Reading K-12

Florida Teacher Certification Exam

Study Guide

Test and Test Information Guide Development

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Teacher Certification Testing

Since 1980, Florida teacher certification candidates have been required to pass the Florida Teacher Certification Examinations (FTCE), which has consisted of tests in reading, writing, mathematics, and professional knowledge. The 1986 Florida Legislature modified the testing program by also requiring teacher candidates to pass a test in the subject area in which they wish to be certified. For more information about certificate types and general knowledge and subject area knowledge requirements, visit the Florida Department of Education website.

The subject area knowledge tested on this examination was identified and validated by committees of content specialists from within the state of Florida. Committee members included public school teachers, district supervisors, and college faculty with expertise in this field. Committee members were selected on the basis of recommendations by district superintendents, public school principals, deans of education, experts in the field, and other organizations. In developing the test, the committees used an extensive literature review, interviews with selected public school teachers, a large-scale survey of teachers, pilot tests, and their own professional judgment.

More information about the test development and validation process is available on the How the FTCE and FELE Were Developed webpage.

Role of the Test Information Guide

The purpose of this test information guide is to help candidates taking the test prepare effectively for the examination. The guide was designed to familiarize prospective test takers with various aspects of the examination, including the content that is covered and the way it is represented. The guide should enable candidates to direct their study and to focus on relevant material for review. An annotated bibliography of related subject matter materials is available in the final section of the test information guide to provide further guidance in identifying additional areas in need of study.

This test information guide is intended primarily for use by certification candidates, who may be students in a college or university educator preparation program, teachers with provisional certification, teachers seeking certification in an additional subject area, or persons making a career change. Candidates may have studied and worked in Florida or may be from out of state. College or university faculty may also use the guide to prepare students for certification, and in-service trainers may find the guide useful for helping previously certified teachers prepare for recertification or multiple certification.

This test information guide is not intended as an all-inclusive source of subject area or pedagogical knowledge, nor is it a substitute for college coursework, professional preparation, or other preparation resources and activities. The sample questions are representative of the content of the actual test; however, they are not actual test questions from an actual test form. Instead, the guide is intended to help candidates prepare for the subject area test by presenting an overview of the content and format of the examination.

Test Information Guide

Preparation Strategies

When you are preparing to take the examination, the best strategy is to study systematically and effectively. Remember that you are not only preparing for a test but also reviewing content that will be an important part of your responsibilities as an educator.

The information in this test information guide is designed to help candidates taking the examination:

> understand the structure and content of the tests;
>
> plan an effective course of study; and
>
> learn strategies for successful test taking.

Understanding the Test Structure and Content

The knowledge, skills, and abilities assessed on the examination are described in the competencies and skills that are available in Section 3 of this test information guide. The competencies and skills are based on relevant educational standards for the subject area (e.g., State Board of Education-approved educational standards, national standards). These competencies and skills represent the knowledge that teams of teachers, subject area specialists, and district-level educators have determined to be important for beginning teachers.

Competencies and Skills and Test Blueprint

> **Competencies** are broad areas of content knowledge.
>
> **Skills** identify specific behaviors that demonstrate the competencies.
>
> **Percentages** indicate the approximate proportion of test questions that represent the competencies on the test.

The following excerpt, taken from the FTCE Professional Education Test, illustrates the components of the competencies and skills and test blueprint.

Competency

Approximate percentage of total test questions (test blueprint)

Competency/Skill	Approx. %
1 Knowledge of instructional design and planning	18%
1 Choose appropriate methods, strategies, and evaluation instruments (e.g., formative assessment, summative assessment) for assessing and monitoring student performance levels, needs, and learning.	
2 Select a variety of instructional practices, materials, and technologies that foster critical, creative, and reflective thinking aligned with state-adopted standards at the appropriate level of rigor.	
3 Determine and apply learning experiences and activities that require students to demonstrate a variety of applicable skills and competencies.	
4 Identify instructional resources based on measurable objectives, individual student learning needs, and performance levels.	
5 Apply learning theories to instructional design and planning.	
6 Determine long-term instructional goals and short-term objectives appropriate to student learning needs and performance levels aligned with state-adopted standards at the appropriate level of rigor.	
7 Select and use culturally (i.e., regional, socio-economic, home language) responsive instructional materials and practices in planning.	
8 Select lessons and concepts that are sequenced to activate prior knowledge and ensure coherence among the lessons.	
9 Identify patterns of physical, social, and academic development to differentiate instructional design for student mastery.	
10 Determine and apply appropriate intervention strategies based on individual student needs and data.	

Skills 1–10

Plan a Course of Study

The following steps may help you prepare for the examination. Adapt these suggested steps to suit your own study habits and the time you have available for review.

Step 1: Read the competencies and skills for the examination you are preparing to take.

The first step in preparing for the exam is to identify the information the exam will cover by reviewing the competencies and skills for your subject area. This will help you:

> Familiarize yourself with the test structure and content
>
> Gain a more specific idea of the knowledge, skills, and abilities you will be required to demonstrate on the exam
>
> Begin assessing your readiness to take the exam

Step 2: Read the sample questions and attempt to answer them.

The sample questions represent the type of questions you may find on the examination. These sample test questions will acquaint you with the general format of the examination; however, these questions do not cover all of the competencies and skills that are tested and will only approximate the degree of examination difficulty.

To help you prepare for your test, each sample multiple-choice question is preceded by the competency it measures and followed by the correct response. On the actual test, the competencies and correct responses will not be given.

After answering a sample multiple-choice test question, review the correct response. If you answered a question incorrectly, you may need to do some additional studying of the content covered by that competency.

For tests or subtests that include an essay component, you will be presented with two sample topics and asked to select one of the topics as the basis for your essay. In addition to the sample essay topics, this section of the test information guide includes the field-specific scoring criteria that raters will use to evaluate your response on the actual exam.

Step 3: Develop a study plan to focus your studies.

You may wish to consult with faculty at your educator preparation program to determine the best time for you to take the exam. In your coursework to date, you should already have mastered most or all of the content that you will see on the exam. At this point, the best preparation is to identify: 1) your areas of strength and weakness (the sample questions in the test information guide may provide you some idea of the areas on which you might focus); 2) any content with which you have had difficulty in the past; and 3) any other content you have not yet mastered. You should then systematically and effectively study areas you have not yet mastered.

Identify the most appropriate resources. These may include your basic textbooks from relevant courses; your class notes and other assignments; textbooks currently in use in Florida elementary and secondary schools; and publications from local, state, and national professional organizations. This test information guide also includes an annotated bibliography that provides general references that you may find useful in preparing for the exam. Each resource is keyed to the competencies and skills used to develop this examination.

Develop a study plan schedule. A carefully thought-out plan will enable you to cover the material you need to review before your test date.

Consult your advisor. To determine whether the courses you have taken covered the breadth of content that will appear on the exam, you may wish to review the competencies and skills with your advisor. Before meeting with your advisor, you may wish to complete the Test Competencies and Skills to Courses Taken Worksheet to determine whether the knowledge and skills tested by a competency were covered by a particular course. If there are any competencies not yet covered in your coursework, your advisor and professors may be able to help you identify additional classes you should take, or additional materials that you can study from, to improve your knowledge in those areas.

While concentrating your studies on your areas of weakness, you should also be sure to do some additional preparation addressing the content covered in the other competencies. Remember, your score on the test/subtest is based on the total number of questions that you answer correctly; therefore, improvement on any competency will increase your total score on the test/subtest.

Suggested Study Method

One study method that many students have found to be effective is "PQ4R," or "Preview, Question, Read, Reflect, Recite, Review." After reviewing the competencies and skills, refer to the annotated bibliography for a list of the most important and most comprehensive texts pertaining to the competencies and skills. Once you have obtained the appropriate study materials, apply the six steps of the PQ4R method as described below.

1. **Preview:** Scan the section headings and subheadings of the chapter or article you wish to study. Read the introduction or overview section as well as the summary section. This initial step can provide a good foundation on which to build your knowledge of a topic or skill.

2. **Question:** Based on the appropriate test competencies and your preview of the study materials, think of specific questions to which you would like to find answers as you study. Write these questions down and use them as a guide as you read.

3. **Read:** Read through the chapter you have selected. Adjust your reading speed as needed; some sections may take less time to read than others. Also, study any figures, tables, or graphics when you come across references to them in the text. This helps to keep each piece in context.

4. **Reflect:** As you read, think about the examples and descriptions provided in the text. You may also think of examples from your own experience that are related to what you are reading. Reflective reading is active reading; by interacting with what you read, you may better understand and remember the content.

5. **Recite:** When you complete each section of the text, check your understanding of what you have read. Can you answer the questions about this section that you wrote down before you started? Do you need to reread the section or some parts of it? Monitoring your progress by asking yourself these types of questions may help you identify areas you understand well and areas that you will want to study further.

6. **Review:** After you have finished reading the text, you may want to check your understanding of the content by reviewing your questions for the whole chapter. Can you answer your questions without referring to the text? Reviewing your questions for a chapter immediately after you finish reading it, as well as later in your study plan schedule, can help you retain and apply what you have learned.

Whether you use PQ4R or some other study technique, the key to success is to become familiar with the material you are studying. As you study, predict what the content will be, ask yourself questions about it, paraphrase information aloud, relate the information to other things you know, review and summarize what you have learned—become involved in your studying.

Test-Taking Advice

There are many strategies for taking a test and different techniques for dealing with different types of questions. Nevertheless, you may find the following general suggestions useful.

Plan ahead. Go into the examination prepared, alert, and well rested. Plan to arrive at the test site early so that you can locate the parking facilities and examination room without rushing. Take proper identification (as described in the "Identification Policy") with you to the test site, dress comfortably, and bring a sweater or sweatshirt in case the room is too cool for your comfort.

Follow directions. Read, listen to, and follow all test directions.

Pace your work. The test session is designed to allow sufficient time for you to complete the test/subtest/section. At any point in the test/subtest/section, you will be able to see how much time you have remaining. Go through the entire test/subtest/section and answer all the questions you are reasonably certain about. If you have any difficulty answering a question, you may mark it for review and return to it later, but you must respond to the questions, including those marked for review, during the allotted time.

For examinations with multiple subtests or sections, you will only be able to review items within that subtest or section. Once you complete a subtest or section, you will not be able to return to that subtest or section of the test. You will be alerted to this during testing.

Before completing a subtest or section, go back and check every question. Verify that you have answered all of the questions and that your responses are correctly entered.

Read carefully. Read each question and all the response options carefully before selecting your answer. Pay attention to all of the details.

Determine the "best answer." Your response to each multiple-choice question should be the best answer of the alternatives provided. When you are not certain of the correct answer, eliminate as many options as you can and choose the response that seems best.

Guess wisely. Your multiple-choice results will be based on the number of questions you answer correctly. Attempt to answer all questions. You will not be penalized for incorrect responses; it is to your advantage to answer all the questions on the exam, even if you are uncertain about some of your choices.

