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## Standards in Reading: Guidelines for the Reading Preparation and Professional Development of Educators

Michigan Reading Association

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## **Standards in Reading: Guidelines for the Reading Preparation and Professional Development of Educators**

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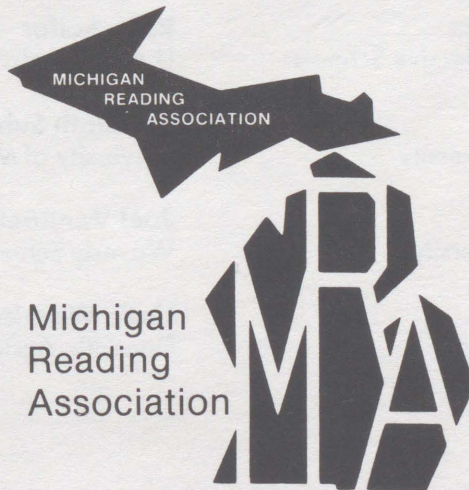
The Michigan Reading Association Board of Directors would like to thank **Karen Lunsford** for

# STANDARDS IN READING

GUIDELINES FOR THE READING PREPARATION  
AND PROFESSIONAL DEVELOPMENT OF EDUCATORS

*"Today's preparation determines  
tomorrow's achievement."*

Anonymous



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# STANDARDS IN READING

adopted April 1988  
by the

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developed by the

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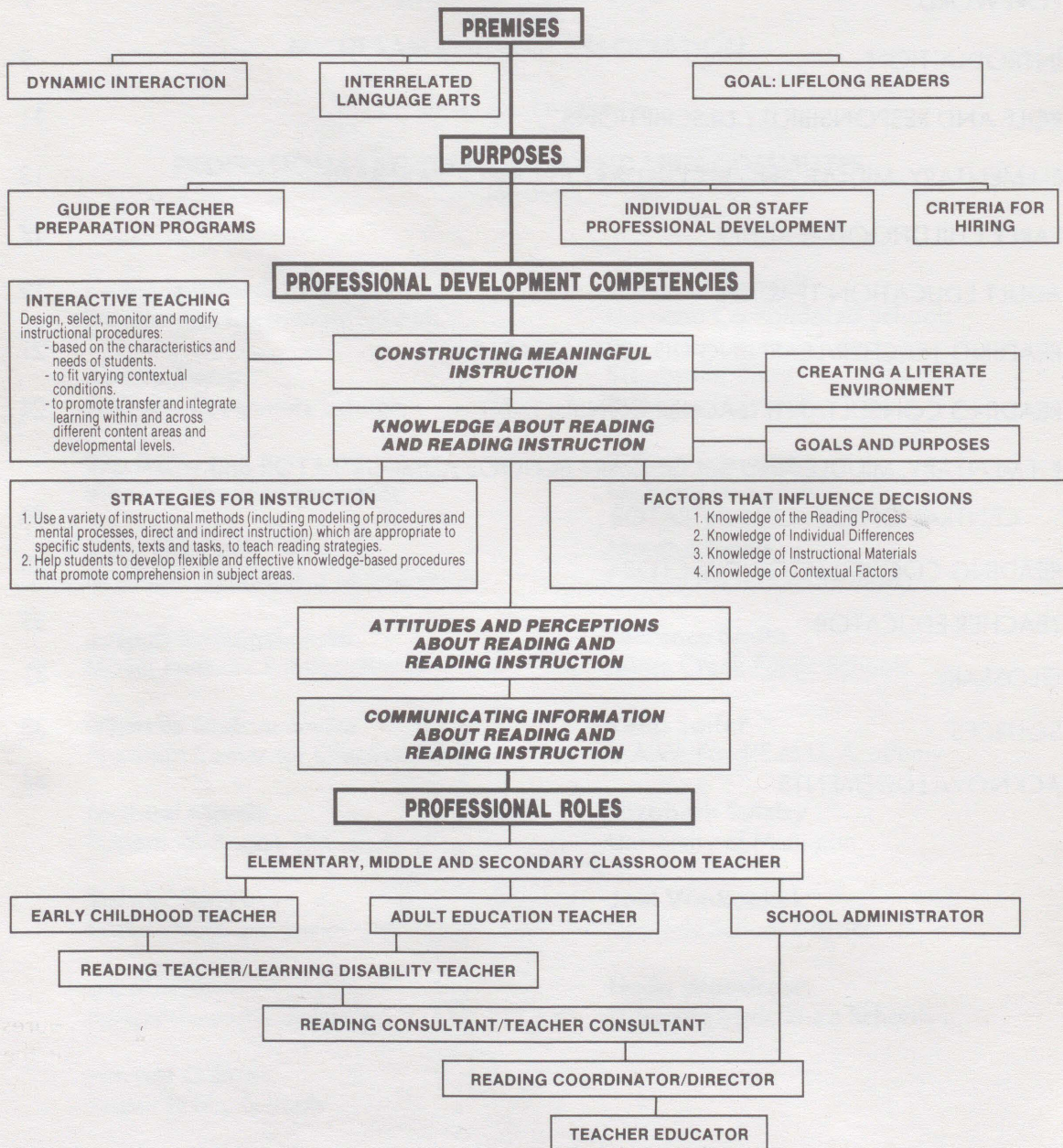


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# MICHIGAN READING ASSOCIATION STANDARDS IN READING





## FOREWORD

This document represents the position of the Michigan Reading Association (M.R.A.) regarding the knowledge, experiences, and professional development goals that support quality reading instruction, administration, and teacher preparation in the State of Michigan. It replaces the previous document, *Standards In Reading*, adopted by M.R.A. in March, 1984.

The Michigan Reading Association is a professional organization concerned with the promotion of literacy. One primary means to achieve this goal is to strive to improve the quality of reading instruction provided in our schools, learning centers or off-school sites by fostering the preparation and professional development of educators.

Teaching and administering are not competencies that can be mastered, but rather are interactive processes that need to be constantly developed and modified to meet changing conditions. The following set of standards promotes preparation and development of educators who can use their professional knowledge flexibly to help students learn to read.

Michigan Reading Association defines reading as **"the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation."** This same philosophy is the basis for the Michigan State Board of Education's *Essential Goals and Objectives for Reading Education* and the *Michigan Educational Assessment Program Reading Test*.

