

Current Policy  
**Title 28**  
**EDUCATION**

**Part XCV. Bulletin 113—Louisiana's Reading and  
Language Competencies for New Teachers**

**Chapter 1. Introduction**

**§111. Reading and Language Competencies**

A. During spring 2002, the Governor's Office, Board of Regents, State Board of Elementary and Secondary Education, and Louisiana Department of Education submitted a proposal to the National Governor's Association to participate in a Literacy Institute at Harvard University. Louisiana was one of five states selected to send a team of 20 state, district, and university leaders to participate in a one-week institute during August 2002. In conjunction with the institute, the state made a commitment to have Louisiana's Harvard Literacy Team develop a set of Reading and Language Competencies for use within university settings when preparing teacher candidates to work with PK-12 students. An awareness existed that it would be difficult to help teachers expand upon their pre-service knowledge and skills for reading and language if consensus did not exist regarding the required knowledge and skills for teachers in the area of reading and language.

B. Louisiana's Harvard Literacy Team met on five occasions during fall 2002 and spring 2003. After extensive discussions pertaining to appropriate competencies, a decision was made to adapt a document developed by Louisa C. Moats entitled *A Blueprint for Professional Development of Teachers of Reading: Knowledge, Skills, and Learning Activities* and combine elements of the document with the NCATE Standards for reading professionals and other state documents. By doing so, the five components of effective reading programs as defined in the National Reading Panel (2000) could be fully addressed as well as expectations for NCATE accreditation, Louisiana's K-12 English Language Arts standards, and Louisiana's K-12 Grade Level Expectations for Reading and Language Arts. Louisiana's Harvard Literacy Team then identified knowledge and disposition statements that would address the following eight strands:

1. Foundational Concepts;
2. Assessment;
3. Phonemic Awareness and Letter Knowledge;
4. Phonics and Word Recognition;
5. Fluent, Automatic Reading of Text;
6. Vocabulary;
7. Text Comprehension;
8. Spelling and Writing.

C. All universities with approved Teacher Preparation Units shall address Louisiana's Reading and Language Competencies for Teachers in each of the teacher preparation programs offered by the university. These competencies shall be addressed in the courses required by BESE for certification, including but not limited to the reading courses required in R.S. 17:7.1. Additionally, in teacher preparation programs that prepare candidates for certification in any grades K-3, teacher candidates shall be instructed in the administration, interpretation, and use of the scientifically-based reading assessments adopted by BESE (e.g.; Dynamic Indicators of Basic Early Literacy Skills).

D. During Spring 2005, the State Board of Elementary and Secondary Education shall require the Louisiana Department of Education to prepare and disseminate to all universities submission guidelines for an alignment study of the degree to which universities are addressing the Reading and Language Competencies contained in this bulletin and assessing their students' attainment of the competencies in each of their teacher preparation programs. Submission requirements shall include an alignment matrix for each teacher preparation program offered, course syllabi, and instructional and assessment materials for each course in which a competency is addressed, as well additional documentation as determined by the Louisiana Department of Education. Universities shall be required to submit the required alignment matrix for each teacher preparation program offered, showing the alignment of each program to the Reading and Language Competencies and rubrics based on certification levels for the programs in Fall 2005.

E. The Louisiana Department of Education shall oversee a review of the materials submitted to determine the alignment of the courses in these programs to scientifically based reading research as delineated through the Reading and Language Competencies. The department shall produce a report regarding this alignment and shall submit this report to BESE no later than January 2006. Based on this report, BESE shall take action with regard to individual universities and deficiencies regarding alignment to the competencies noted in the report, if any. Such action shall include, but not be limited to, a corrective action plan to address the deficiencies, resubmission of the program for approval of the specific courses in question, or withdrawal of program approval. The report shall also be made public via the Louisiana Department of Education's website.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 (A) (10) et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:3065 (December 2005).

**Chapter 2. Foundational Concepts—Strand A**

**§201. BESE Reading Competencies—Knowledge**

- A. Knows the progression (stages) of reading/language development. (A.1.1)
- B. Knows the major components of reading and language instruction and the teaching activities that typically address each component. (A.1.2)

C. Understands at a general level the causal links between phonological skill, phonic decoding, spelling, word recognition, reading fluency, vocabulary, reading comprehension, and writing. (A.1.3)

D. Understands the most common intrinsic differences between proficient and poor readers (cognitive, physiological, and linguistic) and the major differences (language spoken at home, exposure to books, values, schooling itself.) (A.1.4)

E. Understands principles of teaching: model, lead, give guided practice, and independent practice. (A.1.5)

F. Knows how to question at multiple levels to assess and build comprehension at all levels from lower level factual to higher order thinking. (A.1.6)

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:1449 (July 2004).

