Texas
Educator Certification
Examination Program

Preparation Manual
Science of Teaching Reading: (293)

Overview and Exam Framework
Sample Selected-Response Questions
Sample Selected-Response Answers and Rationales
Sample Constructed-Response Question

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Section 3: Overview and Exam Framework
Science of Teaching Reading (293)

Exam Overview

Exam Name	Science of Teaching Reading
Exam Code	293
Time	5 hours
Number of Questions	90 selected-response questions and 1 constructed-response question
Format	Computer-administered test (CAT)

The TExES Science of Teaching Reading (293) exam is designed to assess whether an examinee has the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The 90 selected-response questions and the 1 constructed-response question are based on the Science of Teaching Reading exam framework. Questions on this exam range from Prekindergarten–Grade 6. Your final scaled score will be based only on scored questions.

The Standards

Standard (a)

Science of Teaching Reading (STR) Standards. The STR standards identified in this section are targeted for classroom teachers of early learners (birth through age eight). The standards address the discipline that deals with the theory and practice of teaching early reading. The standards inform proper teaching techniques, strategies, teacher actions, teacher judgements, and decisions by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. The standards are also aligned with the *Texas Prekindergarten Guidelines* and Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading). The standards address early reading content knowledge in Prekindergarten–Grade 6, with an emphasis on Prekindergarten–Grade 3, in order to meet the needs of all early learners and address vertical alignment. Candidates in the following categories of classroom teachers will be assessed by the STR standards:

(1) Early Childhood: Prekindergarten–Grade 3;

(2) Core Subjects with Science of Teaching Reading: Early Childhood–Grade 6;

(3) Core Subjects with Science of Teaching Reading: Grades 4–8;

(4) English Language Arts and Reading with Science of Teaching Reading: Grades 4–8; and

(5) English Language Arts and Reading/Social Studies with Science of Teaching Reading: Grades 4–8.

Standard (b)

Knowledge of Reading Development Components. Classroom teachers identified in subsection (a) of this section demonstrate understanding of Kindergarten–Grade 6 Texas Essential Knowledge and Skills and the Texas Prekindergarten Guidelines pertaining to reading and apply knowledge of developmentally appropriate, research- and evidence-based assessment, and instructional practices to promote students' development of grade level skills within the following components of reading:

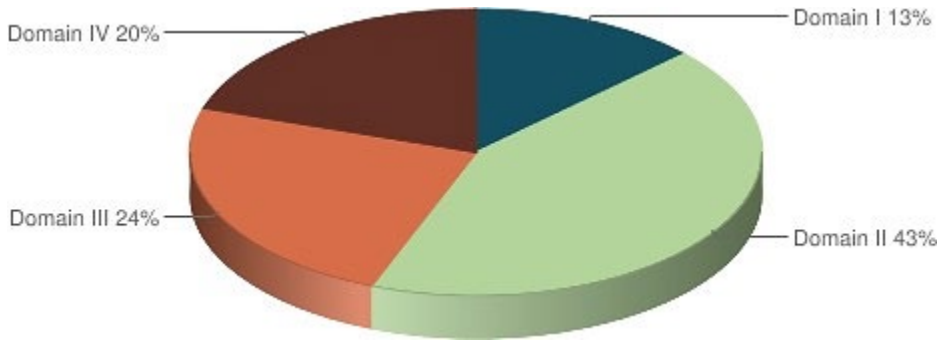
(1) oral language development;
(2) print awareness and alphabet knowledge;
(3) phonological and phonemic awareness;
(4) phonics (decoding and encoding);
(5) reading fluency;
(6) vocabulary development;
(7) syllabication and morphemic analysis;
(8) comprehension of literary text;
(9) comprehension of informational text; and
(10) beginning strategies and reading comprehension skills.

Standard (c)

Reading Pedagogy. Classroom teachers identified in subsection (a) of this section demonstrate understanding of the principles of reading instruction and assessment and use a range of instructional strategies and assessment methods to promote students' development of foundational reading skills, including:

(1) providing explicit, systematic instruction that is sequential and multimodal (e.g., sequential lessons, gradual release model, structured literacy);
(2) implementing both formal and informal methods of measuring student progress in early reading development;
(3) implementing, designing, and executing developmentally appropriate, standards-driven instruction that reflect evidence-based best practices; and
(4) acquiring, analyzing, and using background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage all students in reading, including students with exceptional needs and English learners.

Domains and Competencies



The content covered by this exam is organized into broad areas of content called **domains**. Each domain covers one or more of the educator standards for this field. Within each domain, the content is further defined by a set of **competencies**. Each competency is composed of two major parts:

- The **competency statement**, which broadly defines what an entry-level educator in this field in Texas public schools should know and be able to do.
- The **descriptive statements**, which describe in greater detail the knowledge and skills eligible for testing.

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 6).

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 students' 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 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 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 6); 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.

I. Demonstrate knowledge of factors that can affect students' reading development, including the amount of time they spend daily engaged in reading, the amount of screen time they 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., Multi-Tiered Systems of Support [MTSS], including Response to Intervention [RtI]) and basic components of these models (e.g., universal screening, evidence-based practices, research-based core curriculum and interventions, progress monitoring, data-based decision making, fidelity of implementation).

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 students' 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 students' reading development, reading engagement, and motivation to read.

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 6), 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 words; using word pattern surveys, pseudo-word assessments, phonics surveys, writing samples, or spelling surveys to assess phonics knowledge and skills; using structural analysis surveys 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., reading-error analyses, phonics surveys, spelling surveys, retellings, oral reading fluency measures, use of rubrics).

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; supporting students' selection of independent reading materials).

H. Demonstrate knowledge of assessment strategies for monitoring and supporting students' independent reading, including conferencing with individual students about their interests, text selections, and responses to specific texts.

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 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. Recognize that accommodations may be necessary to ensure that an assessment accurately measures all students' progress toward and attainment of the relevant grade-level TEKS.

Domain II—Reading Development: Foundational Skills

Competency 003—(Oral Language Foundations of Reading Development): Understand foundational concepts, principles, and best practices related to the 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 6), including basic stages of oral language development; characteristic features of children's oral language at different stages of development; and the importance of providing students 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).

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 6) (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 6) (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.

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 2) 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 3).

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 multimodal 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.

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 [CCCVC, 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.

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 6).

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.

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 6), 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, transitioning students to a broader range of appropriate texts as they progress in their decoding skills, using both literary and informational texts for fluency practice).

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.

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 6), including the importance of providing students 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.

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 reading comprehension strategies in order to gain, clarify, and deepen understanding of appropriately complex texts.

For example:

A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing students' ability to gain and enhance their understanding of appropriately complex texts.

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 students with multiple opportunities to listen to, independently read, and respond to a wide range of appropriately complex literary and informational texts and to interact with others about texts in order to support and enhance their comprehension development and to gain, clarify, and deepen their understanding of a given text, 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 appropriately complex texts for independent reading, inquiry, and research.

F. Demonstrate knowledge of different levels of comprehension, including literal comprehension skills, inferential comprehension skills, and evaluative comprehension skills.

G. Recognize the essential role background knowledge (including vocabulary knowledge) plays in a reader's ability to make inferences from text, to make connections within and across texts, and to learn through reading; and apply knowledge of strategies for systematically supporting students in accumulating background knowledge through the reading of informational texts (e.g., reading aloud and discussing a wide range of informational texts with students, having students read and discuss multiple informational texts related to a given topic, helping English learners connect background knowledge from their home language and experiences to reading contexts in English, providing explicit explanations of content and Tier Three vocabulary relevant to a text, engaging students in hands-on learning and academic discussions related to a text's topic, encouraging and supporting students' independent reading of informational texts) to promote students' reading comprehension and deepen their understanding of appropriately complex texts.

H. Demonstrate knowledge of research-based strategies and best practices for promoting students' ability to apply metacognitive reading comprehension strategies to literary and informational texts in order to gain, clarify, and deepen their understanding of appropriately complex 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).

I. Demonstrate knowledge of the importance of developing students' ability to comprehend increasingly complex literary and informational texts by engaging students in focused rereadings of complex grade-level texts and applying research-based best practices to support their understanding of the texts (e.g., using text-dependent questions; demonstrating how to use annotation to help construct meaning from and clarify ideas about a text; supporting students in deconstructing grammatically complex sentences; rereading the text with students for different levels of meaning; engaging students in collaborative conversations about and written responses to the text).

J. 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).

K. 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, focused reading and rereading for deep understanding).

L. Demonstrate knowledge of the importance of structuring students' 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.

M. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in text comprehension 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 appropriately complex 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.

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 6).

E. Demonstrate understanding of the importance of reading aloud high-quality, culturally relevant, and appropriately complex 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 appropriately complex 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 appropriately complex 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 appropriately complex 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 appropriately complex 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 6).

E. Demonstrate understanding of the importance of reading aloud high-quality, appropriately complex 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 students' comprehension and analysis of informational texts, and apply 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 appropriately complex 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 appropriately complex 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 appropriately complex 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.

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.

Section 4: Sample Selected-Response Questions Science of Teaching Reading (293)

This section presents some sample exam questions for you to review as part of your preparation for the exam. To demonstrate how each competency may be assessed, sample questions are accompanied by the competency that they measure. While studying, you may wish to read the competency before and after you consider each sample question. Please note that the competency statements do not appear on the actual exam.

The sample questions are included to illustrate the formats and types of questions you will see on the exam; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual exam.

Selected-Response Questions with Rationales

Each sample exam question here includes the correct answer and a rationale for each answer option.

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.

1. Which of the following practices by a prekindergarten teacher best reflects an assets-based approach to reading instruction?

   A. planning instruction in various areas of reading using continually adjusted flexible groupings according to each child's current assessed knowledge and skills

   B. allowing individual children to develop an interest in literacy at their own pace before introducing them to foundational reading concepts and skills

   C. ensuring that each child in an emergent-reading group has mastered the current reading concept or skill before moving the group on to the next lesson

   D. building opportunities in each lesson for children to use multiple modalities to deepen their understanding of new reading concepts and skills

Answer _____

2. A first-grade student has been identified as having dyslexia and has begun intervention. Which of the following approaches to instruction would be most effective to enhance the student's reading development?

   A. allowing the student to use colored overlays on all classroom texts to ameliorate the visual difficulties caused by dyslexia

   B. using reading materials with the student for instruction and guided practice that utilize specialized fonts designed for people with dyslexia

   C. arranging for the student to spend time each day on the classroom computer using a working-memory training program

D. providing the student with systematic, explicit multimodal instruction in all the essential, evidence-based components of reading

Answer _____

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

3. A third-grade teacher frequently uses an online application at the end of a lesson that allows the teacher to post a small task or question for students on the classroom computer. For example, after a lesson on prefixes, the teacher posts three base words and asks students to change the meaning of each word by adding an appropriate prefix from the lesson. Throughout the day, students post their individual responses for the teacher to review. In this scenario, the teacher is using technology for which of the following assessment purposes?

A. formative assessment

B. diagnostic assessment

C. summative assessment

D. screening assessment

Answer _____

Domain II—Reading Development: Foundational Skills

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.

4. At the beginning of the school year, a first-grade teacher conducts a brief screening assessment in which the teacher asks small groups of students to spell four CVC words and one word with a consonant blend (e.g., *bag*, *hen*, *sit*, *mop*, *slug*). In addition to providing the teacher with information about students' knowledge of letter-sound correspondences, this type of assessment would also provide information about students' development in which of the following other areas related to emergent reading?

A. vocabulary knowledge

B. phonological awareness

C. phonemic awareness

D. listening comprehension

Answer _____

5. A prekindergarten teacher is preparing an introductory lesson focused on isolating/identifying the initial sound in spoken words for a small group of children whose informal assessments indicate that they are ready to learn this skill. The group includes an English learner. Which of the following instructional supports would best promote the English learner's success in achieving the instructional goal of this lesson?

A. selecting stimulus words for the lesson that have sounds common to both English and the English learner's home language

B. developing an alternative lesson for the English learner that focuses on skills that fall earlier along the phonological awareness continuum

C. conducting tasks with the English learner that require the child to segment and blend the sounds of simple spoken English words

D. encouraging the English learner's family to engage in wordplay activities with their child such as reciting home-language nursery rhymes

Answer _____

6. As part of an informal assessment of students' phonemic awareness skills, a kindergarten teacher meets with individual students and says, "We're going to play a word game. I'm going to say a word that you know. When you hear it, I want you to say each sound in the word in the right order. For example, if I say *fan*, you should say *f/ă/n*." The teacher then helps the student practice the procedure using the practice words *in*, *sat*, and *top*. After meeting with each student, the teacher reviews students' performance and notices that several students performed similarly on the assessment. A representative sample of their assessment results is shown below.

Target Word	Student Response
at	ă/t
men	m/ĕn
line	l/īn
hot	h/ŏt
gum	g/ŭm

Given the information provided, which of the following student activities would be most appropriate for the teacher to include when planning differentiated instruction to promote the students' growth in phonemic awareness?

A. identifying and matching the initial, medial, and final sounds of words represented by pictures

B. practicing reading simple words that belong to common word families

C. identifying and matching pictures that represent words with the same onset or rime

D. practicing reading a variety of simple decodable texts

Answer _____

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.

7. A kindergarten teacher is planning instruction for a small group of students who have mastered the letter-sound relationships for the consonants *m*, *s*, *t*, and *p* and for the short-vowel sound of the letter *a*. The students also consistently spell words using both initial and final consonant sounds in their daily writing. Given this information, which of the following instructional activities would be most appropriate for the teacher to use with these students to promote their transition to the *next step* along the continuum of development of knowledge and skills related to the alphabetic principle?

A. exploring the letter-sounds for letter names that do not contain the sound that the letter represents (e.g., *h*, *w*)

B. introducing the students to early decodable texts featuring known letter-sound relationships and modeling how to sound out the words

C. consolidating the students' knowledge of letters that contain the letter's sound at the beginning of the letter's name (e.g., *b*, *d*, *j*, *k*, *q*)

D. practicing writing each letter of the alphabet in response to a spoken prompt of the letter's sound to build motor memory for letter-sound relationships

Answer _____

8. A prekindergarten teacher is planning instruction in letter-sound relationships for a group of beginning-level English learners who have begun identifying and naming the letters of the alphabet. Which of the following strategies would likely be most effective to apply with this group of children?

A. using oral translations of tongue twisters from the children's home languages to draw their attention to letter-sounds that are common between the two languages

B. ensuring that the children can distinguish between illustrations and print and identify the parts of a printed sentence as prerequisites to learning letter-sounds

C. employing articulatory feedback to help the children discover English letter-sounds that are not in their home language and learn how to pronounce them

D. showing the children how to use a variety of simple mnemonic devices to help them memorize unfamiliar English letter-sounds

Answer _____

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.