Respond to constructed-response assignments fully and clearly. If you are taking an exam with an essay component, be sure to read and respond to each part of the assignment. It is important that your response fully addresses the topic.
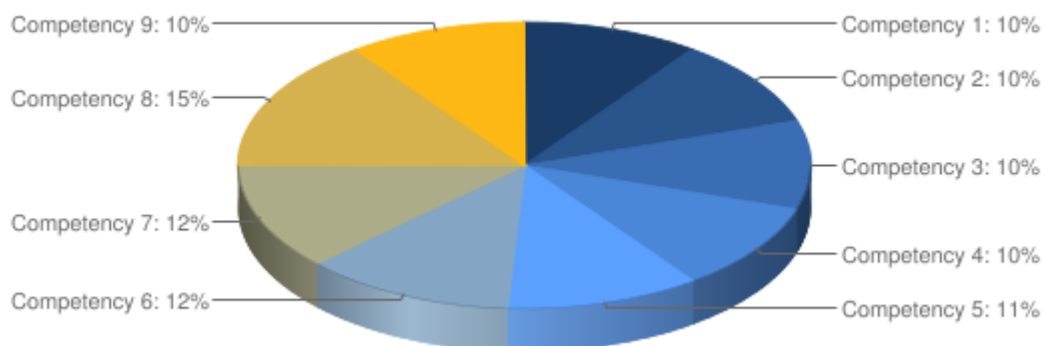
Reading K–12

Competencies and Skills and Blueprint

The test design below describes general testing information. The blueprints that follow provide a detailed outline that explains the competencies and skills that this test measures.

Test Design

Format	Computer-based test (CBT)
Number of Questions	Approximately 120 multiple-choice questions
Time	2 hours and 30 minutes
Passing Score	A scaled score of at least 200

Competencies, Skills, and Approximate Percentages of Questions

Competency 9: 10%
Competency 8: 15%
Competency 7: 12%
Competency 6: 12%
Competency 1: 10%
Competency 2: 10%
Competency 3: 10%
Competency 4: 10%
Competency 5: 11%

	Competency	Approximate Percentage of Total Test Questions
1	Knowledge of research and theories of reading processes	10%
2	Knowledge of text types and structures	10%
3	Knowledge of reading assessment and evaluation	10%
4	Knowledge of learning environments and procedures that support reading	10%
5	Knowledge of oral and written language acquisition and beginning reading	11%
6	Knowledge of phonics and word recognition	12%
7	Knowledge of vocabulary acquisition and use	12%
8	Knowledge of reading fluency and reading comprehension	15%
9	Knowledge of reading program development, implementation, and coordination	10%

Competencies and Skills

Competency 1—Knowledge of research and theories of reading processes

1. Identify characteristics and sources of valid reading research.

2. Identify foundational theorists and differentiate among theories of reading processes and development.

3. Relate instructional applications to theories of reading processes and development.

Competency 2—Knowledge of text types and structures

1. Identify text structures and text features of literary and informational texts.

2. Differentiate among the characteristics, features, and elements of various literary and informational genres and formats of texts for reading and writing.

3. Evaluate and select appropriate texts to reflect and support the backgrounds of diverse learners while matching texts to student interest.

4. Determine criteria for evaluating and selecting both print and nonprint texts for instructional use.

5. Evaluate and select texts at appropriate reading levels and text complexity for diverse learners.

Competency 3—Knowledge of reading assessment and evaluation

1. Differentiate among characteristics of norm-referenced, criterion-referenced, and performance-based assessments used for screening, diagnosis, progress monitoring, and outcomes.

2. Evaluate and select appropriate oral and written assessment instruments and practices using continuous text for monitoring individual student progress.

3. Analyze and interpret data from multiple informal and formal reading and writing assessments to guide whole-group instruction.

4. Analyze and interpret student data from multiple informal and formal reading and writing assessments to differentiate instruction and develop individual student goals for diverse learners.

5. Identify characteristics of students at varying reading levels.

Competency 4—Knowledge of learning environments and procedures that support reading

1. Apply appropriate grouping practices for specific instructional purposes in reading.

2. Determine appropriate procedures and delivery methods to integrate speaking and listening, reading, writing, and viewing for diverse learners across content areas.

3. Evaluate and select techniques for encouraging motivation and promoting positive attitudes of diverse learners toward academic and personal reading.

4. Apply appropriate instructional methods to integrate technology, support student-centered learning, and establish an information-rich environment.

5. Determine organizational and classroom management practices for multiple reading programs to support diverse learners.

6. Evaluate and select methods of prevention and intervention for students who have not mastered grade-level language arts standards.

Competency 5—Knowledge of oral and written language acquisition and beginning reading

1. Identify the concepts related to oral and written language acquisition.

2. Identify the concepts related to beginning reading.

3. Apply instructional methods for developing oral language, phonological awareness, concepts of print, alphabet knowledge, and written language development.

Competency 6—Knowledge of phonics and word recognition

1. Identify the concepts related to word recognition development.

2. Apply instructional methods for developing phonemic awareness and phonics knowledge for diverse learners.

3. Apply instructional methods for developing word-analysis skills for decoding and encoding monosyllabic and multisyllabic words for diverse learners.

4. Apply instructional methods for promoting the recognition of high frequency words, sight words, and irregularly spelled words for diverse learners.

Competency 7—Knowledge of vocabulary acquisition and use

1. Identify the concepts of vocabulary acquisition and use.

2. Evaluate and select instructional methods for vocabulary acquisition and use in speaking and listening, reading, and writing for diverse learners.

3. Apply appropriate instructional methods for developing the use of independent word learning strategies for diverse learners.

4. Apply appropriate instructional methods for developing and using conversational, general academic, and domain-specific words and phrases for diverse learners.

Competency 8—Knowledge of reading fluency and reading comprehension

1. Identify the components of reading fluency that support comprehension.

2. Apply appropriate instructional methods for developing fluent reading with purpose and understanding for diverse learners.

3. Evaluate and select instructional methods for teaching skills and developing strategies for comprehension and analysis of informational texts.

4. Evaluate and select instructional methods for teaching skills and developing strategies for comprehension and analysis of literary texts.

5. Apply instructional methods for developing metacognition and critical thinking for diverse learners.

6. Apply instructional methods for engaging students in evidence-based collaborative discussions about literary and informational print and nonprint texts.

7. Apply instructional methods to develop study skills for comprehension of literary and informational texts for diverse learners.

Competency 9—Knowledge of reading program development, implementation, and coordination

1. Evaluate and select approaches for involving stakeholders in reading initiatives for diverse learners.

2. Evaluate and select approaches to increase caregiver involvement in reading education.

3. Interpret reading policies, program information, and assessment data for the purpose of dissemination among stakeholders.

4. Select and evaluate instructional materials for comprehensive reading programs and reading intervention programs for diverse learners.

5. Identify criteria to determine the effectiveness of reading programs.

6. Interpret school data and program evaluation results to modify and improve curriculum content and instruction through professional learning.

7. Determine effective methods for coaching and supporting paraprofessionals, tutors, and volunteers to assist in reading instruction for diverse learners.

Competencies and Skills and Blueprint

The test design below describes general testing information. The blueprints that follow provide a detailed outline that explains the competencies and skills that this test measures.

Test Design

Format	Computer-based test (CBT)
Number of Questions	Approximately 120 multiple-choice questions
Time	2 hours and 30 minutes
Passing Score	A scaled score of at least 200

Test Format and Sample Questions

The Reading K–12 subject area test consists of approximately 120 multiple-choice items. You will have two and one-half hours to complete the test.

Each of the questions will contain four response options. You will choose the best response out of the available options, and indicate **A**, **B**, **C**, or **D**.

The table below presents types of questions on the exam and directs you to examples of these formats among the sample items that follow.

Table of Question Formats

Type of Question	Sample Question
Scenario Examine a classroom situation or a student composition. Then select the response option that best answers a question, recommends a course of action, or gives the appropriate evaluation or teacher comment.	Question 1
Text Analysis Study a text and identify a literary feature, such as a figure of speech, style, form, or function, by choosing the best response option.	Question 4
Direct question Choose the response option that best answers the question.	Question 5
Sentence Completion Select the response option that best completes the sentence.	Question 8

Sample Questions

The following questions represent both the form and content of questions on the examination. These questions will acquaint you with the general format of the examination; however, these sample questions do not cover all of the competencies and skills that are tested and will only approximate the degree of examination difficulty.

Question 1

Competency 1—Knowledge of research and theories of reading processes

DIRECTIONS: Read the question and select the best response.

A reading teacher is reviewing a recently published book about a new approach to improving reading comprehension. Which of the following features should the teacher look for when evaluating the reported success of this approach?

○A. whether the author has published other research studies on the same topic

○B. whether the new approach has been successfully adopted for use by other states

○C.

whether the results of the research the author conducted on the approach are reliable and valid

○D.

whether the materials used in the approach reflect the diversity of the local student population

Answer

Correct Response: C.

Question 2

Competency 1—Knowledge of research and theories of reading processes

DIRECTIONS: Read the question and select the best response.

In a classroom, the teacher has an area for small-group instruction and another area for whole-group instruction. The learning environment is information intensive with students collaborating on a variety of assignments and projects with the teacher roaming the room and helping individuals and groups of students. Which theorist best describes the teachers disposition for instruction?

○A. Louise Rosenblatt

○B. Noam Chomsky

○C. Lev Vygotsky

○D. Paulo Freire

Answer

Correct Response: C.

Question 3

Competency 1—Knowledge of research and theories of reading processes

DIRECTIONS: Read the question and select the best response.

A teacher firmly believes that collaboration among students is essential for learning. Which of the following theories is closely aligned with this philosophy?

    ○A.   cognitive development

    ○B.   social constructivist

    ○C.   discovery learning

    ○D.   reader response

Answer

Correct Response: B.

Question 4

Competency 2—Knowledge of text types and structures

DIRECTIONS: Read the question and select the best response.

Use the following excerpt to answer the question.

> The high price of oil in the 1970s resulted in a serious problem for many Americans. Long lines to purchase gasoline for cars were unavoidable. People were subjected to higher prices for oil to heat their homes. Oil companies looked to other nations for new oil supplies. They also began drilling for oil on the ocean floor.

Which of the following is the excerpt an example of?

    ○A.   chronological or sequence

    ○B.   comparison and contrast

    ○C.   main idea and details

    ○D.   problem and solution

Answer

Correct Response: D.

Competency 2—Knowledge of text types and structures

DIRECTIONS: Read the question and select the best response.

A biography is an example of which of the following?

       ○A.   realistic fiction

       ○B.   historical fiction

       ○C.   narrative nonfiction

       ○D.   expository nonfiction

Answer

Correct Response: C.

Competency 2—Knowledge of text types and structures

DIRECTIONS: Read the question and select the best response.

Which of the following is NOT a criterion for selecting multicultural literature?

       ○A.   exclusion of leaders

       ○B.   treatment of issues

       ○C.   authentic dialogue

       ○D.   cultural accuracy

Answer

Correct Response: A.

Competency 3—Knowledge of reading assessment and evaluation

DIRECTIONS: Read the question and select the best response.

A teacher collects reading records and rubric-scored writing samples over time on select students to document change over time. Which term best describes the teacher's purpose for collecting this type of assessment?

    ○A. screening

    ○B. diagnosis

    ○C. monitoring

    ○D. outcomes

Answer

Correct Response: C.

Question 8

Competency 3—Knowledge of reading assessment and evaluation

DIRECTIONS: Read the question and select the best response.

The assessment tools for the purpose of evaluating expertise include

    ○A. lab notebooks, read alouds, and homework assignments.

    ○B. think alouds, concept maps, and observational checklists.

    ○C. research papers, formal presentations, and formal debates.

    ○D. homework assignments, norm-referenced tests, and quizzes.

Answer

Correct Response: C.

Question 9

Competency 3—Knowledge of reading assessment and evaluation

DIRECTIONS: Read the question and select the best response.

Which of the following is the best way to determine reading instructional groups in a classroom with students who have a wide range of skills and abilities?

A. administer an IRI, then conduct two miscue analyses
B. review state reading test scores, then a reading record
C. review state reading test scores, then administer an IRI
D. administer a reading checklist, then conduct read alouds

Answer

Correct Response: C.

