NES
PROFILE

Essential Components of Elementary Reading Instruction (104)

PEARSON

# NES Profile: Essential Components of Elementary Reading Instruction (104)

Overview

This *NES Profile* provides information about the test, including the approximate percentage of the total test score derived from each content domain. The complete set of the content domains, the test framework, is provided here and contains all of the competencies and descriptive statements that define the content of the test.

This *NES Profile* includes the following materials:

» the test competencies associated with each content domain

» a set of descriptive statements that further explain each competency

» sample test questions aligned to the competencies

» any applicable reference materials, as noted below

Test Field	Essential Components of Elementary Reading Instruction (104)
Test Format	Multiple-choice questions
Number of Questions	Approximately 150
Test Duration	Up to 3 hours
Reference Materials	None required
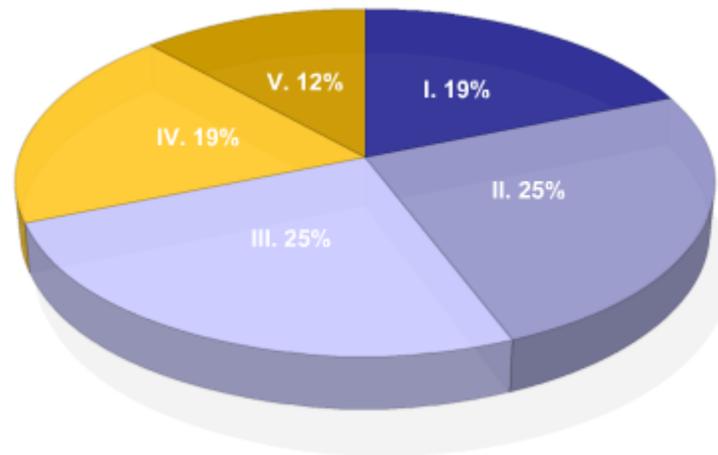
Key	Approximate Percentage of Test	Content Domain	Range of Competencies
	19%	I. Foundations of Reading an Alphabetic Language	0001–0003
	25%	II. Word Analysis and Fluency Development	0004–0007
	25%	III. Vocabulary and Comprehension Development	0008–0011
	19%	IV. Reading Different Types of Text	0012–0014
	12%	V. The Literate Environment and the Classroom Reading Professional	0015–0016

Content Domain I: Foundations of Reading an Alphabetic Language

Competencies:

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

Descriptive Statements:

» 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).

Sample Item:

Which of the following activities would be most appropriate to introduce *first* in a sequence of phonemic awareness lessons focused on helping kindergarten students learn to isolate the individual sounds in simple words such as *me*, *ran*, and *sit*?

    A.   helping the students identify the first sound they hear in each of the target words

    B.   asking the students to create new words by substituting a different final sound in each of the target words

    C.   encouraging the students to generate words that rhyme with each of the target words

    D.   demonstrating for the students how they can change each of the target words by saying it with a different vowel sound

Correct Response and Explanation

A. This question requires the examinee to apply knowledge of research-based, systematic instruction in phonemic awareness skills. In a research-based approach to literacy instruction, the principle that simpler skills are taught before more complex skills serves as an important guideline for sequencing instruction in phonemic awareness. To teach a complex skill such as isolating all the phonemes in a word, the teacher should focus first on helping the students isolate just one phoneme. The first phoneme in a word is generally the easiest for children to discern.

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

Descriptive Statements:

» 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).

Sample Item:

Which of the following emergent literacy skills reflects understanding of a basic concept of print?

A. writing the letters of the alphabet using accurate letter formation

B. segmenting phonemes in a single-syllable word

C. creating simple messages using phonetic spelling

D. identifying the first word of the story in a picture book

Correct Response and Explanation

D. This question requires the examinee to demonstrate knowledge of concepts of print. Being able to find the first word of a story in a picture book depends on mastery of several print concepts and related book-handling skills, including knowing how to open a book to the first pages (holding the book with the lettering upright and the spine on the left), recognizing the first page of the story (as distinct from the cover or the title page of the book), distinguishing words from letters and paragraphs, as well as from nontextual graphic elements, and knowing that words on a page should be read from left to right, line by line from top to bottom.