#### **§203. BESE/LDE Reading Competencies—Skills**

A. Develops and implements instructional activities that appropriately utilize and demonstrate the concept of the continuum of skills in reading, writing, and oral language proficiencies.

B. Plans and implements instruction that demonstrates an understanding of the major components of reading, writing, and oral language instruction and addresses each component thoroughly and systematically with emphasis appropriate to students' grade levels or needs.

C. Designs and implements instructional activities that build on an understanding of the connections between phonological skill, phonic decoding, spelling, word recognition, reading fluency, vocabulary, reading comprehension, and writing.

D. Analyzes and selects instructional goals based on cognitive, physiological, cultural, environmental, and linguistic differences underlying good and poor reading.

E. Selects, develops and uses media (books, technology, non-print materials) to support instruction, based on considerations of student interests and cultural and linguistic backgrounds in reference to scientifically based reading research.

F. Asks questions at multiple levels, from lower level factual to higher order thinking, when assessing and building comprehension.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:1450 (July 2004).

#### **§205. Reading and Language Competencies—Knowledge**

A. Understands how to select, develop, and use a large supply of books, technology-based information, and non-print materials to match the reading levels and needs of the students (e.g., decoding, fluency, vocabulary). Choices should also consider the students' interests, cultures, and linguistic backgrounds. (A.2.1)

B. Understands how to manage all students in a classroom while working with whole class/groups/individual students who are performing at multiple instructional levels. (A.2.2)

C. Understands how to provide instruction that is explicit and systematic across the reading components (e.g., phonemic awareness, phonics, vocabulary, fluency, comprehension, oral language, and writing). (A.2.3)

D. Knows how to plan for and use appropriate practices, including technology-based practices, in effective reading instruction for learners at various stages of reading, writing, and language development and from different cultural and linguistic backgrounds. (A.2.4)

E. Knows how to recognize reading research that is scientifically based and is aware of the histories of reading. (A.2.5)

F. Are committed to ethical and caring attitudes in classrooms. (A.2.6)

G. Are committed to the success of each student involved in literacy (reading, writing, and oral language). (A.2.7)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10) et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:1450 (July 2004).

#### **§207. Reading and Language Competencies—Skills**

A. Selects, develops, and uses media (books, technology, non-print materials) to support instruction based on considerations of the reading level and instructional needs of the student, as well as students' interests, cultures, and linguistic backgrounds.

B. Creates learning environments that provide support for individual learner needs. Balances whole class/group/individual instructional activities to address multiple instructional levels. Provides small flexible homogeneous group instruction to students who are below grade-level benchmarks.

C. Provides instruction that is explicit and systematic across reading components (e.g., phonemic awareness, phonics, vocabulary, fluency, comprehension, oral language, and writing).

D. Plans and uses appropriate practices, including technology-based practices, in effective reading instruction for learners at various stages of reading, writing, and language development and from different cultural and linguistic backgrounds.

E. Uses reading research that is scientifically based.

F. Demonstrates respect and concern for the needs of all students.

G. Demonstrates commitment to the success of all students.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:1450 (July 2004).

#### **§209. Additional Reading and Language Competencies—Knowledge**

A. Knows how and when to differentiate and/or provide additional instruction for students who are working above, on, or below grade level. (A.3.1)

B. Understands the components of effective literacy instruction and how they are represented in comprehensive reading programs. (A.3.2)

C. Understands that oral language is the expression of communication of thoughts and feelings by means of sounds, and combinations of such sounds, to which meaning is attributed. (A.3.3)

- D. Knows the value and purpose of teacher-directed and student-directed assignments. (A.3.4)
- E. Is enthusiastic about the teaching of reading, writing, and oral language skills. (A.3.5)
- F. Is committed to reflection on practice to ensure that instruction is appropriate and results in improved student outcomes, as measured by student achievement data. (A.3.6)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10) et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:1450 (July 2004).

