

**Standard I. Oral Language: Teachers of young children understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young children to develop listening and speaking skills.**

<p><b>Teacher Knowledge: What Teachers Know</b></p>	<p><b>Application: What Teachers Can Do</b></p>
<p><i>Teachers of Students in Grades EC–4</i></p>	<p><i>Teachers of Students in Grades EC–4</i></p>
<p>The beginning teacher knows and understands:</p>	<p>The beginning teacher is able to:</p>
<p>1.1k linguistic concepts, such as phonemes, segmentation, other phonological skills, and narrative concepts related to emergent literacy;</p>	<p>1.1s acknowledge children’s current oral language skills and build on these skills to increase children’s oral language proficiency through specific language instruction using such activities as meaningful and purposeful conversations, dramatic play, songs, rhymes, stories, games, language play, discussions, questioning, and sharing information;</p>
<p>1.2k that many children go through predictable stages in acquiring oral language that include developmental milestones in phonology, semantics, syntax, pragmatics, and an awareness of the uses of oral language, but also understand that individual variations occur in language development;</p>	<p>1.2s strengthen vocabulary and narrative skills in spoken language by reading aloud to children and teaching them to recognize the connections between spoken and printed language;</p>
<p>1.3k the relationship between the development of oral language and the development of reading;</p>	<p>1.3s provide direct and indirect instruction, including modeling and reading aloud, in “classroom” English (e.g., language structures and pronunciations commonly associated with written English) and support children’s learning and use of classroom English through meaningful and purposeful oral language activities;</p>
<p>1.4k similarities and differences between oral and written language conventions and how to promote young children’s awareness of these similarities and differences;</p>	<p>1.4s select and use instructional materials and strategies that promote children’s language development, respond to children’s individual strengths, needs, and interests, and reflect cultural diversity;</p>
<p>1.5k how to build on children’s cultural, linguistic, and home backgrounds to enhance their oral language, including using the child’s home language to develop English;</p>	<p>1.5s help children learn how to adapt their spoken language to various audiences, purposes, and occasions;</p>
<p>1.6k how to use instruction that interrelates oral and written language to promote student reading and learning (e.g., preview-review, discussions, and questioning);</p>	<p>1.6s help children learn how to evaluate the content of their own spoken messages and the content and effectiveness of the messages of others;</p>
<p>1.7k when speech or language delays or differences warrant in-depth evaluations and additional help or interventions; and</p>	<p>1.7s plan, implement, and monitor instruction that is focused on individual children’s needs, strengths, and interests and is based on informal and formal assessment of children’s progress in oral language development;</p>
<p>1.8k how to use effective informal and formal assessments to evaluate children’s oral language skills.</p>	<p>1.8s communicate with children’s families about ways that they can encourage their children’s language development;</p>

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**Application: What Teachers Can Do**

***Teachers of Students in Grades EC–4 (continued)***

The beginning teacher is able to:

- 1.9s communicate with other professionals and continually seek implications for practice from current research about oral language development; and
- 1.10s support children’s development of communication skills through the use of technology.

**Standard II. Phonological and Phonemic Awareness: Teachers of young children understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young children develop this awareness and its relationship to written language.**

**Teacher Knowledge: What Teachers Know**

*Teachers of Students in Grades EC–4*

The beginning teacher knows and understands:

- 2.1k the concept of phonological awareness, its relationship to the ability to read an alphabetic language, and the development of phonological awareness in young children (a child who has phonological awareness hears distinct words, syllables, and sounds in language separate from print);
- 2.2k children’s need for phonemic awareness as part of phonological awareness and know that phonemic awareness follows a pattern of development (a child who has phonemic awareness can identify individual sounds in spoken words, blend together the separated sounds of spoken words to form words, and play with the sounds of spoken language by adding or taking away sounds from words);
- 2.3k differences in children’s development of phonological and phonemic awareness and know how to adjust instruction in response to the needs of individual children; and
- 2.4k effective formal and informal assessments of phonological and phonemic awareness and be able to analyze results, identifying appropriate instructional strategies for teaching phonological and phonemic awareness to individual children.

**Application: What Teachers Can Do**

*Teachers of Students in Grades EC–4*

The beginning teacher is able to:

- 2.1s plan, implement, and monitor instruction that is focused on individual children’s needs and is based on continuous use of formal and informal assessments of individual children’s phonological development;
- 2.2s use instructional approaches, including language games, activities, materials, and direct teacher instruction, that promote children’s phonological awareness;
- 2.3s select and use instructional materials that promote children’s phonological and phonemic awareness and build on children’s current language skills;
- 2.4s inform parents of their child’s phonological development and its importance to reading and communicate with families about ways to encourage children’s phonological awareness at home; and
- 2.5s communicate with other professionals and continually seek implications for practice from current research about phonological awareness.