9. A second-grade teacher frequently uses the strategy of phoneme-grapheme mapping as part of phonics instruction. The teacher selects target words from a phonics lesson and creates sound boxes corresponding to the words. The teacher then helps students write the target words in the sound boxes, making sure that students map each sound of a word to a single box. Examples of sound boxes from two different phonics lessons are shown below.

Sample sound boxes for one group of students:

ch	ai	n

ch	ea	p

Sample sound boxes for a second group of students:

b	e	n	t

f	i	s	t

Using this activity in the context of phonics lessons best demonstrates the teacher's understanding of which of the following key concepts related to beginning reading instruction?

A. the importance of sequencing phonics instruction according to the increasing complexity of linguistic units

B. the relationship between accurate, automatic decoding and the development of reading fluency and comprehension

C. the importance of utilizing the reciprocity between decoding and encoding to reinforce phonics instruction

D. the relationship between providing students with frequent practice with decodable text and the development of automaticity

Answer _____

10. A kindergarten teacher reads a decodable text about cats with a small group of students and then incorporates the content of the text into an interactive writing lesson. First, the teacher has students orally generate several sentences that relate to the actions of the cat in the story. The teacher then says, "Those are great sentences. Help me write them on the chart paper." For each decodable word in a sentence, the teacher pauses to prompt the students to listen to the sounds of the word and use their knowledge of the letter-sound correspondences that they practiced in the decodable text to identify which letter the teacher should write next. This scenario best demonstrates the teacher's awareness of which of the following concepts related to students' development of beginning reading skills?

A. the role of basic print concepts in writing development

B. the importance of fostering students' motivation to read and write

C. the role of accurate, automatic decoding in fluent writing

D. the importance of applying newly taught phonics elements to writing

Answer _____

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.

11. A first-grade teacher would like to incorporate instruction in morphemes for students who have mastered reading and spelling closed- and open-syllable words. Which of the following skills is best aligned with both the teacher's goal and the continuum of word-reading skills described in the first-grade Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading (ELAR)?

A. decoding and identifying the meaning of words with the inflectional endings *-s*, *-es*, and *-ed*

B. decoding and spelling words with vowel teams and *r*-controlled syllables

C. decoding and identifying the meaning of words with the affixes *un-*, *re-*, *-er*, and *-est*

D. decoding and spelling words with initial and final consonant blends and digraphs

Answer _____

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.

12. A second-grade student scores well above the 50th percentile benchmark for fluency on the midyear benchmark assessment. However, the teacher notes that the student reads the text word-by-word in a choppy, disjointed manner and has difficulty answering comprehension questions afterward. Which of the following strategies would be most important for the teacher to include in an intervention designed to address the student's assessed needs?

A. engaging in a systematic review of phonics elements that should be mastered by the middle of second grade

B. engaging in silent wide-reading of books written at the student's independent reading level

C. engaging in oral reading following teacher modeling using texts that are phrase-cued to approximate speech

D. engaging in buddy reading and choral reading with another student who reads at the same level

Answer _____

13. Several students in a first-grade class have progressed from the partial-alphabetic phase of word-reading development to the full-alphabetic phase. Which of the following instructional activities would be most appropriate for promoting these students' word-reading accuracy and automaticity?

A. having the students practice reading simple closed-syllable words in isolation and in decodable texts

B. modeling the use of contextual strategies to read unfamiliar words

C. increasing the amount of time the students spend practicing reading irregular high-frequency words

D. supporting the students in reading predictable texts in a variety of genres

Answer _____

14. Before assigning students a new science or social studies text, a third-grade teacher introduces important Tier Three terms from the text. As part of the introduction, the teacher leads students in applying morphemic analysis skills to the words and also discusses new concepts related to the words. The teacher's actions best reflect an understanding of which of the following factors that can disrupt reading fluency and affect comprehension?

A. lack of automaticity in decoding grade-level words

B. unfamiliarity with a text's content

C. unfamiliarity with complex grammatical structures

D. limited phonics knowledge or skills

Answer _____

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.

15. Which of the following sets of words would be most appropriate to categorize as Tier Two words?

A. fossil, air, soil

B. clock, book, floor

C. arrange, observe, predict

D. custom, shelter, community

Answer _____

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 reading comprehension strategies in order to gain, clarify, and deepen understanding of appropriately complex texts.

16. A third-grade English learner has grade-level decoding skills and scores around the grade-level benchmark for words correct per minute on oral reading fluency measures. However, the student's text comprehension is mixed. The student comprehends some literary and informational texts with ease, yet struggles with others. Given this evidence, when the student is having difficulty with a text, the teacher's best *initial* response should be to:

A. provide the student with a list of probing questions to answer after the student finishes reading the text.

B. talk with the student to informally assess the extent of the student's background knowledge about the text's topic or setting.

C. advise the student to read the text more slowly and to focus on comprehension rather than decoding accuracy.

D. encourage the student to develop a written summary of the text's key events or central ideas as the student is reading the text.

Answer _____

17. Students in a second-grade class will be reading a complex informational text about ants as part of a science unit focused on comparing the ways living organisms depend on one another. Prior to the reading, the teacher plans to show students a video depicting activities in ant colonies and to share a picture book about ants. The teacher's actions best demonstrate understanding of which of the following factors affecting reading comprehension?

A. ability to read fluently with prosody

B. ability to monitor for understanding

C. the role of vocabulary knowledge

D. the role of background knowledge

Answer _____

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.

18. A third-grade class includes several English learners who represent a variety of home languages and English language proficiency levels. Some of the students are beginning readers in English. The teacher collects folktales from several countries to use for whole-class read-alouds and during small-group reading instruction. Which of the following statements accurately describes a feature of folktales and why that feature makes the genre especially well-suited for students in a multilingual, multicultural classroom?

A. Folktales usually provide a resource for integrating a variety of hands-on arts and crafts projects into a reading lesson.

B. Folktale plots tend to be compelling because they explore the human condition in depth.

C. Folktale themes tend to be universal, so students are likely to have the necessary schema to comprehend them.

D. Folktales usually include archaic vocabulary, which students are likely to find amusing.

Answer _____

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.

19. A kindergarten teacher frequently conducts think-alouds when reading aloud to the class. The following is a transcript of the teacher reading aloud an informational text called "Making a Bird Feeder." The teacher's think-aloud process is seen below in italics.

Text: Making a Bird Feeder.

Materials: one two-foot piece of string, one pinecone, honey, seeds, two bowls, one coat hanger

Instructions:

Step 1: Get the materials together.

Step 2: Tie the string to the top and bottom of the pinecone.(*Pausing*) *Hmm, I wonder why the instructions say to tie the string at each end? I'm going to keep reading and see.*

Step 3: Pour honey in one bowl and seeds into the other bowl.

Step 4: Hold the string at each end, dip the pinecone in the honey, and then dip it in the seeds.(*Pausing*) *Oh! Now I know why the instructions say to tie the string to each end! If I didn't, I think I would get honey all over my hands, and they would become sticky.*

Step 5: Tie each pinecone birdfeeder to a coat hanger until you are ready to hang them outside to attract bird friends.

Which of the following text analysis skills does the teacher model during this think-aloud?

A. drawing conclusions about information in a text

B. identifying a text's central idea and supporting evidence

C. making predictions about information in a text

D. locating evidence in a text to support an argument

Answer _____

Clustered Questions

Use the information below to answer the two questions that follow.

> A kindergarten teacher reads aloud the big book *The Little Yellow Chicken's House* by Joy Cowley to a small group of students. In the story, the main character has to make a decision as to whether or not his friends should come into the warm cozy house he built to get out of the rain, since they refused his requests for help during construction of the house. The teacher has the students orally rehearse their opinion as to whether or not the unhelpful characters should be allowed into the house. The teacher asks the students to include in their responses the reason for their opinion. As each student tells an opinion, the teacher holds up a sign that says "because" to prompt students to add to their responses.
>
> *Student:* I think the little yellow chicken should not let his friends in.
>
> *Teacher:* (*Holding up "because" sign*)
>
> *Student:* ... because his friends were lazy, and the little yellow chicken's friends got soaked, and the little yellow chicken should ignore his friends, and he should not invite his friends in.

> *Teacher:* That's great that you explained why he shouldn't let them in the house. Can you tell me your opinion again and use "because" to explain why?
>
> *Student:* I think the little yellow chicken should not let his friends get in because they were lazy and didn't help him build the house.
>
> *Teacher:* (*Holding up a sign that says "so"*) Now use the word *so*, and tell us what happened when the little yellow chicken ignored his friends.
>
> *Student:* It was raining, so his friends got soaked.

Competency 003—(Oral Language Foundations of Reading Development): Understand foundational concepts, principles, and best practices related to the 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.

20. In the dialogue, the teacher's practice of prompting students with connecting words benefits their oral language development primarily by:

A. reinforcing for students the importance of supporting literary analysis with relevant evidence from the text.

B. modeling for students various grammatically correct sentences.

C. promoting students' use of sentences and grammatical structures of increasing complexity.

D. encouraging students to use Tier Two and Tier Three vocabulary words.

Answer _____

21. The teacher brings in a variety of building materials mentioned in the story *The Little Yellow Chicken's House* (e.g., straw, wood, stones) for the students to describe, sort, and categorize. The teacher also asks the students to describe how the character used the materials in his house. The teacher's actions best demonstrate attention to which of the following instructional goals?

A. developing metacognitive skills

B. developing oral language expression

C. developing listening comprehension

D. developing metalinguistic awareness

Answer _____

Use the information below to answer the two questions that follow.

> A prekindergarten teacher frequently creates learning centers related to texts that the teacher has read-aloud. The teacher also uses read-alouds for teaching related academic vocabulary. For example, the teacher wants to introduce children to a variety of foundational STEM (i.e., science, technology, engineering, and mathematics) words (e.g., *experiment*, *predict*, *measure*, *observe*, *cause*, *effect*, *compare*, *results*), so the teacher reads aloud *Lola Plants a Garden* by Anna McQuinn.
>
> After reading and discussing the book with the children, the teacher works with them to plant a classroom window garden using paper cups. The teacher has the children conduct simple experiments with the garden, such as watering some plants more than others to observe and compare the results. The teacher also extends the activity by sending home seeds and simple directions in students' home languages to support families in conducting and discussing simple window-garden experiments at home with their child.

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.

22. The teacher's practices in this scenario best demonstrate which of the following key principles of effective vocabulary instruction for prekindergarten children as described in the *Texas Prekindergarten Guidelines*?

A. using young children's home language as a foundation for building their vocabulary

B. creating ways for young children to interact with and use new vocabulary in meaningful contexts

C. providing young children with feedback to correct their use of new vocabulary and to clarify meanings, if necessary

D. encouraging young children to respond to questions about new vocabulary and to relate new vocabulary to their prior experiences

Answer _____

23. The extension of the activity best demonstrates the teacher's understanding of which of the following key factors affecting vocabulary development in prekindergarten children?

A. the benefits of encouraging families to have literacy play a prominent role in their household

B. the interrelationships between vocabulary development and concept learning

C. the role of families in supporting and reinforcing young children's vocabulary development

D. the importance of making abstract vocabulary words concrete for young children

Answer _____

Use the information below to answer the two questions that follow.

> A kindergarten teacher wants to implement a focused-rereading protocol during read-alouds to introduce students to various strategies for understanding a complex text. The teacher completes a first reading of the text *Memoirs of a Goldfish* by Devin Scillian. During this reading, the teacher focuses on students' general understanding of the story. The story, which is written as a progressive diary, relates the plight and reactions of a goldfish as its fishbowl becomes increasingly crowded with various objects and creatures.

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 reading comprehension strategies in order to gain, clarify, and deepen understanding of appropriately complex texts.

24. During the second reading of the text, the teacher would like to focus students' attention on analyzing the author's craft. How can the teacher best achieve this goal?

A. by using the illustrations and text to discuss the feelings and reactions of the main character

B. by prompting students to retell the story in the order that the events occur (e.g., First, _____. Next, ____)

C. by rereading very expressively the parts of the text that are written in quotations

D. by discussing how the text is constructed (e.g., who narrates the text; the use of dialogue, word choice, and diary structure)

Answer _____

25. After the third reading of the text, the teacher has students discuss whether the goldfish was happier when it was once again alone in a fishbowl or when it rejoined the other creatures in a large fish tank. The students must work with a partner to locate support from the text and illustrations for their claim. Conducting this type of collaborative conversation as part of a focused-rereading protocol benefits students' understanding of a complex text primarily by:

A. encouraging students to slow down and pay closer attention to the text.

B. encouraging students to co-construct meaning using evidence from the text.

C. promoting the use of questioning as a way to improve understanding of the text.

D. promoting the use of visualization and mental imagery to clarify the text's meaning.

Answer _____

Additional Selected-Response Questions

This section includes additional sample selected-response questions for you to review in preparation for the exam. The correct answer is provided for each question below.

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.

26. A first-grade teacher provides reading instruction that is systematic and explicit and emphasizes both foundational reading skills and various dimensions of comprehension. According to research in preventing reading difficulties, which of the following additional actions would be most important for the teacher to take to ensure that reading instruction addresses all students' reading needs?

A. engaging students in frequent oral reading activities to develop reading fluency

B. exposing students to a variety of genres to enhance reading comprehension

C. providing students with daily opportunities to work independently on written exercises that emphasize key grade-level reading and spelling skills

D. assessing students' reading development regularly to implement timely and effective instructional responses when a delay is apparent

Answer _____

27. At the beginning of the school year, a kindergarten teacher determines that some students have had limited prior formal and informal literacy experiences. To accelerate these students' reading development, which of the following strategies would be most appropriate for the teacher to emphasize?

A. conducting reading interest surveys with the students to match individual students with texts that they are most likely to enjoy reading during independent reading in class and for at-home reading-skills practice

B. engaging the students in interactive read-alouds using predictable big books that feature rhyming words to promote their development of concepts of print, phonological awareness, and knowledge of text structure

C. providing the students with intensive instruction in phonics skills, syllable patterns, and morphology using leveled texts to ensure their development of accurate, automatic decoding skills and reading fluency

D. having the students help put up a classroom word wall of the 100 words that appear most frequently in children's texts to encourage them to begin learning to read the words automatically by sight

Answer _____

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

28. A second-grade teacher periodically conducts reading interest surveys with individual students. The teacher could best use the results of these assessments for which of the following instructional purposes?

A. determining the level of parent/guardian involvement in students' literacy development

B. assisting students in selecting books for independent reading time

C. selecting texts at students' instructional reading level for small-group reading lessons

D. identifying appropriate reading activities for students to complete at home

Answer _____

Domain II—Reading Development: Foundational Skills

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.

