THE UNIVERSITY OF NORTH CAROLINA SYSTEM

UNC System Literacy Framework
Revisions to Competencies and Sub-Competencies

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University of North Carolina System
Chapel Hill, North Carolina

I. Concepts of Print

Early Literacy Competencies: *What should candidates know and be able to do?*	Sub-competencies to be taught and assessed
1. Explain how developing the concepts of print supports emergent readers with developing reading and writing skills, and the understanding that print conveys a message.	**1a.** Explain the purpose of reading and composing text, and how books and texts work. **1b.** Identify book concepts and print concepts that support emergent reading (e.g., book orientation, directionality, turning pages, one-to-one correspondence, knowledge of a word and space). **1c.** Explain how book and print concepts vary across languages and cultures.
2. Describe instructional strategies for teaching book and print concepts for reading and writing.	**2a.** Explain the use of shared reading to teach print and book concepts. **2b.** Explain the use of shared writing, such as the language experience approach, to support print concepts and beginning writing. **2c.** Explain how the use of shared writing supports English Language Learners. **2d.** Describe the importance of and how to create a print-rich environment. **2e.** Identify books appropriate for concepts of print and book concept lessons. **2f**. Administer and analyze concepts of print and reading behavior assessments.
3. Describe instructional strategies for teaching alphabet knowledge through shared reading and writing.	**3a.** Explain the developmental process of letter formation and how it supports transcription fluency (or the ability to write automatically and legibly).

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II. Language

Early Literacy Competencies: *What should candidates know and be able to do?*	Sub-competencies to be taught and assessed
1. Explain and demonstrate how each language structure *(phonology, morphology, semantics, syntax, pragmatics/discourse, orthography)* impacts literacy components (phonological/phonemic awareness, phonics, fluency, vocabulary, comprehension), and writing) and the reciprocal way that literacy impacts language.	**1a.** Define and explain each of the language structures and identify examples of how they relate reciprocally to each of the literacy components. **1b.** Implement practices that address the development of the language structures including facilitation of discussion and engaging in discourse about a topic. **1c.** Identify and demonstrate how to address language structures within literacy lessons (e.g.,read books/poems with rhymes, segment/manipulate words, administer/analyze spelling inventories, emphasize vocabulary when discussing topics, teach vocabulary connected to function or purpose, etc.).
2. Explain and demonstrate how to facilitate oral language development with an emphasis on reading and writing and speaking and listening.	**2a.** Explain the purpose of **and** provide examples for creating a vocabulary rich classroom. **2b.** Explain the importance of and demonstrate how to incorporate students' backgrounds and funds of knowledge for reading, writing, speaking and listening.

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III. Phonological & Phonemic Awareness

Early Literacy Competencies: *What should candidates know and be able to do?*	Sub-competencies to be taught and assessed
1. Develop instructional activities at all levels of the phonological awareness continuum.	**1a**. Identify components of the phonological awareness continuum acknowledging easier and more complex components (ex: word, syllable, onset and rime, phoneme). **1b.** Present appropriate words for phonological awareness manipulation at different levels of the continuum (e.g. using one syllable words when working at the onset-rime level). **1c.** Demonstrate manipulation of words at different levels of the phonological awareness continuum. **1d.** Present appropriate words and activities for word play (e.g.: rhyming and alliteration). **1e.** Explain how phonological awareness instruction may vary in the different common languages or linguistic variations/dialects in your community.
2. Demonstrate how to teach students to manipulate phonemes	**2a.** Articulate phonemes accurately. **2b.** Present appropriate words for phoneme isolation, blending, segmenting, adding/deleting phonemes, or substitution in the absence of print. **2c.** Demonstrate manipulation of sounds in varying positions. **2d.** Identify modifications that should be made when teaching phonemic awareness to English Language Learners.
3. Administer and interpret scores from a phonological and phonemic awareness assessment.	**3a.** Administer and interpret scores from a phonological and phonemic awareness assessment. **3b.** Recognize differences in articulation based on linguistic differences and articulation disorders and how these differences may impact assessment results. **3c**. Plan instruction based on assessment results.
4. Differentiate between phonological awareness, phonemic awareness and phonics.	**4a.** Determine whether the focus of an activity is phonological awareness, phonemic awareness, or phonics.