**Standard III. Alphabetic Principle: Teachers of young children understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps children understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.**

**Teacher Knowledge: What Teachers Know**

*Teachers of Students in Grades EC–4*

The beginning teacher knows and understands:

- 3.1k the importance of the elements of the alphabetic principle, including letter names, graphophonemic knowledge, and the relationship of the letters in printed words to spoken language;
- 3.2k expected patterns of children’s alphabetic skills development and know that individual variations may occur;
- 3.3k that not all written languages are alphabetic and that many alphabetic languages are more phonetically regular than English and know how to help English language learners deal with positive and negative transfer related to the alphabetic principle; and
- 3.4k how to select, administer, and analyze results from informal and formal assessments of alphabetic knowledge.

**Application: What Teachers Can Do**

*Teachers of Students in Grades EC–4*

The beginning teacher is able to:

- 3.1s respond to individual children's needs by providing focused instruction on the letters of the alphabet and the relationships of sounds and letters;
- 3.2s select and use instructional materials and strategies, including multisensory techniques (e.g., letter names, graphophonemic knowledge, and the relationship of letters and printed words to spoken language) to promote children’s understanding of the elements of the alphabetic principle;
- 3.3s use formal and informal assessments to analyze individual children's alphabetic skills, monitor learning, and plan instruction;
- 3.4s communicate with parents about ways to increase their children’s alphabetic knowledge; and
- 3.5s communicate with other professionals and continually seek implications for practice from current research about the development of alphabetic knowledge.

**Standard IV. Literacy Development and Practice: Teachers of young children understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young children’s literacy.**

<b>Teacher Knowledge: What Teachers Know</b>	<b>Application: What Teachers Can Do</b>
<p><i>Teachers of Students in Grades EC–4</i></p> <p>The beginning teacher knows and understands:</p> <p>4.1k that literacy acquisition develops in an often predictable pattern from prereading (sometimes referred to as emergent literacy) to conventional literacy and that individual variations occur in literacy acquisition;</p> <p>4.2k that the developing reader has a growing awareness of print in the environment, of the sounds in spoken words, and of the uses of print;</p> <p>4.3k that literacy development occurs in multiple contexts through reading, writing, and the use of oral language; and</p> <p>4.4k a wide range of children’s literature and other texts written for children.</p>	<p><i>Teachers of Students in Grades EC–4</i></p> <p>The beginning teacher is able to:</p> <p>4.1s provide instruction that focuses on concepts about print and functions of print including book handling, parts of a book, orientation, directionality, and the relationships between written and spoken words;</p> <p>4.2s assist young children in distinguishing letter forms from number forms and text from pictures;</p> <p>4.3s provide multiple opportunities for young children to listen to and respond to a wide variety of children’s literature, both fiction and non-fiction, and to recognize characteristics of various types of narrative and expository texts;</p> <p>4.4s talk with children about their favorite books;</p> <p>4.5s engage children in story reading experiences and encourage young children to interact with others about stories;</p> <p>4.6s provide many opportunities for children to read and write so that they will develop an extensive reading and writing vocabulary;</p> <p>4.7s assist young readers in selecting their own books for independent reading;</p> <p>4.8s teach children about authors and their purposes for writing;</p> <p>4.9s use formal and informal assessments of individual children’s literacy development to plan, implement, and monitor instruction;</p> <p>4.10s communicate with families about ways to enhance their children’s literacy development;</p> <p>4.11s communicate with other professionals and continually seek implications for practice from current research on literacy acquisition; and</p>

***Standard IV. Literacy Development and Practice: Teachers of young children understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young children’s literacy.***

**Application: What Teachers Can Do**

***Teachers of Students in Grades EC–4 (continued)***

The beginning teacher is able to:

- 4.12s use technology to help children access a wide range of narrative and expository texts.

**Standard V. Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for children to improve their word analysis and decoding abilities.**

**Teacher Knowledge: What Teachers Know**

*Teachers of Students in Grades EC–4*

The beginning teacher knows and understands:

- 5.1k that many children develop word analysis and decoding skills in a predictable sequence, but that individual variations may occur;
- 5.2k the importance of word recognition skills (e.g., decoding, blending, structural analysis, sight word vocabulary) to reading comprehension and know a variety of strategies to help young children develop and apply word analysis skills;
- 5.3k differences in children’s development of word analysis skills and know how to adjust instruction in response to various children’s needs;
- 5.4k a variety of formal and informal procedures for assessing children’s word identification and decoding skills; and
- 5.5k instructional practices to meet children’s individual needs in decoding and word identification.