**§211. Additional Reading and Language Competencies—Skills**

- A. Designs and implements instructional activities that differentially address the needs of students who are working above, on, or below grade level.
- B. Analyzes all reading materials and programs to determine if they are aligned with practices supported by scientifically based reading research and adapts programs as needed to provide comprehensive instruction.
- C. Plans instruction that develops a student's oral language skills, recognizing the critical links between oral language, phonological awareness, and decoding abilities.
- D. Incorporates teacher-directed and student-directed assignments into instructional routines that demonstrate an understanding of the role and value of each.
- E. Demonstrates enthusiasm for the teaching of reading, writing, and oral language skills
- F. Systematically examines student achievement data, including early literacy screening assessments and ongoing outcome and progress monitoring data, and adjusts practice as needed to meet student reading goals.

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### **Chapter 3. Assessment—Strand B**

**§301. BESE/LDE Reading Competencies—Knowledge**

**Reserved.**

**§303. BESE/LDE Reading Competencies—Skills**

**Reserved.**

**§305. NCATE Reading and Language Competencies—Knowledge**

- A. Knows how to select scientifically based, validated assessment tools and practices that include individual and standardized group tests; informal, individual, and group classroom assessment strategies; and technology-based assessment tools for measuring important components of reading/language development. (B.2.1)
- B. Knows how to effectively communicate results of assessments to specific individuals (e.g., students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community). (B.2.2)
- C. Knows how to use assessment information to identify students' proficiencies and needs. Knows how to group students for small groups based on data, including small flexible intervention groups. Knows how to develop instruction that is targeted and linked to student deficits visible through screening assessments. (B.2.3)
- D. Views reading/language assessment as instrumental in making decisions about appropriate instruction, rather than as a mechanical process for assigning grades and ranking students by ability or achievement. (B.2.4)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10) et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:1451 (July 2004).

**§307. NCATE Reading and Language Competencies—Skills**

- A. Administers, scores, analyzes, interprets, and communicates results of individual and group standardized measures of literacy achievement (i.e., screening, diagnosis, monitoring progress, and measuring outcomes).
- B. Utilizes informal assessment strategies to identify and communicate student proficiencies and needs to students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.
- C. Demonstrates an ability to access and use technology-based (including web-based) assessments.
- D. Develops appropriate instructional and intervention strategies based on information produced by formal and informal assessments. (Refer to §305.A-D)

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:1451 (July 2004).

**§309. Additional Reading and Language Competencies—Skills**

- A. Understands that assessments are used for various purposes, including determining strengths and needs of students in order to plan for instruction and flexible grouping; monitoring progress in relation to stages of reading/language development; assessing curriculum-specific learning; and using norm-referenced or diagnostic tests to inform practice. (B.3.1)
- B. Knows how to design appropriate informal measures for ongoing assessment of students' reading/language development. (B.3.2)
- C. Values reading/language assessment as an essential tool in the instructional process. (B.3.3)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10) et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:1451 (July 2004).

**§311. Additional Reading and Language Competencies—Skills**

- A. Refer to §307.A

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:1541 (July 2004).

**§313. Additional Reading and Language Competencies—Dispositions**

A. Values reading/language assessment as an essential tool in the instructional process. (B.3.3)

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:1451 (July 2004).

**§315. Additional Reading and Language Competencies—Skills**

A. Refer to § 307.A

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10) et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:1451 (July 2004).

**Chapter 5. Phonemic Awareness and Letter Knowledge—Strand C**

**§501. BESE/LDE Reading Competencies—Knowledge**

A. Knows the progression of development of phonological skill (e.g., rhyme, syllable, onset-rime, phoneme segmentation, blending, and substitution). (C.1.1)

B. Understands the difference between speech sounds (phonemes) and the letters/letter combinations (graphemes) that represent them. (C.1.2)

C. Knows how to identify and pronounce the speech sounds in standard English (consonant and vowel phoneme systems). (C.1.3)

D. Understands the print concepts young children must develop (e.g., directionality, connection of print to meaning). (C.1.4)

E. Knows how to segment and blend any single-syllable word at the onset-rime and phoneme level. (C.1.5)

F. Understands the role of fluency of letter name knowledge in reading and spelling. (C.1.6)

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:1452 (July 2004).

**§503. BESE/LDE Reading Competencies—Skills**

A. Selects and instructs a range of activities representing a developmental progression of phonological skill (words in sentences, rhyming; oral word repetition, syllable counting, onset-time segmentation and blending, phoneme identification, segmentation, blending, and substitution).

