



Reading Instruction Competence Assessment® (RICA®)

Content Specifications

(effective as of the August 8, 2009, test administration)

DESCRIPTION OF THE RICA CONTENT SPECIFICATIONS

The goal of reading instruction is to develop competent, thoughtful readers who are able to use, interpret, and appreciate all types of text. Beginning teachers need to be able to deliver effective reading instruction that is based on the results of ongoing assessment; reflects knowledge of state reading standards for different grade levels; represents a balanced, comprehensive reading curriculum; and is sensitive to the needs of all students.

The purpose of the RICA is to ensure that California-trained candidates for Multiple Subject Teaching Credentials and Education Specialist Instruction Credentials (special education) possess the knowledge and skills important for the provision of effective reading instruction to students.

Both the RICA Written Examination and the RICA Video Performance Assessment are based on the same set of teacher knowledge and skills important for the provision of effective reading instruction to students. These competencies, described in the RICA Content Specifications, are organized into the following five domains:

Domain 1: Planning, Organizing, and Managing Reading Instruction Based on Ongoing Assessment

Domain 2: Word Analysis

Domain 3: Fluency

Domain 4: Vocabulary, Academic Language, and Background Knowledge

Domain 5: Comprehension

The RICA Content Specifications were developed by the CTC's RICA Design Team, consisting of California teachers, administrators, reading specialists, and teacher educators with experience and expertise in the areas of reading and reading instruction. Draft RICA Content Specifications were the subject of a field review in which approximately 1,900 California teachers and teacher educators judged the importance of the proposed competencies. The RICA Design Team used the results of the field review to finalize the RICA Content Specifications, which were subsequently adopted by the CTC.

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Important Notes About the RICA Content Specifications

- Each domain includes two or more competencies. The order of the competencies and the order of the descriptive statements within each competency do not indicate relative importance or value.
- Many of the competencies include examples ("e.g."). The examples are *not* comprehensive. They are provided to help clarify the knowledge and abilities described in the competency.
- The competencies pertain to the teaching of reading in English, even though many of the competencies may also be relevant to the teaching of reading in other languages.
- In all the Universal Access descriptive statements related to *advanced learners*, this term refers to students who are advanced with respect to relevant state standards addressed by the competency. The term *advanced learners* is not meant to imply that the learners are necessarily advanced in all areas of reading.

DOMAIN 1—PLANNING, ORGANIZING, AND MANAGING READING INSTRUCTION BASED ON ONGOING ASSESSMENT

COMPETENCY 1: Understand how to plan, organize, and manage standards-based reading instruction.

Including:

- (1) Demonstrate knowledge of fundamental principles involved in planning, organizing, and managing reading instruction in a research-based, standards-based reading program. For example:
 - a. basing instruction on the standards/curriculum outlined in the English Language Arts (ELA) Content Standards through the primary use of California State Board of Education (SBE)–adopted materials for both instruction and intervention
 - b. ensuring that instruction provides a balanced, comprehensive reading program as described in the California Reading/Language Arts (RLA) Framework (2007)
 - c. making instructional decisions based on ongoing assessment results
 - d. ensuring that instruction is systematic and explicit and promotes prevention of reading difficulties before they occur
 - e. recognizing that systematic reading instruction is based on the assumption that students master particular skills and knowledge at designated points in time and that earlier skills are foundational and requisite for later, more complex higher-order skills and knowledge
 - f. ensuring that daily instruction is differentiated to address the full range of learners in the classroom and conveys high expectations to all learners
 - g. ensuring that planning includes both short- and long-term goals that lead to daily, evidence-based learning objectives
- (2) Demonstrate knowledge of key factors to consider in planning differentiated reading instruction. For example:
 - a. students' assessed knowledge and skills in the specific area(s) of reading
 - b. prerequisite knowledge and skills (i.e., the knowledge and skills required for students to be able to benefit from instruction)
 - c. pacing of instruction

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- d. complexity of the content/skills to be presented
 - e. scaffolds to ensure that all students have access to higher-level knowledge and skills
- (3) Demonstrate knowledge of how to organize and manage differentiated reading instruction and interventions to meet the needs of all students. For example:
- a. using flexible grouping, individualized instruction, and whole-class instruction as needed
 - b. using all components of core California SBE–adopted materials to make grade-level content accessible to all students
 - c. recognizing that students should be grouped for interventions according to the severity of their difficulties (i.e., benchmark, strategic, and intensive groups)
- (4) Demonstrate knowledge of components of effective instructional delivery in reading as described in the California RLA Framework (2007). For example:
- a. orientation (e.g., engagement, teacher demonstration)
 - b. presentation (e.g., explicit instruction, modeling, pacing)
 - c. structured and guided practice (e.g., reinforcement, questioning, feedback, corrections, peer-mediated instruction)
 - d. independent practice and application
- (5) Demonstrate knowledge of strategies for engaging students in reading instruction and motivating them to progress in their reading development. For example:
- a. providing instruction that enables students to develop the skills necessary for successful reading
 - b. creating a stimulating learning environment
 - c. providing appropriate reading materials (e.g., readable and interesting)
 - d. reading aloud to students
 - e. encouraging parents/guardians to read to their children and to model the value of reading at home for pleasure and information
- (6) Demonstrate knowledge of a variety of strategies for promoting purposeful independent reading of a wide variety of narrative/literary and expository/informational texts (e.g., teaching students how to select books at appropriate reading levels, using students' personal interests to help motivate and increase independent reading, providing structured independent-reading opportunities in class, supporting at-home reading) and methods for monitoring students' independent reading (e.g., student-maintained reading logs, book reports, formal and informal oral presentations, class discussions, book talks).
- (7) Demonstrate knowledge of factors involved in creating a literacy-rich environment and strategies for promoting students' lifelong appreciation for reading for pleasure and for information (e.g., encouraging book clubs, literature circles, author studies, and other reading discussion groups; helping students use reading to set and pursue their own research goals).
- (8) Demonstrate knowledge of support systems that can be used to promote the skillful teaching of reading (e.g., reading coach, grade-level team meetings and professional development that are focused on instruction and California SBE–adopted materials).

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COMPETENCY 2: Understand the purposes of reading assessment and best practices related to standards-based entry-level assessment, monitoring of student progress, and summative assessment.

