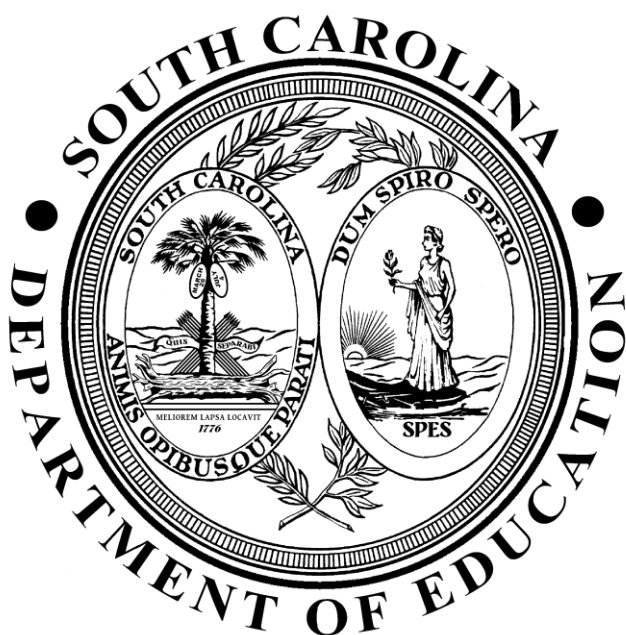


STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

ELLEN E. WEAVER
STATE SUPERINTENDENT OF EDUCATION



**South Carolina Literacy Competencies for PreK – 5th Grade
Teachers**

Office of Early Learning and Literacy

**Pursuant to the South Carolina Read to Succeed Act of
2014 (S.C. 2014 Act No. 284 (S.516) § 59- 155- 170)**

2014-2015 (Revised May 2024)

The South Carolina Department of Education does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, veteran status, or disability in admission to, treatment in, or employment in its programs and activities. Inquiries regarding the nondiscrimination policies should be made to the Employee Relations Manager, 1429 Senate Street, Columbia, South Carolina 29201, 803-734-8781. For further information on federal non-discrimination regulations, including Title IX, contact the Assistant Secretary for Civil Rights at OCR.DC@ed.gov or call 1-800-421-3481.

Contents

| | |
|--|----|
| Introduction..... | 3 |
| Standard 1: Foundational Knowledge..... | 4 |
| Indicator 1.1 | 4 |
| Indicator 1.2 | 4 |
| Indicator 1.3 | 5 |
| Standard 2: Standards, Curriculum, and Instruction | 6 |
| Indicator 2.1 | 6 |
| Indicator 2.2 | 7 |
| Indicator 2.3 | 8 |
| Indicator 2.4 | 8 |
| Indicator 2.5 | 9 |
| Indicator 2.6 | 9 |
| Indicator 2.7 | 10 |
| Indicator 2.8 | 10 |
| Indicator 2.9 | 11 |
| Standard 3: Assessment, Evaluation, and Progress Monitoring | 12 |
| Indicator 3.1 | 12 |
| Indicator 3.2 | 12 |
| Indicator 3.3 | 12 |
| Indicator 3.4 | 13 |
| Standard 4: Literacy Perspectives | 14 |
| Indicator 4.1 | 14 |
| Indicator 4.2 | 14 |
| Indicator 4.3 | 14 |
| Indicator 4.4 | 14 |
| Indicator 4.5 | 15 |
| Indicator 4.6 | 15 |
| Indicator 4.7 | 15 |
| Standard 5: Literate Environment | 16 |
| Indicator 5.1 | 16 |
| Indicator 5.2 | 16 |
| Indicator 5.3 | 16 |
| Standard 6: Professional Learning, Professional Reflection, and Collaboration..... | 18 |
| Indicator 6.1 | 18 |
| Indicator 6.2 | 18 |
| Indicator 6.3 | 18 |
| Indicator 6.4 | 19 |
| Glossary | 20 |
| References..... | 43 |

Introduction

The South Carolina PreK-5 Teacher Competencies exist to define what teachers should know and be able to do in order to ensure that all students comprehend grade-level texts. They provide guidance for the development of professional development or coursework related to the Read to Succeed Literacy Teacher Endorsement or Requirement. The competencies are aligned with instruction and intervention methods grounded in scientific research. They address the implementation of evidence-based classroom instruction, interventions, and progress monitoring for all students with specific considerations to meet the needs of students with reading difficulties, including those with characteristics of dyslexia. The Literacy Teacher Competencies focus on the six components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension), four types of assessment (screening, progress monitoring, diagnostic, summative), core instruction for all students (Tier 1), targeted interventions for students in need of supplemental support (Tier 2) and intensive interventions for students substantially below grade level in reading (Tier 3).

The South Carolina Literacy Reading Coach Competencies were written pursuant to Act 114 Section 59-155-170 of the S.C. Code: (A) The department shall establish a set of essential competencies describing what certified teachers in early childhood, elementary, middle and secondary levels, and special education must know and be able to do so that all students can comprehend grade-level texts. These competencies, developed collaboratively with the faculty of higher education institutions and based on the science of reading, must then be incorporated into the coursework required by Section 59-155-180. The department shall provide professional development courses to ensure that educators have access to multiple avenues of receiving endorsements.

Standard 1: Foundational Knowledge

Classroom Teachers understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

Indicator 1.1

Understand the major theories of reading and writing processes and development.

Competencies:

The teacher will be able to...

- Identify major theories of reading and writing processes and development including *The Simple View of Reading* (Gough and Tunmer 1986) and *Ehri's 4 Phases of Word Recognition* (Ehri 1996, 2014).
- Identify scientifically based reading models including *Scarborough's Reading Rope* (Scarborough, 2001) and *The Four-Part Processing Model for Word Recognition* (Seidenberg & McClelland, 1989).
- Explain language and reading development across early childhood and elementary years (e.g., word recognition, language comprehension) using supporting evidence from theory and research, including research about how the brain learns to read (Dehaene 2009; Landi et al. 2013).
- Beginning with oral language, demonstrate an understanding of the developmental progression of reading and writing skills and strategies to assess and support individual student's development and learning across a continuum.
- Demonstrate an understanding that children learn about language through using language and communicating with others.

Indicator 1.2

Understand language and reading development across early childhood and elementary years, including the sequencing of skills that children can be expected to acquire as they develop as readers and writers.

Competencies:

The teacher will be able to...

- Apply foundations of oral language, reading, and writing development processes and components across an explicit, sequential, and systematic continuum.
- Provide explicit instructional practices that support reading and writing behaviors and align with scientifically based research.
- Explain how a strong child development knowledge base (including how oral and written language, close relationships with adults and peers, and opportunities to learn through play) supports student learning.
- Activate and build on students' background knowledge prior to reading and extend existing background knowledge during and after reading.

Indicator 1.3

Understand the role of scientific research, comprehensive data, progress monitoring, and professional judgment in ensuring the reading development and achievement for all students.

Competencies:

The teacher will be able to...

- Use a Multi-Tiered System of Supports (MTSS) process to provide responsive teaching and targeted, explicit instruction for all students' reading and writing development using evidence-based instruction and intervention, comprehensive data, progress monitoring, and professional judgment.

Standard 2: Standards, Curriculum, and Instruction

Teachers use instructional approaches, materials, and an integrated, comprehensive, systematic and scientifically based curriculum to support student learning in reading and writing.

Indicator 2.1

Demonstrate an understanding of evidence-based instructional approaches and strategies to develop reading comprehension.

Competencies:

The teacher will be able to...

- Use the *South Carolina College- and Career- Ready (SCCCR) Standards for English-Language Arts (ELA)* to provide explicit instruction for Foundations of Literacy, Applications of Reading, Research, and Written and Oral Communications.
- Use the components of structured literacy to organize daily classroom schedules, routines and structures.
- Use the *Gradual Release of Responsibility* model (Pearson & Gallagher, 1983) to scaffold instruction.
- Provide explicit and systematic instruction in language comprehension processes including the underlying linguistic skills of:
 - background knowledge (facts, concepts, prior knowledge);
 - language structures (morphology and syntax);
 - vocabulary (knowledge about the meanings, uses, and pronunciation of words understood and used);
 - verbal reasoning (inference, prediction, problem solving, compare/contrast, critical thinking, metalinguistics); and
 - knowledge of print (knowledge of what to do with a book, genre specific knowledge, writing left to right, putting spaces between words, concepts of print, text structure, etc.).
- Provide explicit and systematic instruction in word recognition skills including:
 - phonemic and phonological awareness (phonemes, syllables, etc.);
 - phonics (alphabetic principle and letter to sound connections); and
 - sight recognition of familiar words (not the same thing as sight words which are memorized, but instant and automatic recognition).
 - knowledge of more advanced features of written language (word roots, prefixes, suffixes, word derivations, etc.) that readers and writers need to use as they process and create texts.
- Use different types of texts for specific purposes when teaching (e.g. decodable, authentic, complex)
- Provide opportunities for students to see, hear, and interact with oral and written language such as poetry, songs, rhymes, stories, and a variety of text and multimedia formats for a variety of purposes.
- Read various genres of interesting and conceptually rich stories to children.

- Support students as they learn to express themselves by writing narrative and expository texts such as letters, stories, essays, reports, emails, and summaries using rich language (content vocabulary and literary language) to support comprehension.
- Explicitly teach students to use features of written communication (spelling, punctuation, grammar/sentence framing, handwriting) that support comprehension.
- Provide opportunities for students to be engaged in and create a variety of texts.
- Integrate the instruction of literacy across all content areas.
- Use a variety of instructional approaches to introduce and build new language and vocabulary across all content areas.
- Use mentor texts to note how authors demonstrate skills used for reading and writing.
- Model close reading as an instructional strategy: actively examining texts multiple times to grasp meaning and to realize how texts are constructed, read and reread for multiple purposes, annotate texts, summarize, self-explain, and determine the significance of what was read.
- Teach children to pursue knowledge, gather information, and share what they learn.
- Build an accessible, multilevel, and diverse classroom library that contains traditional print, digital text, and audiobooks including poetry, songs, rhymes, and oral stories designed to promote literacy development in young children.

Indicator 2.2

Demonstrate an understanding of MTSS, including the types of instruction that should occur in Tier 1, Tier 2, and Tier 3, to support the needs of all learners, including students with disabilities, multilingual learners (MLs), and immigrant students.

Competencies:

The teacher will be able to...

