

2021/2023 EPP Literacy Standards for Early Childhood, Elementary, and Special Education Programs

2021 Standard 1: Content Knowledge	2023 Standard 1: Content Knowledge
<p>1.1 Content Knowledge. Educator candidates must demonstrate knowledge of theoretical and research-based instructional practices related to students’ literacy development, language acquisition, reading, writing, and communication, including knowledge of:</p> <ul style="list-style-type: none"> a. Cognitive, linguistic, motivational, and sociocultural foundations of reading, writing, speaking, and listening development; b. Students’ literacy development from birth through high school; c. Students’ cultural and linguistic (e.g., different dialects, languages other than English) histories as a resource for literacy development and instruction; d. Developmentally appropriate instructional practices that are responsive to diversity of all forms and that support equitable learning opportunities and success of all students; e. Oral language as a basis for reading development, including knowledge of students’ dialect or different language characteristics (including students who are unable to use and/or access spoken language), and language processing skills (including phonology, orthography, syntax, semantics, and discourse level skills); f. Foundational skills (including phonological awareness, phonemic awareness, fluency, decoding, and vocabulary development), word level skills, vocabulary knowledge and acquisition, and knowledge of text craft and structure (including literary, persuasive, and informational); g. Ways to traverse diverse and complex texts, including traditional print texts and digital texts, selecting texts that are representative of diverse cultural and linguistic experiences of students; and h. How to integrate knowledge and ideas across texts, through reading comprehension of texts, when composing texts, and when demonstrating understanding through speaking and writing 	<p>1.1 Content Knowledge. Educator candidates must demonstrate knowledge of theoretical and research-based instructional practices related to students’ literacy development, language acquisition, reading, writing, and communication, including knowledge of:</p> <ul style="list-style-type: none"> a. Cognitive, linguistic, motivational, and sociocultural foundations of reading, writing, speaking, and listening development; b. Students’ literacy development from birth through high school; c. Students’ cultural and linguistic (e.g., different dialects, languages other than English) histories as a resource for literacy development and instruction; d. Developmentally appropriate and diverse instructional practices that support equitable learning opportunities and success of all students which may include: <ul style="list-style-type: none"> 1. Access points and scaffolds embedded in instructional materials or developed by educators for teaching students with advanced reading skills, students with significant reading deficiencies; and 2. Providing evidence-based, multi-sensory interventions for students with characteristics of dyslexia. e. Oral language as a basis for reading development, including knowledge of students’ dialect or different language characteristics (including students who are unable to use and/or access spoken language), and semantics, and discourse level skills); f. Foundational skills (including phonological awareness, phonemic awareness, fluency, decoding, encoding, and vocabulary development), word level skills, vocabulary knowledge and acquisition, and knowledge of text craft and structure (including literary, persuasive, and informational); g. How characteristics of dyslexia is defined in alignment with State Board of Education Rule 0520-01-22; h. Specific Learning Disability (SLD), as defined in State Board of Education Rule 0520-01-09-.03, eligibility in the areas of basic reading, reading fluency, or

	<p>reading comprehension in compliance with federal requirements, including the Individuals with Disabilities Act (IDEA), 20 U.S.(C) § 1400 et seq., state requirements, and requirements of an IEP;</p> <p>i. The two-step identification process for students with characteristics of dyslexia and how to develop an Individualized Learning Plan – Dyslexia (ILP-D), as set forth in State Board of Education Rule 0520-01-22.</p> <p>j. An understanding of circumstances under which a student qualifies for an IEP for a reading disability or an ILP-(D) If a student has a primary or secondary eligibility category and the student’s finalized IEP supports deficiencies in the area(s) of basic reading, reading fluency, or reading comprehension, an ILP-D is not written;</p> <p>K. (previously g) Ways to traverse diverse and complex texts, including traditional print texts and digital texts, selecting texts that are representative of diverse cultural and linguistic experiences of students; and</p> <p>I. (previously h) How to integrate knowledge and ideas across texts, through reading comprehension of texts, when composing texts, and when demonstrating understanding through speaking and writing.</p>
<p>1.2 Foundational Literacy Skills. Educator candidates must demonstrate mastery of the skills students need to be taught (e.g., spoken words, sounds, and syllables) and are able to teach students how to employ the many components of foundational literacy skills, including:</p> <p>a. Oral English language – spoken language, including spoken words and articulated sounds;</p> <p>b. The organization and basic features of print - including orthography, syntax, and discourse structure;</p> <p>c. Phonological awareness – the ability to identify and manipulate oral language including words, syllables, onsets, and rimes and is inclusive of the advanced skills within phonemic awareness;</p> <p>d. Phonemic awareness – the specific ability to focus on and manipulate individual sounds (phonemes) in spoken words;</p> <p>e. Phonics and word recognition - understanding of letter-sound knowledge and alphabetic understanding, phonic/structural analysis</p>	<p>1.2. Foundational Literacy Skills. Educator candidates must demonstrate mastery of the skills students need to be taught (e.g., spoken words, sounds, and syllables) and are able to teach students how to employ the many components of foundational literacy skills, including:</p> <p>a. Oral English language – spoken language, including spoken words and articulated sounds;</p> <p>b. The organization and basic features of print - including orthography, syntax, and discourse structure;</p> <p>c. Phonological awareness – the ability to identify and manipulate oral language including words, syllables, onsets, and rimes and is inclusive of the advanced skills within phonemic awareness;</p> <p>d. Phonemic awareness – the specific ability to focus on and manipulate individual sounds (phonemes) in spoken words;</p> <p>e. Phonics and word recognition (also known as sound/symbol recognition) - understanding of letter-sound knowledge and alphabetic understanding,</p>