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

Descriptive Statements:

» 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).

Sample Item:

Which of the following assessment strategies would be most appropriate for measuring an emergent reader's letter knowledge?

    A.   having the student name letters that are presented visually

    B.   asking the student to list the letters of the alphabet he or she knows

    C.   having the student sound out letters that are visually presented

    D.   asking the student to sing the alphabet song

Correct Response and Explanation

A. This question requires the examinee to analyze the uses of informal assessments of students' development in letter knowledge. Demonstration of letter knowledge involves a number of components, including recognizing letters, identifying letters by name, and distinguishing letters from one another. Visually presenting letters for students to identify makes possible a systematic survey of these components.

Content Domain II: Word Analysis and Fluency Development

Competencies:

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).

Descriptive Statements:

» 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).

Sample Item:

Which of the following words contains a diphthong?

A. own

B. turn

C. loud

D. swan

Correct Response and Explanation

C. This question requires the examinee to demonstrate knowledge of key concepts related to beginning reading development. Diphthongs are vowel phonemes that have two consecutive sounds. One of the principal diphthongs in English is [ow], which is pronounced "ah-ū" and usually spelled *ow* or *ou*, as in the words *owl* and *trout*. The word *loud* contains this diphthong.

0005 Understand development of sight words and word analysis, including spelling, at more advanced stages of reading and writing development.

Descriptive Statements:

» 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).

Sample Item:

In a research-based, systematic spelling curriculum, which of the following topics would most likely be introduced at the fifth-grade level?

A. the spelling and meaning of words containing basic Greek and Latin prefixes such as *bi-* and *tri-*

B. spelling patterns that represent the long *a* sound such as the spelling patterns found in *afraid* and *place*

C. the spelling and meaning of common English contractions such as *doesn't* and *weren't*

D. spelling patterns that represent consonant blends such as the spelling patterns in *tend* and *crop*

Correct Response and Explanation

A. This question requires the examinee to apply knowledge of research-based, explicit instruction in spelling and orthography. In a research-based approach to literacy instruction, reading and spelling are taught as reciprocal skills, and instruction in reading and spelling are coordinated to reinforce one another. Simple Greek and Latin affixes are introduced as part of vocabulary and reading instruction in the upper elementary grades, and the spelling of these affixes should also be introduced at this time.

0006 Understand development of fluency at all stages of reading development (i.e., from letter naming to word reading to reading connected text).

Descriptive Statements:

» 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).

Sample Item:

Which of the following characteristics is a key indicator of reading fluency?

A. demonstrated mastery of phonics generalizations

B. oral reading with speech-like prosody

C. growth in vocabulary and conceptual knowledge

D. independent reading without subvocalization

Correct Response and Explanation

B. This question requires the examinee to apply knowledge of key indicators of reading fluency. Key indicators of reading fluency include reading accuracy (identifying words correctly), reading rate (reading at a pace appropriate for comprehending a particular text), and prosody (reading with appropriate expression).

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.

Descriptive Statements:

» 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).

Sample Item:

During a timed oral reading, a second-grade student reads at an appropriate rate but makes errors similar to the ones indicated below.


```
                    thrūg ©
They walked quickly through the town
becaw ©   cūld ©   sōm ©
because they could feel some raindrops

begin to fall.


Key:
© self-correction
cat  substitution
cow
```

The most appropriate interpretation of the student's performance on this assessment is that the student:

A. does not use monitoring as a comprehension strategy.

B. has difficulty decoding multisyllable words.

C. does not automatically recognize grade-level sight words.

D. has difficulty reading function words.

Correct Response and Explanation

C. This question requires the examinee to interpret the results from an informal assessment in word analysis and fluency. In this passage-reading exercise, all the errors the student makes involve grade-level irregular sight words (i.e., *through*, *because*, *could*, and *some*). The student first tries to sound out these words before recognizing them and pronouncing them correctly.

Content Domain III: Vocabulary and Comprehension Development

Competencies:

0008 Understand vocabulary development.

Descriptive Statements:

» 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).