Including:

- (1) Demonstrate knowledge of the three primary purposes of reading assessment:
 - a. entry-level assessment (e.g., using standards/curriculum-based assessments to determine the extent to which students possess crucial prerequisite skills and knowledge expected at their grade level and to determine students' current skills and knowledge in a specific area of reading prior to planning instruction and/or intervention in that area)
 - b. monitoring of student progress—for example:
 - conducting curriculum-based assessment on an ongoing basis to determine whether students are progressing adequately toward achieving standards
 - analyzing whether instruction has been effective or requires adjustment to meet the needs of students
 - as needed, using formal and informal diagnostic assessments in word analysis, fluency, vocabulary, academic language, background knowledge, and comprehension to determine students' specific instructional needs
 - c. summative assessment (e.g., using standards-based assessments to determine whether students have achieved the goals defined by the standards or a group of standards)
- (2) Recognize that students with an Individualized Education Program (IEP) may require alternative assessments.
- (3) Demonstrate knowledge of quality indicators (e.g., reliability, validity) that apply to standardized assessments.
- (4) Demonstrate ability to interpret results of assessments and to use evidence from assessments to determine whether a student is performing below, at, or above expected levels of performance with respect to grade-level content standards and benchmarks, and demonstrate knowledge of strategies for collecting, organizing, and documenting these results to support effective instructional planning.
- (5) Demonstrate knowledge of assessments used to determine students' independent, instructional, and frustration reading levels; how to interpret results of these assessments; and how to use this information to plan interventions for individuals and small groups.
- (6) Demonstrate knowledge of strategies for communicating assessment results and reading progress to students, parents/guardians, and relevant school and district personnel.

DOMAIN 2—WORD ANALYSIS

COMPETENCY 3: Understand the role of phonological and phonemic awareness in reading development and how to develop students' phonological and phonemic awareness skills.

Including:

- (1) Demonstrate knowledge of the role of phonological and phonemic awareness in reading development.

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- (2) Recognize the distinction between phonological awareness (i.e., the awareness that oral language is composed of smaller units, such as spoken words and syllables) and phonemic awareness (i.e., a specific type of phonological awareness involving the ability to distinguish the separate phonemes in a spoken word).
- (3) Demonstrate knowledge of the continuum of research-based, systematic, explicit instruction in phonological awareness (e.g., detecting and identifying word boundaries, syllables, rhyming words, and onset/rime), including phonemic awareness (e.g., recognizing that words are made up of separate phonemes; distinguishing initial, medial, and final phonemes; blending, segmenting, deleting, and substituting phonemes).
- (4) Recognize the relationship between phonemic awareness and the development of phonics knowledge and skills (e.g., letter-sound correspondence, blending), and demonstrate knowledge of strategies for helping students make explicit connections between their phonemic awareness and letters (e.g., teaching phonemic awareness both preceding instruction in letter knowledge and in concert with instruction in the alphabetic principle and letter-sound correspondence).
- (5) Demonstrate knowledge of how to address the full range of learners in the classroom with respect to their development of phonological awareness, including phonemic awareness (i.e., Universal Access as described in Chapter 7 and relevant ELA Content Standards in the California RLA Framework [2007]). For example:
 - a. providing differentiated instruction in phonological awareness, including phonemic awareness, to address the needs of struggling readers and students with reading difficulties or disabilities (e.g., focusing on key skills, especially blending and segmenting; reteaching skills that are lacking; using a variety of concrete examples to explain a concept or task; providing additional practice)
 - b. providing differentiated instruction in phonological awareness, including phonemic awareness, to support students with special needs (e.g., using a variety of concrete examples to explain a concept or task, including using visual, auditory, kinesthetic, and tactile techniques; reteaching skills that are lacking; providing additional practice)
 - c. providing differentiated instruction in phonological awareness, including phonemic awareness, to address the needs of English Learners and speakers of nonstandard English (e.g., capitalizing on transfer of relevant knowledge and skills from the primary language, explicitly teaching nontransferable phonemes and phoneme sequences)
 - d. providing differentiated instruction in phonological awareness, including phonemic awareness, to address the needs of advanced learners (e.g., increasing the pace of instruction, building on and extending current skills)
- (6) Demonstrate knowledge and ability in assessment (i.e., entry-level assessment, monitoring of progress, and summative assessment) with respect to phonological awareness, including phonemic awareness. For example:
 - a. demonstrating ability to describe and use appropriate formal and informal assessments in phonological awareness, including phonemic awareness, for different assessment purposes (i.e., entry-level assessment, monitoring of progress, and summative assessment)
 - b. demonstrating ability to analyze and interpret results from these assessments
 - c. demonstrating ability to use the results of assessments to plan effective instruction and interventions in phonological awareness, including phonemic awareness; adjust instruction and interventions to meet the identified needs of students; and ultimately determine whether relevant standards have been met

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COMPETENCY 4: Understand the role of concepts about print, letter recognition, and the alphabetic principle in reading development and how to develop students' knowledge and skills in these areas.

Including:

- (1) Recognize the role of print awareness in early reading development and identify explicit, research-based strategies for teaching various concepts about print (e.g., developing an awareness of the relationship between spoken and written language and an understanding that print carries meaning; recognizing letter, word, and sentence representation; recognizing the directionality of print; developing the ability to track print in connected text; developing book-handling skills).
- (2) Recognize the importance of accurate and rapid uppercase and lowercase letter recognition in reading development and demonstrate knowledge of research-based, systematic, explicit instruction in letter recognition, letter naming, and letter formation, including factors to consider when planning instruction in these areas (e.g., how to systematically introduce visually and auditorily similar letters, the importance of providing practice in writing letters and words).
- (3) Recognize the role of the alphabetic principle in reading development, in particular the interrelationships among letter-sound (i.e., grapheme-phoneme) correspondence, phonemic awareness, and beginning decoding (e.g., sounding out and blending letter sounds), and demonstrate knowledge of research-based, systematic, explicit instruction in the alphabetic principle.
- (4) Recognize the role of writing (i.e., students' use of phonetic spelling) in promoting and reinforcing students' understanding of the alphabetic principle and letter-sound correspondence.
- (5) Demonstrate knowledge of how to address the full range of learners in the classroom with respect to their development of concepts about print, letter recognition, and the alphabetic principle (i.e., Universal Access).
For example:
 - a. providing differentiated instruction in these areas of reading to address the needs of struggling readers and students with reading difficulties or disabilities (e.g., focusing on key concepts and skills; reteaching concepts, letters, and skills that are lacking; using a variety of concrete examples to explain a concept or task; providing additional practice)
 - b. providing differentiated instruction in these areas of reading to support students with special needs (e.g., focusing on key concepts; using a variety of concrete examples to explain a concept or task; reteaching concepts, letters, and skills that are lacking using visual, auditory, kinesthetic, and tactile techniques; providing additional practice)
 - c. providing differentiated instruction in these areas of reading to address the needs of English Learners and speakers of nonstandard English (e.g., capitalizing on transfer of relevant knowledge and skills from the primary language; recognizing that not all languages are alphabetic and that key features of alphabets vary, including letters, directionality, and phonetic regularity)
 - d. providing differentiated instruction in these areas of reading to address the needs of advanced learners (e.g., increasing the pace of instruction, building on and extending current knowledge and skills)
- (6) Demonstrate knowledge and ability in assessment (i.e., entry-level assessment, monitoring of progress, and summative assessment) with respect to concepts about print, letter recognition, and the alphabetic principle.
For example:
 - a. demonstrating ability to describe and use appropriate formal and informal assessments in concepts about print, letter recognition, and the alphabetic principle for different assessment purposes (i.e., entry-level assessment, monitoring of progress, and summative assessment)
 - b. demonstrating ability to analyze and interpret results from these assessments