The Michigan Reading Association's position on preparation and professional development is based on three critical premises:

1. Reading instruction is a dynamic interaction between a teacher and a student, designed to help the student develop the knowledge, strategies and attitudes of proficient readers. The nature of this instructional interaction depends on the teacher's and the student's knowledge and the instructional context.
2. Reading is one of four communication processes that also include writing, listening and speaking. Learning and instruction in these forms of communication are strongly interrelated and mutually facilitating. Since communication involves both critical and creative thought, instruction necessarily involves the development of thinking skills. Also, since communication must be grounded in content area knowledge, independent learning strategies and reading instruction should be embedded and developed in all content area instruction.
3. The ultimate goal of reading instruction is the development of independent, strategic, motivated readers who view reading as a lifelong pursuit.

Just as reading is a lifelong developmental process, so too is the development of an educator. Teaching experience can supplement, reorganize and redefine the knowledge and procedures described in this document. For example, an individual just entering a role may have the necessary conceptual knowledge but have yet to develop the rich network of relationships among these concepts that supports the flexible and efficient use of this knowledge. Therefore, the knowledge and procedures included in the role descriptions provide a guideline for a continuous process of professional growth and development.

Professional development is a concern that unites many of the roles and responsibilities described in this document. Supervision, evaluation, teacher preparation and professional development all share the common goal of improving reading instruction. The Michigan Reading Association recommends that this document be used by teachers, administrators, college and



university faculty, teacher education institutions, local and state agencies, professional organizations, parents and the general public to examine and promote the highest possible level of reading instruction. **Specifically, the purpose of this document is that it may serve as a guide for teacher preparation programs, individual or staff professional development, and as criteria for hiring prospective professional staff.**

Research and knowledge in the field of reading and reading instruction are in a state of rapid growth and development. The current document attempts to draw together and organize this information to present a model of reading instruction. The model does not describe a particular method for teaching reading, but rather highlights the importance of a knowledgeable and flexible teacher in structuring and directing students' learning. The Michigan Reading Association's *Standards In Reading*, 1988, will serve as a vehicle to foster professional development and reading improvement now and in the future.



# INTRODUCTION

Reading instruction can be defined as a dynamic interaction between a teacher and a student, designed to help the student develop the strategies, knowledge and attitudes of proficient readers. The nature of this instructional interaction depends on the teacher's and student's knowledge and the instructional context.

This definition of reading instruction suggests four major areas for development:

1. **Constructing Meaningful Instruction**
2. **Knowledge about Reading and Reading Instruction**
3. **Attitudes and Perceptions about Reading and Reading Instruction**
4. **Communicating Information about Reading and Reading Instruction**

Three of these areas are designed to parallel the objectives used to describe students' reading development in the Michigan State Board of Education's *Essential Goals and Objectives for Reading Education*. The parallel should be helpful for teachers attempting to refine their concepts of the reading process as well as their role in teaching reading.

## **Constructing Meaningful Instruction**

One sign of advanced performance in any skill is the ability to adapt and modify performance to achieve optimum results. Because students differ in their knowledge and reading abilities, the flexible and creative use of instructional materials or procedures is necessary to promote learning. Effective teachers actively work with students to help them develop the strategies, knowledge and attitudes of proficient readers. This can best be accomplished by constructing learning contexts that demonstrate the purposes and functions of literacy, and by providing explicit instruction that facilitates literate performance. Instruction is meaningful when students see a purpose for their learning and experience a sense of ownership of both the process and content of their learning.

**Constructing Meaningful Instruction** includes two major categories: Interactive Teaching and Creating a Literate Environment. The competencies listed under Interactive Teaching reflect the flexibility that characterizes skilled teachers. These competencies include the ability to design, select, monitor and modify reading instruction based on student or contextual factors. The competencies involved in Creating a Literate Environment include decisions and activities that affect the learning context, such as classroom management, administrative policies or the nature of instruction.

## **Knowledge about Reading and Reading Instruction**

Decisions about the nature of reading instruction are influenced by a number of interrelated areas of knowledge. This knowledge includes the goals and purposes of instruction, the nature of the reading process, individual differences, the instructional materials, contextual factors and strategies. These are all aspects of teacher knowledge. Teachers should have knowledge of factors that influence reading instruction across the entire range of reading development and a variety of possible contexts.

## **Attitudes and Perceptions about Reading and Reading Instruction**

Teachers tend to have positive attitudes toward reading. An important dimension of reading instruction is helping students to develop similar positive attitudes toward reading.



In addition, teachers should show a positive attitude toward their own professional development. Teaching reading is a complex process that requires the coordination of conceptual and procedural knowledge. The development of this process is gradual and continuous. Therefore, involvement and commitment to ongoing professional development is essential.

### **Communicating Information about Reading and Reading Instruction**

Many of the role responsibilities require communication with audiences other than students. For example, one of the primary components of supervision is to foster professional development by establishing channels of communication and contexts that facilitate change. Communicating information about reading to various audiences is a type of dynamic interaction with complexities similar to those involved in reading instruction. The competencies described in this section indicate the types of interactions that can foster effective reading instruction.



## ROLE AND RESPONSIBILITY DESCRIPTIONS

The standards are organized according to an individual's role and level of responsibility in reading education. Job titles have meanings that vary among institutions. Therefore, in these standards, **the role description is more important than a job title**. The Michigan Reading Association recommends that educators in each role possess the preparation described in these standards.

The standards for Reading Teacher/Learning Disability Teacher, Reading Consultant/Teacher Consultant, Reading Coordinator/Director, and Teacher Educator **include not only the preparation specified for that role, but also for all of the roles preceding them**. The standards for the Early Childhood Teacher and Adult Education Teacher and the standards for the Administrator **include those specified for the Elementary, Middle and Secondary Classroom Teacher**. An individual who is employed in more than one capacity must necessarily develop all of the knowledge and competencies for each assigned role, e.g. a teacher who is employed half-time as Reading Teacher and half-time as a Reading Consultant, or an administrator whose responsibilities include that of Reading Coordinator.

### ELEMENTARY, MIDDLE AND SECONDARY CLASSROOM TEACHER

- Teaches in the **general education** or **special education** program in a graded classroom.
- May have a major area of study other than reading.
- Includes elementary and some middle school teachers who teach in self-contained classrooms and are responsible for developmental reading instruction.
- Includes high school and some middle school teachers who teach another subject in departmentalized content areas and are responsible for reading instruction that promotes content learning. (A high school or middle school teacher whose subject is reading would refer to the role description of a Reading Teacher.)

### EARLY CHILDHOOD TEACHER

- Teaches in the **general education** or **special education** program for children in pre-kindergarten, kindergarten or early childhood programs for ages zero to eight years.
- May have a major area of study other than reading.
- Is responsible for promoting emergent literacy and, if appropriate, initiating beginning reading instruction.

