| **Test Content Categories** | **How well do I know the content?  (scale 1–5)** | **What resources do I have/need for this content?** | **Where can I find the resources I need?** | **Dates I will study this content** | **Date completed** |
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| **I. Foundational Literacy Skills (40%)** |  |  |  |  |  |
| **A. Phonological and Phonemic Awareness** |  |  |  |  |  |
| 1. Understands instructional methods of systematically and explicitly teaching phonological awareness skills (e.g., recognition of rhyme and alliteration, segmenting of syllables and phonemes, manipulation of onsets and rimes) |  |  |  |  |  |
| 1. Understands instructional methods and evidence-based strategies (e.g., Simple View of Reading) to systematically and explicitly teach phonemic awareness skills (e.g., blending, segmenting, substituting, deleting) |  |  |  |  |  |
| 1. Understands instructional methods for systematically and explicitly teaching concepts about print (e.g., directionality of text, print awareness, recognition of uppercase and lowercase letters, parts of a book and their functions) |  |  |  |  |  |
| 1. Demonstrates knowledge of the alphabetic principle in early literacy instruction |  |  |  |  |  |
| 1. Understands how to use the classroom environment and materials (e.g., sound wall, visuals) to increase students’ phonological and phonemic awareness skills |  |  |  |  |  |
| 1. Understands various approaches to fostering students’ expressive and receptive language skills to improve their oral language development |  |  |  |  |  |
| 1. Knows how to apply a variety of assessment methods, including formal and informal approaches, to capture a comprehensive picture of phonological and phonemic awareness skills while considering the diverse needs and experiences of all students |  |  |  |  |  |
| **B. Phonics and Decoding** |  |  |  |  |  |
| 1. Understands how to decode unfamiliar words and apply word analysis skills to appropriate grade levels |  |  |  |  |  |
| 1. Understands instructional strategies for teaching common phonics patterns and rules (e.g., vowel teams, consonant clusters, r-controlled vowels, syllabication, orthography) |  |  |  |  |  |
| 1. Knows how to teach syllable types (e.g., open, closed, silent “e”) in multisyllabic words |  |  |  |  |  |
| 1. Knows how to teach morphemic analysis, including identifying roots and affixes and understanding meanings of prefixes (e.g., re-, un-, pre-) and suffixes (e.g., -ing, -ed -ness) |  |  |  |  |  |
| 1. Demonstrates an understanding of high-frequency words |  |  |  |  |  |
| 1. Knows how to utilize instructional techniques (e.g., multisensory learning, repeated exposure) to aid students in expanding their sight word recognition |  |  |  |  |  |
| 1. Understands common letter-sound correspondences and spelling conventions |  |  |  |  |  |
| 1. Knows how to apply a variety of assessment methods, including formal and informal approaches, to capture a comprehensive picture of foundational literacy development (e.g., phonological awareness, phonemic awareness, phonics, and decoding) while considering the diverse needs of all students |  |  |  |  |  |
| **II. Fluency and Vocabulary (30%)** |  |  |  |  |  |
| **A. Fluency and Vocabulary** |  |  |  |  |  |
| 1. Knows how fluency and vocabulary contribute to reading comprehension |  |  |  |  |  |
| 1. Knows instructional methods to teach students how to read orally with accuracy, rate, and prosody |  |  |  |  |  |
| 1. Knows how to help students acquire a wide range of both common and content-specific words through direct instruction and independent learning |  |  |  |  |  |
| 1. Knows how to determine the literal meaning of unknown words and phrases from context, syntax, and/or knowledge of roots and affixes |  |  |  |  |  |
| 1. Understands the importance of robust vocabulary knowledge for reading comprehension and how to implement strategies (e.g., preteaching vocabulary) to expand students’ academic and content-specific vocabulary |  |  |  |  |  |
| 1. Understands how to teach strategies for supporting fluent reading at the phoneme, word, and passage levels |  |  |  |  |  |
| 1. Understands methods of teaching the structure of written language, including the rules of grammar and mechanics |  |  |  |  |  |
| 1. Knows how to apply a variety of assessment methods, including formal and informal approaches, to capture a comprehensive picture of fluency and vocabulary skills while considering the diverse needs and experiences of all students |  |  |  |  |  |