<p>elements along a continuum for decoding when reading grade-level texts; word analysis skills when decoding isolated words and in connected text, regular word reading, irregular word reading, and reading in decodable text;</p> <p>f. Decoding – the ability to apply knowledge of letter-sound relationships as well as letter patterns to correctly pronounce written words;</p> <p>g. Letter knowledge – the ability to identify the letters of the alphabet with speed and automaticity and understanding of the alphabetic and print concepts, as well as ability to identify and discriminate between letters (visual discrimination);</p> <p>h. Word composition - encoding when writing: grade-level phonics and word analysis skills when encoding words, writing legibly;</p> <p>i. Advanced word study - understanding morphology, syllabication, study of word parts, regular word reading, irregular word reading, etymology, Greek and Latin roots, and inflectional endings; and</p> <p>j. Fluency - reading with sufficient automaticity, pacing, prosody (e.g., intonation, tone, stress, rhythm), and accuracy to support comprehension across the disciplines.</p>	<p>phonetic/structural analysis elements along a continuum for decoding when reading grade-level texts; word analysis skills when decoding isolated words and in connected text, regular word reading, irregular word reading, and reading in decodable text;</p> <p>f. Decoding – the ability to apply knowledge of letter-sound relationships as well as letter patterns to correctly pronounce written words;</p> <p>g. Letter knowledge (also known as alphabet knowledge) – the ability to identify the letters of the alphabet with speed and automaticity and understanding of the alphabetic and print concepts, as well as ability to identify and discriminate between letters (visual discrimination);</p> <p>h. Word composition - encoding when writing: grade-level phonics and word analysis skills when encoding words, writing legibly;</p> <p>i. Advanced word study - understanding morphology, syllabication, study of word parts, regular word reading, irregular word reading, etymology, Greek and Latin roots, and inflectional endings;</p> <p>j. Fluency - reading with sufficient automaticity, pacing, prosody (e.g., intonation, tone, stress, rhythm), and accuracy to support comprehension across the disciplines; and</p> <p>k. Encoding skills – the translation of a spoken word or sound into a written symbol;</p> <p>l. Rapid naming – ability to connect visual and verbal information by giving the appropriate names to common objects, colors, letters, and digits; information is quickly named/retrieve(d) Rapid naming requires the retrieval of phonological information related to phonemes (i.e., letter/letter combination sounds), segments of words, and words from long-term memory in an efficient manner.</p>
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1.3 Vocabulary Knowledge and Acquisition. Educator candidates must demonstrate their knowledge and mastery of the skills to prepare students to:

a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate, to support comprehension of connected text;

b. Comprehend figurative language, word relationships, and nuances in word meanings and employ them in writing;

c. Acquire and accurately use general academic and domain-specific words and phrases necessary for comprehension, discussion, and writing about complex texts, and that meet the demands for reading, writing, speaking, and listening in post-secondary and the workforce;

- d. Develop independence in acquiring vocabulary knowledge when considering a word or phrase important to comprehension or expression;
- e. Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings and analyze how specific word choices shape meaning or tone; and
- f. Develop a broad, expressive vocabulary and apply vocabulary words with precision in both oral and written settings to more accurately convey meaning and interest.

1.4. Craft and Structure of the Language of Texts (including print, visual, multimodal, and digital texts). Educator candidates must demonstrate their knowledge and mastery of the skills to prepare students to:

- a. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening;
- b. Recognize various text structures and employ specific comprehension strategies based on the unique demands of the text structure and organization;
- c. Read closely and answer text dependent questions to determine what a text says explicitly and to generate logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from a text;
- d. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas;
- e. Analyze how and why individuals, events, and ideas develop and interact over the course of a text;
- f. Analyze the structure of texts and how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene or stanza) relate to each other and the whole;
- g. Assess how point of view and purpose shape the content and style of a text; and
- h. Use understandings of the craft and structure of texts to convey ideas in writing for different purposes and audiences.

1.5. Range of Texts and Text Complexity. Educator candidates must demonstrate their knowledge and mastery of the skills to prepare students to:

- a. Read and comprehend complex literary and informational texts independently and proficiently; recognize various text structures and employ specific comprehension strategies based on the unique demands of the text structure and organization; and
- b. Produce texts representing a range of text types (genre) and complexity for different purposes and audiences.

1.6. Integration of Knowledge and Ideas. Educator candidates must demonstrate their knowledge and mastery of the skills to prepare students to:

- a. Integrate and evaluate content presented in diverse formats and media, including content presented visually and quantitatively, as well as in word form;
- b. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence;
- c. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes;

- d. Integrate foundational skills and strategies within authentic reading and writing contexts; and
- e. Make connections to reading and writing across the disciplines

1.7. Comprehension and Collaboration. Educator candidates must demonstrate their knowledge and mastery of the skills to prepare students to:

- a. Develop a deep understanding of language comprehension, including background knowledge, vocabulary, language structures, verbal reasoning and literacy knowledge and its impact on skilled reading in conjunction with foundational literacy skills;
- b. Participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own ideas clearly and persuasively;
- c. Evaluate a speaker's point of view, reasoning, use of evidence and rhetoric;
- d. Ask and answer questions to demonstrate comprehension when information is presented orally in a range of settings and from diverse speakers (e.g., directions, texts, presentations, and videos);
- e. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning;
- f. Ensure that the organization, development, and style of communication are appropriate to the task, purpose, and audience;
- g. Make strategic use of texts, digital media, and visual displays of data to express information and enhance understanding of presentations; and
- h. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

1.8. Writing. Educator candidates must demonstrate their knowledge and mastery of the skills to prepare students to:

- a. Use conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing;
- b. Recognize the purpose (i.e., to communicate ideas to be understood by others) and subsequent formatting (e.g., formal, informal, creative, expository, etc.) for writing;
- c. Engage in writing as a process involving actions such as brainstorming, revising, editing, and publishing, and not just a product;
- d. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence;
- e. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content;
- f. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences;
- g. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience;
- h. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach;

- i. Use technology, including the internet, to produce and publish writing and to interact and collaborate with others;
- j. Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism;
- k. Draw evidence from literary or informational texts to support analysis, reflection, and research;
- l. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences; and
- m. Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.

2021 Standard 2: Language and Literacy Rich Environment	2023 Standard 2: Language and Literacy Rich Environment
<p>Educator candidates shall:</p> <p>2.1. Demonstrate and apply knowledge about individual development in language and literacy, including identifying and responding to the uniqueness of each student.</p> <p>2.2. Demonstrate and apply knowledge of language diversity as a source of strength in society to be encouraged and not discouraged.</p> <p>2.3. Identify differences between students progressing successfully toward literacy and those who are not progressing, including their personal experiences and dispositions (e.g., poverty, poor or unsuccessful experiences with reading), and their access to books and exposure to high-quality instruction, and implement instruction responsive to these differences.</p> <p>2.4 Ensure that all students have access and exposure to complex, grade-appropriate text and avoid “leveling” (the practice of matching students to texts based on their measured reading proficiency level) because it can slow the learning of struggling readers by confining them to overly simple, below-grade-level texts.</p>	<p>Educator candidates shall:</p> <p>2.1. Demonstrate and apply knowledge about individual development in language and literacy, including identifying and responding to the uniqueness of each student.</p> <p>2.2. Demonstrate and apply knowledge of language diversity as a source of strength in society to be encouraged and not discouraged.</p> <p>2.3. Identify differences between students progressing successfully toward literacy and those who are not progressing, including their personal experiences and dispositions (e.g., poverty, poor or unsuccessful experiences with reading, advanced reading skills, significant reading deficiency, characteristics of dyslexia), and their access to books and exposure to high-quality instruction, and implement instruction responsive to these differences.</p> <p>2.4 Ensure that all students have access and exposure to complex, grade-appropriate text and avoid “leveling” (the practice of matching students to texts based on their measured reading proficiency level) because it can slow the learning of struggling readers by confining them to overly simple, below-grade-level texts.</p>

2.5. Use a range of texts, including print and digital, to provide a wide range of reading choices for students, and incorporate texts that represent students' existing knowledge, interests, and cultural diversity.