B. Designs lessons that begin with auditory phonemic awareness activities and then links phonemes with letters as soon as students develop an adequate level of phonemic awareness.

C. Demonstrates appropriate enunciation in oral demonstrations, especially when conducting phonemic awareness lessons.

D. Explains and demonstrates through shared reading and oral reading how print is used when reading a book. (e.g., provides details that readers take for granted while reading such as sentences and paragraphs, and that the end of lines or a page does not necessarily mean the end of a unit of meaning).

E. Models and assists students in segmenting and blending single-syllable words at the onset-rime and phoneme levels using words with two, three, and four phonemes.

F. Uses techniques for teaching fluency of letter naming, matching, and writing, including multi-sensory strategies for teaching letter identification and letter formation.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:1452 (July 2004).

**§505. NCATE Reading and Language Competencies—Knowledge**

Reserved.

**§507. NCATE Reading and Language Competencies—Skills**

Reserved.

**§509. Additional Reading and Language Competencies—Knowledge**

A. Understands the distinction between phonemic awareness and phonics. (C3.1)

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:1452 (July 2004).

**§511. Additional Reading and Language Competencies—Skills**

A. Distinguishes differences between high frequency, predictable and uncontrolled text from decodable text, reinforcing skills that have been taught previously.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:1452 (July 2004).

**Chapter 7. Phonics and Word Recognition—Strand 7**

**§701. BESE/LDE Reading Competencies—Knowledge**

A. Understands the various structures of language that underlie the English spelling system (e.g., phoneme-grapheme, syllable pattern, morpheme units in print, and word origin). (D.1.1)

B. Understands explicit, systematic teaching and implicit, incidental, and opportunistic teaching of phonics. (D.1.2)

C. Understands the developmental progression in which orthographic knowledge is generally acquired. (D.1.3)

D. Knows how to recognize examples of sound-symbol correspondences, rules, and patterns in English and recognizes syllable types and morphemes. (D.1.4)

E. Possesses an awareness that second languages or dialects have varying phonological features that present a challenge to English pronunciation and phonics. (D.1.5)

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:1452 (July 2004).

**§703. BESE/LDE Reading Competencies—Skills**

A. Identifies the kind of phonics and spelling instruction that is in an adopted comprehensive reading program (e.g., systematic, incidental, synthetic, analytic). Develops lessons that include practice in reading texts that are written for students to use their knowledge of language structure to decode and read words.

B. Teaches all steps in a decoding lesson, resulting in reading words fluently, accurately, and with appropriate intonation and expression. Uses the following systematic progression to teach word reading so as to make public the important steps involved in reading a word.

1. Students orally produce each sound in a word and sustain that sound as they progress to the next.
2. Students must be taught to put those sounds together to make a whole word.
3. Students sound out the letter-sound correspondences "in their head" or silently and then produce the whole word.

C. Selects and delivers grade-appropriate lessons on spelling, phonics, and word identification skills.

D. Explicitly teaches phoneme-grapheme association, blending, and segmentation, in addition to syllable pattern and morpheme recognition.

E. Identifies the phonological, morphological, and orthographic differences in English and a second language.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:1452 (July 2004).

**§705. NCATE Reading and Language Competencies—Knowledge**

**Reserved.**

**§707. NCATE Reading And Language Competencies—Skills**

**Reserved.**

**§709. Additional Reading and Language Competencies—Knowledge**

A. Knows how to identify and teach high frequency, irregular words. (D.3.1)

B. Distinguishes differences between high frequency, predictable, and uncontrolled text from decodable text reinforcing skills that have been taught previously. (D.3.2)

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:1453 (July 2004).

**§711. Additional Reading and Language Competencies—Skills**

A. Teaches words that are nonphonetic, using multiple strategies so that students can recognize them by sight (D.3.1-D.3.2).

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:1453 (July 2004).

## **Chapter 9. Fluent, Automatic Reading of Text—Strand E**

**§901. BESE/LDE Reading Competencies—Knowledge**

A. Understands the role of fluency in word recognition, oral reading, silent reading, and comprehension of written discourse. (E.1.1)

B. Knows how to define and identify examples of text at a student's frustration, instructional, and independent reading levels. (E.1.2)

C. Understands reading fluency from multiple perspectives: stages of normal reading development, intrinsic characteristic of some reading disorders, and consequence of practice and instruction. (E.1.3)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10) et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:1453 (July 2004).

