| **Required Course Numbers** | | | | | | | | | | | | | | | |
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| **Test Content Categories** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Phonological and Phonemic Awareness Including Emergent Literacy (11%) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Is familiar with receptive and expressive components associated with oral language development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Is familiar with how to identify cultural,  environmental, and linguistic factors that may have an impact on literacy development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Is familiar with instructional methods for teaching phonological awareness and  phonemic awareness |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * + 1. Syllables and onset and rime, phoneme segmenting, blending, deletion, and substitution |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Syllables and onset and rime, phoneme  segmenting, blending, deletion, and substitution |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Knows how to recognize phonemic- awareness difficulties across ages and grades |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. 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 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Knows instructional strategies to help  emergent readers fluently identify letter names and sounds |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Phonics and Decoding 14%) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Is familiar with the impact of decoding skills on literacy development across grade levels |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Knows instructional methods for teaching phonics and decoding systematically, explicitly, and recursively across grade levels |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Knows instructional methods for teaching common phonics patterns and rules |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * + 1. Consonant digraphs, blends, diphthongs, schwa sound, syllable types, word families, etc. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Understands instructional methods for  teaching morphological analysis |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * + 1. Affixes, roots, and base words |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Understands instructional methods for   teaching syllable types when decoding   multisyllabic words |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Is familiar with multisensory approaches for supporting student recognition of non-decodable/irregularly spelled words (e.g., “was,” “listen,” “though,” “the,” “once”) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Fluency and Vocabulary (16%) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Understands instructional methods to foster students’ fluency |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * + 1. Accuracy, automaticity, prosody, and self-efficacy |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Knows methods of supporting fluent reading behaviors at the letter name/sound, word, phrase, sentence, and passage level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Understands instructional methods to build, expand, and use expressive and receptive vocabulary systematically, explicitly, and through repeated exposures in multiple contexts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Knows multiple approaches to teach word-solving strategies |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Context clues and structural analysis |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Knows how to match an instructional method to word complexity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Knows how to guide students to understand a wide variety of words through direct instruction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Common, contextual, content-specific, connotation, multiple-meaning words |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Is familiar with multiple instructional methods for vocabulary instruction of second-language learners |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Cognates, figurative language, idioms |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Understands how grammatical functions and punctuation affect fluency and meaning of text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Understands how fluency, vocabulary, and comprehension are interrelated |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Comprehension of Literary and Informational   Text (23%) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Understands how to support students’  listening comprehension and how it relates to reading comprehension |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Knows how to apply knowledge of child and adolescent development to the teaching of literary and informational texts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Is familiar with how to differentiate instruction, tasks, and materials (print and digital) that are appropriate and culturally responsive to all learners |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Is familiar with how to use measures of text complexity to select appropriate texts for instruction and to guide students in self-selecting texts to increase motivation and engagement in literacy development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Qualitative, quantitative, reader, and task |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Knows how to use technology to support student’s ability to critically examine online resources and knows how to foster digital literacy to support active learning and research across content areas |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Knows how to integrate speaking and active-listening skills into the reading process to scaffold understanding |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Probing, discussions, questioning, and responding |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Understands how to activate and scaffold students’ background knowledge to increase comprehension and how students’ experiences influence the way they interpret a text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Knows how to use various approaches to develop comprehension skills from simple to complex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Retelling, summarizing, understanding thesis, and complex arguments |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Knows how to direct students to draw  inferences from text(s) and cite relevant textual evidence to support comprehension and text analysis |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Understands strategies for supporting readers as they construct literal and inferential meaning, including author’s use of language and rhetoric |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Understands the role of language structures of text (i.e., sentence, phrase, paragraph) in comprehension |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Knows methods for teaching students to understand authors’ word choices,  format/style, text structure, and visual  representations to create a desired effect |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Meaning, tone, mood, etc. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Knows how to model metacognitive strategies that support students to self-monitor their understanding of text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Analyze, synthesize, evaluate |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Understands how to teach the use of graphic and semantic organizers to support comprehension |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Knows how to teach the recognition and understanding of literary and informational text, including genre text structure and text features |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Literary text: poetry, prose, drama, biography, how-to |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Genre text: story elements, description, cause and effect |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Text features: text boxes, graphs,  technical language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Knows how to teach the recognition and understanding of literary devices |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Literary devices: figurative language, connotation, nuance of words, rhetoric, appositives, and alliteration |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Knows ways to demonstrate how source material can be represented in multiple mediums and can have more than one interpretation or version |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Writing (11%) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Understands how to teach writing as a  recursive process that supports self- evaluation, expression, analysis, and inquiry |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Knows systematic, explicit, and responsive instructional methods to build students’ understanding and use of the writing process |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Knows instructional methods for integrating reading and writing in varied contexts and across grade levels and disciplinary domains |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Is familiar with instructional methods to  support writing development for English  learners |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Is familiar with instructional methods to  support student use of multiple print and  digital tools for communication, collaboration, research, and all steps of the writing process |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Is familiar with the defining characteristics, purpose, appropriate audience, and instructional methods for teaching the types of writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Knows instructional methods to develop students’ skills in selecting and using credible and accurate sources |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Knows instructional methods to teach the quoting and proper citation of textual evidence in the writing process |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Knows how to model author’s use of craft for effect to develop written language across grade levels |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Is familiar with using mentor texts to motivate and support students throughout the writing process |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Knows how to model editing and revising to refine a piece of writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Knows methods to connect the teaching of both decoding and encoding as reciprocal skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Knows how to take a systematic, explicit, multisensory, recursive approach to spelling development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Understands instructional methods for  teaching the structure of written language, including conventions of grammar and mechanics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Parallel structure, phrases, clauses, punctuation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Included in ALL Categories: Assessment** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Knows how to monitor student progress  by analyzing and interpreting formative assessment data to inform instruction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Knows how to use data to differentiate instruction for whole class, groups, and individuals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Understands how to embed and apply informal and formal methods for assessing all essential elements of literacy instruction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Formal and informal methods: formative and summative evaluations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Is familiar with making decisions that lead to the modification or accommodation of instruction based on assessments to meet the needs of diverse learners |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Diverse Needs of Learners: Gifted, English learners, struggling readers and writers, and students with learning disabilities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Is familiar with ways to integrate digital tools into the assessment process |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Assessment and Instructional Decision   Making (Constructed-Response Items) (25%) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Elementary Literacy Learners |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Secondary Literacy Learners |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Diverse Learners (i.e., Gifted, English   learners, struggling readers and writers,   and students with learning disabilities) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |