International Reading Association (IRA) Standards for Reading

IRA Standard 1: Foundational Knowledge
Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

1.1 Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.

1.2 Candidates understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.

1.3 Candidates understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.

IRA Standard 2: Curriculum and Instruction
Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

2.1 Candidates use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.

2.2 Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.

2.3 Candidates use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.

IRA Standard 3: Assessment and Evaluation
Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

3.1 Candidates understand types of assessments and their purposes, strengths, and limitations.

3.2 Candidates select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.

3.3 Candidates use assessment information to plan and evaluate instruction.

3.4 Candidates communicate assessment results and implications to a variety of audiences.

IRA Standard 4: Diversity
Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

4.1 Candidates recognize, understand, and value the forms of diversity that exist in society and their

importance in learning to read and write.

4.2   Candidates use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.

4.3   Candidates develop and implement strategies to advocate for equity.

IRA Standard 5: Literate Environment
Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

5.1   Candidates design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.

5.2   Candidates design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.

5.3   Candidates use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback).

5.4   Candidates use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.

IRA Standard 6: Professional Learning and Leadership
Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

6.1   Candidates demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.

6.2   Candidates display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.

6.3   Candidates participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.

6.4   Candidates understand and influence local, state, or national policy decisions.