### ADULT EDUCATION TEACHER

- Teaches in an adult basic education program, high school completion program, community college remedial/developmental program or workplace site.
- May have a major area of study other than reading.
- Is responsible for developmental reading instruction and/or teaches a subject in a departmentalized content area and is responsible for reading instruction that promotes content learning. (An adult education teacher whose subject is reading would refer to the role description of a Reading Teacher.)

### READING TEACHER/LEARNING DISABILITY TEACHER

- Teaches developmental or remedial reading as a component of the **general education** or **special education** program.
- Includes middle or high school teachers who teach courses primarily in reading and Chapter I Reading teachers and Learning Disability teachers.

### READING CONSULTANT/TEACHER CONSULTANT

- Serves as a resource in the area of reading to teachers, administrators and parents.



- Provides leadership at the building or district level.

### **ELEMENTARY, MIDDLE AND SECONDARY SCHOOL ADMINISTRATOR**

- Provides instructional leadership and supervision for elementary, middle or secondary teachers at the building or district level.
- Is ultimately responsible for reading instruction and professional development across the curriculum.

### **CENTRAL OFFICE ADMINISTRATOR**

- Provides instructional leadership and supervision for teachers and administrators in a local or intermediate school district.
- Is ultimately responsible for administering the district reading program, including curriculum development, developmental and content area reading instruction, and professional development.

### **READING COORDINATOR/DIRECTOR**

- Supervises a reading program, directs public, private, or corporate educational, vocational, penal or social agency programs serving learners at any level.

### **TEACHER EDUCATOR**

- Teaches reading education courses or provides instruction to pre-professional and professional educators.
- Is responsible for providing preservice education, inservice education and advanced study at the college/university level to all educators designated in this document.



# ELEMENTARY, MIDDLE AND SECONDARY CLASSROOM TEACHER

- Teaches in the **general education** or **special education** program in a graded classroom.
- May have a major area of study other than reading.
- Includes elementary and some middle school teachers who teach in self-contained classrooms and are responsible for developmental reading instruction.
- Includes high school and some middle school teachers who teach another subject in departmentalized content areas and are responsible for reading instruction that promotes content learning. (A high school or middle school teacher whose subject is reading would refer to the role description of a Reading Teacher.)

## Elementary Teacher Certification

The Michigan Teacher Certification Code **requires** that all elementary teachers, certified after July 1, 1983, have completed a minimum of six semester hours in the teaching of reading.

The Michigan Reading Association **recommends** that elementary teachers complete an additional three semester hours in reading/language arts instruction in order to further the acquisition/development of the competencies on the following pages.

## Elementary or Secondary Teacher Certification with Middle School Endorsement

The Michigan Teacher Certification Code **requires** that all elementary and secondary teachers who receive **middle school endorsement** after July 1, 1988, have completed a minimum of six semester hours in the teaching of reading, which shall include reading in the content areas and studies in developmental reading.

The Michigan Reading Association **recommends** that elementary or secondary teachers who receive middle school endorsement complete an additional three semester hours in reading/language arts instruction in order to further the acquisition/development of the competencies on the following pages.

## Secondary Teacher Certification

The Michigan Teacher Certification Code **requires** that all secondary teachers, certified after July 1, 1983, have completed a minimum of three semester hours in the teaching of reading.

The Michigan Reading Association **recommends** that secondary teachers complete an additional three semester hours in reading/language arts instruction in order to further the acquisition/development of the competencies on the following pages.

The Michigan Reading Association further **recommends** that classroom teachers develop the following knowledge and competencies through preservice, inservice, advanced study and professional development activities.

### I. CONSTRUCTING MEANINGFUL INSTRUCTION

#### A. INTERACTIVE TEACHING

1. Design, select, monitor and modify instructional procedures based on the characteristics and needs of students.
  - Use procedures for ongoing formal and informal assessments appropriate for specific students and subject areas in order to modify instruction and achieve maximum effectiveness.



- Use instructional strategies and materials to accommodate students' backgrounds, learning styles, aptitudes, attitudes, interests, levels of achievement and development.
- 2. Design, select, monitor and modify instructional procedures to fit varying contextual conditions.
  - Provide effective reading instruction within the constraints imposed by classroom, school, district and community contexts.
  - Select and use various instructional techniques for teaching reading and content that guide the interaction between the student and the text, the task and the setting.
  - Select and use methods and materials that promote reading growth, stimulate interest in and appreciation for books, and increase motivation to read independently for information and for pleasure.
- 3. Design, select, monitor and modify instructional procedures to promote transfer and integrate learning within and across different content areas and developmental levels.
  - Integrate process and content instruction to guide the development of students' abilities to construct meaning from text.
  - Integrate reading, writing, listening and speaking instruction with subject area content.

#### **B. CREATING A LITERATE ENVIRONMENT**

1. Engage students in practical activities that demonstrate the purposes and functions of literacy.
2. Allow extensive opportunities to read and listen to a variety of well written material for a wide variety of purposes.
3. Model, discuss and demonstrate reading as a life-long pursuit for enjoyment and learning.
4. Engage students in activities that develop their image of themselves as readers.
5. Organize and manage the classroom context to provide optimum conditions for instruction and learning.
6. Promote students' feelings of ownership for the process and content of their learning.
7. Use flexible groupings based on students' instructional levels, rates of progress, interests and/or strategies for effective instruction.

## **II. KNOWLEDGE ABOUT READING AND READING INSTRUCTION**

#### **A. GOALS AND PURPOSES OF READING INSTRUCTION**

The goal of reading instruction is the development of independent, strategic, motivated readers who regard reading as a lifelong pursuit. This view of the proficient reader is the basis for the philosophy of reading and the goals and objectives for reading education as adopted by the Michigan State Board of Education.

#### **B. FACTORS THAT INFLUENCE DECISIONS ABOUT READING INSTRUCTION**

1. Knowledge of the Reading Process
  - The linguistic, sociological and psychological bases of the reading process.
    - Language development and its relationship to reading development.
    - Human growth and development in the physical, emotional, social, cultural and intellectual areas as they relate to reading and reading instruction.
  - Theories of the reading process and their implications for reading instruction.