Competency 4—Knowledge of learning environments and procedures that support reading

DIRECTIONS: Read the question and select the best response.

Teachers at a middle school made a commitment to use observational notes to monitor students' strengths and needs and to use that information for providing differentiated instruction and flexible grouping. What type of grouping is this an example of?

A. data-based grouping
B. peer-tutoring grouping
C. interest-based grouping
D. heterogeneous-ability grouping

Answer

Correct Response: A.

Competency 4—Knowledge of learning environments and procedures that support reading

DIRECTIONS: Read the question and select the best response.

An effective way for a teacher of English language learners to integrate speaking and listening into the classroom would be to use

A. role play.

○B.   submersion.

○C.   silent reading.

○D.   video watching.

Answer

> **Correct Response: A.**

Question 12

Competency 4—Knowledge of learning environments and procedures that support reading

DIRECTIONS: Read the question and select the best response.

Which adaptation of the basal reading program is the most efficient for struggling readers?

○A.   repeated readings

○B.   workbook exercises

○C.   preintroduce vocabulary

○D.   silent independent reading

Answer

> **Correct Response: A.**

Question 13

Competency 5—Knowledge of oral and written language acquisition and beginning reading

DIRECTIONS: Read the question and select the best response.

During a shared reading of an enlarged text in a primary learning environment, the teacher focuses instruction on the structure of the language by engaging students periodically in conversation. Which cognitive working system is the teacher scaffolding during the lesson?

○A.   graphophonic working system

○B.   semantic working system

○C.   syntactic working system

○D. lexical working system

Answer

> **Correct Response: C.**

Competency 5—Knowledge of oral and written language acquisition and beginning reading

DIRECTIONS: Read the question and select the best response.

Students who cannot decode and rely on context and initial letters to figure out unknown words demonstrate characteristics of which phase of word recognition?

○A. consolidated-alphabetic

○B. full-alphabetic

○C. partial-alphabetic

○D. pre-alphabetic

Answer

> **Correct Response: C.**

Competency 5—Knowledge of oral and written language acquisition and beginning reading

DIRECTIONS: Read the question and select the best response.

Which of the following is most appropriate for developing the concept that print is "speech written down"?

○A. phonics approach

○B. language experience approach

○C. linguistic approach

○D. literature-based approach

Answer

Competency 6—Knowledge of phonics and word recognition

DIRECTIONS: Read the question and select the best response.

Which of the following statements is true in relation to early literacy skill acquisition?

      ○A.   Achievement in print knowledge does not help with acquisition of early literacy skills.

      ○B.   Identifying letter names as an isolated skill is a strong predictor of learning to read.

      ○C.   Teaching skills with a causal relationship to later reading acquisition is a bad idea.

      ○D.   Naming letters with phonological awareness and sounds is an effective method.

Answer

Correct Response: D.

Competency 6—Knowledge of phonics and word recognition

DIRECTIONS: Read the question and select the best response.

A teacher working with diverse learners in the emergent stage of literacy development should

      ○A.   prioritize conducting read alouds and literature circle activities.

      ○B.   first teach sight word recognition and CVC word decoding skills.

      ○C.   first develop students' oral and academic vocabulary knowledge.

      ○D.   include assignments that involve working with stories and writing.

Answer

Correct Response: C.

Competency 6—Knowledge of phonics and word recognition

DIRECTIONS: Read the question and select the best response.

A teacher uses the following instructional procedures.

> 1. Teach the students to recognize orally the individual sounds in words.
> 2. Teach the students to blend the sounds in words.

What is the focus of this instruction?

○A.   initial consonant plus phonogram

○B.   phonemic awareness

○C.   single letter phonics method

○D.   analytical phonic method

Answer

Correct Response: B.

Competency 6—Knowledge of phonics and word recognition

DIRECTIONS: Read the question and select the best response.

Which of the following is the most effective strategy to assist a middle-schooler struggling with 3rd-grade high-frequency words?

○A.   give explicit instruction in word recognition

○B.   create an individual word bank for the student

○C.   provide corrective feedback on word misspellings

○D.   post grade-level sight words on a classroom word wall

Answer

Correct Response: B.

Competency 7—Knowledge of vocabulary acquisition and use

DIRECTIONS: Read the question and select the best response.

Which of the following descriptions best matches tier 1 vocabulary words?

      ○A.   prevalent in everyday language

      ○B.   prevalent in written language

      ○C.   prevalent in content areas

      ○D.   prevalent in oral language

Answer

Correct Response: A.

Competency 7—Knowledge of vocabulary acquisition and use

DIRECTIONS: Read the question and select the best response.

Which procedure is most appropriate for teaching multiple-meaning words?

      ○A.   structural analysis

      ○B.   sight words

      ○C.   contextual analysis

      ○D.   phonic analysis

Answer

Correct Response: C.

Competency 7—Knowledge of vocabulary acquisition and use

DIRECTIONS: Read the question and select the best response.

Which of the following instructional practices are the most appropriate to use to aid English language learners in a mathematics classroom from Tier 1 to Tier 2 word meanings?

       ○A.   student matches words with both common and applied definitions

       ○B.   student brings pictures that show one particular meaning of the word

       ○C.   student works with one word from instruction that has multiple meanings

       ○D.   student clusters information learned, including meanings for all new words

Answer

Correct Response: A.

Question 23

Competency 7—Knowledge of vocabulary acquisition and use

DIRECTIONS: Read the question and select the best response.

For intentional vocabulary development, which of the following is the most effective to implement in instruction?

       ○A.   prior to reading of text with emphasis on definition

       ○B.   during the reading of the text with emphasis on context clues

       ○C.   after reading the text with emphasis on developing new sentences

       ○D.   before, during, and after the reading of text with emphasis on repeated exposure

Answer

Correct Response: D.

Question 24

Competency 8—Knowledge of reading fluency and reading comprehension

DIRECTIONS: Read the question and select the best response.

An oral reading fluency measure indicates that a student reads in two- and three-word phrases causing the reading to sound choppy. Additionally, the measure reveals that the student made improper stresses and

intonations which failed to indicate the end of sentences or clauses. From this measure, the teacher should work in which of the following areas of fluency?

    ○A. rate

    ○B. phrasing

    ○C. accuracy

    ○D. expression

Answer

> **Correct Response: B.**

Competency 8—Knowledge of reading fluency and reading comprehension

DIRECTIONS: Read the question and select the best response.

A teacher encourages his 1st-grade English language learners to read selected narrative decodable texts to their parent or guardian five times over the course of a week. The primary purpose of this oral reading activity is to increase

    ○A. comprehension.

    ○B. enjoyment.

    ○C. reading interest.

    ○D. automaticity.

Answer

> **Correct Response: D.**

Competency 8—Knowledge of reading fluency and reading comprehension

DIRECTIONS: Read the question and select the best response.

In preparing 3rd-grade students to read informational text on the importance of recycling, the teacher is primarily concerned with activating students' prior knowledge. Which of the following would be most effective?

       ○A. SQ3R

       ○B. QAR

       ○C. IRI

       ○D. KWL

Answer

> **Correct Response: D.**

Question 27

Competency 8—Knowledge of reading fluency and reading comprehension

DIRECTIONS: Read the question and select the best response.

Which strategy would best help students develop the ability to synthesize reading material?

       ○A.

          reading an informational passage and working in small groups to create semantic maps of the organizational patterns presented in the text

       ○B.

          highlighting predetermined information (criteria) such as main idea, thesis statement, supporting details, and specialized vocabulary in a reading passage

       ○C. rewriting a passage from a classic play, such as Shakespeare's *Othello* or *Romeo and Juliet*, in standard English and one other vernacular speech pattern

       ○D.

          reading two passages and brainstorming in small groups to create Venn diagrams that compare and contrast theme, content, characters, and details of the texts

Answer

> **Correct Response: D.**

Question 28

Competency 9—Knowledge of reading program development, implementation, and coordination

DIRECTIONS: Read the question and select the best response.

A teacher has surveyed their middle school Earth Science class and has concluded that most of the students have little knowledge about regional weather patterns. Which of the following sources would provide the students with the most up-to-date and comprehensive information?

○A.   online weather report site
○B.   textbook chapter on meteorology
○C.   almanac to track past weather patterns
○D.   newspaper articles about weather phenomena

Answer

Correct Response: A.

Question 29

Competency 9—Knowledge of reading program development, implementation, and coordination

DIRECTIONS: Read the question and select the best response.

The district reading leadership team has determined based on data that additional informal progress monitoring opportunities in reading must be included in instruction for all the schools in the district. Which of the following progress monitoring resources will support this district effort?

○A.   schedule additional team meetings with academic coaches
○B.   purchase a formal assessment program for the district with training
○C.   hire additional academic coaches to track the students' reading growth
○D.   provide professional development on formative assessments for all teachers

Answer

Correct Response: D.

Question 30

Competency 9—Knowledge of reading program development, implementation, and coordination

DIRECTIONS: Read the question and select the best response.

In October, a teacher meets with a paraprofessional of an 11th-grade student to discuss ways to increase teacher and peer interactions, decrease an over reliance on the paraprofessional, and build independence. Which of the following is this an example of?

○A. interim educational meeting

○B. specially designed instruction

○C. prereferral intervention strategies

○D. clarifying roles and responsibilities

Answer

Correct Response: D.

Glossary of Reading Terms

Accuracy (part of fluency): Reading words in text with no errors.

Academically Engaged: Students are academically engaged when they are participating in activities/instruction in a meaningful way and understanding the tasks in which they are involved.

Advanced Phonics: Strategies for decoding multisyllabic words that include morphology and information about the meaning, pronunciation, and parts of speech of words gained from knowledge of prefixes, roots, and suffixes.

Affix: A general term that refers to prefixes and suffixes.

After Reading Comprehension Strategies: Strategies that require the reader to actively transform key information in text that has been read (e.g., summarizing, retelling).

Aligned Materials: Student materials (texts, activities, manipulatives, homework, etc.) that reinforce classroom instruction of specific skills in reading.

Alliteration: The repetition of the initial phoneme of each word in connected text (e.g., Harry the happy hippo hula-hoops with Henrietta).

Alphabetic Principle: The concept that letters and letter combinations represent individual phonemes in written words.

Ample Opportunities for Student Practice: Students are asked to apply what they have been taught in order to accomplish specific reading tasks. Practice should follow in a logical relationship with what has just been taught. Once skills are internalized, students are provided with more opportunities to independently implement previously learned information.

Analogy: Comparing two sets of words to show some common similarity between the sets. When done as a vocabulary exercise this requires producing one of the words (e.g., cat is to kitten: as dog is to _____?).

Antonym: A word opposite in meaning to another word.

Automaticity: Reading without conscious effort or attention to decoding.

Background Knowledge: Forming connections between the text and the information and experiences of the reader.

Base Word: A unit of meaning that can stand alone as a whole word (e.g., friend, pig). Also called a free morpheme.

Before Reading Comprehension Strategies: Strategies employed to emphasize the importance of preparing students to read text (e.g., activate prior knowledge, set a purpose for reading).

Blending: The task of combining sounds rapidly, to accurately represent the word.

Bloom's Taxonomy: A system for categorizing levels of abstraction of questions that commonly occur in educational settings. Includes the following competencies: knowledge, comprehension, application, analysis, synthesis, and evaluation.

Chunked Text: Continuous text that has been separated into meaningful phrases often with the use of single and double slash marks (/ and //). The intent of using chunked text or chunking text is to give children an opportunity to practice reading phrases fluently. There is no absolute in chunking text. Teachers should use judgment when teaching students how to chunk. Generally, slash marks are made between subject and predicate, and before and after prepositional phrases.