29. A prekindergarten teacher frequently engages children in circle time activities such as the activities described below.

1. The teacher leads children in clapping the syllables of each classmate's name.
2. The teacher helps children count how many syllables they hear in their classmates' names.
3. The teacher has children with the same number of syllables in their names stand up and clap their classmates' names as a group.

According to convergent research, activities such as these are most effective in helping young children:

A. recognize that their name has sounds that can be represented by the letters of the alphabet.

B. discriminate individual speech sounds in names to help facilitate their learning how to write their own name.

C. build phonological sensitivity by attending to the phonological structure of meaningful words such as names.

D. connect the letters in their name to the sounds each of the letters makes.

Answer _____

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.

30. A kindergarten teacher meets with individual students and asks them to point to the words in the text of a familiar nursery rhyme as the teacher and student read the nursery rhyme aloud together. Some students demonstrate understanding of the directionality of print by sweeping their finger as they "read," but they are not able to accurately point to the individual words. Other students who readily associate letters with sounds use this understanding to guide their finger as they point to a word that starts with the sound they hear at the beginning of the spoken word. The second group of students clearly try to match their speech to the print as they say the words. The teacher can best use the results of this informal assessment to determine which students are able to:

A. apply key concepts related to the alphabetic principle.

B. identify accurately the sounds of each letter of the alphabet.

C. perform phonological awareness tasks at the syllable level.

D. demonstrate advanced knowledge of key concepts of print.

Answer _____

31. A third-grade teacher reviews data on the literacy skills of several beginning-level English learners who did not attend school prior to moving to the United States. The teacher wants to plan appropriate small-group reading instruction for the students. Which of the following types of text would best meet the reading development needs of English learners who are at an emergent stage of English language development and at the pre-alphabetic phase of word reading?

A. decodable stories

B. informational text

C. predictable text

D. age-appropriate stories

Answer _____

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.

32. A first-grade teacher is working with a small group of students that includes English learners and speakers of various dialects of English. As part of a series of lessons on the inflectional ending *-ed*, the teacher helps the students sort a list of inflected verbs according to their final sound or syllable. The teacher selected the verbs from a text the students are currently reading. The students' completed word-sort chart is shown below.

Sorting Verbs with the *-ed* Inflection		
/t/	**/d/**	**[əd]**
kicked	tagged	rested
tossed	yelled	landed
poked	grabbed	dented
missed	planned	planted
gasped	jammed	ended

The teacher's strategy of having the students sort and pronounce inflected verbs is likely to benefit the English learners and speakers of various dialects primarily in which of the following ways?

A. by providing the students with multiple opportunities to encode the verbs to promote fluent writing

B. by helping the students learn to perceive and produce inflections that they may not use in their everyday speech

C. by providing the students with extra practice applying phonics patterns in their reading and writing

D. by helping the students make a connection between the spelling and meaning of a variety of common English verbs

Answer _____

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.

33. A second-grade teacher divides the class into pairs and presents each pair of students with a unique set of word cards. The teacher models how to match two word cards to build a new word (e.g., *mail* + *box* = *mailbox*, *some* + *thing* = *something*). The teacher then challenges the students to work with their partners to build as many new words as they can using their own set of word cards. The students are assigned to make a list of their new words and draft a sentence for three of the words. Afterward, each pair of students reads aloud their lists of words and sentences to the class. This activity supports students' reading development primarily by promoting their ability to:

A. determine the meaning of words containing common roots and affixes.

B. read aloud texts with appropriate accuracy, rate, and prosody.

C. self-correct errors when reading multisyllabic words in connected text.

D. decode compound words quickly and accurately while reading.

Answer _____

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.

34. A second-grade teacher is working with students to develop their automaticity in recognizing high-frequency words. Several English learners often misread or omit high-frequency prepositions (e.g., in, on, of, by) when reading connected text. Which of the following strategies for differentiating instruction for the English learners would best scaffold their learning in order to promote their accuracy and automaticity in reading high-frequency, grade-level function words?

A. constructing word grids of the target words so that the students can practice reading the words in isolation before reading a text that includes them

B. having the students practice reading the target words in meaningful phrases that are illustrated to reinforce understanding

C. pointing out the parts of each target word that are and are not decodable and providing additional practice with the non-decodable elements

D. engaging the students in a timed collaborative match game with a partner in which they try to improve their collective rate matching pairs of the target words

Answer _____

Domain III—Reading Development: Comprehension

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 reading comprehension strategies in order to gain, clarify, and deepen understanding of appropriately complex texts.

35. A kindergarten teacher would like to determine if students can make inferences about characters and/or events in stories they hear or read. Which of the following assessment approaches is most likely to require students to make inferences?

A. asking students to identify an important event in the story and to provide details about a character's actions during that event

B. asking students to answer general understanding questions about the story based on evidence from rereading the text and/or reviewing the illustrations

C. asking students to use evidence from the text and illustrations to explain how a character feels and why the character feels that way

D. asking students to retell the events of the story, first by using an open-ended question, and then by following up with a focus question about event sequences

Answer _____

36. A third-grade teacher would like to model how to apply metacognitive strategies while reading in order to improve students' reading comprehension. Which of the following strategies would be most appropriate to model?

A. making predictions and self-questioning while reading

B. inferring the meaning of new vocabulary words while reading

C. identifying the main idea and key details while reading

D. decoding with automaticity to maintain fluency while reading

Answer _____

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.

37. A prekindergarten teacher frequently reads aloud high-quality literature to develop children's familiarity with literary texts. Which of the following accompanying activities would best promote the children's understanding of basic story structure?

A. having the children use props to act out a scene from the story

B. pre-teaching unfamiliar vocabulary from the story to support comprehension

C. stopping at appropriate places in the story to make predictions

D. giving the children picture cards of events in the story to retell in sequence

Answer _____

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.

38. To promote students' ability to engage in academic conversations about informational texts, a second-grade teacher creates the following anchor chart with students. The teacher posts it in the classroom and supports students in using it during discussions.

For example, ...

The author said ...

According to the author, ...

From the reading I know that ...

On page___, the author says ...

For instance, ...

Because ...

This list of phrases is best designed to scaffold students' ability to apply which of the following skills during text-based discussions about informational texts?

A. using textual evidence to support claims

B. applying metacognitive strategies

C. distinguishing facts from opinions

D. analyzing an author's craft

Answer _____

39. A first-grade teacher often uses a simple timeline graphic organizer to scaffold information for students when they are reading social studies texts about historical events or the lives of important people. The teacher's practice is most likely to promote students' development of which of the following disciplinary-literacy skills?

A. recognizing text structures commonly used in social studies

B. identifying discipline-specific text features commonly used in social studies

C. evaluating sources and using evidence in social studies texts

D. distinguishing discipline-specific meanings of words used in social studies and other content areas

Answer _____

Clustered Questions

Use the information below to answer the two questions that follow.

> A first-grade classroom includes several students who are English learners. The teacher is preparing text-dependent prompts to ask students during a read-aloud of the big book *The Napping House* by Audrey Wood. The first set of prompts focuses on establishing the setting of the story. The text describes a house where everyone is sleeping. The illustration shows a granny sleeping in a bed, a cat sleeping on a chair, and a dog sleeping on the floor. It is raining outside the window.

Competency 003—(Oral Language Foundations of Reading Development): Understand foundational concepts, principles, and best practices related to the 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.

40. The teacher wants to align prompts about the setting of the story with the English learners' oral proficiency levels. Which of the following prompts would best align with a student who is at the beginning level of oral language proficiency in English?

A. Describe the setting of the story.

B. Who is sleeping in the room?

C. What is happening outside the house?

D. Point to where everyone is sleeping.

Answer _____

41. As the story progresses, more characters enter the bedroom and pile on the snoring granny to take a nap. The teacher asks students to describe what is occurring on each page. In response to the text and illustrations, one English learner says, "Mouse sleep on cat. Cat sleep on dog." The student's grammar is most typical of an English learner at which of the following levels of English language proficiency?

A. beginning

B. intermediate

C. advanced

D. advanced high

Answer _____

Use the information below to answer the two questions that follow.

> A first-grade teacher conducts a series of phonics lessons with a small group of students. The teacher supports instruction by providing the students with oral reading practice using decodable texts that feature the phonics skill being taught. After providing instruction and guided practice in the target phonics skill, the teacher administers a 10-word oral reading assessment to individual students in the group. The assessment includes target words from the decodable texts the students read as well as new words that are unfamiliar to the students but that require them to use the same phonics skill targeted in the lessons. The data for one student are shown below.

Target Word from Text	Student Reads	Target New Word	Student Reads
lift	lift	left	let
quilt	quit	quest	quet
twist	twit	twink	twik
flap	flap	fled	fled

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

42. The teacher uses the assessment in this scenario for which of the following assessment purposes?

A. monitoring students' progress toward mastery of a reading skill

B. establishing students' baseline performance with respect to a reading skill to be taught

C. determining whether students have achieved grade-level reading skills

D. comparing students' growth with respect to a reading skill before and after instruction

Answer _____

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.

43. Given the student's performance on the assessment, which of the following actions would be most appropriate for the teacher to take *next*?

A. implementing reinforcement activities with the student focused on common consonant digraphs

B. engaging the student in phonemic awareness activities focused on final consonant blends

C. sending home the words the student missed to practice for reading homework

D. transitioning the student to reading long-vowel-pattern words

Answer _____

Use the information below to answer the two questions that follow.

> A second-grade teacher analyzes the summary results of a student's oral reading fluency measure, shown below.
>
> **Book level:** Early second grade
> **Accuracy rate:** 92%
>
> **Error rate:** 1:12 (average of 1 error for every 12 words read)
>
> **Self-correction rate:** 1:6 (average of 1 self-correction for every 6 errors)

> After reviewing the summary results, the teacher has a conference with the student. A transcript of part of their conference is shown below.
>
> *Teacher:* I noticed that you used some very good strategies. When you read the word *of* instead of *off*, you could tell it didn't sound right in the sentence, and you fixed it right away. *Of* and *off* look a little alike, but they're not the same. I also noticed that you were thinking about what is happening in the story, and you used that to help decide whether a word you read makes sense. Let's look at this word right here (*pointing to the word* rolls *in the text*). You read *goes*. Let's check the first letter. What is it?
>
> *Student:* It's *r*. Oh! It says *rolls*!
>
> *Teacher:* Yes! When you read *goes*, it made sense, but it didn't sound right. *Rolls* makes sense, and it also sounds right.

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

44. The student-teacher conference described in this scenario best reflects the teacher's awareness of the importance of:

A. using the results of assessments to support students' choices for independent reading through discussions about their interests.

B. providing feedback to students in ways that encourage, support, and motivate them in their reading development.

C. determining students' reading levels in order to support the selection of instructional resources.

D. differentiating reading assessments for individual students in order to assess all students accurately and objectively.

Answer _____

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.

45. Given the information provided, which of the following instructional plans would likely be most effective in improving this student's ability to self-monitor and self-correct while reading?

A. grouping the student with other students who are struggling with self-correcting and then explicitly reteaching skills involved in the process

B. providing peer-to-peer support by grouping the student for reading instruction with students who consistently self-correct

C. grouping the student with other students who are struggling with self-correcting and then having them read and reread lower-level texts

D. providing more opportunities for self-correction by grouping the student with students who are reading at a higher level

Answer _____

Use the information below to answer the two questions that follow.

> Students in a second-grade class have been learning about synonyms. As part of an introduction to the term *antonym*, the teacher reads aloud the book *If You Were an Antonym* by Nancy Loewen. In this book, the author explains what an antonym is and provides many examples of different types of antonyms. After discussing the book with students, the teacher models how to create a semantic map of a word's synonyms and antonyms using a simple two-column format. The teacher writes the word "cold" at the top of the chart and prompts students to help generate words for each column. The teacher encourages the students to think of words from the book the teacher just read aloud as well as from other books the students have recently read in class. An excerpt from their completed chart is shown below.
>
> | **Target Word: Cold** | |
> |---|---|
> | **Synonyms** | **Antonyms** |
> | chilly | hot |
> | freezing | burning |
> | frosty | fiery |
>
> Afterward, the teacher supports students in generating similar semantic charts for the vocabulary words that they are studying as part of their current weekly word study.

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.

46. This type of activity benefits students' vocabulary development most directly by:

A. enhancing their ability to engage in self-sustained reading of texts that contain challenging words.

B. promoting their understanding of the relationships between words.

C. facilitating their ability to distinguish between a word's denotative and connotative meanings.

D. helping them analyze an author's craft with respect to word choice.

Answer _____

47. The teacher would like to reinforce this lesson while also promoting the students' knowledge of independent word-learning strategies. The teacher could best address both goals by showing the students how to:

A. apply contextual analysis to determine the meaning of one of the synonyms or antonyms in connected text.

B. apply structural/morphemic analysis to one of the synonyms or antonyms of a target word.

C. use an online etymological dictionary to research the origin of one of the synonyms or antonyms.

D. use print and/or digital resources to search for more synonyms and antonyms of a target word.

Answer _____

Use the information below to answer the three questions that follow.

> A second-grade class includes several English learners whose home language is Spanish. For a series of whole-class lessons focused on promoting students' ability to analyze story relationships, the teacher selects the text *Carlos and the Squash Plant* (*Carlos y la planta de calabaza*) by Jan Romero Stevens, which has a side-by-side translation of the story in English and Spanish. In the story, the main character

ignores his mother's warning that a squash plant will grow from his ears if he does not wash them, so a squash plant does indeed begin growing from his ear. The teacher invites a parent/guardian to read the Spanish version to the class.

After the story is read-aloud to the students, the teacher conducts an analysis of the story with students with regard to key story elements (e.g., setting, characters, plot, message). The teacher then introduces students to a Somebody-Wanted-Because-But-So-Then chart to facilitate their ability to develop written summaries of the events in a story in a way that conveys story relationships. The prompts in the chart encourage students to consider the plot of a narrative text with regard to the main character's goals, motivations, and related actions.

Students work with a partner to complete the right column of the chart and then develop a written summary of the text. The teacher's anchor model is shown below.

Summarizing Prompt	Model Summary Statement
Somebody wanted...	Carlos wanted to remove the squash plant that was growing from his ear.
Because...	Because he did not want his mother to find out that he had disobeyed her about taking a bath.
But...	But no matter how hard he pulled, he could not remove the squash plant.
So...	So he decided to wear a hat. When the squash plant grew larger, he put on a larger hat.
Then...	Then, when the wind blew the hat away, he finally decided to scrub his ears. This made the squash plant disappear.

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 reading comprehension strategies in order to gain, clarify, and deepen understanding of appropriately complex texts.