2.6. Incorporate disciplinary and instructional texts representing diverse students, multiple genres, perspectives, and media necessary to prepare all students for literacy tasks for the 21st century.

2.7. Establish literacy learning classroom environments that enable multiple classroom organizations, including those that support individual and collaborative learning, and promote peer-to-peer interaction.

2.8. Demonstrate the ability to help students participate as knowledgeable, reflective, creative, caring, respectful, and critical members of a variety of literacy communities (e.g., home, classroom, school, workplace, and community), and within globally and digitally connected communities.

2.9. Position students as knowledgeable and valuable contributors of information (e.g., cooperative speaking opportunities, brainstorming discussions), which allows all students to participate, regardless of their speaking or writing proficiency.

2.10. Utilize routines and structures that prompt frequent language interactions (e.g., turn and talks, quick writes).

2.11 Utilize routines and structures that encourage students to decode text systematically rather than to guess at its meaning using "cueing" methods such as "MSV" (meaning, syntax, visual) that divert attention from the words themselves.

2.12. Create a physical environment that presents varied language representations (e.g., images, charts, lists, poems) and that provides resources that support students' language and literacy development (e.g., anchor posters, word walls, picture or print dictionaries).

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<p align="center">2021 Standard 3: High-Quality Instructional Materials (HQIM) and Lesson Preparation</p>	<p align="center">2023 Standard 3: High-Quality Instructional Materials (HQIM) and Lesson Preparation</p>
<p>Educator candidates shall:</p> <p>3.1. Describe design principles of high-quality instructional materials in English language arts and literacy, including use of evidence-based practices; alignment to grade-level standards; coherent progressions of content and tasks; and access points supporting all students to engage meaningfully in grade-appropriate learning centered on complex texts.</p> <p>3.2. Implement high-quality instructional materials with integrity to their design principles, choosing scaffolds and supports matched to individual students’ strengths and needs, while maintaining grade-appropriate rigor and alignment to Tennessee Academic Standards in all literacy instruction.</p> <p>3.3. Use unit and lesson preparation protocols focused on intellectual preparation (i.e., a focused form of lesson preparation that helps a teacher prepare to teach using existing lesson plans within high-quality instructional materials in lieu of creating their own lesson plans outside of the adopted high-quality instructional materials) and internalization of high-quality instructional materials (i.e., the act of teacher practicing the lessons with HQIM to effectively deliver lessons) to prepare to deliver instruction.</p>	<p>Educator candidates shall:</p> <p>3.1. Describe design principles of high-quality instructional materials in English language arts and literacy, including use of evidence-based practices; alignment to grade-level standards; coherent progressions of content and tasks; and access points supporting all students, including those with advanced reading skills, significant reading deficiency, and characteristics of dyslexia, to engage meaningfully in grade-appropriate learning centered on complex texts.</p> <p>3.2. Implement high-quality instructional materials with integrity to their design principles, choosing scaffolds and supports matched to individual students’ strengths and needs, while maintaining grade-appropriate rigor and alignment to Tennessee Academic Standards in all literacy instruction.</p> <p>3.3. Use unit and lesson preparation protocols focused on intellectual preparation (i.e., a focused form of lesson preparation that helps a teacher prepare to teach using existing lesson plans within high-quality instructional materials in lieu of creating their own lesson plans outside of the adopted high-quality instructional materials) and internalization of high-quality instructional materials (i.e., the act of teacher practicing the lessons with HQIM to effectively deliver lessons) to prepare to deliver instruction.</p> <p>3.4. Implement evidence-based dyslexia interventions that are explicit, systematic and cumulative, multisensory, language-based, and aligned to individual student need.</p>