**§903. BESE/LDE Reading Competencies—Skills**

A. Provides opportunities for repeated readings of continuous text with corrective feedback to promote speed, accuracy, comprehension, and expression.

B. Determines the reading level of text and the student's reading level, and selects appropriate text to match the student's instructional and independent reading levels.

C. Implements instructional strategies, targeting the unique needs of each student to foster reading fluency.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10) et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:1453 (July 2004).

**§905. NCATE Reading and Language Competencies—Knowledge**

**Reserved.**

**§907. NCATE Reading and Language Competencies—Knowledge**

**Reserved.**

**§909. Additional Reading and Language Competencies—Knowledge**

A. Understands the importance of language structure (syntactic awareness, discourse awareness) in developing fluency. (E.3.1)

B. Understands how to create opportunities for students to read aloud daily to provide a fluent reading model and to promote interest in independent reading. (E.3.2)

C. Understands how to carefully observe reading behaviors often associated with fluency problems. (E.3.3)

D. Understands how to provide interventions to develop fluency in struggling readers. (E.3.4)

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:1453 (July 2004).

**§911. Additional Reading and Language Competencies—Skills**

A. Guides student awareness of syntax and discourse and provides opportunities for developing fluency.

B. Provides daily read-alouds and multiple opportunities for independent reading.

C. Assesses specific behaviors (e.g., automaticity, substitution, omissions, repetitions, reading rates, accuracy) that often accompany difficult reading.

D. Matches appropriate intervention instruction to struggling readers.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:1453 (July 2004).

## **Chapter 11. Vocabulary**

**§1101. BESE/LDE Reading Competencies—Knowledge (Strand F)**

A. Understands the role of vocabulary development and vocabulary knowledge in comprehension. Understands the concept of building word consciousness. (F.1.1)

B. Understands the role and characteristics of both direct and contextual methods of vocabulary instruction. (F.1.2)

C. Knows varied techniques for rich vocabulary instruction before, during, and after reading/language instruction. (F.1.3)

D. Understands principles of word selection for rich vocabulary instruction (e.g., words with broad utility, specialty words). (F.1.4)

E. Knows reasonable goals and expectations for learners at various stages of literacy development (e.g., Biemiller's list); knows how to recognize the wide differences in students' vocabularies. (F.1.5)

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:1453 (July 2004).

**§1103. BESE/LDE Reading Competencies—Skills**

A. Structures lessons and selects appropriate words to develop students' vocabulary using strategies and materials.

B. Develops and teaches lessons to provide both direct and contextual vocabulary instruction that is robust and engages the student.

C. Identifies and applies varied techniques for vocabulary instruction before, during, and after reading, writing, and oral language.

D. Identifies and directly teaches words necessary for understanding text that should be taught before the passage is read, and differentiates specialty words from words with broad utility

E. Plans and adjusts vocabulary instruction based on the needs of students.

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**§1105. NCATE Reading and Language Competencies—Knowledge**

**Reserved.**

**§1107. NCATE Reading And Language Competencies—Skills**

**Reserved.**

**§1109. Additional Reading and Language Competencies—Knowledge (Strand F)**

A. Understands how to help students develop four types of vocabulary: listening, speaking, reading, and writing (i.e., receptive and expressive). (F.3.1)

B. Understands how to model robust vocabulary, encourages students to use new vocabulary in the classroom, and extends its use beyond the classroom. (F.3.2)

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:1454 (July 2004).

**§1111. Additional Reading and Language Competencies—Skills (Strand F)**

A. Selects materials for teacher-directed and independent reading that will expand students' vocabularies. Actively involves students in conversations about vocabulary as they listen, speak, read, and write.

B. Provides for frequent encounters with target words and multiple opportunities to use target words orally and in writing beyond the present context.

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## **Chapter 13. Text Comprehension—Strand G**

**§1301. BESE/LDE Reading Competencies—Knowledge**

A. Understands comprehension monitoring strategies used by good readers. (G.1.1)

B. Differentiates among strategies that are appropriate before, during, and after reading. (G.1.2)

C. Knows the differences between characteristics of major text genres, including narration, exposition, and argumentation. (G.1.3)

D. Knows how to recognize text structure and syntax (phrases, clauses, sentences, paragraphs and "academic language") that could be a source of miscomprehension. (G.1.4)

E. Understands the similarities and differences between written composition and text comprehension and the usefulness of writing in building comprehension. (G.1.5)

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:1454 (July 2004).