48. The read-aloud portion of the lesson best demonstrates the teacher's understanding of the importance of selecting texts for reading instruction that:

A. contribute to students' development of academic vocabulary.

B. provide opportunities for making text-to-text and text-to-world connections.

C. reflect the diversity of the classroom and school communities.

D. ensure students' exposure to multiple genres of literary texts.

Answer _____

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.

49. The teacher observes that some students are having difficulty completing the right side of the blank Somebody-Wanted-Because-But-So-Then chart. Which of the following scaffolding strategies would best help the students use the chart to develop summaries that convey story relationships?

A. having the students retell the story using sequence words (e.g., *first*, *next*, *then*, *after that*, *finally*) before writing a summary

B. adding a text-dependent question next to each of the summarizing prompts (e.g., "Because..." / "Why didn't Carlos want to ask his mother for help?")

C. revisiting the students' general understanding of the story using text-dependent questions at the literal level

D. providing additional graphic organizers, such as a concept map or organizers for cause/effect, problem/solution, and comparison/contrast

Answer _____

50. The teacher differentiates the written-summary portion of the lesson for the English learners by having them practice orally retelling the story before they develop their written summaries. The teacher listens to their retelling and provides them with feedback, coaching, and/or additional instruction, as needed. The transcript of one intermediate English learner's oral retelling of the story is shown below.

> *Student:* Mom say, "Take a bath Carlos." Carlos don't take a bath. The next day a *calabacita* is coming out his ear. He feel scared his mom be mad. He put a hat over the *calabacita*. Then *calabacita* plant get more big, and he try to take it out. Next, he got a more bigger hat. Then, the wind blow away his hat! Finally, he take a bath, and he washing his ears, and he scrubbing hard. Then the *calabacita* go away!

Given this retelling, the teacher could best improve the student's ability to summarize the story in a way that conveys story relationships by providing explicit instruction in which of the following skills?

A. applying comparative suffixes to convey size differences and differences in the intensity of actions

B. changing verbs from the story into past tense to convey that the events already took place

C. incorporating sequence words and phrases to support retelling the story in the correct sequence

D. using causal conjunctions to connect the various events in the story in a logical manner

Answer _____

Section 4: Sample Selected-Response Answers and Rationales Science of Teaching Reading (293)

This section presents some sample exam questions for you to review as part of your preparation for the exam. To demonstrate how each competency may be assessed, sample questions are accompanied by the competency that they measure. While studying, you may wish to read the competency before and after you consider each sample question. Please note that the competency statements do not appear on the actual exam.

The sample questions are included to illustrate the formats and types of questions you will see on the exam; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual exam.

Selected-Response Questions with Rationales

Each sample exam question here includes the correct answer and a rationale for each answer option.

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.

1. Which of the following practices by a prekindergarten teacher best reflects an assets-based approach to reading instruction?

   A. planning instruction in various areas of reading using continually adjusted flexible groupings according to each child's current assessed knowledge and skills

   B. allowing individual children to develop an interest in literacy at their own pace before introducing them to foundational reading concepts and skills

   C. ensuring that each child in an emergent-reading group has mastered the current reading concept or skill before moving the group on to the next lesson

   D. building opportunities in each lesson for children to use multiple modalities to deepen their understanding of new reading concepts and skills

Answer

Option A is correct because an assets-based approach to reading instruction focuses on what children know rather than on what they do not know. By continually adjusting flexible groupings according to current assessment data, the teacher acknowledges each child's growth in various areas of reading. The use of ongoing assessment also supports the teacher in identifying each child's assets in order to create student-centered instruction. **Option B is incorrect** because in an assets-based approach, the teacher does not hold children back until they demonstrate an interest in literacy. **Option C is incorrect** because the strategy described locks children into a particular reading group without consideration of individual children's growth. **Option D is incorrect** because the focus of this strategy is using multiple modalities for instruction rather than focusing on what the child brings to the learning context and building on those strengths.

2. A first-grade student has been identified as having dyslexia and has begun intervention. Which of the following approaches to instruction would be most effective to enhance the student's reading development?

A. allowing the student to use colored overlays on all classroom texts to ameliorate the visual difficulties caused by dyslexia

B. using reading materials with the student for instruction and guided practice that utilize specialized fonts designed for people with dyslexia

C. arranging for the student to spend time each day on the classroom computer using a working-memory training program

D. providing the student with systematic, explicit multimodal instruction in all the essential, evidence-based components of reading

Answer

Option D is correct because convergent research on dyslexia supports a language-based, multimodal approach to instruction that is systematic and explicit; addresses all five components of reading (phonemic awareness, phonics, fluency, vocabulary, and text comprehension); and integrates spelling and writing instruction with reading instruction. Language-based means that attention is given to all the major language systems (phonology, morphology, semantics, syntax, and discourse). Multimodal instruction involves using auditory, visual, and tactile-kinesthetic sensory systems along with articulatory-motor components to help students link spoken language to the printed language on the page. It also involves integrating listening, speaking, reading, and writing activities to reinforce new learning across language modalities. Systematic means that the teacher uses a planned sequence of evidence-based instruction with an emphasis on developing accuracy and automaticity in all skills. The sequence of instruction follows an optimal order for introducing new information and skills according to the increasing complexity and/or relative utility of linguistic units. Explicit means that language structures (e.g., phonemes, letter-sound relationships, syllable types) and skills are taught directly to students using modeling and/or demonstration, explanation, examples, teacher-guided practice, and independent practice leading to automaticity. **Options A and B are incorrect** because these strategies are based on the false premise that dyslexia is a visual condition. Convergent research has found these strategies to be ineffective in addressing the underlying linguistic difficulties involved in dyslexia. **Option C is incorrect** because it is based on the false premise that dyslexia is caused by a deficit in working memory. As with the strategies described in options A and B, convergent research has shown working-memory training programs to be ineffective in treating dyslexia.

For more detailed information on dyslexia and its treatment, see *The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders* (2018), Texas Education Agency. **https://tea.texas.gov/sites/default/files/2018-Dyslexia-Handbook_Approved_Accomodated_12_11_2018.pdf**

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

3. A third-grade teacher frequently uses an online application at the end of a lesson that allows the teacher to post a small task or question for students on the classroom computer. For example, after a lesson on prefixes, the teacher posts three base words and asks students to change the meaning of each word by adding an appropriate prefix from the lesson. Throughout the day, students post their individual responses for the teacher to review. In this scenario, the teacher is using technology for which of the following assessment purposes?

A. formative assessment

B. diagnostic assessment

C. summative assessment

D. screening assessment

Answer

Option A is correct because the purpose of a formative assessment is to obtain information about what students have learned and are able to do following instruction. In the scenario, the teacher uses the online application as an exit ticket to check individual students' learning with respect to given reading lessons (e.g., instruction in prefixes). The teacher can use the data collected to inform and adjust subsequent instruction. **Option B is incorrect** because the purpose of a diagnostic assessment is to assess a specific area or areas of reading in depth to draw conclusions about the cause(s) of a student's reading difficulties. **Option C is incorrect** because a summative assessment is typically administered at the end of an instructional unit or period of time (end of semester, end of school year) to measure students' progress in reading with respect to specific learning standards. **Option D is incorrect** because a screening assessment is typically administered in order to measure discrete skills that could identify a student or students as being at-risk for developing reading difficulties.

Domain II—Reading Development: Foundational Skills

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.

4. At the beginning of the school year, a first-grade teacher conducts a brief screening assessment in which the teacher asks small groups of students to spell four CVC words and one word with a consonant blend (e.g., *bag*, *hen*, *sit*, *mop*, *slug*). In addition to providing the teacher with information about students' knowledge of letter-sound correspondences, this type of assessment would also provide information about students' development in which of the following other areas related to emergent reading?

A. vocabulary knowledge

B. phonological awareness

C. phonemic awareness

D. listening comprehension

Answer

Option C is correct because in this assessment students are representing phonemes (sounds) with graphemes (letters). The number of graphemes a student writes and the sequence of the graphemes provides insight into the students' phonemic awareness, specifically their phonemic segmentation skills. If a student spells a CVC word with one letter that represents the beginning sound, it indicates that the student most likely perceives only the initial or most salient sound in a word. If the student spells a CVC word with both the beginning and ending consonants, this suggests that the student can perceive the initial and final phoneme of a word. If the student spells a target word with a beginning and an ending consonant along with a vowel in the middle, even if it is the wrong vowel, this indicates the ability to perceive three sounds. Likewise, if a student spells a target word that contains a blend (e.g., *slug*) using only three letters (e.g., *sug*), this suggests that the student likely can perceive words with up to three phonemes but not four phonemes. Thus, by analyzing students' spellings in this brief screening assessment, a teacher can draw some conclusions about a student's ability to perceive phonemes in words (i.e., phonemic awareness). This information can help inform instruction in phonemic awareness to support students' spelling and decoding development. **Option A is incorrect** because the assessment is not measuring students' knowledge of word meaning. **Option B is incorrect** because phonological awareness skills include the ability to perceive and manipulate many types of linguistic units (e.g., word, rhyme, syllable, onset/rime), while the narrower skill of phonemic awareness specifically relates to perceiving and manipulating individual phonemes in words. **Option D is incorrect** because spelling at this stage of literacy development relates exclusively to the phonological structure of language—the rendering of phonemes as graphemes. Whereas, listening

comprehension relates to the meaning of language, typically at the sentence or discourse levels (discourse being a text or utterance longer than a single sentence [e.g., a paragraph, a story, an article, a chapter, a conversation, a lecture]).

5. A prekindergarten teacher is preparing an introductory lesson focused on isolating/identifying the initial sound in spoken words for a small group of children whose informal assessments indicate that they are ready to learn this skill. The group includes an English learner. Which of the following instructional supports would best promote the English learner's success in achieving the instructional goal of this lesson?

A. selecting stimulus words for the lesson that have sounds common to both English and the English learner's home language

B. developing an alternative lesson for the English learner that focuses on skills that fall earlier along the phonological awareness continuum

C. conducting tasks with the English learner that require the child to segment and blend the sounds of simple spoken English words

D. encouraging the English learner's family to engage in wordplay activities with their child such as reciting home-language nursery rhymes

Answer

Option A is correct because when focusing on the skill of isolating/identifying phonemes (sounds) in spoken words, English learners benefit from stimulus words that contain familiar sounds. Research has shown that babies as young as ten months stop attending to and producing speech sounds that do not occur in their home language(s). By the time children are school age, they may require explicit instruction to be able to perceive phonemes that are not present in the home language(s). By selecting words for instruction that have initial sounds that the English learner can perceive and produce already, the teacher ensures that the English learner is on the same footing as the English-speaking peers in the group; that is, the child has the same potential to benefit from instruction. **Option B is incorrect** because the scenario states that assessments indicate that the English learner is ready to progress to instruction in phonemic awareness. Continuing to present the child with tasks that occur earlier in the continuum of phonological awareness skills would mean preventing the child from making progress in emergent literacy development. **Option C is incorrect** because segmenting and blending all the sounds in a spoken word are more challenging skills than the focus of this lesson; that is, these skills occur later in the developmental continuum of phonological and phonemic awareness. According to evidence-based best practices in the development of phonemic awareness, instruction should be sequenced according to the increasing complexity of linguistic units/skills. **Option D is incorrect** because, like option B, it does not advance the child along the phonological and phonemic awareness continuum. Rhyming is a phonological awareness skill, whereas the child in the scenario is ready to progress to learning phonemic awareness skills.

6. As part of an informal assessment of students' phonemic awareness skills, a kindergarten teacher meets with individual students and says, "We're going to play a word game. I'm going to say a word that you know. When you hear it, I want you to say each sound in the word in the right order. For example, if I say *fan*, you should say *f/ă/n*." The teacher then helps the student practice the procedure using the practice words *in*, *sat*, and *top*. After meeting with each student, the teacher reviews students' performance and notices that several students performed similarly on the assessment. A representative sample of their assessment results is shown below.

Target Word	Student Response
at	ă/t
men	m/ĕn
line	l/īn

hot	h/ŏt
gum	g/ŭm

Given the information provided, which of the following student activities would be most appropriate for the teacher to include when planning differentiated instruction to promote the students' growth in phonemic awareness?

A. identifying and matching the initial, medial, and final sounds of words represented by pictures

B. practicing reading simple words that belong to common word families

C. identifying and matching pictures that represent words with the same onset or rime

D. practicing reading a variety of simple decodable texts

Answer

Option A is correct because the task described in this scenario–asking students to say each sound in a word in the correct order—is an example of a phoneme-segmentation task. An analysis of the students' responses to the target words suggest that the students can segment words into onset and rime (e.g., g/um) but not into individual phonemes. The teacher needs to promote the students' ability to perceive individual sounds in words at a skill level that is in between onset/rime segmentation and phoneme segmentation. Having the students practice identifying the initial, medial, and final sounds of words represented by pictures builds on what they can do to move them to the next skill level along the phonological and phonemic awareness continuum. **Option B is incorrect** because reading word families should not be introduced until after students have consolidated their basic phonics skills and are ready to learn to read certain sets of words (i.e., words that follow syllable patterns already taught) with automaticity. In addition, working with word families would focus the students on the same onset/rime skill that they have already learned and would not help them learn to attend to each of the individual sounds in a word. **Option C is incorrect** because the assessment data indicate that the students can already segment words into onset and rime. **Option D is incorrect** because the students in the scenario are not yet attending to all the phonemes in a word. By skipping over critical phonemic awareness skills, the teacher would leave the students without appropriate foundational skills to support their progress in word-reading and spelling development. Convergent research has shown that gaps in phonemic awareness skills frequently cause students to experience difficulties in decoding and/or spelling in later grade levels. Note that *after* the teacher in this scenario begins working with the students to promote their ability to identify the initial, final, and medial phonemes in spoken CVC words, the students are likely to benefit from the teacher reinforcing the instruction by supporting them in sounding out relevant words in simple decodable texts (Ehri, 2014). However, in the given scenario, the students are not likely ready to benefit from reading decodable texts independently.

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.

7. A kindergarten teacher is planning instruction for a small group of students who have mastered the letter-sound relationships for the consonants *m*, *s*, *t*, and *p* and for the short-vowel sound of the letter *a*. The students also consistently spell words using both initial and final consonant sounds in their daily writing. Given this information, which of the following instructional activities would be most appropriate for the teacher to use with these students to promote their transition to the *next step* along the continuum of development of knowledge and skills related to the alphabetic principle?

