Prep Resources: How to Improve Prep in this Area
Standard 4: Struggling Readers
BOOSTER STANDARD — Undergraduate & Graduate Elementary Programs

Follow these steps to improve your preparation program and your score:

1. Choose a course textbook, listed here, that addresses the science of early reading – the five core components – in the context of explicit instruction for teaching struggling readers.

2. Provide explicit instruction in how to identify and intervene with students who are at-risk in reading.

3. Require teacher candidates to demonstrate mastery of intervening with struggling readers through assessment and classroom practice.

Components of Effective Reading Instruction

1. **Phonemic awareness** – the knowledge that spoken words can be broken apart into smaller segments of sound known as phonemes.

2. **Phonics** — the knowledge of the correspondence between the sounds (phonemes) and letters or combinations of letters (graphemes) in English.

3. **Fluency** — the ability to recognize words easily, read with greater speed, accuracy, and expression, and to better understand what is read.

4. **Vocabulary** — teaching new words, either as they appear in text, or by introducing new words separately.

5. **Comprehension** — techniques for helping individuals to understand what they read.

A common reason programs do not meet this standard is that they do not require a **high-caliber textbook**.


162 programs meet the Struggling Readers Standard.

A helpful assignment may be to have teacher candidates practice assessing the reading skills of students whose skills have already been determined by an expert, allowing a comparison of results.

A few programs that meet this standard:

Coming fall 2016

Follow the links below to learn more

Exemplary Programs & Findings  nctq.org/dmsView/Teacher_Prep_Review_2014_Std4
Methodology & Rationale  nctq.org/dmsView/Standard_Book_4
Resources  nctq.org/teacherPrep(review2014/resources/index.jsp