- Reading as the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation.
  - Concepts of emergent literacy and their relationship to beginning reading instruction.
  - The relationship among reading, writing, listening and speaking.
  - The role of self-image in the development of motivated readers.
  - The role of modes of thought (e.g. critical analysis, creative synthesis, divergent, convergent and evaluative thinking) operative in the reading process.
  - A planned and flexible approach for teaching word recognition skills.
  - The role of phonics in the word recognition process and beginning reading instruction.
  - The role of instruction in helping students develop comprehension strategies and procedures to monitor their own learning.
2. Knowledge of Individual Differences
    - Influence of prior knowledge (of content, strategies and text structure), metacognitive abilities, aptitudes, attitudes, self-concept, learning styles, language development and motivation on the reading process.
    - Influence of cultural and ethnic diversity on the reading process.
    - Methods to teach the Limited-English proficient student.
    - Modalities through which learners process information.
    - Appropriate procedures for seeking services for students with special needs.
  3. Knowledge of Instructional Materials
    - The structure, content, strengths and weaknesses of basal reader programs and content area texts.
    - The structure, content, strengths and weaknesses of a wide variety of children's and adolescents' narrative and expository materials.
    - Computer software and other supplementary materials for reading instruction.
    - Methods for determining whether materials are appropriate for particular students, including the uses and limitations of readability procedures.
    - Characteristics of considerate text, e.g. organization, structure, text features and coherence.
    - Reading, writing, listening and speaking demands of subject area materials and instruction.
    - The influence of subject matter on the structure of content area textbooks and the reading process.
    - The importance of exposing learners to various types and genres of text (fiction/nonfiction, fable/fairy tale, etc.).
    - The importance of exposing learners to story elements to help develop a sense of story.
  4. Knowledge of Contextual Factors
    - How contextual factors such as content, purpose, task and setting influence the reading process and learning to read.
    - How evaluation and grouping procedures can influence motivation and learning.
    - How contextual factors can influence students' performance on measures of reading achievement.
    - How the conditions in the home, school, district and community can affect classroom learning.
    - How parent participation can influence a child's learning to read.



### **C. STRATEGIES FOR INSTRUCTION**

1. Use a variety of instructional methods (including modeling of procedures and mental processes, direct and indirect instruction) which are appropriate to specific students, texts and tasks, to teach reading strategies.
  - Use direct instruction about why, when and how to use reading strategies.
  - Use methods (e.g. modeling and guided practice) that gradually shift responsibility for employing specific strategies from teacher to student as a means of creating independent readers.
  - Use procedures appropriate for different levels of skill development including reading readiness, beginning reading and advanced reading.
  - Help students to develop an integrated reading process, including sight vocabulary, word recognition procedures (using phonics, structural analysis and contextual clues), vocabulary and concept development, and constructing meaning strategies.
2. Help students to develop flexible and effective knowledge-based procedures that promote comprehension in subject areas.
  - Help students to activate and build upon prior knowledge, and to set purpose for reading.
  - Help students to construct meaning through metacognitive and fix-up strategies.
  - Help students to integrate and consolidate meaning with what they already know.
  - Use teacher-directed and student-initiated questions before, during and after reading to enhance meaning construction.
  - Help students recognize and use patterns of organization in texts before, during and after reading to aid learning and memory of important information.
  - Help students to use knowledge about genre, text structure and format to aid comprehension and learning.

### **III. ATTITUDES AND PERCEPTIONS ABOUT READING AND READING INSTRUCTION**

- A. The importance of staying current both in a content area and in reading process and reading instruction research through professional publications and conferences.
- B. The importance of embedding reading instruction within a meaningful context, such as the development of content and knowledge, as a component of teaching in all content areas.
- C. The importance of reading aloud to students.
- D. The importance of teaching reading as a process rather than a series of activities.
- E. The value of communicating to students the importance of reading as a means to learn and an activity which enhances the quality of life.
- F. The expectation that all students can learn to read.
- G. The importance of building collegiality with other teachers through regular conversations and consultations about reading instruction.
- H. The importance of emphasizing the use of print and writing materials in a positive rather than a punitive manner.

### **IV. COMMUNICATING INFORMATION ABOUT READING AND READING INSTRUCTION**

- A. Communicate information about assessment and instruction through reports and conferences about students' progress in reading to students, parents, administrators and other professionals.
- B. Coordinate classroom instruction with instruction used in special reading classes.
- C. Communicate regularly with parents about reading instruction in the classroom and about how parents can help to support the academic work and goals of the school.



## EARLY CHILDHOOD TEACHER

- Teaches in the **general education** or **special education** program for children in pre-kindergarten, kindergarten or early childhood programs for ages zero to eight years.
- May have a major area of study other than reading.
- Is responsible for promoting emergent literacy and, if appropriate, initiating beginning reading instruction.

In addition to the preparation specified for the role of Classroom Teacher, the Michigan Reading Association **recommends** that an Early Childhood Teacher have:

### ***Early Childhood Endorsement (ZA)***

The Michigan Reading Association **recommends** that the Early Childhood Teacher develop the following knowledge and competencies through the courses required for obtaining a ZA Endorsement and/or professional development activities:

## **I. CONSTRUCTING MEANINGFUL INSTRUCTION**

Incorporate the additional knowledge specified below with the competencies indicated for Classroom Teacher to guide interactive teaching and create a literate environment for children in early childhood programs.

## **II. KNOWLEDGE ABOUT READING AND READING INSTRUCTION**

### **A. GOALS AND PURPOSES OF READING INSTRUCTION**

### **B. FACTORS THAT INFLUENCE DECISIONS ABOUT READING INSTRUCTION**

1. Knowledge of the Reading Process
  - Knowledge of emergent literacy and the types of experiences and concepts that support beginning reading instruction.
  - Knowledge that literacy develops best in functional situations in which literacy is used for natural communication.
  - Knowledge that young children's learning about reading can be developed, without undue academic stress, through building on their play, their concrete experiences, and through other informal academic activities, materials and environments.
  - Knowledge of the importance of expansion of experiences, language development, listening ability, cognitive, social and emotional development, and perceptual-motor abilities.
  - Knowledge that the development of literacy includes concepts about the purposes and functions of reading and writing, ways that language can be represented symbolically, and the conventions of print.
2. Knowledge of Individual Differences
  - The ways in which variations in oral language development and use influence the development of literacy.
  - The effect of early experience with print on subsequent learning.
  - The relationship between self-concept and learning.
3. Knowledge of Instructional Materials
  - Design and selection of materials that reflect both established curriculum objectives, current knowledge, and the interests, motivation and learning styles of individuals.