A. exploring the letter-sounds for letter names that do not contain the sound that the letter represents (e.g., *h*, *w*)

B. introducing the students to early decodable texts featuring known letter-sound relationships and modeling how to sound out the words

C. consolidating the students' knowledge of letters that contain the letter's sound at the beginning of the letter's name (e.g., *b*, *d*, *j*, *k*, *q*)

D. practicing writing each letter of the alphabet in response to a spoken prompt of the letter's sound to build motor memory for letter-sound relationships

Answer

Option B is correct because the kindergarten students described in the scenario are able to spell words with the letter-sound relationships they know. This suggests that they understand the alphabetic principle and can perceive at least two phonemes in words. Because of the reciprocity between encoding and decoding, the students are ready to begin reading early decodable texts that feature the letter-sound relationships they know. They will benefit from teacher support (e.g., modeling how to sound out words) to reinforce their understanding of the decoding process. Typically, early decodable texts are designed so that students have the opportunity to learn and apply one short-vowel sound at a time, with additional short vowels added into successive texts systematically. **Options A and C are incorrect** because they focus instruction in isolated letter-sounds. These strategies would not move students toward decoding of words nor take advantage of the progress the students have made related to understanding the alphabetic principle. **Option D is incorrect** because, although it reinforces fluency in recognizing and forming letters, it would not move the students to the next step of applying their knowledge of letter-sound relationships to sound out words.

8. A prekindergarten teacher is planning instruction in letter-sound relationships for a group of beginning-level English learners who have begun identifying and naming the letters of the alphabet. Which of the following strategies would likely be most effective to apply with this group of children?

A. using oral translations of tongue twisters from the children's home languages to draw their attention to letter-sounds that are common between the two languages

B. ensuring that the children can distinguish between illustrations and print and identify the parts of a printed sentence as prerequisites to learning letter-sounds

C. employing articulatory feedback to help the children discover English letter-sounds that are not in their home language and learn how to pronounce them

D. showing the children how to use a variety of simple mnemonic devices to help them memorize unfamiliar English letter-sounds

Answer

Option C is correct because English learners learning letter-sound relationships that are not in their home language benefit from articulatory feedback to discover how to pronounce the sounds. Articulatory feedback includes feeling the position of the tongue and/or lips when making the sound and feeling for the airstream or puff of air. Articulatory feedback can also include determining if the sound vibrates (is vocalized) or not when it is produced (e.g., compare /f/ and /v/) or passes through the nose (e.g., /n/, /m/, /ng/). Convergent research recommends using articulatory feedback as a multimodal instructional support for teaching all students letter-sounds, but it is especially critical for English learners for whom certain English sounds may be unfamiliar. **Option A is incorrect** because the sounds of words in tongue twisters may not transfer between languages. **Option B is incorrect** because distinguishing between illustrations and print or identifying the parts of a printed sentence are not prerequisite skills for learning letter-sound relationships. **Option D is incorrect** because it does not address how to produce unfamiliar English letter-sounds. Children will have difficulty remembering sounds that they cannot perceive and/or produce.

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.

9. A second-grade teacher frequently uses the strategy of phoneme-grapheme mapping as part of phonics instruction. The teacher selects target words from a phonics lesson and creates sound boxes corresponding to the words. The teacher then helps students write the target words in the sound boxes, making sure that students map each sound of a word to a single box. Examples of sound boxes from two different phonics lessons are shown below.

Sample sound boxes for one group of students:

ch	ai	n

ch	ea	p

Sample sound boxes for a second group of students:

b	e	n	t

f	i	s	t

Using this activity in the context of phonics lessons best demonstrates the teacher's understanding of which of the following key concepts related to beginning reading instruction?

A. the importance of sequencing phonics instruction according to the increasing complexity of linguistic units

B. the relationship between accurate, automatic decoding and the development of reading fluency and comprehension

C. the importance of utilizing the reciprocity between decoding and encoding to reinforce phonics instruction

D. the relationship between providing students with frequent practice with decodable text and the development of automaticity

Answer

Option C is correct because phoneme-grapheme mapping is a visual activity that allows students to map graphemes onto the individual phonemes or sounds they represent in a word. A grapheme is a written symbol that represents a sound. A grapheme can be a single letter or a sequence of letters (e.g., *ea*, *-tch*). In a phoneme-grapheme map, each box is a sound box and only one sound can go into each box. So, phoneme-grapheme mapping provides students with a visual aid to reinforce phonics elements, such as consonant digraphs (e.g., *ch*) and vowel teams (e.g., *ai*, *ea*), which each make one sound and therefore appear in one sound box, and consonant blends (e.g., *-nt*, *-st*), which make two sounds and therefore must be mapped to two sound boxes. By engaging in phoneme-grapheme mapping, students both hear and see the relationship between letters, letter combinations, and the sounds they represent. **Option A is incorrect** because the scenario does not mention the instructional sequence of the phonics skills being taught to the two groups of students. One can discern that the students in the first group have already learned how to map closed-syllable words and have moved on to mapping vowel-team-syllable words, but the scenario does not focus on this aspect of instruction. **Option B is incorrect**

because the scenario does not focus on the relationship between accurate, automatic decoding and the development of reading fluency and comprehension. **Option D is incorrect** because the scenario does not mention the use of decodable text or its relationship to the development of automaticity.

10. A kindergarten teacher reads a decodable text about cats with a small group of students and then incorporates the content of the text into an interactive writing lesson. First, the teacher has students orally generate several sentences that relate to the actions of the cat in the story. The teacher then says, "Those are great sentences. Help me write them on the chart paper." For each decodable word in a sentence, the teacher pauses to prompt the students to listen to the sounds of the word and use their knowledge of the letter-sound correspondences that they practiced in the decodable text to identify which letter the teacher should write next. This scenario best demonstrates the teacher's awareness of which of the following concepts related to students' development of beginning reading skills?

A. the role of basic print concepts in writing development

B. the importance of fostering students' motivation to read and write

C. the role of accurate, automatic decoding in fluent writing

D. the importance of applying newly taught phonics elements to writing

Answer

Option D is correct because the scenario describes an interactive writing lesson designed to prompt students to apply what they know about phonics to writing words in a meaningful context. The teacher models the thinking process of going from an idea to print on the page. The teacher knows the phonics elements students have learned during instruction, so as the teacher is writing each sentence, when the teacher comes to words that consist of known phonics elements, the teacher asks the students to apply those letter-sound relationships to spell the words. This type of interactive writing routine, in which the students "share the pen" with the teacher, provides students with opportunities to apply newly taught phonics elements to meaningful writing by using the phonics skills they just used to decode the words in the story to construct meaningful sentences about the story. Convergent research has shown that students benefit from practicing spelling the same words that they are learning to read. As an added bonus of this instructional strategy, research also strongly suggests that writing about what they have read strengthens students' reading comprehension. **Options A and C are incorrect** because the focus of the instruction described in the scenario is not on developing students' basic print concepts or promoting their automatic decoding. **Option B is incorrect** because, while promoting students' motivation to read and write may be a secondary outcome of the lesson, the primary focus of the lesson is clearly on reinforcing newly taught phonics elements through meaningful writing.

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.

11. A first-grade teacher would like to incorporate instruction in morphemes for students who have mastered reading and spelling closed- and open-syllable words. Which of the following skills is best aligned with both the teacher's goal and the continuum of word-reading skills described in the first-grade Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading (ELAR)?

A. decoding and identifying the meaning of words with the inflectional endings *-s*, *-es*, and *-ed*

B. decoding and spelling words with vowel teams and *r*-controlled syllables

C. decoding and identifying the meaning of words with the affixes *un-*, *re-*, *-er*, and *-est*

D. decoding and spelling words with initial and final consonant blends and digraphs

Answer

Option A is correct because in first grade, morpheme instruction should focus on decoding and identifying the meaning of words with the inflectional endings *-s*, *-es*, and *-ed*, according to the Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading (ELAR). Evidence-based morphological research suggests that kindergarten and first-grade students demonstrate emerging morphological awareness and that this awareness increases with explicit instruction. The teacher should teach the students how to apply inflectional endings to words that follow phonics patterns that the students already know how to read. The teacher can easily explain or demonstrate the meaning of these inflectional endings (i.e., plural markers and past tense marker, respectively). **Options B and D are incorrect** because they refer to the development of phonics or orthographic knowledge rather than knowledge of morphemes, which are units of meaning. **Option C is incorrect** because it describes derivational morphemes that are typically taught after first grade in the continuum of word-reading skills described in the TEKS for ELAR.

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.

12. A second-grade student scores well above the 50th percentile benchmark for fluency on the midyear benchmark assessment. However, the teacher notes that the student reads the text word-by-word in a choppy, disjointed manner and has difficulty answering comprehension questions afterward. Which of the following strategies would be most important for the teacher to include in an intervention designed to address the student's assessed needs?

A. engaging in a systematic review of phonics elements that should be mastered by the middle of second grade

B. engaging in silent wide-reading of books written at the student's independent reading level

C. engaging in oral reading following teacher modeling using texts that are phrase-cued to approximate speech

D. engaging in buddy reading and choral reading with another student who reads at the same level

Answer

Option C is correct because the description of the student's reading suggests difficulty with prosody, one of the key indicators of reading fluency. Students who read "word-by-word in a choppy, disjointed manner" will likely have difficulty understanding what they read. One feature of prosody is reading with proper phrasing, to capture the meaning of the text and/or the author's intent. To scaffold prosodic reading, the teacher can draw swoops under phrases in a section of a text to represent speech-like phrasing. The teacher can then model how to read the phrase-cued text with appropriate intonation, pitch, and expression that conveys the meaning expressed by the words. **Options A and B are incorrect** because these two strategies are designed to promote students' decoding accuracy and automaticity, respectively. Since the scenario states that the student "scores well above the 50th percentile benchmark for fluency on the midyear benchmark assessment," this suggests that the student's difficulty with prosody is not based on deficits in decoding. **Option D is incorrect** because it does not provide the student with explicit instruction designed to improve the student's prosody.

13. Several students in a first-grade class have progressed from the partial-alphabetic phase of word-reading development to the full-alphabetic phase. Which of the following instructional activities would be most appropriate for promoting these students' word-reading accuracy and automaticity?

A. having the students practice reading simple closed-syllable words in isolation and in decodable texts

B. modeling the use of contextual strategies to read unfamiliar words

C. increasing the amount of time the students spend practicing reading irregular high-frequency words

D. supporting the students in reading predictable texts in a variety of genres

Answer

Option A is correct because students in the full-alphabetic phase of word-reading development need multiple exposures to explicitly taught syllable types to consolidate their learning and develop automaticity, an essential component of reading fluency. Students in the earlier, partial-alphabetic phase of word reading read words by forming partial connections between the more salient sounds in a word and the sounds' graphemes, or letter representations. Students at this stage primarily rely on predicting words from their initial letters and context. Students advance to the full-alphabetic phase when they can form complete connections between graphemes and phonemes. Students at this stage sound out closed-syllable words into individual sounds by using their phonemic segmentation and blending skills and their growing phonics knowledge. At first, students will sound out and blend each letter-sound of a word. However, when they are given opportunities to sound out words multiple times, they can accumulate words they have decoded and begin to recognize them automatically. Having the students practice reading simple closed-syllable words in isolation and in decodable text supports this process and allows students to recognize an increasing number of words automatically by sight, while orthographic knowledge continues to accumulate. According to L.C. Ehri's research (2014), once a word has been stabilized in memory through repeated exposures, the mere sight of the word's spelling immediately activates its pronunciation and meaning (automaticity). **Options B and D are incorrect** because modeling contextual strategies to read unfamiliar words or using predictable texts misdirects students from the essential practice they need decoding explicitly taught phonics patterns (syllable types) again and again to develop automaticity. **Option C is incorrect** because memorizing irregular high-frequency words does not help students become more automatic with regular closed-syllable words (one of the essential foundational building blocks of orthographic knowledge in English).

14. Before assigning students a new science or social studies text, a third-grade teacher introduces important Tier Three terms from the text. As part of the introduction, the teacher leads students in applying morphemic analysis skills to the words and also discusses new concepts related to the words. The teacher's actions best reflect an understanding of which of the following factors that can disrupt reading fluency and affect comprehension?

A. lack of automaticity in decoding grade-level words

B. unfamiliarity with a text's content

C. unfamiliarity with complex grammatical structures

D. limited phonics knowledge or skills

Answer

Option B is correct because the teacher's actions in leading students in applying morphemic analysis skills to key Tier Three words in the text and discussing new concepts related to the words demonstrate the teacher's awareness that vocabulary knowledge and concept development are closely interrelated—discipline-specific vocabulary development involves concept learning and concept learning supports academic vocabulary development. Convergent research has shown that reading fluency and reading comprehension break down if the reader is unfamiliar with too many words in a text. Tier Three terms are vocabulary words that are specific to a discipline or subject matter. Often informational texts have a great density of Tier Three terms, and students would benefit from strategies to analyze the words' structure into morphemes. Morphemic analysis allows students to begin to recognize common Greek and Latin roots and affixes that make up many science and social studies vocabulary words (e.g., *demographic*, *democracy*, *democratic*). Meanwhile, concept learning reinforces their academic-vocabulary development. **Options A, C, and D are incorrect** because the teacher's instruction in the

scenario is clearly designed to promote students' development of background knowledge related to the text, including relevant vocabulary and concepts. The instruction is not focused on promoting decoding and automaticity, teaching complex grammatical structures, or improving phonics knowledge or skills.

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.

15. Which of the following sets of words would be most appropriate to categorize as Tier Two words?

A. fossil, air, soil

B. clock, book, floor

C. arrange, observe, predict

D. custom, shelter, community

Answer

Option C is correct because Tier Two words are words that represent more sophisticated or academic versions of everyday vocabulary. For example, *arrange* is a more academic word (verb) for *place or put in order*, *observe* is a more academic word for *look*, and *predict* is a more academic word for *guess*. Because Tier Two words are used less frequently in social language, students often find them challenging because they primarily encounter them in print. However, many Tier Two words have high utility in academic contexts. In contrast to Tier Three or discipline-specific words, Tier Two words are considered "general academic" words because they can be used across disciplines. **Options A and D are incorrect** because these groups of words are discipline-specific terms, and would therefore be categorized as Tier Three words. **Option B is incorrect** because *clock*, *book*, and *floor* are Tier One words. They represent everyday vocabulary commonly used in social language. However, it is important to note that while most Tier One words are generally very familiar to students whose home language is English, some Tier One words may be unfamiliar to students in general or to English learners in particular. Teachers should adjust vocabulary instruction, as needed.

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 reading comprehension strategies in order to gain, clarify, and deepen understanding of appropriately complex texts.

16. A third-grade English learner has grade-level decoding skills and scores around the grade-level benchmark for words correct per minute on oral reading fluency measures. However, the student's text comprehension is mixed. The student comprehends some literary and informational texts with ease, yet struggles with others. Given this evidence, when the student is having difficulty with a text, the teacher's best *initial* response should be to:

A. provide the student with a list of probing questions to answer after the student finishes reading the text.

B. talk with the student to informally assess the extent of the student's background knowledge about the text's topic or setting.