Chunking: A decoding strategy for breaking words into manageable parts (e.g., /yes /ter/ day). Chunking also refers to the process of dividing a sentence into smaller phrases where pauses might occur naturally (e.g., When the sun appeared after the storm, / the newly fallen snow /shimmered like diamonds).

Coaching: A professional development process of supporting teachers in implementing new classroom practices by providing new content and information, modeling related teaching strategies, and offering on-going feedback as teachers master new practices.

Coarticulation: When saying words our mouth is always ready for the next sound to be made. While saying one sound, the lips, tongue, etc., are starting to form the sound to follow. This can distort individual sounds during speech because the sounds are not produced in isolated units (e.g., ham- the /m/ blends with the /a/ to distort the vowel). This process is called coarticulation.

Because of coarticulation, some children have difficulty hearing the individual sounds in words and the concept of phonemes needs to be explicitly brought to their attention through instruction.

Cognates: Words that are related to each other by virtue of being derived from a common origin (e.g., 'decisive' and 'decision').

Coherent Instructional Design: A logical, sequential, plan for delivering instruction.

Comprehension: Understanding what one is reading, the ultimate goal of all reading activity.

Comprehensive/Core Reading Program (CRP): is the initial instructional tool teachers use to teach children to learn to read including instruction in the five components of reading identified by the National Reading Panel (phonemic awareness, phonics, fluency, vocabulary, comprehension), spelling, and writing to ensure they reach reading levels that meet or exceed grade-level standards. A CRP should address the instructional needs of the majority of students in a respective school or district.

Comprehensive Intervention Reading Program (CIRP): These programs are intended for students who are reading one or more years below grade level, and who are struggling with a broad range of reading skills. Comprehensive Intervention Programs include instructional content based on the five essential components of reading

instruction integrated into a coherent instructional design. A coherent design includes explicit instructional strategies, coordinated instructional sequences, ample practice opportunities and aligned student materials. Comprehensive Intervention Programs provide instruction that is more intensive, explicit, systematic, and more motivating than instruction students have previously received. These programs also provide more frequent assessments of student progress and more systematic review in order to insure proper pacing of instruction and mastery of all instructional components.

Comprehension Monitoring: An awareness of one's understanding of text being read. Comprehension monitoring is part of metacognition "thinking about thinking" know what is clear and what is confusing as the reader and having the capabilities to make repairs to problems with comprehension.

Comprehension Questions: Address the meaning of text, ranging from literal to inferential to analytical.

Concept Definition Mapping: Provides a visual framework for organizing conceptual information in the process of defining a word or concept. The framework contains the category, properties, and examples of the word or concept.

Connected Text: Words that are linked (as opposed to words in a list) as in sentences, phrases, and paragraphs.

Consonant Blend: Two or more consecutive consonants which retain their individual sounds (e.g., /bl/ in block; /str/ in string).

Consonant Digraph: Two consecutive consonants that represent one phoneme, or sound (e.g., /ch/, /sh/).

Context Clue: Using words or sentences around an unfamiliar word to help clarify its meaning.

Continuous Sounds: A sound that can be held for several seconds without distortion (e.g., /m/, /s/).

Continuum of Word Types: Words can be classified by type according to their relative difficulty to decode. Typically this continuum is listed from easy to difficult, beginning with VC and CVC words that begin with continuous sounds and progressing to CCCVC and CCCVCC words.

Coordinated instructional sequences: take into consideration how information is selected, sequenced, organized, and practiced. Coordinated instructional sequences occur within each component of reading where a **logical progression of skills** would be evident: easier skills are introduced before more difficult skills, so that skills build progressively.

The other way coordinated instructional sequences are evident is in the clear and meaningful relationship or linking of instruction across the five components of reading: phonological awareness, phonics, fluency, vocabulary, comprehension. If students orally segment and blend words with the letter-sound /f/ during phonemic awareness instruction, then we would expect to see it followed by practice in connecting the sound

/f/ with the letter f. This would be followed by fluency practice in reading words, sentences, and/or passages with the letter-sound /f/. Spelling practice would include /f/ and other previously learned letter-sounds.

Core Instruction is instruction provided to all students in the class, and it is usually guided by a comprehensive core reading program. Part of the core instruction is usually provided to the class as a whole, and part is provided during the small group, differentiated instruction period. Although instruction is differentiated by student need during the small group period, materials and lesson procedures from the core program can frequently be used to provide reteaching, or additional teaching to students according to their needs.

Cumulative: Instruction that builds upon previously learned concepts.

Decodable Text: Text in which a high proportion of words (80%-90%) comprise sound-symbol relationships that have already been taught. It is used for the purpose of providing practice with specific decoding skills and is a bridge between learning phonics and the application of phonics in independent reading.

Decodable Words: These words contain phonic elements that were previously taught.

Decoding: The ability to translate a word from print to speech, usually by employing knowledge of sound symbol correspondences; also the act of deciphering a new word by sounding it out.

Derivational Affix: A prefix or suffix added to a root or base to form another word (e.g., -un in unhappy , -ness in likeness).

Diagnostic: Tests that can be used to measure a variety of reading, language, or cognitive skills. Although they can be given as soon as a screening test indicates a child is behind in reading growth, they will usually be given only if a child fails to make adequate progress after being given extra help in learning to read. They are designed to provide a more precise and detailed picture of the full range of a child's knowledge and skill so that instruction can be more precisely planned.

Dialogic Reading: During story reading, the teacher/parent asks questions, adds information, and prompts student to increase sophistication of responses by expanding on his/her utterances.

Differentiated Instruction: Matching instruction to meet the different needs of learners in a given classroom.

Difficult Words: Some words are difficult because they contain phonic elements that have not yet been taught. Others are difficult because they contain letter-sound correspondences that are unique to that word (e.g., yacht).

Digraphs: A group of two consecutive letters whose phonetic value is a single sound (e.g., /ea/ in bread; /ch/ in chat; /ng/ in sing).

Diphthong: A vowel produced by the tongue shifting position during articulation; a vowel that feels as if it has two parts, especially the vowels spelled ow, oy, ou, and oi.

Direct Instruction: The teacher defines and teaches a concept, guides students through its application, and arranges for extended guided practice until mastery is achieved.

Direct Vocabulary Instruction: Planned instruction to pre-teach new, important, and difficult words to ensure the quantity and quality of exposures to words that students will encounter in their reading.

During Reading Comprehension Strategies: Strategies that help students engage the meanings of a text (e.g., asking questions at critical junctures; modeling the thought process used to make inferences; constructing mental imagery).

Elkonin Boxes: A framework used during phonemic awareness instruction. Elkonin Boxes are sometimes referred to as Sound Boxes. When working with words, the teacher can draw one box per sound for a target word. Students push a marker into one box as they segment each sound in the word.

Emergent Literacy: The skills, knowledge, and attitudes that are developmental precursors to conventional forms of reading and writing.

Empirical Research: Refers to scientifically based research that applies rigorous, systematic, and objective procedures to obtain valid knowledge. This includes research that: employs systematic, empirical methods that draw on observation or experiment; has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review; involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn; relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and can be generalized.

English Language Learners: Defined by the U.S. Department of Education as national-origin-minority students who are limited-English-proficient. Often abbreviated as ELLs.

Error Correction: Immediate corrective feedback during reading instruction.

Etymology: The origin of a word and the historical development of its meaning (e.g., the origin of our word etymology comes from late Middle English: from Old French ethimologie, via Latin from Greek etumologia, from etumologos 'student of etymology,' from etumon, neuter singular of etumos 'true').

Explicit: Explicit instruction involves direct explanation. The teacher's language is concise, specific, and related to the objective. Another characteristic of explicit instruction is a visible instructional approach which includes a high level of teacher/student interaction. Explicit instruction means that the actions of the teacher are clear, unambiguous, direct, and visible. This makes it clear what the students are to do and learn. Nothing is left to guess work.

Expository Text: Reports factual information (also referred to as informational text) and the relationships among ideas. Expository text tends to be more difficult for students than narrative text because of the density of long, difficult, and unknown words or word parts.

Expressive Language: Language that is spoken.

Fidelity of Implementation: The degree to which instruction follows the intent and design of the program.

Figurative Meanings: Language that departs from its literal meaning (e.g., The snow sparkled like diamonds; That child is a handful.).

Five Components of Reading: Phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Flexible Grouping: Grouping students according to shared instructional needs and abilities and regrouping as their instructional needs change. Group size and allocated instructional time may vary among groups.

Floss Rule: Words of one syllable, ending in "f", "l", or "s" - after one vowel, usually end in "ff", "ll", or "ss" (sounds /f/, /l/, /s/).

Fluency: Ability to read text quickly, accurately, and with proper expression. Fluency provides a bridge between word recognition and comprehension.

Fluency Probe: An assessment for measuring fluency, usually a timed oral reading passage at the student's instructional reading level.

Formal Assessment: Follows a prescribed format for administration and scoring. Scores obtained from formal tests are standardized, meaning that interpretation is based on norms from a comparative sample of children.

Frayer Model: An adaptation of the concept map. The framework of the Frayer Model includes: the concept word, the definition, characteristics of the concept word, examples of the concept word, and non-examples of the concept word. It is important to include both examples and non-examples, so students are able to identify what the concept word is and what the concept word is not.

Frustrational Reading Level: The level at which a reader reads at less than a 90% accuracy (i.e., no more than one error per 10 words read). Frustration level text is difficult text for the reader.

Generalization: The ability to use a learned skill in novel situations.

Grapheme: A letter or letter combination that spells a phoneme; can be one, two, three, or four letters in English (e.g., e, ei, igh, eigh).

Graphic Organizers: A visual framework or structure for capturing the main points of what is being read, which may include concepts, ideas, events, vocabulary, or generalizations. Graphic organizers allow ideas in text and thinking processes to become external by showing the interrelatedness of ideas, thus facilitating understanding for the reader. The structure of a graphic organizer is determined by the structure of the kind of text being read.

Graphophonemic: The relationship between letters and phonemes.

Guided Oral Reading: Instructional support including immediate corrective feedback as students read orally.

Guided Practice: Students practice newly learned skills with the teacher providing prompts and feedback.

High Frequency Irregular Words: Words in print containing letters that stray from the most common sound pronunciation because they do not follow common phonic patterns (e.g., were, was, laugh, been).

High Frequency Words: A small group of words (300-500) that account for a large percentage of the words in print and can be regular or irregular words (i.e., Dolch or Fry). Often, they are referred to as "sight words" since automatic recognition of these words is required for fluent reading.

Homograph: Words that are spelled the same but have different origins and meanings. They may or may not be pronounced the same (e.g., *can* as in a metal container/*can* as in able to).

Homonym: Words that sound the same but are spelled differently (e.g., cents/sense, knight/night).

Homophone: Words that may or may not be spelled alike but are pronounced the same. These words are of different origins and have different meanings (e.g., ate and eight; scale as in the covering of a fish; and scale as in a device used to weigh things)

Idiom: A phrase or expression that differs from the literal meaning of the words; a regional or individual expression with a unique meaning (e.g., it's raining cats and dogs).

Immediate Corrective Feedback: When an error occurs, the teacher immediately attends to it by scaffolding instruction (i.e., gradual release of responsibility).

Immediate Intensive Intervention: Instruction that may include more time, more opportunities for student practice, more teacher feedback, smaller group size, and different materials. It is implemented as soon as assessment indicates that students are not making adequate progress in reading.

