ESSENTIAL COMPONENTS OF ELEMENTARY READING INSTRUCTION

Test Framework

	Content Domain	Range of Competencies	Approximate Percentage of Test Score
I.	Foundations of Reading an Alphabetic Language	0001–0003	19%
II.	Word Analysis and Fluency Development	0004–0007	25%
III.	Vocabulary and Comprehension Development	0008–0011	25%
IV.	Reading Different Types of Text	0012–0014	19%
V.	The Literate Environment and the Classroom Reading Professional	0015–0016	12%

I. FOUNDATIONS OF READING AN ALPHABETIC LANGUAGE

0001 **Understand oral language development and development of phonological awareness, including phonemic awareness.**

▶ Demonstrate knowledge of oral language development, how various components of oral language (e.g., vocabulary and syntax development, listening-comprehension skills) contribute to emergent literacy, and how to promote oral language development to enhance emergent literacy.

▶ Demonstrate knowledge of phonological awareness skills and the role of phonological awareness in learning to read and write an alphabetic language.

▶ Demonstrate knowledge of phonemic awareness skills and the role of phonemic awareness in learning to read and write an alphabetic language.

▶ Apply knowledge of research-based, systematic, explicit instruction in phonological awareness skills.

▶ Apply knowledge of research-based, systematic, explicit instruction in phonemic awareness skills, including writing activities (e.g., phonetic spelling) that reinforce development in this area.

▶ Apply knowledge of differentiated instruction (e.g., interventions, modifications, enrichments) in oral language development, phonological awareness, and phonemic awareness to address the needs of all students (i.e., students who are experiencing difficulty in one or more of these areas, students with special needs, students who are English language learners or speakers of nonstandard English, and students who are advanced in one or more of these areas).

0002 **Understand development of concepts of print, letter knowledge, and letter-sound correspondence (i.e., the alphabetic principle).**

▶ Demonstrate knowledge of concepts of print and the development of letter knowledge.

▶ Apply knowledge of research-based, explicit instruction in concepts of print and letter knowledge, including letter recognition and letter formation.

▶ Demonstrate knowledge of the alphabetic principle and the nature of grapheme-phoneme (i.e., letter-sound) relationships in English.

▶ Apply knowledge of research-based, systematic, explicit instruction in letter-sound correspondence, including writing activities that reinforce development in this area.

▶ Apply knowledge of differentiated instruction (e.g., interventions, modifications, enrichments) in concepts of print, letter knowledge, and letter-sound correspondence to address the needs of all students (i.e., students who are experiencing difficulty in one or more of these areas, students with special needs, students who are English language learners or speakers of nonstandard English, and students who are advanced in one or more of these areas).

0003 | **Understand assessment of students' development in oral language, phonological awareness, phonemic awareness, concepts of print, letter knowledge, and letter-sound correspondence.**

▶ Analyze the uses of formal and informal assessments in oral language, phonological awareness, phonemic awareness, concepts of print, letter knowledge, and letter-sound correspondence.

▶ Interpret results from formal and informal assessments in oral language, phonological awareness, phonemic awareness, concepts of print, letter knowledge, and letter-sound correspondence.

▶ Demonstrate ability to use the results of formal and informal assessments in oral language, phonological awareness, phonemic awareness, concepts of print, letter knowledge, and letter-sound correspondence for screening, diagnostic, instructional, progress-monitoring, and evaluative purposes (i.e., determining students' current knowledge, skills, and abilities with respect to relevant standards; planning appropriate instruction and interventions; monitoring student progress; modifying or adjusting instruction as needed; determining whether students have achieved relevant standards).

II. WORD ANALYSIS AND FLUENCY DEVELOPMENT

0004

Understand development of phonics, sight words, morphology, and spelling at beginning stages of reading and writing development (i.e., reading and writing primarily single-syllable words).

▶ Demonstrate knowledge of key concepts related to beginning reading development (e.g., the role of phonics and sight words in developing accurate, automatic word recognition; the reciprocity between decoding and encoding) and important terminology used in phonics instruction, including terminology related to consonant and vowel sounds, common letter combinations, and regular word patterns.

▶ Apply knowledge of the continuum of research-based, systematic, explicit instruction in phonics, from sounding out a word letter by letter to recognizing CVC words as units to more advanced word reading that involves increasingly complex letter combinations and less common phonics elements.

▶ Apply knowledge of research-based, explicit instruction in regular and irregular sight words and common inflectional morphemes (e.g., *-ed*, *-er*, *-est*, *-ing*, *-s*) that are taught as part of phonics instruction.

▶ Apply knowledge of research-based, systematic, explicit instruction in spelling and orthography (e.g., high-frequency words, spelling patterns, orthographic guidelines) at beginning stages of reading development.

▶ Apply knowledge of the use of appropriate texts and effective reading and writing activities to reinforce development in phonics, sight words, morphology, and spelling at beginning stages of literacy development.

▶ Apply knowledge of differentiated instruction (e.g., interventions, modifications, enrichments) in phonics, sight words, morphology, and spelling at beginning stages of reading and writing development to address the needs of all students (i.e., students who are experiencing difficulty in one or more of these areas, students with special needs, students who are English language learners or speakers of nonstandard English, and students who are advanced in one or more of these areas).

0005

Understand development of sight words and word analysis, including spelling, at more advanced stages of reading and writing development.

▶ Apply knowledge of research-based, explicit instruction in common regular syllable patterns and orthographic guidelines to promote accurate decoding of multisyllable words and automaticity in word recognition.

▶ Apply knowledge of research-based, explicit instruction in structural analysis (e.g., identifying word parts, recognizing common prefixes and suffixes and their meanings, recognizing compound words) to promote accurate decoding of multisyllable words and automaticity in word recognition.

▶ Apply knowledge of research-based, explicit instruction in spelling and orthography (e.g., high-frequency words, spelling patterns, orthographic guidelines, syllable patterns, structural analysis) at more advanced stages of reading and writing development.

▶ Apply knowledge of the use of appropriate texts and effective reading and writing activities to reinforce development of sight-word recognition, word analysis, and spelling at more advanced stages of literacy development.

▶ Apply knowledge of differentiated instruction (e.g., interventions, modifications, enrichments) in sight words, word analysis, and spelling at more advanced stages of literacy development to address the needs of all students (i.e., students who are experiencing difficulty in one or more of these areas, students with special needs, students who are English language learners or speakers of nonstandard English, and students who are advanced in one or more of these areas).

0006

Understand development of fluency at all stages of reading development (i.e., from letter naming to word reading to reading connected text).

▶ Apply knowledge of fluency at all stages of reading development, including knowledge of key indicators of reading fluency (i.e., accuracy, rate, and prosody), factors that can disrupt fluency, and the role of fluency in reading comprehension.

▶ Apply knowledge of research-based, explicit instruction to promote fluency with respect to accuracy, rate, and prosody.

▶ Apply knowledge of the use of appropriate materials and activities to reinforce development of fluency at different stages of reading development, including transitioning students to a broader range of appropriate materials as they progress in their word-analysis skills.

▶ Apply knowledge of differentiated instruction (e.g., interventions, modifications, enrichments) in fluency to address the needs of all students (i.e., students who are experiencing difficulty in this area, students with special needs, students who are English language learners or speakers of nonstandard English, and students who are advanced in this area).

0007　　**Understand assessment of students with respect to their development in word analysis (i.e., knowledge and skills in phonics, sight words, morphology, syllabication, spelling, and orthography) and fluency at all stages of reading development.**

▶ Analyze the uses of formal and informal assessments in word analysis and fluency.

▶ Interpret results from formal and informal assessments in word analysis and fluency.

▶ Demonstrate ability to use the results of formal and informal assessments in word analysis and fluency for screening, diagnostic, instructional, progress-monitoring, and evaluative purposes (i.e., determining students' current knowledge, skills, and abilities with respect to relevant standards; planning appropriate instruction and interventions; monitoring student progress; modifying or adjusting instruction as needed; and determining whether students have achieved relevant standards).

III. VOCABULARY AND COMPREHENSION DEVELOPMENT

0008   Understand vocabulary development.

▶ Analyze the role of vocabulary in reading development (e.g., the role of oral vocabulary in word recognition, the role of vocabulary knowledge in comprehension, the correlation between students' vocabulary knowledge in the primary grades and their later reading achievement) and factors related to vocabulary development (e.g., the critical role of wide and varied reading).

▶ Apply knowledge of components of effective vocabulary instruction (e.g., explicit teaching of words and word-learning strategies; promoting word consciousness and wide and varied reading; providing meaningful exposure to and opportunities to use new vocabulary) and factors involved in selecting words for vocabulary instruction (e.g., identifying content-specific vocabulary).

▶ Apply knowledge of research-based, explicit instruction in words and their meanings, including use of explicit examples and oral-language and writing activities that promote integration of vocabulary knowledge.

▶ Apply knowledge of research-based, explicit instruction in independent strategies for building vocabulary and for determining and verifying the meanings and pronunciations of unfamiliar words or words with multiple meanings (e.g., using structural analysis, contextual analysis, and reference materials; applying knowledge of common Latin and Greek roots and their meanings).

▶ Apply knowledge of differentiated instruction (e.g., interventions, modifications, enrichments) in vocabulary development to address the needs of all students (i.e., students who are experiencing difficulty in this area, students with special needs, students who are English language learners or speakers of nonstandard English, and students who are advanced in this area).

0009　**Understand development of academic language (i.e., the language of books, tests, and other formal oral and written discourse) and background knowledge.**

▶ Analyze the role of academic language and background knowledge in reading comprehension and factors related to the development of academic language and background knowledge.

▶ Recognize academic language structures (e.g., syntax, grammar) and functions (e.g., analyzing, justifying) used in oral and written academic discourse.

▶ Apply knowledge of explicit instruction in academic language structures and functions to support comprehension of texts.

▶ Apply knowledge of research-based, explicit strategies for promoting development of background knowledge to support comprehension of texts.

▶ Apply knowledge of explicit oral-language, reading, and writing activities to reinforce development of academic language and background knowledge.

▶ Apply knowledge of differentiated instruction (e.g., interventions, modifications, enrichments) in academic language and background knowledge to address the needs of all students (i.e., students who are experiencing difficulty in one or more of these areas, students with special needs, students who are English language learners or speakers of nonstandard English, and students who are advanced in one or more of these areas).

0010　**Understand development of reading comprehension and comprehension strategies.**

▶ Analyze factors affecting reading comprehension (e.g., oral language development, including vocabulary, academic language, and listening comprehension skills; automaticity of word recognition; fluency; background knowledge; strategic reading).

▶ Analyze examples of literal, inferential, and evaluative reading comprehension.

▶ Apply knowledge of research-based comprehension strategies (e.g., prediction, prior knowledge, monitoring, think-aloud, text structure, visual representation, mental imagery, summarization, questions/questioning).

▶ Apply knowledge of components of research-based instruction in comprehension strategies (i.e., explicit description, teacher modeling, collaborative use, guided practice, and independent use), including selecting texts appropriate for teaching a specific strategy.

▶ Apply knowledge of effective classroom comprehension routines or approaches that promote use of multiple research-based comprehension strategies before, during, and after reading.

▶ Apply knowledge of differentiated instruction (e.g., interventions, modifications, enrichments) in reading comprehension and comprehension strategies to address the needs of all students (i.e., students who are experiencing difficulty in one or more of these areas, students with special needs, students who are English language learners or speakers of nonstandard English, and students who are advanced in one or more of these areas).

0011 **Understand assessment of students with respect to development of vocabulary, academic language, background knowledge, comprehension, and comprehension strategies.**

▶ Analyze the uses of formal and informal assessments in vocabulary, academic language, background knowledge, comprehension, and comprehension strategies.

▶ Interpret results from formal and informal assessments in vocabulary, academic language, background knowledge, comprehension, and comprehension strategies.

▶ Demonstrate ability to use the results of formal and informal assessments in vocabulary, academic language, background knowledge, comprehension, and comprehension strategies for screening, diagnostic, instructional, progress-monitoring, and evaluative purposes (i.e., determining students' current knowledge, skills, and abilities with respect to relevant standards; planning appropriate instruction and interventions; monitoring student progress; modifying or adjusting instruction as needed; and determining whether students have achieved relevant standards).

IV. READING DIFFERENT TYPES OF TEXT

0012   **Understand literary/narrative texts and the development of comprehension and analysis of literary/narrative texts.**

▶ Demonstrate knowledge of the key characteristics, elements, and organizational structures of various literary/narrative texts.

▶ Apply knowledge of explicit instruction in the key characteristics, elements, and organizational structures of literary/narrative texts.

▶ Apply knowledge of explicit instruction in literary analysis skills (e.g., evaluating a plot's logic and credibility, identifying recurrent themes, interpreting literary devices such as symbolism and foreshadowing, recognizing that texts can reflect diverse cultural perspectives).

▶ Apply knowledge of explicit oral-language activities (e.g., literature circles, think-pair-share) and writing activities (e.g., literary response journals, character analyses) that develop and reinforce comprehension of literary/narrative texts and literary analysis skills.

▶ Apply knowledge of differentiated instruction (e.g., interventions, modifications, enrichments) in comprehension and analysis of literary/narrative texts to address the needs of all students (i.e., students who are experiencing difficulty in one or more of these areas, students with special needs, students who are English language learners or speakers of nonstandard English, and students who are advanced in one or more of these areas).

0013   **Understand informational/expository texts, the development of comprehension and analysis of informational/expository texts, and the development of study and research skills.**

▶ Demonstrate knowledge of the key characteristics and organizational structures of various informational/expository texts.

▶ Demonstrate knowledge of textual and graphic features that help support comprehension of informational/expository texts.

▶ Apply knowledge of explicit instruction in the characteristics, text structures, and features of informational/expository texts.

▶ Apply knowledge of explicit instruction in skills related to the analysis of informational/expository texts (e.g., evaluating the logic and internal consistency of a text; analyzing the development of an author's argument; comparing diverse viewpoints in expository texts).

▶ Apply knowledge of explicit oral-language activities (e.g., conducting oral preview and/or review of text content, engaging students in oral paraphrasing of texts) and writing activities (e.g., developing graphic organizers, summarizing) that develop and reinforce comprehension and analysis of informational/expository texts.

▶ Apply knowledge of explicit instruction in study and research skills that promote students' ability to locate, retrieve, retain, and use information from informational/expository online and offline texts.

▶ Apply knowledge of differentiated instruction (e.g., interventions, modifications, enrichments) in comprehension and analysis of informational/expository texts, study skills, and research skills to address the needs of all students (i.e., students who are experiencing difficulty in one or more of these areas, students with special needs, students who are English language learners or speakers of nonstandard English, and students who are advanced in one or more of these areas).

0014   **Understand assessment of students with respect to their comprehension and analysis of literary/narrative and informational/expository texts and their development of study and research skills.**

▶ Analyze features and uses of formal and informal assessments in comprehension and analysis of literary/narrative and informational/expository texts and in study and research skills.

▶ Interpret results from formal and informal assessments in comprehension and analysis of literary/narrative and informational/expository texts and in study and research skills.

▶ Demonstrate ability to use the results of formal and informal assessments in comprehension and analysis of literary/narrative and informational/expository texts and in study and research skills for diagnostic, instructional, progress-monitoring, and evaluative purposes (i.e., determining students' current knowledge, skills, and abilities with respect to relevant standards; planning appropriate instruction and interventions; monitoring student progress; modifying or adjusting instruction as needed; and determining whether students have achieved relevant standards).

V. THE LITERATE ENVIRONMENT AND THE CLASSROOM READING PROFESSIONAL

0015   **Understand essential components of a classroom environment that supports and promotes literacy development.**

▶ Analyze criteria for selecting reading materials and other online and offline resources for different instructional purposes and to address students' various literacy needs and diverse cultural backgrounds.

▶ Demonstrate knowledge of the use of technology to promote reading and writing development.

▶ Apply knowledge of explicit strategies for promoting purposeful independent reading of a wide variety of texts and for monitoring students' independent reading.

▶ Demonstrate knowledge of factors involved in creating a literacy-rich classroom environment that values diversity and promotes reading, vocabulary, and concept development through purposeful discussions, reading, and writing.

▶ Demonstrate knowledge of strategies for promoting students' lifelong appreciation for reading and writing for pleasure and for information (e.g., reading aloud to students from a variety of texts, modeling positive dispositions toward reading and writing, identifying students' interests, involving and collaborating with family and community members).

0016   **Understand research foundations, professional knowledge, and ongoing professional development related to reading instruction in K–6 classrooms.**

▶ Demonstrate familiarity with current theoretical models of reading and reading processes, including characteristics of and interrelationships between early stages of reading and writing development.

▶ Demonstrate familiarity with important research-based concepts related to reading development and convergent research on the essential components of reading instruction (e.g., findings of the National Reading Panel).

▶ Demonstrate knowledge of basic principles related to planning and organizing differentiated reading instruction, including grouping practices that support all students' reading and writing development.

▶ Demonstrate foundational knowledge in reading assessment (e.g., key concepts and terminology; characteristics, uses, and purposes of various types of formal and informal reading assessments).

▶ Demonstrate knowledge of available professional development opportunities and support systems in elementary reading instruction (e.g., colleagues, mentors, book studies, professional organizations, journals, conferences).