<p align="center">2021 Standard 4: Instruction Using High-Quality Instructional Materials (HQIM)</p>	<p align="center">2023 Standard 4: Instruction Using High-Quality Instructional Materials (HQIM)</p>
<p>Educator candidates shall:</p> <p>4.1. Use content knowledge about literacy to support literacy instruction and assessment that incorporates all students’ literacy strengths and needs.</p> <p>4.2. Set measurable and explicit goals for literacy according to knowledge about each student.</p> <p>4.3. Provide scaffolded instruction that supports students’ strengths and access to grade-level standards while addressing their instructional needs.</p> <p>4.4. Make evidence-based judgments, including what has not been working for a student and what might work more successfully, in order to support continuous individual literacy progress for all students.</p> <p>4.5. Enact evidence-based instructional practices (e.g., interactive think-aloud and modeling, asking varied and high quality questions, scaffolding within gradual release of teacher responsibility procedures) that build a wide range of strategies for comprehending, interpreting, evaluating, and appreciating texts while promoting motivation and active engagement in reading and writing.</p> <p>4.6. Enact evidence-based instructional strategies (e.g., scaffolding the writing process) and practices that help students employ a wide range of strategies to write and communicate effectively with different audiences for a variety of purposes.</p> <p>4.7. Enact evidence-based instructional strategies that teach and reinforce reasoning, strategic problem-solving, and metacognition within reading and writing.</p> <p>4.8. Analyze texts for complexity, quality, and alignment to instructional goals and student readiness; select a wide range of appropriately complex texts.</p> <p>4.9. Engage and support students in reading a wide range of complex texts in print, digital, and multiple media formats.</p>	<p>Educator candidates shall:</p> <p>4.1. Use content knowledge about literacy to support literacy instruction and assessment that incorporates all students’ literacy strengths and needs.</p> <p>4.2. Set measurable and explicit goals for literacy according to knowledge about each student.</p> <p>4.3. Provide scaffolded instruction that supports students’ strengths and access to grade-level standards while addressing their instructional needs.</p> <p>4.4. Make evidence-based judgments, including what has not been working for a student and what might work more successfully, in order to support continuous individual literacy progress for all students.</p> <p>4.5. Enact evidence-based instructional practices (e.g., interactive think-aloud and modeling, asking varied and high quality questions, scaffolding within gradual release of teacher responsibility procedures) that build a wide range of strategies for comprehending, interpreting, evaluating, and appreciating texts while promoting motivation and active engagement in reading and writing.</p> <p>4.6. Enact evidence-based instructional strategies (e.g., scaffolding the writing process) and practices that help students employ a wide range of strategies to write and communicate effectively with different audiences for a variety of purposes.</p> <p>4.7. Enact evidence-based instructional strategies that teach and reinforce reasoning, strategic problem-solving, and metacognition within reading and writing.</p> <p>4.8. Analyze texts for complexity, quality, and alignment to instructional goals and student readiness; select a wide range of appropriately complex texts.</p> <p>4.9. Engage and support students in reading a wide range of complex texts in print, digital, and multiple media formats.</p>

<p>4.10. Engage students appropriately with disciplinary texts so that they are able to critically evaluate key ideas and details, work with the varying craft, structure, and complexity of disciplinary texts, and integrate knowledge and text details as they build conceptual knowledge.</p> <p>4.11. Create and implement culturally relevant and responsive instruction and assessments to address the strengths and needs of all students with particular attention to students’ diverse cultural and linguistic resources.</p> <p>4.12. Provide appropriate and differentiated language and literacy instruction for students whose first language is not English so that they can be successful academically (e.g., develop understanding of the content across the curriculum) while they learn English.</p> <p>4.13. Provide appropriate and scaffolded language and literacy instruction for students with disabilities to provide equitable access and participation.</p> <p>4.14. Employ instructional grouping arrangements (e.g., individual, pairs, small groups, whole group, ability based, interest, instructional need) in ways that maximize students’ growth in literacy.</p>	<p>4.10. Engage students appropriately with disciplinary texts so that they are able to critically evaluate key ideas and details, work with the varying craft, structure, and complexity of disciplinary texts, and integrate knowledge and text details as they build conceptual knowledge.</p> <p>4.11. Create and implement culturally relevant and responsive instruction and assessments to address the strengths and needs of all students with particular attention to students’ diverse cultural and linguistic resources.</p> <p>4.12. Provide appropriate and scaffolded language and literacy instruction for students whose first language is not English so that they can be successful academically (e.g., develop understanding of the content across the curriculum) while they learn English.</p> <p>4.13. Provide appropriate and scaffolded language and literacy instruction for students with disabilities to provide equitable access and participation.</p> <p>4.14. Provide appropriate and scaffolded language and literacy instruction for students with characteristics of dyslexia that include evidence-based dyslexia interventions.</p> <p>4.15 (previously 4.14). Employ instructional grouping arrangements (e.g., individual, pairs, small groups, whole group, ability based, interest, instructional need) in ways that maximize students’ growth in literacy.</p>
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4.4. Make evidence-based judgments, including what has not been working for a student and what might work more successfully, in order to support continuous individual literacy progress for all students.