- Provide evidence-based core instruction for all students (Tier 1), targeted interventions for students in need of supplemental support (Tier 2) and intensive interventions for students substantially below grade level in reading (Tier 3).
- Teach using whole group, small group, and individual student instruction.
- Use evidence-based tools to monitor the effectiveness of core instruction and interventions in language comprehension processes, word recognition skills, motivation, engagement, and writing.
- Adapt and accommodate instructional approaches and materials to meet the language-proficiency needs of all learners.
- Use data to individualize instruction for students with disabilities to the areas of the student's specific need.
- Ensure access to the general education curriculum that addresses grade level academic standards for students with disabilities, using universal design for learning as well as individualized accommodations and modifications listed in the Individual Education Plan (IEP).
- Gather formative and summative diagnostic data for students with disabilities to inform IEP goals, align and adjust instruction to student needs, and monitor progress toward IEP goals, as described in the IEP.

Indicator 2.3

Demonstrate an understanding of text complexity.

Competencies:

The teacher will be able to...

- Consider the appropriateness of complexity when selecting texts for whole and small group instruction.
- Be deliberate when selecting texts that fit the scope/sequence of academic standards. (When introducing a skill, consider using less complex text. Increase the complexity of text when a skill is being practiced or mastered.)
- Integrate texts from other content areas when appropriate.
- Select developmentally appropriate and progressively complex texts to help students build reading stamina.
- In small groups, differentiate instruction for students with reading difficulties by varying qualitative measures and reader/task considerations while keeping the Lexile level at or close to grade level expectations.
- Use texts that represent all learners.

Indicator 2.4

Demonstrate an understanding of varied instructional approaches and strategies to develop critical thinkers.

Competencies:

The teacher will be able to...

- Create an environment that emphasizes reading as a meaning making process where students think critically about text.
- Emphasize experiences in learning that help students explain concepts, summarize learning, present information, and become experts on topics that interest them.
- Provide opportunities for children to observe, question, search, record, and retrieve important information.
- Incorporate strategies to support the metacognitive thinking processes of students as they construct meaning from informational texts.
- Provide opportunities for students to read a variety of texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.
- Provide opportunities for students to read, interact, and respond to texts by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing text evidence, and investigating multiple interpretations.
- Provide opportunities for students to interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations as well as build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.

Indicator 2.5

Demonstrate an understanding of varied instructional approaches and strategies to develop oral language skills.

Competencies:

The teacher will be able to...

- Engage students in conversations that support the use and comprehension of inferential language.
- Explicitly engage students in developing narrative language skills.
- Support reading and writing by developing oral vocabulary through student discussion opportunities.
- Plan and provide daily opportunities for students to interact with others about their reading, writing, and thinking.
- Plan and provide a variety of opportunities to develop oral language users through experiences with poetry, songs, rhymes, stories, texts, multimedia formats and oral discussion.
- Create a trusting classroom context in which students have the opportunity to use oral language for authentic purposes.
- Develop instruction in language and vocabulary appropriate to the age and grade level of the students.
- Allow ample time for students to practice academic language through interaction with peers and provide support, as needed.
- Encourage the use of students' full linguistic repertoire.
- Utilize an understanding of varied cultural and linguistic context to maximize academic conversations and meaningful interaction.

Indicator 2.6

Demonstrate an understanding of varied instructional approaches and strategies to develop vocabulary skills.

Competencies:

The teacher will be able to...

- Teach vocabulary using evidence-based strategies within an explicit vocabulary routine.
- Recognize the importance of categorizing words by tiers and prioritizing Tier 2 words in instruction. (Beck et al. 2002)
- Consider students' background knowledge, community experiences, linguistic and cultural diversity, and familiarity with the vocabulary of the text when selecting words to be explicitly taught.
- Teach students to recognize and analyze word parts such as roots, prefixes, and suffixes (morphemic analysis) to support and expand knowledge and understanding of known and unknown words. (Baumann, Edwards, Font, Tereshinski, Kame'enui, & Olejnik, 2002)
- Teach students to self-monitor for unknown words and teach strategies such as using context clues and punctuation for inferring their meanings.
- Model language intentionally when speaking with students.
- Provide multiple exposures to new vocabulary.

- Teach academic vocabulary in the context of other reading activities.

Indicator 2.7

Demonstrate an understanding of varied instructional approaches and strategies to develop fluency skills.

Competencies:

The teacher will be able to...

- Explicitly teach students to read accurately, with appropriate rate, expression, and intonation.
- Use the gradual release of responsibility model (Pearson & Gallagher, 1983) to support and assist students with fluent reading.
- Provide opportunities for children to hear a range of texts read fluently.
- Provide opportunities for students to read chorally (choral reading), with a partner (partner reading), or on their own (independent reading).
- Provide opportunities for students to reread text.
- Recognize and systematically teach fluency at various levels (e.g. letter, word, phrase, sentence, paragraph).
- Model using punctuation to guide fluent reading.

Indicator 2.8

Multilingual learners and immigrant students must have opportunities to learn the target language, and teachers must differentiate and accommodate instruction to make content accessible and comprehensible for students to access grade-level content standards.

Competencies:

The teacher will be able to...

- Use knowledge of the WIDA English Language Development Standards Framework, 2020 Edition to support the needs of multilingual learner and immigrant students in all classrooms.
- Integrate and blend content and language instruction.
- Use student proficiency levels to guide language needs and growth.
- Differentiate and incorporate listening, speaking, reading, and writing throughout instruction.
- Know and understand how to support multilingual learners and immigrant students in learning to read in English.
- Incorporate accommodated materials for multilingual learners and immigrant students throughout content units and lesson plans that support and provide access to the core content.
- Use the gradual release of responsibility model (Pearson & Gallagher, 1983) to support and assist students.
- No matter the proficiency level, encourage students to represent their thinking and understanding of grade-level content standards (using their native language, translanguaging, writing, drawing, sentence frames, etc.).

- Design instruction incorporating multiple language modes (reading, writing, listening, speaking, and interaction).
- Utilize academic and cultural background knowledge from the students' first language to support students learning in the target language.
- Scaffold both interpretive and expressive academic language.
- Use native languages to leverage success in the target language and encourage parallel growth in both languages.—
- Use diverse and multicultural texts.
- Incorporate appropriate strategies and accommodations to help students acquire proficiency in English by following Individualized Language Acquisition Plans (ILAPs) and collaborate with multilingual learner specialists/teachers to meet the language needs of students.-
- Know and respect students, their backgrounds, their experiences, and their interests to develop culturally relevant curriculum.
- Include cultural representations of all students.
- Understand and use best practices that support multilingual learners and immigrant students (lesson preparation, building background, comprehensible input, strategies, meaningful interaction, practice and application, lesson delivery, review and assessment).

Indicator 2.9

Demonstrate an understanding of providing instructional support through technology.

Competencies:

The teacher will be able to...

- Enhance instruction, scaffold learning, and determine the effectiveness of instruction by using technology to meet the individual needs of students.
- Determine best practices during synchronous and asynchronous learning.

Standard 3: Assessment, Evaluation, and Progress Monitoring

Teachers use a range of ongoing formal and informal assessment tools and practices to plan, progress monitor, and evaluate student learning in reading and writing instruction.

Indicator 3.1

Understand types of assessments and their purposes, strengths, and limitations.

Competencies:

The teacher will be able to...

- Demonstrate an understanding of formal and informal assessments.
- Describe the strengths and limitations of assessment types and their appropriate uses (e.g., formative assessments vs statewide summative assessments).
- Identify the basic technical adequacy of assessments (e.g., reliability, validity, fairness).
- Demonstrate an understanding of intended score use and interpretation (e.g., norm- vs criterion-referenced).

Indicator 3.2

Select/develop and administer assessments for specific purposes.

Competencies:

The teacher will be able to...

- Administer assessments (classroom, school-based, state) using consistent, fair, and equitable procedures.
- Select or develop formative assessment tools such as: rubrics, observations, surveys, anecdotal notes, specific skill/strategy to monitor student progress and to guide instructional decision making.
- Systematically monitor students' progress using screening, diagnostic, progress monitoring, and summative assessments.
- Develop and implement a variety of culturally and linguistically appropriate assessments that include the use of authentic and dynamic assessment data points during lessons, at the end of lessons, and at the end of units.

Indicator 3.3

Demonstrate an understanding of student performance on screening, progress monitoring, diagnostic, and summative assessment tools.

Competencies:

The teacher will be able to...

- Use various types of assessment (screening, progress monitoring, diagnostic, summative) for their intended purposes.
- Collaborate and co-create standards-based learning goals with students using assessment data to promote student self-reflection.

- Interpret and use assessment data to analyze individual, group, and classroom performance and progress to inform instruction.
- Use the MTSS process to analyze multiple sources of data to make instructional decisions for whole group, small group, and individual student learning goals.
- Use multiple sources of data to respond to students' needs by developing relevant next steps for teaching.
- Collaborate with other reading professionals to modify instruction and to plan and evaluate interventions based on assessment data.
- Use assessment data based on strengths and needs to plan instruction and to select appropriate traditional print, digital text, and audiobooks, and online reading resources.
- Use assessment data to reflect on teaching as well as student learning, where appropriate.

Indicator 3.4

Demonstrate an understanding of assessment results to communicate and explain implications to all stakeholders (administrators, parents, teachers, community) to advocate for effective literacy practices.

Competencies:

The teacher will be able to...

- Provide substantive and dynamic feedback to students, families, and vested others.
- Communicate regularly and provide feedback to students and families on overall performance, progress toward the SCCR Standards.
- Explain district and state assessments, proficiency standards, and/or student benchmarks to all stakeholders.
- Collect samples of student work, photographs, anecdotal records, assessments, etc., to provide a history of student growth.
- Interpret patterns in students' data.
- Set goals across content areas and literacy improvement initiatives to enhance instruction.

Standard 4: Literacy Perspectives

Teachers create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

Indicator 4.1

Collaborate with instructional leaders to develop reading and writing instruction that is responsive to all students.

Competencies:

The teacher will be able to...

- Embed perspectives of those with individual differences within instruction.
- Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources that provide diverse perspectives.
- Teach students how respecting individual differences strengthens a literate society, making it more productive, more adaptable to change and more equitable.

Indicator 4.2

Demonstrate an understanding of how individual differences influence reading and writing development.

Competencies:

The teacher will be able to...

