

Sul Ross State University Rio Grande College ■ 3107 Bob Rogers Drive, Eagle Pass, TX 78852 ■ 830.758.5006

EDUC 4308 – The Teaching of Reading – Spring 2020

Mondays 6:00-8:45 – Room D110

Required Text: *Creating Literacy Instruction for all Students* by Thomas G. Gunning. 9th Edition. Pearson Ed.

ISBN: 0133846571

Sul Ross State University Rio Grande College

Department of Education Mission:

“To develop life-long learners who are reflective practitioners of their craft.”

My Personal Mission:

“To be aware of the uniqueness of my students, colleagues, friends, and family and to treat that uniqueness with loving concern. I was created to develop a love for my profession and eagerness to go that extra mile, thus making a difference in the life of students and teachers that occupy my classroom. I am here to learn as much as I can, to experience as much as I can, to give as much as I can, and to love my family and myself as much as I can—as honestly, joyfully, and as long as I possibly can.”

Course Information

EDUC 4308 – The Teaching of
Reading
Spring 2020
3 credits
Room D110
Mondays 6:00-8:45

Instructor

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www.tea.state.tx.us

<http://home.nea.org/books/>
www.nationalreadingpanel.org

www.texas.ets.org

www.corwin.com

www.sbec.state.tx.us

1-888-863-5880

Jan. 13	Course Overview	Requirements
Jan. 20	Ch. 1 The Nature of Literacy	Wemberly Worried
Jan. 27	Ch. 2 Literacy for All: NCLB, RTI, & Diversity in the Classroom	The Three Little Piggies Rock Out In Class Demo Lesson y Instructor
Feb. 3	Ch. 3 Assessing for Learning	Lily's Plastic Purple Purse
Feb. 10	Ch. 4 Fostering Emergent/Early Literacy	Big Books Word Family Poem Due!
Feb. 17	Test #1 Chapters 1 -- 4	
Feb. 24	Ch. 5 Teaching Phonics, High Frequency Words, and Syllabic Analysis	Making Words
Mar. 2	Ch. 6 Building Vocabulary	Miss Alaineus Nursery Rhymes Due!
Mar. 16	Ch. 7 Comprehension: Theory and Strategies Ch. 8 Comprehension: Text Structures and Teaching Procedures	Today I Feel Silly Assertive Discipline Plan & Parent Letter Due!
Mar. 23	Test #2 Chapters 5 -- 8	Reading Inventory Due!
Mar. 30	Ch. 9 Reading and Writing in the Content Areas and Study Skills	Hooway for Wodney Wat T-TESS, Dyslexia, ARD Process & IEP's
Apr. 6	Ch. 10 Reading Literature	Jackalope, Literature Circle
Apr. 20	Ch. 11 Approaches to Teaching Reading	Rhyme Loop, Hurty Feelings
Apr. 27	Ch. 12 Writing and Reading Ch.13 Creating & Managing a Literacy Program	Big Book Due!
May 4	Test #3 Chapters 9 -- 13	

COURSE DESCRIPTION

Intense study of reading assessment, reading readiness, beginning reading, remedial reading, reading devices, and the use of audiovisual aids in Reading. Students will develop analytical skills by reading, thinking, and writing. This course will use lectures, reading, discussions, and images to try as best as possible within the 15 weeks to create a sound curriculum framework which provides standards designed to guide elementary pre-service teachers in the development of a coherent Reading curriculum from K-6 grade.

COURSE OBJECTIVES

The student will:

- communicate an awareness of multiple approaches for teaching reading
- demonstrate intervention strategies for struggling readers
- investigate reading theory and practice
- practice the delivery of a reading lesson in field base experience
- convey an awareness of and describe theoretical basis of current reading practice

STUDENT LEARNING OUTCOMES

Learning Outcome 1: Students will observe and identify range of individual development differences that characterize student in early childhood through grade 6.

Learning Outcome 2: Students will identify assessments to analyze children's strength and needs for planning instruction.

Learning Outcome 3: Students will identify and select pertinent materials and resources including technological resources to enhance students learning and engagement in the planning process.

BA INTERDISCIPLINARY STUDIES (SLO'S MARKETABLE SKILLS AND DISSEMINATION PLAN)

STUDENT LEARNING OUTCOMES:

1. BA Interdisciplinary Studies: SLO 1- Students will observe and identify the range of individual developmental differences that characterize students in early childhood through grade 8 (EDUC 3304).
2. BA Interdisciplinary Studies: SLO - 2 Students will identify instructional strategies to analyze children's strengths and needs for planning instruction.

3. BA Interdisciplinary Studies SLO - 3 Students will identify and select pertinent materials and resources including technological resources to enhance student learning and engagement in the planning process.

MARKETABLE SKILLS:

1. Students have the ability to understand human growth and development.
2. Students have the ability to recognize the influence of diverse social-cultural factors.
3. Students have the skills to utilize multiple methods and strategies to achieve a goal.
4. Students have the skills to effectively use technology.

DISSEMINATION PLAN:

1. Instructors will include the marketable skills in course syllabi.
2. Instructors will include assignments in writing and speaking so student will demonstrate these skills throughout the semester.
3. Instructors will discuss the four marketable skills with students to assure that they understand and can demonstrate each of them.

CORWIN

Corwin is the premier publisher for educators' professional development needs, providing books, kits, online courses and webinars, and workshops and institutes to help educators do their work better.

COURSE REQUIREMENTS

1. **Class attendance and participation.** There are 15 class meetings. Regular attendance is mandatory. Attendance will count as 99 points toward a major grade. Therefore, each day of attendance for the *entire period* will earn you 6.6 points. Class each day will begin at 6:00. I expect you to be punctual. Tardiness is not an option because it disrupts the flow of class. Therefore, if you arrive at 6:05 or later, you are welcome to stay but you will **NOT** get the points for that day; it will count as one absence. Early departures will equal one absence as well. **MORE THAN 2 ABSENCES WILL RESULT IN FAILING THE COURSE. YOU MAY CONTINUE TO ATTEND CLASS BUT YOU WILL RECEIVE A FAILING GRADE FOR THE COURSE.**

2. Chapters will be discussed in class therefore you are responsible for reading them.
3. **Create** an Assertive Discipline Plan and beginning of year parent letter. I'll provide a sample.
4. **Field Experience**: Observation hours.
5. **Create** a Big Book for Shared Reading, no glitter! 90 point Tw Cen font.
6. **Create** a "word family" rhyming poem, no glitter! 20 point Comic Sans font.
7. **Conduct** an Informal Reading Inventory (IRI) with a student that is **NOT** a relative.
8. **Create & Compile** a Nursery Rhymes collection, no glitter! 90 point Tw Cen font.
9. You will be expected to **write a narrative report** on the Top 10 Qualities of a Great Teacher from teaching.org. You need to reflect, comment and include your opinion on each of the characteristics listed and how you think you will be able to become a great teacher some day, **not** just merely copy them and turn them in. This reflection should be a narrative essay, single-spaced, Times Roman-12 point font, three pages.
10. Completion of all written tasks should exhibit professionalism in appearance and content at an acceptable level of scholarship and presented free of errors in mechanics, grammar, and spelling. Write your personal information at the top of the page or on a cover sheet using APA style. Do not leave any blank space at the top of each page. All work should be your **own** work.
11. All assignments will be worth 90 points each. Tests will be worth 100 points each. Attendance and participation will be worth 99 points.

TEST DESIGN

Objective items, short answer, and TExES formatted questions

COURSE GRADES

A=90-100 B=80-89 C=70-79 D=60-69 F=0-59

LATE assignments will not be accepted, please plan accordingly.

NOTE

You will need a 2-inch 3-ring binder, a good pair of scissors, markers or crayons & glue by next week. Have these every time we meet for class. There will be **NO test make-up date** for any of the tests. Please be present for all tests. **CELL PHONES WILL NOT BE PERMITTED IN CLASS. MAKE SURE YOU LEAVE THEM OUTSIDE THE PARAMETERS OF THE CLASSROOM.**

WRITING LAB

The Rio Grande College Writing Lab is available to all students in all courses and offers a wide variety of help and useful information to enhance your writing skills.

HOW TO TAKE GOOD NOTES

Taking good notes on lectures and readings is an important skill that involves listening, thinking, and analyzing thoughtfully and with precision. Creating your own set of notes is one of the best ways to become an active learner since by taking notes, the student puts information into his or her own words in a way that is meaningful to the student. Following are some suggestions that you might want to consider adopting or adding to your own note-taking technique.

Use one notebook or binder for each course. Take notes on one side of the page only so that later when you review your notes you can go from page to page without flipping pages front side to back side. This technique helps with concentration.

TIP: For each week's lecture and reading assignment, it might be useful to begin notes with a synopsis of the readings, even if the synopsis is simply an outline of the chapters in our textbook along the lines of the following example from our first chapter:

Chapter 1

The Nature of Literacy

Major Theories of Literacy and Language Development pp. 4-12

The Role of Language & Culture on Literacy Learning pp. 14-16

The Basic Principles of Teaching Reading pp. 16-19

Qualities of Highly Effective Teachers pp. 19-22

A table such as this one provides a convenient, bird's-eye view of the contents of the chapter we will be reading and discussing during week one. Placed at the beginning of a set of notes, the table and notes will integrate readings and lectures in one place in your notebook.

When taking notes it is not necessary to record every single word, but be sure to copy the outline for the lecture and use it as the framework for your paraphrase of the lecture. Do not fall into the trap of thinking that since something the instructor says seems perfectly clear and obvious, there is no need to make a note on it. Dozens and dozens of clear and obvious statements over the course of the semester will tend to become blurred and jumbled. Statements worth recording are generally introductory or general comments, cause and effect statements, conclusions, and results statements or summaries.

ACADEMIC DISHONESTY

Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty.

- ☞ Cheating is the act of obtaining or attempting to obtain credit for work by the use of any dishonest, fraudulent, or unauthorized means
- ☞ Plagiarism is the act of taking the specific substance of another and offering it as one's own without giving credit to the source

Students found guilty of academic dishonesty will be assigned an appropriate academic penalty, including expulsion and reported to the Judicial Officer on campus.