| **III. Comprehension and Written Expression (30%)** |  |  |  |  |  |
| **A. Comprehension and Written Expression** |  |  |  |  |  |
| 1. Knows how to foster students’ listening-comprehension skills to improve their reading comprehension skills through research-based approaches |  |  |  |  |  |
| 1. Knows instructional strategies (e.g., drawing inferences, making predictions, and questioning) to enhance students’ knowledge and understanding of texts |  |  |  |  |  |
| 1. Knows how to support students in identifying the central idea and key details of a text (e.g., literary and informational) by citing specific evidence (e.g., summarizing and retelling) |  |  |  |  |  |
| 1. Knows how to provide differentiated instruction (e.g., graphic organizers, scaffolding, choice of text) to diverse learners with varying abilities and backgrounds to improve comprehension |  |  |  |  |  |
| 1. Knows ways to model and guide students’ metacognition to check their understanding as they read a variety of texts |  |  |  |  |  |
| 1. Knows how to teach literary devices (e.g., figurative language, point of view) to increase students’ understanding of texts |  |  |  |  |  |
| 1. Understands how structural elements (e.g., character development, setting) of various genres of literature (e.g., drama, poetry) contribute to the overall meaning and impact of texts |  |  |  |  |  |
| 1. Knows instructional methods to provide support for complex texts by preteaching vocabulary, discussing key concepts, and using reading strategies (e.g., questioning, predicting, and summarizing) |  |  |  |  |  |
| 1. Knows systematic and explicit methods to teach writing to all learners (i.e., Simple View of Writing, Not So Simple View of Writing) |  |  |  |  |  |
| 1. Understands how to teach writing as a recursive process that encourages ongoing revision, self-evaluation, and expression |  |  |  |  |  |
| 1. Knows instructional methods to teach common types of writing (e.g., narrative, informative/explanatory, opinion/argumentative, and descriptive writing) |  |  |  |  |  |
| 1. Understands instructional methods for connecting the teaching of decoding and encoding as reciprocal skills that support the development of reading and writing |  |  |  |  |  |
| 1. Knows how to apply a variety of assessment methods, including formal and informal approaches, to guide and differentiate instruction and monitor student progress to support readers as they comprehend and construct meaning from a text while considering the diverse needs and experiences of all students |  |  |  |  |  |
| **Tasks of Teaching Reading** |  |  |  |  |  |
| **A. Planning and Facilitating Instruction** |  |  |  |  |  |
| 1. Incorporates systematic and explicit instruction to support students’ reading abilities |  |  |  |  |  |
| 1. Evaluates texts, examples, and graphic representations for their support of particular Reading instructional goals |  |  |  |  |  |
| 1. Creates and modifies texts, examples, and graphic representations to support Reading instructional goals, including differentiation for particular learners |  |  |  |  |  |
| 1. Analyzes language and language systems |  |  |  |  |  |
| 1. Explains, defines, and demonstrates Reading processes and concepts for students |  |  |  |  |  |
| 1. Facilitates class discussions and conversations with individual students to elicit or develop their thinking about particular Reading content |  |  |  |  |  |
| 1. Promotes vocabulary development through direct instruction to enhance reading comprehension |  |  |  |  |  |
| 1. Evaluates instructional strategies and activities to elicit, develop, or assess students’ thinking about particular Reading content or to develop or assess their facility with particular Reading processes |  |  |  |  |  |
| **B. Analyzing Student Learning** |  |  |  |  |  |
| 1. Evaluates student reading, writing, speaking, and listening to identify specific strengths and/or areas for improvement or instructional focus |  |  |  |  |  |
| 1. Evaluates student reading, writing, speaking, or listening to classify students’ level of literacy development |  |  |  |  |  |
| 1. Analyzes student reading, writing, speaking, or listening to identify patterns of thinking, misconceptions, and partial conceptions |  |  |  |  |  |
| 1. Responds to student reading, writing, speaking, or listening to target the particular Reading concept in need of attention |  |  |  |  |  |