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- c. demonstrating ability to use the results of assessments to plan effective instruction and interventions in concepts about print, letter recognition, and the alphabetic principle; adjust instruction and interventions to meet the identified needs of students; and ultimately determine whether relevant standards have been met

COMPETENCY 5: Understand important terminology and concepts involved in phonics instruction and recognize the role of phonics and sight words in reading development.

Including:

- (1) Recognize the role of phonics and sight words in accurate, automatic word identification, including how word identification contributes to word recognition (i.e., the process by which a reader connects a decoded word to an existing word in his/her oral vocabulary) and how automaticity in word recognition supports development of reading fluency and comprehension.
- (2) Recognize the importance of sequencing phonics and sight-word instruction according to the increasing complexity of linguistic units and demonstrate knowledge of terminology and concepts related to these units. For example:
 - a. types of consonant sounds (e.g., continuous sounds, stop sounds)
 - b. common, regular letter combinations (e.g., consonant digraphs, consonant blends, vowel digraphs, diphthongs, *r-* and *l-*controlled vowels)
 - c. common inflected morphological units that are taught as part of phonics instruction (e.g., the suffixes *-ed*, *-er*, *-est*, *-ing*, and *-s*)
 - d. common word patterns of increasing difficulty (e.g., VC, CVC, CVCC, CCVC, CVVC, CVCe)
 - e. common syllable patterns and syllabication as applied to decoding multisyllabic words
 - f. why some words are phonetically irregular and never decodable (e.g., *of*, *the*, *was*)
 - g. how and when irregular words fit into the continuum of phonics instruction
 - h. why some decodable words must be taught as sight words until their phonetic pattern has been taught (e.g., *park* is decodable but is taught as a sight word until *r*-controlled *a* is introduced)
- (3) Recognize that decoding and encoding are reciprocal skills and demonstrate knowledge of the interrelationships between phonics development and stages of spelling development (i.e., precommunicative writing, semiphonetic, phonetic, transitional, and conventional). For example:
 - a. how phonics knowledge supports both reading and spelling/orthographic development
 - b. how development of spelling/orthographic knowledge supports development of decoding skills
 - c. how research-based, systematic, sequential spelling instruction reinforces phonics and vocabulary development
 - d. how writing activities provide opportunities for applying phonics knowledge in context
 - e. how a student's stage of spelling development has implications for both spelling and phonics instruction

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COMPETENCY 6: Understand how to develop students' phonics knowledge and skills and recognition of sight words to promote accurate word analysis that leads to automaticity in word recognition and contributes to spelling development.

Including:

- (1) Demonstrate knowledge of the continuum of research-based, systematic, explicit instruction in phonics and sight words appropriate for students at the beginning-reading stage (i.e., as students progress from sounding out letter by letter to recognizing words as units of letters). For example:
 - a. teaching sounding out and blending of regular VC and CVC words
 - b. teaching whole-word reading focused on single-syllable regular words and some high-frequency irregular sight words
 - c. using decodable text to ensure that students have abundant practice with phonics elements and sight words already taught
 - d. teaching students to use phonics knowledge to spell VC and CVC words

- (2) Demonstrate knowledge of the continuum of research-based, systematic, explicit instruction in phonics and sight words appropriate for students at more advanced stages of decoding development (i.e., as students progress in word reading involving words with increasing linguistic complexity). For example:
 - a. teaching CVCC, CCVC, and CVVC words containing common, regular letter combinations
 - b. teaching regular CVCe words
 - c. teaching words containing phonics elements that are less common (e.g., *kn*, *ph*)
 - d. continuing use of decodable text to ensure that students have abundant practice with phonics elements and sight words already taught
 - e. teaching words formed by adding a common inflected ending (e.g., *-ed*, *-er*, *-est*, *-ing*, *-s*) to a base word
 - f. teaching students to use phonics knowledge to spell more complex orthographic patterns in single-syllable words and in words formed by adding a common inflected ending to a single-syllable word

- (3) Demonstrate knowledge of research-based, systematic, explicit instruction in sight words, including:
 - a. identifying high-frequency words that do and do not conform to regular phonics/spelling patterns
 - b. recognizing factors that affect the sequence of instruction for specific sight words (e.g., the frequency with which a word occurs in students' reading materials, how visually similar or dissimilar a word is to other sight words)
 - c. identifying explicit strategies for helping students master the spelling of high-frequency sight words

- (4) Demonstrate knowledge of how to address the full range of learners in the classroom with respect to their development of phonics skills, sight-word knowledge, and spelling of single-syllable words (i.e., Universal Access). For example:
 - a. providing differentiated instruction in phonics, sight words, and spelling of single-syllable words to address the needs of struggling readers and students with reading difficulties or disabilities (e.g., focusing on key phonics skills and high-frequency sight words, reteaching phonics skills and sight words that are lacking, using a variety of concrete examples to explain a concept or task, providing additional practice)

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- b. providing differentiated instruction in phonics, sight words, and spelling of single-syllable words to support students with special needs (e.g., using systematic and explicit synthetic phonics instruction; focusing on key concepts and skills, such as key phonics elements and sight words; using a variety of concrete examples to explain a concept or task; using visual, auditory, kinesthetic, and tactile techniques to teach spelling and to promote mastery of new sight words; reteaching content and skills that are lacking; providing additional practice)
 - c. providing differentiated instruction in phonics, sight words, and spelling of single-syllable words to address the needs of English Learners and speakers of nonstandard English (e.g., capitalizing on transfer of relevant knowledge and skills from the primary language; explicitly teaching sounds that do not transfer; explicitly teaching the meaning of sight words, if needed)
 - d. providing differentiated instruction in phonics, sight words, and spelling of single-syllable words to address the needs of advanced learners (e.g., increasing the pace and/or complexity of instruction, building on and extending current knowledge and skills)
- (5) Demonstrate knowledge and ability in assessment (i.e., entry-level assessment, monitoring of progress, and summative assessment) with respect to phonics, sight words, and spelling of single-syllable words. For example:
- a. demonstrating ability to describe and use appropriate formal and informal assessments in phonics, sight words, and spelling of single-syllable words for different assessment purposes (i.e., entry-level assessment, monitoring of progress, and summative assessment)
 - b. demonstrating ability to analyze and interpret results from these assessments
 - c. demonstrating ability to use the results of assessments to plan effective instruction and interventions in phonics, sight words, and spelling of single-syllable words; adjust instruction and interventions to meet the identified needs of students; and ultimately determine whether relevant standards have been met

COMPETENCY 7: Understand the role of syllabic and structural analysis and orthographic knowledge in reading development and how to develop students' knowledge and skills in these areas to promote accurate word analysis that leads to automaticity in word recognition and contributes to spelling development.

Including:

- (1) Recognize how phonics skills, sight-word knowledge, and knowledge and skills in syllabic and structural analysis and orthography all work in concert to support students' development of accurate word analysis, which leads to automaticity in word recognition.
- (2) Recognize the role of structural analysis (e.g., decoding multisyllabic words formed by adding a prefix and/or suffix to a base word or base morpheme) and syllabic analysis (e.g., decoding multisyllabic words composed of common syllable patterns, such as open and closed syllables) in accurate word analysis and spelling of multisyllabic words.
- (3) Demonstrate knowledge of systematic, explicit instruction in structural and syllabic analysis and spelling of multisyllabic words. For example:
 - a. teaching multisyllabic words formed by adding a common prefix or suffix to a base word
 - b. teaching multisyllabic words that follow common syllable patterns
 - c. teaching students to use knowledge of structural analysis and syllable patterns to spell multisyllabic words

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- (4) Recognize the strong relationship between orthographic knowledge and word analysis and demonstrate knowledge of systematic, explicit instruction in spelling/orthography. For example:
- a. teaching students to spell larger, more complex chunks of letters (phonograms), such as *-ight*
 - b. teaching students to apply common orthographic generalizations (rules) (e.g., changing the ending of a word from *-y* to *-ies* when forming the plural)
 - c. teaching students to accurately recognize and use common homophones (e.g., *to*, *two*, and *too*; *hair* and *hare*)
- (5) Recognize the importance of providing students with frequent opportunities to develop and extend their syllabic analysis skills, structural analysis skills, and orthographic knowledge in their reading and writing. For example:
- a. frequently reading texts that contain words using affixes, syllable patterns, and orthographic patterns and rules already taught
 - b. frequently engaging in writing activities that include opportunities to apply knowledge of more complex orthographic patterns and spelling of multisyllabic words
- (6) Demonstrate knowledge of how to address the full range of learners in the classroom with respect to their development of syllabic and structural analysis and orthographic knowledge to support decoding and spelling of multisyllabic words and spelling of words that follow more complex orthographic patterns or rules (i.e., Universal Access). For example:
- a. providing differentiated instruction in these areas to address the needs of struggling readers and students with reading difficulties or disabilities (e.g., focusing on key skills and knowledge, such as frequently occurring syllable patterns and affixes and related orthographic patterns; reteaching concepts and skills that are lacking; using a variety of concrete examples to explain a concept or task; providing additional practice)
 - b. providing differentiated instruction in these areas to support students with special needs (e.g., focusing on key skills and knowledge, such as frequently occurring syllable patterns and affixes and related orthographic patterns; using a variety of concrete examples to explain a concept or task; using visual, auditory, kinesthetic, and tactile techniques; reteaching concepts and skills that are lacking; providing additional oral practice with new words)
 - c. providing differentiated instruction in these areas to address the needs of English Learners and speakers of nonstandard English (e.g., explicitly teaching common English roots and affixes)
 - d. providing differentiated instruction in these areas to address the needs of advanced learners (e.g., increasing the pace and/or complexity of instruction, building on and extending current knowledge and skills)
- (7) Demonstrate knowledge and ability in assessment (i.e., entry-level assessment, monitoring of progress, and summative assessment) with respect to development of syllabic analysis, structural analysis, orthographic knowledge, spelling of multisyllabic words, and spelling of words that follow more complex orthographic patterns or rules. For example:
- a. demonstrating ability to describe and use appropriate formal and informal assessments in these areas for different assessment purposes (i.e., entry-level assessment, monitoring of progress, and summative assessment)
 - b. demonstrating ability to analyze and interpret results from these assessments
 - c. demonstrating ability to use the results of assessments to plan effective instruction and interventions in these areas, adjust instruction and interventions to meet the identified needs of students, and ultimately determine whether relevant standards have been met

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DOMAIN 3—FLUENCY

COMPETENCY 8: Understand the role of fluency in reading development and factors that affect students' development of fluency.

Including:

- (1) Demonstrate knowledge of the role of fluency in all stages of reading development (e.g., the progression from letter naming to word reading to connected text).
- (2) Demonstrate knowledge of key indicators of reading fluency and their interrelationships:
 - a. accuracy (i.e., accurate decoding and word recognition)
 - b. rate
 - c. prosody (i.e., reading with expression, including using appropriate stress or emphasis, variation in pitch and intonation, and pausing in a manner that reflects meaningful phrasing and knowledge of syntax and mechanics)
- (3) Demonstrate knowledge of the interrelationships among word analysis skills, fluency, vocabulary, academic language, background knowledge, and comprehension. For example:
 - a. the role of fluency as a bridge between word analysis skills and comprehension (i.e., fluency includes the ability to decode automatically and thereby have the capacity to comprehend text at the same time)
 - b. why fluency supports reading comprehension (e.g., automaticity theory)
 - c. the reciprocity between prosody and comprehension
- (4) Demonstrate knowledge of factors that can disrupt fluency (e.g., weak word analysis skills, stopping frequently to decode unrecognized or unfamiliar words, lack of familiarity with content vocabulary, lack of background knowledge, texts that contain a large number of one-use and multisyllabic content words, lack of familiarity with more complex syntactic structures).
- (5) Recognize the role of decodable text in promoting fluent reading in students who are acquiring basic phonics skills and the importance of transitioning students to a broader range of appropriate texts as they progress in their word analysis skills.
- (6) Recognize the critical role of systematic, explicit instruction in promoting fluency development.
- (7) Recognize the limitations of using independent silent reading to increase automaticity (i.e., students who do not have automaticity need to practice reading out loud, primarily to themselves).
- (8) Identify factors that help make independent silent reading more effective in supporting fluency development (e.g., ensuring that students select books at appropriate reading levels and holding them accountable for comprehension).

COMPETENCY 9: Understand how to promote students' fluency development.

Including:

- (1) Demonstrate knowledge of essential, research-based components of effective fluency instruction (e.g., guidance, practice, feedback) and how each contributes to fluency development with respect to accuracy, rate, and prosody.

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- (2) Demonstrate knowledge of research-based, systematic, explicit instruction in fluency, including when and how fluency instruction should be introduced.
- (3) Demonstrate knowledge of research-based, systematic, explicit strategies for building fluency with respect to accuracy (e.g., providing systematic, explicit instruction in phonemic awareness, phonics, and sight words, as needed).
- (4) Demonstrate knowledge of research-based, systematic, explicit strategies for building fluency with respect to rate. For example:
 - a. for students whose decoding is not automatic—engaging in whisper reading (i.e., reading out loud to themselves) as the teacher monitors individual students
 - b. for students whose decoding is automatic—engaging in independent silent reading with accountability for comprehension
- (5) Demonstrate knowledge of research-based, systematic, explicit strategies for building fluency with respect to prosody. For example:
 - a. modeling and phrase-cued reading
 - b. purposeful, teacher-directed instruction across subject matter to build content knowledge and academic language
- (6) Demonstrate knowledge of how to address the full range of learners in the classroom with respect to their development of fluency (i.e., Universal Access). For example:
 - a. providing differentiated fluency instruction to address the needs of struggling readers and students with reading difficulties or disabilities (e.g., using texts written at students' independent reading levels; as needed, focusing on improving accuracy through additional word analysis instruction and/or focusing on improving rate through additional practice using either oral or silent reading depending on the student's automaticity)
 - b. providing differentiated fluency instruction to support students with special needs (e.g., using texts written at students' independent reading levels, focusing on building word analysis skills and recognition of key sight words to promote automaticity, reteaching word analysis skills and sight words that are lacking, providing additional oral reading practice with appropriate-level texts)
 - c. providing differentiated fluency instruction to address the needs of English Learners and speakers of nonstandard English (e.g., explicitly teaching English intonation patterns, phrasing, syntax, and punctuation)
 - d. providing differentiated fluency instruction to address the needs of advanced learners (e.g., using more advanced texts to enhance and broaden fluency development)
- (7) Demonstrate knowledge and ability in assessment (i.e., entry-level assessment, monitoring of progress, and summative assessment) with respect to fluency (i.e., accuracy, rate, and prosody). For example:
 - a. demonstrating ability to describe and use appropriate formal and informal assessments to determine students' fluency with respect to accuracy, rate, and prosody for different assessment purposes (i.e., entry-level assessment, monitoring of progress, and summative assessment)
 - b. demonstrating ability to analyze and interpret results from these assessments
 - c. demonstrating ability to use the results of assessments to plan effective instruction and interventions in fluency with respect to accuracy, rate, and prosody; adjust instruction and interventions to meet the identified needs of students; and ultimately determine whether relevant standards have been met

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DOMAIN 4—VOCABULARY, ACADEMIC LANGUAGE, AND BACKGROUND KNOWLEDGE

COMPETENCY 10: Understand the role of vocabulary, academic language, and background knowledge in reading development and factors that affect students' development of vocabulary, academic language, and background knowledge.

Including:

- (1) Demonstrate knowledge of the role of vocabulary, academic language, and background knowledge in reading development. For example:
 - a. the role of vocabulary knowledge in the development of word recognition and fluency
 - b. the role of vocabulary knowledge in reading comprehension (e.g., vocabulary knowledge as both a key indicator and a predictor of comprehension ability)
 - c. the role of academic language in reading comprehension and learning (e.g., knowledge of more complex grammatical structures supports comprehension of more advanced texts)
 - d. the role of background knowledge in reading comprehension and learning (e.g., background knowledge of content as a key indicator of how well a student will learn new information related to that content)
 - e. interrelationships among vocabulary, academic language, background knowledge, and comprehension (e.g., how a reader constructs understanding of a text through both knowledge of the meanings of explicit words in the text and meanings that the reader infers from relevant background knowledge)

- (2) Demonstrate knowledge of important issues related to the development of vocabulary, academic language, and background knowledge. For example:
 - a. the critical role of early vocabulary development (prekindergarten through grade 2) in students' later achievement in vocabulary and reading
 - b. the Matthew Effect and its impact on students' growth in vocabulary, academic language, and background knowledge and how effective instruction and intervention can reduce its negative effects
 - c. interrelationships between vocabulary knowledge and concept learning (e.g., how vocabulary acquisition involves concept learning and concept learning supports vocabulary development, how effective vocabulary instruction contributes to the growth of background knowledge)
 - d. vocabulary learning as an incremental process (e.g., more examples in context result in greater depth of understanding)
 - e. the open-ended nature of vocabulary and background knowledge and the implications of this for instruction (e.g., the importance of using approaches in vocabulary instruction that promote knowledge of a larger set of words than the target words)

- (3) Recognize that text tends to use a larger and more sophisticated vocabulary and more complex language structures than speech and plays a critical role in the development of vocabulary, academic language, and background knowledge.

- (4) Recognize the critical role of independent reading in developing students' vocabulary, academic language, and background knowledge (e.g., the correlation between the amount one reads daily and one's academic achievement) and the importance of encouraging independent reading at appropriate levels to promote development of vocabulary, academic language, and background knowledge.

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- (5) Demonstrate knowledge of factors to consider in developing students' vocabulary, academic language, and background knowledge. For example:
- a. recognizing that not all words should be given equal emphasis (e.g., the importance of evaluating the usefulness of a word and the frequency with which students will have opportunities to read it and apply it)
 - b. recognizing different tiers of general academic vocabulary
 - c. identifying academic vocabulary that has a high level of usefulness and frequency within a given content area
 - d. recognizing how understanding of specialized vocabulary (e.g., *justify*, *analyze*, *determine*) is necessary for performing comprehension tasks
 - e. recognizing the value of promoting students' word consciousness, including their genuine interest in and enthusiasm for words
 - f. recognizing the value of developing students' listening comprehension to support their vocabulary, academic language, and concept development
 - g. recognizing the importance of reinforcing vocabulary, academic language, and content knowledge through oral language, reading, and writing activities
 - h. understanding why learning vocabulary from context is a powerful strategy only when combined with wide reading by and to students
- (6) Demonstrate knowledge of the components of an effective, explicit vocabulary program, including:
- a. direct teaching of specific words (e.g., combining word-meaning instruction with concept development, using both definitional and contextual approaches, promoting integration ["deep processing"] of word meanings)
 - b. promoting development of word-learning strategies (e.g., teaching transferable, generalizable strategies; developing morphological knowledge; developing contextual strategies)
 - c. promoting development of word consciousness
 - d. promoting wide reading and providing meaningful exposure (e.g., providing multiple, meaningful exposures to new vocabulary, academic language, and background knowledge; providing opportunities to use new vocabulary, academic language, and background knowledge in a variety of topical contexts and in multiple subject areas)

COMPETENCY 11: Understand how to promote students' development of vocabulary, academic language, and background knowledge.