- Engage in professional learning on how personal beliefs impact reading and writing development.
- Apply knowledge of students' backgrounds and incorporate this knowledge into the curriculum and/or instruction.
- Recognize the ways in which personal beliefs interact with reading and writing development.

Indicator 4.3

Demonstrate an understanding of how issues within and outside of literacy teachers' immediate classrooms influence their students.

Competencies:

The teacher will be able to...

- Recognize the multiple influences of culture and environment on student learning.

Indicator 4.4

Demonstrate an understanding of contextual influences on language and literacy development (e.g. community, home, socioeconomic status, language, parent/guardian education level).

Competencies:

The teacher will be able to...

- Include and engage families and the community in classroom life.
- Design communication systems and offer parent/guardian workshops so parents are aware of how they can support their child.
- Identify the unique perspectives of individuals from urban, suburban, and rural communities through linguistic, academic, and cultural experiences.

Indicator 4.5

Demonstrate an understanding that varying dialects are well-developed linguistic systems that are rule governed.

Competencies:

The teacher will be able to...

- Apply knowledge of how home languages (code switching between home language and standard English) influence reading and writing development.
- Recognize the relationship between first and second language acquisition and literacy development.

Indicator 4.6

Demonstrate an understanding that multilingual learners have a wide variety of educational and cultural experiences as well as linguistic differences.

Competencies:

The teacher will be able to...

- Create an inclusive environment that values the assets that each student brings to the community.
- Differentiate and accommodate instruction to meet the needs of multilingual learners.
- Emphasize characteristics of multilingual learners that may influence their success in school.

Indicator 4.7

Demonstrate an understanding of the wide range of abilities that students have within a classroom, which include those who receive services from special education.

Competencies:

The teacher will be able to...

- Differentiate instruction to meet the needs of all students.
- Use multiple sources of information to develop a comprehensive understanding of students' strengths and needs.
- Teach cognitive and metacognitive strategies to support learning and independence.

Standard 5: Literate Environment

Teachers create a literate environment that fosters reading and writing by providing space for differentiated instructional practices, integrating foundational knowledge, and using appropriate instructional practices and materials to support readers and writers.

Indicator 5.1

Demonstrate an understanding of optimizing physical space for independent and group instruction and practice.

Competencies:

The teacher will be able to...

- Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.

Indicator 5.2

Recognize the importance of an emotionally safe environment.

Competencies:

The teacher will be able to...

- Promote an environment that encourages risk-taking and includes choice, relevant to student interests.
- Include opportunities for community building (i.e., morning meetings, share time, read aloud, collaboration).
- Provide frequent opportunities for students to share and talk with each other about their learning as they read and write across content areas.
- Create a trusting community by intentionally knowing students and helping them know, communicate, and interact with one other (centers, drama, classroom libraries, etc.) as language learners, readers, and writers.
- Organize content so that it is personally meaningful, relevant and intellectually engaging to all students.
- Develop learning experiences where curiosity and exploration are valued.
- Reinforce and reward effort.
- Plan and provide learning environments that address all domains of child development: social, emotional, language, cognitive, and physical.

Indicator 5.3

Demonstrate an understanding that high engagement during reading requires access to texts, time to read, reading success to promote agency, and a supportive literacy-rich environment.

Competencies:

The teacher will be able to...

- Provide an environment that ensures student access to traditional print and digital text.

- Provide access to a classroom library that is inviting, well organized, and representative of a variety of genres, cultural backgrounds, and interests.
- Create an environment for children to engage independently in reading, writing, speaking, and listening daily.
- Develop and use routines to provide and maintain positive learning environments for reading and writing instruction.
- Ensure that students consistently experience success with texts, so they develop a positive identity as a reader.

Standard 6: Professional Learning, Professional Reflection, and Collaboration

Teachers improve their knowledge and practice through a recursive process of professional learning and reflecting.

Indicator 6.1

Develop an understanding of the importance of pursuing professional learning and knowledge by engaging in opportunities to learn from research, colleagues, and students.

Competencies:

The teacher will be able to...

- Apply learning from professional inquiry and research.

Indicator 6.2

Demonstrate an understanding that collaborating with educators is important to professional growth.

Competencies:

The teacher will be able to...

- Participate and collaborate with educators within Professional Learning Communities (PLCs).
- Participate in Professional Learning Opportunities (PLOs) (e.g. conferences, classroom observations, webinars, book studies).
- Collaborate with instructional leaders and colleagues in PLCs to deconstruct SCCR Standards for ELA to determine curriculum adjustments and modifications needed to support student achievement.
- Collaborate with instructional leaders and colleagues in professional learning communities to create daily lesson plans and long-range curriculum plans.

Indicator 6.3

Demonstrate an understanding of the importance of reflecting on the effectiveness of instructional practices and assessments.

Competencies:

The teacher will be able to...

- Reflect on student progress towards learning goals and expectations to make instructional decisions.
- Collaborate with other teachers and support personnel to respond to students' specific needs, based on data.
- Demonstrate effective use of technology as an instructional practice for improving student learning.
- Use SCCR Standards and formative assessments to make informed decisions on evidence-based instructional approaches and strategies for instruction.

Indicator 6.4

Demonstrate an understanding of displaying professionalism when interacting with all stakeholders.

Competencies:

The teacher will be able to...

- Demonstrate professionalism on technology and social media platforms.
- Work collaboratively with families, colleagues, and community members to support students' reading and writing growth.
- Identify personal attitudes toward family involvement.
- Acquire knowledge of why families may or may not participate in school activities.
- Recognize that engagement may look different for each family.
- Develop strategies to involve families in a way that is comfortable and accessible for them to be involved.
- Design communication systems and offer workshops so that families are aware of how they can support their student(s) as a reader.
- Ensure the communication system includes translation and interpretation services as needed.
- Invite families into the classroom to share their expertise.

Glossary

A

Academic Language The specialized language, both oral and written, of academic settings that facilitates communication and thinking about disciplinary content.

Academic Standards Educational targets outlining what students are expected to learn at each grade level.

Accessibility Accessibility supports include both embedded (digitally provided) and non-embedded (non-digitally or locally provided), universal features that are available to all students as they access instructional or assessment content, and accommodations that are generally available for students for whom there is documentation on an Individualized Education Program (IEP) or Section 504 accommodation plan. Approaches to these supports may vary depending on state or assessment consortium contexts as well as nature of assessments – be they content assessments, English Language Proficiency (ELP) assessments, or alternate assessments. Learn more here: [SC Accessibility Support Document](#)

Accommodations Changes in procedures or materials that ensure equitable access to instructional and assessment content and generate valid assessment results for students who need them. Learn more here: [Accommodations Digital Handbook](#)

Accuracy In fluency, reading words in text with no errors.

Adapting Instruction Changes to classroom instruction in order to allow students equal access to the curriculum and to give students the opportunity to both process and demonstrate what has been taught; instructional adaptations can include both accommodations and modifications.

Alphabetic Principle The concept that letters and letter combinations represent individual phonemes in written words.

Analyze To explore a text critically by considering key and literary elements such as craft, structure, purpose, vocabulary, diction, perspective, and/or point of view and how those elements function individually in a text as well as how they interconnect; the process of analysis requires students to employ comprehension skills such as inferring based on evidence and drawing conclusions to construct meaning.

Anecdotal Records Brief notes teachers take as they observe children. The notes document a range of behaviors in areas such as literacy, mathematics, social studies, science, the arts, social and emotional development, and physical development. When recording observations, it's important to include a concrete description and enough details to inform future teaching strategies. For example, a statement such as "The student was on task" provides no information about the task or the behavior, but a statement like "The student built a tower from colored cubes, creating an AB pattern after looking at a card that showed a similar alternating pattern" provides concrete evidence.

Annotating Text The process of thoughtful reading and making notes as they study a text.

Asynchronous Learning Asynchronous instruction is the idea that students learn similar material at different times and locations. The term is often associated with online learning where students complete readings, assignments, or activities at their own pace and at their own chosen time. This approach is particularly useful when students are spread across different time zones or may have limited access to technology.

Audiobook A recording of a book or magazine being read aloud.

Authentic Assessment Assessments that emulate the performance that would be required of the student in real-life situations.

Authentic Text Texts that are used in everyday life but not solely or mainly for the purpose of instruction (e.g., novels and children's literature, hobbyist magazines, newspapers). A text that has been changed to make sentences shorter would not be considered an authentic text.

B

Background Knowledge Connections made between a text and the information and experiences of the reader.

Benchmark Assessment A typical or expected performance level in a given skill (e.g., reading) that serves as a general indicator of a student's overall progress.

Best Practices Digital Handbook Best practices are intended to support multilingual learners (MLs) in all classes, no matter their proficiency level. These strategies are expected to be used by all teachers within lessons, assignments, and assessments to support MLs and all learners. Best practices are strategies that educators can quickly implement within daily instruction, activities, and classroom assessments. Learn more here: [*Best Practices Digital Handbook*](#)

Brain-Based Learning Teaching methods, lesson designs, and school programs that are based on the latest scientific research about how the brain learns, including such factors as cognitive development—how students learn differently as they age, grow, and mature socially, emotionally, and cognitively.

C

Choral Reading Reading aloud in unison with a whole class or group of students.

Classroom Library A collection of books, magazines, and other written resources within a classroom. It is an aggregation of age-appropriate texts for the students in your class.

Classroom Schedule The sequence of events that occur regularly in a classroom.

Close Reading A critical analysis of the form, craft, language, and meaning of a text to determine what it says, how it says it, and what it means in order to understand the deepest intentions of the author and the text's message.

Cognitive Strategies Ways to strategically approach academic tasks to gain and use information effectively.

Collaborative Conversation Purposeful talk focused around topics and texts appropriate to the grade level and discipline. They are sustained discussions between students in which ideas are presented, defended, elaborated upon, and responded to. Collaborative conversations encourage exchanges of ideas, based on evidence, that generate new thinking and stronger understanding.

Complex Text *See Text Complexity*

Comprehension Making meaning of what is viewed, read, or heard. Comprehension includes understanding what is expressed outright or implied as well as interpreting what is viewed, read, or heard by drawing on one's knowledge and experiences. Comprehension may also involve application and critical examination of the message in terms of intent, rhetorical choices, and credibility.

Constructing Meaning Making sense of a text largely by using one's own experiences, philosophies, and ways of being that generate understandings others can take up, moderate, or resist.