- Familiarity with manipulative objects and other instructional materials which are consistent with developmental needs of young children.
  - Familiarity with text that is especially conducive to and consistent with beginning reading, e.g.
    - repetitive patterned text
    - predictable text
    - children's dictation and handwritten texts
    - key examples of children's literature
    - wordless picture books
  - Assessment materials and procedures that reflect the child's developing literacy.
    - print orientation concepts
    - dictated experiences or stories
    - sense of story structure as reflected in predictions or retellings
    - ability to match speech to print
4. Knowledge of Contextual Factors
- Opportunities for children to be exposed to various purposes and functions for reading/writing.
  - Opportunities for children to write and have their writing responded to in a positive way.
  - Classroom environments that allow young children to symbolically represent their world through non-print expression.
  - Opportunities for students to experience reading/ writing as relevant to themselves.
  - Opportunities for children to self-select books from a wide variety of interesting print and writing materials.

### C. STRATEGIES FOR INSTRUCTION

Activities which aid young students to make connections among reading, writing, listening and speaking.

- Use methods that activate prior knowledge and build common background knowledge to serve as the core for the language development program.
- Use procedures to develop knowledge of print conventions and books.
- Read aloud to children to stimulate interest in books and learning to read.
- Use the child's own language and knowledge through dictation and emergent forms of writing (naturally occurring writing and spelling patterns) to engage children in tasks that demonstrate the purposes and functions of literacy.

### III. ATTITUDES AND PERCEPTIONS ABOUT READING AND READING INSTRUCTION

- A. The importance of early childhood reading programs that meet the needs of children rather than limit the child or force the child to adjust to a prescribed program.
- B. The importance of creating a warm positive environment in which children are free to experiment and play with print.
- C. The importance of building upon and respecting the prior knowledge, experience and language patterns of each child.
- D. The importance of treating children as readers, authors and thinkers.

### IV. COMMUNICATING INFORMATION ABOUT READING AND READING INSTRUCTION

- A. Encourage and demonstrate appropriate procedures for parents to read to their children and foster the desire to read and write at home.
- B. Help parents to understand the needs of their own child(ren) and promote cooperation between the home and school setting.
- C. Help parents to understand how informal and non-traditional activities promote the development of literacy.



# ADULT EDUCATION TEACHER

- Teaches in an adult basic education program, high school completion program, community college remedial/developmental program or workplace site.
- May have a major area of study other than reading.
- Is responsible for developmental reading instruction and/or teaches a subject in a departmentalized content area and is responsible for reading instruction that promotes content learning. (An adult education teacher whose subject is reading would refer to the role description of a Reading Teacher.)

In addition to the preparation specified for the role of Classroom Teacher, the Michigan Reading Association **recommends** that an Adult Education teacher have or develop the following knowledge and competencies through coursework and/or professional development activities:

## I. CONSTRUCTING MEANINGFUL INSTRUCTION

Incorporate the additional knowledge specified below with the competences indicated for Classroom Teacher to guide interactive teaching and create a literate environment for students in adult education programs.

## II. KNOWLEDGE ABOUT READING AND READING INSTRUCTION

### A. GOALS AND PURPOSES OF READING INSTRUCTION

### B. FACTORS THAT INFLUENCE DECISIONS ABOUT READING INSTRUCTION

1. Knowledge of the Reading Process
2. Knowledge of Individual Differences
  - Provide instruction that builds on the adult students' rich experiences and strengths in areas other than traditional school subjects.
  - Recognize the special need to affirm and build the self-concept of adult education students and incorporate this factor in decisions about instruction and materials.
3. Knowledge of Instructional Materials
  - Become familiar with and use a wide variety of materials with important, high-interest topics that will expand the knowledge base of adult students.
4. Knowledge of Contextual Factors
  - Arrange flexible scheduling to meet adults' life and work demands.
  - Promote transfer of developing literacy skills to adults' life settings, e.g. reading aloud to children and grandchildren, writing job applications or reading technical/job related materials.
  - Provide motivation for adult education students by promoting their language activities, e.g. engaging them in oral presentations, or helping them to publish their writing.
  - Arrange all record-keeping and assessment activities so that, as much as possible, adult education students are involved in and responsible for monitoring their own progress and planning their own work.

### C. STRATEGIES FOR INSTRUCTION

1. Develop and use strategies that stimulate adults' oral and written language production.
2. Utilize cooperative projects and learning activities.
3. Explain how present reading instruction may differ from adults' previous educational experiences or memories of early school instruction.



### **III. ATTITUDES AND PERCEPTIONS ABOUT READING AND READING INSTRUCTION**

The importance of building upon and respecting the prior knowledge, experience and language patterns of each student.

### **IV. COMMUNICATING INFORMATION ABOUT READING AND READING INSTRUCTION**



## READING TEACHER/LEARNING DISABILITY TEACHER

- Teaches developmental or remedial reading as a component of the **general education** or **special education** program.
- Includes middle or high school teachers who teach courses primarily in reading and Chapter I Reading teachers and Learning Disability teachers.

In addition to the preparation specified for the role of Classroom Teacher, the Michigan Reading Association **recommends** that a Reading Teacher/Learning Disability Teacher have:

***Elementary Or Secondary Teacher Certification  
with Reading Endorsement (BR)  
Three years classroom teaching experience***

The Michigan Reading Association **recommends** that the Reading Teacher/Learning Disability Teacher develop the following knowledge and competencies through the courses required for obtaining a BR Endorsement and/or professional development activities:

### **I. CONSTRUCTING MEANINGFUL INSTRUCTION**

Incorporate the additional knowledge specified below with the competencies indicated for Classroom Teacher, Early Childhood Teacher and Adult Education Teacher to guide interactive teaching and create a literate environment for students.

### **II. KNOWLEDGE ABOUT READING AND READING INSTRUCTION**

#### **A. GOALS AND PURPOSES OF READING INSTRUCTION**

#### **B. FACTORS THAT INFLUENCE DECISIONS ABOUT READING INSTRUCTION**

##### **1. Knowledge of the Reading Process**

- Understand interactive factors that influence diagnosis of reading performance, including the student's knowledge and strategies, the nature of the reading materials, the type of instruction provided, and the context of the reading situation.
- Construct or select and administer formal and informal instruments designed to evaluate students' reading ability.
- Interpret and draw tentative hypotheses to guide instruction based on the following types of information:
  - observations and anecdotal records
  - informal assessment procedures
  - interest and attitude inventories or interviews
  - standardized achievement or diagnostic tests
  - psychological, physical, emotional or social evaluations.
- Use diagnostic information to guide decisions about a student's reading levels, strengths and weaknesses in the reading process, and long and short-term instructional goals.
- Conduct ongoing diagnostic teaching appropriate for individual and small group instruction in order to confirm or modify hypotheses suggested by assessment procedures and guide future instruction.
- Apply research on reading, writing, listening and speaking to guide instruction.