Texas Educator Certification Examination Program

Field 217: English Language Arts and Reading 4–8

Examination Framework

DRAFT

Domain	Range of Competencies
I. Foundations of Reading	001–004
II. Text Comprehension and Analysis	005–007
III. Oral and Written Communication	008–010
IV. Educating All Learners and Professional Practice	011–013
V. Constructed Response	014

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DRAFT

**217: ENGLISH LANGUAGE ARTS AND READING 4–8
EXAMINATION FRAMEWORK**

DOMAIN I—FOUNDATIONS OF READING

Competency 001 (Foundations of Teaching Reading): *Understand research-based, evidence-based, and culturally relevant foundational concepts, principles, and best practices related to reading instruction and assessment.*

For example:

- A. Demonstrate knowledge of scientifically based reading research (e.g., key findings of the National Reading Panel, the National Early Literacy Panel, the National Literacy Panel for Language Minority Children and Youth), including the key research-based components of reading instruction (i.e., phonemic awareness, phonics, fluency, vocabulary, and text comprehension) and the essential roles that oral language, writing, and motivation play in promoting reading development.
- B. Apply knowledge of the interconnected nature of listening, speaking, reading, writing, and thinking by planning reading instruction that reflects an integrated model of literacy.
- C. Recognize the importance of planning and managing reading instruction in ways that not only promote all students' learning and skill development in reading but also nurture their development as lifelong readers and their self-concept as readers by creating strong associations between reading and feelings of pleasure, engagement, and self-efficacy.
- D. Apply knowledge of key principles of reading instruction, including basing instruction on the standards outlined in the Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading (ELAR) (Grades 4–8); making instructional decisions based on ongoing assessment results; designing and implementing developmentally appropriate, standards-driven instruction that reflects evidence-based best practices; and ensuring that reading instruction is systematic, sequential, and explicit.
- E. Demonstrate knowledge of factors that can affect reading development, including the amount of time all students spend daily engaged in reading and the amount of screen time all students engage in daily and a reading curriculum that emphasizes the development of productive reading and vocabulary skills rather than memorization and context clues and that emphasizes the reading of whole texts rather than worksheets.
- F. Demonstrate knowledge of key factors to consider in planning and delivering differentiated instruction and flexible grouping to address the assessed needs of all students (e.g., students with limited prior experiences with literacy, students with exceptional needs, English learners [ELs], students who are experiencing difficulty, students who are performing above grade level, students who are gifted and talented), including the prerequisite knowledge and skills required for all students to be able to benefit from instruction, the pacing of instruction, the complexity of the content or skills to be taught, and the scaffolds needed to support all students' learning.
- G. Demonstrate knowledge of tiered instructional models used in Texas classrooms (e.g., Response to Intervention [RTI]), including basic components of these models (e.g., using research-based interventions, progress monitoring, shared responsibility and decision making).
- H. Demonstrate knowledge of distinguishing characteristics of dyslexia and dysgraphia, including early indicators of dyslexia and dysgraphia, and demonstrate familiarity with evidence-based instructional strategies and best practices that help support the literacy development of students with identified delays in reading and spelling.

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- I. Demonstrate knowledge of basic concepts related to second-language acquisition as described in the TEKS for ELAR (Grades 4–8) (e.g., recognizing that general education teachers have a shared responsibility in promoting English learners' English language development; that an English learner's English language proficiency level does not relate to the student's grade level; that English learners acquire a new language best when they are provided with multiple, incremental opportunities to expand and extend their English language skills as they build on their strengths in the home language).
- J. Demonstrate knowledge of research-based strategies and best practices for supporting English learners' oral language, literacy, and concept development across academic disciplines as described in the TEKS for ELAR (Grades 4–8) (e.g., identifying and aligning relevant language objectives with content-area lessons; using appropriate scaffolds, particularly visual cues, to support understanding).
- K. Demonstrate knowledge of various instructional technologies (e.g., hardware, software, applications) that may be used to support all students' reading development, instruction, engagement, and motivation to read.
- L. Demonstrate knowledge of criteria for evaluating curricular resources and student-selected materials for independent reading (e.g., evidence of effectiveness, appropriateness for all students' age and developmental levels), using research-based strategies and best practices.
- M. Demonstrate knowledge of key assessment concepts (e.g., validity, reliability, equity in testing) and the characteristics, uses, and limitations of standardized criterion-referenced and norm-referenced tests to assess reading development and identify reading difficulties.
- N. Demonstrate knowledge of key purposes and characteristics of different types of reading assessment, including screening or entry-level assessment, formative or progress-monitoring assessment, summative assessment, diagnostic assessment, and pre- and post-assessment.
- O. Demonstrate knowledge of how to create challenging, engaging, accessible, relevant learning experiences for all students that enable them to engage in individual and collaborative critical thinking and problem solving and to apply disciplinary and cross-disciplinary knowledge to real-world problems.
- P. Apply principles for maintaining a safe, supportive environment that embraces and supports all learners and in which all students are expected to reach high levels of achievement.
- Q. Apply principles for collaborating with other educational professionals, communicating regularly with stakeholders, communicating with all students and families about student progress, and engaging in self-reflective and ethical practices as an educator.

Competency 002 (Foundational Reading Skills): *Understand concepts, principles, and best practices related to the development of foundational reading skills, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level foundational reading skills.*

For example:

- A. Demonstrate knowledge of the interrelationships between oral language and literacy development and various ways in which oral language provides a critical foundation for reading skills and comprehension development, including factors that affect oral language development (e.g., familial, cultural, educational, socioeconomic, linguistic, and developmental characteristics).

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- B. Demonstrate knowledge of the phonological awareness continuum as described in the TEKS for ELAR (Grades 4–8) and apply knowledge of the phonological awareness continuum in order to plan and deliver instruction that is systematic and sequential.
- C. Demonstrate knowledge of the role of phonological and phonemic awareness in the development of literacy in an alphabetic language.
- D. Demonstrate knowledge of the alphabetic principle and the role of the alphabetic principle in reading development (e.g., interrelationships between letter-sound correspondence, phonemic awareness, and beginning decoding).
- E. Demonstrate knowledge of the role of phonics and other word identification skills in all students' development of accurate, automatic decoding; the role of accurate, automatic decoding in reading fluency and comprehension; the reciprocity between decoding and encoding; the importance of sequencing instruction in phonics according to the increasing complexity and relative utility of linguistic units; and the importance of providing all students with explicit, systematic instruction in phonics and frequent practice with applying new decoding skills in connected text.
- F. Demonstrate knowledge of the continuum of phonics skills as described in the TEKS for ELAR (Grades 4–8) and of research-based strategies and best practices for delivering explicit, systematic phonics instruction.
- G. Apply knowledge of tools and techniques for formally and informally assessing all students' development in foundational reading skills.
- H. Interpret the results of ongoing assessments in foundational reading skills and use the results to inform instructional planning and delivery, including differentiated strategies, explicit instruction, and interventions.

Competency 003 (Word Analysis Skills and Reading Fluency): *Understand concepts, principles, and best practices related to the development of word analysis skills and fluency, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level word analysis skills and reading fluency.*

For example:

- A. Demonstrate knowledge of best practices for developing all students' accurate, automatic decoding and spelling of words with specific orthographic patterns and rules, including regular and irregular plurals and words with consonant changes.
- B. Demonstrate knowledge of the role of high-frequency words in accurate, automatic decoding of grade-level text and knowledge of best practices for promoting all students' accurate, automatic decoding and spelling of grade-level high-frequency words, including high-frequency words that are not phonetically regular.
- C. Demonstrate knowledge of best practices for promoting all students' accurate, automatic decoding and spelling of words that contain common inflectional endings (e.g., *-s*, *-ed*, *-ing*, *-er*, *-est*), including teaching common orthographic guidelines related to inflections and connecting an inflectional ending to its grammatical meaning.
- D. Demonstrate knowledge of best practices for promoting all students' accurate, automatic decoding and spelling of common homophones, homographs, and contractions.

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- E. Demonstrate knowledge of common syllable types in English (e.g., closed, silent e, open, vowel team); common syllable division patterns; advanced syllable division patterns; and best practices for developing all students' accurate, automatic decoding and spelling of multisyllabic words.
- F. Demonstrate knowledge of best practices for teaching accurate, automatic decoding and spelling of morphemes, as well as other more advanced elements, including multisyllabic words with multiple sound-spelling patterns.
- G. Recognize that decoding and encoding skills are reciprocal and develop synchronously during the early stages of literacy development, and demonstrate knowledge of the characteristics of all students at various stages of spelling development.
- H. Demonstrate knowledge of key concepts related to reading fluency, including the key indicators of fluency (i.e., accuracy, rate, and prosody); the role of automaticity in reading fluency; interrelationships between accuracy, rate, and automaticity; the role of fluency in reading comprehension; interrelationships between prosody and comprehension; the importance of providing explicit and frequent instruction in fluency to all students at all stages of reading development; and the importance of varying fluency instruction for all students at different stages of development in decoding.
- I. Demonstrate knowledge of common factors that disrupt reading fluency (e.g., limited phonics knowledge; lack of automaticity in key decoding skills; limited recognition of grade-level, high-frequency words; unfamiliarity with a text's content, vocabulary, and/or grammatical structures), and apply knowledge of strategies for addressing these factors.
- J. Demonstrate knowledge of best practices for promoting all students' accuracy in order to enhance reading fluency and comprehension (e.g., reteaching grade-level decoding skills or high-frequency words not yet mastered).
- K. Demonstrate knowledge of best practices for promoting all students' reading rate and automaticity in order to enhance reading fluency and comprehension.
- L. Apply knowledge of quantitative and qualitative dimensions of text complexity, including reader and task variables, when selecting appropriate texts to match all students' reading level and zone of proximal development.
- M. Demonstrate knowledge of guidelines for evaluating texts in terms of readability, content, length, format, illustrations, and other pertinent factors; and apply knowledge of various tools for estimating the readability level of texts for independent reading.
- N. Demonstrate knowledge of best practices for promoting all students' prosody (i.e., reading with appropriate phrasing, expression, and intonation) in order to enhance reading fluency and comprehension (e.g., providing explicit teacher modeling of prosody, engaging students in echo reading and phrase-cued reading).
- O. Apply knowledge of tools and techniques for formally and informally assessing all students' development of word analysis skills and fluency development.
- P. Interpret the results of ongoing assessments in word analysis skills and fluency development and use the results to inform instructional planning and delivery, including differentiated strategies, explicit instruction, and interventions.

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Competency 004 (Vocabulary Development): *Understand concepts, principles, and best practices related to vocabulary development, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level vocabulary knowledge and skills.*

For example:

- A. Demonstrate knowledge of the importance of vocabulary in supporting all students' reading comprehension, ability to engage in self-sustained reading, and overall academic achievement.
- B. Demonstrate knowledge of the continuum of vocabulary development as described in the TEKS for ELAR (Grades 4–8), including the importance of providing all students with frequent, repeated exposures to and opportunities to use new vocabulary in meaningful contexts.
- C. Demonstrate knowledge of factors that influence vocabulary development (e.g., familial, cultural, educational, socioeconomic, linguistic, and developmental characteristics), including the importance of frequent and wide (i.e., varied) reading in vocabulary development.
- D. Demonstrate knowledge of the distinctions between various tiers of vocabulary (i.e., Tier One—everyday, Tier Two—general academic, and Tier Three—discipline-specific) and the importance of explicitly teaching all students new Tier Two and Tier Three words that are key to understanding a new concept or comprehending a new text, while also identifying any relevant Tier One words with which all students may be unfamiliar and explicitly teaching these words.
- E. Demonstrate knowledge of criteria for selecting words for explicit word study (e.g., a word's utility and frequency within a discipline or across disciplines) and apply strategies for providing all students with multiple opportunities to use new Tier Two and Tier Three words in a variety of settings.
- F. Demonstrate knowledge of best practices for promoting all students' ability to identify, use, and explain the meaning of grade-level antonyms, synonyms, homophones, idioms, adages, and puns.
- G. Demonstrate knowledge of best practices for promoting all students' ability to use context within and beyond a sentence to help infer the meaning of an unfamiliar word or to determine the meaning of a multiple-meaning word, including using different types of context clues.
- H. Demonstrate understanding of the importance of teaching all students independent word-learning strategies, including structural/morphemic analysis (e.g., knowledge of common Greek and Latin roots and affixes), contextual analysis, and use of print and digital resources, in order to promote their ability to engage in self-sustained reading of assigned or self-selected grade-level texts in multiple genres.
- I. Apply knowledge of tools and techniques for formally and informally assessing all students' development of vocabulary knowledge and skills.
- J. Interpret the results of ongoing assessments in vocabulary development and use the results to inform instructional planning and delivery, including differentiated strategies, explicit instruction, and interventions.

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DOMAIN II—TEXT COMPREHENSION AND ANALYSIS

Competency 005 (Reading Comprehension Development): *Understand concepts, principles, and best practices related to the development of reading comprehension, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level reading comprehension strategies.*

For example:

- A. Demonstrate knowledge of factors influencing reading comprehension (e.g., oral language development, including listening comprehension skills; academic language development, including vocabulary and grammatical knowledge and skills; decoding skills; reading fluency; ability to monitor for understanding; background knowledge relevant to a text's topic or setting; level of English language proficiency; prior literacy experiences with other texts of the same genre or text type).
- B. Demonstrate knowledge of reading comprehension as an active process of constructing meaning at varying levels (i.e., literal, inferential, and evaluative).
- C. Demonstrate knowledge of the interrelationships between the various components of reading and the importance of promoting all students' development of various dimensions of reading comprehension (e.g., listening comprehension, vocabulary development, literary analysis, analysis of informational text, responses to text) at all stages of reading development.
- D. Demonstrate knowledge of the challenges and supports in a text (e.g., pictures, predictability, decodability, text structure) and strategies for evaluating and sequencing texts for reading instruction according to text complexity, including strategies that promote all students' self-sustained reading of increasingly complex texts and their ability to self-select appropriate texts for independent reading, inquiry, and research.
- E. Demonstrate knowledge of best practices for promoting all students' ability to apply metacognitive reading comprehension strategies to literary and informational texts.
- F. Demonstrate knowledge of the role of teacher-guided close reading and rereading in developing all students' ability to comprehend increasingly complex texts, including key components of a research-based close-reading routine or protocol (e.g., using text-dependent questions and annotation; rereading a text for different levels of meaning).
- G. Demonstrate knowledge of best practices for promoting all students' ability to engage in independent self-sustained reading with comprehension for increasing periods of time (e.g., by explicitly teaching students self-monitoring skills, comprehension repair strategies, strategies for self-selecting appropriate texts).
- H. Demonstrate knowledge of best practices for teaching all students how to vary approaches to reading a text according to the purpose for reading (e.g., questioning before, during, and after reading; skimming for gist; scanning for specific information; close reading for deep understanding).
- I. Demonstrate knowledge of best practices for promoting all students' ability to use listening, speaking, reading, writing, and thinking skills to respond to a variety of sources, using multiple texts (e.g., describing personal connections to texts; comparing sources within and across genres; using text evidence to support responses; retelling, paraphrasing, and summarizing texts in a meaningful way; interacting through note taking, annotating, or freewriting; responding with appropriate vocabulary and tone; discussing explicit or implicit text meanings; reflecting on and adjusting responses as new evidence is presented; defending or challenging authors' claims using relevant text evidence).

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- J. Apply knowledge of tools and techniques for formally and informally assessing all students' development in reading comprehension and reading comprehension strategies.
- K. Interpret the results of ongoing assessments in reading comprehension and reading comprehension strategies and use the results to inform instructional planning and delivery, including differentiated strategies, explicit instruction, and interventions.

Competency 006 (Reading Literary Texts): *Understand the genre-specific characteristics, structures, and purposes of diverse traditional, contemporary, and classical literary texts, and apply knowledge of how authors use these elements and characteristics to achieve specific purposes.*

For example:

- A. Apply knowledge of the elements and characteristics of literary genres from diverse cultures, including realistic fiction, science fiction, literary nonfiction, children's literature (e.g., fables, tall tales), drama, and various forms of poetry (e.g., epic, lyric, humorous).
- B. Apply knowledge of how to incorporate rigorous questioning methods into instruction when planning and executing lessons that involve reading literary texts.
- C. Analyze how authors use literary elements, including imagery, literal and figurative language (e.g., simile, metaphor, personification, hyperbole), sound devices (e.g., alliteration, assonance), and literary point of view (e.g., omniscient, limited) to achieve specific purposes.
- D. Apply knowledge of how to use text evidence to infer the theme(s) of a literary text and to analyze how themes are developed in literary texts.
- E. Analyze and compare linear plot elements (e.g., rising action, climax, falling action) and nonlinear plot elements (e.g., foreshadowing, flashbacks).
- F. Analyze how the setting of a literary text, including historical and cultural settings, influences character and plot development in the text.
- G. Analyze how playwrights develop characters and dramatic action through dialogue, staging, and the use of acts and scenes.
- H. Analyze how authors use language to contribute to mood and voice in literary texts.
- I. Demonstrate knowledge of the vertical alignment of skills related to the comprehension and analysis of literary texts as described in the TEKS for ELAR (Grades 4–8).
- J. Demonstrate knowledge of research-based strategies and best practices for promoting all students' ability to comprehend and analyze a range of literary texts, including identifying a text's key ideas and details; analyzing an author's purpose for writing; identifying story elements, such as characters, plot, setting, and theme; analyzing an author's craft, such as word choice and use of imagery and figurative language; and using evidence from a literary text to support responses.
- K. Demonstrate knowledge of research-based strategies and best practices for promoting all students' comprehension of literary texts at all three comprehension levels (i.e., literal, inferential, and evaluative) and for promoting critical thinking about literary texts (e.g., synthesizing information to create new understandings; asking and having all students generate questions related to bias, such as which voices and perspectives are stated, implied, and/or absent in a text).
- L. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in the comprehension and analysis of literary texts in order to address the assessed needs of all students.

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Competency 007 (Reading Informational and Argumentative Texts): *Understand the elements and characteristics of informational and argumentative texts, and apply knowledge of how authors use these elements and characteristics to achieve specific purposes.*

For example:

- A. Apply knowledge of informational text structures (e.g., descriptive, comparison/contrast, cause/effect, sequential, chronological), informational text features (e.g., subtitles, bold or italicized text), and informational graphic features (e.g., maps, charts, diagrams).
- B. Apply knowledge of how to incorporate rigorous questioning methods into instruction when planning and executing lessons that involve reading informational and argumentative texts.
- C. Identify the author's purpose and message within an informational or argumentative text and analyze how the text's structure contributes to the author's purpose.
- D. Analyze an author's use of craft (e.g., word choice, use of rhetorical devices) in an informational or argumentative text.
- E. Identify and analyze the central/controlling idea(s) of an informational text.
- F. Interpret and evaluate information presented in various formats (e.g., graphs, time lines, sidebars).
- G. Apply knowledge of the characteristics and structures of argumentative texts.
- H. Analyze the claim in an argumentative text, including analyzing how the author uses various types of evidence to support the argument.
- I. Analyze the counterargument in an argumentative text.
- J. Distinguish between fact and opinion and between logical fallacies (e.g., bandwagon appeals, circular reasoning) and rhetorical devices (e.g., analogy, juxtaposition).
- K. Determine the intended audience or readers of an argumentative text.
- L. Apply knowledge of the characteristics of multimodal and digital informational and argumentative texts.
- M. Demonstrate knowledge of the vertical alignment of skills related to the comprehension and analysis of informational and argumentative texts as described in the TEKS for ELAR (Grades 4–8).
- N. Demonstrate knowledge of research-based strategies and best practices for promoting all students' ability to comprehend and analyze informational and argumentative texts, including identifying text structures, identifying central/controlling ideas and supporting evidence, using textual and graphic features to gain information, identifying an author's purpose and intended audience, analyzing an author's use of craft, distinguishing facts from opinions, and identifying the claim in an argumentative text.
- O. Demonstrate knowledge of research-based strategies and best practices for promoting all students' comprehension of informational and argumentative texts at all three comprehension levels (i.e., literal, inferential, and evaluative) and for promoting critical thinking about informational and argumentative texts (e.g., synthesizing information to create new understandings; asking and having all students generate higher-order questions about a text, such as questions related to voices or perspectives stated, implied, and/or absent in a text or questions about the credibility of a text).
- P. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in the comprehension and analysis of informational and argumentative texts to address the assessed needs of all students.