C. advise the student to read the text more slowly and to focus on comprehension rather than decoding accuracy.

D. encourage the student to develop a written summary of the text's key events or central ideas as the student is reading the text.

Answer

Option B is correct because the scenario demonstrates the important consideration of background knowledge in students' reading comprehension of both informational and literary texts. The type and amount of prior knowledge students have accumulated related to a particular topic or setting can vary considerably. English learners often experience the additional challenge of having had limited or no exposure to key vocabulary related to the topic or setting of a given text. The fact that the English learner's reading comprehension in the scenario varies from text to text suggests that the student's difficulty is most likely caused by gaps in background knowledge and related vocabulary within the given text. Convergent research on reading comprehension suggests that background knowledge, which includes related vocabulary knowledge (because vocabulary knowledge and concept development are often interdependent), are strong predictors of reading comprehension. These factors can also indirectly influence whether a student can successfully apply comprehension-repair strategies when meaning breaks down. A teacher can informally assess the extent of a student's background knowledge about a text's topic or story setting as a way to determine the amount of instructional support the student may need to gain, clarify, and deepen their understanding of the text. **Option A is incorrect** because this strategy is dependent on the student being able to make enough sense of the text to answer probing questions about it. **Option C is incorrect** because the assessment data given in the scenario suggests that the student is not experiencing particular difficulty with decoding accuracy. **Option D is incorrect** because summarizing the key events or central ideas in a text is dependent on having the background knowledge and related vocabulary necessary to make sense of the text.

17. Students in a second-grade class will be reading a complex informational text about ants as part of a science unit focused on comparing the ways living organisms depend on one another. Prior to the reading, the teacher plans to show students a video depicting activities in ant colonies and to share a picture book about ants. The teacher's actions best demonstrate understanding of which of the following factors affecting reading comprehension?

A. ability to read fluently with prosody

B. ability to monitor for understanding

C. the role of vocabulary knowledge

D. the role of background knowledge

Answer

Option D is correct because the teacher in the scenario is focusing on systematically building the students' background knowledge related to the theme of the unit—"how living organisms depend on one another." By showing a video depicting activities in ant colonies and reading aloud and discussing a picture book about ants, the teacher is building students' background knowledge related to the unit's theme, thereby providing them with the content knowledge they will need to access the more complex text about ants they will be reading in the science unit. Moreover, by providing students with both visual and oral language experiences with the new content through the video and picture book activities, the teacher is more likely to ensure that the content will be accessible to all students in the class. **Option A is incorrect** because prosody is a key indicator of reading fluency, and the activities described in the scenario focus on viewing and oral language activities to support concept development. While enhanced knowledge of the topic of the text is likely to help support students' prosody when reading the complex text, the teacher does not specifically model prosodic reading of the text or provide explicit instruction in specific aspects of prosody in the given lesson. **Option B is incorrect** because the teacher in the scenario does not model or explicitly teach behaviors related to self-monitoring for comprehension during reading. **Option C is incorrect** because the scenario does not suggest the teacher explicitly teaches vocabulary during this lesson, although the students' exposure to relevant vocabulary from the video and picture book will likely play a part in building their background knowledge. Moreover, the scenario describes the video as "depicting activities in ant colonies." Clearly, the teacher is focusing on systematically building the students' background knowledge related to the theme of the unit.

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.

18. A third-grade class includes several English learners who represent a variety of home languages and English language proficiency levels. Some of the students are beginning readers in English. The teacher collects folktales from several countries to use for whole-class read-alouds and during small-group reading instruction. Which of the following statements accurately describes a feature of folktales and why that feature makes the genre especially well-suited for students in a multilingual, multicultural classroom?

A. Folktales usually provide a resource for integrating a variety of hands-on arts and crafts projects into a reading lesson.

B. Folktale plots tend to be compelling because they explore the human condition in depth.

C. Folktale themes tend to be universal, so students are likely to have the necessary schema to comprehend them.

D. Folktales usually include archaic vocabulary, which students are likely to find amusing.

Answer

Option C is correct because folktales convey universal themes common to most cultures, such as the virtues of compassion, generosity, and humility succeeding over the vices of greed, selfishness, and excessive pride or boastfulness. In addition, different versions of some folktales exist across cultures (e.g., Cinderella stories). Thus, students in a multilingual, multicultural classroom are likely to have the necessary schema, or background knowledge, to comprehend the stories because of the universality of these themes. **Option A is incorrect** because, while an arts and crafts project might enrich students' educational experience, it will not directly benefit students' understanding of the central theme of a folktale. **Option B is incorrect** because folktales are typically short, didactic narratives intended to teach a basic moral or explain a particular construct or phenomenon. They do not explore the human condition in depth, as a novel might do, for example. **Option D is incorrect** because students are likely to find archaic vocabulary more challenging than amusing. This is not a feature that would be especially well-suited to a multilingual, multicultural setting.

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.

19. A kindergarten teacher frequently conducts think-alouds when reading aloud to the class. The following is a transcript of the teacher reading aloud an informational text called "Making a Bird Feeder." The teacher's think-aloud process is seen below in italics.

Text: Making a Bird Feeder.

Materials: one two-foot piece of string, one pinecone, honey, seeds, two bowls, one coat hanger

Instructions:

Step 1: Get the materials together.

Step 2: Tie the string to the top and bottom of the pinecone.(*Pausing*) *Hmm, I wonder why the instructions say to tie the string at each end? I'm going to keep reading and see.*

Step 3: Pour honey in one bowl and seeds into the other bowl.

Step 4: Hold the string at each end, dip the pinecone in the honey, and then dip it in the seeds.(*Pausing*) *Oh! Now I know why the instructions say to tie the string to each end! If I didn't, I think I would get honey all over my hands, and they would become sticky.*

Step 5: Tie each pinecone birdfeeder to a coat hanger until you are ready to hang them outside to attract bird friends.

Which of the following text analysis skills does the teacher model during this think-aloud?

A. drawing conclusions about information in a text

B. identifying a text's central idea and supporting evidence

C. making predictions about information in a text

D. locating evidence in a text to support an argument

Answer

Option A is correct because in the italicized text (the think-aloud) the kindergarten teacher models how to pose questions during reading and use background knowledge to draw conclusions about information in the text. The teacher uses information in the text and background knowledge about the stickiness of honey to draw a conclusion about why Step 2, tying the string to both ends of the pinecone, happens before the other steps. **Options B, C, and D are incorrect** because the teacher does not identify the text's central idea, make a prediction, or look for evidence to support an argument during the think-aloud.

Clustered Questions

Use the information below to answer the two questions that follow.

> A kindergarten teacher reads aloud the big book *The Little Yellow Chicken's House* by Joy Cowley to a small group of students. In the story, the main character has to make a decision as to whether or not his friends should come into the warm cozy house he built to get out of the rain, since they refused his requests for help during construction of the house. The teacher has the students orally rehearse their opinion as to whether or not the unhelpful characters should be allowed into the house. The teacher asks the students to include in their responses the reason for their opinion. As each student tells an opinion, the teacher holds up a sign that says "because" to prompt students to add to their responses.
>
> *Student:* I think the little yellow chicken should not let his friends in.
>
> *Teacher:* (*Holding up "because" sign*)
>
> *Student:* ... because his friends were lazy, and the little yellow chicken's friends got soaked, and the little yellow chicken should ignore his friends, and he should not invite his friends in.
>
> *Teacher:* That's great that you explained why he shouldn't let them in the house. Can you tell me your opinion again and use "because" to explain why?
>
> *Student:* I think the little yellow chicken should not let his friends get in because they were lazy and didn't help him build the house.
>
> *Teacher:* (*Holding up a sign that says "so"*) Now use the word *so*, and tell us what happened when the little yellow chicken ignored his friends.
>
> *Student:* It was raining, so his friends got soaked.

Competency 003—(Oral Language Foundations of Reading Development): Understand foundational concepts, principles, and best practices related to the 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.

20. In the dialogue, the teacher's practice of prompting students with connecting words benefits their oral language development primarily by:

A. reinforcing for students the importance of supporting literary analysis with relevant evidence from the text.

B. modeling for students various grammatically correct sentences.

C. promoting students' use of sentences and grammatical structures of increasing complexity.

D. encouraging students to use Tier Two and Tier Three vocabulary words.

Answer

Option C is correct because, although younger students may have a reason for their answer, developmentally they may not be used to making complex grammatical statements to express cause and effect. When the teacher holds up the word *because*, the teacher scaffolds the student's response, prompting the student to give a reason without the teacher asking a direct question. Once the student offers the cause or the reason for the stated opinion, the teacher prompts the student into creating a more complex sentence using an appropriate conjunction or connecting word (e.g., *because*, *so*). The teacher in effect supplies the conjunction the student needs to construct a more complex sentence. **Option A is incorrect** because the students have already analyzed the literary text and identified evidence in the text to support an opinion. The teacher is trying to help them better articulate their ideas by using more complex language that clarifies causal relationships between story events. **Option B is incorrect** because the teacher did not actually model a grammatically complex sentence. Instead, the teacher prompted the student to produce a more complex grammatical structure by providing the conjunction as a scaffold. **Option D is incorrect** because the focus of the lesson was on helping students use common conjunctions to express their ideas more fully by constructing more complex sentences. The teacher did not focus on helping students use Tier Two or Tier Three words.

21. The teacher brings in a variety of building materials mentioned in the story *The Little Yellow Chicken's House* (e.g., straw, wood, stones) for the students to describe, sort, and categorize. The teacher also asks the students to describe how the character used the materials in his house. The teacher's actions best demonstrate attention to which of the following instructional goals?

A. developing metacognitive skills

B. developing oral language expression

C. developing listening comprehension

D. developing metalinguistic awareness

Answer

Option B is correct because the teacher uses the various attributes of the physical materials (e.g., straw, wood, stones) and how they were used by the character in the story to provide the students with opportunities to practice key language functions, such as describing and categorizing, in a meaningful context. In addition to enhancing young students' oral language development, this approach also supports their emerging text analysis skills by providing them with purposeful opportunities to continue engaging with and discussing the text. **Option A is incorrect** because developing metacognitive skills refers to teaching students to think about their thinking and using metacognitive strategies to improve comprehension. This was not the goal of the activity. **Option C is incorrect** because the activity primarily focuses on developing the students' expressive language skills rather than on their receptive language skills. **Option D is incorrect** because metalinguistic awareness refers to consciously thinking about or reflecting on the structure of language rather than on the content or message being conveyed. Whereas, the focus of the teacher's actions in this lesson was to use concrete objects to promote students' expressive language development and ability to talk about a literary text with greater detail and precision.

Use the information below to answer the two questions that follow.

> A prekindergarten teacher frequently creates learning centers related to texts that the teacher has read-aloud. The teacher also uses read-alouds for teaching related academic vocabulary. For example, the teacher wants to introduce children to a variety of foundational STEM (i.e., science, technology, engineering, and mathematics) words (e.g., *experiment*, *predict*, *measure*, *observe*, *cause*, *effect*, *compare*, *results*), so the teacher reads aloud *Lola Plants a Garden* by Anna McQuinn.
>
> After reading and discussing the book with the children, the teacher works with them to plant a classroom window garden using paper cups. The teacher has the children conduct simple experiments with the garden, such as watering some plants more than others to observe and compare the results. The teacher also extends the activity by sending home seeds and simple directions in students' home languages to support families in conducting and discussing simple window-garden experiments at home with their child.

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.

22. The teacher's practices in this scenario best demonstrate which of the following key principles of effective vocabulary instruction for prekindergarten children as described in the *Texas Prekindergarten Guidelines*?

A. using young children's home language as a foundation for building their vocabulary

B. creating ways for young children to interact with and use new vocabulary in meaningful contexts

C. providing young children with feedback to correct their use of new vocabulary and to clarify meanings, if necessary

D. encouraging young children to respond to questions about new vocabulary and to relate new vocabulary to their prior experiences

Answer

Option B is correct because the teacher in the scenario is using a read-aloud of an informational text and hands-on experiments related to the text to support children's vocabulary and concept development and purposeful language use. This approach supports their understanding of new words and concepts, as well as deepens their understanding of words and concepts they may already know. According to convergent research in vocabulary instruction, children learn new vocabulary more effectively when it is presented in meaningful contexts and the children have frequent opportunities to interact with and use the new vocabulary words purposefully. Several meaningful contexts occurred in the scenario, including the read-aloud, the classroom experiments, and potentially the extension of the window-garden experiments to children's homes. **Option A is incorrect** because the scenario focused on teaching the children new academic vocabulary words with high utility in STEM fields. It did not focus on building on children's home language. **Option C is incorrect** because the focus of the scenario was on creating contexts for the children to use new academic vocabulary in the school and home. It did not focus on corrective-feedback strategies. **Option D is incorrect** because the focus of the scenario was not on helping the children respond to questions about the vocabulary or relating the vocabulary to their prior experiences, but rather on creating new experiences in which the students could use the new vocabulary purposefully.

23. The extension of the activity best demonstrates the teacher's understanding of which of the following key factors affecting vocabulary development in prekindergarten children?

A. the benefits of encouraging families to have literacy play a prominent role in their household

B. the interrelationships between vocabulary development and concept learning

C. the role of families in supporting and reinforcing young children's vocabulary development

D. the importance of making abstract vocabulary words concrete for young children

Answer

Option C is correct because young children are more likely to use new words and incorporate them into their everyday vocabulary, if the words are used and reinforced in the home as well as in school. By sending home materials and instructions for creating a window garden, the teacher is helping to create a context in which use of the new vocabulary can be extended to the home. **Option A is incorrect** because the focus of the family extension activity was to recreate the hands-on learning activity in the home. It did not explicitly involve promoting literacy in the home. **Option B is incorrect** because the extension activity focuses on reinforcing the new vocabulary in the home rather than on developing new concepts related to the vocabulary. This step already took place during the original activities at school. **Option D is incorrect** because the teacher had already made the abstract vocabulary words concrete through the read-aloud and planting activities at school. The extension activity is meant to be a reinforcement activity.

Use the information below to answer the two questions that follow.

> A kindergarten teacher wants to implement a focused-rereading protocol during read-alouds to introduce students to various strategies for understanding a complex text. The teacher completes a first reading of the text *Memoirs of a Goldfish* by Devin Scillian. During this reading, the teacher focuses on students' general understanding of the story. The story, which is written as a progressive diary, relates the plight and reactions of a goldfish as its fishbowl becomes increasingly crowded with various objects and creatures.

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 reading comprehension strategies in order to gain, clarify, and deepen understanding of appropriately complex texts.