Construct Validity A type of validity that assesses how well a particular measurement reflects the theoretical construct it is intended to measure.

Content Area An organized body of knowledge, such as mathematics, history, science, or literature. Literacy instruction cuts across all disciplines and is ordinarily not itself considered a discipline. However, writing is generally distinguished as a discipline.

Content Area Reading The reading students do to learn content in subject areas, such as mathematics, history, science, and literature; also, instruction in the reading and study strategies that can be used across the content areas to help students make sense of their subject area texts.

Content Vocabulary Words that are specific to a given domain or subject area, rarely being found outside of their particular content area. Often, these words can be found directly in the content standards and are present as the concept words (typically nouns) in a learning objective. Content Vocabulary words are addressed extensively in the Concept Development of a lesson, through the use of clear definitions, examples, and checking for understanding questions, as these words and terms are frequently the foundation of a lesson.

Continuum A coherent whole characterized as a collection, sequence, or progression of values or elements varying by minute degrees.

Core Instruction (Tier 1) Daily whole classroom instruction where all students receive an evidence-based core reading program that is explicit and systematic. It is sometimes referred to as Universal instruction.

Criterion-Referenced Assessment An assessment designed to measure performance against a set of clearly defined criteria. Such assessments are used to identify student strengths and weaknesses with regard to specified knowledge and skills (which are the goals or standards of the instruction). Synonyms include: standard-based or -referenced, objective-referenced, content-referenced, domain-referenced, or universe-referenced.

Critical Thinking Forms of learning, thought, and analysis that go beyond the memorization and recall of information and facts. In common usage, critical thinking is an umbrella term that may be applied to many different forms of learning acquisition or to a wide variety of thought processes. In its most basic expression, critical thinking occurs when students are analyzing, evaluating, interpreting, or synthesizing information and applying creative thought to form an argument, solve a problem, or reach a conclusion.

Culturally Relevant Curriculum Instruction that incorporates the diverse cultures of the students in order to provide content relative to students' experiences.

D

Data Any information that educators, schools, districts, and state agencies collect on individual students, including data such as personal information (e.g., a student's age, gender, race, place of residence), enrollment information (e.g., the school a student attends, a student's current grade level and years of attendance, the number of days a student was absent), academic information (e.g., the courses a student completed, the test scores and grades a students earned, the academic requirements a student has fulfilled), and various other forms of data collected and used by educators and educational institutions (e.g., information related to disciplinary problems, learning disabilities, medical and health issues, etc.).

Decodable Text Text in which a high proportion of words (80%-90%) comprise sound/symbol relationships that have already been taught. It is used for the purpose of providing practice with specific decoding skills and is a bridge between learning phonics and the application of phonics in independent reading.

Decoding The act of sounding out a word using knowledge from graphemes.

Deconstructing Standards Examining the language of a standard to determine its intent, identify implementation strategies, and establish success criteria.

Developmental Progression of Reading and Writing *See Learning Progression*

Diagnostic Assessment Tests that can be used to measure a variety of reading, language, or cognitive skills. Although they can be given as soon as a screening test indicates a child is behind in reading growth, they will usually be given only if a child fails to make adequate progress after being given extra help in learning to read. They are designed to provide a more precise and detailed picture of the full range of a child's knowledge and skill so that instruction can be more precisely planned.

Dialect Rule-governed linguistic systems that compose a language and highlight the variation of its speakers.

Differentiated Instruction An approach whereby teachers adjust their curriculum and instruction to maximize the learning of all students (e.g., typical learners, English language learners, struggling students, students with learning disabilities, gifted and talented students); not a single strategy but rather a framework that teachers can use to implement a variety of evidence-based strategies.

Digital Text An electronic version of a written text. A message displayed on an electronic device or computer screen. Single images, short messages, and full-length articles and books can all be presented online. Research has indicated that reading these texts requires a different set of skills than reading print because of special features available in digital texts such as hyperlinks, search capability, and various graphic features.

Direct Instruction The teacher defines and teaches a concept, guides students through its application, and arranges for extended guided practice until mastery is achieved.

District Assessments A district-wide assessment is one that is administered to an entire grade(s) at a district level to measure the achievement of students.

Diverse Texts Literature that offers a window for children to learn about the authentic experiences of people who are unlike them.

Drawing Conclusions To make a judgment or judgments.

Dynamic Assessment An active teaching process that entails a pretest, teach, retest model that locates a student's ability to learn new skills. It is a process that blends teaching and assessing into one activity as it works to observe a student's cognitive function and changes in learning.

Dynamic Feedback A process evolves with time based on repeated monitoring of the system output to adjust the input signal that is fed back to the system.

E

Ehri's 4 Phases of Word Recognition Distinguishes four phases in the development of sight word reading: pre alphabetic, partial alphabetic, full alphabetic, and consolidated alphabetic. Suggests that this system represents the regularities that underlie the written forms of English words that all learners must internalize to build a fully functioning sight vocabulary.

Emergent Literacy The skills, knowledge, and attitudes that are developmental precursors to reading and writing. Emergent literacy involves many components that develop before formal schooling and work together to support later reading development in school. Some of the components of emergent literacy in alphabetic languages (that is, languages that use an alphabet in writing) are: oral language, phonological awareness, print awareness, letter knowledge, and shared book reading.

Emotionally Safe Environment Educators must be intentional about creating a safe, supportive, and inclusive learning environment for all students and ensuring all classrooms are spaces where all students learn the knowledge, skills, and characteristics needed for success in meaningful ways. To reflect this commitment, the SCDE adopted new language in the Environment domain of the South Carolina Teaching Standards (SCTS) to better describe classrooms that are conducive to teaching and learning for all students. The *Responsive and Inclusive Practices and the South Carolina Teaching Standards Rubric* describes four research-based responsive and inclusive teaching practices: creating a safe space for learning, knowing and communicating with students, building relationships, and designing with high expectations for cognitive rigor. It aligns these practices with the SCTS Rubric, including the Environment domain and provides examples of what each practice looks like and sounds like in the classroom. Learn more here: [Responsive and Inclusive Practices and the South Carolina Teaching Standards Rubric](#)

Encoding The act of scribing a word from speech to print.

Engagement The behavioral, cognitive, and emotional activities and processes of literacy that enable individuals to gain pleasure, knowledge, and self-realization from text interactions.

Evidence-Based Practice Educational practice or strategy that has empirical evidence to support its efficacy.

Explicit Instruction Teaching children in a systematic and sequential manner. Explicit instruction is step-by-step, and the actions of the teacher are clear, specific, direct, and related to the learning objective. It often follows the “I do. We do. You do” model. Explicit instruction provides time for lots of practice and cumulative review with the goal of teaching to mastery.

Explicit Vocabulary Routine Quality vocabulary instruction requires teachers to preplan the vocabulary words they will teach from the specific texts they are using in their classroom. When teaching words explicitly, a vocabulary routine is a helpful way for teachers to plan and deliver instruction.

Explicit Vocabulary Routine:

1. Pronounce it, write it, read it.
 - Call attention to the word’s pronunciation and spelling. Have students pronounce and write the word too. Check student pronunciation. Point out relevant regular and irregular spelling patterns and syllable types in the word.
2. Give a student-friendly definition.
 - Give a definition using words that your students will understand. Use concrete examples, pictures, videos, and gestures. Explain the word’s connection to other words. Point out any helpful morphemes.
2. Say more about the word.
 - Use the word in sentences. Explain any multiple meanings. Discuss the word’s part of speech and how to use the word in sentences. Give examples and nonexamples.
2. Ask students yes or no questions about the word.
3. Have students use the word.

- Support students with sentence stems and questions. Have students talk with a partner and write, when possible.

Expression In fluency, reading in a way that includes appropriate emotion, pauses, and/or emphasis on important words.

Expressive Language The expressive mode includes speaking, writing, and representing. One of two types of communication modes.

F

Features of Written Language *See Writing Skills*

Fluency The ability to read a variety of texts orally and silently with accuracy, appropriate rate, expression, and intonation to support comprehension.

Formal Assessment Cumulative assessment used to measure what a student has learned. It includes standardized testing, screenings, and diagnostic evaluation.

Formative Assessment Student assessments used during instruction to provide the information needed to effectively direct and target teaching and learning as it occurs.

The Four-Part Processing Model for Word Recognition The Four-Part Processing Model for word recognition is a simplified model that illustrates how the brain reads or recognizes words. (Based on Seidenberg & McClelland, 1989)

Magnetoencephalography (MEG) imaging studies have shown the directionality of brain processes when seeing/hearing a word.

1. Orthographic processor: letter recognition
When you see or hear a word, the orthographic processor makes a visual image of the letters
2. Phonological processor: sound recognition
The phonics “letterbox”
Once the word is heard or read, the brain connects the letters/graphemes and sounds/phonemes
3. Meaning processor:
All known meanings of the word are actively engaged
4. Context processor: Confirming meaning

Foundations of Oral Language *See Emergent Literacy*

Foundations of Reading *See Emergent Literacy*

Foundations of Writing *See Emergent Literacy*

Full Linguistic Repertoire All of the languages and language varieties available to them to communicate and understand the world around them. While these languages may be recognized

as separate, for bilingual children they are all part of their language resources, or linguistic repertoire.

G

General Education Curriculum A sequence of instruction or **program** of study that is aligned with grade-level content standards and is provided to all students.

Genre A recognized category of writing, music, film, games, and artistic expression. Knowing the characteristics or features of a genre is foundational to communicating within it.

Grade-Level Expectations Concise, clearly articulated descriptions of what students should know and be able to do at a specific stage of their education.

Gradual Release of Responsibility The *Gradual Release of Responsibility* model of instruction suggests that cognitive work should shift slowly and intentionally from teacher modeling, to joint responsibility between teachers and students, to independent practice and application by the learner (Pearson & Gallagher, 1983).

Grapheme A letter or letter combination that spells a phoneme; it can be one, two, three, or four letters in English (e.g., i, ou, igh, ough).

H

Heart Words Irregularly spelled high-frequency words. Because they do not follow the normal rules of spelling, parts of these words need to be explicitly taught in order to “know them by heart.” For example: *said*, *are*, and *where*.

High-Frequency Words The most common words found in print. They can be decodable (regularly spelled) or words with irregular spellings (sometimes called “heart words”). Often, they are referred to as “sight words” since automatic recognition of these words is required for fluent reading. They should not be taught by visually memorizing whole words but instead by using decoding to teach the regular or irregular grapheme-phoneme correspondences.