**Application: What Teachers Can Do**

*Teachers of Students in Grades EC–4*

The beginning teacher is able to:

- 5.1s teach the analysis of phonetically regular words in a simple-to-complex progression, i.e., phonemes, blending onsets and rimes, short vowels, consonant blends, other common vowel and consonant patterns, and syllables;
- 5.2s teach children to read passages using decodable texts and provide opportunities for children to progress from sounding out words orally to decoding words silently;
- 5.3s teach children to recognize high-frequency irregular words by selecting words that appear frequently in children’s books and reviewing difficult words often;
- 5.4s teach children ways to identify vowel sound combinations and multisyllabic words;
- 5.5s provide instruction in how to use structural cues to recognize compound words, base words, and inflections (e.g., prefixes, and suffixes);
- 5.6s teach children to use knowledge of word order (English syntax) and context to support word identification and confirm word meaning;
- 5.7s use formal and informal assessments to analyze individual children’s word identification and decoding skills in order to plan and monitor instruction;
- 5.8s communicate with parents about ways to support their children’s word identification and decoding skills; and
- 5.9s communicate with other professionals and continually seek implications for practice from current research about the development of decoding and word identification.

**Standard VI. Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for children to improve their reading fluency.**

**Teacher Knowledge: What Teachers Know**

*Teachers of Students in Grades EC–4*

The beginning teacher knows and understands:

- 6.1k how children's reading rate and fluency affect their comprehension;
- 6.2k how young children develop reading fluency and that fluency involves rate, accuracy, and intonation;
- 6.3k how to assess children's reading fluency on an ongoing basis and know the norms that have been established for various age and grade levels; and
- 6.4k instructional practices that enhance the development of fluency, including providing opportunities for children to read regularly, both orally and silently, in independent-level materials and to do repeated reading and partner reading.

**Application: What Teachers Can Do**

*Teachers of Students in Grades EC–4*

The beginning teacher is able to:

- 6.1s identify and monitor on an ongoing basis young children's fluency levels by using leveled passages or reading materials on a daily basis;
- 6.2s provide frequent opportunities for fluency development through reading in independent-level materials, reading orally from familiar text, repeated reading activities, and silent reading for increasingly longer periods;
- 6.3s apply norms for reading fluency to evaluate children's reading fluency;
- 6.4s communicate with families about children's reading fluency and ways they can help to increase their children's fluency;
- 6.5s communicate with other professionals and continually seek implications from current research about the development of children's reading fluency; and
- 6.6s provide opportunities for children to improve their reading fluency through self-correction.

**Standard VII. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young children strategies for improving their comprehension.**

**Teacher Knowledge: What Teachers Know**

*Teachers of Students in Grades EC–4*

The beginning teacher knows and understands:

- 7.1k that reading comprehension begins with listening comprehension and know strategies to help children improve their listening comprehension;
- 7.2k factors affecting reading comprehension, such as children’s oral language development, children’s previous reading experiences, characteristics of specific texts (e.g., structure, vocabulary, story grammar), fluency, and the monitoring of understanding by the reader;
- 7.3k levels of reading comprehension and how to model and teach literal comprehension skills (e.g., identifying stated main idea, details, sequence, and cause-and-effect relationships);
- 7.4k how to model and teach inferential comprehension skills (e.g., inferring main ideas, comparisons, and cause-and-effect and other relationships not explicitly stated; summarizing; making predictions; and drawing conclusions and generalizations) and evaluative comprehension skills (e.g., distinguishing between fact and opinion; detecting faulty reasoning; and reacting to a text’s content, characters, and use of language);
- 7.5k comprehension skills needed to understand and interpret a variety of written materials, including narratives, expository texts, technical writing, and content-area textbooks;
- 7.6k how comprehension can be improved through wide reading and understand the importance of allocating time to wide reading and developing and maintaining classroom libraries and “sending home” libraries;
- 7.7k the importance of wide reading to vocabulary development;

**Application: What Teachers Can Do**

*Teachers of Students in Grades EC–4*

The beginning teacher is able to:

- 7.1s formally and informally assess children’s reading comprehension and provide focused instruction in reading comprehension based on individual children’s needs;
- 7.2s use a variety of instructional strategies to enhance children’s listening and reading comprehension, including helping children link the content of texts to their lives and connect related ideas across different texts;
- 7.3s model strategies for improving reading comprehension such as previewing texts, self-monitoring, and retelling;
- 7.4s provide frequent opportunities for children to engage in silent reading both at school and at home;
- 7.5s guide children to generate questions and apply research about topics introduced in reading selections, both fiction and nonfiction;
- 7.6s provide time for extended reading of a wide range of materials, including expository texts;
- 7.7s use instructional strategies that help children increase their reading vocabulary;
- 7.8s guide children to increase knowledge of their own culture and the cultures of others through reading;
- 7.9s provide instruction in how to use graphics (e.g., tables, charts, and signs) and other informational texts and technologies (e.g., the Internet) to acquire information;

**Standard VII. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young children strategies for improving their comprehension.**

<p><b>Teacher Knowledge: What Teachers Know</b></p>	<p><b>Application: What Teachers Can Do</b></p>
<p><i>Teachers of Students in Grades EC–4 (continued)</i></p>	<p><i>Teachers of Students in Grades EC–4 (continued)</i></p>
<p>The beginning teacher knows and understands:</p>	<p>The beginning teacher is able to:</p>
<p>7.8k instructional strategies that facilitate children’s comprehension before, during, and after reading, such as providing background knowledge for written text, previewing the organization of the text, making predictions, questioning, and guiding discussions;</p>	<p>7.10s provide opportunities for children to apply comprehension strategies to literature and to respond to literature in a variety of ways (e.g., using reading journals and discussions), including relating background knowledge to literary texts;</p>
<p>7.9k a range of reading comprehension strategies that children can use to improve their reading comprehension, such as self-monitoring, rereading, mapping, using reading journals, and discussing texts and know how to model and teach these strategies; and</p>	<p>7.11s teach elements of literary analysis, such as story elements and features of different literary genres;</p>
<p>7.10k a variety of formal and informal procedures for monitoring children’s reading comprehension and instructional practices to meet individual children’s needs.</p>	<p>7.12s provide instruction in comprehension skills that support children’s transition from “learning to read” to “reading to learn,” (e.g., recognizing different types and functions of texts and matching comprehension strategies to the type of text) and teach students how to locate, retrieve, and retain information from a range of content-area and expository texts;</p> <p>7.13s communicate with families about children’s reading comprehension and ways to encourage their children’s reading; and</p> <p>7.14s communicate with other professionals and seek implications for practice from ongoing research about the development of children’s reading comprehension.</p>

**Standard VIII. Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young children develop competence in written communication.**

<b>Teacher Knowledge: What Teachers Know</b>	<b>Application: What Teachers Can Do</b>
<i>Teachers of Students in Grades EC–4</i>	<i>Teachers of Students in Grades EC–4</i>
The beginning teacher knows and understands:	The beginning teacher is able to:
8.1k that many children go through predictable stages in developing written language, but understand that individual variations occur in written language development;	8.1s create an environment in which children are motivated to express their ideas in writing;
8.2k the development of writing in relationship to listening, speaking, and reading and know instructional strategies that connect these various aspects of language;	8.2s teach purposeful, meaningful writing in connection with listening, speaking, and reading;
8.3k appropriate instructional strategies for developing children’s writing skills;	8.3s formally and informally monitor children’s writing development and provide focused instruction to address children’s individual strengths, needs, and interests;
8.4k processes of self-assessment in writing; and	8.4s provide instruction in various stages of writing, including prewriting, drafting, editing, and revising;
8.5k informal and formal procedures for ongoing monitoring and assessment of writing development.	8.5s provide instruction in the use of available technology that facilitates written communication;
	8.6s provide opportunities for children to write in a variety of forms and modes and for various purposes and audiences;
	8.7s provide opportunities for children to self-assess both their writings (e.g., for clarity, comprehensiveness, and interest to audience) and their development as writers and to elicit critiques from others;
	8.8s communicate with families about children’s development of written communication and ways to encourage their children’s written communication; and
	8.9s communicate with other professionals and continually seek implications for practice from current research about children’s development of written communication.

