| **Required Course Numbers** |
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| **Test Content Categories** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Phonological and Phonemic Awareness Including Emergent Literacy (11%)
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| * 1. Is familiar with receptive and expressive components associated with oral language development
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| * 1. Is familiar with how to identify cultural, environmental, and linguistic factors that may have an impact on literacy development
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| * 1. Is familiar with instructional methods for teaching phonological awareness and phonemic awareness
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| * + 1. Syllables and onset and rime, phoneme segmenting, blending, deletion, and substitution
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| * 1. Syllables and onset and rime, phoneme segmenting, blending, deletion, and substitution
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| * 1. Knows how to recognize phonemic-awareness difficulties across ages and grades
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| * 1. Knows instructional methods to teach beginning readers the concepts about print, such as directionality, return sweep, parts of a book, and the form and function of print
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| * 1. Knows instructional strategies to help emergent readers fluently identify letter names and sounds
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| 1. Phonics and Decoding 14%)
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| * 1. Is familiar with the impact of decoding skills on literacy development across grade levels
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| * 1. Knows instructional methods for teaching phonics and decoding systematically, explicitly, and recursively across grade levels
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| * 1. Knows instructional methods for teaching common phonics patterns and rules
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| * + 1. Consonant digraphs, blends, diphthongs, schwa sound, syllable types, word families, etc.
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| * 1. Understands instructional methods for teaching morphological analysis
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| * + 1. Affixes, roots, and base words
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| * 1. Understands instructional methods for  teaching syllable types when decoding  multisyllabic words
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| * 1. Is familiar with multisensory approaches for supporting student recognition of non-decodable/irregularly spelled words (e.g., “was,” “listen,” “though,” “the,” “once”)
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| 1. Fluency and Vocabulary (16%)
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| * 1. Understands instructional methods to foster students’ fluency
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| * + 1. Accuracy, automaticity, prosody, and self-efficacy
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| * 1. Knows methods of supporting fluent reading behaviors at the letter name/sound, word, phrase, sentence, and passage level
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| * 1. Understands instructional methods to build, expand, and use expressive and receptive vocabulary systematically, explicitly, and through repeated exposures in multiple contexts
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| * 1. Knows multiple approaches to teach word-solving strategies
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| 1. Context clues and structural analysis
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| * 1. Knows how to match an instructional method to word complexity
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| * 1. Knows how to guide students to understand a wide variety of words through direct instruction
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| 1. Common, contextual, content-specific, connotation, multiple-meaning words
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Is familiar with multiple instructional methods for vocabulary instruction of second-language learners
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| 1. Cognates, figurative language, idioms
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| * 1. Understands how grammatical functions and punctuation affect fluency and meaning of text
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| * 1. Understands how fluency, vocabulary, and comprehension are interrelated
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| 1. Comprehension of Literary and Informational  Text (23%)
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| * 1. Understands how to support students’ listening comprehension and how it relates to reading comprehension
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| * 1. Knows how to apply knowledge of child and adolescent development to the teaching of literary and informational texts
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| * 1. Is familiar with how to differentiate instruction, tasks, and materials (print and digital) that are appropriate and culturally responsive to all learners
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| * 1. Is familiar with how to use measures of text complexity to select appropriate texts for instruction and to guide students in self-selecting texts to increase motivation and engagement in literacy development
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| 1. Qualitative, quantitative, reader, and task
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| * 1. Knows how to use technology to support student’s ability to critically examine online resources and knows how to foster digital literacy to support active learning and research across content areas
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| * 1. Knows how to integrate speaking and active-listening skills into the reading process to scaffold understanding
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| 1. Probing, discussions, questioning, and responding
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| * 1. Understands how to activate and scaffold students’ background knowledge to increase comprehension and how students’ experiences influence the way they interpret a text
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| * 1. Knows how to use various approaches to develop comprehension skills from simple to complex
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| 1. Retelling, summarizing, understanding thesis, and complex arguments
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| * 1. Knows how to direct students to draw inferences from text(s) and cite relevant textual evidence to support comprehension and text analysis
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| * 1. Understands strategies for supporting readers as they construct literal and inferential meaning, including author’s use of language and rhetoric
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| * 1. Understands the role of language structures of text (i.e., sentence, phrase, paragraph) in comprehension
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| * 1. Knows methods for teaching students to understand authors’ word choices, format/style, text structure, and visual representations to create a desired effect
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| 1. Meaning, tone, mood, etc.
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| * 1. Knows how to model metacognitive strategies that support students to self-monitor their understanding of text
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| 1. Analyze, synthesize, evaluate
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| * 1. Understands how to teach the use of graphic and semantic organizers to support comprehension
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| * 1. Knows how to teach the recognition and understanding of literary and informational text, including genre text structure and text features
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| 1. Literary text: poetry, prose, drama, biography, how-to
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| 2. Genre text: story elements, description, cause and effect |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  3. Text features: text boxes, graphs, technical language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Knows how to teach the recognition and understanding of literary devices
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| 1. Literary devices: figurative language, connotation, nuance of words, rhetoric, appositives, and alliteration
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| * 1. Knows ways to demonstrate how source material can be represented in multiple mediums and can have more than one interpretation or version
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| 1. Writing (11%)
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| * 1. Understands how to teach writing as a recursive process that supports self-evaluation, expression, analysis, and inquiry
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| * 1. Knows systematic, explicit, and responsive instructional methods to build students’ understanding and use of the writing process
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| * 1. Knows instructional methods for integrating reading and writing in varied contexts and across grade levels and disciplinary domains
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| * 1. Is familiar with instructional methods to support writing development for English learners
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| * 1. Is familiar with instructional methods to support student use of multiple print and digital tools for communication, collaboration, research, and all steps of the writing process
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| * 1. Is familiar with the defining characteristics, purpose, appropriate audience, and instructional methods for teaching the types of writing
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| * 1. Knows instructional methods to develop students’ skills in selecting and using credible and accurate sources
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| * 1. Knows instructional methods to teach the quoting and proper citation of textual evidence in the writing process
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| * 1. Knows how to model author’s use of craft for effect to develop written language across grade levels
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| * 1. Is familiar with using mentor texts to motivate and support students throughout the writing process
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| * 1. Knows how to model editing and revising to refine a piece of writing
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| * 1. Knows methods to connect the teaching of both decoding and encoding as reciprocal skills
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| * 1. Knows how to take a systematic, explicit, multisensory, recursive approach to spelling development
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| * 1. Understands instructional methods for teaching the structure of written language, including conventions of grammar and mechanics
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| 1. Parallel structure, phrases, clauses, punctuation
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| **Included in ALL Categories: Assessment** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Knows how to monitor student progress by analyzing and interpreting formative assessment data to inform instruction
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| * 1. Knows how to use data to differentiate instruction for whole class, groups, and individuals
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| * 1. Understands how to embed and apply informal and formal methods for assessing all essential elements of literacy instruction
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| 1. Formal and informal methods: formative and summative evaluations
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| * 1. Is familiar with making decisions that lead to the modification or accommodation of instruction based on assessments to meet the needs of diverse learners
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| 1. Diverse Needs of Learners: Gifted, English learners, struggling readers and writers, and students with learning disabilities
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| * 1. Is familiar with ways to integrate digital tools into the assessment process
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| 1. Assessment and Instructional Decision  Making (Constructed-Response Items) (25%)
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| * 1. Elementary Literacy Learners
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| * 1. Secondary Literacy Learners
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| * 1. Diverse Learners (i.e., Gifted, English  learners, struggling readers and writers,  and students with learning disabilities)
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