**Course Alignment Planning Tool (CAPT)**

**for Analyzing and Constructing Courses that Align to Reading Research**

**Version 3.0**

*Last Revised: January 16, 2024*

**Purpose of the CAPT**

The Course Alignment Planning Tool (CAPT) articulates the objectives to include in coursework that prepares teachers to teach reading. Sufficient coverage of these objectives with relevant readings, lectures, application, and field experience is believed to provide the foundation for pre-service teachers to understand the science of reading and implement instructional practices consistent with reading science. The tool is designed to be used collaboratively by university faculty as a self-assessment of current coursework or to support the creation of syllabi within programs aligned to the science of reading. Collaboration among faculty should lead to reflection, discussion, goal setting, and planning. The CAPT should not be used for evaluation purposes.

**Organization of the CAPT**

The CAPT includes nine domains: *foundational knowledge, phonemic awareness, decoding and encoding, vocabulary and oral language, reading fluency, reading comprehension, writing, collaborative problem-solving and MTSS, and professionalism*. Each domain consists of objectives to be reflected across courses within an undergraduate or graduate program. Alignment with the IDA Knowledge and Practice Standards is noted with each relevant objective.

**Instructions for Using the CAPT to Self-Assess Existing Courses**

1. Place each course number in a column heading. There is room to include four courses. However, columns can be added for additional courses.
2. For each course, determine which domains and objectives are covered through a reading (R), assignment/evaluation (E), lecture (L), and/or field experience (F).
3. For each course, determine if each objective is introduced (1), explored in a deep way (2), or reviewed (3).
4. Look across the columns and ask the following questions:
	1. What objectives are/are not sufficiently covered?
	2. Do the syllabi allow for a variety of exposure to each objective?
	3. Are the objectives covered in enough depth for mastery to take place?

**Instructions for Using the CAPT to Create Courses**

1. Determine how many courses will be created. Place the course numbers in the column headings.
2. Highlight the cells across from the objectives that should be included in each syllabus. Ensure that each objective is represented the appropriate amount of times across the courses. For example, objective 2 may only be applicable in one course, whereas objective 5 should be present in more than one course.
3. For each course, determine if each objective will be introduced (1), explored in a deep way (2), or reviewed (3). This will allow you to vertically plan the appropriate depth of learner outcomes for the program.
4. Look at the chosen objectives of each course individually. Determine the learning goals, course objectives, and outcomes.
5. For each course, determine which domains and objectives will be covered through a reading (R), assignment/evaluation (E), lecture (L), and/or field experience (F).
6. Look across the courses and ask the following questions:
	1. Which objectives are/are not sufficiently covered?
	2. Do the courses allow for a variety of exposure to each objective?
	3. Are the objectives covered in enough depth for mastery to take place?

**The CAPT is most useful under the following conditions:**

1. Users have knowledge of the research on the domains and objectives.
2. Those using the CAPT to review a course have designed or taught the course themselves.
3. The course syllabi under review include details about course content, objectives, readings, and assignments.