**Standard IX. Writing Conventions: Teachers understand how young children use writing conventions and how to help children develop those conventions.**

**Teacher Knowledge: What Teachers Know**

*Teachers of Students in Grades EC–4*

The beginning teacher knows and understands:

- 9.1k that many children go through predictable stages in acquiring writing conventions, including the physical and cognitive processes involved in letter formation, word writing, sentence construction, spelling, punctuation, and grammatical expression, but that individual children vary in their development of these conventions;
- 9.2k the relationship between spelling and phonological and alphabetic awareness, and the importance of this relationship for later success in reading and writing;
- 9.3k the stages of spelling development (prephonetic, phonetic, transitional, and conventional) and how and when to support children’s development from one stage to the next;
- 9.4k the similarities and differences between language (e.g., syntax and vocabulary) used in spoken and written English and how to help students recognize these similarities and differences to promote effective use of written English conventions;
- 9.5k the differences between first draft writing and writing for publication; and
- 9.6k formal and informal ways to assess young children’s development of writing conventions.

**Application: What Teachers Can Do**

*Teachers of Students in Grades EC–4*

The beginning teacher is able to:

- 9.1s formally and informally assess young children’s development of writing conventions and provide focused instruction based on individual children’s strengths, needs, and interests;
- 9.2s provide hands-on activities to help young children develop the fine motor skills necessary for writing;
- 9.3s teach pencil grip, paper position, and beginning stroke;
- 9.4s provide direct instruction and guided practice in English writing conventions (e.g., grammar, spelling, capitalization, and punctuation);
- 9.5s provide systematic spelling instruction in common spelling patterns based on phonics skills already taught and provide opportunities for students to use and develop their spelling skills in the context of meaningful written expression (e.g., applying decoding skills as one strategy to help proofread their spelling during the editing process);
- 9.6s work with children to select pieces of an individual’s work to teach writing conventions, recognizing that first drafts are not always edited and revised, but help children realize that accuracy in conventions is necessary when preparing a piece for publication;
- 9.7s communicate children’s performance in the use of writing conventions to families and discuss ways to encourage their children’s use of writing conventions; and
- 9.8s communicate with other professionals and seek implications for practice from ongoing research about children’s development of writing conventions.

**Standard X. Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young children.**

**Teacher Knowledge: What Teachers Know**

*Teachers of Students in Grades EC–4*

The beginning teacher knows and understands:

- 10.1k appropriate uses and characteristics of screening devices, formal assessments (e.g., norm-referenced achievement tests and criterion-referenced state tests) and informal assessments (e.g., curriculum-based reading assessments and informal reading inventories) related to the development of literacy in young children;
- 10.2k formative and summative uses of assessment;
- 10.3k how to use multiple assessments and the results of these assessments to inform reading and writing instruction;
- 10.4k the state content and performance standards for reading, writing, listening, and speaking that comprise the Texas Essential Knowledge and Skills and know how to recognize when a child needs additional help or intervention to bring the child’s performance up to grade level;
- 10.5k a variety of strategies and materials (e.g., basals, supplemental programs, trade books, and wide reading) to ensure the literacy development of young children;
- 10.6k the importance of providing many opportunities for children to experience extended reading of narrative and expository texts; and
- 10.7k how to determine children’s independent, instructional, and frustration reading levels and the importance of using this information when selecting materials for reading instruction for individual students and guiding their selection of independent reading materials.

**Application: What Teachers Can Do**

*Teachers of Students in Grades EC–4*

The beginning teacher is able to:

- 10.1s use multiple assessments to plan instruction in and monitor the literacy development of young children;
- 10.2s analyze children’s errors in reading and writing and use them as a basis for future instruction;
- 10.3s use ongoing assessments to determine when a child may be in need of classroom interventions or specialized reading instruction and develop an appropriate instructional plan;
- 10.4s communicate children’s progress in literacy development to parents and other professionals through a variety of means, including the use of examples of children’s work; and
- 10.5s communicate instructional decisions based on research, assessments, and knowledge of children.

## READING (EARLY CHILDHOOD-GRADE 4) TEACHER STANDARDS

- Standard I.** Oral Language: Teachers of young children understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young children to develop listening and speaking skills.
- Standard II.** Phonological and Phonemic Awareness: Teachers of young children understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young children develop this awareness and its relationship to written language.
- Standard III.** Alphabetic Principle: Teachers of young children understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps children understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.
- Standard IV.** Literacy Development and Practice: Teachers of young children understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young children's literacy.
- Standard V.** Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for children to improve their word analysis and decoding abilities.
- Standard VI.** Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for children to improve their reading fluency.
- Standard VII.** Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young children strategies for improving their comprehension.
- Standard VIII.** Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young children develop competence in written communication.
- Standard IX.** Writing Conventions: Teachers understand how young children use writing conventions and how to help children develop those conventions.
- Standard X.** Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young children.