Home Language The language that a person learned as a child at home (usually from his or her parents). Children growing up in bilingual homes can, according to this definition, have more than one mother tongue or native language.

I

Identity as a Reader Formed over time, reading identities are associated with how capable a student believes they are at comprehending texts and the value they place on reading.

Immigrant Student The term “immigrant children and youth” means individuals who—

1. are aged 3 through 21;
2. were not born in any State; and
3. have not been attending one or more schools in any one or more States for more than 3 full academic years.

Inclusive Environment *See Emotionally Safe Environment*

Independent Reading The critical time when students both consolidate and take ownership of reading skills and strategies. The more students read, the better their background knowledge, comprehension, fluency, vocabulary, self-efficacy as readers, and attitudes toward reading for pleasure.

Individualized Education Plan (IEP) A written statement for each individual with a disability that is developed, reviewed, and revised in accordance with Title 42 U.S.C. Section 1414(d).

Individualized Language Acquisition Plans (ILAPs) The student plan that states the MLP services, classroom accommodations, and testing accommodations an ML student will receive.

Inferring Arriving at a conclusion by reasoning from evidence.

Inferential Language A complex sub-domain of pragmatic language that requires an individual to use social cognition to integrate information that is not explicitly provided from the context, draw logical conclusions (i.e., generate inferences), and use language to communicate these inferences to a listener.

Interpretive Language The interpretive mode includes reading, listening, and viewing. One of two types of communication modes.

Informal Assessment An ongoing assessment that includes children's work samples, quizzes, teachers' anecdotal notes/records, observations, and audio and video recordings.

Instructional Approaches These *approaches* or *methods* are ways in which the content is taught to help students reach the learning goal. Different instructional methods serve different purposes and may look different in different grades, content areas, and cultural contexts.

Intonation In fluency, the pattern of variation (rise and fall) in pitch during a spoken utterance.

Intensive Interventions (Tier 3) Designed for the smaller number of students who need more than targeted (Tier 2) instruction. Intensive instruction should occur in small groups of three. Intervention may include looking at time, intensity, frequency, and group size in order to meet each student's needs. The focus of instruction is usually on foundational skills that need a lot of strengthening. Progress monitoring occurs every 7-10 days.

J

K

Knowledge of Print *See Print Awareness*

L

Language Comprehension Language Comprehension is called by several other names in various studies, including linguistic comprehension, listening comprehension, and comprehension. All of these terms are defined as the ability to derive meaning from spoken words when they are part of sentences or other discourse. Language comprehension abilities, at a minimum, encompass “receptive vocabulary, grammatical understanding, and discourse comprehension” (Catts, Adlof, & Weismer, 2006).

Language Modes See *Expressive Language* and *Interpretive Language*

Language Proficiency Needs The ability to communicate and comprehend in a language. Someone who is proficient in a particular language can use the language in both written and oral form appropriately in real-life interactions, which are spontaneous and not rehearsed. Language learners develop different skills, like speaking and reading, at different paces.

Language Structures Languages differ from each other in various respects, e.g., in their sentence structure (syntax), word structure (morphology), sound structure (phonology) and vocabulary (lexicon).

Learning Progression The purposeful sequencing of teaching and learning expectations across multiple developmental stages, ages, or grade levels. The term is most commonly used in reference to learning standards—concise, clearly articulated descriptions of what students should know and be able to do at a specific stage of their education.

Lesson Plan The most detailed standards-based plan that a teacher will develop. It outlines the purpose and activities of what will be done on a specific day or across several days. Unit plans help to turn year-long plans into daily plans. Standards-based daily lesson plans are composed of objectives and activities that are based on the unit plans.

Letter Knowledge The ability to identify the names and shapes of the letters of the alphabet.

Letter-Sound Correspondence The matching of an oral sound to its corresponding letter or group of letters.

Lexile Level A numeric representation of a text's readability or difficulty based on an assessment of its semantics (vocabulary) and syntactic features (sentence length, structure). The content sophistication or quality of the text is not included in the Lexile.

Literary Language Literary language often features more complex sentence structures, vocabulary, and figurative language than everyday language. It is designed to evoke emotion, paint vivid imagery, and convey complex ideas. Everyday language, on the other hand, is the language we use in our daily lives to communicate with others.

Literacy-Rich Environment A place that encourages reading and writing, such as listening to stories read aloud, reading together, and talking about ideas.

Long-Range Curriculum Plans Long-range planning is the overarching goals for long units or for the entire year. It should be based on students' current ability levels and state standards.

M

Meaning The literal, figurative, intended, or reactive understanding of a word, phrase, or idea; the process of making meaning includes, among other skills, comprehension, understanding, and evaluation (see Evaluate) at a developmentally appropriate rate.

Mentor Texts Written pieces that serve as an example of skillful writing for student writers.

Metacognitive Strategies Techniques to help students develop an awareness of their thinking processes as they learn. These techniques help students focus with greater intention, reflect on their existing knowledge versus information they still need to learn, recognize errors in their thinking, and develop practices for effective learning.

Metacognitive Thinking Process/Metacognition The process of considering and regulating one's own learning. While reading, readers think critically about their own understanding as they read. It can be described as "thinking about thinking." Metacognitive strategies can be taught.

Modifications Modifications are adaptations that change *what* students learn and are used with students who require more support or adjustments than accommodations can provide. Whereas accommodations *level* the playing field, modifications *change* the playing field. Unlike accommodations, modifications:

- Do change the expectations for learning
- Do reduce the requirements of the task

Morpheme The smallest meaningful unit of language.

- Derivational Morpheme: An affix—a group of letters added before the beginning (prefix) or after the end (suffix)—of a root or base word to create a new word or a new form of an existing word.
- Inflectional Morpheme: An affix—a group of letters added before the beginning (prefix) or after the end (suffix)—added to a noun, verb, adjective, or adverb to assign a particular grammatical property to that word such as: tense, number, possession, or comparison; these do not change the essential meaning or the grammatical category of a word.

Morphemic Analysis An analysis of words formed by adding prefixes, suffixes or other meaningful word units to a base word.

Morphology The study, explanation, and description of how words are formed from prefixes, roots, and suffixes (e.g., mis-spell-ing), and how words are related to each other.

Motivation The goals, values, beliefs, and dispositions that energize behavior, elicit cognitions, and regulate literacy processes and learning.

Multi-Tiered System of Supports (MTSS) *Multi-Tiered System of Supports* or *MTSS* means an evidence-based model of schooling that uses data-based problem solving to integrate academic

and behavioral instruction and intervention. The integrated academic and behavioral supports are delivered to students at varying intensities by means of multiple tiers based on student need. Need-driven decision making seeks to ensure that district resources reach the appropriate students at their schools at the appropriate levels to accelerate the performance of all students to fulfill the profile of the South Carolina Graduate. Learn more here: [SC MTSS Framework and Guidance Document](#)

Multilevel Texts Multilevel texts are distinct from “leveled” texts in that they are written at two or more levels of complexity and are suitable for two or more levels of reading; leveled texts, on the other hand, control vocabulary according to reading level.

Multilingual Language Program (MLP) South Carolina’s English Language Development (ELD) program. Learn more here: [SCDE Title III Multilingual Learner and Immigrant Student Program Guiding Principles](#)

Multilingual Learners (MLs) A student who met identification criteria and is placed in the Multilingual Language Program (MLP). Learn more here: [SCDE Title III Multilingual Learner and Immigrant Student Program Guiding Principles](#)

Multimedia Forms of communication intended to reach a broad audience in a variety of modes; multimedia texts can include, but are not limited to, video, audio, and written products.

Multiple Interpretations More than one explanation or suggestion of the intended meaning of language within a text.

N

Narrative Language Skills Narrative language refers to the ability to use all parts of language (vocabulary, grammar, pragmatics) together to tell a story.

Narrative skills, or storytelling skills, are a complex and important part of communication. These skills begin to develop as early as 2 years of age! We use our narrative language skills several times a day to...

- retell events/stories
- tell others about ourselves
- comprehend what we read
- give instructions to others
- socially connect with peers, family members, and other communication partners

To be able to generate a comprehensible and cohesive narrative, a student must be able to:

- 1) Recall events (memory)
- 2) Put events in the correct order (sequencing)
- 3) Use correct words (vocabulary/semantics)
- 4) Use correct sentence structure (syntax/grammar)

Students that struggle with narrative skills may appear to “jump all over the place” when telling stories, include information not relevant to the story, lack important details, and use vague vocabulary. Oftentimes, the listener will have to ask many questions of the student to try to decipher what exactly is being communicated.

Native Language The language that a person learned as a child at home (usually from his or her parents). Children growing up in bilingual homes can, according to this definition, have more than one mother tongue or native language.

Norm-Referenced Assessment A standardized assessment tool that compares a student's test scores to the average score of a representative group.

O

Observations The process of gathering, recording, and reflecting on information about children's progress. Quality observations communicate each child's individuality and context: because every child has strengths, interests, and experiences connected to their unique home and community contexts, it makes sense that observations and other assessments should provide a comprehensive view of who each child is, what they know, and what they can do.

Oral Language The skills used for speaking and listening; oral language development is the foundation for word reading and comprehension and is comprised of semantics (vocabulary), phonology (sounds of language), morphology (smallest unit of meaning in language), syntax (word order), and pragmatics (use of language); oral language is sometimes referred to as spoken language.

Oral Vocabulary *See Speaking Vocabulary*

P

Partner Reading Students reading aloud with a partner, taking turns to provide word identification help and feedback.

Phoneme The smallest unit of sound within the English language system; a phoneme combines with other phonemes to make words.

Phonemic Awareness One of the five essential components for reading instruction and a subcategory of phonological awareness where the focus is on the awareness of individual sounds (phonemes) in spoken words.

Phonics The study of expected patterns for how letters can be sequenced to represent the sounds (phonemes) of spoken language.

Phonological Awareness Awareness of all levels of the speech sound system including phoneme, syllable, onset and rime, and word.

Prefix An affix attached to the beginning of a base word that changes or adds to its meaning.

Predictions Thinking about a story and guessing what will happen next.

Print Awareness The knowledge that printed words carry meaning, and that reading and writing are ways to get ideas and information. Print awareness is basic knowledge about print and how it

is typically organized on a page. For example: print conveys meaning, print is read left to right, and words are separated by spaces.