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DOMAIN III—ORAL AND WRITTEN COMMUNICATION

Competency 008 (Composition): *Understand the characteristics of various genres of written text and apply knowledge of strategies for developing well-organized, engaging, written texts that achieve specific purposes for specific audiences.*

For example:

- A. Demonstrate knowledge of predictable stages in the development of written language and writing conventions and recognize the possibility of individual variations.
- B. Apply knowledge of how to incorporate rigorous questioning methods into instruction when planning and executing lessons that involve oral and written communication.
- C. Apply knowledge of genres (e.g., personal narrative, fiction, informational texts, argumentative texts, correspondence that reflects an opinion, requests information, or registers a complaint in a business or friendly structure) and of strategies for selecting the most appropriate genre for a specific topic, purpose, and audience.
- D. Apply knowledge of strategies for generating ideas for writing (e.g., brainstorming, freewriting, mapping, background reading).
- E. Apply knowledge of strategies for using a purposeful structure that includes an introduction, transitions, coherence within and across paragraphs, and a conclusion.
- F. Apply knowledge of strategies for developing an engaging idea with relevant, specific facts and details.
- G. Apply knowledge of strategies for developing a clear central/controlling idea or thesis statement.
- H. Apply knowledge of strategies for writing a claim, using evidence to support the claim and reasoning to tie the claim to the evidence.
- I. Apply knowledge of strategies for revising a draft to enhance organization, coherence, clarity, style, word choice and sentence variety.
- J. Apply knowledge of strategies for editing drafts using standard conventions of English (e.g., complete complex sentences, subject-verb and pronoun-antecedent agreement, appropriate use of verb tense and voice, correct spelling and punctuation).
- K. Apply knowledge of how to compose correspondence that expresses an opinion, registers a complaint, or requests information using a formal and informal structure.
- L. Demonstrate knowledge of research-based strategies and best practices for instruction at all stages of the writing process, including the use of technology to promote all students' writing skills.
- M. Demonstrate knowledge of the role of self-assessment in the writing process (e.g., for clarity, comprehensiveness, interest) and of strategies for modeling self-assessment techniques.
- N. Demonstrate knowledge of the vertical alignment of writing skills as described in the TEKS for ELAR (Grades 4–8).
- O. Demonstrate knowledge of research-based strategies and best practices for differentiating writing instruction to address the assessed needs of all students.
- P. Demonstrate knowledge of strategies and best practices for assessing all students' writing development and for using assessment data to inform future instruction in writing.

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Competency 009 (Inquiry and Research): *Understand strategies for conducting focused inquiry and research and presenting the results in an appropriate, responsible, and ethical manner.*

For example:

- A. Apply knowledge of inquiry and research skills (e.g., using text organizers, taking notes, outlining, previewing, summarizing) and their significance for student learning and achievement.
- B. Apply knowledge of strategies for generating and clarifying questions for formal and informal inquiry and for refining major research questions as necessary.
- C. Apply knowledge of strategies for developing and following a research plan.
- D. Apply knowledge of strategies for locating, identifying, and gathering relevant information from a variety of print and digital sources.
- E. Apply knowledge of distinctions between primary and secondary sources.
- F. Apply knowledge of strategies for evaluating sources for reliability, credibility, and bias, including omission, and for faulty reasoning (e.g., loaded language).
- G. Apply knowledge of strategies for synthesizing information from a variety of sources.
- H. Apply knowledge of how to paraphrase, quote from, and cite source material ethically.
- I. Apply knowledge of strategies for determining the appropriate mode of delivery (e.g., written, oral, multimodal) to present results of inquiry and research.
- J. Demonstrate knowledge of the vertical alignment of inquiry and research skills as described in the TEKS for ELAR (Grades 4–8).
- K. Demonstrate knowledge of instructional strategies and best practices for promoting all students' ability to conduct focused inquiry and research across the curriculum.
- L. Demonstrate knowledge of instructional strategies and best practices for promoting all students' ability to present the results of inquiry in a well-organized and ethical manner.

Competency 010 (Listening and Speaking): *Demonstrate knowledge of strategies for critical listening and collaborative speaking using differentiation strategies that are culturally and academically appropriate for all students.*

For example:

- A. Apply knowledge of strategies for listening actively and purposefully to interpret messages in a variety of contexts.
- B. Apply knowledge of strategies for listening critically to analyze and evaluate a speaker's message.
- C. Apply knowledge of strategies for communicating ideas effectively in culturally appropriate contexts (e.g., by using eye contact, speaking rate, volume, enunciation, and natural gestures).
- D. Apply knowledge of strategies for working collaboratively with others and for participating in collaborative discussions (e.g., eliciting and considering suggestions, taking notes, identifying points of agreement and disagreement).
- E. Demonstrate knowledge of the vertical alignment of listening and speaking skills as described in the TEKS for ELAR (Grades 4–8).

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- F. Demonstrate knowledge of instructional strategies and best practices for promoting all students' skills in active, critical listening and collaborative speaking, including the use of technology to promote oral communication skills.
- G. Demonstrate knowledge of instructional strategies and best practices for assessing all students' skills in critical listening and collaborative speaking and for using assessment data to inform instruction.

DOMAIN IV—EDUCATING ALL LEARNERS AND PROFESSIONAL PRACTICE

Competency 011 (Differentiation Strategies in Planning and Practice): *Understand how to identify and implement developmentally and culturally appropriate strategies and data-driven practices to effectively teach and engage all learners.*

For example:

- A. Demonstrate knowledge of the principles of universal design for learning (UDL) and how to apply UDL guidelines to incorporate the flexibility necessary to maximize learning opportunities for all students.
- B. Apply knowledge of effective methods for fostering students' active participation and individual academic success in one-to-one, small-group, and large-group settings and for facilitating all students' inclusion in various settings (e.g., academic, social).
- C. Apply knowledge of activities and instruction that build on students' individual interests, primary language, experiences, and prior knowledge; respond to students' strengths and needs; and promote the development of prerequisite skills and positive dispositions toward learning in the content areas.
- D. Demonstrate knowledge of how and when to adjust and scaffold instruction, instructional activities, and assessment in response to various types of feedback from students.
- E. Demonstrate knowledge of how to identify, select, and implement appropriate and effective accommodations for students with 504 plans or Individualized Education Programs (IEPs), including collaborating with other professionals to meet the needs of all students.
- F. Demonstrate knowledge of the various categories of disabilities as outlined in the Individuals with Disabilities Education Act (IDEA) and of Child Find obligations and educational implications specific to children with unique learning differences (e.g., developmental delays, autism spectrum disorder, dyslexia, intellectual disabilities, behavioral/emotional challenges, specific learning disabilities).
- G. Demonstrate knowledge of the Code of Ethics and Standard Practices for Texas Educators, as well as school-specific policies and procedures.
- H. Demonstrate knowledge of best practices for communicating consistently, clearly, and respectfully with all members of the campus community, administrators, and staff.
- I. Demonstrate knowledge of best practices for communicating regularly, clearly, and appropriately with parents/guardians and families about student progress by providing detailed and constructive feedback and for partnering with students' families in furthering students' achievement goals.

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Competency 012 (Culturally Responsive Practices): *Understand how to identify and implement culturally responsive, developmentally appropriate practices to effectively teach and engage all learners.*

For example:

- A. Demonstrate knowledge of strategies and practices that acknowledge and respect diversity and identity (e.g., cultural, economic, linguistic, racial, ethnic, gender, ability, sexual orientation) and support inclusion in order to promote students' overall development and learning, including understanding of the benefits of primary languages and multilingualism to learning.
- B. Recognize the role personal bias plays in potential learning expectations for all students in order to promote safe, positive, and supportive interactions and learning environments for all students.
- C. Demonstrate knowledge of activities, approaches, and resources that encourage and support exploration and engagement and promote a positive disposition toward learning for all students.
- D. Demonstrate understanding of the role of language and culture in learning, as well as how to modify instruction to support language acquisition to ensure that both language and instruction are accessible across the content areas.
- E. Demonstrate knowledge of ways to work collaboratively with parents/guardians, teachers, school and community service providers, and students to support all students, including but not limited to English learners (ELs), and programs such as ESL, bilingual, and dual language.
- F. Demonstrate knowledge of ways to work collaboratively with teachers, related service providers, parents/guardians, and students to effectively support the implementation of an Individualized Education Program (IEP) and instructional accommodations, modifications, and strategies.
- G. Demonstrate knowledge of best practices for maintaining and facilitating respectful, supportive, positive, and productive interactions with and among students.
- H. Demonstrate knowledge of best practices for implementing behavior management systems to maintain an environment in which all students can learn effectively.
- I. Demonstrate knowledge of best practices for maintaining a classroom culture that is based on high expectations for student performance and encourages all students to be self-motivated and take responsibility for their own learning.
- J. Demonstrate knowledge of best practices for maximizing instructional time, including managing transitions.

Competency 013 (Data-Driven Practice and Formal/Informal Assessment): *Understand the types, selection, and uses of data-driven, developmentally appropriate assessments and assessment practices to effectively support program improvement and all students' learning.*

For example:

- A. Demonstrate knowledge of the various purposes of the use of developmentally appropriate assessments for evaluating students across domains.
- B. Apply knowledge of basic assessment terminology and of types, characteristics, uses, and limitations of formal, informal, and alternative assessments (e.g., developmental screenings, formative and summative assessments, observations, portfolios, state-mandated assessments, types of assessment accommodations and modifications, curriculum-based measures).

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- C. Apply knowledge of ways to develop and select developmentally appropriate assessments and assessment strategies (e.g., use of TEA resources such as formative assessment banks), ensure that assessments are aligned to instructional objectives and outcomes, and use assessment results to inform instruction and measure student progress throughout the content areas.
- D. Apply knowledge of considerations and strategies for effectively administering assessments and documenting assessment outcomes.
- E. Recognize legal and ethical issues related to assessment, responsible assessment practices, and confidentiality.
- F. Demonstrate knowledge of the foundational elements of Response to Intervention (RtI) and the ability to apply this knowledge to differentiate tiered instruction for all students based on data.
- G. Interpret and use information from formal and informal assessments, including the use of multiple measures of assessment, to inform decisions and plan and evaluate student learning.
- H. Interpret assessment results to enhance knowledge of students; evaluate and monitor development, learning, and progress; establish goals; and plan, differentiate, and continuously adjust learning activities and environments for individuals and groups.
- I. Demonstrate knowledge of a variety of types of systematic observation and documentation (e.g., anecdotal notes, checklists, data collection) and the ability to use these processes and procedures to gain insight into all students' development, strengths, needs, and learning.

DOMAIN V—CONSTRUCTED RESPONSE

Competency 014 (Constructed Response): *In a written response, describe principles and strategies for developing standards-based, data-driven instruction that will help all students achieve a specific learning goal.*

For example:

- A. Apply knowledge of strategies for developing a specific learning goal that aligns with a given academic standard for English language arts and is based on a given excerpt from a grade-level literary or informational text.
- B. Apply knowledge of strategies for assessing student readiness for a specific learning goal, including identifying potential learning challenges.
- C. Apply knowledge of instructional strategies for addressing identified learning challenges.
- D. Apply knowledge of strategies for helping all students connect prior understanding and real-world experiences to new content and contexts.
- E. Apply knowledge of strategies for differentiating instruction to align with the diverse needs of all students.
- F. Apply knowledge of strategies for assessing student growth aligned to a specific learning goal and for using assessment data to measure student progress and plan future instruction.

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Texas Educator Certification Examination Program

Field 293: Science of Teaching Reading

Examination Framework

DRAFT

March 2019

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Texas Educator Certification Examination Program

Field 293: Science of Teaching Reading

Examination Framework

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Domain	Range of Competencies
I. Reading Pedagogy	001–002
II. Reading Development: Foundational Skills	003–008
III. Reading Development: Comprehension	009–012
IV. Analysis and Response	013

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DOMAIN I—READING PEDAGOGY

Competency 001 (Foundations of the Science of Teaching Reading): *Understand foundational concepts, principles, and best practices related to the science of teaching reading.*

For example:

- A. Demonstrate knowledge of scientifically based reading research (e.g., key findings of the National Reading Panel, the National Early Literacy Panel, the National Literacy Panel for Language Minority Children and Youth), including the key research-based components of reading instruction (i.e., phonemic awareness, phonics, fluency, vocabulary, and text comprehension) and the essential roles that oral language, writing, and motivation play in promoting reading development for students in prekindergarten through grade 3.
- B. Demonstrate knowledge of the *Texas Prekindergarten Guidelines* related to reading and the Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading (ELAR) (Kindergarten through Grade 5).
- C. Apply knowledge of the interconnected nature of listening, speaking, reading, writing, and thinking by planning reading instruction that reflects an integrated and recursive model of literacy.
- D. Demonstrate knowledge of the characteristics of students at various stages of reading development from learning to read, including emergent (i.e., pre-reading stage or pre-alphabetic stage), beginning (i.e., initial reading and decoding stage or partial- to full-alphabetic stage), and transitional (i.e., confirmation and fluency stage or consolidated-alphabetic stage), to reading to learn, including intermediate (i.e., reading-to-learn-the-new stage) and advanced (i.e., multiple viewpoints stage and construction and reconstruction stage), in order to help inform instructional planning and management of reading instruction.
- E. Recognize that decoding and encoding skills are reciprocal and develop synchronously during the early stages of literacy development, and demonstrate knowledge of the characteristics of students at various stages of spelling development (e.g., pre-communicative or pre-phonetic, semi-phonetic, phonetic, transitional, conventional).
- F. Demonstrate knowledge of the interrelationships between the various components of reading and the importance of promoting young children's development of both foundational reading skills and various dimensions of reading comprehension (e.g., listening comprehension, vocabulary development, literary analysis, analysis of informational text, responses to text) at all stages of reading development.
- G. Recognize the importance of planning and managing reading instruction in ways that not only promote young children's learning and skill development in reading but also nurture their development as lifelong readers and their self-concept as readers by creating strong associations between reading and feelings of enjoyment, engagement, and self-efficacy and by promoting increased awareness of their own thoughts, feelings, likes, and dislikes with regard to texts.
- H. Demonstrate knowledge of key principles of research-based and evidence-based reading instruction, including basing instruction on the standards outlined in the *Texas Prekindergarten Guidelines* and the TEKS for ELAR (Kindergarten through Grade 5); making instructional decisions based on ongoing assessment results; designing and implementing developmentally appropriate, standards-driven instruction that reflects evidence-based best practices; and ensuring that reading instruction is systematic, sequential, explicit, and strategic and promotes the prevention of reading difficulties.

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- I. Demonstrate knowledge of factors that can affect young children's reading development, including the amount of time children spend daily engaged in reading, the amount of screen time children engage in daily, a reading curriculum that emphasizes the development of productive reading and vocabulary skills (e.g. phonics, structural analysis) rather than overreliance on memorization and context clues and that emphasizes the reading of whole texts rather than worksheets, and the use of culturally responsive instructional practices (e.g., call-and-response strategies).
- J. Demonstrate knowledge of the importance of using an assets-based approach when acquiring, analyzing, and using background information about students (e.g., familial, cultural, educational, socioeconomic, linguistic, and developmental characteristics) to inform instructional planning and engage all students in reading.
- K. Demonstrate understanding of the importance of differentiating classroom instruction to address the assessed needs of all students (e.g., students with limited prior experiences with literacy, students with exceptional needs, English learners, students who are experiencing difficulty, students who are performing above grade level, students who are gifted and talented), including understanding the importance of being proactive in remediating students' identified reading needs and/or gaps in students' prior learning.
- L. Demonstrate knowledge of key factors to consider in planning and delivering differentiated instruction and flexible grouping, including students' assessed strengths and needs in the area(s) of reading to be addressed in a lesson, the prerequisite knowledge and skills required for students to be able to benefit from instruction, the pacing of instruction, the complexity of the content or skills to be taught, and the scaffolds needed to support all students' learning.
- M. Demonstrate knowledge of tiered instructional models used in Texas classrooms (e.g., Response to Intervention [RtI]), including basic components of these models (e.g., using research-based interventions, progress monitoring, shared responsibility and decision making).
- N. Recognize that individual variations in literacy development occur and may require additional support and monitoring in the early childhood education classroom and warrant in-depth evaluation and/or collaboration with other professionals, if growth is not achieved through classroom interventions.
- O. Recognize that decoding-related difficulties and disabilities represent the most common source of reading difficulty; demonstrate knowledge of distinguishing characteristics of dyslexia and dysgraphia, including early indicators of dyslexia and dysgraphia; and demonstrate familiarity with evidence-based instructional strategies and best practices that general education teachers in prekindergarten through grade-3 classrooms can use to help support the literacy development of students with identified delays in decoding and spelling.
- P. Demonstrate knowledge of the critical role that families play in young children's reading development, strategies for promoting collaboration with families to support all students' development in reading, and ways to empower families to engage in at-home reading with their child and to facilitate their child's reading development in various areas (e.g., using new vocabulary, practicing decoding skills and oral reading fluency).
- Q. Demonstrate knowledge of basic linguistic terminology and concepts used in reading instruction (e.g., phoneme, morpheme, inflectional suffix, derivational affix, prosody), including identifying the role of various language systems (e.g., phonology, morphology, syntax, semantics, discourse, pragmatics) involved in oral language and literacy development.
- R. Demonstrate knowledge of various instructional technologies (e.g., hardware, software, applications) that may be used to support young children's reading development, reading engagement, and motivation to read.

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- S. Demonstrate knowledge of criteria for evaluating and selecting curricular resources (e.g., evidence of effectiveness, appropriateness for students' age and developmental levels) and research-based strategies and best practices for teaching students how to select, view, and share books and other reading materials for independent reading.

Competency 002 (Foundations of Reading Assessment): *Understand foundational concepts, principles, and best practices related to reading assessment.*

For example:

- A. Demonstrate knowledge of the role of assessment in standards-based reading instruction, including basing reading assessment on relevant grade-level standards in the *Texas Prekindergarten Guidelines* or TEKS for ELAR (Kindergarten through Grade 5), and using data from ongoing reading assessments to inform instruction, to plan differentiated instruction, and to adjust instructional planning and delivery to meet all students' reading needs.
- B. Demonstrate knowledge of key purposes and characteristics of different types of reading assessment, including screening or entry-level assessments, formative or progress-monitoring assessments, summative assessments, diagnostic assessments, and pre- and post-assessments.
- C. Demonstrate understanding of the importance of using both code-based and meaning-based classroom reading assessments to inform instructional planning, and identify techniques for assessing various decoding skills (e.g., using word lists to assess recognition of high-frequency sight words; using word pattern surveys, pseudo-word assessments, phonics inventories, writing samples, or spelling inventories to assess phonics knowledge and skills; using structural analysis inventories to assess syllabication and morphemic analysis skills) and various dimensions of reading comprehension (e.g., using oral retellings, written responses, or text-based questioning to assess reading comprehension and vocabulary knowledge; using oral language and writing samples to analyze academic language and vocabulary development).
- D. Demonstrate understanding of the importance of selecting and using texts for reading assessments that reflect a diversity of genres, cultures, perspectives, and time periods, including the diversity of the classroom, the school community, and society.
- E. Demonstrate knowledge of key assessment concepts (e.g., validity, reliability, equity in testing) and the characteristics, uses, and limitations of standardized criterion-referenced and norm-referenced tests to assess reading development and identify reading difficulties.
- F. Demonstrate knowledge of the distinctions between group and individual classroom reading assessments and the characteristics, uses, and limitations of various formal and informal reading assessments (e.g., miscue analyses, informal reading inventories, phonics inventories, spelling inventories, retellings, running records, oral reading fluency measures, use of rubrics, portfolio assessment, assessment of authentic reading tasks).
- G. Demonstrate knowledge of techniques for determining students' independent, instructional, and frustration reading levels and how to use the results for various purposes (e.g., selecting appropriate instructional materials for a given lesson, including for differentiated instruction; guiding students' selection of independent reading materials).
- H. Demonstrate knowledge of strategies for using the results of assessments (e.g., informal reading inventories [IRIs], interest surveys or questionnaires) to guide students' independent reading, including conferencing with individual students about their interests, text selections, and responses to specific texts.

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- I. Demonstrate knowledge of strategies for communicating a student's progress to stakeholders, including the student, when appropriate, and apply knowledge of strategies for providing feedback to young students that encourages, supports, and motivates their continued growth in reading.
- J. Demonstrate knowledge of various instructional technologies (e.g., hardware, software, applications) that may be used to support the assessment of reading development.
- K. Demonstrate knowledge of strategies for differentiating reading assessments to ensure that they accurately assess all students' reading needs.

DOMAIN II—READING DEVELOPMENT: FOUNDATIONAL SKILLS

Competency 003 (Oral Language Foundations of Reading Development): *Understand foundational concepts, principles, and best practices related to young children's development of oral language, including second-language acquisition, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level oral language skills.*

For example:

- A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing various aspects of students' oral language development, including their academic language development (e.g., knowledge and usage of sentences and grammatical structures of increasing complexity).
- B. Demonstrate ability to accurately interpret the results of ongoing assessments in oral language development, including sentence and grammatical complexity, and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.
- C. Demonstrate knowledge of the continuum of oral language development as described in the *Texas Prekindergarten Guidelines* and the TEKS for ELAR (Kindergarten through Grade 5), including basic stages of oral language development; characteristic features of children's oral language at different stages of development; and the importance of providing young children with frequent, repeated, incremental exposures to and opportunities to use new academic language structures in meaningful contexts, including providing opportunities for low-risk oral language rehearsal.
- D. Recognize that individual variations in oral language development occur and that speech or language delays require additional support and monitoring in the early childhood education classroom and may warrant in-depth evaluation and/or collaboration with other professionals, if improvement is not achieved through classroom interventions.
- E. Demonstrate knowledge of research-based strategies and best practices for promoting students' understanding and use of sentences and grammatical structures of increasing complexity (e.g., compound sentences, complex sentences, relative clauses).
- F. Demonstrate knowledge of research-based strategies and best practices for promoting students' understanding and use of grade-level instructional language, including terminology and sentence structures used to label and describe people, things, places, and locations and to name, describe, and explain actions, directions, positions, sequences, locations, and categories (e.g., colors, shapes, textures).

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- G. Demonstrate knowledge of the interrelationships between oral language and literacy development and various ways in which oral language provides a critical foundation for reading skills and comprehension development, particularly for young children at the emergent and beginning stages of reading development, including factors that affect oral language development (e.g., familial, cultural, educational, socioeconomic, linguistic, and developmental characteristics).
- H. Demonstrate knowledge of the importance of English learners' home language as an asset that provides an essential foundation for their oral language and literacy development in English, and apply knowledge of research-based strategies and best practices for facilitating language transfer by helping English learners make cross-language connections (e.g., explicitly pointing out words that are cognates in English and the home language, using objects or pictures from students' home cultures to connect new English words with familiar meanings).
- I. Demonstrate knowledge of basic concepts related to second-language acquisition as described in the *Texas Prekindergarten Guidelines* and the TEKS for ELAR (Kindergarten through Grade 5) (e.g., recognizing that general education teachers have a shared responsibility in promoting English learners' English language development, that an English learner's English language proficiency level does not relate to the student's grade level, that beginning-level English learners may experience a "silent period" during which they are listening actively without producing oral language, that English learners acquire a new language best when they are provided with multiple, incremental opportunities to expand and extend their English language skills as they build on their strengths in the home language).
- J. Demonstrate knowledge of the characteristic features of the four English language proficiency levels as described in the Texas English Language Proficiency Standards (ELPS) (i.e., beginning, intermediate, advanced, and high advanced) in order to plan appropriate language and literacy instruction for English learners.
- K. Demonstrate knowledge of culturally responsive instruction, including research-based strategies and best practices for supporting English learners' oral language, literacy, and concept development across academic disciplines as described in the *Texas Prekindergarten Guidelines* and the TEKS for ELAR (Kindergarten through Grade 5) (e.g., identifying and aligning relevant language objectives with content-area lessons; using appropriate scaffolds, particularly visual cues, to support understanding).
- L. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in oral language development, including in sentence and grammatical structures, in order to address the assessed needs of all students.

Competency 004 (Phonological and Phonemic Awareness): *Understand concepts, principles, and best practices related to the development of phonological and phonemic awareness, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level phonological and phonemic awareness skills.*

For example:

- A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing students' development of phonological and phonemic awareness skills.
- B. Demonstrate ability to accurately interpret the results of ongoing assessments in phonological and phonemic awareness and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.

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- C. Demonstrate knowledge of the role of phonological and phonemic awareness in the development of literacy in an alphabetic language.
- D. Demonstrate understanding of the distinctions between phonological awareness and phonemic awareness and the distinctions between phonemic awareness and the alphabetic principle.
- E. Demonstrate knowledge of key concepts related to the development of phonological and phonemic awareness (e.g., recognizing that young children naturally attend to the meaning of language rather than its sounds and that larger units of sound are easier to detect and manipulate than smaller units of sound).
- F. Demonstrate knowledge of the phonological awareness continuum as described in the *Texas Prekindergarten Guidelines* and the TEKS for ELAR (Kindergarten through Grade 5) and apply knowledge of the phonological awareness continuum in order to plan and deliver instruction that is systematic and sequential.
- G. Demonstrate knowledge of research-based strategies and best practices for promoting young children's development of phonological awareness skills.
- H. Demonstrate knowledge of research-based strategies and best practices for promoting development of phonemic awareness skills, including strategies that help make the concept of phonemes more concrete for young children (e.g., using manipulatives).
- I. Recognize that a student's home language or language variety may not include all the sounds used in standard English and that English learners and speakers of various dialects or regional styles of English may require explicit, linguistically appropriate support in order to perceive and manipulate some of the phonemes of standard English.
- J. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in phonological and phonemic awareness skills in order to address the assessed needs of all students.

Competency 005 (Print Concepts and Alphabet Knowledge): *Understand concepts, principles, and best practices related to the development of print concepts and alphabet knowledge, including understanding of the alphabetic principle, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level print concepts and alphabet knowledge and their understanding of the alphabetic principle.*

For example:

- A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing various aspects of students' development in print concepts and alphabet knowledge, including their understanding of the alphabetic principle.
- B. Demonstrate ability to accurately interpret the results of ongoing assessments in print concepts, alphabet knowledge, and the alphabetic principle, and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.
- C. Demonstrate knowledge of the continuum of development of knowledge and skills related to print concepts, alphabet knowledge, and the alphabetic principle as described in the *Texas Prekindergarten Guidelines* and the TEKS for ELAR (Kindergarten through Grade 5).

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- D. Demonstrate knowledge of research-based strategies and best practices for promoting young children's development of print concepts (e.g., understanding that illustrations and print carry meaning; distinguishing between illustrations and print and between a letter and a word; identifying key conventions of print that contribute to meaning) and print and digital book-handling skills (e.g., identifying a book's front cover, back cover, and title page; turning pages correctly).
- E. Demonstrate understanding of the role of alphabet knowledge in reading development (e.g., recognizing that phonemic awareness and alphabet knowledge are key predictors of early reading success because phonemic awareness skills, letter recognition, and letter-sound correspondence provide the foundation for decoding and spelling development).
- F. Demonstrate knowledge of research-based strategies and best practices for promoting young children's development of alphabet knowledge, including strategies for reinforcing alphabet knowledge (e.g., using multisensory techniques).
- G. Demonstrate knowledge of the alphabetic principle (i.e., the understanding that letters and combinations of letters represent the sounds of spoken language and that phonemes have a predictable, systematic relationship to those letters and letter combinations) and the role of the alphabetic principle in reading development (e.g., interrelationships between letter-sound correspondence, phonemic awareness, and beginning decoding).
- H. Demonstrate knowledge of research-based strategies and best practices for promoting young children's development of the alphabetic principle (e.g., identifying the most common sound or sounds associated with each letter of the alphabet), including strategies for reinforcing the alphabetic principle (e.g., using articulatory feedback when teaching letter-sound relationships, encouraging engagement in meaningful writing using phonetic spelling).
- I. Demonstrate understanding of the role of predictable texts in promoting young children's development of print concepts and alphabet knowledge.
- J. Demonstrate understanding that not all written languages are alphabetic, that many alphabetic languages are more phonetically regular than English, and that English learners' literacy development in English is affected by these factors.
- K. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in print concepts, alphabet knowledge, and the alphabetic principle in order to address the assessed needs of all students.

Competency 006 (Phonics and Other Word Identification Skills): *Understand concepts, principles, and best practices related to the development of phonics and other word identification skills, including related spelling skills, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level phonics and other word identification skills and related spelling skills.*

For example:

- A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing various aspects of students' development in phonics and other word identification skills, including related spelling skills.
- B. Demonstrate ability to accurately interpret the results of ongoing assessments in phonics and other word identification skills, including related spelling skills, and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.