Including:

- (1) Demonstrate knowledge of research-based, systematic, explicit instruction in vocabulary (i.e., words and their meanings). For example:
- a. providing student-friendly definitions
 - b. providing meaningful and contextualized examples, especially for new concepts
- (2) Identify explicit oral and written strategies that promote integration of word knowledge and provide repeated, meaningful exposure to and opportunities to use new academic and content-area vocabulary. For example:
- a. conducting guided discussions of academic content and concepts
 - b. conducting guided discussions of new words and their meanings, including identifying synonyms and antonyms

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- c. discussing words' origins, roots, and/or affixes
 - d. creating semantic and morphological maps
 - e. developing word banks and word logs
 - f. comparing and classifying words orally and in writing
 - g. generating metaphors and analogies with words orally and in writing
 - h. incorporating new vocabulary in subject-matter discussions and written assignments
 - i. using more precise words in speaking and writing
- (3) Demonstrate knowledge of research-based, systematic, explicit instruction in independent strategies for building vocabulary and for determining and verifying the meanings and pronunciations of unfamiliar words or words with multiple meanings. For example:
- a. use of contextual strategies (e.g., using semantic and syntactic context clues, including apposition, to verify the meaning of a word and/or resolve ambiguity)
 - b. use of morphological strategies (e.g., developing knowledge of common roots and affixes, developing knowledge of the processes of word formation, applying structural analysis skills)
 - c. use of reference materials (e.g., using a dictionary, thesaurus, or other text-based or technology-based reference tool)
- (4) Identify explicit strategies for developing students' word consciousness and fostering a love of words (e.g., engaging students in word games, discussing the etymology and morphology of words and supporting students' investigations in etymology and morphology, drawing attention to the use of figurative language in both speech and print, encouraging students to share new and interesting words encountered in speech and print).
- (5) Identify explicit listening-comprehension activities that promote the development of vocabulary, academic language, and background knowledge (e.g., providing word explanations, reading both literary and informational texts aloud to students and conducting guided discussions of text content and vocabulary).
- (6) Recognize the role of wide reading in building vocabulary, academic language, background knowledge, and a love of reading and identify explicit strategies for promoting students' purposeful independent reading of a broad range of literary and informational texts at increasingly challenging levels.
- (7) Demonstrate knowledge of explicit strategies for developing students' knowledge of language and language structures (e.g., knowledge of syntax and grammar, knowledge of elements that promote cohesion and coherence in oral and written discourse) to support their comprehension of texts at the word, sentence, paragraph, and text levels.
- (8) Demonstrate knowledge of explicit strategies for helping students understand similarities and differences between language structures used in spoken and written language, transfer relevant skills from oral language to written language (e.g., helping students make connections between their existing oral vocabulary and new written vocabulary, engaging students in oral rehearsal in preparation for writing), and develop their knowledge of written language structures and conventions (e.g., analyzing how punctuation affects a text's meaning).

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- (9) Demonstrate knowledge of how to address the full range of learners in the classroom with respect to their development of vocabulary, academic language, and background knowledge (i.e., Universal Access). For example:
- a. providing differentiated instruction in vocabulary, academic language, and background knowledge to address the needs of struggling readers and students with reading difficulties or disabilities (e.g., focusing on key vocabulary, academic language structures, and background knowledge; reteaching vocabulary, language structures, and concepts; using a variety of concrete examples to explain a word or concept; providing additional meaningful practice using new words and concepts)
 - b. providing differentiated instruction in vocabulary, academic language, and background knowledge to support students with special needs (e.g., focusing on key concepts; preteaching/reteaching vocabulary and concepts; providing additional exposures to new words and concepts; using concrete examples to explain a word or concept; presenting vocabulary and concepts using visual, auditory, kinesthetic, and tactile techniques; providing additional meaningful oral and written practice using new words and concepts)
 - c. providing differentiated instruction in vocabulary, academic language, and background knowledge to address the needs of English Learners and speakers of nonstandard English (e.g., activating students' prior knowledge by making explicit connections between their current knowledge and new vocabulary/concepts; capitalizing on transfer of cognates; building on students' current language skills and reinforcing their knowledge of basic, functional grammar to facilitate their reading comprehension; emphasizing reading instruction that promotes development of academic language, including explicitly teaching more complex language structures and key vocabulary used in a text; contextualizing new vocabulary and concepts using visual aids, such as pictures, charts, word organizers, and graphic organizers; using "preteach-reteach-practice-review"; building students' morphological knowledge, including knowledge of the meanings of common word roots used in academic language)
 - d. providing differentiated instruction in vocabulary, academic language, and background knowledge to address the needs of advanced learners (e.g., increasing the pace and/or complexity of instruction, building on and extending current knowledge, extending the depth and breath of assignments)
- (10) Recognize that vocabulary, academic language, and background knowledge are indirectly assessed in reading comprehension assessments and recognize the implications of this in interpreting the results of those assessments.
- (11) Demonstrate knowledge and ability in assessment (i.e., entry-level assessment, monitoring of progress, and summative assessment) with respect to vocabulary, academic language, and background knowledge. For example:
- a. demonstrating ability to describe and use appropriate formal and informal assessments to determine students' level of vocabulary, academic language, and background knowledge for different assessment purposes (i.e., entry-level assessment, monitoring of progress, and summative assessment)
 - b. demonstrating ability to analyze and interpret results from these assessments
 - c. demonstrating ability to use the results of assessments to plan effective instruction and interventions in vocabulary, academic language, and background knowledge; adjust instruction and interventions to meet the identified needs of students; and determine whether students have made progress in learning the content

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DOMAIN 5—COMPREHENSION

COMPETENCY 12: Understand literal, inferential, and evaluative comprehension and factors affecting reading comprehension.