4.5. Enact evidence-based instructional practices (e.g., interactive think-aloud and modeling, asking varied and high-quality questions, scaffolding within gradual release of teacher responsibility procedures) that build a wide range of strategies for comprehending, interpreting, evaluating, and appreciating texts while promoting motivation and active engagement in reading and writing.

4.6. Enact evidence-based instructional strategies (e.g., scaffolding the writing process) and practices that help students employ a wide range of strategies to write and communicate effectively with different audiences for a variety of purposes.

4.7. Enact evidence-based instructional strategies that teach and reinforce reasoning, strategic problem-solving, and metacognition within reading and writing.

4.8. Analyze texts for complexity, quality, and alignment to instructional goals and student readiness; select a wide range of appropriately complex texts.

4.9. Engage and support students in reading a wide range of complex texts in print, digital, and multiple media formats.

4.10. Engage students appropriately with disciplinary texts so that they are able to critically evaluate key ideas and details, work with the varying craft, structure, and complexity of disciplinary texts, and integrate knowledge and text details as they build conceptual knowledge.

4.11. Create and implement culturally relevant and responsive instruction and assessments to address the strengths and needs of all students with particular attention to students' diverse cultural and linguistic resources.

4.12. Provide appropriate and differentiated language and literacy instruction for students whose first language is not English so that they can be successful academically (e.g., develop understanding of the content across the curriculum) while they learn English.

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4.12. Provide appropriate and [scaffolded](#) language and literacy instruction for students whose first language is not English so that they can be successful academically (e.g., develop understanding of the content across the curriculum) while they learn English.

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<p>2021 Standard 5: Foundational Literacy Skills Assessment and Evaluation</p>	<p>2023 Standard 5: Foundational Literacy Skills Assessment and Evaluation</p>
<p>Educator candidates shall:</p> <p>5.1. Implement universal screeners to identify students who may be at-risk for significant reading deficiency or who have a significant reading deficiency and who require further assessment and intervention.</p>	<p>Educator candidates shall:</p> <p>5.1 Understand the use of the Tennessee Universal Reading Screener and the State Board approved universal screeners used to identify students who may be at-risk for significant reading deficiency or who have a significant reading deficiency and who require further assessment and intervention.</p> <p>5.2. Show proficiency in the administration and scoring of the Tennessee Universal Reading Screener or State Board approved universal reading screener.</p> <p>5.3. Demonstrate the ability to interpret universal reading screening data to identify students who might be “at risk” of a reading deficiency (below 40th percentile on composite score) or display a reading deficiency (below the 16th percentile on composite score) as designated by the Tennessee Literacy Success Act.</p> <p>5.4. Understand that the role of the school data teams is to consider the results of the universal reading screener in conjunction with other data to identify students who may be in need of tiered interventions through the RTI2 process in the areas of basic reading, reading fluency, and reading comprehension.</p>

5.2. Implement foundational literacy skills assessment and evaluation tools appropriately and for different purposes to inform literacy instruction and intervention, including diagnostic assessments (“Diagnostic” or “Survey Level Assessment”) and progress monitoring assessments.

a. Universal Screener assessment – assessments or subtests that are valid, reliable, fair, nationally normed, and backed by scientifically based reading research. These assessments are a brief procedure designed as a first step in identifying students who may be considered at-risk of academic failure, including: students who possess a significant reading deficiency and who are in need of further diagnostic- or survey-level assessment and additional interventions; students in need of additional remediation; and students who may benefit from enrichment. These assessments are not used to diagnose specific skill gaps; rather, these assessments help to identify children who need diagnostic assessments, as well as children who may require supplemental intervention and/or enrichment. Screening assessments should be relatively fast and efficient to administer.

b. Diagnostic Assessment (“Diagnostic” or “Survey Level Assessment”) – Assessments for better understanding student skill development needs, building upon Screener results to provide in-depth analysis of specific reading deficiency that can be used to prescribe interventions.

5.5. Examine student screener profiles to identify the need for additional diagnostic assessments to inform intervention decisions.

5.6. Understand the requirements of progress monitoring within the RTI2 Framework and use data to determine the effectiveness of tiered interventions.

5.7. Understand the two-step process of identifying students with characteristics of dyslexia and the requirement to develop an Individual Learning Plan – Dyslexia (ILP-D) as set forth in State Board of Education Rule 0520-01-22.

5.8 (previously 5.2). Implement foundational literacy skills assessment and evaluation tools appropriately and for different purposes to inform literacy instruction and intervention, including diagnostic assessments (“Diagnostic” or “Survey Level Assessment”) and progress monitoring assessments.

a. Universal Screener assessment – assessments or subtests that are valid, reliable, fair, nationally normed, and backed by scientifically based reading research. These assessments are a brief procedure designed as a first step in identifying students who may be considered at-risk of academic failure, including: students who possess a significant reading deficiency and who are in need of further diagnostic- or survey-level assessment and additional interventions; students in need of additional remediation; and students who may benefit from enrichment. These assessments are not used to diagnose specific skill gaps; rather, these assessments help to identify children who need diagnostic assessments, as well as children who may require supplemental intervention and/or enrichment. Screening assessments should be relatively fast and efficient to administer.

b. Diagnostic assessment – assessments for better understanding student skill development needs, building upon Screener results to provide in-depth analysis of specific reading deficiency that can be used to prescribe interventions.

c. Progress Monitoring assessment- Progress monitoring is used to assess students' academic performance, to quantify a student's rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Unlike Screeners, Progress Monitoring Assessments must be sensitive to growth and require multiple forms. These assess students' specific reading skills and have a direct, reliable, and valid relationship to Diagnostic and Screener Assessments to show progress on shared measurement areas.

5.3 Select and implement additional literacy assessment and evaluation tools appropriately and for different purposes (e.g., curriculum-based, formative or benchmark, and summative or outcome) to inform literacy instruction and intervention.

5.4 Describe how literacy assessment connects to and supports planning appropriate and differentiated instruction within the classroom and within the RTI2 framework and in accordance with T.C.A. § 49-1-229.

5.5 Select and implement valid, reliable, and appropriate assessments to obtain information on student language acquisition and literacy development; select assessments that are free from explicit or implicit cultural bias.

5.6 Select and implement diagnostic assessments to identify students' literacy strengths and needs in areas of knowledge and vocabulary development, text comprehension, and skill and strategy development.

5.7 Analyze students' cultural and experiential differences through a critical analysis of diagnostic data to identify what students understand about the literacy tasks, such as comprehending texts, and how they come to those understandings (information and strategies they are using).

c. [Survey level assessment – assessment used for determining progress monitoring levels for a student who is significantly below grade level.](#)

d. [\(Previously c\)](#) Progress Monitoring assessment- Progress monitoring is used to assess students' academic performance, to quantify a student's rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Unlike Screeners, Progress Monitoring Assessments must be sensitive to growth and require multiple forms. These assess students' specific reading skills and have a direct, reliable, and valid relationship to Diagnostic and Screener Assessments to show progress on shared measurement areas.

5.9. [\(Previously 5.3\)](#) Select and implement additional literacy assessment and evaluation tools appropriately and for different purposes (e.g., [universal reading screeners](#), curriculum-based, formative or benchmark, and summative or outcome) to inform literacy instruction and intervention.

5.10. [\(Previously 5.4\)](#) Describe how literacy assessment connects to and supports planning appropriate and [scaffolded](#) instruction within the classroom and within the RTI2 framework and in accordance with T.(C)(A) § 49-1-229.

5.11. [\(Previously 5.5\)](#) Select and implement valid, reliable, and appropriate assessments to obtain information on student language acquisition and literacy development; select assessments that are free from explicit or implicit cultural bias.

5.12. [\(Previously 5.6\)](#) Select and implement diagnostic assessments to identify students' literacy strengths and needs in areas of knowledge and vocabulary development, text comprehension, and skill and strategy development.

5.13. [\(Previously 5.7\)](#) Analyze students' cultural and experiential differences through a critical analysis of diagnostic data to identify what students understand about the literacy tasks, such as comprehending texts, and how they come to those understandings (information and strategies they are using).

5.8 Interpret literacy assessment data effectively in order to reflect upon, design, and re-design instruction and interventions according to the data. This includes making data-based decisions about providing explicit, systemic instruction with carefully applied scaffolds that are appropriate to address identified instructional goals.

5.9 Interpret foundational literacy skills assessment data effectively in order to reflect upon design, and re-design evidence-based interventions that are appropriate for at-home instruction. This includes providing families with information, ideas, and no-cost resources to support students' areas of need at home.

5.10 Communicate and present literacy assessment information effectively, in oral and written form, to various audiences (e.g., other professionals, administrators, students, and parents).

5.11 Communicate and collaborate effectively with peers, assessment team members, reading and other specialists to select appropriate assessments and interpret data to inform instructional planning for students experiencing literacy difficulties.

