| **Required Course Numbers** | | | | | | | | | | | | | | | |
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| **Test Content Categories** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **Phonological and Phonemic Awareness and Emergent Literacy** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A. Understands methods for teaching phonological awareness (recognition of rhyme and alliteration; segmenting; blending; manipulation of syllables as well as onset and rime) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| B. Understands instructional methods for teaching phonemic awareness, both basic (e.g., segmenting and blending) and advanced (e.g., deletion, substitution) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C. Knows ways to develop students’ expressive and receptive language components associated with oral language development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| D. Knows instructional methods to teach beginning readers the concepts about print such as directionality, return sweep, parts of a book, and the form and function of print |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| E. Understands instructional strategies to help emergent readers fluently identify upper and lower case letters |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| F. Knows how to select and apply formal and informal assessment methods and use the data to guide instruction and monitor student progress for phonological and phonemic awareness including emergent literacy |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **Phonics and Decoding** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A. Understands how to teach phoneme-grapheme correspondence |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| B. Understands methods for teaching phonics systematically, explicitly, and recursively |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C. Knows instructional methods for common phonics patterns and rules (consonant digraphs, blends, diphthongs, schwa sound, syllable types, word families, etc.) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| D. Knows how to teach morphological analysis (i.e., affixes, roots and base words) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| E. Knows how to teach syllable types in decoding multisyllabic words |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| F. Is familiar with multisensory approaches for supporting student recognition of non-decodable/irregularly spelled words (i.e., was, listen, though, the, once) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| G. Knows how to apply formal and informal assessment methods and use the data to guide instruction and monitor student progress for phonics and decoding |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **Vocabulary and Fluency** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A. Understands ways to build, expand, and use expressive and receptive vocabulary |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| B. Understands methods for teaching vocabulary systematically, explicitly, and repeatedly |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C. Knows how to match an instructional method to word complexity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| D. Knows multiple approaches to teaching word solving and structural analysis |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| E. Knows how to guide students to understand a wide variety of words (common and content-specific) through direct instruction and independent vocabulary learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| F. Understands instructional methods to foster students’ automaticity through accuracy, appropriate rate, and prosody |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| G. Knows methods of supporting fluent reading behaviors at the phoneme, word, and passage level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| H. Knows how fluency, vocabulary, and comprehension are interrelated |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I. Knows how to apply formal and informal assessment methods and use the data to guide instruction and monitor student progress for vocabulary and fluency |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **Comprehension of Literary and Informational Text** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A. Understands how to support students’ listening comprehension and its relationship to reading comprehension |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| B. Knows how to support students’ speaking and listening skills as they discuss texts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C. Understands how to activate and build all students’ background knowledge to increase comprehension |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| D. Is familiar with methods for teaching comprehension systematically and explicitly to all learners |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| E. Knows how metacognition guides students’ development of monitoring their own comprehension and analysis of different types of text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| F. Is familiar with strategies to guide students’ self-selection of appropriate texts to increase motivation and engagement |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| G. Knows how to differentiate instruction, tasks, and materials (print and digital) that are appropriate and culturally responsive to all learners |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| H. Understands how to teach the use of graphic and semantic organizers to support comprehension |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I. Knows how teach the genres (i.e., poetry, prose, drama), structures (i.e., story elements), and features of literary texts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| J. Knows how to teach literary devices (i.e., figurative language, nuance of words, and alliteration) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| K. Understands how to apply the data from formal and informal assessments to guide and differentiate instruction, monitor student progress and select teaching strategies that support readers as they construct literal and inferential meaning including the author’s use of language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| L. Understands how to teach the types (i.e., biography, how to), structures (i.e., description, cause and effect, sequence), and features of informational texts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| M. Knows how to use technology to support students’ ability to critically examine online resources and foster digital literacy, to personalize learning experiences for students of different needs, and to support active learning across content areas |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. **Written Expression** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A. Understands how to teach writing as a recursive process that supports self-evaluation and expression |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| B. Knows systematic and explicit methods to teach writing to all learners (i.e., Simple View of Writing, Not So Simple View of Writing) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C. Knows strategies for integrating reading and writing (i.e., summarizing, annotation) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| D. Knows methods to use digital tools for communication, writing, collaboration, and publishing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| E. Is familiar with the defining characteristics instructional methods for teaching the various types of writing: informational/expository, argument/persuasive/opinion, and narrative |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| F. Knows methods to connect the teaching of both decoding and encoding as reciprocal skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| G. Knows how to take a systematic, explicit, multisensory, recursive approach to spelling development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| H. Understands methods of teaching the structure of written language, including the rules of grammar and mechanics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I. Knows how to apply formal and informal assessment methods and use the data to guide instruction and monitor student progress for written expression |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |