

Table of Contents

COMPETENCY 1.0	THEORETICAL BASIS OF READING AS A PROCESS AND EARLY LITERACY	1
Skill 1.1	Demonstrate an understanding of, recognize and support cultural, linguistic, ethnic and linguistic differences in language and literacy learning as they are related to the socio-economic environment of students.....	1
Skill 1.2	Demonstrate knowledge of the role of readers' prior knowledge and social/cultural/linguistic background, and of the role of social interaction in constructing meaning	4
Skill 1.3	Demonstrate knowledge of the role of fluency in constructing meaning.....	5
Skill 1.4	Demonstrate an understanding of the major theories of language development, cognition, and learning, including acquisition of language, social interaction, use of language for communication, relationship between oral and written language, activation of prior knowledge, construction of schemata, use of text structure, use of cueing systems, and development of reader response	6
Skill 1.5	Recognize the effects of emotional, social, physical, cultural, environmental and intellectual factors on language acquisition, language development and reading	10
Skill 1.6	Demonstrate an understanding of the relationships between and among reading, writing, listening, speaking, viewing, and thinking for all learners.....	11
Skill 1.7	Demonstrate an understanding that all languages have rules for grammar and are used for communication through semantics, syntax, orthography, morphology and phonological components.....	12
Skill 1.8	Demonstrate knowledge of phonemic awareness (e.g. rhyming, segmenting, blending sounds) and the alphabetic principle in reading acquisition.....	25
Skill 1.9	Demonstrate an understanding of genre patterns, and the influences of purpose, context and genre in constructing meaning.....	40

Skill 1.10 Recognize and demonstrate understanding of the factors that influence early literacy and language acquisition and the different stages at which literacy occurs 45

Skill 1.11 Demonstrate an understanding of ways adults support and facilitate language acquisition..... 48

COMPETENCY 2.0 APPLICATION OF THEORETICAL AND KNOWLEDGE BASES OF READING IN INSTRUCTION 49

Skill 2.1 Demonstrate an understanding of the relationship between reading and writing instruction and of how writing and reading support each other at different developmental levels. 49

Skill 2.2 Demonstrate knowledge of how to construct instructional plans in which assessment, goals, instruction and reassessment are connected and continuous..... 51

Skill 2.3 Demonstrate knowledge of explicit instructional strategies to teach students how to monitor their own word identification strategies, comprehension, and comprehension strategies 53

Skill 2.4 Demonstrate knowledge of instructional approaches to foster higher-order, critical, reflective thinking about text 62

Skill 2.5 Demonstrate an understanding of different decoding strategies and of instructional approaches to teach students how to use them 64

Skill 2.6 Demonstrate an understanding of the instruction of comprehension strategies, including modeling when and how to orchestrate multiple comprehension strategies and their scaffolding 70

Skill 2.7 Demonstrate knowledge of explicit instruction and scaffolding for learning study skills and strategies 71

Skill 2.8 Demonstrate knowledge of how to evaluate the level of text difficulty and appropriateness of reading materials and programs for a variety of instructional purposes and learning situations 73

Skill 2.9 Demonstrate an understanding of how literacy needs differ across content areas (e.g. science, math, art) 76

Skill 2.10 Demonstrate an understanding of how to appropriately use texts within diverse genres for multiple purposes and lifelong learning..... 76

Skill 2.11	Demonstrate knowledge of a variety of children’s/adolescent literature, including multicultural literature, and how to mediate it to enhance instruction	78
Skill 2.12	Demonstrate an understanding of how technology can be used to enhance instruction	81
Skill 2.13	Demonstrate an understanding of how to teach students to recursively apply strategies for planning, drafting, revising, and editing texts to different genres for a variety of purposes and audiences	86
Skill 2.14	Demonstrate an understanding of the purpose of publication of student writing in literacy acquisition	90
Skill 2.15	Demonstrate an understanding of deliberate vocabulary instruction across grades and content areas	90
Skill 2.16	Demonstrate knowledge of how to plan and implement instruction that addresses the strengths and needs of all students.....	90
Skill 2.17	Demonstrate an understanding of instructional decisions to accommodate learners with social, cultural, linguistic and cognitive differences.....	90
Skill 2.18	Demonstrate knowledge of various instructional grouping strategies to motivate and engage all students (e.g. flexible, whole class, small group, individual, ability/achievement) and the issues associated with each	90
Skill 2.19	Demonstrate an understanding of how to create a safe and respectful environment for all students.....	91
Skill 2.20	Demonstrate an understanding of how to organize programmatic activities to encourage reading (e.g. book clubs, read-a-thons) with an understanding of differences between extrinsic and intrinsic motivation	91

COMPETENCY 3.0 READING MATERIALS AND INSTRUCTION AND READING ENVIRONMENT 93

Skill 3.1	Identify and use texts, trade books, and other print and non-print materials to foster appreciation of reading for students who are at various levels and from various cultures.....	93
-----------	--	----

Skill 3.2	Identify strategies appropriate for a variety of printed materials and identify texts that are appropriate for a specific reading purpose	93
Skill 3.3	Identify strategies for recognizing and evaluating students' attitudes and needs, and suggest books/materials in a variety of genres at appropriate difficulty levels to meet those needs	93
Skill 3.4	Identify techniques for providing opportunities for creative and personal responses to reading	94
Skill 3.5	Demonstrate an understanding of a variety of approaches to teaching reading and of methods to organize instruction effectively	95
Skill 3.6	Identify strategies for exposing students to a variety of genres and help them understand the characteristics of each genre	95
Skill 3.7	Identify various purposes for reading.....	95
Skill 3.8	Demonstrate an understanding of how to use a variety of non-print sources, how to use study aids and how to interpret graphics	95
Skill 3.9	Identify strategies to purposefully integrate the language arts into all content areas, including the use of technology.....	96
Skill 3.10	Identify components of a balanced literacy program, (word study, reading aloud, shared reading, guided reading, independent reading, writing, speaking, viewing and listening) and sensitivity to a developmental continuum.....	97
Skill 3.11	Identify ways to use flexible grouping to accommodate students' needs.....	98
Skill 3.12	Identify the influences of family and peers as well as ethnic, socioeconomic, regional, and cultural factors as they relate to reading development.....	99
Skill 3.13	Identify ways to include parents as partners in the literacy development of their children	99
Skill 3.14	Identify techniques for creating a literate environment in which students can connect purposes of reading to their personal lives	100

