



Knowledge and Practice Standards for Teachers of Reading	
Summary Table	
<i>Does Not Include Knowledge and Practice Examples</i>	
Standard 1: Foundations of Literacy Acquisition	
1.1	Understand the (5) language processing requirements of proficient reading and writing: phonological, orthographic, semantic, syntactic, discourse. <i>Level 1</i>
1.2	Understand that learning to read, for most people, requires explicit instruction. <i>Level 1</i>
1.3	Understand the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge. <i>Level 1</i>
1.4	Identify and explain aspects of cognition and behavior that affect reading and writing development. <i>Level 2</i>
1.5	Identify (and explain how) environmental, cultural, and social factors contribute to literacy development. <i>Level 2</i>
1.6	Explain major research findings regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes. <i>Level 2</i>
1.7	Understand the most common intrinsic differences between good and poor readers (i.e., linguistic, cognitive, and neurobiological). <i>Level 1</i>
1.8	Know phases in the typical developmental progression of oral language, phoneme awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression. <i>Level 1</i>
1.9	Understand the changing relationships among the major components of literacy development in accounting for reading achievement. <i>Level 1</i>
Standard 2: Knowledge of Diverse Reading Profiles, Including Dyslexia	



2.1	Recognize the tenets of the (2003) IDA definition of dyslexia, or any accepted revisions thereof. <i>Level 1</i>
2.2	Know fundamental provisions of federal and state laws that pertain to learning disabilities, including dyslexia and other reading and language disability subtypes. <i>Level 1</i>
2.3	Identify the distinguishing characteristics of dyslexia. <i>Level 2</i>
2.4	Understand how reading disabilities vary in presentation and degree. <i>Level 1</i>
2.5	Understand how and why symptoms of reading difficulty are likely to change over time in response to development and instruction. <i>Level 2</i>
Standard 3: Assessment	
3.1	Understand the differences among and purposes for screening, progress-monitoring, diagnostic, and outcome assessments. <i>Level 1</i>
3.2	Understand basic principles of test construction and formats (e.g., reliability, validity, criterion, normed). <i>Level 1</i>
3.3	Interpret basic statistics commonly utilized in formal and informal assessment. <i>Level 2</i>
3.4	Know and utilize in practice well-validated screening tests designed to identify students at risk for reading difficulties. <i>Level 2</i>
3.5	Understand/apply the principles of progress-monitoring and reporting with Curriculum-Based Measures (CBMs), including graphing techniques. <i>Level 3</i>
3.6	Know and utilize in practice informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing. <i>Level 3</i>



3.7	<p>Know how to read and interpret the most common diagnostic tests used by psychologists, speech-language professionals, and educational evaluators.</p> <p><i>Level 2</i></p>
3.8	<p>Integrate, summarize, and communicate (orally and in writing) the meaning of educational assessment data for sharing with students, parents, and other teachers.</p> <p><i>Level 3</i></p>
Standard 4: Structured Literacy Instruction	
Substandard A: Essential Principles and Practices of Structured Literacy Instruction	
4A.1	<p>Understand/apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction.</p> <p><i>Level 3</i></p>
4A.2	<p>Understand/apply in practice the rationale for multisensory and multimodal language-learning techniques.</p> <p><i>Level 3</i></p>
4A.3	<p>Understand rationale for/Adapt instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.</p> <p><i>Level 3</i></p>
Substandard B: Phonological and Phonemic Awareness	
4B.1	<p>Understand rationale for/identify, pronounce, classify, and compare all the consonant phonemes and all the vowel phonemes of English.</p> <p><i>Level 2</i></p>
4B.2	<p>Understand/apply in practice considerations for levels of phonological sensitivity.</p> <p><i>Level 3</i></p>
4B.3	<p>Understand/apply in practice considerations for phonemic-awareness difficulties.</p> <p><i>Level 3</i></p>
4B.4	<p>Know/apply in practice consideration for the progression of phonemic-awareness skill development, across age and grade.</p> <p><i>Level 3</i></p>
4B.5	<p>Know/apply in practice considerations for the general and specific goals of phonemic-awareness instruction.</p> <p><i>Level 3</i></p>