Sample Item:

According to research, which of the following is an essential component of effective vocabulary instruction?

    A.   aligning vocabulary instruction with decoding instruction

    B.   teaching students definitions of new words prior to presenting the words in context

    C.   teaching students strategies for memorizing new vocabulary

    D.   providing opportunities to use new words in classroom discussions and independent writing

Correct Response and Explanation

D. This question requires the examinee to apply knowledge of components of effective vocabulary instruction. Research suggests that providing students with exposure to new vocabulary words in various contexts, such as providing opportunities for them to use recently taught words in their own speech and writing, promotes the students' deeper understanding and retention of the words (e.g., Beck et al, 1982; Nagy, Anderson, & Herman, 1987; Senechal & Cornell, 1993; Blachowicz & Fisher, 2000, 2001, 2003; Beck, McKeown, & Kucan, 2002).

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

Descriptive Statements:

» 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).

Sample Item:

A sixth-grade teacher shows students photographs of ancient Mayan cities and illustrations of daily life in a typical eighth-century Mayan village before beginning a novel that takes place in that setting. This strategy is likely to enhance students' reading comprehension primarily by:

A. helping them set a purpose for reading.

B. developing their background knowledge.

C. encouraging them to use self-monitoring as they read.

D. increasing their interest in learning about historical periods.

Correct Response and Explanation

B. This question requires the examinee to apply knowledge of research-based, explicit strategies for promoting background knowledge to support comprehension of texts. The prereading activity described provides students with concrete information relevant to the setting of the book that the students can call upon during reading to help them visualize and interpret both explicit and implicit aspects of the narrative they will read.

0010 Understand development of reading comprehension and comprehension strategies.

Descriptive Statements:

» 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).

Sample Item:

During a lesson on reading comprehension strategies, a fourth-grade teacher explains that skilled readers often ask themselves questions about a text as they read and that this enhances their understanding of the text. To promote students' ability to use this strategy effectively, which of the following steps would be most appropriate for the teacher to take *next*?

A. asking students to keep a journal of questions they think of while they silently read a selected text

B. arranging for pairs of students to engage in a partner reading of a selected text and a discussion of teacher-prepared questions

C. using thinking aloud to model the strategy for students during a teacher read-aloud of a selected text

D. providing the opportunity for students to practice using the strategy aloud during a small-group oral reading of a selected text

Correct Response and Explanation

C. This question requires the examinee to apply knowledge of components of research-based instruction in comprehension strategies. Convergent research (e.g., as reported by the National Reading Panel, 2000) indicates that effective comprehension strategy instruction includes specific components, including explicit explanation followed by teacher modeling of the strategy. In this lesson, the teacher has already provided a description of and rationale for the use of self-questioning as a comprehension strategy. Before students can effectively attempt to apply the skill, they require a practical understanding of the strategy, which teacher modeling of the strategy can provide.

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

Descriptive Statements:

» 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).

Sample Item:

Several third-grade students demonstrate good comprehension of grade-level narrative texts but inconsistent comprehension of grade-level informational texts. This evidence most likely indicates that the teacher should modify future reading instruction for these students by increasing emphasis on activities that:

A.   reinforce knowledge of grade-level sight words.

B.   promote development of reading fluency.

C.   reinforce grade-level word identification skills.

D.   promote development of content-specific vocabulary.

Correct Response and Explanation

D. This question requires the examinee to demonstrate the ability to use the results of informal assessments in comprehension for planning appropriate instruction. The fact that these students demonstrate good comprehension of grade-level narrative texts provides evidence that they have mastered grade-level sight words and word identification skills, and are reading narrative texts fluently. At the third-grade level, lack of familiarity with content-specific vocabulary is a frequent cause of comprehension difficulties specific to informational texts.

Content Domain IV: Reading Different Types of Text

Competencies:

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

Descriptive Statements:

» 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).

Sample Item:

Which of the following questions about a children's novel most directly focuses on a key element of narrative texts?

