

**Wisconsin Content Guidelines for
Reading Teacher (316) Licensure Programs
Early Childhood-Adolescence (EC-A) (74) teaching Category
Supplemental Teaching Category**

Reading Teachers will demonstrate knowledge of and skill in:

1. Language Arts Standards including:
 - Wisconsin Model Academic Standards for English Language Arts.
 - National Standards for the English Language Arts
2. Language Arts Processes including:
 - Language arts processes (reading, writing, speaking, listening, viewing, and representing) interrelationships among them.
 - Interdisciplinary and integrative aspects of language arts processes.
 - Perception of reading as a process of constructing meaning through the interaction of the reader, text, and context of the reading situation.
3. Language Arts Models including:
 - Strengths and weaknesses of various literacy models.
4. Research including:
 - Contributions of literacy scholars to the literacy knowledge base.
 - Research in reading and the language arts, special education, psychology, and other fields that address pupils with reading and learning disabilities.
5. Language including:
 - The nature and structure of language.
 - Language variation.
 - Relationship of language systems (phonemic, morphemic, semantic, syntactic, and pragmatic) to the language arts.
6. Literacy, Language Acquisition, Language Development, Cognition and Learning including:
 - Major theories of literacy, language acquisition, language development, cognition, metacognition, and learning.
 - Developmental process of the language arts (reading, writing, speaking, listening, viewing, and representing) from infancy through middle childhood.
 - Nature and multiple causes of reading disabilities.
 - Major definitions of family literacy and the impact of family structures, functions, relationships, and dynamics on literacy development and educational progress.
7. Literature including:
 - Classic and contemporary literature, fiction and non-fiction, including oral, written and visual forms, at appropriate levels.
8. Sociocultural and Political Aspects of Literacy including:
 - Literacy as a means for shaping and transmitting culture.
 - Relationship between political processes and reading policy.

PI 34.33 Supplementary Categories. Except as specified under sub. (1) (c), in order to receive a license issued under a supplementary category under this subchapter, an individual shall hold or be eligible to hold a teaching license issued by the department under subch. VII. Licenses under this subchapter may be issued in the following:

(6) READING TEACHER. Any person who has a specific assignment to teach reading shall hold a reading teacher license. A reading teacher license to teach at the early childhood through adolescence level shall be issued to an applicant who has completed an approved program and who has received the institutional endorsement for the reading teacher license and who meets all of the following requirements:

(a) Eligibility to hold a Wisconsin license to teach or completion of an approved teacher education program.

(b) Two years of successful regular classroom teaching experience.

(c) Proficiency in the teaching of reading that includes a clinical program teaching reading in all of the following:

1. Developmental reading for pupils in the early childhood through adolescent level.
2. Assessment and instructional techniques for readers with special needs.
3. Language development.
4. Learning disabilities.
5. Content area reading.
6. Literature for children or adolescents.