4B.6	Know/apply in practice considerations for the principles of phonemic-awareness instruction: brief, multisensory, conceptual, articulatory, auditory-verbal. <i>Level 3</i>
4B.7	Know/apply in practice considerations for the utility of print and online resources for obtaining information about languages other than English. <i>Level 3</i>
Substandard C: Phonics and Word Recognition	
4C.1	Know/apply in practice considerations for the structure of English orthography and the patterns and rules that inform the teaching of single- and multisyllabic regular word reading. <i>Level 3</i>
4C.2	Know/apply in practice considerations for systematically, cumulatively, and explicitly teaching basic decoding and spelling skills. <i>Level 3</i>
4C.3	Know/apply in practice considerations for organizing word recognition and spelling lessons by following a structured phonics lesson plan. <i>Level 3</i>
4C.4	Know/apply in practice considerations for using multisensory routines to enhance student engagement and memory. <i>Level 3</i>
4C.5	Know/apply in practice considerations for adapting instruction for students with weaknesses in working memory, attention, executive function, or processing speed. <i>Level 3</i>
4C.6	Know/apply in practice considerations for teaching irregular words in small increments using special techniques. <i>Level 3</i>
4C.7	Know/apply in practice considerations for systematically teaching the decoding of multisyllabic words. <i>Level 3</i>
4C.8	Know/apply in practice considerations for the different types and purposes of texts, with emphasis on the role of decodable texts in teaching beginning readers.



	Level 3
Substandard D: Automatic, Fluent Reading of Text	
4D.1	Know/apply in practice considerations for the role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read. Level 3
4D.2	Know/apply in practice considerations for varied techniques and methods for building reading fluency. Level 3
4D.3	Know/apply in practice considerations for text reading fluency as an achievement of normal reading development that can be advanced through informed instruction and progress-monitoring practices. Level 3
4D.4	Know/apply in practice considerations for appropriate uses of assistive technology for students with serious limitations in reading fluency. Level 3
Substandard E: Vocabulary	
4E.1	Know/apply in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension. Level 3
4E.2	Know/apply in practice considerations for the sources of wide differences in students' vocabularies. Level 3
4E.3	Know/apply in practice considerations for the role and characteristics of indirect (contextual) methods of vocabulary instruction. Level 3
4E.4	Know/apply in practice considerations for the role and characteristics of direct, explicit methods of vocabulary instruction. Level 3
Substandard F: Listening and Reading Comprehension	
4F.1	Know/apply in practice considerations for factors that contribute to deep comprehension. Level 3
4F.2	Know/apply in practice considerations for instructional routines appropriate for each major genre: informational text, narrative text, and argumentation.



	<i>Level 3</i>
4F.3	Know/apply in practice considerations for the role of sentence comprehension in listening and reading comprehension. <i>Level 3</i>
4F.4	Know/apply in practice considerations for the use of explicit comprehension strategy instruction, as supported by research. <i>Level 3</i>
4F.5	Know/apply in practice considerations for the teacher’s role as an active mediator of text-comprehension processes. <i>Level 3</i>
Substandard G: Written Expression	
4G.1	Understand the major skill domains that contribute to written expression. <i>Level 1</i>
4G.2	Know/apply in practice considerations for research-based principles for teaching letter formation, both manuscript and cursive. <i>Level 3</i>
4G.3	Know/apply in practice considerations for research-based principles for teaching written spelling and punctuation. <i>Level 3</i>
4G.4	Know/apply in practice considerations for the developmental phases of the writing process. <i>Level 3</i>
4G.5	Know/apply in practice considerations for the appropriate uses of assistive technology in written expression. <i>Level 3</i>

Adopted from The International Dyslexia Association
 Knowledge and Practice Standards for Teachers of Reading
 With suggestions for state modifications from stakeholders

Coverage of the topics in readings and lectures should be seen across courses. The Level indicates how each topic is addressed.

North Dakota Education Standards and Practices Reading Standards
Adopted 1.8.2024.



Level 1 = Topic is introduced

Level 2 = Topic is explored in depth

Level 3 = Topic is reviewed.