    A.   What does the main character want to accomplish?

    B.   How are the antagonist and the main character alike?

    C.   Which characters does the main character seem to like most?

    D.   When does the main character first appear in the novel?

Correct Response and Explanation

A. This question requires the examinee to demonstrate knowledge of key elements of literary/narrative texts. A central organizing feature of a fictional text is the motivation of the main character. What the main character of a story wants to accomplish—his or her motivation—reflects the temperament and moral qualities of the character, often provides the impetus for the action of the story, guides the main character's choices in response to events, and lends meaning to the outcome of the story.

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

Descriptive Statements:

» 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).

Sample Item:

A sixth-grade advanced English language learner has difficulty comprehending content-area textbooks. Which of the following modifications to instruction would be most effective in addressing the student's needs?

A. providing the student with guided practice in using context as a word identification strategy to improve the student's reading rate with textbook passages

B. preteaching key vocabulary and activating the student's prior knowledge before assigning a new textbook passage

C. assigning the student a reading partner who is a native English speaker and who can lead the student in echo reading new textbook passages

D. providing a bilingual dictionary and encouraging the student to translate challenging textbook passages into the student's primary language

Correct Response and Explanation

B. This question requires the examinee to apply knowledge of differentiated instruction in comprehension and analysis of informational/expository texts. An advanced English language learner who has comprehension difficulties specific to content-area textbooks is likely having difficulty comprehending academic prose as well as unfamiliar content-specific vocabulary. Preteaching key vocabulary words scaffolds the reading task for the student, while activating the student's background knowledge facilitates the student's use of independent strategies to learn new words and concepts and to repair gaps in comprehension.

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.

Descriptive Statements:

» 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).

Sample Item:

After several fourth-grade students have finished reading a novel that takes place in the early nineteenth century, the teacher asks the group to respond individually in writing to the following question: "How would this story be different if it took place during the present day?" Student responses could most appropriately be used to assess their understanding of:

  A.   the interaction of plot and character in historical novels.

  B.   the impact of historical events on the present.

  C.   the role played by the setting in a historical novel.

  D.   how historical novels differ from nonfiction history texts.

Correct Response and Explanation

C. This question requires the examinee to analyze uses of informal assessments in comprehension and analysis of literary/narrative texts. The prompt requires the students to identify aspects of the novel that are a direct reflection of the particular time and place in which the story occurs; that is, the story's setting. Setting is particularly important in historical novels, in part because characters are likely to demonstrate behaviors, reactions, and/or motivations that have been shaped and/or constrained by physical and sociocultural factors specific to that period and place.

Content Domain V: The Literate Environment and the Classroom Reading Professional

Competencies:

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

Descriptive Statements:

» 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).

Sample Item:

A first-grade teacher provides students with classroom mailboxes labeled with their names and photographs, and students are regularly invited to use a letter-writing center in the room to correspond with one another and the teacher. This practice contributes to the students' reading development most directly by:

    A.   reinforcing accurate, automatic word recognition.

    B.   motivating the students to become lifelong readers.

    C.   creating a purposeful literate classroom environment.

    D.   promoting knowledge of letter-sound correspondences.

Correct Response and Explanation

C. This question requires the examinee to demonstrate knowledge of factors involved in creating a literacy-rich classroom environment. The classroom practice described contributes most directly to students' reading development by providing them with experiences in which reading and writing are purposeful and meaningful and promote communication between themselves and others.

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

Descriptive Statements:

» 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).

Sample Item:

The National Reading Panel Report (2000) identified which of the following areas as one of five essential components of beginning reading instruction?

    A.   oral language skills

    B.   phonemic awareness

    C.   academic language

    D.   letter-formation skills

Correct Response and Explanation

B. This question requires the examinee to demonstrate familiarity with convergent research on the essential components of reading instruction. In response to a charge by Congress in 1997, the National Reading Panel was convened to conduct a metastudy of reading research and disseminate their findings. The National Reading Panel Report (2000) presented the National Reading Panel's conclusions about effective components and methods of reading instruction. Based on their review of a wide body of published scientific research on the subject, the National Reading Panel identified five essential components of effective reading instruction. Phonemic awareness instruction was one of these five essential components.