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| **Domain 1:** **Foundational Knowledge** |
| **Objectives** | **Course 1** | **Course 2** | **Course 3** | **Course 4** | **IDA KPS** |
| **RELF** | **123** | **RELF** | **123** | **RELF** | **123** | **RELF** | **123** |
| 1 | Describe the key features of the definition of reading science. |  |  |  |  |  |  |  |  |  |
| 2 | Interpret current NAEP data on student reading outcomes by subgroups. |  |  |  |  |  |  |  |  | 1.5, 1.6 |
| 3 | Explain the importance of research in education and the role it has in informing teaching.  |  |  |  |  |  |  |  |  | 1.6, 4A.1 |
| 4 | Describe the differences between and the relationship between written and spoken language. |  |  |  |  |  |  |  |  | 1.3, 1.9 |
| 5 | Define and provide examples of each of the following language systems: orthography, etymology, phonetics, phonology, morphology, syntax, semantics, and pragmatics. |  |  |  |  |  |  |  |  | 1.1, 1.9 |
| 6 | State and apply the environmental, cultural, and social contributions to literacy development. |  |  |  |  |  |  |  |  | 1.5 |
| 7 | Explain the contribution of cognitive psychology on reading development and instruction, including how the brain learns to read and the underlying cognitive and linguistic processes that contribute to reading and differentiate good from struggling readers. |  |  |  |  |  |  |  |  | 1.1, 1.3, 1.4, 1.7, 1.9 |
| 8 | Demonstrate understanding of the Simple View of Reading and articulate appropriate use in guiding assessment and instruction. |  |  |  |  |  |  |  |  | 1.6, 3.6 |
| 9 | State the phases of typical reading and spelling development and how they impact assessment and instruction. |  |  |  |  |  |  |  |  | 1.5, 1.8 |
| 10 | Define and describe the components of effective reading and spelling instruction. |  |  |  |  |  |  |  |  | 1.1 |
| 11 | Identify the essential early literacy skills, demonstrate an understanding of their reciprocal nature, and how they shift over time.  |  |  |  |  |  |  |  |  | 1.3, 1.8 |
| 12 | Understand the use and importance of different types of practice that lead to mastery (massed, guided, distributed, blocked, interleaving, etc.) and how they correspond to the type of instructional activity and student need. |  |  |  |  |  |  |  |  | 1.2, 4A.1 |
| 13 | Demonstrate the ability to adapt instruction and utilize assistive technology tools for students with reading and writing difficulties.  |  |  |  |  |  |  |  |  | 4A.3, 4C.5, 4D.4, 4G.5 |
| **Domain 1 Notes:**  |

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| **Domain 2:** **Phonemic Awareness** |
| **Objectives** | **Course 1** | **Course 2** | **Course 3** | **Course 4** | **IDA KPS** |
| **RELF** | **123** | **RELF** | **123** | **RELF** | **123** | **RELF** | **123** |
| 14 | Describe how phonology impacts oral and written language development. |  |  |  |  |  |  |  |  | 1.1, 1.3, 1.4, 1.5 |
| 15 | Identify, pronounce, classify, and compare the consonant and vowel phonemes of English and their application to other languages and dialects. |  |  |  |  |  |  |  |  | 1.5, 1.7, 4B.1 |
| 16 | Define and differentiate the developmental levels of phonological awareness (word, syllable, intrasyllable, phoneme level) and the skills associated with them (discrimination, rhyming, isolation, blending, segmentations, deletion, manipulation) with an emphasis on blending and segmenting of phonemes as most predictive of future reading ability. |  |  |  |  |  |  |  |  | 1.6, 1.8, 4B.2, 4B.4 |
| 17 | Demonstrate the ability to assess the levels and skills of phonemic awareness and how to use assessment data to inform instruction. |  |  |  |  |  |  |  |  | 3.4, 3.6, 4B.3 |
| 18 | Explain how phonemic awareness instruction strengthens both decoding and encoding. |  |  |  |  |  |  |  |  | 1.3, 1.6, 1.9, 4B.5 |
| 19 | Apply in practice knowledge of the importance of direct, brief, and cumulative PA instruction and the benefits of using tokens and letters to support conceptual understanding. |  |  |  |  |  |  |  |  | 1.2, 4A.1, 4B.6 |
| 20 | Demonstrate understanding of the impact of difficulty with phonemic awareness on reading and writing development, including the impact of language and dialect variation on teaching and learning English phonemes. |  |  |  |  |  |  |  |  | 1.5, 1.7, 4A.3, 4B.3, 4B.7 |
| **Domain 2 Notes:** |