Implicit Instruction: The opposite of explicit instruction. Students discover skills and concepts instead of being explicitly taught. For example, the teacher writes a list of words on the board that begin with the letter "m" (mud, milk, meal, and mattress) and asks the students how the words are similar. The teacher elicits from the students that the letter "m" stands for the sound you hear at the beginning of the words.

Important Words: Unknown words that are critical to passage understanding and which students are likely to encounter in the future.

Independent Reading Level: The level at which a reader can read text with 95% accuracy (i.e., no more than one error per 20 words read). Independent reading level is relatively easy text for the reader.

Independent-Instructional Reading Level Range: The reading range that spans instructional and independent reading levels or level of text that a student can read with 90% to 95% or above accuracy.

Indirect Vocabulary Instruction: Words learned through independent reading and conversation.

Inflectional Suffix: In English, a suffix that expresses plurality or possession when added to a noun, tense when added to a verb, and comparison when added to an adjective and some adverbs. A major difference between inflectional and derivational morphemes is that inflections added to verbs, nouns, or adjectives do not change the grammatical role or part of speech of the base words (-s, -es ,-ing, ¬ed).

Informal Assessment: Does not follow prescribed rules for administration and scoring and has not undergone technical scrutiny for reliability and validity. Teacher-made tests, end-of-unit tests, and running records are all examples of informal assessment.

Informational Text: Non-fiction books, also referred to as expository text, that contain facts and information.

Initial Instruction: First line of defense to prevent reading failure for all students. Instruction is provided in the whole group (class) and small group (differentiated) setting. A core reading program is the instructional tool used for initial instruction in Florida's Reading First initiative.

Instructional design: Instructional design in reading refers to the process of translating key learning objectives and goals into a delivery system to meet those goals. When we discuss the instructional design of a reading program, we are referring to the underlying framework of a reading program, the way the curriculum is constructed.

Instructional Reading Level: The level at which a reader can read text with 90% accuracy (i.e., no more than one error per 10 words read). Instructional reading level engages the student in challenging, but manageable text.

Instructional Routines: include the following sequence of steps
        Explicit instruction
        Modeling
        Guided practice
        Student practice, application, and feedback
        Generalization

Intensity: Focused instruction where students are academically engaged with the content and the teacher and receive more opportunities to practice with immediate teacher feedback.

Intervention Instruction is provided only to students who are lagging behind their classmates in the development of critical reading skills. This instruction will usually be guided by a specific intervention program that focuses on one or more of the key areas of reading development. This type of instruction is needed by only a relatively small minority of students in a class. In some cases, students in 2nd and 3rd grade may have

lagged so far behind grade level development of reading skills that very little content from the grade level comprehensive core program is suitable for them. In these cases, students may need to receive instruction guided by a comprehensive intervention program that is specifically designed to meet their specific needs while at the same time accelerating their growth toward grade level reading ability.

Intervention Program: Provides content for instruction that is intended for flexible use as part of differentiated instruction and/or more intensive instruction to meet student learning needs in one or more of the specific areas of reading (phonological awareness, phonics, fluency, vocabulary, and comprehension). These programs are used to provide targeted, intensive intervention for small groups of struggling readers.

Invented Spelling: An attempt to spell a word based on a student's knowledge of the spelling system and how it works (e.g., kt for cat).

Irregular Words: Words that contain letters that stray from the most common sound pronunciation; words that do not follow common phonic patterns (e.g., were, was, laugh, been).

K-W-L: A technique used most frequently with expository text to promote comprehension. It can be used as a type of graphic organizer in the form of a chart, and it consists of a 3-step process: What I Know (accessing prior knowledge), What I Want to Know (setting a purpose for reading), and What I Learned (recalling what has been read).

Learning Communities: A group in which educators commit to ongoing learning experiences with a deliberate intent to transform teaching and learning at their school or within their district.

Letter Combinations: Also referred to as digraphs, a group of consecutive letters that represents a particular sound(s) in the majority of words in which it appears (e.g., /ai/ in maid; /ch/ in chair; /ar/ in car; /kn/ in know; /ng/ in ring).

Letter-Sound Correspondence: The matching of an oral sound to its corresponding letter or group of letters.

Linked: A clear connection among the objectives of what is taught within and across reading components (e.g., students learn some common letter sounds during phonics instruction, then read words that use those same letter sounds to practice fluency and develop vocabulary).

Listening Vocabulary: The words needed to understand what is heard.

Literal Comprehension: Understanding of the basic facts that the student has read.

Main Idea: The central thought or message of a reading passage.

Metacognition: An awareness of one's own thinking processes and how they work. The process of consciously thinking about one's learning or reading while actually being engaged in learning or reading. Metacognitive strategies can be taught to students; good readers use metacognitive strategies to think about and have control over their reading.

Modeling: Teacher overtly demonstrates a strategy, skill, or concept that students will be learning.

Morpheme: The smallest meaningful unit of language.

Morphemic Analysis: An analysis of words formed by adding prefixes, suffixes or other meaningful word units to a base word.

Most Common Letter Sounds: The sound that is usually pronounced for the letter when it appears in a short word, such as /a/ apple...

Multisyllabic Words: These are words with more than one syllable. A systematic introduction of prefixes, suffixes, and multisyllabic words should occur throughout a reading program. The average number of syllables in the words students read should increase steadily throughout the grades.

Narrative Text: A story about fictional or real events.

Objectives: Measurable statements detailing the desired accomplishments of a program.

Oddities: Vowels that are pronounced differently from the expected pronunciation (e.g., the "o" in old is pronounced /ō/ instead of the expected /o/.

Onset and Rime: In a syllable, the onset is the initial consonant or consonants, and the rime is the vowel and any consonants that follow it (e.g., the word sat, the onset is "s" and the rime is "at". In the word flip, the onset is "fl" and the rime is "ip").

Oral Language: Spoken language. There are five components of oral language: phonology, morphology, syntax, semantics, and pragmatics.

Orthographic Units: The representation of the sounds of a language by written or printed symbols.

Orthography: A writing system for representing language.

Outcome Assessment: Given at the end of the year for two purposes. First, they can help the principal and teachers in a school evaluate the overall effectiveness of their reading program for all students. Second, they are required in *Reading First* schools to help districts evaluate their progress toward meeting the goal of "every child reading on grade level" by third grade. Schools must show regular progress toward this goal to continue receiving *Reading First* funds.

Pacing: The pace of a lesson should move briskly, but not so fast as to rush students beyond their ability to answer correctly. The purposes for a fast pace are to help students pay close attention to the material being presented, and provide students more practice time which increases the opportunity for greater student achievement, keeps students actively engaged, and reduces behavior management problems by keeping students on-task.

Partner/Peer Reading: Students reading aloud with a partner, taking turns to provide word identification help and feedback.

Pedagogy: How instruction is carried out or the method and practice of teaching.

Phases of Word Learning:
>Pre-alphabetic-Sight word learning at the earliest period. Children do not form letter-sound connections to read words; if they are able to read words at all, they do so by remembering selected visual features.
>Partial alphabetic-Children learn the names or sounds of alphabet letters and use these to remember how to read words. However, they form connections between only some of the letters and sounds in words, often only the first and final letter-sounds.
>Full alphabetic-Children can form complete connections between letters in written words and phonemes in pronunciations.
>Consolidated alphabetic-Readers operate with multi-letter units that may be morphemes, syllables, or subsyllabic units such as onsets and rimes. Common spelling patterns become consolidated into letter chunks, and these chunks make it easier to read words.

Phoneme: The smallest unit of sound within our language system. A phoneme combines with other phonemes to make words.

Phoneme Isolation: Recognizing individual sounds in a word (e.g., /p/ is the first sound in pan).

Phoneme Manipulation: Adding, deleting, and substituting sounds in words (e.g., add /b/ to oat to make boat; delete /p/ in pat to make at; substitute /o/ for /a/ in pat to make pot).

Phonemic Awareness: The ability to notice, think about, or manipulate the individual phonemes (sounds) in words. It is the ability to understand that sounds in spoken language work together to make words. This term is used to refer to the highest level of phonological awareness: awareness of individual phonemes in words.

Phonic Analysis: Attention to various phonetic elements of words.

Phonics: The study of the relationships between letters and the sounds they represent; also used to describe reading instruction that teaches sound-symbol correspondences.

Phonogram: A succession of letters that represent the same phonological unit in different words, such as "igh" in flight, might, tight, sigh, and high.

Phonological Awareness: One's sensitivity to, or explicit awareness of, the phonological structure of words in one's language. This is an "umbrella" term that is used to refer to a student's sensitivity to any aspect of phonological structure in language. It encompasses awareness of individual words in sentences, syllables, and onset-rime segments, as well as awareness of individual phonemes.

Prefix: A morpheme that precedes a root and that contributes to or modifies the meaning of a word as "re" in reprint.

Prior Knowledge: Refers to schema, the knowledge and experience that readers bring to the text.

Progress Monitoring: Tests that keep the teacher informed about the child's progress in learning to read during the school year. These assessment results provide a quick sample of critical reading skills that will inform the teacher if the child is making adequate progress toward grade level reading ability at the end of the year.

Pronunciation Guide: A key or guide consisting of graphic symbols that represent particular speech sounds.

Prosody: Reading with expression, proper intonation, and phrasing. This helps readers to sound as if they are speaking the part they are reading. It is also this element of fluency that sets it apart from automaticity.

Rate: The speed at which a person reads.

Readability Level: Refers to independent, instructional, and frustrational levels of text reading.

Reading Centers: Special places organized in the classroom for students to work in small groups or pairs, either cooperatively or individually. Students work in centers while the teacher is conducting small group reading instruction. Each center contains meaningful, purposeful activities that are an extension and reinforcement of what has already been taught by the teacher in reading groups or in a large group. Reading centers offer students the opportunity to stay academically engaged as they apply the skills they have been learning. They are an excellent way for teachers to determine whether or not students know what they have been taught. It is important to develop a system and organize your classroom in such a way that you can provide feedback to students in a timely manner. Waiting until the end of the week to look at what students have worked on all week is not a productive use of instructional time, as students may have been practicing errors all week.

Examples of Reading Centers: Students practice phonics skills at the phonics center, sort word cards at the vocabulary center, and at the reading center, they read books, listen to taped books, record the reading of a book, and read in pairs. The reading center would contain a variety of books at various reading levels to meet the needs of all students. Other centers may consist of writing and spelling activities, pocket charts, white boards, magnetic letters to practice word building, sentence strips and word cards to create stories, sequencing activities with pictures, story boards, or sentence strips to retell a story that has been read. Some centers may be permanent; others will change according to the skills, books, and activities being currently addressed. It is recommended that teachers not bring in material from other content areas unless the activity from science or math, for example, specifically focuses on a skill that is being addressed in reading instruction. Reading centers require careful planning.

Reading Fluency Prorating Formula: When students are asked to read connected text for more than one minute or less than one minute, their performance must be prorated to give a fluency rate per minute. The prorating formula for this is the following: words read correctly x 60 ÷ by the number of seconds = Reading Fluency Score.

Reading Vocabulary: The words needed to understand what is read.

Receptive Language: Language that is heard.

Regular Words: Any word in which each letter represents its respective, most common sound (e.g., sat, fantastic).

Repeated Reading: Rereading of text until the reader is able to read at a predetermined rate to produce fluency.

Retelling: Recalling the content of what was read or heard.

Rhyming: Words that have the same ending sound.

Root: A bound morpheme, usually of Latin origin, that cannot stand alone but is used to form a family of words with related meanings.