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IV. Phonics, Orthography and Automatic Word Recognition

Early Literacy Competencies: *What should candidates know and be able to do?*	Sub-competencies to be taught and assessed
1. Explain how word reading develops in the English language - from children's earliest alphabet skills (and how those connect to phonemic awareness) to automatic (sight) word reading and how that facilitates fluency and comprehension.	**1a.** Explain that in an alphabetic writing system such as English, the sounds in words (*phonemes)* are represented by letters or groups of letters (*graphemes)* and explain that learning to decode these sound-symbol relationships is a critical step in translating print into spoken language, thus allowing the reader to construct meaning through reading. **1b**. Explain that the importance of learning to decode is to facilitate the development of *sight vocabulary* (words that can be read automatically and effortlessly) and explain how sight vocabulary facilitates fluency and comprehension. **1c.** Explain how children's skills in alphabetic decoding typically develop across time. **1d.** Explain how skilled reading includes phonics, extensive experiences with print, an understanding of the links between spelling and meaning, application of word identification strategies for words that are not wholly decodable or not yet decodable, building sight vocabulary, and motivation to read.
2. Demonstrate the requisite knowledge and skills needed to assess and teach children to read and spell words in English.	**2a.** Demonstrate the requisite knowledge for teaching children to read and spell in English including: identifying letter/sound relations for single consonants and consonant patterns (including digraphs, trigraphs and blends); identifying letter/sound relations for single vowels and vowel patterns including vowel teams, diphthongs, and R-controlled vowels; and identifying morphemes such as base words, prefixes, suffixes, and the constituent parts of compound words and contractions. **2b.** Demonstrate command of the terminology (such as short/long vowels, CVC and CVCe patterns, syllables, morphemes) needed to communicate and collaborate with other professionals regarding phonics instruction. **2c.** Describe different types of texts (e.g. predictable, decodable, leveled) and explain how various texts are used for a range of instructional purposes. **2d.** Demonstrate knowledge of how to administer, score, and interpret appropriate assessments of alphabet knowledge, decoding, and spelling.
3. Plan and implement instructional activities designed to support students in breaking	**3a.** Plan instructional activities that teach students about common sound-spelling patterns.

	down the sounds within spoken language, mapping individual sounds to printed letters**,** decoding words, analyzing word parts, and recognizing and writing both regular and irregular high frequency words.	**3b.** Plan instructional activities that teach students to blend letter sounds and sound-spelling patterns within a word to produce a recognizable pronunciation. **3c.** Plan instructional activities that provide students with practice in reading and spelling decodable words in isolation and in connected text. **3d.** Plan instructional activities that teach regular and irregular high frequency words so that students can recognize and write them efficiently.
4.	Demonstrate the requisite knowledge and skills needed to assess for, plan and implement instructional activities that make use of daily reading of connected text to support the development of decoding and word recognition, fluency, and comprehension.	**4a.** Identify and demonstrate strategies, scaffolds, and feedback that can be provided to students to support their accurate and efficient word identification when reading connected text. **4b.** Model and teach the importance of self-monitoring for understanding and self-correcting of word-reading errors. **4c.** Demonstrate knowledge of how to administer, score and interpret assessments of students' ability to read connected text with accuracy, fluency, and comprehension, analyzing word reading errors to inform instruction.

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V. Fluency

Early Literacy Competencies: *What should candidates know and be able to do?*	Sub-competencies to be taught and assessed
1. Explain the relationship of fluency with word-level automaticity and comprehension in connected text.	**1a.** Define rate, accuracy, and prosody and their roles in fluent reading. **1b.** Explain the relationships between accuracy and decoding, rate and automatic word recognition, and prosody and comprehension.
2. Assess fluent reading using valid and reliable instruments.	**2a.** Use valid and reliable measures of fluency to determine students' current ability across each sub-component, including qualitative rubrics of prosody.
3. Develop evidence-based instruction designed to support fluent reading.	**3a.** Design lesson plans that incorporate explicit fluency instruction targeting all three sub-components of fluency and incorporating connected texts for the purpose of building students' fluency.