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- C. Demonstrate knowledge of key concepts related to beginning reading, including the role of phonics and other word identification skills in students' development of accurate, automatic decoding; the role of accurate, automatic decoding in reading fluency and comprehension; the reciprocity between decoding and encoding; the importance of sequencing instruction in phonics according to the increasing complexity and relative utility of linguistic units; and the importance of providing students with explicit, systematic instruction in phonics and frequent practice applying new decoding skills in connected text.
- D. Demonstrate knowledge of the continuum of phonics skills as described in the *Texas Prekindergarten Guidelines* and the TEKS for ELAR (Kindergarten through Grade 5), from sounding out and blending each letter in decodable words, to recognizing VC and CVC words as units, to decoding more advanced words that contain increasingly complex letter combinations and/or less common phonics elements.
- E. Demonstrate knowledge of research-based strategies and best practices for delivering explicit, systematic phonics instruction (e.g., short vowels in VC and CVC words; short vowels in CVCC and CCVC words, first with consonant digraphs, then with consonant blends; long-vowel words spelled with silent e [VCe and CVCe]; long-vowel words spelled with vowel teams [CVVC]; words with an *r*-controlled vowel [CVrC]; words with vowel teams that are diphthongs; words with consonant trigraphs or complex consonant clusters [CCVC, CVCCC]).
- F. Demonstrate knowledge of research-based strategies and best practices for teaching common word patterns (e.g., word families), including explicitly teaching related spelling skills and patterns once students have developed basic phonics skills and orthographic knowledge.
- G. Demonstrate knowledge of the role of high-frequency words in accurate, automatic decoding of grade-level text and knowledge of research-based strategies and best practices for promoting students' accurate, automatic decoding and spelling of grade-level high-frequency words, including high-frequency words that are not phonetically regular.
- H. Demonstrate knowledge of research-based strategies and best practices for promoting students' accurate, automatic decoding and spelling of words that contain common inflectional endings (e.g., *-s*, *-ed*, *-ing*, *-er*, *-est*), including teaching common orthographic guidelines related to inflections and connecting an inflectional ending to its grammatical meaning.
- I. Demonstrate knowledge of research-based strategies and best practices for promoting students' accurate, automatic decoding and spelling of common homophones, homographs, and contractions.
- J. Demonstrate knowledge of research-based strategies and best practices for teaching students how to self-monitor when reading connected text in order to confirm accurate decoding and comprehension, including how to use semantic and syntactic clues to verify the meaning and pronunciation of homographs.
- K. Demonstrate knowledge of research-based strategies and best practices for reinforcing students' development of beginning reading skills (e.g., reading and rereading decodable texts that feature elements already taught, practicing applying newly taught elements in their writing).
- L. Recognize that a student's home language or language variety may not include all the sounds or sound sequences used in standard English and that English learners and speakers of various dialects or regional styles of English may require additional support in order to perceive, produce, read, or spell certain phonics elements (e.g., consonant clusters) or inflectional endings.
- M. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in phonics and other word identification skills in order to address the assessed needs of all students.

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Competency 007 (Syllabication and Morphemic Analysis Skills): *Understand concepts, principles, and best practices related to the development of syllabication and morphemic analysis skills, including related spelling skills, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level syllabication and morphemic analysis skills and related spelling skills.*

For example:

- A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing various aspects of students' development in syllabication and morphemic analysis skills, including related spelling skills.
- B. Demonstrate ability to accurately interpret the results of ongoing assessments in syllabication and morphemic analysis skills, including related spelling skills, and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.
- C. Demonstrate knowledge of the continuum of knowledge and skills related to syllabication and morphemic analysis skills as described in the TEKS for ELAR (Kindergarten through Grade 5).
- D. Demonstrate knowledge of research-based strategies and best practices for teaching accurate, automatic decoding and spelling of compound words.
- E. Demonstrate knowledge of common syllable types in English (e.g., closed, silent *e*, open, vowel team, *r*-controlled, consonant + *le*); common syllable division patterns (e.g., VC/CV, V/CV); and research-based strategies and best practices for developing students' accurate, automatic decoding and spelling of multisyllabic words.
- F. Demonstrate knowledge of common morphemes in English (e.g., base words, roots, inflections, derivational affixes), including the distinction between inflectional and derivational suffixes, and research-based strategies and best practices for developing students' accurate, automatic decoding and spelling of multisyllabic words that contain two or more morphemes.
- G. Demonstrate understanding of the importance of teaching students to read common syllable types and morphemes as chunks in order to promote accurate, automatic decoding of multisyllabic and multimorphemic words and to support their ability to read increasingly complex texts with fluency.
- H. Demonstrate knowledge of research-based strategies and best practices for teaching accurate, automatic decoding and spelling of less common syllable types and morphemes, as well as other more advanced elements, including multisyllabic words with multiple sound-spelling patterns.
- I. Demonstrate knowledge of research-based strategies and best practices for teaching students how to use print and digital resources to determine syllabication, pronunciation, meaning, and word origin, including how to alphabetize a series of words to the third letter in order to facilitate their ability to use a variety of print resources.
- J. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in syllabication and morphemic analysis skills in order to address the assessed needs of all students.

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Competency 008 (Reading Fluency): *Understand concepts, principles, and best practices related to the development of reading fluency, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level reading fluency.*

For example:

- A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing various aspects of students' development of reading fluency.
- B. Demonstrate ability to accurately interpret the results of ongoing assessments in reading fluency and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.
- C. Demonstrate knowledge of the continuum of fluency development as described in the *Texas Prekindergarten Guidelines* and the TEKS for ELAR (Kindergarten through Grade 5), from accurate, automatic letter naming, to word reading, to reading connected text, to reading increasingly complex connected text.
- D. Demonstrate knowledge of key concepts related to reading fluency, including the key indicators of fluency (i.e., accuracy, rate, and prosody); the role of automaticity in reading fluency; interrelationships between accuracy, rate, and automaticity; the role of fluency in reading comprehension; interrelationships between prosody and comprehension; the importance of providing explicit and frequent instruction in fluency to students at all stages of reading development; and the importance of varying fluency instruction for students at different stages of development in decoding.
- E. Demonstrate knowledge of common factors that disrupt reading fluency (e.g., limited phonics knowledge; lack of automaticity in key decoding skills; limited recognition of grade-level, high-frequency words; unfamiliarity with a text's content, vocabulary, and/or grammatical structures), and apply knowledge of strategies for addressing these factors.
- F. Demonstrate knowledge of research-based strategies and best practices for promoting students' accuracy in order to enhance reading fluency and comprehension (e.g., reteaching grade-level decoding skills or high-frequency words not yet mastered).
- G. Demonstrate knowledge of research-based strategies and best practices for promoting students' reading rate and automaticity in order to enhance reading fluency and comprehension (e.g., engaging students whose decoding skills are not yet automatic in oral reading or whisper reading with teacher monitoring for accuracy and feedback; engaging students whose decoding skills are accurate and automatic in silent reading with accountability for comprehension).
- H. Demonstrate knowledge of research-based strategies and best practices for promoting students' prosody (i.e., reading with appropriate phrasing, expression, and intonation) in order to enhance reading fluency and comprehension (e.g., providing explicit teacher modeling of prosody, engaging students in echo reading and phrase-cued reading, preteaching unfamiliar vocabulary and grammatical structures prior to assigning a text, engaging in readers' theatre).
- I. Demonstrate knowledge of research-based strategies and best practices for selecting texts for fluency practice (e.g., using decodable texts with students who are acquiring basic phonics skills, balancing literary and informational texts, transitioning students to a broader range of appropriate texts as they progress in their decoding skills).
- J. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in reading fluency in order to address the assessed needs of all students.

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DOMAIN III—READING DEVELOPMENT: COMPREHENSION

Competency 009 (Vocabulary Development): *Understand concepts, principles, and best practices related to vocabulary development, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level vocabulary knowledge and skills.*

For example:

- A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing students' development of vocabulary knowledge and skills in the context of authentic and meaningful reading.
- B. Demonstrate ability to accurately interpret the results of ongoing assessments in vocabulary development and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.
- C. Demonstrate knowledge of the essential role of vocabulary in supporting students' oral language development, reading comprehension, and ability to engage in self-sustained reading, including the interrelationships between vocabulary knowledge, reading achievement, and overall academic achievement.
- D. Demonstrate knowledge of the continuum of vocabulary development as described in the *Texas Prekindergarten Guidelines* and the TEKS for ELAR (Kindergarten through Grade 5), including the importance of providing young children with frequent, repeated, incremental exposures to and opportunities to use new vocabulary in meaningful contexts.
- E. Demonstrate knowledge of factors that affect vocabulary development (e.g., familial, cultural, educational, socioeconomic, linguistic, and developmental characteristics), including the role of frequent and wide reading in vocabulary development.
- F. Demonstrate knowledge of the distinctions between various tiers of vocabulary (Tier One—everyday, Tier Two—general academic, and Tier Three—discipline-specific) and the importance of explicitly teaching all students new Tier Two and Tier Three words that are key to understanding a new concept or comprehending a new text, while also identifying any relevant Tier One words with which students may be unfamiliar and explicitly teaching these words.
- G. Demonstrate knowledge of criteria for selecting words for explicit word study (e.g., a word's utility and frequency within a discipline or across disciplines) and apply knowledge of strategies for providing students with multiple opportunities to use new Tier Two and Tier Three words in a variety of settings.
- H. Demonstrate knowledge of research-based strategies and best practices for promoting students' ability to identify, use, and explain the meaning of grade-level antonyms, synonyms, idioms, adages, and puns.
- I. Demonstrate understanding of the importance of teaching students independent word-learning strategies, including structural/morphemic analysis, contextual analysis, and use of print and digital resources, in order to promote their ability to engage in self-sustained reading of assigned or self-selected grade-level texts in multiple genres.
- J. Demonstrate knowledge of research-based strategies and best practices for promoting students' ability to use structural/morphemic analysis skills, including etymology, to help them determine the meaning of unfamiliar words.

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- K. Demonstrate knowledge of research-based strategies and best practices for promoting students' ability to use context within and beyond a sentence to help infer the meaning of an unfamiliar word or to determine the meaning of a multiple-meaning word, including using different types of context clues (e.g., syntax, punctuation, embedded definition/explanation, apposition, restatement/synonym, contrast/antonym).
- L. Demonstrate knowledge of research-based strategies and best practices for promoting students' word consciousness and motivation to learn new words and for supporting their retention of new words (e.g., providing student-friendly definitions and meaningful, contextualized examples; grouping words based on conceptual categories and associative meanings; developing semantic maps).
- M. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in vocabulary development in order to address the assessed needs of all students.