5.12 Communicate and collaborate effectively with reading and bilingual specialists to design, implement, and interpret data from appropriate assessments for English Learners.

5.14. [\(Previously 5.8\)](#) Interpret literacy assessment data effectively in order to reflect upon, design, and re-design instruction and interventions according to the data. This includes making data-based decisions about providing explicit, systemic instruction with carefully applied scaffolds that are appropriate to address identified instructional goals.

5.15. [\(Previously 5.9\)](#) Interpret foundational literacy skills assessment data effectively in order to reflect upon design, and re-design evidence-based interventions that are appropriate for at-home instruction. This includes providing families with information, ideas, and no-cost resources to support students' areas of need at home.

5.16. [Develop an Individualized Learning Plan-Dyslexia \(ILP-D\) that targets student's identified literacy deficits and identifies dyslexia specific interventions and appropriate supports to access core instruction.](#)

5.17. [Interpret foundational literacy skills assessment data effectively in order to reflect upon design, and re-design evidence-based interventions that are appropriate for at-home instruction. This includes providing families with information, ideas, and no-cost resources to support students' areas of need at home.](#)

5.18. [\(Previously 5.10\)](#) Communicate and present literacy assessment information effectively, in oral and written form, to various audiences (e.g., other professionals, administrators, students, and parents).

5.19. [\(Previously 5.11\)](#) Communicate and collaborate effectively with peers, assessment team members, reading and other specialists to select appropriate assessments and interpret data to inform instructional planning for students experiencing literacy difficulties.

5.20. [\(Previously 5.12\)](#) Communicate and collaborate effectively with reading and bilingual specialists to design, implement, and interpret data from appropriate assessments for English Learners.

2021 Standard 6: Professional Learning and Leadership	2023 Standard 6: Professional Learning and Leadership
<p>Educator candidates shall:</p> <ul style="list-style-type: none"> 6.1. Engage within professional learning communities in evidence-based inquiry and decision making grounded in theories of literacy and literacy practices. 6.2. Critically evaluate and use relevant research to collaboratively plan, differentiate, and evaluate literacy instruction within grade-level and/or subject matter teams. 6.3. Engage in professional learning that is inclusive and collaborative, and focused on building relationships with students, parents, teachers and others in the community around student literacy strengths and needs, out of school experiences, and literacy activity. 6.4. Be prepared to participate in professional learning about literacy that is job embedded, builds trust, and empowers teachers and others. 6.5. Be prepared to self-direct their own professional learning by generating questions and identifying problems for further study and set their own personal goals. 6.6. Be prepared to engage in a reflective cycle of professional learning, utilizing constructive feedback for continuing professional growth. 6.7. Engage in professional learning based on their professional questions, their content and/or literacy expertise, and their leadership and communication skills. 6.8. Implement and assess professional learning with regard to alignment of curricular outcomes in literacy as well as educator performance and student achievement with curriculum standards in literacy. 	

2021 Standard 7: Trauma-Informed Concepts	2023 Standard 7: Trauma-Informed Concepts
<p>To ensure that students can effectively access reading instruction, educator candidates must demonstrate knowledge of core concepts of trauma informed teaching and learning, such as brain development and architecture, toxic stress, “serve and return” interaction, and resilience. This includes but is not limited to: Adverse Childhood Experiences (ACEs), strategies for self-regulation, and secondary traumatic stress.</p>	

2021 Standard 8: Trauma-Informed Discipline Practices	2023 Standard 8: Trauma-Informed Discipline Practices
<p>To ensure students can effectively access reading instruction, educator candidates must demonstrate knowledge of trauma-informed discipline practices, including practices such as:</p> <ol style="list-style-type: none">8.1. Effective and engaging instruction and classroom/behavior management.8.2. Accomplishing school discipline by preventing misbehavior before it occurs and using positive, safe, and respectful interventions after it occurs.8.3. Holding students accountable without compromising school safety, respect, and dignity.8.4. Using disciplinary actions that foster awareness of behavioral patterns and trigger and restore relationships with peers and adults in the school community.8.5. Building positive relationships with students and referring students to appropriate mental health supports when needed.8.6. Understanding the potential effects of adversity and trauma on student behavior and considering the reasons behind negative behaviors when determining disciplinary action.8.7. Avoiding re-traumatizing students by eliminating the use of potentially traumatic, violent, or shaming disciplinary practices.8.8. Offering students an opportunity to learn from their mistakes to re-engage the student in learning.	