Professional Judgment The application of professional knowledge, professional experience, and ethical standards in context with understanding, analysis, and reflection. Early childhood educators exercise professional judgment to make intentional, informed decisions about appropriate practice in specific circumstances.

Professional Learning Community (PLC) A group in which educators commit to ongoing learning experiences with a deliberate intent to transform teaching and learning at their school or within their district.

Professional Learning Opportunity (PLO) Conferences, Workshops, and Seminars are examples of PLOs. Such opportunities allow you to step outside your daily routine, engage with others in your field, and explore new ideas and perspectives. Other benefits include: Learning: Exploring the latest trends, research, and best practices in your field to improve your job performance.

Professionalism The conduct, aims, or qualities that characterize or mark a profession or a professional person.

Proficiency A thorough competence derived from training and practice.

Proficiency Level The language proficiency level of multilingual learners based on English Language Proficiency (ELP) assessment or screener.

Progress Monitoring Assessment Administered frequently throughout instruction to determine whether students are making adequate progress and to determine whether instruction needs to be adjusted.

Q

Qualitative Measures They consider the extent to which text features related to content and meaning are used. These may include multiple meanings, figurative language, text organization, author's purpose, and vocabulary. This measure analyzes critical features of the text that computers cannot analyze, like meaning/purpose, themes and knowledge demands, language features, text structures, and the use of graphics. Judgments about these factors add additional information to the process of determining text complexity that Quantitative Measures cannot assess. Qualitatively high text complexity texts are those that are multi-layered with a rigorous depth and more complex knowledge.

Quantitative Measures These measures are divided by grade band and address the measurable data of a text, such as sentence length, word length, and word frequency. While all text readability measures use a different formula to determine a level, we feature Flesch-Kincaid and Lexile, as they are commonly used in South Carolina, according to standards writing committee members.

R

Rate Measured by words read per minute, reading rate influences one's fluency and comprehension. Students' reading rate should increase continually during elementary school years.

Reader/Task Considerations This measure considers individual students as readers and the appropriateness of the activity with the text. Students' background knowledge must be considered when determining text complexity. Texts may appear to be quantitatively and qualitatively appropriate for a student; however, it is important to consider the developmental level of the reader and the theme of a text when determining the appropriateness of complexity. Factors relating to reader and task for consideration are complexity of content, cognitive capacity, reading skill, motivation and engagement, prior knowledge, task, and assessment. The rubric offers criteria to weigh when evaluating the appropriateness of text.

Reading Comprehension Reading comprehension differs from language comprehension because of the reliance on print, as opposed to oral language, to perceive the words and derive meaning (Hoover & Gough, 1990). In other words, language comprehension becomes reading comprehension when word meaning is derived from print. It is possible to have strong language comprehension and still be a poor reader if there is difficulty with decoding.

Reading Models Reading models are methods for literacy instruction. Three reading models are the top-down, bottom-up, and interactive methods.

Reading Stamina The ability to sustain mental effort without scaffolds or adult support.

Receptive Language Language that is heard.

Reliability The extent to which a measurement instrument yields consistent, stable, and uniform results over repeated observations or measurements under the same conditions each time.

Research-Based Founded on an accumulation of facts that have been obtained by research.

Responsive Teaching The ability to observe your students and then strategically and flexibly adjust your instruction to meet their specific needs.

Root Words A morpheme, usually of Latin or Greek origin, that usually cannot stand alone but is used to form a family of words with related meanings. Most root words need a prefix and/or suffix to create a stand-alone word — for example, the Latin root word *aud-* meaning “to hear or listen” is not a word on its own, but it is the root of words such as *audio*, *audible*, or *auditorium*. Some root words can be stand-alone words — for example, the Greek root word *scope* meaning “viewing instrument” in the words *microscope* and *telescope*.

Routines A shorter sequence of events within a larger schedule. Each component of the schedule has its own routine. For example, the arrival routine might include a child putting his or her backpack in the cubby, checking in, and playing with table toys. Visuals should be used to support children in understanding and following the schedule and routines.

Rubric (sometimes referred to as a scoring guide or scoring criteria) An established, ordered set of criteria for judging student performance/products; it includes performance descriptors of student work at various levels of achievement.

Rural Rural includes census-defined rural territories that are:

- less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster,
- more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster, and
- more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster.

S

Scaffolding Reading Reading a text with the guidance or support of a teacher. The provision and gradual withdrawal of teaching support through modeling, questioning, feedback, and so forth for a student's learning growth across successive attempts, thus transferring more and more responsibility to the student.

Scarborough's Reading Rope This 2001 model from Dr. Hollis Scarborough identifies the multiple components of oral language comprehension and word recognition necessary to become a skilled reader. The metaphor of a woven rope illustrates the inter-connectedness of each "strand" — as well as the complexity of helping students become skilled readers.

Science of Reading *See Scientifically Based Research*

Scientifically Based Research The body of research that identifies evidence-based approaches of explicitly and systematically teaching students to read, including foundational literacy skills that enable students to develop reading skills required to meet state standards in literacy.

Scope and Sequence Structure of a curriculum that includes the skills, strategies, content, and the order in which it will be taught.

Screening Assessment An informal inventory that provides the teacher a beginning indication of the student's preparation for grade level reading instruction. It is a "first alert" that a child may need extra help to make adequate progress in reading during the year.

Self-Monitor Refers to metacognition. When students use self-monitoring strategies, they actively think about how they are learning or understanding the material, activities, or reading in which they are engaged.

Sentence Frames Also known as *language frames*, these templates are temporary scaffolds used to support language and writing learning. Usually appearing in the form of a sentence with a few missing words, sentence frames enable students to produce complex sentences that include key vocabulary within a subject area or discipline, function words, and phrases that describe, compare, sequence, argue, show cause and effect, and so forth. Although appropriate for all

students as they learn and expand their academic language, language templates are especially appropriate for English learners, reluctant writers, and students with disabilities as a way to support their producing language that would otherwise be difficult and frustrating for them at a given point in time. As students become more proficient producing academic language, scaffolds can be eliminated or expanded to paragraph length. The key is that they are temporary.

(Based on our reading, I believe that _____. The advantages of _____ seem to outweigh _____ that could be possible consequence. In the first phase _____, then _____, finally _____.)

Sequential Instruction The arrangement or ordering of subject matter content for presentation and study over a selected period, as a unit, semester, year, and so forth. (*Note:* In its fullest sense, sequencing of content is not merely a linear arrangement but involves provision for revisiting key concepts and skills so that each successive encounter deepens students' understanding or proficiency.) Common approaches to sequencing are chronological, developmental, easy to difficult, part to whole, simple to complex, thematic, and whole to part. (*adj.* **sequential**).

Sight Words Words that a reader recognizes without having to sound them out. These words may be phonetically regular or irregular.

Simple View of Reading Developed by Gough and Tunmer in 1986 and widely accepted, this model states that reading comprehension depends on two basic components: word recognition (decoding) and language comprehension. Decoding (D) x Language Comprehension (LC) = Reading Comprehension (RC).

South Carolina College- Career- Ready (SCCCR) Standards for English Language Arts (ELA) A document that outlines ELA learning standards in SC. Standards are vertically and progressively articulated in grade appropriate learning goal statements called indicators. The grade-level indicators convey the end-of-year learning expectations. In most cases, the indicators progress from kindergarten through the completion of English 4. Not all standards progress through all grade levels. The standards document is divided into strands: Foundations of Literacy (F), Applications of Reading (AOR), Research (R), and Written and Oral Communications (C). Overarching Expectations (OE) is a strand of fundamental skills and processes that are expected at all levels of learning. Overarching standards are listed within each strand. According to the South Carolina Educational Accountability Act of 1998, the purpose of academic standards is to provide the basis for the development of local curricula and statewide assessments. Learn more here: [2023 SCCCR Standards for ELA](#)

Speaking Vocabulary The words used when speaking.

Spelling The process of representing a language by means of a writing system.

Stakeholders Anyone who is invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials such as school board members, city councilors, and state representatives.

Standards-Based Learning Goals Academic (standards based) goals are goals directly linked to progressing toward enrolled grade-level content standards.

State Assessments Developed and administered according to each state's standards. See more here: [*SCDE Information for All Assessment Programs*](#)

Structured Literacy An evidence-based approach to teaching oral and written language aligned to the science of reading founded on the science of how children learn to read and characterized by explicit, systematic, cumulative, and diagnostic instruction in phonology, sound-symbol association, syllable instruction, morphology, syntax, and semantics.

Substantive Feedback It is specific. It helps someone improve their work and/or celebrate a specific feature in their work. It can also expand on someone's work.

Suburban Suburbs include territories:

- outside a principal city and inside an urbanized area with population of 250,000 or more,
- outside a principal city and inside an urbanized area with population less than 250,000 and greater than or equal to 100,000, and
- outside a principal city and inside an urbanized area with population less than 100,000.

Suffix An affix attached to the end of a base word that changes or adds to its meaning.

Summarize To condense a section of text or an entire text to its most important ideas and information; summarizing leads to analysis.

Summative Assessment An evaluation administered to measure student learning outcomes, typically at the end of a unit or chapter. Often used to evaluate whether a student has mastered the content or skill.

Surveys The casting or recording of the votes of a body of persons.

Syllable A segment of a word that has one vowel sound, which may or may not be followed or preceded by a consonant.

Syllable Types:

- Closed: Has a short vowel sound that is spelled using one vowel and ends in a consonant (e.g., hat, dish, bas/ket).
- Open: Has a long vowel sound that is spelled with one vowel and ends in that vowel (e.g., me, e/qual, pro/gram, mu/sic).
- Vowel-consonant-e (VCe): Has a long vowel sound and ends with a consonant +e (e.g., like, milestone).
- Consonant-le: Has a consonant +le at the end of a word and is unstressed when vocalized (e.g., candle, juggle).
- R-controlled: Has a vowel that is followed by letter r and creates distinct sounds like ar, er, ir, or, and ur (e.g., star, corner).
- Vowel teams: Has a group of two or more vowels that represent a long, short, or other vowel sound (e.g., count, rainbow).

Synchronous Learning Synchronous instruction is the idea that students learn material at the same time. Examples of synchronous instruction might include lectures, discussions or collaborative activities. When applied to remote learning, students must be online at the same time.