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| **Domain 3:** **Decoding and Encoding** |
| **Objectives** | **Course 1** | **Course 2** | **Course 3** | **Course 4** | **IDA KPS** |
| **RELF** | **123** | **RELF** | **123** | **RELF** | **123** | **RELF** | **123** |
| 21 | Explain the importance of the elements of print and book awareness (functions and conventions of print/books) and demonstrate the use of print referencing (read-aloud strategy) to direct a child’s attention to the forms, features, and functions of written language. |  |  |  |  |  |  |  |  |  |
| 22 | Describe code emphasis and meaning emphasis approaches to word recognition instruction and summarize the characteristics of each and why meaning emphasis approaches are not supported by research. |  |  |  |  |  |  |  |  | 1.6, 4C.3 |
| 23 | Identify and utilize the three forms of assessments related to decoding and encoding (screening, diagnostic, and progress monitoring), how assessment of both differ from how the skills are taught, and how to use the assessment data to inform instruction. |  |  |  |  |  |  |  |  | 3.4, 3.6 |
| 24 | Describe and apply research-supported methods for teaching phoneme/grapheme relationships for word recognition and spelling. |  |  |  |  |  |  |  |  | 1.2, 4A.1, 4C.1, 4C.2, 4C.3, 4C.6, 4C.8 |
| 25 | Demonstrate knowledge of the structure of English orthography in monosyllabic words (i.e., alphabetic principle, consonant & consonant digraphs, short vowel patterns, long vowel conventions, diphthongs, etc.) and multisyllabic words including syllabification strategies, inflectional suffixes (-s, -ed, -ing), prefixes, and derivational suffixes (-ness, -less, ify, -ize, -tion, -able, etc.). |  |  |  |  |  |  |  |  | 1.1, 4C.1 |
| 26 | Demonstrate and apply effective systematic, explicit instruction to teach decoding and encoding of mono- and multisyllabic words including syllabic analysis, morphological analysis, and etymology (knowledge of word origin and history). |  |  |  |  |  |  |  |  | 1.2, 4A.1, 4A.2, 4C.1, 4C.2, 4C.3, 4C.4, 4C.7 |
| 27 | Describe the impact that word recognition has on oral reading fluency, comprehension, and writing.  |  |  |  |  |  |  |  |  | 1.3, 1.9 |
| 28 | Explain and provide examples of the impact of language and dialect variations on encoding and decoding instruction. |  |  |  |  |  |  |  |  | 1.5, 1.7, 4A.3 |
| **Domain 3 Notes:** |

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| **Domain 4:** **Vocabulary and Oral Language** |
| **Objectives** | **Course 1** | **Course 2** | **Course 3** | **Course 4** | **IDA KPS** |
| **RELF** | **123** | **RELF** | **123** | **RELF** | **123** | **RELF** | **123** |
| 29 | Explain and apply the research on the role of word knowledge (word recognition, spelling, syntax, etc.) and vocabulary development in oral (listening and speaking) and text (reading and writing) comprehension. |  |  |  |  |  |  |  |  | 1.1, 1.3, 1.9, 4E.1 |
| 30 | Describe the vocabulary gap and what research tells us about its causes. |  |  |  |  |  |  |  |  | 1.5, 1.6, 4E.2,  |
| 31 | Demonstrate the ability to assess vocabulary knowledge and how to use the assessment data to inform instruction. |  |  |  |  |  |  |  |  | 3.6 |
| 32 | Explain and demonstrate research-based methods of incidental vocabulary instruction (oral language experiences, teacher read-alouds, and independent reading) intentional vocabulary instruction (tiered-framework, word-learning strategies) and word consciousness (adept diction, word play, etymology). |  |  |  |  |  |  |  |  | 1.2, 1.6.4E.3, 4E.4 |
| 33 | Demonstrate the impact of dialect variation and multilingual learning on vocabulary acquisition in reading and writing development. |  |  |  |  |  |  |  |  | 1.5, 1.7, 4A.3, 4E.1, 4E.2 |
| **Domain 4 Notes:** |

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| **Domain 5:** **Reading Fluency** |
| **Objectives** | **Course 1** | **Course 2** | **Course 3** | **Course 4** | **IDA KPS** |
| **RELF** | **123** | **RELF** | **123** | **RELF** | **123** | **RELF** | **123** |
| 34 | Describe the impact that oral reading fluency has on comprehension. |  |  |  |  |  |  |  |  | 1.3, 1.9 |
| 35 | Demonstrate an understanding of the three important components of fluency: accuracy, automaticity, and prosody. |  |  |  |  |  |  |  |  | 4D.1 |
| 36 | Demonstrate an understanding of the correlation between fluency and comprehension and the use of assessment data to inform instruction. |  |  |  |  |  |  |  |  | 3.4, 3.6, 4D.3 |
| 37 | Understand and apply evidence-based methods for teaching reading fluency. |  |  |  |  |  |  |  |  | 1.2, 1.6, 4D.2 |
| 38 | Explain the impact of language and dialect variation and multilingual learning on the acquisition of reading fluency.  |  |  |  |  |  |  |  |  | 1.5, 1.7, 4A.3 |
| **Domain 5 Notes:** |