## 2. Knowledge of Individual Differences

- Knowledge of the interactive nature and multiple causes of reading difficulties including home factors, the quality of instruction, and individual differences.
- Factors influencing learning difficulties, motivation, physical, cognitive, emotional and social development, and the relationship among these constructs.
- Awareness of conditions under which children experiencing reading difficulties can succeed.

## 3. Knowledge of Instructional Materials

- Characteristics, strengths and weaknesses of various assessment instruments and procedures.
- Evaluation and modification of commercial materials and development of teacher-made materials to fit the needs of the students.
- High interest materials or techniques for motivating students.
- Print materials suitable for teaching students with reading difficulties including basal and content texts, specific remedial programs, trade books and other print materials.
- Computer-based instruction.

## 4. Knowledge of Contextual Factors

- The influence of the context created by remedial programs on students' learning.
- Social factors influencing learning difficulties (e.g. economic deprivation, parental neglect, child abuse), the relationship among these factors and cautions about generalizing about these factors.
- Ways to plan and implement activities designed to build community support for school reading programs and to increase awareness of the relationship between home and school in developing successful, lifelong reading habits in children.

## C. STRATEGIES FOR INSTRUCTION

1. Flexible application of instructional procedures to meet the needs of all students.
2. Especially for students with reading difficulties, use procedures that will
  - Emphasize construction of meaning when reading.
  - Foster the construction of meaning by developing fluency for reading text.
  - Include time for reading of extended text for real purposes.
  - Provide opportunities for creative and divergent response to text.
  - Encourage students to take risks and develop confidence as a reader.
  - Motivate students to exhibit positive attitudes toward reading.
  - Incorporate reading with writing, listening and speaking activities.

## III. ATTITUDES AND PERCEPTIONS ABOUT READING AND READING INSTRUCTION

- A. The need to assess and set professional development goals to increase teaching effectiveness.
- B. The importance of using diagnostic teaching procedures to evaluate the child's developing competence and design instruction based on strengths rather than weaknesses.
- C. The importance of participation in local, state, national and international organizations whose emphasis is reading.



#### **IV. COMMUNICATING INFORMATION ABOUT READING AND READING INSTRUCTION**

- A. Prepare reports summarizing students' strengths and weaknesses, with suggestions for instruction.
- B. Involve parents in cooperative efforts to help students with reading difficulties.
- C. Communicate reading information to administrators, staff, parents and community.
- D. Cooperate with appropriate allied professionals in assessing and planning instruction, and/or referring students with severe reading difficulties.
- E. Communicate and coordinate with classroom teachers to match curriculum and instruction in the regular classroom with instruction used in special reading classes.



# READING CONSULTANT/TEACHER CONSULTANT

- Serves as a resource in the area of reading to teachers, administrators and parents.
- Provides leadership at the building or district level.

In addition to the preparation specified for the role of Classroom Teacher and Reading Teacher/Learning Disability Teacher, the Michigan Reading Association **recommends** that a Reading Consultant/Teacher Consultant have:

## **BR ENDORSEMENT**

### ***Three years of classroom experience***

The Michigan Reading Association **recommends** that the Reading Consultant/ Teacher Consultant have or develop the following knowledge and competencies through coursework and/or professional development activities:

## **I. CONSTRUCTING MEANINGFUL INSTRUCTION**

Incorporate the additional knowledge specified below with the competencies indicated for the Classroom Teacher, Early Childhood Teacher, Adult Education Teacher and Reading Teacher to improve the quality of reading instruction and foster the development of a literate environment through collaborative work with teachers, administrators and parents.

## **II. KNOWLEDGE ABOUT READING AND READING INSTRUCTION**

### **A. GOALS AND PURPOSES OF READING INSTRUCTION**

### **B. FACTORS THAT INFLUENCE DECISIONS ABOUT READING INSTRUCTION**

1. Knowledge of the Reading Process
2. Knowledge of Individual Differences
  - Work with teachers to identify professional development goals and plan strategies to improve reading instruction.
3. Knowledge of Materials
  - Evaluate, select, adapt and use reading-related commercial and teacher-made media and materials to improve the building/district curriculum.
4. Knowledge of Contextual Factors
  - Plan, implement, coordinate and evaluate developmental, remedial and/or enrichment reading programs.
  - Integrate reading programs with the other language arts and content areas.
  - Develop, select, administer and/or interpret formal and informal assessment techniques and instruments designed to evaluate and improve individual, school or district reading programs.
  - Plan, conduct and/or evaluate reading inservice-training programs.

### **C. STRATEGIES FOR INSTRUCTION**

Work with teachers to promote the flexible application of instructional procedures that meet the needs of students.

## **III. ATTITUDES AND PERCEPTIONS ABOUT READING AND READING INSTRUCTION**

## **IV. COMMUNICATING INFORMATION ABOUT READING AND READING INSTRUCTION**

- A. Study and disseminate research about the reading process, reading instruction and implications to district personnel and community.



- B. Assist teachers to develop and implement reading instruction programs.
- C. Assist teachers to recognize the importance of teaching reading as a process rather than a series of activities.
- D. Assist teachers in the adaptation of their reading instruction and program to meet the needs of all students.
- E. Assist teachers to assess and set professional development goals to increase their teaching effectiveness.



## ELEMENTARY, MIDDLE AND SECONDARY SCHOOL ADMINISTRATOR

- Provides instructional leadership and supervision for elementary, middle or secondary teachers at the building or district level.
- Is ultimately responsible for reading instruction and professional development across the curriculum.

## CENTRAL OFFICE ADMINISTRATOR

- Provides instructional leadership and supervision for teachers and administrators in a local or intermediate school district.
- Is ultimately responsible for administering the district reading program, including curriculum development, developmental and content area reading instruction, and professional development.

### **Elementary School Administrator, Secondary School Administrator and Central Office Administrator Certification**

The Michigan Teacher Certification Code **requires** that all administrators after July 1, 1988 have an administrator certificate.

The Michigan Reading Association **recommends** that an elementary school administrator, middle school administrator, secondary school administrator or central office administrator complete **six additional hours in the teaching of reading** beyond that required for teacher certification in order to further the acquisition/development of the competencies listed below.