Syntax The part of language that has to do with the grammatical forms and structure of sentences. Learn more here: [2023 SCCC Standards Grammar and Conventions Matrix](#)

Synthesize To condense a section of text or an entire text to its most important ideas and information; synthesizing leads to analysis (see Analyze).

Systematic Instruction A plan of instruction (scope and sequence) that takes students through an explicit sequence of learning activities. Lessons build on previously taught information, building from easier to more difficult tasks, and breaking down harder skills into smaller parts.

T

Targeted Instruction (Tier 2) Small groups of 3-7 students who are struggling with Tier 1 instruction. Students receive additional instruction based on Core (Tier 1), and often includes reteaching, differentiated instruction, and more opportunities to practice. Progress monitoring occurs every 10-14 days to measure students' progress.

Target Language The target language (TL) is the one learned and which learners aim to master.

Technical Adequacy (of Assessments) Scores or information generated from an instrument that is “technically adequate” can reliably and accurately predict performance or behavior for any given population of interest. In other words, the instrument should be standardized for the population it will be used on, reliable, and accurate in its identification of children who are and who are not at risk.

Text Texts can include, but are not limited to, materials such as books, magazines, newspapers, movies, paintings, television shows, songs, political cartoons, online materials, advertisements, maps, digital media, infographics, podcasts, charts, graphs, diagrams, notes, captions, lab reports, scenarios, and works of art.

Text Complexity The level of difficulty in reading and understanding a text. There are three components of text complexity: qualitative, quantitative, and reader and task. Each of these components is equally important and valued. Singularly, however, they reveal a partial and potentially misleading impression of a text. The complexity in one dimension may be higher or lower than the other, but all three must be considered to determine the overall complexity. Learn more here: [2023 SCCC ELA Standards](#) (p. 22-24)

Text Evidence A piece of information that an author or content creator uses to support their idea or opinion.

Text Features Elements within a text that help to navigate and make sense of information; text features are used alongside text structures to establish meaning and purpose to an audience, especially in informational texts.

Text features include, but are not limited to:

- **Caption:** A brief comment or description that typically accompanies a visual image.
- **Glossary:** A list of subject-specific terms and definitions typically found at the end of a text.
- **Graph:** A visual representation of related data or information.
- **Heading:** The title of a section of text that introduces its overall topic; a heading may also be used to divide a larger text into smaller sections.
- **Illustration:** A drawn image used to emphasize information or explain an aspect of a text.
- **Map:** A visual representation of a specific location or area. • **Photograph:** A visual image taken with a camera that reflects actual objects, settings, or events, and is typically relevant to the topic of a corresponding text
- **Subheading:** The title of a section of text that divides information into smaller sections or subcategories beneath a heading.
- **Table of Contents:** A list of chapters or sections of information and page numbers for their specific location in a larger text.
- **Title:** The specific name of a book, article, or other literary work or text.

Text Structure Information Text Structure:

The structures authors use to organize information in text; an author of an informational text or speech structures the text to best convey the message or argument to the readers or audience.

The information text structures named in the 2023 SC English Language Arts College- Career- Ready Standards are:

- **Cause and Effect:** This structure is used to show a direct relationship between one idea, event, or action and its result.
- **Compare and Contrast:** This structure is used to analyze the similarities and differences between ideas, people, places, objects, or topics.
- **Chronological:** This structure presents events in the order in which they happened.
- **Description/List:** This structure provides details, examples, features, and/or characteristics of a topic.
- **Problem and Solution:** This structure describes a problem and then presents a solution to the problem.
- **Sequence:** This structure describes the order from beginning to end.

Literary Text Structures:

Structures that are unique to literary works. Literary text structures can include, but are not limited to:

Narrative Text Structures

- **Chapter:** The primary division of a narrative text; chapters can contain multiple paragraphs.
- **Paragraph:** A distinct section of writing covering one focused topic; paragraphs are composed of multiple sentences.

Poetic Text Structures

- **Line:** A part of a poem forming one row of written or printed words.
- **Stanza:** A grouping of multiple lines within a poem.
- **Act:** The main division of a dramatic text, typically organized by major events within the plot; an act is composed of one or more scenes that incorporate multiple characters and/or locations.
- **Scene:** A division of an act presenting continuous action in one location within a dramatic text.

Along with physical structures, literary text structures incorporate literary devices such as (but not limited to) perspective, flashback, manipulation of time, pacing, and figurative language to create effects such as mystery, tension, and suspense.

Tier 1 Vocabulary Common, everyday, basic words that are often learned through conversation and do not have explicit instruction. These can be concepts or words across all parts of speech (e.g., nouns, verbs, adjectives, etc.).

Tier 2 Vocabulary These are words that appear across the academic curriculum and show up in many contexts, but they are not often used in everyday conversation. Tier 2 words are especially important when guiding students to understand why an author chose specific words to communicate a specific meaning or to evoke a specific image.

Tier 3 Vocabulary These words are subject-specific terms and are generally used in only one context and have one meaning.

Think-Aloud A comprehension strategy that is often practiced during shared read alouds, when teachers reveal their thinking processes by verbalizing: connections, questions, inferences, and predictions.

Translanguaging How multilingual learners access and use their full linguistic repertoires in communication and learning, including by using more than one language.

U

Urban

- **City: Large:** Territory inside an urbanized area and inside a principal city with population of 250,000 or more
- **City: Midsize:** Territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000.
- **City: Small:** Territory inside an urbanized area and inside a principal city with population less than 100,000.
- **Town: Fringe:** Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area.
- **Town: Distant:** Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area.

- **Town: Remote:** Territory inside an urban cluster that is more than 35 miles of an urbanized area.

V

Validity (Test Validity) The extent to which a test or assessment measure matches its stated purpose.

Verbal Reasoning Action that requires readers to go beyond what they read so they can make sense of a text and more deeply understand a topic (Burton et al. 5). For students to flex their verbal reasoning muscles, they need access to complex texts, adequate stores of background knowledge, and regular opportunities to think for themselves, with appropriate support along the way.

Vocabulary A collection of known words. However, knowing a word means much more than just knowing the definition or meaning. Knowing a word also means being able to pronounce the word, spell the word, identify the word's part of speech (e.g., noun, verb, adjective, etc.), apply the word in various contexts, how to use the word and how not to use the word, knowledge of synonyms and antonyms for the word, as well as how the word's meaning may change when paired with other words and/or when derivational morphemes are applied.

W

WIDA English Language Development Standards Framework, 2020 Edition The WIDA English Language Development (ELD) Standards Framework, 2020 Edition: Kindergarten – Grade 12 is a document that provides a foundation for curriculum, instruction and assessment for multilingual learners in kindergarten through grade 12. The ELD Standards Framework is centered on equity and fosters the assets, contributions, and potential of multilingual learners. The 2020 Edition serves as a resource for planning and implementing language instruction and assessment for multilingual learners as they learn academic content. See more here: [WIDA English Language Development Standards Framework, 2020 Edition](#)

Word Derivations A word formed from another word or base or root.

Word Features Information about a word including meaning, spelling, pronunciation, part of speech, word family, frequency, register, usage and collocation.

Word Recognition Phonological awareness, decoding, and sight recognition of familiar words) work together as the reader becomes accurate, fluent, and increasingly automatic with repetition and practice.

Word Roots Words from other languages that are the origin of many English words. About 60 percent of all English words have Latin or Greek origins. Root words hold the most basic meaning of a word. Most root words need a prefix and/or suffix to create a stand-alone word — for example, the Latin root word *aud-* meaning “to hear or listen” is not a word on its own, but it is the root of words such as *audio*, *audible*, or *auditorium*. Some root words can be stand-alone words — for example, the Greek root word *scope* meaning “viewing instrument” in the words *microscope* and *telescope*.

Writing Skills To write well, students must develop a broad set of skills.

- **Basic writing skills:** These include spelling, capitalization, punctuation, handwriting and keyboarding, and sentence structure (e.g., learning to eliminate run-ons and sentence fragments). Basic writing skills are sometimes called the “mechanics” of writing.
- **Generating text:** Text generation involves putting our thoughts into words, what might be thought of as the “content” of writing. Text generation includes word choice (vocabulary), elaboration of detail, and clarity of expression.<sup>[L]
[SEP]</sup>
- **Planning and editing:** Especially after the earliest grades, good writing involves planning, revising, and editing your own work. These skills are indispensable in becoming a good writer, and increasingly so as students advance into the middle and secondary grades.
- **Writing knowledge:** Writing knowledge includes an understanding of discourse and genre — for example, understanding that a narrative is organized differently than an informational text. Students also need to learn that they are writing for an audience so they need to convey meaning clearly to the people who will be reading their work.

See more here: [2023 SCCCR ELA Standards Grammar and Conventions Matrix](#)

Written Expression A complex process of using various cognitive operations to translate ideas and thoughts into a written language.

X

Y

Z

References

- [American Speech-Language-Hearing Association: Evidence-Based Practice Glossary](#) (reliability)
- [Arizona Department of Education Science of Reading: Four-Part Processor](#) (The Four-Part Processing Model for Word Recognition)
- [ASCD PD Online Gradual Release of Responsibility Instructional Framework](#) (Gradual Release of Responsibility)
- [Berg, Sydney Associates in Pediatric Therapy Narrative Language Skills: The Power of Storytelling](#) (narrative language skills)
- [Castro, Katherine Why Children Need Diverse Literature: How does Diverse Literature Affect Children? Anna Maria College](#) (diverse texts)
- [Cornell University's Center for Teaching Innovation: Metacognitive Strategies \(How People Learn\)](#) (metacognitive strategies)
- [Corujo, Jennifer Houghton Mifflin Harcourt Blog \(August 10, 2023\) 6 Levels of English Language Proficiency for ELL Students](#) (language proficiency needs)
- Datchuk S. M., Kubina R. M. Jr (2017). A writing intervention to teach simple sentences and descriptive paragraphs to adolescents with writing difficulties. *Education and Treatment of Children*, 40(3), 303-326.
- [Data Works Curriculum Vocabulary Development Part 1: Types of Vocabulary](#) (content vocabulary)
- [Ehri, Linnea C. Phases of Development in Learning to Read Words by Sight Journal of Research in Reading, v18 n2 p116-25 Sep 1995 \(Ehri's 4 Phases of Word Recognition\)](#)
- [Flocabulary Blog \(May 5, 2023\) How to Teach Students to Find Text Evidence](#) (text evidence)
- [Florida Center for Reading Research: Glossary of Reading Terms](#) (alphabetic principle, decodable text, direct instruction, letter-sound correspondence, morphemic analysis, partner reading, *Professional Learning Communities*, receptive language, self-monitor)
- [Fountas and Pinnell Literacy Blog What is Responsive Teaching? \(November 4, 2022\)](#) (responsive teaching)
- Furey, W. M., Marcotte, A. M., Wells, C. S., & Hintze, J. M. (2017). The effects of supplemental sentence-level instruction for fourth-grade students identified as struggling writers. *Reading & Writing Quarterly*, 33(6), 563-578.

