



12-Hour Reading and Literacy Core Standards

In response to section 3333.048 of the Amended Substitute House Bill Number 33 of the 135th Ohio General Assembly, the Ohio Department of Higher Education (ODHE) convened a panel of experts from both public and private institutions to develop revised standards for the twelve-hour reading and literacy core to recommend to the chancellor. The panel met virtually in consultation with the Chief of Literacy and other literacy staff at the Ohio Department of Education and Workforce resulting in the proposed standards attached.

Panel members:

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The competence and expertise of educators are of utmost importance in shaping students' academic achievements. Teachers play a critical role in developing strong literacy skills and gaining the skills and knowledge to effectively teach reading, writing, and language is complex. Understanding components of literacy instruction such as phonological awareness, phonics, word recognition, vocabulary, comprehension, assessment, and writing- along with the ability to select high quality instructional materials is essential for reading success.

The 12-Hour Reading and Literacy Core Standards set forth by the Ohio Department of Higher Education articulate the knowledge and skills that educators need to provide effective reading instruction to empower students to become proficient readers, writers, and communicators. These standards reflect Science of Reading research and aim to enhance the ability to teach reading and writing and an overview of the attached standards is provided below.

1. Foundational Literacy Knowledge

Foundational literacy knowledge provides the building blocks for effective instruction in reading and writing. Grounded in research, this standard serves as the basis for the subsequent standards. It encompasses key components that inform Ohio's literacy policies and provides teachers with the foundation they need to effectively meet the literacy needs of all students.

2. Phonological Awareness

Phonological Awareness is the ability to recognize and manipulate the sounds in spoken language and is a fundamental precursor to reading and writing. Teachers need to understand this concept to help students develop strong phonemic awareness skills, which are critical for decoding words and spelling.

3. Phonics/Word Recognition

Phonics and word recognition skills are fundamental to learning how to read. They provide the building blocks for understanding the relationships between letters (graphemes) and sounds (phonemes) in written language. Without this foundation, students may struggle to decode and make sense of written words. Teachers must have a deep understanding of phonics in order to teach students how to decode words accurately.

4. Vocabulary

Vocabulary development is a critical component of reading instruction because it directly impacts a wide range of reading-related skills and abilities. Vocabulary knowledge increases comprehension, supports fluency, fosters critical thinking, impacts writing proficiency and equips students with the language skills they need for effective communication.

5. Fluency

Fluency is the ability to read a text with reasonable accuracy at an appropriate rate and with suitable expression. Reading fluency serves as a bridge between word recognition and comprehension and therefore, is a critical component of reading instruction.

6. Comprehension

Comprehension is the goal of reading and is essential for meaningful engagement with texts. Having the knowledge to support students' comprehension will equip students with the skills and strategies they need to understand, analyze, and engage with texts effectively.

7. Writing

Writing and reading are interconnected processes that reinforce each other and contribute to overall literacy development. Writing instruction is critical because engaging in writing not only develops writing abilities but simultaneously enhances reading skills.

8. Assessment and Data Based Instruction

Assessment guides educators in optimizing their teaching strategies to ensure each student's growth and development in literacy. It is important to regularly assess students' literacy skills to identify strengths and areas needing improvement. Understanding assessment tools and techniques allow teachers to track progress, adapt instruction, and provide targeted support to individual students.

9. High Quality Instructional Materials

When teachers select and use high-quality instructional materials that align with the Science of Reading, they are better equipped to provide students with the tools and strategies they need to become proficient readers. These standards emphasize the importance of making informed instructional decisions based on scientific research and promote a culture of evidence-based practice in education.

These professional standards are designed with a primary focus of improving literacy instruction and providing PreK-12 students with the knowledge and skills they need to become competent readers. Alignment with these standards ensures that teachers understand Science of Reading research and are prepared to implement evidence-based practices for the betterment of our schools and communities.

1. FOUNDATIONAL LITERACY KNOWLEDGE

1.1 Demonstrate understanding and application of the Simple View of Reading, Scarborough's Rope, the Four-Part Processing Model, and regions of the brain necessary for skilled reading.

1.2 Utilize current, peer-reviewed collections of reading research from the fields of education, special education, neuroscience, cognitive psychology, and linguistics to inform reading instruction.