**§1303. BESE/LDE Reading Competencies—Skills (Strand G)**

A. Organizes and provides instruction that models comprehension monitoring strategies and have students use them (e.g., asking questions, summarizing, predicting, making connections).

B. Utilizes instructional strategies that teach students differences between major text genres, including narration, exposition, and argumentation.

C. Models strategies to identify text structures and syntax and has students use the strategies to improve their comprehension.

D. Employs comprehension strategies across the content areas that emphasize the relationships among reading, writing, and oral language.

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**§1305. NCATE Reading and Language Competencies—Knowledge**

**Reserved.**

**§1307. NCATE Reading And Language Competencies—Skills**

**Reserved.**

**§1309. Additional Reading and Language Competencies—Knowledge**

A. Understands and knows how to teach comprehension of oral, visual (e.g., graphic organizers, maps, tables), and written texts. (G.3.1)

B. Understands how to teach students to adjust their reading as they encounter a variety of genres, structures, and formats. (G.3.2)

C. Understands the relationship between text structure and graphic representation that can be used to develop comprehension. (G.3.3)

D. Understands multiple ways students can demonstrate comprehension. (G.3.4)

E. Understands how purposes for reading affect the use of comprehension strategies (e.g., knowledge, enjoyment). (G.3.5)

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:1454 (July 2004).

**§1311. Additional Reading and Language Competencies—Skills**

A. Applies instructional strategies for building comprehension of oral, visual, and written texts.

B. Guides students in adjusting their reading as they encounter different genres, structures, and formats.

C. Incorporates comprehension strategies that emphasize the relationship between text structure and graphic representation.

D. Uses assessment strategies (formal and informal) that provide students with opportunities to demonstrate comprehension in multiple ways.

E. Assists students in matching comprehension strategies to purposes for reading.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10) et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:1454 (July 2004).

## **Chapter 15. Spelling and Writing**

**§1501. BESE/LDE Reading Competencies—Knowledge (Strand H)**

A. Understands the organizing principles of the English spelling system at the sound, syllable, and morpheme levels. (H.1)

B. Knows how to identify students' levels of spelling achievement and orthographic knowledge. (H.2)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10) et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:1455 (July 2004).

**§1503. BESE/LDE Reading Competencies—Skills (Strand H)**

A. Plans and teaches a sequence of lessons that incorporate spelling and word study activities appropriate for students at each developmental level. (refer to H.1)

B. Analyzes students' spelling, identifies their levels of development, and provides appropriate instruction to improve their spelling achievement. (refer to H.2)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10) et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:1455 (July 2004).

**§1505. NCATE Reading and Language Competencies—Knowledge**

**Reserved.**

**§1507. NCATE Reading and Language Competencies—Skills**

**Reserved.**

**§1509. Additional Reading and Language Competencies—Knowledge (Strand H)**

A. Understands that composition is a recursive process of planning, drafting, revising, and editing. (H.3.1)

- B. Understands that different kinds of writing require different organizational approaches. (H.3.2)
- C. Understands the need for diverse forms of writing to address specific audiences and purposes. (H.3.3)
- D. Knows and understands the use of informal and formal written language in appropriate settings. (H.3.4)
- E. Knows how to analyze, model, and teach the elements of legible penmanship. (H.3.5)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10) et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:1455 (July 2004).

**§1511. Additional Reading and Language Competencies—Skills (Strand H)**

A. Develops and implements unit plans that incorporate multiple opportunities for different types of writing, and builds in opportunities for planning, drafting, revising, editing, and publishing written pieces for different purposes and audiences.

B. Same as above.

C. Same as above.

D. Provides appropriate responses to students' formal and informal uses of language. Supports students' development of informal and formal written language appropriate to a given context or purpose.

E. Analyzes students' handwriting for elements of legibility (e.g., letter formation, size and proportion, spacing, slant, alignment, and line quality), identifies elements that need improvement; and designs instruction that assists students with improving those that are problematic.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10) et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:1455 (July 2004).

## **Chapter 17. Professional Development—Strand I**

**§1701. BESE/LDE Reading Competencies—Knowledge**

Reserved.