In addition to the preparation specified for the role of Classroom Teacher and the recommended six additional hours in the teaching of reading, the Michigan Reading Association further **recommends** that an Elementary, Middle and Secondary School Administrator and Central Office Administrator have:

### **ADMINISTRATOR CERTIFICATE**

#### **CLASSROOM TEACHING EXPERIENCE AT THE LEVEL OF ADMINISTRATIVE ASSIGNMENT**

The Michigan Reading Association **recommends** that administrators develop the following knowledge and competencies through appropriate courses required for obtaining an administrator certificate, reading courses, and/or professional development activities:

#### **I. CONSTRUCTING MEANINGFUL INSTRUCTION**

Incorporate the additional knowledge specified below with the competencies indicated for the Classroom Teacher to improve the quality of reading instruction and foster the development of a literate environment through collaborative work with teachers, administrators and parents.



## **II. KNOWLEDGE ABOUT READING AND READING INSTRUCTION**

### **A. GOALS AND PURPOSES OF READING INSTRUCTION**

### **B. FACTORS THAT INFLUENCE DECISIONS ABOUT THE NATURE OF READING INSTRUCTION**

1. Knowledge of the Reading Process
2. Knowledge of Individual Differences
  - Work with teachers to identify professional development goals and plan strategies to improve reading instruction.
3. Knowledge of Materials
  - Understand that reading instruction is an interaction between teachers and students that can be enhanced by appropriate materials.
  - Promote innovative instruction, professional development and the literate environment by locating sources of local, state and federal funding; prepare and help implement proposals.
4. Knowledge of Contextual Factors
  - Promote the development of a literate environment that fosters interest and growth in reading, writing, listening and speaking.
  - Conduct a comprehensive needs assessment to identify areas for improvement or professional development.
  - Help formulate a reading philosophy with appropriate goals and objectives.
  - Identify individuals within the school, district and community with expertise related to reading/writing instruction and promote an environment in which this knowledge is valued and shared.
  - Plan and implement activities designed to build community support for school reading programs and to increase awareness of the relationship between home and school in developing successful, lifelong reading habits in children.

### **C. STRATEGIES FOR INSTRUCTION**

- Work with teachers to promote the flexible application of instructional procedures that meet the needs of students.

## **III. ATTITUDES AND PERCEPTIONS ABOUT READING AND READING INSTRUCTION**

- A. Awareness of the need for involving staff, teachers, students and parents in a periodic evaluation of a reading program.
- B. Awareness of the need for promotion of professional development activities.

## **IV. COMMUNICATING INFORMATION ABOUT READING AND READING INSTRUCTION**

- A. Use teacher evaluation procedures that promote professional growth and development.
- B. Communicate the policies and activities of the Michigan Department of Education and professional associations relating to reading instruction and assessment.
- C. Communicate information about reading, including professional literature, to other administrators, staff, parents and the community.
- D. Involve parents in cooperative efforts to help students with reading difficulties.



# READING COORDINATOR/DIRECTOR

- Supervises a reading program, directs public, private, or corporate educational, vocational, penal or social agency programs serving learners at any level.

In addition to the preparation specified for the roles of Classroom Teacher, Reading Teacher/Learning Disability Teacher, Reading Consultant/Teacher Consultant, and Administrator, the Michigan Reading Association **recommends** that a Reading Coordinator have:

## **ADMINISTRATOR CERTIFICATE**

### **BR ENDORSEMENT**

***Two years of reading teacher/reading consultant experience***

The Michigan Reading Association **recommends** that the Reading Coordinator/Director have or develop the following knowledge and competencies through professional development activities:

### **I. CONSTRUCTING MEANINGFUL INSTRUCTION**

Incorporate the additional knowledge specified below with the competencies indicated for **all of the previous roles** to improve the quality of reading instruction and foster the development of a literate environment through collaborative work with teachers, administrators and parents.

### **II. KNOWLEDGE ABOUT READING AND READING INSTRUCTION**

#### **A. GOALS AND PURPOSES OF READING INSTRUCTION**

#### **B. FACTORS THAT INFLUENCE DECISIONS ABOUT READING INSTRUCTION**

1. Knowledge of the Reading Process
2. Knowledge of Individual Differences
3. Knowledge of Materials
4. Knowledge of Contextual Factors
  - Coordinate all the services associated with the reading/language arts program.
  - Design, conduct and implement a comprehensive needs assessment to identify areas for improvement or professional development.
  - Design, organize and implement a plan for the evaluation of a reading program.
  - Find, interpret and apply research to improve the comprehensive reading program.
  - Involve staff, teachers, students and parents in working to improve the reading program.

### **III. ATTITUDES AND PERCEPTIONS ABOUT READING AND READING INSTRUCTION**

### **IV. COMMUNICATING INFORMATION ABOUT READING AND READING INSTRUCTION**

- Prepare status reports for presentation to other reading personnel, administrators, school/ education boards, parents and the community at large.



# TEACHER EDUCATOR

- Teaches reading education courses or provides instruction to pre-professional and professional educators.
- Is responsible for providing preservice education, inservice education and advanced study at the college and university level to all educators designated in this document.

In addition to the preparation specified for **all of the previous roles**, the Michigan Reading Association **recommends** that a Teacher Educator have:

## **BR ENDORSEMENT**

***Three years classroom experience or the equivalent***

The Michigan Reading Association **recommends** that the Teacher Educator have or develop the following knowledge and competencies through professional development activities:

### **I. CONSTRUCTING MEANINGFUL INSTRUCTION**

Incorporate the additional knowledge specified below with the competencies indicated for **all of the previous roles** to foster the development of independent, strategic, motivated professional educators who view reading instruction as an ability that can be continuously developed and refined.

### **II. KNOWLEDGE ABOUT READING AND READING INSTRUCTION**

#### **A. GOALS AND PURPOSES OF READING INSTRUCTION**

1. Knowledge of the social/political context that influences the definition, goals and purposes of reading.
2. Knowledge of the historical context from which the current goals and purposes have developed.
3. Knowledge of current viewpoints regarding the definition, goals and purposes of reading.