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VI. Vocabulary

Early Literacy Competencies: *What should candidates know and be able to do?*	Sub-competencies to be taught and assessed
1. Demonstrate how to teach oral and written vocabulary using a multi-component approach with a focus on explicit teaching individual words and explicit word learning strategies.	**1a.** Demonstrate how to plan activities that focus on teaching new vocabulary (select books for read-alouds and independent reading that provide many opportunities to encounter new or unfamiliar words and repetition of words taught in discussions). **1b.** Demonstrate how to select and teach specific vocabulary words and meaningful word parts (morphemes). **1c.** Demonstrate at least 3 ways to explicitly teach individual words and word meanings for long term memory and later retrieval for speaking and writing. **1d.** Demonstrate the ability to assess informally and formatively students' use of new vocabulary in a variety of contexts (oral and written).
2. Demonstrate the ability to provide instruction and support for developing word consciousness.	**2a.** Demonstrate how to provide rich and varied language experiences, including: providing access to and modeling of oral and written vocabulary across contexts, focusing on knowledge and use of individual words, grammatical function of words (e.g., parts of speech and syntax), and grade-appropriate language/literary devices (e.g., similes, metaphors, onomatopoeia, rhyme, idioms) and providing opportunities to engage in a wide range of reading activities. . **2b.** Demonstrate how to teach knowledge of morphemes and structural analysis to determine word meaning.
3. Demonstrate how to teach oral and written vocabulary through the use of independent word learning strategies.	**3a.** Demonstrate how to teach students to determine or clarify meaning of unknown and multiple-meaning words and phrases by identifying and analyzing word parts (e.g., affixes, base words, and roots). **3b.** Demonstrate how to teach students to determine or clarify meaning of unknown and multiple-meaning words and phrases by using context clues, knowledge of cognates and word origins, or accessing resources appropriately (e.g., glossary, thesaurus, dictionary, digital resources).

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VII. Reading Comprehension

Early Literacy Competencies: *What should candidates know and be able to do?*	Sub-competencies to be taught and assessed
1. Demonstrate knowledge of the components, processes, and interactive factors involved in the development of skilled reading comprehension.	**1a.** Explain the skills, knowledge, and factors on which text comprehension development depends, including proficient word reading, background knowledge and experience, vocabulary, awareness of sentence and text structure, inference making, comprehension monitoring and metacognition, strategies for comprehending, and motivation. **1b.** Explain how text comprehension is affected by characteristics of the reader, the text, and the activities/purposes for reading, and the sociocultural context in which the reading takes place. **1c.** Identify and explain the organizational structures used in texts written for children, including the elements of structure in narrative and the common text structures used by authors of informational/expository texts.
2. Develop a foundational repertoire of evidence-based instructional practices to promote reading comprehension development and reading engagement for children at different levels of language and literacy learning.	**2a.** Implement explicit reading comprehension teaching practices for differentiated core classroom instruction, including instruction in the components suggested in prominent models of reading comprehension (e.g., proficient word reading, background knowledge activation, vocabulary, awareness of sentence and text structure, inference making, comprehension monitoring and metacognition, and strategies for comprehending, and motivation). **2b**. Plan and facilitate instructional practices that foster students' intrinsic motivation and engagement in reading (e.g., creating opportunities for peer collaboration, designing an inviting classroom reading environment, modeling reading as a purposeful activity, connecting reading/texts to students' lives and interests, organizing instruction in topical/thematic units, helping students set and monitor reading goals, and supporting students' choices/autonomy in reading). **2c.** Implement interactive read-alouds and think-alouds that make the hidden (mental) processes of reading comprehension explicit and accessible for students. **2d** Explain how to organize reading instruction so that children read (and/or listen to) connected text for understanding each day. **2e.** Explain how to design instruction that helps children develop independence in reading comprehension over time (e.g., by initially providing explicit guidance and then gradually releasing responsibility to students as they grow).

