



Secondary Literacy Interventionist Endorsement Specs Sheet

Purpose

This endorsement may be attached to a current Educator License with Elementary, Secondary (grades 6-12), or Special Education (grades K-12) area of concentration. It allows a Utah educator to teach secondary literacy intervention classes or work as a secondary literacy coach. Note that an Elementary Educator License only allows educators to teach in grades 6-8, a Secondary (grades 6-12) or Special Education (grades K-12).

Endorsement Type Requirements:

- Professional Secondary Literacy Interventionist Endorsement: All requirements met.
- Associate Secondary Literacy Interventionist Endorsement. Complete one of the following requirements:
 - Earned an undergraduate or graduate degree in the Reading and/or Literacy
 - Completed at least 7 of the 10 Requirement Areas for the endorsement

Endorsement Requirements:

The Secondary Literacy Interventionist Endorsement has the following 10 requirement areas:

1. Foundations of Adolescent Literacy Acquisition and Development
2. Using Assessments to Inform Adolescent Literacy Instruction
3. Planning and Delivering Differentiated Literacy Instruction
4. Foundational Skills: Phonological Awareness
5. Foundational Skills: Basic & Advanced Phonics
6. Text Fluency
7. Vocabulary
8. Comprehension
9. Writing
10. Adolescent Motivation & Engagement

Each requirement may be earned by taking university courses, completing the Microcredential(s), training, or other experiences that demonstrate knowledge, skills, and dispositions as approved by the Secondary English Language Arts Specialist at USBE.

If Taking Utah-Based [University Courses Approved by USBE](#):

1. University courses are reviewed and approved by agreement with USBE.
2. Applicants must earn a C or higher in the course(s) taken.

Overview of Requirement Areas and Approved Competency Paths

Requirement Area #1: Foundations of Adolescent Literacy Acquisition and Development

Evidence of Competencies:

- [University Course](#)
- or
- Microcredential Stack
 - Instructional Practices' Impact on Adolescent Literacy Development
 - Learning Environments' Impact on Adolescent Literacy Development

Requirement Area #2: Using Assessments to Inform Adolescent Literacy Instruction

Evidence of Competencies:

- [University Course](#)
- or
- Microcredential Stack
 - Comprehensive Assessment System for Secondary Literacy
 - Professional Assessment in Secondary Literacy

Requirement Area #3: Planning and Delivering Differentiated Literacy Instruction

Evidence of Competencies:

- [University Course](#) (from 2020 or newer)
- or
- Microcredential Stack
 - Structured Language & Literacy Intervention
 - Creating a Literacy-Rich Environment
 - Implementing MTSS in Secondary Literacy: Part I
 - Implementing MTSS in Secondary Literacy: Part II
 - Instructional Practices' Impact on Adolescent Literacy Development

Requirement Area #4: Foundational Skills: Phonological Awareness

Evidence of Competencies:

- [University Course](#) (from 2020 or newer)
- or
- LETRS 3rd Edition, Unit 2

or

- [Orton-Gillingham Associate Level](#)

or

- [Certified Academic Language Practitioner \(CALP\)](#)

Requirement Area #5: Foundational Skills: Basic & Advanced Phonics

Evidence of Competencies:

- [University Course](#) (from 2020 or newer)

or

- LETRS 3rd Edition, Unit 2

or

- [Orton-Gillingham Associate Level](#)

or

- [Certified Academic Language Practitioner \(CALP\)](#)

Requirement Area #6: Text Fluency

Evidence of Competencies:

- [University Course](#) (from 2020 or newer)

or

- LETRS 3rd Edition, Unit 2

or

- [Orton-Gillingham Associate Level](#)

or

- [Certified Academic Language Practitioner \(CALP\)](#)

Requirement Area #7: Vocabulary

Evidence of Competencies:

- [University Course](#) (from 2020 or newer)

or

- LETRS 3rd Edition, Unit 2

or

- [Orton-Gillingham Associate Level](#)

or

- [Certified Academic Language Practitioner \(CALP\)](#)

Requirement Area #8: Comprehension

Evidence of [Competencies](#):

- [University Course](#) (from 2020 or newer)
- or
- LETRS 3rd Edition, Unit 2
- or
- [Orton-Gillingham Associate Level](#)
- or
- [Certified Academic Language Practitioner \(CALP\)](#)