**§1703. BESE/LDE Reading Competencies—Skills**

Reserved.

**§1705. NCATE Reading and Language Competencies—Knowledge**

Reserved.

**§1707. NCATE Reading and Language Competencies—Skills**

Reserved.

**§1709. Additional Reading and Language Competencies—Knowledge (Strand I)**

A. Knows how to work collaboratively with colleagues to observe, evaluate, and provide feedback on professional practice. (I.3.1)

B. Knows how to create, implement, and evaluate individual professional development plans. (I.3.2)

C. Knows how to participate in and evaluate professional development programs. (I.3.3)

D. Knows how to differentiate between research and non-research based practices and programs. (I.3.4)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10) et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:1455 (July 2004).

**§1711. Additional Reading and Language Competencies—Skills (Strand I)**

A. Collaborates with colleagues to observe, evaluate, and provide feedback on professional practice.

B. Designs and implements professional development plans with follow-up evaluations.

C. Seeks out opportunities for professional development and critiques impact of development programs on professional growth and academic improvement of students.

D. Critiques the research base of professional development programs and selectively adopts practices most consistent with scientifically based research.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10) et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:1455 (July 2004).

**§1713. Additional Reading and Language Competencies—Dispositions (Strand I)**

A. Values and is committed to ongoing individual and collaborative professional development. (I.3.5)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10) et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:1456 (July 2004).

**§1715. Additional Reading and Language Competencies—Skills (Strand I)**

A. Actively pursues and continuously develops professional knowledge, skills, and dispositions. (refer to I.3.5)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10) et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:1455 (July 2004).

**§1717. Appendix—Development of Reading and Language Rubrics**

**Sample: Phase 5—Development of Reading  
and Language Rubrics**

**Draft Rubrics To Evaluate Portfolios  
For Teacher Candidates**

Grades PK-3

The following is a sample of the grades PK-3 draft rubrics for the Reading and Language Competencies for Strand G: Text Comprehension.

Strand G: Text Comprehension

Performance Assessment G1:

**Unsatisfactory**

*(Expectations for teacher candidates who fail to adequately address identified competencies.)*

**Emerging**

*(Expectations for teacher candidates at an initial stage of competency development in Teacher Preparation Programs.)*

**Meets Expectations**

**For Teacher Preparation Programs**

*(Expectations for teacher candidates as they exit Teacher Preparation Programs.)*

**Meets Expectations**

**For Experienced Teacher**

*(Expectations for teachers after their first three years of teaching.)*

Lacks the knowledge and skills to appropriately model comprehension monitoring strategies and fails to have students use the strategies.

With guidance and support, models comprehension monitoring strategies and guides students' use when asking questions, summarizing, predicting, and making connections when working with individuals/small groups of students.

Accurately provides instruction that models comprehension monitoring strategies and guides all students' use when asking questions, summarizing, predicting, and making connections.

Accurately organizes and provides instruction that models comprehension monitoring strategies that address specific needs of individual students and guides students' use when asking questions, summarizing, predicting, and making connections.

Performance Assessment G2:

**Unsatisfactory**

*(Expectations for teacher candidates who fail to adequately address identified competencies.)*

**Emerging**

*(Expectations for teacher candidates at an initial stage of competency development in Teacher Preparation Programs.)*

**Meets Expectations**

**For Teacher Preparation Programs**

*(Expectations for teacher candidates as they exit Teacher Preparation Programs.)*

**Meets Expectations**

**For Experienced Teacher**

*(Expectations for teachers after their first three years of teaching.)*

Lacks the knowledge and skills to accurately model and employ instructional strategies that teach students differences between major text genres, including narration, exposition, and argumentation.

With guidance and support, models and employs instructional strategies that teach differences between major text genres, including narration, exposition, and argumentation when working with individuals/small groups of students.

Accurately models and employs instructional strategies that teach all students the differences between major text genres, including narration, exposition, and argumentation.

Accurately researches, organizes, utilizes, models, and employs instructional strategies that teach all students the differences between major text genres, including narration, exposition, and argumentation

**Sample: Phase 5—Development Of Reading And Language Rubrics**

**Draft Rubrics To Evaluate Portfolios  
For Teacher Candidates Grades Pk-3**

The following is a sample of the grades PK-3 draft rubrics for the Reading and Language Competencies for Strand G: Text Comprehension.