Including:

- (1) Recognize how a reader's knowledge and skills in word analysis, fluency, vocabulary, and academic language and the reader's background knowledge affect comprehension (e.g., why automaticity in word recognition facilitates comprehension, how comprehension breaks down when relevant vocabulary or background knowledge is lacking).
- (2) Demonstrate knowledge of literal reading comprehension (e.g., identifying explicitly stated main ideas, details, sequences, cause-and-effect relationships, patterns, and elements of story grammar).
- (3) Demonstrate knowledge of inferential reading comprehension (e.g., inferring main ideas, comparisons, and cause-and-effect relationships not explicitly stated in the text; drawing conclusions or generalizations from a text; using textual evidence to predict outcomes; inferring themes).
- (4) Demonstrate knowledge of evaluative reading comprehension (e.g., recognizing instances of bias, unsupported assumptions, propaganda, and faulty reasoning in texts; distinguishing facts and opinions in texts; reacting to a text's content, characters, and use of language; analyzing themes).
- (5) Recognize the role of syntax in facilitating or impeding reading comprehension and the importance of promoting students' understanding of complex grammatical structures.
- (6) Recognize the role of text structures in facilitating or impeding reading comprehension and the importance of promoting students' understanding of how different types of texts are organized.
- (7) Demonstrate knowledge of the relationship between students' oral language and their ability to comprehend at the word, sentence, paragraph, and text levels.
- (8) Recognize the role of listening comprehension as a foundation for the development of reading comprehension and the importance of using oral language activities (e.g., strategic, purposeful read-alouds) to promote development of comprehension skills.
- (9) Recognize the role that text-based discussions (e.g., instructional conversations, questioning the author, think-pair-share) play in enhancing comprehension.
- (10) Recognize how writing activities (e.g., summarizing, outlining, responding) help support and reinforce students' understanding of a text and their development of reading comprehension skills.
- (11) Recognize the role of independent reading in reinforcing reading comprehension skills and strategies and the importance of promoting purposeful independent reading as a pathway to healthy lifelong reading habits.

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COMPETENCY 13: Understand how to facilitate reading comprehension by providing instruction that prepares students for the reading task, scaffolds them as needed through the reading process, and prepares them to respond to what they have read.

Including:

- (1) Demonstrate knowledge of explicit instructional strategies for orienting students to new texts (e.g., teacher modeling, previewing, using textual evidence to predict outcomes, using graphic features, activating and discussing prior knowledge related to the topic, developing background knowledge, setting a purpose for reading, generating questions prior to reading).
- (2) Demonstrate knowledge of explicit instruction in skills that support comprehension and strategies that help students monitor their own comprehension as they read (e.g., using graphic features, visualizing, self-questioning, paraphrasing, clarifying, predicting, summarizing, rereading, adjusting reading rate based on text difficulty, note taking).
- (3) Demonstrate knowledge of explicit instructional strategies for supporting students' comprehension after reading (e.g., discussing; summarizing; retelling; sharing reactions; making text-to-self, text-to-text, and text-to-world connections; creating pictures, semantic maps, Venn diagrams, and other visual/graphic representations of text meanings).
- (4) Demonstrate knowledge of explicit instructional strategies for promoting students' development of listening comprehension skills and helping students transfer comprehension strategies from oral language to written language (e.g., through the use of teacher think-alouds and modeling).
- (5) Demonstrate knowledge of how to address the full range of learners in the classroom with respect to facilitating their reading comprehension, including developing their use of comprehension strategies (i.e., Universal Access). For example:
 - a. providing differentiated comprehension instruction to address the needs of struggling readers and students with reading difficulties or disabilities (e.g., as needed, focusing on building word analysis skills, fluency, vocabulary, academic language, and background knowledge to support comprehension; reteaching comprehension strategies and skills that are lacking; using a variety of concrete examples to explain a concept or task; providing additional practice applying comprehension strategies and skills; as needed, providing access to grade-level texts through oral presentation, such as reading a text aloud to students and then discussing it with them)
 - b. providing differentiated comprehension instruction to support students with special needs (e.g., focusing on building foundational knowledge and skills in word analysis, fluency, vocabulary, academic language, and background knowledge; providing practice with questions at different levels of comprehension; using a variety of concrete examples to explain a concept or task; reteaching comprehension skills and strategies that are lacking; providing additional practice with a variety of texts; as needed, providing access to grade-level texts through oral presentation, such as reading a text aloud to students and then discussing it with them)
 - c. providing differentiated comprehension instruction to address the needs of English Learners and speakers of nonstandard English (e.g., capitalizing on transfer of comprehension strategies from the primary language; explicitly teaching comprehension strategies that are lacking)
 - d. providing differentiated comprehension instruction to address the needs of advanced learners (e.g., increasing the pace and/or complexity of instruction, using more advanced and/or multiple texts, building on and extending current skills and strategies, extending the depth and breadth of assignments)

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- (6) Demonstrate knowledge and ability in assessment (i.e., entry-level assessment, monitoring of progress, and summative assessment) with respect to reading comprehension, including students' use of comprehension strategies. For example:
- a. demonstrating ability to describe and use appropriate formal and informal assessments to determine students' comprehension and use of comprehension strategies for different assessment purposes (i.e., entry-level assessment, monitoring of progress, and summative assessment)
 - b. demonstrating ability to analyze and interpret results from these assessments
 - c. demonstrating ability to use the results of assessments to plan effective comprehension instruction and interventions, adjust instruction and interventions to meet the identified needs of students, and ultimately determine whether relevant standards have been met

COMPETENCY 14: Understand how to promote students' comprehension and analysis of narrative/literary texts and their development of literary response skills.

Including:

- (1) Demonstrate knowledge of explicit instructional strategies for helping students recognize the organizational structure and key characteristics of major literary genres, including poetry (e.g., ballad, lyric, couplet, epic, sonnet), drama, and prose (e.g., short story, novel, myth, legend, biography, autobiography, historical fiction, fantasy).
- (2) Demonstrate knowledge of the elements of story grammar (e.g., character, plot, setting, theme) and other key elements of narrative/literary texts (e.g., mood, tone, point of view, voice) and systematic, explicit instruction in these elements.
- (3) Demonstrate knowledge of research-based, systematic, explicit instruction in narrative analysis and literary criticism, including explicit instructional strategies for helping students analyze and respond to narrative/literary texts. For example:
 - a. identifying the structural elements of a plot and evaluating their logic and credibility
 - b. comparing and contrasting the motivations and reactions of characters
 - c. evaluating the relevance of the setting
 - d. identifying recurring themes
 - e. identifying elements of a writer's style, including the function and effect of an author's use of figurative language (e.g., simile, metaphor, hyperbole, personification) and other literary devices (e.g., imagery, symbolism, irony, foreshadowing)
- (4) Demonstrate knowledge of explicit oral language activities (e.g., literature circles, questioning the author, think-pair-share) that develop and reinforce students' comprehension of narrative/literary texts and their skills in narrative analysis and literary criticism.
- (5) Demonstrate knowledge of explicit writing activities (e.g., literary response journals, summaries, character analyses) that develop and reinforce students' comprehension of narrative/literary texts and their skills in narrative analysis and literary criticism.