Requirement Area #9: Writing

Evidence of Competencies:

- [University Course](#) (from 2020 or newer)
- or
- Microcredentials
 - Foundational Writing Skills for Adolescents
 - Creating Effective Invitations for Student Writing
 - Using a Range of Writing Strategies
 - Supporting Writers' Self- & Peer-Evaluation of Writing
 - Assessing and Responding to Student Writing
- or
- LETRS 3rd Edition, Unit 2

Requirement Area #10: Adolescent Motivation & Engagement

Evidence of Competencies:

- [University Course](#)
- or
- Microcredentials
 - Adolescent Reading Motivation and Engagement
 - Integrating High-Interest Texts
 - Facilitating Literacy Communities

Secondary Literacy Interventionist Endorsement Competencies – *Must be applied in secondary settings*

Requirement Area #1: Foundations of Adolescent Literacy Acquisition and Development

- 1.1 Apply the components and development progression of oral language, concepts of print, alphabetic principle, phonemic awareness, phonics and spelling, fluency, vocabulary, comprehension, writing, motivation, and engagement and the interplay of environmental, cultural, and social factors that contribute to adolescent literacy development.
- 1.2 Explain the science of reading, including the four-part processor (orthographic, phonological, meaning, context).
- 1.3 Identify and explain foundational, historical, and conceptual knowledge differences and similarities about content area (reading) literacy & disciplinary literacy.
- 1.4 Synthesize evidence on adolescent literacy instruction and current federal, state and local policies.
- 1.5 Identify and explain aspects of adolescent cognition and behavior that affect reading and writing development.
- 1.6 Demonstrate explicit reading instruction.
- 1.7 Explain the relationship between writing, reading, speaking, listening.
- 1.8 Explain the unique literacy needs and differences of adolescent learners and how that influences pedagogy across the disciplines.

Requirement Area #2: Using Assessments to Inform Adolescent Literacy Instruction

- 2.1 Understand the purposes and differences among and purposes for literacy screening, diagnostic, progress-monitoring, curriculum-based measures (CBMs), and outcome assessments (e.g. formative and summative assessment).
- 2.2 Incorporates a continuous problem-solving model using well-validated screening, diagnostic, and formative assessments to determine literacy interventions for adolescents including setting goals, regular monitoring of student progress, analyzing student response patterns to make instructional adjustments, and providing actionable feedback.

Requirement Area #3: Planning and Delivering Differentiated Literacy Instruction

- 3.1 Apply the general principles and practices of structured language and literacy teaching, including explicit, systematic, and sequential instruction.
- 3.2 Plan for and implement differentiated literacy instruction using core components of Multi-Tiered System of Supports.
- 3.3 Know how to obtain information and instructional support that is appropriate for adolescents and apply accommodations for adolescents experiencing literacy difficulties.
- 3.4 Recognize and plan for cultural and linguistic diversity and social inequity to inform literacy instruction and the creation/selection of materials.

3.5 Create a positive, literacy-rich learning environment anchored in digital and print literacies with extended opportunities in speaking and listening.

3.6 Develop literacy instruction (reading, writing, speaking, listening) to enhance disciplinary learning using multisensory strategies.

3.7 Provide immediate, affirmative and corrective feedback based on monitoring of student performance.

3.8 Use the processes of reflection, data collection and analysis, and ongoing inquiry to improve their professional practice.

Requirement Area #4: Foundational Skills: Phonological Awareness

4.1 Apply differentiation for varying levels of student phonological sensitivity (e.g., word, syllable, onset-rime, phoneme).

4.2 Correctly identify, pronounce, classify, and compare all the consonant phonemes and all the vowel phonemes of English.

4.3 Apply general and specific goals of phonemic awareness instruction (e.g. blending, segmentation, isolation, manipulation—add, delete, substitute).

4.4 Apply the principles of phonemic-awareness instruction: brief, fast-paced, multisensory, conceptual, articulatory, auditory-verbal.

Requirement Area #5: Foundational Skills: Basic & Advanced Phonics

5.1 Explain that the alphabetic principle—that symbols represent sounds that are blended together to form printed words and that phonics is the connection between graphemes and phonemes and how they form words.