Strand G: Text Comprehension

Performance Assessment G1:

**Unsatisfactory**

*(Expectations for teacher candidates who fail to adequately address identified competencies.)*

**Emerging**

*(Expectations for teacher candidates at an initial stage of competency development in Teacher Preparation Programs.)*

**Meets Expectations**

**For Teacher Preparation Programs**

*(Expectations for teacher candidates as they exit Teacher Preparation Programs.)*

**Meets Expectations**

**For Experienced Teacher**

*(Expectations for teachers after their first three years of teaching.)*

Lacks the knowledge and skills to appropriately model comprehension monitoring strategies and fails to have students use the strategies.

With guidance and support, models comprehension monitoring strategies and guides students' use when asking questions, summarizing, predicting, and making connections when working with individuals/small groups of students.

Accurately provides instruction that models comprehension monitoring strategies and guides all students' use when asking questions, summarizing, predicting, and making connections.

Accurately organizes and provides instruction that models comprehension monitoring strategies that address specific needs of individual students and guides students' use when asking questions, summarizing, predicting, and making connections.

Performance Assessment G2:

**Unsatisfactory**

*(Expectations for teacher candidates who fail to adequately address identified competencies.)*

**Emerging**

*(Expectations for teacher candidates at an initial stage of competency development in Teacher Preparation Programs.)*

**Meets Expectations**

**For Teacher Preparation Programs**

*(Expectations for teacher candidates as they exit Teacher Preparation Programs.)*

**Meets Expectations**

**For Experienced Teacher**

*(Expectations for teachers after their first three years of teaching.)*

Lacks the knowledge and skills to accurately model and employ instructional strategies that teach students differences between major text genres, including narration, exposition, and argumentation.

With guidance and support, models and employs instructional strategies that teach differences between major text genres, including narration, exposition, and argumentation when working with individuals/small groups of students.

Accurately models and employs instructional strategies that teach all students the differences between major text genres, including narration, exposition, and argumentation.

Accurately researches, organizes, utilizes, models, and employs instructional strategies that teach all students the differences between major text genres, including narration, exposition, and argumentation

Performance Assessment G3:

**Unsatisfactory**

*(Expectations for teacher candidates who fail to adequately address identified competencies.)*

**Emerging**

*(Expectations for teacher candidates at an initial stage of competency development in Teacher Preparation Programs.)*

**Meets Expectations**

**For Teacher Preparation Programs**

*(Expectations for teacher candidates as they exit Teacher Preparation Programs.)*

**Meets Expectations**

**For Experienced Teacher**

*(Expectations for teachers after their first three years of teaching.)*

Lacks the knowledge and skills to model strategies to identify text structures and syntax and lacks the skills to guide students as they utilize the strategies to improve their comprehension.

With guidance and support, models strategies to identify text structure and syntax when working with individuals/small groups of students and guides the students as they utilize the strategies to improve their comprehension.

Accurately models strategies to identify text structure and syntax when working with all students and guides the students as they utilize the strategies to improve their comprehension.

Accurately researches, organizes, selects, models, and employs strategies to identify text structure and syntax that are appropriate for students with special needs and guides the students as they utilize the strategies to improve their comprehension.

Examples Of Artifacts For Use With Draft

Rubrics To Demonstrate Competencies:

**Categories**

**Descriptions**

Performance Task

Performance of candidate as he/she would need to do in real life (e.g., written lesson plans, written unit plans, sample tests, instructional/teaching activities, student work).

Observation

Information/data collected by watching the candidates teach lessons to students in site-based settings.

Survey

A paper-pencil or online questionnaire completed by a supervising teacher who possesses first-hand knowledge of the candidate's knowledge and skills.

Interview

A structured set of questions asked of all candidates by trained assessors. The structured interview requires the respondent to identify his/her practices, how those practices and procedures have been selected, and why they have been selected and carried out as they have been.

A structured set of questions asked of all supervising teachers/mentors by trained assessors about a candidate's performance.

Written Examination

Traditional paper-pencil examinations, using one or more item formats (e.g., completion, constructed response, matching, true/false).

Oral Examination

A question-answer session between an assessor and candidate. Questions should be tailored to the individual candidate.

Self Evaluation

An analysis of knowledge and skills completed by the candidate.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10) et seq.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:1456 (July 2004).