	2f. Identify and implement instructional scaffolds during comprehension instruction for English Language Learners and students who need additional support in reading.
3. Use effective assessment practices to inform differentiated reading comprehension instruction and intervention.	**3a.** Evaluate how commonly adopted reading assessments address the competencies, processes, and interactive factors related to comprehension. **3b.** Implement and interpret valid and reliable assessment practices/tools in reading comprehension, including formal and informal assessments. **3c.** Implement and interpret diagnostic assessments to monitor progress and pinpoint areas of need for children who are not demonstrating text comprehension appropriate for their grade level. **3d.** Use assessment data to plan individualized instruction for children when they have difficulty with reading, differentiating between word reading and language/comprehension difficulties
4. Develop a repertoire of discussion and questioning techniques that guide children toward deep comprehension and critical reasoning.	**4a.** Pose effective questions, increasing in cognitive complexity, to help children understand, interpret, and evaluate what they read. **4b.** Facilitate text-based discussions to help children collaboratively gain higher-level understanding of texts and to explain their reasoning/ideas to others. **4c.** Use instructional scaffolds to guide students to critique and evaluate texts and authors, as appropriate for the grade level.
5. Develop strategies for designing a text-rich classroom environment in which reading is purposeful and helps students build new knowledge.	**5a.** Develop familiarity with texts written for children (including books, websites, and magazines) and with strategies for ensuring children's access to high-quality narrative and expository texts along a continuum of increasing complexity. **5b.** Explain how to select texts purposefully to meet instructional goals, and to engage young readers, ensuring that texts of various genres, modes, and levels of complexity are chosen appropriately. **5c.** Explain the importance of prior knowledge in text comprehension processes (i.e., knowledge serves as both a requirement for and a product of understanding a text). **5d.** Implement instruction that helps students use their prior experiences and knowledge from their communities and home cultures to inform their text comprehension.

	5e. Implement instruction that supports readers to use texts to learn and apply new content area knowledge.

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VIII. Writing

Early Literacy Competencies: *What should candidates know and be able to do?*	Sub-competencies to be taught and assessed
1. Demonstrate knowledge of foundational content and processes of writing.	**1a.** Explain that writing occurs across the curriculum to enhance learning of content. **1b.** Explain how processes for teaching writing are content and genre specific. **1c.** Describe how writing can take various formats and genres, depending on the purposes. **1d.** Explain how writing is a developmental and recursive process with all aspects simultaneously employed by individuals in different stages and how to differentiate writing instruction based on students' learning needs.
2. Develop a repertoire of strategies for teaching and differentiating writing across the curriculum.	**2a.** Implement explicit writing instruction, including modeling and scaffolding in demonstration lessons that support students' development as writers.
3. Demonstrate understanding of students as diverse individuals who are on different developmental trajectories as writers, who have different understandings of academic language, and who are motivated to write through choices in topics and formats.	**3a.** Explain that children develop fine motor control at different rates. **3b.** Identify ways to teach students how to write in standard ways (e.g., letter formation, sentences) while encouraging their storytelling through drawing and writing. **3c.** Explain that students who speak other languages may present different grammatical structures. **3d.** Demonstrate how to teach grammar (e.g., syntax, sentence structure) in authentic contexts to empower students by helping them effectively communicate with others, while acknowledging students' unique dialects and home languages.
4. Develop a repertoire of ways to assess students' writing based on grade level learning progressions.	**4a.** Explain how students' writing samples indicate what they understand about various language structures and reading components, such as phonics, vocabulary, and syntax. **4b.** Explain how assessment is a formative process for determining students' strengths and targeting areas for instruction.
5. Design instruction integrating reading and writing.	**5a.** Explain how reading concepts are integral to writing and how reading and writing instruction and practice have reciprocal benefits.

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