1.3 Demonstrate understanding of and adhere to state laws and policies related to literacy.

2. PHONOLOGICAL AWARENESS

2.1 Demonstrate understanding of phonemes as a critical link to automatic word recognition and vocabulary development.

2.2 Explain the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge.

2.3 Explain the differences between and relationships among phonological awareness, phonemic awareness, and phonics.

2.4 Demonstrate understanding of phonological processing as a foundational requirement necessary for decoding and encoding.

2.5 Demonstrate understanding of oral language development as it relates to phoneme awareness and is influenced by dialect and language variation.

2.6 Demonstrate ability to identify, pronounce, classify, and compare all the consonant and vowel phonemes of English.

2.7 Demonstrate ability to identify levels of phonological sensitivity and apply that knowledge to practice.

2.8 Demonstrate understanding of the progression of phonemic awareness skill development across age and grade.

2.9 Demonstrate awareness of intervention materials and techniques appropriate for students demonstrating phonemic awareness difficulties.

2.10 Demonstrate understanding of the principles and purposes of phonemic-awareness instruction: brief, multimodal, conceptual, articulatory, auditory-verbal.

2.11 Demonstrate understanding of the differences in phonemes among different languages.

2.12 Demonstrate ways to provide hands-on, practical application of skills related to explicit instruction in phonological awareness.

2.13 Demonstrate understanding of the relationship between phonological awareness and early concepts of print such as spaces between words and matching one spoken word to one written word.

3. PHONICS AND WORD RECOGNITION

3.1 Demonstrate understanding of the structure of English orthography and the patterns and rules that inform the teaching of single- and multisyllabic regular word reading.

3.2 Demonstrate understanding of the systematic, cumulative, and explicit teaching of basic decoding and spelling skills to enable.

3.3 Demonstrate understanding of the organization of word recognition and spelling lessons by following a structured phonics lesson plan.

3.4 Demonstrate understanding of using structured routines to enhance student engagement and memory.

3.5 Demonstrate understanding of adapting instruction for students with weaknesses in working memory, attention, executive function, processing speed, cognitive impairments, developmental language disorders, hearing impairment, and other weaknesses that may affect reading achievement.

3.6 Demonstrate understanding of the need to explicitly teach students to apply phonics skills to the parts of words that are phonetically correct and to identify those parts that are not phonetically correct.

3.7 Demonstrate understanding of systematically teaching the decoding of multisyllabic words.

3.8 Demonstrate understanding of the different types and purposes of texts, with emphasis on the role of decodable texts in teaching beginning readers.

4. VOCABULARY

4.1 Demonstrate understanding of the role of vocabulary development and vocabulary knowledge in oral and written language comprehension. (IDA-KDP 4E.1)

4.2 Demonstrate understanding of the sources of wide differences in students' vocabularies. (IDA-KDP 4E.2)

4.3 Demonstrate understanding of developing vocabulary skills through the systems of language, including phonology, orthography, syntax, semantics, morphology, etymology, and the relationships among them.

4.4 Demonstrate understanding of the role and characteristics of indirect (contextual) methods of vocabulary instruction. (IDA-KDP 4E.3)

4.5 Demonstrate understanding of the role and characteristics of direct, explicit methods of vocabulary instruction. (IDA-KDP 4E.4)

4.6 Demonstrate understanding of the importance of wide reading in vocabulary development through teacher read aloud and discussion of rigorous, culturally responsive, complex grade-level texts.

5. FLUENCY

5.1 Define fluency as reading accurately with appropriate pace and expression to facilitate and demonstrate comprehension.

5.2 Demonstrate understanding of the term 'fluency' and the progression of fluency levels including letter recognition, sound symbol correspondences, word-level reading, phrase level reading, sentence level reading, and connected text.

5.3 Demonstrate understanding of the role that fluent word level skills play in automatic word reading, oral reading fluency, reading comprehension, and motivation to read.

5.4 Demonstrate understanding of research-driven instructional approaches to improve fluency outcomes.

5.5 Demonstrate understanding of text reading fluency as an indicator of typical reading development that can be advanced through informed instruction in response to data gathered during progress monitoring practices.

5.6 Demonstrate understanding of appropriate uses of assistive technology.

5.7 Demonstrate understanding of the role oral language and writing experiences play in fluency.

6. COMPREHENSION

6.1 Demonstrate understanding of the critical factors (syntax, background knowledge, vocabulary, verbal reasoning, genres) that contribute to deep comprehension of texts.

6.2 Demonstrate understanding of selecting rich texts appropriate for instruction that includes a wide range of genres (informational text, narrative text, and argumentation) to facilitate comprehension.

6.3 Demonstrate understanding of explicit instruction and evidence-based practices validated by research to support students in constructing comprehension of text.

6.4 Demonstrate understanding of the teacher's role as an active mediator of student engagement and strategies with text for deep comprehension.

6.5 Demonstrate understanding of the importance of teaching sentence level comprehension in texts and for writing.

6.6 Demonstrate understanding of the purposeful inclusion of writing as a support for comprehension.

7. WRITING

7.1 Demonstrate understanding of the major skill domains that contribute to written expression (foundational skills/transcription X composition/translation=skilled writing).

7.2 Demonstrate understanding of connecting writing instruction and practice to the texts/content students are reading/learning.

7.3 Demonstrate understanding and application of the fundamentals of sentence construction and syntax, connecting writing to content.

7.4 Demonstrate understanding and application of considerations for the development of skilled written composition through explicit instruction, applying the phases of writing.

7.5 Demonstrate understanding of the importance of increasing student writing practice, connecting writing to texts and content (before, during, and after reading).

7.6 Demonstrate understanding and application of considerations for research-based principles for teaching letter formation, both manuscript and cursive, to automaticity.
7.7 Demonstrate understanding of and application of teaching spelling and punctuation to automaticity.
7.8 Demonstrate understanding of the role of background knowledge and vocabulary as applied to clear expression of ideas in writing.
7.9 Demonstrate understanding of the purposeful inclusion of writing as a support for comprehension.
7.10 Demonstrate awareness of assistive technology options and considerations for when and how to use them.
7.11 (For advanced writing) Demonstrate understanding of APA and MLA formatting guidelines as applied to all writing assignments.

8. ASSESSMENT AND DATA BASED INSTRUCTION

8.1 Demonstrate understanding of language as foundational to reading development, and difficulty with language may lead to reading difficulties.
8.2 Demonstrate understanding of adapting instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.
8.3 Demonstrate understanding of the differences among and purposes for screening, progress-monitoring, diagnostic, and outcome assessments.
8.4 Demonstrate understanding and utilization of well-validated screening tests designed to identify students at risk for reading difficulties.
8.5 Demonstrate understanding and application of progress monitoring and reporting with Curriculum-Based Measures (CBMs).
8.6 Demonstrate understanding and utilization of informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing.
8.7 Demonstrate understanding of how to read and interpret frequently utilized diagnostic tests used by psychologists, speech-language professionals, and educational evaluators.

8.8 Demonstrate the ability to integrate, summarize, and communicate (orally and in writing) the meaning of educational assessment data for sharing with students, parents, and other teachers.

8.9 Demonstrate understanding of best practices for test construction and formats (e.g., reliability, validity, criterion, normed).

8.10 Demonstrate understanding of how to use data to determine the reader profile and intervention needs of struggling readers within a Multi-Tiered System of Support (MTSS) framework.

8.11 Demonstrate understanding of diverse reading profiles for struggling readers, including dyslexia.

8.12 Demonstrate understanding and application of the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction.

9. HIGH-QUALITY INSTRUCTIONAL MATERIALS

9.1 Demonstrate understanding of selection and utilization of high-quality instructional materials to develop clear learning goals and outcomes.

9.2 Demonstrate the ability to differentiate between high-quality instructional materials and instructional materials that do not align with Science of Reading.

9.3 Demonstrate understanding and application of the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction using high quality instructional materials.

References

The International Dyslexia Association. (2018). Knowledge and Practice Standards for Teachers of Reading. Retrieved November 21, 2023, from: <https://app.box.com/s/21gdk2k1p3bnagdfz1xy0v98j5ytl1wk>

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