24. During the second reading of the text, the teacher would like to focus students' attention on analyzing the author's craft. How can the teacher best achieve this goal?

A. by using the illustrations and text to discuss the feelings and reactions of the main character

B. by prompting students to retell the story in the order that the events occur (e.g., First, _____. Next, ____)

C. by rereading very expressively the parts of the text that are written in quotations

D. by discussing how the text is constructed (e.g., who narrates the text; the use of dialogue, word choice, and diary structure)

Answer

Option D is correct because analyzing an author's craft includes analyzing text structure, word choice, narration, and dialogue. During the discussion, the teacher can use text-dependent questions aimed at author's craft to support students in understanding the text on a deeper level. For example, a unique feature of the text described in the scenario is that it uses a diary structure as a way to tell the story in the first person. A discussion of why the author chose to structure the text this way or chose to use certain words can help kindergarten students better understand a character's feelings, motivations, and reactions; while discussing the use of dialogue can help them better understand both characters and key story events. **Option A is incorrect** because discussing the feelings and reactions of the main character focuses students more on story plot and character development than on the choices the author made in constructing the text. **Option B is incorrect** because retelling the story in appropriate sequence focuses students on plot rather than on the author's craft. **Option C is incorrect** because rereading the dialogues expressively supports students' development of prosody, but it does not help the students understand how the author uses dialogue to move the story along or to convey information.

25. After the third reading of the text, the teacher has students discuss whether the goldfish was happier when it was once again alone in a fishbowl or when it rejoined the other creatures in a large fish tank. The students must work with a partner to locate support from the text and illustrations for their claim. Conducting this type of collaborative conversation as part of a focused-rereading protocol benefits students' understanding of a complex text primarily by:

A. encouraging students to slow down and pay closer attention to the text.

B. encouraging students to co-construct meaning using evidence from the text.

C. promoting the use of questioning as a way to improve understanding of the text.

D. promoting the use of visualization and mental imagery to clarify the text's meaning.

Answer

Option B is correct because when students interact with their peers about a text, they can help facilitate one another's comprehension of the text. Understanding of the text is co-constructed as the students ask each other questions or challenge each other with an argument or claim. Having them locate support from the text and illustrations deepens their analysis and raises their accountability with respect to the claims they make. **Option A is incorrect** because in this scenario, the students listened to the text during multiple, focused teacher read-alouds. It is not up to the students to "slow down," since the teacher is doing the reading. **Options C and D are incorrect** because the scenario does not allude to the students generating questions or using visualization or mental imagery to better understand the text. The teacher promotes their deeper understanding of the text by asking them to discuss the text with a partner, develop a claim about the main character, and look for evidence in the text and illustrations to support their claim.

Additional Selected-Response Questions

This section includes additional sample selected-response questions for you to review in preparation for the exam. The correct answer is provided for each question below.

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.

26. A first-grade teacher provides reading instruction that is systematic and explicit and emphasizes both foundational reading skills and various dimensions of comprehension. According to research in preventing reading difficulties, which of the following additional actions would be most important for the teacher to take to ensure that reading instruction addresses all students' reading needs?

A. engaging students in frequent oral reading activities to develop reading fluency

B. exposing students to a variety of genres to enhance reading comprehension

C. providing students with daily opportunities to work independently on written exercises that emphasize key grade-level reading and spelling skills

D. assessing students' reading development regularly to implement timely and effective instructional responses when a delay is apparent

Answer

Option D is correct.

27. At the beginning of the school year, a kindergarten teacher determines that some students have had limited prior formal and informal literacy experiences. To accelerate these students' reading development, which of the following strategies would be most appropriate for the teacher to emphasize?

A. conducting reading interest surveys with the students to match individual students with texts that they are most likely to enjoy reading during independent reading in class and for at-home reading-skills practice

B. engaging the students in interactive read-alouds using predictable big books that feature rhyming words to promote their development of concepts of print, phonological awareness, and knowledge of text structure

C. providing the students with intensive instruction in phonics skills, syllable patterns, and morphology using leveled texts to ensure their development of accurate, automatic decoding skills and reading fluency

D. having the students help put up a classroom word wall of the 100 words that appear most frequently in children's texts to encourage them to begin learning to read the words automatically by sight

Answer

Option B is correct.

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

28. A second-grade teacher periodically conducts reading interest surveys with individual students. The teacher could best use the results of these assessments for which of the following instructional purposes?

A. determining the level of parent/guardian involvement in students' literacy development

B. assisting students in selecting books for independent reading time

C. selecting texts at students' instructional reading level for small-group reading lessons

D. identifying appropriate reading activities for students to complete at home

Answer

Option B is correct.

Domain II—Reading Development: Foundational Skills

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.

29. A prekindergarten teacher frequently engages children in circle time activities such as the activities described below.

1. The teacher leads children in clapping the syllables of each classmate's name.
2. The teacher helps children count how many syllables they hear in their classmates' names.
3. The teacher has children with the same number of syllables in their names stand up and clap their classmates' names as a group.

According to convergent research, activities such as these are most effective in helping young children:

A. recognize that their name has sounds that can be represented by the letters of the alphabet.

B. discriminate individual speech sounds in names to help facilitate their learning how to write their own name.

C. build phonological sensitivity by attending to the phonological structure of meaningful words such as names.

D. connect the letters in their name to the sounds each of the letters makes.

Answer

Option C is correct.

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.

30. A kindergarten teacher meets with individual students and asks them to point to the words in the text of a familiar nursery rhyme as the teacher and student read the nursery rhyme aloud together. Some students demonstrate understanding of the directionality of print by sweeping their finger as they "read," but they are not able to accurately point to the individual words. Other students who readily associate letters with sounds use this understanding to guide their finger as they point to a word that starts with the sound they hear at the beginning of the spoken word. The second group of students clearly try to match their speech to the print as they say the words. The teacher can best use the results of this informal assessment to determine which students are able to:

A. apply key concepts related to the alphabetic principle.

B. identify accurately the sounds of each letter of the alphabet.

C. perform phonological awareness tasks at the syllable level.

D. demonstrate advanced knowledge of key concepts of print.

Answer

Option A is correct.

31. A third-grade teacher reviews data on the literacy skills of several beginning-level English learners who did not attend school prior to moving to the United States. The teacher wants to plan appropriate small-group reading instruction for the students. Which of the following types of text would best meet the reading development needs of English learners who are at an emergent stage of English language development and at the pre-alphabetic phase of word reading?

A. decodable stories

B. informational text

C. predictable text

D. age-appropriate stories

Answer

Option C is correct.

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.

32. A first-grade teacher is working with a small group of students that includes English learners and speakers of various dialects of English. As part of a series of lessons on the inflectional ending *-ed*, the teacher helps the students sort a list of inflected verbs according to their final sound or syllable. The teacher selected the verbs from a text the students are currently reading. The students' completed word-sort chart is shown below.

Sorting Verbs with the *-ed* Inflection		
/t/	**/d/**	**[əd]**
kicked	tagged	rested
tossed	yelled	landed
poked	grabbed	dented
missed	planned	planted
gasped	jammed	ended

The teacher's strategy of having the students sort and pronounce inflected verbs is likely to benefit the English learners and speakers of various dialects primarily in which of the following ways?

A. by providing the students with multiple opportunities to encode the verbs to promote fluent writing

B. by helping the students learn to perceive and produce inflections that they may not use in their everyday speech

C. by providing the students with extra practice applying phonics patterns in their reading and writing

D. by helping the students make a connection between the spelling and meaning of a variety of common English verbs

Answer

Option B is correct.

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.

33. A second-grade teacher divides the class into pairs and presents each pair of students with a unique set of word cards. The teacher models how to match two word cards to build a new word (e.g., *mail* + *box* = *mailbox*, *some* + *thing* = *something*). The teacher then challenges the students to work with their partners to build as many new words as they can using their own set of word cards. The students are assigned to make a list of their new words and draft a sentence for three of the words. Afterward, each pair of students reads aloud their lists of words and sentences to the class. This activity supports students' reading development primarily by promoting their ability to:

A. determine the meaning of words containing common roots and affixes.

B. read aloud texts with appropriate accuracy, rate, and prosody.

C. self-correct errors when reading multisyllabic words in connected text.

D. decode compound words quickly and accurately while reading.

Answer

Option D is correct.

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.

34. A second-grade teacher is working with students to develop their automaticity in recognizing high-frequency words. Several English learners often misread or omit high-frequency prepositions (e.g., in, on, of, by) when reading connected text. Which of the following strategies for differentiating instruction for the English learners would best scaffold their learning in order to promote their accuracy and automaticity in reading high-frequency, grade-level function words?

A. constructing word grids of the target words so that the students can practice reading the words in isolation before reading a text that includes them

B. having the students practice reading the target words in meaningful phrases that are illustrated to reinforce understanding

C. pointing out the parts of each target word that are and are not decodable and providing additional practice with the non-decodable elements

D. engaging the students in a timed collaborative match game with a partner in which they try to improve their collective rate matching pairs of the target words

Answer

Option B is correct.

Domain III—Reading Development: Comprehension

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 reading comprehension strategies in order to gain, clarify, and deepen understanding of appropriately complex texts.

35. A kindergarten teacher would like to determine if students can make inferences about characters and/or events in stories they hear or read. Which of the following assessment approaches is most likely to require students to make inferences?

A. asking students to identify an important event in the story and to provide details about a character's actions during that event

B. asking students to answer general understanding questions about the story based on evidence from rereading the text and/or reviewing the illustrations

C. asking students to use evidence from the text and illustrations to explain how a character feels and why the character feels that way

D. asking students to retell the events of the story, first by using an open-ended question, and then by following up with a focus question about event sequences

Answer

Option C is correct.

36. A third-grade teacher would like to model how to apply metacognitive strategies while reading in order to improve students' reading comprehension. Which of the following strategies would be most appropriate to model?

A. making predictions and self-questioning while reading

B. inferring the meaning of new vocabulary words while reading

C. identifying the main idea and key details while reading

D. decoding with automaticity to maintain fluency while reading

Answer

Option A is correct.

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.

37. A prekindergarten teacher frequently reads aloud high-quality literature to develop children's familiarity with literary texts. Which of the following accompanying activities would best promote the children's understanding of basic story structure?

A. having the children use props to act out a scene from the story

B. pre-teaching unfamiliar vocabulary from the story to support comprehension

C. stopping at appropriate places in the story to make predictions

D. giving the children picture cards of events in the story to retell in sequence

Answer

Option D is correct.

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.

38. To promote students' ability to engage in academic conversations about informational texts, a second-grade teacher creates the following anchor chart with students. The teacher posts it in the classroom and supports students in using it during discussions.

For example, ...

The author said ...

According to the author, ...

From the reading I know that ...

On page___, the author says ...

For instance, ...

Because ...

This list of phrases is best designed to scaffold students' ability to apply which of the following skills during text-based discussions about informational texts?

A. using textual evidence to support claims

B. applying metacognitive strategies

C. distinguishing facts from opinions

D. analyzing an author's craft

Answer

Option A is correct.

39. A first-grade teacher often uses a simple timeline graphic organizer to scaffold information for students when they are reading social studies texts about historical events or the lives of important people. The teacher's practice is most likely to promote students' development of which of the following disciplinary-literacy skills?

A. recognizing text structures commonly used in social studies

B. identifying discipline-specific text features commonly used in social studies

C. evaluating sources and using evidence in social studies texts

D. distinguishing discipline-specific meanings of words used in social studies and other content areas

Answer

Option A is correct.

Clustered Questions

Use the information below to answer the two questions that follow.

> A first-grade classroom includes several students who are English learners. The teacher is preparing text-dependent prompts to ask students during a read-aloud of the big book *The Napping House* by Audrey Wood. The first set of prompts focuses on establishing the setting of the story. The text describes a house where everyone is sleeping. The illustration shows a granny sleeping in a bed, a cat sleeping on a chair, and a dog sleeping on the floor. It is raining outside the window.

Competency 003—(Oral Language Foundations of Reading Development): Understand foundational concepts, principles, and best practices related to the 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.

40. The teacher wants to align prompts about the setting of the story with the English learners' oral proficiency levels. Which of the following prompts would best align with a student who is at the beginning level of oral language proficiency in English?

A. Describe the setting of the story.

B. Who is sleeping in the room?

C. What is happening outside the house?

D. Point to where everyone is sleeping.

Answer

Option D is correct.

41. As the story progresses, more characters enter the bedroom and pile on the snoring granny to take a nap. The teacher asks students to describe what is occurring on each page. In response to the text and illustrations, one English learner says, "Mouse sleep on cat. Cat sleep on dog." The student's grammar is most typical of an English learner at which of the following levels of English language proficiency?

A. beginning

B. intermediate

C. advanced

D. advanced high

Answer

Option B is correct.

Use the information below to answer the two questions that follow.

> A first-grade teacher conducts a series of phonics lessons with a small group of students. The teacher supports instruction by providing the students with oral reading practice using decodable texts that feature the phonics skill being taught. After providing instruction and guided practice in the target phonics skill, the teacher administers a 10-word oral reading assessment to individual students in the group. The assessment includes target words from the decodable texts the students read as well as new words that are unfamiliar to the students but that require them to use the same phonics skill targeted in the lessons. The data for one student are shown below.

Target Word from Text	Student Reads	Target New Word	Student Reads
lift	lift	left	let
quilt	quit	quest	quet
twist	twit	twink	twik
flap	flap	fled	fled

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

42. The teacher uses the assessment in this scenario for which of the following assessment purposes?

A. monitoring students' progress toward mastery of a reading skill

B. establishing students' baseline performance with respect to a reading skill to be taught

C. determining whether students have achieved grade-level reading skills

D. comparing students' growth with respect to a reading skill before and after instruction

Answer

Option A is correct.

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.

43. Given the student's performance on the assessment, which of the following actions would be most appropriate for the teacher to take *next*?

A. implementing reinforcement activities with the student focused on common consonant digraphs

B. engaging the student in phonemic awareness activities focused on final consonant blends

C. sending home the words the student missed to practice for reading homework

D. transitioning the student to reading long-vowel-pattern words

Answer

Option B is correct.

Use the information below to answer the two questions that follow.

> A second-grade teacher analyzes the summary results of a student's oral reading fluency measure, shown below.
>
> **Book level:** Early second grade
> **Accuracy rate:** 92%
>
> **Error rate:** 1:12 (average of 1 error for every 12 words read)
>
> **Self-correction rate:** 1:6 (average of 1 self-correction for every 6 errors)
>
> After reviewing the summary results, the teacher has a conference with the student. A transcript of part of their conference is shown below.
>
> *Teacher:* I noticed that you used some very good strategies. When you read the word *of* instead of *off*, you could tell it didn't sound right in the sentence, and you fixed it right away. *Of* and *off* look a little alike, but they're not the same. I also noticed that you were thinking about what is happening in the story, and you used that to help decide whether a word you read makes sense. Let's look at this word right here (*pointing to the word* rolls *in the text*). You read *goes*. Let's check the first letter. What is it?
>
> *Student:* It's *r*. Oh! It says *rolls*!
>
> *Teacher:* Yes! When you read *goes*, it made sense, but it didn't sound right. *Rolls* makes sense, and it also sounds right.