[Georgia Law 505-3-03 Foundations of Reading, Literacy, and Language](#) (written expression)

[Georgia Department of Education Deconstructing the Georgia Standards for Excellence 5-Step Protocol](#) (deconstructing standards, written expression)

[Glossary for 2023 SCCCR ELA Standards](#) (accuracy, analyze, background knowledge, decoding, encoding, expression, grapheme, intonation, meaning, mentor texts, morpheme, morphology, multimedia, multiple interpretations/interpret, oral language, phoneme, phonemic awareness, phonics/phonemic pattern, phonological awareness, prefix, suffix, summarize, syllable, synthesize, text features, text structure)

[Graham, S., McKeown, D., Kiuahara, S., & Harris, K. R. \(2012\). A meta-analysis of writing instruction for students in the elementary grades. *Journal of Educational Psychology*, 104\(4\), 879–896.](#)

Graham, S., & Santangelo, T. (2014). Does spelling instruction make students better spellers, readers, and writers? A meta-analytic review. *Reading and Writing*, 27, 1703-1743.

[Great Minds Blog \(September 13, 2022\) Examining Scarborough's Rope: Verbal Reasoning](#) (verbal reasoning)

[Great Schools Partnership: The Glossary of Education Reform](#) (brain-based learning, data, grade level expectations, stakeholder, learning progression)

[Harvard Business School Online Blog 5 Professional Development Opportunities You Should Consider When Advancing Your Career \(Kate Gibson; May 9, 2023\)](#) (Professional Learning Opportunities)

[High-Leverage Practices for Students with Disabilities: Glossary](#) (adapting instruction, benchmark assessment, culturally relevant curriculum, differentiated instruction, evidence-based practice, norm-referenced assessment, summative assessment, targeted instruction)

[IBE Science of Learning Portal Emergent Literacy: Building a Foundation for Learning to Read](#) (emergent literacy)

[IES Practice Guide Foundational Skills to Support Reading for Understanding Kindergarten Through 3rd Grade](#)

[International Dyslexia Association Scarborough's Reading Rope: A Groundbreaking Infographic](#) (word recognition)

[International Literacy Association: Literacy Glossary](#) (authentic text, close reading, comprehension, construct meaning, content area, content area reading, dialect, digital text, engagement, genre, home language, Lexile level, motivation, rate, scaffolding instruction, scope and sequence, sentence frames, sequential instruction, *Simple View of Reading*, spelling, validity)

[Instructure.com What is Substantive Feedback?](#) (substantive feedback)

[International Literacy Association Literacy Leadership Brief 2018 *The Power and Promise of Read-Alouds and Independent Reading* \(p.5\)](#) (independent reading)

[International Schools Services blog: *Make Reading More Exciting with Classroom Libraries* \(Feb. 7, 2020\)](#) (classroom library)

[Irion-Frake, Hanna *Vocabulary Instruction: Strategies for the Classroom* Lexia Voyager Sopris EdView360 Blog \(April 21, 2022\)](#) (explicit vocabulary routine)

[Lexia Blog Post: *Defining Academic Language and Its Key Elements* \(2/13/2017\)](#) (academic language)

Limpo, T., & Graham, S. (2020). The role of handwriting instruction in writer's education. *British Journal of Educational Studies*, 68(3), 311-329

[Maine Department of Education Newsletter; *Literacy Links for November 2013; \(Volume 10, Number 3\)*](#) (collaborative conversations)

[Merriam-Webster Dictionary Online](#) (audiobook, continuum, drawing conclusions, inferring, professionalism, proficiency, surveys)

[Moats, L. \(2005\). How spelling supports reading. *American Educator*, 6, 12–22.](#)

[NAEP Glossary of Terms](#) (*Individualized Education Plan*, rural, suburban, urban)

[NAEYC Developmentally Appropriate Practice \(DAP\) Position Statement Appendix B: Glossary](#) (formal assessment, informal assessment, professional judgment)

[NAEYC Teaching Young Children Fall 2022: *Using Observation to Guide Your Teaching*](#) (observations)

[NAEYC Teaching Young Children October/November 2019: *Quick and Easy Notes: Practical Strategies for Busy Teachers*](#) (anecdotal records)

[National Center for Education Statistics *NAEP and State Assessments*](#) (state assessments)

[National Center on Improving Literacy Learning *Literacy Glossary*](#) (literacy-rich environment, syntax)

[National Council of Teachers of English *Position Statements: Statement on Independent Reading* \(November 7, 2019\)](#) (reading stamina)

[National Institutes of Health National Library of Medicine *Inferential Language Use by Youth with Down Syndrome During Narration* \(inferential language\)](#)

[Online TELF Courses *Pros and Cons of Teaching Exclusively in the Target Language* \(target language\)](#)

[Ontario Institute for Educational Leadership Student Achievement Division *What Works? Research Into Practice Using Multilevel Texts* \(June 2012\) \(multilevel texts\)](#)

[Oregon Council of Chief State School Officers *State Collaborative on Assessment and Student Standards Arts Education Assessment Consortium* \(SCASS/ARTS\) \(authentic assessment, criterion-referenced assessment, rubric\)](#)

[Pittman, R. T., Joshi, R. M., & Carreker, S. \(2014\). Improving the spelling ability among speakers of African American English through explicit instruction. *Literacy Research and Instruction*, 53\(2\), 107–133.](#)

[Preventexpulsions.org *Preventing Suspensions and Expulsions in Early Childhood Settings: Glossary* \(class schedule, routines, technical adequacy\)](#)

[Reading Rockets About Reading: The Simple View of Reading \(language comprehension, reading comprehension\)](#)

[Reading Rockets Classroom Strategy Library \(choral reading\)](#)

[Reading Rockets Glossary \(Core Instruction/Tier 1, diagnostic assessment, explicit instruction, formative instruction, heart words, high-frequency words, informal assessment, intensive interventions/Tier 3, letter knowledge, metacognitive thinking processes/metacognition, print awareness, progress monitoring assessment, root words, *Scarborough's Reading Rope*, screening assessment, scientifically based reading research, sight words, *Simple View of Reading*, speaking vocabulary, systematic instruction, targeted instruction/Tier 2, think-aloud, word roots\)](#)

[Reading Rockets Writing Introduction \(features of written language/writing skills\)](#)

[Scholastic Teaching Tools *3 Teacher-Approved Tips to Help Students Build Positive Reading Identities in the Classroom* \(identity as a reader\)](#)

[Simply Psychology *Construct Validity: Definition and Examples* \(construct validity\)](#)

[Smith, Sheldon EAPFoundations.com *Features of Vocabulary* \(word features\)](#)

[South Carolina Accessibility Support Document December 2022 \(academic standards, accessibility, accommodation\)](#)

[South Carolina Department of Education Office of Educator Effectiveness *Responsive and Inclusive Practices and the South Carolina Teaching Standards Rubric*](#) (emotionally safe environment, inclusive environment)

[South Carolina Department of Education *Literacy in the Content Areas*](#)

[South Carolina Department of Education *SC Teaching Standards 4.0 Rubric Updated Environment Domain*](#)

[South Carolina Department of Education Special Education *Special Education Insights to the 2023 SCCR ELA Standards*](#)

[South Carolina College- Career -Ready \(SCCCR\) Standards for English Language Arts \(ELA\)](#) (fluency, SCCCR Standards for ELA, qualitative measures, quantitative measures, reader/task considerations, text, text complexity)

[South Carolina Department of Education \(SCDE\) Title III Multilingual Learner and Immigrant Student Program Guiding Principals 2023-2024: Appendix A Terms to Know](#) (Individualized Language Acquisition Plans, Multilingual Language Program, Multilingual Learners, proficiency level)

[South Carolina House of Representatives *Proviso Changes for 2023-2024 H630 1A.73*](#) (scientifically based instruction, structured literacy)

[South Carolina Legislature Code of Laws Act 213 Section 59-33-510 \(3\)](#) (*Multi-Tiered System of Supports*)

[South Dakota Department of Education *District-wide Assessment Guidance Policy*](#) (district assessment)

[*Special Education Insights to the 2023 SCCR ELA Standards*](#)

[Study.com FAQ *What Are the Advantages of Dynamic Assessment?*](#) (dynamic assessment)

[Study.com Making Predictions While Reading: Lesson for Kids](#) (predictions)

[Study.com *Procedures for Short-Range & Long-Range Instructional Planning*](#) (long-range curriculum plan)

[Study.com *Reading Models: Definitions, Types, and Examples*](#) (reading models)

[*Text Complexity Resources to Support the 2023 SCCR ELA Standards*](#)

[US Department of Education Office of Elementary and Secondary Education *Title III Language Instruction for English Learners and Immigrant Students*](#) (immigrant student)

[US Department of Health and Human Services *Personalized Dynamic Feedback Control of Body Weight*](#) (dynamic feedback)

[Utrecht University Institute for Language Sciences *Language Structure: Variation and Change*](#) (language structures)

[Vanderbilt University IRIS Center at Peabody College](#) (cognitive strategies, general education curriculum, instructional approaches, lesson plan, modifications)

[Vocabulary Support Document for 2023 SCCCR ELA Standards](#) (Tier 1 Vocabulary, Tier 2 Vocabulary, Tier 3 Vocabulary, vocabulary)

[Washington University in St. Louis Center for Teaching and Learning: Glossary of Pedagogical Terms](#) (asynchronous learning, synchronous learning)

[Waterford.org 7 Strategies for Teaching Students How to Annotate](#) November 7, 2018 (annotating text)

[WIDA Focus Bulletin \(September 2020\) *Translanguaging: Teaching at the Intersection of Language and Social Justice*](#) (full linguistic repertoire)

[WIDA University of Wisconsin-Madison: WIDA English Language Development Standards Framework, 2020 Edition](#) (expressive language, interpretive language, language modes, translanguaging, WIDA ELA Standards Framework, 2020 Edition)