5.2 Explain the structure of English orthography patterns and rules that inform the teaching of single- and multi-syllable regular word reading.

5.3 Demonstrate the ability to systematically, cumulatively, and explicitly teach basic and advanced decoding and spelling skills.

5.4 Apply strategies for organizing word recognition, word study, and spelling lessons by following an explicit instruction phonics lesson plan.

5.5 Apply skills for teaching irregular and high frequency words in small increments using explicit instruction.

Requirement Area #6: Text Fluency

6.1 Define rate, accuracy, prosody, and explain the role each skill plays when teaching and assessing reading fluency.

6.2 Explain the importance of applied strategies for adjusting reading rate based on text difficulty, purposes, and audience.

6.3 Create a positive, equitable, fluency-rich learning environment by applying knowledge of adolescent learner development and learning differences.

6.4 Explain the process of examining, adapting, designing, and evaluating evidence-based, instructional approaches to word-level and text-level reading, fluency, and prosody.

6.5 Model teacher-assisted, peer-assisted, and/or audio-assisted reading of connected text.

Requirement Area #7: Vocabulary

7.1 Explain the role of vocabulary breadth (i.e., knowing many words), depth, and levels of word knowledge (i.e., unknown, acquainted, established, discipline-specific).

7.2 Create a positive, equitable, vocabulary-rich learning environment by applying knowledge of learner development (e.g. English Language Learners, learners with disabilities), and learning differences.

7.3 Apply logical criteria for selecting vocabulary words for instruction (e.g., utility, connections to known words and concepts, tiers of vocabulary).

7.4 Identify, design, implement, and evaluate evidence-based instructional approaches to direct and indirect vocabulary instruction of word-level, text-level, and word-learning strategies within the context of text comprehension.

Requirement Area #8: Comprehension

8.1 Demonstrate knowledge of all the factors that contribute to reading comprehension, including oral language proficiency, word reading accuracy, reading fluency, background knowledge and vocabulary, knowledge of literary and informational text structures and features, and use of reading comprehension strategies.

8.2 Examine, design, adapt, implement, and evaluate evidence-based instructional approaches to comprehension instruction, and choose appropriate texts for instruction.

8.3 Explicitly teach and model metacognitive and reading comprehension strategies focusing on fluid application of strategies in appropriate contexts and ways.

8.5 Explain the correlation between reading and the learning environment and the implications for reading across the disciplines.

Requirement Area #9: Writing

9.1 Identify and explain the role of foundational writing skills (letter formation, handwriting or typing fluency, spelling, punctuation, word/sentence spatial organization).

9.2 Identify and explain topic knowledge, vocabulary/word choice, sentence formulation and combining, grammar and usage, genres, organization of ideas, audience awareness in writing development.

9.3 Explicitly teach, model, and provide adequate time and strategy instruction for students to implement all the necessary stages of the writing process for polished writing (prewriting, drafting, revising, editing, and publishing) and encourage the recursive aspect of that process.

9.4 Explicitly teach and reinforce writing strategies with writers as they work through the writing process to emphasize transfer of those strategies to writing for a variety of tasks, purposes, and audiences.

9.5 Encourage writing in a wide range of genres and scaffold that writing by providing a variety of mentor texts differentiated for students' needs, providing opportunities for collaboration during writing, and integrating purposeful discourse throughout the writing process.

Requirement Area #10: Adolescent Motivation & Engagement

10.1 Explain the role and importance of motivation and engagement in adolescent literacy development and how motivation and engagement occur during planning and implementing of other literacy activities.

10.2 Assist students in finding a purpose for reading, foster their curiosity, and involve them in creating their own content goals and tracking their progress.

10.3 Support student autonomy by providing opportunities for student choice in text, task, and work preference.

10.4 Use texts that access and build on the background knowledge of learners, are visually appealing, relevant, and interesting to them as individuals, and connect to a variety of learning tasks (e.g. young adult literature, nonfiction, digital, graphic novels, high-interest/low-level, etc.).

10.5 Provide opportunities for students to collaborate by reading and writing together, sharing information, and explaining and presenting their knowledge to others during literacy-related tasks.

10.6 Teach collaborative group work skills such as appropriate group work behavior, how to provide feedback to group members, and maintaining individual accountability so that students benefit from working together.