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| **Domain 6:** **Reading Comprehension** |
| **Objectives** | **Course 1** | **Course 2** | **Course 3** | **Course 4** | **IDA KPS** |
| **RELF** | **123** | **RELF** | **123** | **RELF** | **123** | **RELF** | **123** |
| 39 | Describe the complexity of comprehension as both a set of cognitive processes and the products that make comprehension visible. |  |  |  |  |  |  |  |  | 1.1, 1.3, 1.9, 4F.1 |
| 40 | Use the Simple View of Reading to explain how comprehension is a product of word recognition and oral language comprehension. |  |  |  |  |  |  |  |  | 1.3, 1.6, 1.9, 4F.1 |
| 41 | Use Scarborough’s Reading Rope to identify and explain the language comprehension aspects (background knowledge, vocabulary, language structures, verbal reasoning, literacy knowledge) that contribute to skilled reading. |  |  |  |  |  |  |  |  | 1.3, 1.6, 1.9, 4F.1, 4F.3 |
| 42 | Explain how explicit instruction in writing can impact reading comprehension. |  |  |  |  |  |  |  |  | 1.2 |
| 43 | Identify the impact of attention and motivation on reading comprehension. |  |  |  |  |  |  |  |  | 1.4, 4A.3, 4D.1 |
| 44 | Explain the role of building a mental model in reading comprehension. |  |  |  |  |  |  |  |  | 1.4. 4F.1 |
| 45 | Understand the importance of monitoring comprehension and the evidence-based techniques for teaching it. |  |  |  |  |  |  |  |  | 1.4, 4F.5 |
| 46 | Explain and apply research on the importance of content knowledge in reading and writing. |  |  |  |  |  |  |  |  |  |
| 47 | Use a range of effective strategies to build critical background knowledge. |  |  |  |  |  |  |  |  |  |
| 48 | Describe how the principles of explicit instruction can be applied to teaching reading comprehension. |  |  |  |  |  |  |  |  | 1.2, 4A.1, 4F.4 |
| 49 | Provide examples of different types of text structures (narrative, expository, etc.) and their impact on comprehension. |  |  |  |  |  |  |  |  | 1.5, 1.7, 4F.2 |
| **Domain 6 Notes:**  |

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| **Domain 7:** **Writing** |
| **Objectives** | **Course 1** | **Course 2** | **Course 3** | **Course 4** | **IDA KPS** |
| **RELF** | **123** | **RELF** | **123** | **RELF** | **123** | **RELF** | **123** |
| 50 | Demonstrate knowledge of the major skills (critical thinking, syntax, text structure, writing craft, and transcription) that contribute to written expression. |  |  |  |  |  |  |  |  | 1.1, 1.9, 4G.1 |
| 51 | Describe the importance of assessment in writing including the role of curriculum-based measurements and developing elements of a writing rubric for assessing writing. |  |  |  |  |  |  |  |  | 3.4, 3.6 |
| 52 | Explain the writing process as recursive in support of the development of narrative, descriptive, expository, and argumentative texts. |  |  |  |  |  |  |  |  | 4G.4 |
| 53 | Describe research-based practices for teaching manuscript and cursive letter formation, as well as the use of keyboarding. |  |  |  |  |  |  |  |  | 1.6, 4G.2 |
| 54 | Explain the role of automatic spelling in writing.  |  |  |  |  |  |  |  |  | 1.9, 4G.3 |
| 55 | Describe the use of grammar instruction in an authentic writing context, where students apply grammar skills (e.g., subject/predicate, capitalization, punctuation, parts of speech, grammar) to writing and connected texts. |  |  |  |  |  |  |  |  | 4G.3 |
| 56 | Demonstrate writing instruction at the sentence and paragraph level. |  |  |  |  |  |  |  |  |  |
| 57 | Describe instructional considerations for multilingual learners and those with language variations when teaching written expression. |  |  |  |  |  |  |  |  | 1.5, 1.7, 4A.3 |
| **Domain 7 Notes:**  |