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- (6) Demonstrate knowledge of how to address the full range of learners in the classroom with respect to their comprehension and analysis of narrative/literary texts and their development of literary response skills (i.e., Universal Access). For example:
- a. providing differentiated instruction in these areas of reading to address the needs of struggling readers and students with reading difficulties or disabilities (e.g., focusing on key elements of story grammar; creating and using story maps; focusing on key comprehension strategies and skills; reteaching strategies and skills that are lacking; using a variety of concrete examples to explain a concept or task; providing additional practice; as needed, providing access to grade-level texts through oral presentation, such as reading a text aloud to students and then discussing it with them)
 - b. providing differentiated instruction in these areas of reading to support students with special needs (e.g., focusing on key elements of story grammar; creating and using story maps; using a variety of concrete examples to explain a concept or task; focusing on key skills and strategies; reteaching skills and strategies that are lacking; providing additional practice with narrative/literary texts; as needed, providing access to grade-level texts through oral presentation, such as reading a text aloud to students and then discussing it with them)
 - c. providing differentiated instruction in these areas of reading to address the needs of English Learners and speakers of nonstandard English (e.g., clarifying the cultural context of a text, as needed; preteaching key vocabulary)
 - d. providing differentiated instruction in these areas of reading to address the needs of advanced learners (e.g., using more advanced and/or multiple texts; building on and extending current knowledge, skills, and strategies; extending the depth and breadth of assignments)
- (7) Demonstrate knowledge and ability in assessment (i.e., entry-level assessment, monitoring of progress, and summative assessment) with respect to comprehension and analysis of narrative/literary texts and development of literary response skills. For example:
- a. demonstrating ability to describe and use appropriate formal and informal assessments in these areas of reading for different assessment purposes (i.e., entry-level assessment, monitoring of progress, and summative assessment)
 - b. demonstrating ability to analyze and interpret results from these assessments
 - c. demonstrating ability to use the results of assessments to plan effective instruction and interventions with respect to comprehension and analysis of narrative/literary texts and development of literary response skills, adjust instruction and interventions to meet the identified needs of students, and ultimately determine whether relevant standards have been met

COMPETENCY 15: Understand how to promote students' comprehension of expository/informational texts and their development of study skills and research skills.

Including:

- (1) Demonstrate knowledge of explicit instructional strategies for helping students recognize key characteristics of various expository/informational materials (e.g., textbook, news article, consumer manual, research report, Web site).
- (2) Demonstrate knowledge of explicit instructional strategies for promoting students' comprehension of expository/informational texts at the word, sentence, paragraph, and text levels by helping them understand common text structures used in these texts (e.g., chronological, cause/effect, comparison/contrast, problem/solution) and helping them recognize and attend to common transition words and other features (e.g., topic sentence, concluding sentence) associated with different text structures.

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- (3) Demonstrate knowledge of explicit instructional strategies for helping students recognize and use a variety of text features that help support comprehension of expository/informational texts. For example:
 - a. organizational/explanatory features (e.g., table of contents, index, glossary)
 - b. typographic features (e.g., italics, boldfacing, underlining, color coding)
 - c. graphic features (e.g., charts, maps, diagrams, illustrations)
- (4) Demonstrate knowledge of explicit instructional strategies for promoting students' comprehension of expository/informational texts. For example:
 - a. evaluating the unity, logic, internal consistency, and structural patterns of a text
 - b. analyzing the development of an author's argument, point of view, or perspective
 - c. generalizing the knowledge learned from texts to other areas of learning
 - d. identifying similarities and differences between texts
- (5) Demonstrate knowledge of explicit oral language activities that develop and reinforce comprehension of expository/informational texts and related vocabulary, academic language, and background knowledge (e.g., introducing and explaining key vocabulary prior to reading, conducting oral preview-review of text content, engaging students in oral paraphrasing and summarizing of texts).
- (6) Demonstrate knowledge of explicit writing activities that develop and reinforce comprehension of expository/informational texts (e.g., summarizing, paraphrasing, developing graphic organizers).
- (7) Demonstrate knowledge of explicit instructional strategies for promoting students' development of study skills (e.g., outlining, note taking) and ability to locate, retrieve, and retain information from reference materials and expository/informational texts.
- (8) Demonstrate knowledge of explicit instructional strategies for promoting students' development of research skills (e.g., identifying research topics, asking and evaluating questions, developing an academic argument, using multiple sources when conducting research, using technology to manage information, paraphrasing information).
- (9) Demonstrate knowledge of how to address the full range of learners in the classroom with respect to their comprehension of expository/informational texts and their development of study skills and research skills (i.e., Universal Access). For example:
 - a. providing differentiated instruction in these areas of reading to address the needs of struggling readers and students with reading difficulties or disabilities (e.g., focusing on key content, skills, and strategies; reteaching content-area vocabulary, language structures, and background knowledge that are lacking; using a variety of concrete examples to explain a concept or task; providing additional practice; as needed, providing access to grade-level texts through oral presentation, such as reading a text aloud to students and then discussing it with them)
 - b. providing differentiated instruction in these areas of reading to support students with special needs (e.g., building background knowledge; focusing on key content-area vocabulary; focusing on the key ideas in a text; using a variety of concrete examples to explain a new concept or task; presenting new concepts and vocabulary using visual, auditory, kinesthetic, and tactile techniques; reteaching skills and concepts that are lacking; providing additional practice with appropriate-level expository/informational texts; as needed, providing access to grade-level texts through oral presentation, such as reading a text aloud to students and then discussing it with them)

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- c. providing differentiated instruction in these areas of reading to address the needs of English Learners and speakers of nonstandard English (e.g., using explicit modeling and scaffolding strategies)
 - d. providing differentiated instruction in these areas of reading to address the needs of advanced learners (e.g., increasing the pace and/or complexity of instruction; using more advanced and/or multiple texts; building on and extending current knowledge, skills, and abilities; extending the depth and breadth of assignments)
- (10) Demonstrate knowledge and ability in assessment (i.e., entry-level assessment, monitoring of progress, and summative assessment) with respect to comprehension of expository/informational texts and development of study skills and research skills. For example:
- a. demonstrating ability to describe and use appropriate formal and informal assessments in these areas of reading for different assessment purposes (i.e., entry-level assessment, monitoring of progress, and summative assessment)
 - b. demonstrating ability to analyze and interpret results from these assessments
 - c. demonstrating ability to use the results of assessments to plan effective instruction and interventions with respect to comprehension of expository/informational texts and development of study skills and research skills, adjust instruction and interventions to meet the identified needs of students, and ultimately determine whether relevant standards have been met