Scaffolding: Refers to the support that is given to students in order for them to arrive at the correct answer. This support may occur as immediate, specific feedback that a teacher offers during student practice. For instance, the assistance the teacher offers may include giving encouragement or cues, breaking the problem down into smaller steps, using a graphic organizer, or providing an example. Scaffolding may be embedded in the features of the instructional design such as starting with simpler skills and building progressively to more difficult skills. Providing the student temporary instructional support assists them in achieving what they could not otherwise have done alone.

Schema: Refers to prior knowledge, the knowledge and experience that readers bring to the text.

Schwa: The vowel sound sometimes heard in an unstressed syllable and is most often sounded as /uh/ or as the short /u/ sound as in cup.

Scientifically Based Reading Research (SBRR): Refers to empirical research that applies rigorous, systematic, and objective procedures to obtain valid knowledge. This includes research that: employs systematic, empirical methods that draw on observation or experiment; has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review; involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn; relies
on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and can be generalized.

Scope and Sequence: A "roadmap" or "blueprint" for teachers that provides an overall picture of an instructional program and includes the range of teaching content and the order or sequence in which it is taught.

Screening: An informal inventory that provides the teacher a beginning indication of the student's preparation for grade level reading instruction. It is a "first alert" that a child may need extra help to make adequate progress in reading during the year.

Segmenting: Separating the individual phonemes, or sounds, of a word into discrete units.

Self-Monitoring: Refers to metacognition. When students use self-monitoring strategies, they actively think about how they are learning or understanding the material, activities, or reading in which they are engaged.

Semantic Feature Analysis: Uses a grid to help explore how a set of things are related to one another. By analyzing the grid one can see connections, make predictions, and master important concepts.

Semantic Maps: Portray the schematic relations that compose a concept; a strategy for graphically representing concepts.

Sight Words: These are words that are recognized immediately. Sometimes sight words are thought to be irregular, or high frequency words (e.g., the Dolch and Fry lists). However, any word that is recognized automatically is a sight word. These words may be phonetically regular or irregular.

Sound to Symbol: Phonics instruction that matches phoneme to grapheme.

Speaking Vocabulary: The words used when speaking.

Speed: The rate at which a student reads.

Spelling Patterns: Refers to digraphs, vowel pairs, word families, and vowel variant spellings.

Stop Sounds: A stop sound can only be said for an instant, otherwise its sound will be distorted (i.e., / b/, /c/ /d/, /g/, /h/, /j/, /k/, /p/, /q/, /t/, /x/). Words beginning with stop sounds are more difficult for students to sound out than words beginning with a continuous sound.

Story Elements: Characters, problem, solutions, themes, settings, and plot.

Story Grammar: The general structure of stories that includes story elements.

Story Maps: A strategy used to unlock the plot and important elements of a story. These elements can be represented visually through various graphic organizers showing the beginning, middle, and end of a story. Answering the questions of who, where, when, what, and how or why, and listing the main events is also part of story mapping. These elements are also referred to as story grammar.

Strategic Learners: Active learners. While reading these learners make predictions, organize information, and interact with the text. They think about what they are reading

in terms of what they already know. They monitor their comprehension by employing strategies that facilitate their understanding.

Structural Analysis: A procedure for teaching students to read words formed with prefixes, suffixes, or other meaningful word parts.

Student Friendly Explanation: An explanation of the word's meaning rather than a definition.
        1) Characterizes the word and how it is typically used.
        2) Explains the meaning in everyday language.

Suffix: An affix attached to the end of a base, root, or stem that changes the meaning or grammatical function of the word, as "en" in oxen.

Summarizing: Reducing large selections of text to their bare essentials: the gist, the key ideas, the main points that are worth noting and remembering.

Supplemental Instruction is instruction that goes beyond that provided by the comprehensive core program because the core program does not provide enough instruction or practice in a key area to meet the needs of the students in a particular classroom or school. For example, teachers in a school may observe that their comprehensive core program does not provide enough instruction in vocabulary, or in phonics, to adequately meet the needs of the majority of their students. They could then select a supplemental program in these areas to strengthen the initial instruction and practice provided to all students.

Syllable: A segment of a word that contains one vowel sound. The vowel may or may not be preceded and/or followed by a consonant.

Syllable Types: There are six syllable types:
        1. Closed: cat, cobweb
        2. Open: he, silo
        3. Vowel-consonant-e (VCE): like, milestone
        4. Consonant-l-e: candle, juggle (second syllable)
        5. R-controlled: star, corner,
        6. Vowel pairs: count, rainbow

Symbol to Sound: Matching grapheme to phoneme.

Synonym: Words that have similar meanings.

Systematic Instruction: A carefully planned sequence for instruction, similar to a builder's blueprint for a house. A blueprint is carefully thought out and designed before building materials are gathered and construction begins. The plan for instruction that is systematic is carefully thought out, strategic, and designed before activities and lessons are planned. Instruction is across the five components (phonemic awareness, phonics, fluency, vocabulary, and comprehension). For systematic instruction, lessons build on previously taught information, from simple to complex.

Systematic Phonics Instruction: Systematic phonics programs teach children an extensive, pre-specified set of letter-sound correspondences or phonograms.

Systematic Review: A planned review of previously learned materials.

Targeted Supplemental/Intervention Reading Programs (TSRP/TIRP): These programs and materials provide instruction in one or more areas of reading skill. They are intended for flexible use as part of differentiated instruction or in more intensive interventions to meet student learning needs in specific areas (phonemic awareness, phonics, fluency, vocabulary, or comprehension). When they are used with almost all students in the class because the CCRP does not provide enough instruction and practice in a given area for the majority of students in the class, they are usually referred to as supplemental materials. When they are used to provide targeted, intensive interventions for smaller groups of struggling readers, they are often referred to as intervention materials. Whether referred to as supplemental or intervention materials, these programs provide targeted instruction designed to fill in gaps in student knowledge or skill. These materials can be used to provide either additional instruction or additional practice, or both.

Target Words: Are specifically addressed, analyzed, and/or studied in curriculum lessons, exercises, and independent activities.

Text Structure: The various patterns of ideas that are embedded in the organization of text (e.g., cause-effect, comparison-contrast, story grammar).

Think-Alouds: During shared read aloud, teachers reveal their thinking processes by verbalizing: connections, questions, inferences, and predictions.

Timed Reading: Student reads appropriate text with a predetermined number of words to be read within a specific amount of time.

Trade Book: A book intended for general reading that is not a textbook.

Train-the-Trainer Model: A capacity-building plan to develop master trainers who then deliver the program information to users.

Useful Words: Words that might be unknown to the student, but critical to passage understanding and words that students are likely to encounter in the future.

Useful Letter Sounds: Letters that appear frequently in words. Beginning readers can decode more words when they know several useful letters. Knowing the sounds of /m/, /a/, /t/, and /i/ is more advantageous than the sounds /x/, /q/ /y/, and /z/. Other useful letter sounds are /a/, /e/, /i/, /o/, /u/, /b/, /c/, /d/, /f/, /g/, /h/, /k/, /l/, /n/, /p/, and /r/.

Variant Correspondences: Various corresponding spelling patterns for a specific sound or a variety of spelling patterns for one sound (e.g., long a spelled a, a_e, ai_, _ay).

Vocabulary: Refers to all of the words of our language. One must know words to communicate effectively. Vocabulary is important to reading comprehension because readers cannot understand what they are reading without knowing what most of the words mean. Vocabulary development refers to stored information about the meanings and pronunciation of words necessary for communication. Four types of vocabulary include listening, speaking, reading and writing.

Vowel Digraph or Vowel Pair: Two vowels together that represent one phoneme, or sound (e.g., ea, ai, oa).

Word Family: Group of words that share a rime (a vowel plus the consonants that follow; e.g., -ame, -ick,-out).

Word Learning Strategies: Strategies students use to learn words such as: decoding, analyzing meaningful parts of words, using analogy, using context clues, using a dictionary (student friendly definitions), glossary, or other resources.

Word Parts: Letters, onsets, rimes, syllables that, when combined, result in words. The ability to recognize various word parts in multisyllabic words is beneficial in decoding unfamiliar words.

Word Study: The act of deliberately investigating words (e.g., vocabulary-building exercises, word-identification practice, and spelling).

Writing Vocabulary: Words that a student might use while writing.

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Reading K-12 FTCE

Test Outline

Brevard
Public
Schools

Compiled and Designed by Angela Schoon

BPS Teacher

DOE site: http://www.fl.nesinc.com/studyguide/FL_SG_about_035.asp
Quizlet study game: https://quizlet.com/38725799/ftce-reading-k-12-flash-cards/

Competencies and Skills Competency 1—Knowledge of research and theories of reading processes
1. Identify characteristics and sources of valid reading research.
2. Identify foundational theorists and differentiate among theories of reading processes and development.
3. Relate instructional applications to theories of reading processes and development.
    ○ 1960s -1970s
        ■ Fries believe that successful decoding resulted in reading comprehension.
        ■ Other theorists believed asking inferential and critical-thinking questions in order to challenge and engage students in a text.

    ○ 1970s - 1980s
        ■ Teach individual comprehension "skills" - main idea, sequence, cause and effect, etc.
        ■ Rosenblatt - "Reading is a transaction between the reader and the text."
            ● 2 purposes for reading: efferent - looking for and remembering information, aesthetic - connecting one's own life to the text
            ● Different purposes call for different reading strategies

    ○ Bottom-up, Top-down, Interactional Theories of Reading
        ■ Bottom-up - children learn from part-to-whole: phonics, letter-sound relationship, decodable books. Skill-based learning one skill at a time
        ■ Top-down - reading begins with reader's knowledge - whole to the parts.
            ● Whole word approach where students memorize high frequency words then discover letter-sound correspondences
            ● Whole language approach where students were immersed in print rich environments, and it was thought that students could learn to read as naturally as they learn to talk.
        ■ Interactive theories (now called balanced literacy) combine bottom-up and top-down approaches where teachers teach decoding, vocabulary, and comprehension skills while surrounding students with high-quality text.