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| **Domain 8:** **Collaborative Problem Solving and MTSS** |
| **Objectives** | **Course 1** | **Course 2** | **Course 3** | **Course 4** | **IDA KPS** |
| **RELF** | **123** | **RELF** | **123** | **RELF** | **123** | **RELF** | **123** |
| 58 | Describe the Multi-tiered Systems of Support (MTSS) framework (what it is, where it came from, and its current use in schools) and that it meets wide-ranging academic needs, including reading and writing.  |  |  |  |  |  |  |  |  |  |
| 59 | Evaluate the extent to which assessments, curricula, and interventions are aligned to reading research.  |  |  |  |  |  |  |  |  | 3.4 |
| 60 | Describe and apply the characteristics of assessments for four purposes (screening, diagnostic, progress monitoring, outcome evaluation) used in MTSS. |  |  |  |  |  |  |  |  | 3.1 |
| 61 | Apply the understanding, and basic statistics, of foundational assessment concepts (reliability, validity, norm-referenced, criterion-referenced, standardized) to test selection, use, reporting, and Interpretation. |  |  |  |  |  |  |  |  | 3.2, 3.3, 3.4, 3.5, 3.7 |
| 62 | Describe considerations of using reading assessments with multilingual learners and those with language variations. |  |  |  |  |  |  |  |  | 4A.3 |
| 63 | Demonstrate knowledge and use of assessment data in collaborative problem solving as a model for making decisions about systems and students in MTSS. |  |  |  |  |  |  |  |  |  |
| 64 | Communicate assessment results and instructional plans to colleagues and family members. |  |  |  |  |  |  |  |  | 3.8 |
| 65 | Identify and describe state and federal special education laws and how students with disabilities are assessed and instructed in MTSS.  |  |  |  |  |  |  |  |  | 2.2, 4A.3 |
| 66 | Recognize the tenets of IDA’s definition of dyslexia and identify the distinguishing characteristics of dyslexia. |  |  |  |  |  |  |  |  | 2.1, 2.3 |
| 67 | Explain how reading difficulties vary and change over time in response to development and instruction. |  |  |  |  |  |  |  |  | 1.4, 1.5, 2.4, 2.5 |
| 68 | Explain the connection between reading and behavior in the MTSS model. |  |  |  |  |  |  |  |  | 1.4, 4A.3 |
| **Domain 8 Notes:**  |

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| **Domain 9:** **Professionalism** |
| **Objectives** | **Course 1** | **Course 2** | **Course 3** | **Course 4** | **IDA KPS** |
| **RELF** | **123** | **RELF** | **123** | **RELF** | **123** | **RELF** | **123** |
| 69 | Act in the best interests of students.  |  |  |  |  |  |  |  |  | 5.1 |
| 70 | Demonstrate the ability to ensure confidentiality regarding the personal information related to students and staff when engaging in conversations about student progress. |  |  |  |  |  |  |  |  | 5.4, 5.8, 5.9 |
| 71 | Identify conflicts of interest and disclose them immediately. |  |  |  |  |  |  |  |  | 5.7 |
| 72 | Demonstrate the ability to engage effectively and compassionately on collaborative teams. |  |  |  |  |  |  |  |  | 5.4, 5.8 |
| 73 | Demonstrate knowledge and professionalism when working within and outside of the school setting. |  |  |  |  |  |  |  |  | 5.4 |
| 74 | Accurately communicate with parents and other stakeholders. |  |  |  |  |  |  |  |  | 5.4 |
| 75 | Accurately represent credentials, training, experience, affiliations, and degrees.  |  |  |  |  |  |  |  |  | 5.3, 5.5, 5.6 |
| 76 | Respect the intellectual property of others.  |  |  |  |  |  |  |  |  | 5.10 |
| 77 | Be a productive member of the scientific community. |  |  |  |  |  |  |  |  | 5.6 |
| 78 | Commit to implementing research-based best practices. |  |  |  |  |  |  |  |  | 5.2 |
| Domain 9 Notes: |