g., English Language Learners, struggling readers through highly proficient readers
6 Reading Assessment / Instruction	6.1 Demonstrate knowledge of formal and informal methods for assessing reading development by understanding the following: ● The use of data and ongoing reading assessment to adjust instruction to meet students' reading needs ● The characteristic and uses of standardized criterion-referenced and norm-referenced tests to assess reading development and identify reading difficulties ● Concepts of validity, reliability, and bias in testing ● The characteristics and uses of formal and informal reading-related assessments ● Characteristics and uses of group versus individual reading assessments ● Techniques for assessing particular reading skills ● Awareness of the challenges and supports in a text ● Techniques for determining students' independent, instructional, and frustration reading levels ● Assessment of the reading development of individual students (e.g., English Language Learners, struggling readers through highly proficient readers) 6.2 Demonstrate knowledge of multiple approaches to reading instruction by understanding the following: ● Knowledge of significant and current theories, approaches, evidence-based practices, and programs for developing foundational reading skills and reading comprehension. ● Strategies for planning, organizing, managing, and differentiating reading instruction to support the reading development of all students ● Adjustment of reading instruction based on ongoing assessment

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	- Instructional strategies for promoting development of particular reading skills - The importance of close reading and rereading of well crafted, content-and idea-rich texts in reading development - Strategies for evaluating and sequencing texts for reading instruction according to text complexity - The importance of balancing students' exposure to and reading of literary and informational texts - The uses of large-group, small group, and individualized reading instruction - Use of decodable texts to provide multiple opportunities to apply phonic skills. - Strategies for selecting and using meaningful reading materials at appropriate levels of difficulty - Creation of an environment that promotes a culture of reading - Strategies for promoting independent reading in the classroom and at home - Uses of instructional technologies to promote reading development - Awareness of strategies and resources for supporting individual students (e.g., English Language Learners, struggling readers through highly proficient readers)

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