    ○ Literacy and Literacy Learning for the 21st Century
        ■ Thornburg - literacy includes students' technology capacities and the ability to communicate online
        ■ Cooper - literacy includes reading, writing, thinking, listening, viewing, and discussing -- all of which must work together authentically - believes students should not be "taught" vocabulary and comprehension skills
        ■ Emergent Literacy - students emerge into reading and writing without a beginning and end - children are introduced to print early on by parents and continue to make meaning in print if there is a print-rich environment

- ■ Reading Readiness - opposite of emergent literacy, this approach believes that children must master sequenced reading skills before they can read
- ■ Language Acquisition - children come to school with a language base, and due to the connection between oral language and reading, schools must build on that.
  - ○ Other theorists
    - ■ Adams - 5 basic types of phonemic-awareness tasks
    - ■ Bandura - social learning theory - people learn from one another
    - ■ Bloom - Bloom's taxonomy - hierarchy of skills from simple to complex and concrete to abstract
    - ■ Bruner - modes of representation: enactive, iconic, symbolic -- depend on how familiar the learner is with the material which must be appropriate and ready for the learner
    - ■ Chall - direct, systematic instruction in reading
    - ■ Chard & Osborn - importance of alphabetic principle for students with learning disabilities
    - ■ Clay - Reading Recovery - helps teachers document students' oral reading progress
    - ■ Erikson - theory of psychosocial development - 8 stages from infancy through adulthood
    - ■ Flesch - phonics centered foundation
    - ■ Fountas & Pinnell - Leveling system for texts - reading/writing workshops
    - ■ Gardner - theory of multiple intelligences - one's potential is correlated to their learning preferences
    - ■ Maslow - hierarchy of needs - physiological, safety, love, esteem, self-actualization
    - ■ Piaget - theory of cognitive development - children move through four stages of mental development
    - ■ Taberski - teacher must have individual time with each student to support what makes sense, sounds right, and matches the letters - graphophonic cues
    - ■ Vail - known for study of dyslexia
    - ■ Vygotsky - Zone of Proximal Development
    - ■ Motivation theories - explain what drives individuals to work towards a goal
      - ● Self-determination theory
      - ● Attribution theory
      - ● Cognitive dissonance theory
      - ● Classic conditioning
      - ● Operant conditioning

Competency 2—Knowledge of text types and structures

1. Identify text structures and text features of literary and informational texts.
- Literary structural elements
    - Setting - time and place of events in a story - How do characters interact with their surrounding? How does time/place impact the development of the story?
    - character(s) - how characters develop/interact - character's thoughts, actions, feelings, motivations
    - Tone - influenced by word choice/language
    - Mood - emotional atmosphere created through words and descriptions
    - Point of view - first person, third person, second person - What perspective is the story being told from?
    - Theme - moral or lesson text conveys
- Informational text structures
    - Sequence of events
    - Description
    - Cause and effect
    - Problem-solution
    - Compare and contrast
- Text/graphic features
    - Table of contents
    - Index
    - Glossary
    - Headings
    - Bold words
    - Charts
    - Maps
    - Pictures/illustrations with captions

2. Differentiate among the characteristics, features, and elements of various literary and informational genres and formats of texts for reading and writing.
- Fiction
    - Folklore - set of beliefs and stories of a particular group that are passed down from generation to generation
        - Fables - short story usually involving animals that teaches a moral
        - Fairy tales - stories that involve animals or magical creatures - often involve good versus evil
        - Myths - involve gods, demigods, or supernatural humans who explain certain practices or phenomena
        - Legends - unverifiable stories with human characters that seem real
        - Tall tales - stories in real settings with exaggerated characters
    - Science fiction - imaginative stories with scientific or technological theories
    - Realistic fiction - relatable for readers
    - Historical fiction - historically accurate setting and characters who tell a new story

- Drama - tells a story through onstage performance by actors including dialogue and stage directions
- Poetry - uses rhythm and figurative language -- often includes rhyme, sensory imagery, and alliteration
- Nonfiction (Informational Text)
  - Biography
  - Autobiography
  - Essays
  - Letters
  - Journals
  - Informational books/articles
  - Newspaper articles

3. Evaluate and select appropriate texts to reflect and support the backgrounds of diverse learners while matching texts to student interest.
- Multicultural literature
  - Representative of the cultures in the classroom, community, and country
  - Presents information about how to interact with individuals from different cultural backgrounds
  - Must accurately portray the culture

4. Determine criteria for evaluating and selecting both print and nonprint texts for instructional use.
- Text complexity
- Student interest
- Illustrations that support meaning
- Predictable structures and language patterns

5. Evaluate and select texts at appropriate reading levels and text complexity for diverse learners.
- Text complexity
  - Quantitative measures - features that can be counted or quantified--sentence length, number of syllables, word length, word frequency, etc.
  - Qualitative measures - considers a range of factors--levels of meaning, structure, language, knowledge demands, etc.

Competency 3—Knowledge of reading assessment and evaluation

1. Differentiate among characteristics of norm-referenced, criterion-referenced, and performance based assessments used for screening, diagnosis, progress monitoring, and outcomes.
- ● Norm-referenced tests
    - ○ Measure one test taker against a group of other test takers
    - ○ Scores reported in percentiles
    - ○ Allows for comparisons across groups
    - ○ Can use used as a screener
- ● Criterion-referenced tests
    - ○ Measure against predetermined benchmark(s) or set criteria
    - ○ Used to measure progress towards certain objectives
    - ○ Can be used as a diagnostic assessment and/or for progress monitoring
- ● Performance based assessments
    - ○ Allow students to complete a task to demonstrate their level of mastery by applying skills and knowledge learned
    - ○ Typically requires higher-order thinking skills to produce a product
    - ○ Can be used as outcome measures

2. Evaluate and select appropriate oral and written assessment instruments and practices using continuous text for monitoring individual student progress.
- ● Informal assessments - offer complete picture of ongoing progress
    - ○ Observation, portfolios, projects, presentations, oral checks
        - ■ Oral reading
        - ■ Oral comprehension
        - ■ Oral retell
        - ■ Running record - with error analysis and miscues
        - ■ Informal Reading Inventory (IRI)
            - ● Identify students independent, instructional, frustrational reading level in order to differentiate instruction
        - ■ Phonics screener
        - ■ Exit ticket
        - ■ Quick write
- ● Formal assessments - measure how well a student has mastered learning outcomes
    - ○ Standardized tests, chapter tests, end of course exams

3. Analyze and interpret data from multiple informal and formal reading and writing assessments to guide whole-group instruction.
- ● After administering a running record or listening to a student read, the teacher can conduct a miscue analysis in order to determine how the student attempts to figure out words, how the student self-monitors, and strengths and weaknesses of the reader.

4. Analyze and interpret student data from multiple informal and formal reading and writing assessments to differentiate instruction and develop individual student goals for diverse learners.

- Response to Intervention (RTI) - multi-tier approach to the early identification and support of students with learning and behavior needs
  - Tier 1 - All students receive instruction in core curriculum
  - Tier 2 - Students who are below grade level receive intervention in small groups
  - Tier 3 - Students who are not responding to Tier 1 and 2 also receive intensive intervention
- Explicit, systematic, direct instruction that is targeted to meet each student's needs
  - Scaffolding - providing support by breaking up the learning into chunks
  - Shaping - providing positive reinforcers
- Accomodations - changes to materials or instructional practices

5. Identify characteristics of students at varying reading levels.
- Emergent - basic concepts of print, picture analysis, sound-letter recognition
- Early - beginning word recognition, developing a bank sight words, print reading
- Transitional - bank of sight words, able to read in meaningful phrases with comfortable pace and appropriate voice intonation
- Fluent - experiencing reading independence, read a variety of genres, and use reading as a tool to gain knowledge
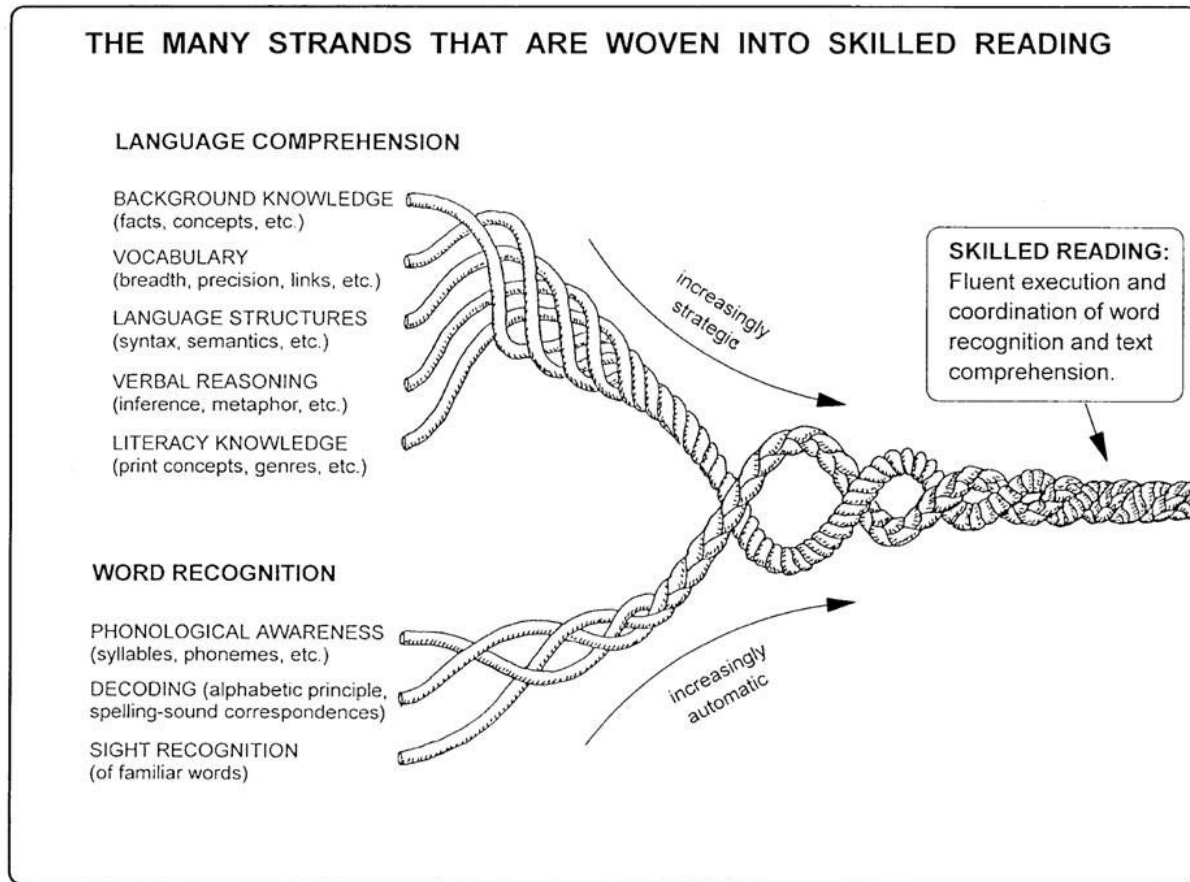
Competency 4—Knowledge of learning environments and procedures that support reading

1. Apply appropriate grouping practices for specific instructional purposes in reading.
   ● Group students with similar needs for instructional purposes
   ● Pinpoint focus - strategy focus and comprehension focus
   ● Choose text on students' instructional reading level
   ● Incorporate word work, reading, and writing

2. Determine appropriate procedures and delivery methods to integrate speaking and listening, reading, writing, and viewing for diverse learners across content areas.
   ● Discussion circles
   ● Literature circles

3. Evaluate and select techniques for encouraging motivation and promoting positive attitudes of diverse learners toward academic and personal reading.
   ● Classroom environment that encourages reading
   ● Recommend books that appeal to the student's interest
   ● Promote successful reading experiences
   ● Encourage repeated readings
   ● Provide daily read aloud activities
   ● Model enthusiasm for reading

4. Apply appropriate instructional methods to integrate technology, support student-centered learning, and establish an information-rich environment.
   ● Technology integration
     ○ Students will have differing levels of digital literacy
     ○ Students must be taught now to evaluate digital sources
     ○ Digital tools allow for differentiation and can aid students with special needs or limited English
   ● Student-centered learning
     ○ Must be meaningful
     ○ May include: language games, word walls, poems

5. Determine organizational and classroom management practices for multiple reading programs to support diverse learners.

6. Evaluate and select methods of prevention and intervention for students who have not mastered grade-level language arts standards.
   ● Explicit, systematic, direct instruction reinforced at home
   ● Intervention must be targeted to meet each student's specific need as determined through diagnostic assessments and observations
   ● Goal of interventions are usually to increase word identification/decoding or overall comprehension
     ○ Word identification/decoding strategies
       ■ Scaffolding

- - - - ■ Shaping
      - ■ Phonics instruction - phoneme blending, segmentation, and deletion/substitution
  - ○ Overall comprehension strategies to integrate and synthesize information
    - ■ Semantic mapping
    - ■ Reciprocal teaching
    - ■ PQ4R - preview reading material, generate questions, read to answer questions
    - ■ SQ3R - survey, question, read, recite, review

Competency 5—Knowledge of oral and written language acquisition and beginning reading

THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

increasingly strategic

SKILLED READING:
Fluent execution and coordination of word recognition and text comprehension.