#### **B. FACTORS THAT INFLUENCE DECISIONS ABOUT READING INSTRUCTION**

1. Knowledge of the Reading Process
  - Experience and research-based knowledge for teaching reading courses that will develop teacher competencies leading to certification or a degree.
  - Ability to provide instruction in the integration of knowledge about individual learners, group social processes, subject content/curriculum, and teachers as decision-makers.
2. Knowledge of Individual Differences
  - Understand teachers as learners within their respective teacher education programs (e.g. preservice, induction, advanced study).
  - Apply instructional principles to promote teachers' acquisition of new information.
  - Recognize expert/novice differences and provide instruction at teachers' levels of professional development.
3. Knowledge of Instructional Materials
4. Knowledge of Contextual Factors
  - Have knowledge of the role of different programs within teacher education that have reading components (e.g. preservice, inservice, induction/first year, advanced study, certification/licensing, continuing education).
  - Understand the relationship of reading instruction to the rest of the program, including courses in foundations, other methods courses, and field work/student teaching components.



- Evaluate and translate current research into classroom applications.
- Model and demonstrate reading strategies and apply them in preservice and advanced study courses.

### **III. ATTITUDES AND PERCEPTIONS ABOUT READING AND READING INSTRUCTION**

- A. The importance of teacher educators playing an active role in the professional community.
- B. The importance of teacher educators maintaining contact with other teacher educators through related professional organizations (e.g. Michigan Council of Teachers of English, Michigan Association of Teacher Educators, Michigan Educational Research Association).

### **IV. COMMUNICATING INFORMATION ABOUT READING AND READING INSTRUCTION**

- A. Advance knowledge of reading process and instruction by conducting research, creating instructional materials or strategies, and participating in professional service or other scholarly activities.
- B. Use leadership skills to provide consultant services.
- C. Build contacts with local and intermediate school districts and their reading personnel.
- D. Work with schools and intermediate school districts to provide first-year teachers with on-site education, support and supervision designed to build confidence and ensure success in reading instruction.
- E. Monitor the policies and activities of the Michigan Department of Education relating to reading instruction and assessment.
- F. Provide education and support to enable all teacher educators to incorporate reading instruction into the curriculum of their content area methods courses.



## GLOSSARY

- BR ENDORSEMENT** an endorsement on a State of Michigan Teacher's Certificate that means one has fulfilled requirements for specialization in reading.
- CONSIDERATE TEXT** text that is easy to read because of its organization, structure, text features, clarity, coherence, accuracy and appropriateness for the reader.
- CONVERGENT THINKING** analysis and integration of information in order to infer reasonable conclusions or specific solutions.
- CREATIVE SYNTHESIS** putting ideas together in unique ways, using thought processes which involve problem identification, hypothesis formation, and solution evaluation.
- CRITICAL ANALYSIS** study of a literary work according to certain principles of criticism.
- DIRECT INSTRUCTION** an explanation or demonstration to students of what they will be doing, why they will be doing it, how to do it, and when they can apply it.
- DIVERGENT THINKING** elaboration and expansion which leads to the generation of new ideas or to alternative interpretations of given information.
- EMERGENT LITERACY** developmental reading and writing behaviors that precede conventional literacy.
- EVALUATIVE THINKING** making judgements about the value (e.g. effectiveness, economy, accuracy, satisfaction) of ideas, works, solutions, methods, materials, etc.
- EXPOSITORY TEXT** a form of writing which conveys facts, explains ideas, or presents an argument; informational text.
- FLUENCY** the simultaneous integration of cue systems related to graphic, semantic and syntactic information embedded in text, in order to aid in the construction of meaning.
- GENRE** a form or type of literary content, such as a novel, tragedy, comedy, poem, editorial, essay, manual, etc.
- INTERACTION** mutual influence or reciprocal effect.
- INTERACTIVE TEACHING** designing, selecting, monitoring and modifying instructional procedures based upon the characteristics, needs and responses of students, the purposes of the lesson, and the context of the learning situation.
- LEARNING CONTEXT** a setting for learning in which the student knows the purpose for the task and has a sense of ownership in the process and the content of the lesson.
- LEARNING STYLE** a learner's approach to problem solving or to general learning activities, e.g. an analytic or holistic approach; personality and mental factors that determine how a person goes about learning.



- LIMITED-ENGLISH PROFICIENT** a term used in bilingual education programs specifically to refer to a limited understanding or use of written as well as spoken English.
- LITERACY** the ability to reason about what one has heard or read and to communicate that information in speaking and writing in order to achieve one's goals, and function in society.
- LITERATE ENVIRONMENT** a setting which is rich in materials and activities that illustrate the purposes and values of printed language.
- METACOGNITIVE STRATEGIES** ways of attending to one's thought processes; ways in which a reader thinks about his/her cognition (thinking).
- MONITORING COMPREHENSION** being aware of one's understanding of the text; using prior knowledge to realize when one doesn't understand text and then using corrective strategies to find meaning.
- NARRATIVE TEXT** a form of writing in which a story, actual or fictional, is told in prose or verse.
- PHILOSOPHY** the underlying theory or statement of fundamental beliefs which establishes a framework for program decisions and provides direction for goal setting and program implementation.
- PHONICS** phoneme-grapheme relationships; one aid to word recognition, along with contextual analysis and structural analysis.
- PRIOR KNOWLEDGE** background information which influences comprehension; includes knowledge about topics, text structures and strategies.
- READING** the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation.
- READING READABILITY** ease of understanding or comprehension because of style of writing. In addition, text variables (e.g. format, typography, content, vocabulary, complexity) and reader variables (e.g. motivation, abilities, interest, knowledge) interact in determining the readability of any given text for any given reader.
- SKILL** an acquired ability to perform well.
- STANDARDS** descriptive statements of competencies established by the Michigan Reading Association Professional Studies and Standards Committee to be used as a model of qualitative characteristics for the reading preparation of educators.
- STRATEGY** a systematic plan for achieving a specific goal or result.
- STRUCTURAL ANALYSIS** a word recognition technique for breaking a word into its pronunciation units (identification of roots, affixes, compounds, hyphenated forms, inflected and derived endings, contractions and in some systems, syllabication.)



- TEACHER MODELING** what a teacher does to show novice readers how to do something they do not know how to do. This includes both the modeling of procedures and mental modeling of thinking processes.
- TEXT COHERENCE** the subjective interpretation by the reader of the degree of cohesion in text; the degree to which ideas appear to "hang together" in a clear, unified pattern.
- TEXT STRUCTURE** the organizational characteristics of text, such as coherence, ordered arrangement (sequence), plot, etc, as they relate to comprehensibility.
- ZA ENDORSEMENT** an endorsement recommended by Michigan colleges and universities upon completion of an 18 or 20 hour early childhood education program which is recognized by the Michigan Department of Education as fulfillment of teacher certificate requirements for the area of specialization in early childhood.

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Vol. 4 No. 2  
October

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Below is an overview

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