Competency 010 (Comprehension Development): *Understand concepts, principles, and best practices related to the development of reading comprehension, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level reading comprehension strategies.*

For example:

- A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing various aspects of students' development in reading comprehension (e.g., inferring), including their development of reading comprehension strategies (e.g., self-monitoring).
- B. Demonstrate ability to accurately interpret the results of ongoing assessments in reading comprehension, including reading comprehension strategies and trends in student work that provide insights into possible misconceptions, and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.
- C. Demonstrate knowledge of factors affecting reading comprehension (e.g., oral language development, including listening comprehension skills; academic language development, including vocabulary and grammatical knowledge and skills; decoding skills; reading fluency; ability to monitor for understanding; background knowledge relevant to a text's topic or setting; level of English language proficiency; prior literacy experiences with other texts of the same genre or text type; specific text characteristics).
- D. Demonstrate knowledge of the importance of and strategies for providing young children with multiple opportunities to listen to, independently read, and respond to a wide range of literary and informational texts and to interact with others about texts in order to support and enhance their comprehension development, including providing young children with frequent opportunities to repeat key parts of predictable or patterned texts during read-alouds and to reenact stories using a variety of strategies (e.g., using puppets and character voices, using student illustrations, using digital applications).
- E. Demonstrate knowledge of the challenges and supports in a text (e.g., pictures, predictability, decodability, text structure) and strategies for evaluating and sequencing texts for reading instruction according to text complexity (e.g., quantitative dimensions, qualitative dimensions, reader and task variables), including strategies that promote students' self-sustained reading of increasingly complex texts and their ability to self-select appropriate texts for independent reading, inquiry, and research.

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- F. Demonstrate knowledge of different levels of comprehension, including literal comprehension skills, inferential comprehension skills, and evaluative comprehension skills; and recognize the essential role background knowledge (including vocabulary knowledge) plays in a reader's ability to make inferences and to make connections within and across texts.
- G. Demonstrate knowledge of research-based strategies and best practices for promoting students' ability to apply metacognitive reading comprehension strategies to literary and informational texts (e.g., establishing a purpose for reading assigned and self-selected texts; generating questions about a text before, during, and after reading; making predictions about a text and then confirming or correcting the predictions; creating mental images; making connections to personal experiences, ideas in other texts, and society; monitoring comprehension and making adjustments such as rereading, using background knowledge, asking questions, and annotating when understanding breaks down).
- H. Demonstrate knowledge of the role of teacher-guided close reading and rereading in developing students' ability to comprehend increasingly complex texts, including key components of a research-based close-reading routine or protocol (e.g., using text-dependent questions and annotation; rereading a text for different levels of meaning; engaging students in collaborative conversations about and written responses to the text).
- I. Demonstrate knowledge of research-based strategies and best practices for promoting students' ability to engage in independent self-sustained reading with comprehension for increasing periods of time (e.g., by explicitly teaching students self-monitoring skills, comprehension repair strategies, and strategies for self-selecting appropriate texts).
- J. Demonstrate knowledge of research-based strategies and best practices for teaching students how to vary approaches to reading a text according to the purpose for reading (e.g., skimming for gist, scanning for specific information, close reading for deep understanding).
- K. Demonstrate knowledge of the importance of balancing young children's exposure to and reading of multiple genres of literary and informational texts and strategies for selecting and using multiple texts for reading instruction that reflect a diversity of genres, cultures, perspectives, and time periods, including the diversity of the classroom, school community, and society.
- L. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in comprehension strategies in order to address the assessed needs of all students.

Competency 011 (Comprehension of Literary Texts): *Understand concepts, principles, and best practices related to the comprehension of and critical thinking about literary texts, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level comprehension and analysis skills for literary texts.*

For example:

- A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing students' reading comprehension and analysis of literary texts.
- B. Demonstrate ability to accurately interpret the results of ongoing assessments in reading comprehension and analysis of literary texts and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.
- C. Demonstrate knowledge of distinguishing characteristics of well-known children's literature, such as folktales, fables, fairy tales, legends, myths, tall tales, nursery rhymes, poetry, and drama from various cultures.

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- D. Demonstrate knowledge of the continuum of development in the comprehension and analysis of literary texts as described in the *Texas Prekindergarten Guidelines* and the TEKS for ELAR (Kindergarten through Grade 5).
- E. Demonstrate understanding of the importance of reading aloud high-quality, culturally relevant literary texts on a regular basis to develop young children's familiarity with literary texts and basic story structures, and apply knowledge of research-based strategies and best practices related to using read-alouds for this purpose (e.g., asking questions about a story as it is being read aloud; providing props for children to use while acting out the story; helping children construct a story map with a clear beginning, middle, and end; providing story cards to assist children in sequencing retellings of the story; encouraging children to provide sound effects through musical instruments or environmental noises that fit what is happening in the story; extending the story into centers for children to continue to explore the story in other ways).
- F. Demonstrate knowledge of research-based strategies and best practices for promoting students' ability to comprehend and analyze a range of literary texts, including identifying a text's key ideas and details; analyzing an author's purpose for writing; identifying story elements, such as characters, plot, setting, and theme; analyzing an author's craft, such as word choice and use of imagery and figurative language; and using evidence from a literary text to support responses.
- G. Demonstrate knowledge of research-based strategies and best practices for promoting students' comprehension of literary texts at all three comprehension levels (i.e., literal, inferential, and evaluative) and for promoting critical thinking about literary texts (e.g., synthesizing information to create new understandings; asking and having students generate questions related to bias, such as which voices and perspectives are present and absent in a text).
- H. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in the comprehension and analysis of literary texts in order to address the assessed needs of all students.

Competency 012 (Comprehension of Informational Texts): *Understand concepts, principles, and best practices related to the comprehension of and critical thinking about informational texts, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level comprehension and analysis skills for informational texts.*

For example:

- A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing students' reading comprehension and analysis of informational texts.
- B. Demonstrate ability to accurately interpret the results of ongoing assessments in reading comprehension and analysis of informational texts and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.
- C. Demonstrate knowledge of distinguishing characteristics and structures of informational, persuasive, multimodal, and digital texts.
- D. Demonstrate knowledge of the continuum of development in the comprehension and analysis of informational texts as described in the *Texas Prekindergarten Guidelines* and the TEKS for ELAR (Kindergarten through Grade 5).

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- E. Demonstrate understanding of the importance of reading aloud high-quality informational texts on a regular basis to develop young children's familiarity with informational texts, and demonstrate knowledge of research-based strategies and best practices related to using read-alouds for this purpose, including asking questions about a text as it is being read aloud, engaging students in activities related to the text's content, and extending an informational text into centers to continue students' interactions with the text's content.
- F. Demonstrate understanding of the importance of scaffolding young children's comprehension and analysis of informational texts and knowledge of research-based strategies and best practices related to this purpose (e.g., using strategic questioning and engaging students in academic conversations about a text's content, teaching text annotation and note-taking skills, helping students develop semantic maps and other graphic organizers to help clarify or reinforce a text's content or organizational structure, helping students generate and respond to peer questioning about a text).
- G. Demonstrate knowledge of research-based strategies and best practices for promoting students' ability to comprehend and analyze informational texts, including identifying different informational text structures (e.g., descriptive, comparison/contrast, cause/effect, sequential, chronological), identifying and summarizing a text's central ideas and supporting evidence, using textual features (e.g., subtitles, bold or italicized text) and graphic features (e.g., charts, diagrams) to gain information, comparing and contrasting the content presented in a book's text with that presented in its graphic features, identifying a sequence of steps or events in a text, recognizing the characteristics of multimodal and digital texts, identifying an author's purpose and intended audience, analyzing an author's craft (e.g., choice of words, evidence, and rhetorical devices), distinguishing facts from opinions, and identifying the claim in an argumentative text.
- H. Demonstrate knowledge of research-based strategies and best practices for promoting students' comprehension of informational texts at all three comprehension levels and for promoting critical thinking about informational texts (e.g., synthesizing information to create new understandings; asking and having students generate higher-order questions about a text, such as questions related to voices or perspectives present and absent in a text or questions about the credibility of a text).
- I. Demonstrate knowledge of research-based strategies and best practices for promoting students' development of disciplinary-literacy skills, including distinguishing discipline-specific meanings of words (e.g., *ruler* in mathematics [a measuring device] versus *ruler* in social studies [a monarch or government leader]), and recognizing text structures commonly used in a discipline.
- J. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in the comprehension and analysis of informational texts in order to address the assessed needs of all students.

DOMAIN IV—ANALYSIS AND RESPONSE

Competency 013 (Analysis and Response): *Analyze assessment data related to reading development in foundational reading skills and reading comprehension, and prepare an organized, developed written response based on the data and information presented.*

For example:

- A. Demonstrate the ability to analyze, interpret, and discuss accurately and appropriately the results of a reading assessment for an individual student.

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EXAMINATION FRAMEWORK**

- B. Demonstrate the ability to identify a significant need that a student demonstrates related to foundational reading skills (e.g., phonemic awareness skills, phonics skills, recognition of high-frequency words, syllabication skills, morphemic analysis skills, automaticity, reading fluency [i.e., accuracy, rate, and prosody]) and to support the analysis with specific, appropriate examples from the student's reading performance.
- C. Demonstrate the ability to select and accurately describe an appropriate, effective instructional strategy or intervention to address a student's identified need in foundational reading skills.
- D. Using sound reasoning and knowledge of foundational reading skills, demonstrate the ability to explain the effectiveness of the selected instructional strategy or intervention to address a student's identified need in foundational reading skills.
- E. Demonstrate the ability to identify a significant need that a student demonstrates related to reading comprehension (e.g., vocabulary knowledge; knowledge of sentence and grammatical structures; application of literal, inferential, or evaluative comprehension skills; use of comprehension strategies; application of text analysis skills to a literary or informational text) and to support the analysis with specific, appropriate examples from the student's reading performance.
- F. Demonstrate the ability to select and accurately describe an appropriate, effective instructional strategy or intervention to address a student's identified need in reading comprehension.
- G. Using sound reasoning and knowledge of reading comprehension, demonstrate the ability to explain the effectiveness of the selected instructional strategy or intervention to address a student's identified need in reading comprehension.

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