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle, spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)

increasingly automatic

1. Identify the concepts related to oral and written language acquisition.
- Oral language acquisition
  - Things to consider:
    - Read alouds
    - Vocabulary
    - Practice and modeling
    - Observation and experience
    - Speaking frequently with children and encouraging them to speak
    - Must consider student's home language (dialect, register)
  - Stages of language acquisition
    - Pre-speech stage
    - Babbling stage
    - One-word stage
    - Two-word stage
    - Early multi-word stage
    - Later multi-word stage
  - 3 components of oral language
    - Phonological component - the rules for combining sounds
    - Semantactic component - combine morphemes (the smallest units of language that have meaning) to make words

- - - ■ Syntactic component - use morphemes together to make sentences
- Written language acquisition
  - ○ Writing development
    - ■ Conceptual knowledge - the purpose of the writing - strong understanding of the content
    - ■ Procedural knowledge - the process of the writing - forming letters, words, sentences
    - ■ Generative knowledge - using words to communicate meaning

2. Identify the concepts related to beginning reading.
- Concepts of print
- Language development
- Phonological awareness
- Alphabetic principle
- Word recognition
- Comprehension

3. Apply instructional methods for developing oral language, phonological awareness, concepts of print, alphabet knowledge, and written language development.
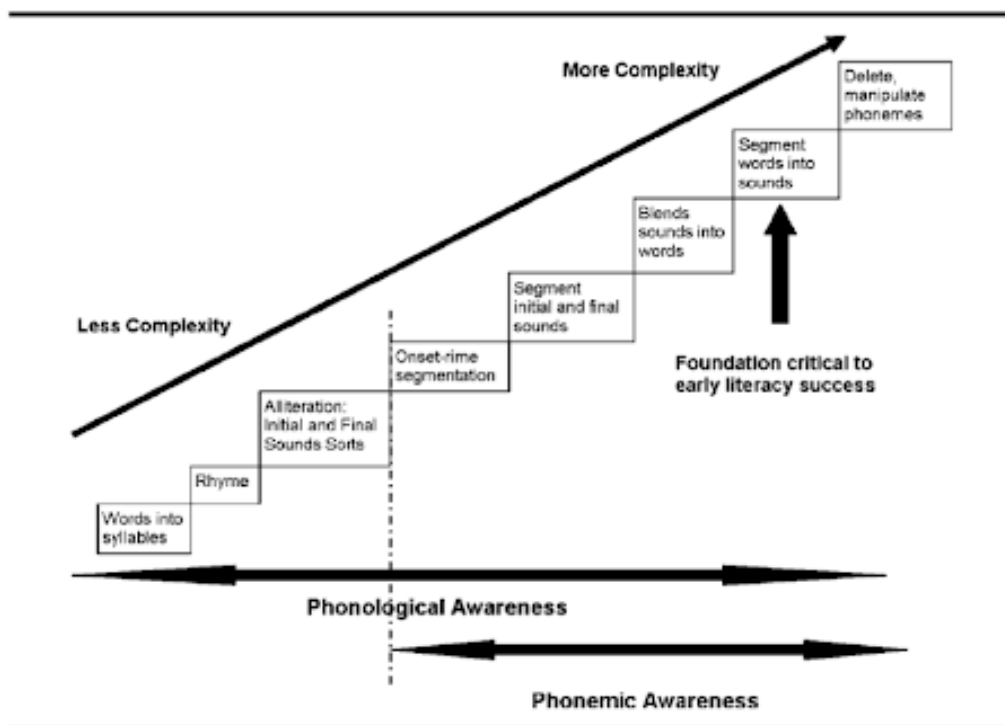
- Oral language
  - ○ Develop speaking and listening skills
    - ■ Conversations
    - ■ Vocabulary development, especially picture vocabulary strategies
    - ■ Read alouds
    - ■ Show and tell

- ■ Collaborative learning experiences
- ■ Active listening strategies
- Phonological awareness (includes phonemic awareness)
  - Rhyming
  - Syllable blending and breaking words into syllables
  - Alliteration
  - Sentence segmenting
  - Phoneme blending
  - Identifying initial and final phonemes in 1 syllable words
  - Identifying onsets (first sounds of a word) and rimes (remaining letters of a word)
  - Phoneme segmentation
  - Phoneme deletion/substitution
- Concepts of print including environmental print
  - Structure of a book/story
  - Directionality of print
  - Concepts of letters, words, and sentences
  - Punctuation
- Alphabetic knowledge
  - Ketter names
  - Letter shapes
  - Letter sounds
- Written language development
  - Spell familiar words
  - Write simple sentences and stories

Competency 6—Knowledge of phonics and word recognition

1. Identify the concepts related to word recognition development.
   - Oral language
   - Concepts of print
   - Phonological awareness
   - Alphabetic principle
   - Phonemic awareness
   - Phonics
   - Sight words
   - Word analysis
     - Semantic (meaning) cues - cues to a word's meaning
     - Syntactic (structural) cues - based on structure of language
     - Graphophonic cues - sound-symbol knowledge
   - Vocabulary

2. Apply instructional methods for developing phonemic awareness and phonics knowledge for diverse learners.
   - Phonemic awareness
     - Phoneme blending
     - Identifying initial and final phonemes in 1 syllable words
     - Identifying onsets (first sounds of a word) and rimes (remaining letters of a word)
     - Phoneme segmentation
     - Phoneme deletion/substitution

   **ELL students may struggle with phonemic awareness because not all English phonemes are present in other languages.
   - Phonics
     - Letter-sound correspondence
     - Decoding - using letter/sounds knowledge to read
     - Encoding - using letter/sound knowledge to write

   **ELL students will need systematic phonics instruction combined with vocabulary instruction and automatic word recognition

3. Apply instructional methods for developing word-analysis skills for decoding and encoding monosyllabic and multisyllabic words for diverse learners.
   - Phonemes - smallest unit of sound in a word
   - Morphemes - smallest unit of meaning in a word
   - Consonant digraphs - 2 consonants that make a sound (ch, sh, th, wh)
   - Consonant blends - 2 or more consonants that blend together

4. Apply instructional methods for promoting the recognition of high frequency words, sight words, and irregularly spelled words for diverse learners.
   - High frequency words
     - Can be decoded, but may follow rules that haven't been taught yet
   - Sight words

- - Must be memorized in order to be instantly recognized -- not usually decodable
- Irregularly spelled words

Competency 7—Knowledge of vocabulary acquisition and use

1. Identify the concepts of vocabulary acquisition and use.
   ● Incidental vocabulary learning
   ● Intentional vocabulary teaching
   ● Specific word instruction
   ● Word-learning strategies
      ○ Structural (morphophemic) analysis
         ■ Affixes, base words, inflected endings
      ○ Contextual analysis
      ○ Resources - glossary, dictionary, thesaurus

2. Evaluate and select instructional methods for vocabulary acquisition and use in speaking and listening, reading, and writing for diverse learners.
   ● Introduce vocabulary before reading, during reading, or after reading depending on student needs
   ● Picture dictionary
   ● Identification of common morphemes, prefixes, suffixes
      ○ Root words
      ○ Base words
      ○ Contractions
      ○ Prefixes
      ○ Suffixes
      ○ Compound words
      ○ Inflectional endings
      ○ Greek/Latin roots
   ● Identification of homographs
   ● Idioms, metaphors, and colloquial uses of language

3. Apply appropriate instructional methods for developing the use of independent word learning strategies for diverse learners.
   ● Promote the use of the dictionary
   ● Collect and share interesting words from independent reading
   ● Develop word analysis skills

4. Apply appropriate instructional methods for developing and using conversational, general academic, and domain-specific words and phrases for diverse learners.
   ● Word study group
   ● Discussion circles
   ● Word bank

Competency 8—Knowledge of reading fluency and reading comprehension

1. Identify the components of reading fluency that support comprehension.
- Reading rate - words per minute
- Automaticity - identify words accurately and quickly
- Accuracy - correct decoding of words
- Prosody - expressiveness, phrasing, and inflection

2. Apply appropriate instructional methods for developing fluent reading with purpose and understanding for diverse learners.
- Modeling
- Choral reading
- Reader's theater
- Frequent independent reading
- Paired reading
- Repeated reading
- Audio-assisted reading

3. Evaluate and select instructional methods for teaching skills and developing strategies for comprehension and analysis of informational texts.
- Previewing a text and setting a purpose
- Inferencing
- Identifying main ideas
- Self-monitoring while reading
- Meta-congition
- Annotating
- Summarizing
- Generating questions
- Make connections
- Use textual evidence
- Graphic organizers
- Specific targeted strategies
  - Directed Reading-Thinking Activity
  - QAR Strategy
  - SQ3R strategy

4. Evaluate and select instructional methods for teaching skills and developing strategies for comprehension and analysis of literary texts.
- Previewing a text and setting a purpose
- Inferencing
- Identifying theme
- Self-monitoring while reading
- Meta-congition
- Annotating
- Summarizing

- Generating questions
- Make connections
- Use textual evidence
- Graphic organizers
- Specific targeted strategies
    - Directed Reading-Thinking Activity
    - QAR Strategy
    - SQ3R strategy

5. Apply instructional methods for developing metacognition and critical thinking for diverse learners.
- Analyze, synthesize, evaluate information
    - Define author's purpose
    - Analyze cause and effect relationships
    - Recognize order of events
    - Utilize graphic organizers to enhance critical thinking

6. Apply instructional methods for engaging students in evidence-based collaborative discussions about literary and informational print and nonprint texts.
- Discussion circles
- Literature circles

7. Apply instructional methods to develop study skills for comprehension of literary and informational texts for diverse learners.
- Note taking
- Summarizing
- Discussion
- Reference materials, maps, graphics
- Highlighting
- Outlining

Competency 9—Knowledge of reading program development, implementation, and coordination

1. Evaluate and select approaches for involving stakeholders in reading initiatives for diverse learners.

2. Evaluate and select approaches to increase caregiver involvement in reading education.
   ● Provide opportunities for public to get involved in school reading
   ● Educate parents/families about current reading instruction practices
   ● Newsletters
   ● Parent/family conferences
   ● Sharing frequent student progress updates with parents/families

3. Interpret reading policies, program information, and assessment data for the purpose of dissemination among stakeholders.
   ● Stay abreast of current research and best practices
   ● Understand and be able to communicate information effectively
   ● Know how to read results and interpret them as purposeful information taking the audience into consideration

4. Select and evaluate instructional materials for comprehensive reading programs and reading intervention programs for diverse learners.
   ● Instructional design
     ○ Clarity
     ○ Opportunities for student practice
     ○ Alignment of assessments
     ○ Differentiation
     ○ Scaffolding

   ● Instructional content
     ○ Phonemic awareness
     ○ Phonics
     ○ Fluency
     ○ Vocabulary
     ○ Text comprehension

5. Identify criteria to determine the effectiveness of reading programs.
   ● Evidence of working to improve student literacy
   ● Based on recent and proven research
   ● Age appropriate
   ● Meets needs of student population

6. Interpret school data and program evaluation results to modify and improve curriculum content and instruction through professional learning.
   ● Use data about student performance to determine areas of need for professional development
   ● Identify gaps between standards and student mastery to target areas for improved teaching practices

- Examine student performance at the district and/or state level and identify shared weaknesses

7. Determine effective methods for coaching and supporting paraprofessionals, tutors, and volunteers to assist in reading instruction for diverse learners.
- Communication
- Observation
- Modeling
- Training
- Organization

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