Skill 3.15 Identify ways to increase learners' motivation to read independently for information and pleasure..... 106

Skill 3.16 Identify ways to use the connection between reading and writing to foster and enhance communication skills in all students 110

COMPETENCY 4.0 READING COMPREHENSION 111

Skill 4.1 Demonstrate an understanding of instructional techniques such as modeling, scaffolding, and appropriate questioning strategies to enhance students' understanding of text 111

Skill 4.2 Demonstrate an understanding of appropriate and effective uses of oral and silent reading 112

Skill 4.3 Identify strategies for using context to define words and strategies to learn and extend word meanings..... 113

Skill 4.4 Demonstrate an understanding of techniques for teaching understanding and learning skills, such as Directed Reading/Thinking Activities (DR-TA); What we know, What we want to know, what we learned (KWL); Survey, Question, Read, Recite, (SQ3R); graphic organizers; test-taking strategies; varying reading Rate..... 113

Skill 4.5 Identify techniques that enable students to connect prior knowledge with new information..... 113

Skill 4.6 Identify techniques to develop comprehension strategies in the content areas..... 113

Skill 4.7 Demonstrate an understanding of ways to develop fluency in students' reading and its link to comprehension 113

COMPETENCY 5.0 VOCABULARY, SPELLING AND WORD STUDY..... 116

Skill 5.1 Demonstrate an understanding of strategies and skills (phonemic awareness, print concepts, conceptual vocabulary, experience with print, and stories) contributing to the development of reading 114

Skill 5.2	Demonstrate an understanding of word study strategies, as well as effective use of phonics (graphophonic cues), context (syntactic and semantic cues), and sight words (instant recognition)	114
Skill 5.3	Demonstrate an understanding of the use of phonics, along with other awareness and cues in text, e.g. phonemes, morphemes, endings, prefixes, suffixes, to analyze and decode words that are not recognized instantly.....	114
Skill 5.4	Demonstrate an understanding of the role that spelling plays in enhancing and informing instruction	114
Skill 5.5	Demonstrate strategies for teaching vocabulary (roots, affixes, context, word origins) and helping students use these strategies to enhance their reading comprehension	115

**COMPETENCY 6.0 APPLICATION OF THEORETICAL KNOWLEDGE
BASES OF READING IN DIAGNOSIS AND
ASSESSMENT 116**

Skill 6.1	Identify appropriate strategies to assess students' awareness of letter-sound correspondences, of vocabulary, and of reading comprehension	116
Skill 6.2	Understand formal and informal assessments such as criterion and norm referenced tests, running records, anecdotal records, work samples, Informal Reading Inventories (IRI's), portfolios, and self-assessment	116
Skill 6.3	Demonstrate an understanding of basic measurement concepts (e.g., reliability, validity)	124
Skill 6.4	Demonstrate an understanding of how to collaborate with classroom teachers to use assessment results to evaluate and modify reading instruction.....	125
Skill 6.5	Demonstrate an understanding of how to communicate the findings of reading assessment data with all stakeholders effectively (e.g., students, parents, classroom teachers, guidance counselors, speech teachers and other personnel.)	126
Skill 6.6	Demonstrate an understanding of how to communicate and collaborate children's reading development with families effectively	126

COMPETENCY 7.0 READING LEADERSHIP 127

Skill 7.1	Demonstrate an understanding of how to develop and adapt reading programs to meet student needs within the framework of guidelines and regulations at the classroom, building, district, state and federal levels 127
Skill 7.2	Demonstrate an awareness of how to access literacy research and disseminate it across the grade levels..... 128
Skill 7.3	Demonstrate an understanding of how to use school-wide initiatives and other services to students to improve instruction..... 128
Skill 7.4	Demonstrate an understanding of culturally relevant curricular approaches to improve instruction..... 129
Skill 7.5	Demonstrate an understanding of how standards and their assessment define curriculum, impact the reading program and influence instruction..... 129
Skill 7.6	Demonstrate an understanding of how to critically analyze school-wide reading programs and initiatives in relation to reading goals and student needs..... 131
Skill 7.7	Demonstrate an understanding of how to serve as a resource within a school..... 131
Skill 7.8	Demonstrate an understanding of how to promote collaboration among colleagues (e.g., classroom teachers, paraprofessionals, volunteers) for the literacy development of all students..... 132
Skill 7.9	Demonstrate an understanding of how to engage in, promote and provide professional development opportunities 132
Skill 7.10	Demonstrate an understanding of the importance of school and community when promoting home-school connections 133
Skill 7.11	Demonstrate an understanding of how to promote positive and effective literacy connections between the home and the school and between the school and the community 133

Glossary	134
Directory of Theorists and Researchers	145
Bibliography of Print Resources	152
Tools for teaching and testing.....	167
Sample Test	171
Answer Key	201
Rigor Table	202
Rationales for Sample Questions.....	203
Constructed Response Questions	269
Tips and Reflections	274
Additional Citations	275