

# 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:

- ☐ **1st** 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.
- ☐ **2nd** Provide explicit instruction in how to identify and intervene with students who are at-risk in reading.
- ☐ **3rd** 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.

Sources: [National Reading Panel](#) and [Rickenbrode, R. & Walsh, K. \(2013\). Lighting the Way. American Educator](#)

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.

Leaderboard

A few programs that meet this standard:

Coming fall 2016

#### Follow the links below to learn more

Exemplary Programs & Findings	<a href="http://nctq.org/dmsView/Teacher_Prep_Review_2014_Std4">nctq.org/dmsView/Teacher_Prep_Review_2014_Std4</a>
Methodology & Rationale	<a href="http://nctq.org/dmsView/Standard_Book_4">nctq.org/dmsView/Standard_Book_4</a>
Resources	<a href="http://nctq.org/teacherPrep/review2014/resources/index.jsp">nctq.org/teacherPrep/review2014/resources/index.jsp</a>