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

44. The student-teacher conference described in this scenario best reflects the teacher's awareness of the importance of:

A. using the results of assessments to support students' choices for independent reading through discussions about their interests.

B. providing feedback to students in ways that encourage, support, and motivate them in their reading development.

C. determining students' reading levels in order to support the selection of instructional resources.

D. differentiating reading assessments for individual students in order to assess all students accurately and objectively.

Answer

Option B is correct.

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.

45. Given the information provided, which of the following instructional plans would likely be most effective in improving this student's ability to self-monitor and self-correct while reading?

A. grouping the student with other students who are struggling with self-correcting and then explicitly reteaching skills involved in the process

B. providing peer-to-peer support by grouping the student for reading instruction with students who consistently self-correct

C. grouping the student with other students who are struggling with self-correcting and then having them read and reread lower-level texts

D. providing more opportunities for self-correction by grouping the student with students who are reading at a higher level

Answer

Option A is correct.

Use the information below to answer the two questions that follow.

> Students in a second-grade class have been learning about synonyms. As part of an introduction to the term *antonym*, the teacher reads aloud the book *If You Were an Antonym* by Nancy Loewen. In this book, the author explains what an antonym is and provides many examples of different types of antonyms. After discussing the book with students, the teacher models how to create a semantic map of a word's synonyms and antonyms using a simple two-column format. The teacher writes the word "cold" at the top of the chart and prompts students to help generate words for each column. The teacher encourages the students to think of words from the book the teacher just read aloud as well as from other books the students have recently read in class. An excerpt from their completed chart is shown below.

Target Word: Cold	
Synonyms	**Antonyms**
chilly	hot
freezing	burning
frosty	fiery

Afterward, the teacher supports students in generating similar semantic charts for the vocabulary words that they are studying as part of their current weekly word study.

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.

46. This type of activity benefits students' vocabulary development most directly by:

A. enhancing their ability to engage in self-sustained reading of texts that contain challenging words.

B. promoting their understanding of the relationships between words.

C. facilitating their ability to distinguish between a word's denotative and connotative meanings.

D. helping them analyze an author's craft with respect to word choice.

Answer

Option B is correct.

47. The teacher would like to reinforce this lesson while also promoting the students' knowledge of independent word-learning strategies. The teacher could best address both goals by showing the students how to:

A. apply contextual analysis to determine the meaning of one of the synonyms or antonyms in connected text.

B. apply structural/morphemic analysis to one of the synonyms or antonyms of a target word.

C. use an online etymological dictionary to research the origin of one of the synonyms or antonyms.

D. use print and/or digital resources to search for more synonyms and antonyms of a target word.

Answer

Option D is correct.

Use the information below to answer the three questions that follow.

A second-grade class includes several English learners whose home language is Spanish. For a series of whole-class lessons focused on promoting students' ability to analyze story relationships, the teacher selects the text *Carlos and the Squash Plant* (*Carlos y la planta de calabaza*) by Jan Romero Stevens, which has a side-by-side translation of the story in English and Spanish. In the story, the main character ignores his mother's warning that a squash plant will grow from his ears if he does not wash them, so a squash plant does indeed begin growing from his ear. The teacher invites a parent/guardian to read the Spanish version to the class.

After the story is read-aloud to the students, the teacher conducts an analysis of the story with students with regard to key story elements (e.g., setting, characters, plot, message). The teacher then introduces students to a Somebody-Wanted-Because-But-So-Then chart to facilitate their ability to develop written summaries of the events in a story in a way that conveys story relationships. The prompts in the chart encourage students to consider the plot of a narrative text with regard to the main character's goals, motivations, and related actions.

Students work with a partner to complete the right column of the chart and then develop a written summary of the text. The teacher's anchor model is shown below.

Summarizing Prompt	Model Summary Statement
Somebody wanted...	Carlos wanted to remove the squash plant that was growing from his ear.
Because...	Because he did not want his mother to find out that he had disobeyed her about taking a bath.
But...	But no matter how hard he pulled, he could not remove the squash plant.
So...	So he decided to wear a hat. When the squash plant grew larger, he put on a larger hat.
Then...	Then, when the wind blew the hat away, he finally decided to scrub his ears. This made the squash plant disappear.

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 reading comprehension strategies in order to gain, clarify, and deepen understanding of appropriately complex texts.

48. The read-aloud portion of the lesson best demonstrates the teacher's understanding of the importance of selecting texts for reading instruction that:

A. contribute to students' development of academic vocabulary.

B. provide opportunities for making text-to-text and text-to-world connections.

C. reflect the diversity of the classroom and school communities.

D. ensure students' exposure to multiple genres of literary texts.

Answer

Option C is correct.

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.

49. The teacher observes that some students are having difficulty completing the right side of the blank Somebody-Wanted-Because-But-So-Then chart. Which of the following scaffolding strategies would best help the students use the chart to develop summaries that convey story relationships?

A. having the students retell the story using sequence words (e.g., *first*, *next*, *then*, *after that*, *finally*) before writing a summary

B. adding a text-dependent question next to each of the summarizing prompts (e.g., "Because..." / "Why didn't Carlos want to ask his mother for help?")

C. revisiting the students' general understanding of the story using text-dependent questions at the literal level

D. providing additional graphic organizers, such as a concept map or organizers for cause/effect, problem/solution, and comparison/contrast

Answer

Option B is correct.

50. The teacher differentiates the written-summary portion of the lesson for the English learners by having them practice orally retelling the story before they develop their written summaries. The teacher listens to their retelling and provides them with feedback, coaching, and/or additional instruction, as needed. The transcript of one intermediate English learner's oral retelling of the story is shown below.

> *Student:* Mom say, "Take a bath Carlos." Carlos don't take a bath. The next day a *calabacita* is coming out his ear. He feel scared his mom be mad. He put a hat over the *calabacita*. Then *calabacita* plant get more big, and he try to take it out. Next, he got a more bigger hat. Then, the wind blow away his hat! Finally, he take a bath, and he washing his ears, and he scrubbing hard. Then the *calabacita* go away!

Given this retelling, the teacher could best improve the student's ability to summarize the story in a way that conveys story relationships by providing explicit instruction in which of the following skills?

A. applying comparative suffixes to convey size differences and differences in the intensity of actions

B. changing verbs from the story into past tense to convey that the events already took place

C. incorporating sequence words and phrases to support retelling the story in the correct sequence

D. using causal conjunctions to connect the various events in the story in a logical manner

Answer

Option D is correct.

Section 5: Sample Constructed-Response Question Science of Teaching Reading (293)

General Directions

This question requires you to demonstrate your knowledge of the subject area by providing an in-depth written response. Read the question carefully before you begin to write your response to ensure that you address all components. Think about how you will organize what you plan to write.

The final version of your response should conform to the conventions of standard English. Your written response should be your original work, written in your own words, and not copied or paraphrased from some other work. You may, however, use citations when appropriate.

Exhibits for the constructed-response question will be presented in a tabbed format on the computer-administered test. You will have the ability to move between exhibits by clicking on the tab labels at the top of the screen.

An on-screen answer box will be provided on the computer-administered test. The answer box includes a white response area for typing your response, as well as tools along the top of the box for editing your response. A word counter that counts the number of words entered for the response is also provided in the lower left corner of the box. Note that the size, shape, and placement of the answer box will depend on the content of the assignment.

Sample Assignment

Use the information in the exhibits to complete the assignment that follows.

This assignment focuses on a first-grade student named Daniel, who is six years old. His primary language is English. The assessment data in the exhibits were collected during the first six weeks of the school year. The level of each assessment was selected based on Daniel's previous assessment results.

Using your knowledge of reading pedagogy and the developmental progression of foundational reading skills and reading comprehension as described in the Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading (ELAR), analyze the information provided and write a response of approximately 400–600 words in which you:

- identify one significant need that the 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]), citing specific evidence from the exhibits, particularly the Word-Reading Assessment, Passage-Reading Assessment, and Fluency Data, to support your analysis;
- describe one appropriate, effective instructional strategy or activity that would address the student's need you identified related to foundational reading skills and help the student achieve relevant grade-level standards;
- identify one significant need that the 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), citing specific evidence from the exhibits, particularly the Comprehension Assessment, to support your analysis;
- describe one appropriate, effective instructional strategy or activity that would address the need you identified related to the student's reading comprehension and help the student achieve relevant grade-level standards; and

- explain why each of the instructional strategies or activities you described would be effective in addressing the needs you identified and in helping the student achieve grade-level reading standards as described in the TEKS for ELAR.

Be sure to cite evidence from all four exhibits in your response.

Exhibit 1

For this assessment, the teacher met with individual students and asked them to read aloud from several word lists of increasing complexity. As a student read each word, the teacher made a record of the student's performance by using check marks to indicate words that the student read accurately and automatically and using simplified phonetic transcription to record any errors. This assessment was timed and the student had to respond accurately within three seconds. Below are some of the words in the assessment, followed by the teacher's record for Daniel.

Target Word	Student Reads
bath	✓
dump	[bŭmp]
chins	✓
well	✓
pond	[bŏnd]
junk	✓
quite	[kwĭt]
swish	✓
flute	[flŭt]
drone	✓
spark	✓
grapes	✓

Exhibit 2

Play video in new window.

Video Functionality on the Computer-Administered Test

When you are ready to play the video for the constructed-response question on the computer-administered test, you will put on your headset and click the "Video" button.

A pop-up window will appear. The pop-up window can be resized and/or repositioned on your screen so the video can be viewed while viewing the other exhibits and completing your response. You can then select the button on the video display box to start the video. You may pause, stop, and replay the video as necessary using the controls on the video display box.

For this assessment, the teacher met with individual students and asked them to read aloud a short passage. The teacher read aloud the title of the passage to Daniel before prompting him to begin reading. The title of the passage is "Car Race in the Sandbox."

Reading Passage

> Mom and Kim and Jack are in the park. Mom sits on a swing. The kids pile up sand in the sandbox.
>
> "Nice hill," says Mom.
>
> "It is not a hill," says Kim.
>
> "Time to pack up!" says Mom.
>
> "Oh, no!" says Jack.

> Mom looks. The hill has a wide path. Two little cars sit on top. The hill is a ramp!
> Mom grins. "I see," she says. "Get set! One, two, three, go!"

Exhibit 3

Daniel's teacher met with individual students to administer assessments in letter-naming fluency, phonemic segmentation fluency, and nonsense word fluency (decoding words that are not real). Daniel's scores are shown below, along with a brief description of each assessment and notes from the teacher.

Assessment	Score	Fall Benchmark
Letter-Naming Fluency (LNF)	50	55+
Phonemic-Segmentation Fluency (PSF)	42	39+
Nonsense Word Fluency (NWF)	8	10+
LNF. A student is presented with randomly ordered uppercase and lowercase letters on a page. The student identifies as many letters as possible in one minute.		
PSF. A student is orally presented with a 3- or 4-phoneme word and must segment the word into its individual phonemes. The student segments as many words as possible in one minute. Each correctly segmented phoneme scores one point (e.g., *mop* segmented as /m/ /ŏ/ /p/ would score 3 points, whereas *mop* segmented as /m/ [ŏp] would score only 1 point).		
NWF. A student is presented with a list of words that are not real. Each word is made up of phonics elements that students should be able to decode by the beginning of first grade. The student decodes as many of the words as possible in one minute.		
Notes: On the LNF assessment, Daniel identified b, d, l, n, p, q, and u each incorrectly once and correctly once. He made no errors on uppercase letters.		

Exhibit 4

For this assessment, the teacher read aloud the following passage to Daniel.

> When you think of farmers, think of food!
>
> There are many kinds of farms. Some farms have cows. Milk and cream come from cows. Some farms have pigs, sheep, chickens, or goats. Farmers raise animals for meat, milk, eggs, or wool. Some farmers grow crops, like corn, beans, and wheat. Some farmers grow fruit trees or nut trees.

> Growing crops takes many steps. First, farmers plan what to grow. Next, they must make the soil ready and plant seeds. Crops have to grow for months. Farmers have to keep checking them. They must give crops what they need to grow well. Last, farmers harvest crops and sell them. Then they start again!

After reading aloud the passage to Daniel, the teacher asked him some questions about the passage. A transcript of their conversation is shown below.

Teacher: What is this passage about?

Daniel: Farmers.

Teacher: What did it say about farmers?

Daniel: They grow lots of things!

Teacher: Uh huh. Like what?

Daniel: Milk and stuff. Fruit. Oranges.

Teacher: Tell me in your own words what you learned in the passage.

Daniel: Well . . . farmers grow stuff. They have lots and lots of animals. And they grow . . . stuff.

Teacher: What are some ways the passage says that farms can be different?

Daniel: I'm not sure. (*Pausing to think*) Maybe they could grow different stuff?

Teacher: That's right, Daniel. The farmers could grow different crops like corn and beans. What are some other crops the author talks about in the passage?

Daniel: Mmm . . . different things. Corn? And fruit? Oranges?

Teacher: Anything else?

Daniel: A lot.

Teacher: The second part of the passage starts like this: (*rereading from the passage*) "Growing crops takes many steps." Tell me about the steps farmers take to grow crops.

Daniel: Well, they plant seeds. And they have to water them. And then, I think, they sell them?

Teacher: Did the passage mention any other steps?

Daniel: Yeah.

Teacher: What other steps?

Daniel: They start again!

Sample Responses and Rationales

Score Point 4

Daniel demonstrates a significant need in word-reading accuracy, the foundation of reading fluency. Daniel's performance on the Word-Reading and Passage-Reading assessments demonstrates that he can decode closed-syllable (CVC, CCVC, CVCC) words with digraphs and blends, which is aligned with the TEKS for entering first graders. He decodes silent-*e* (CVCe) words inconsistently, reading about half correctly, again aligned with the TEKS for entering first graders. Finally, his results on the Phonemic-Segmentation Fluency Assessment is above the fall benchmark. So, Daniel's difficulty with word-reading accuracy doesn't seem to be caused by limited phonics knowledge or phonemic awareness, but rather by not attending closely to all letters in a word. More often than not, Daniel's errors reflect lack of automaticity reading visually similar letters (e.g., *dump/ bump; pond/bond, pile/pull, wide/wipe*). His (below-benchmark) performance on the Letter-Naming Fluency Assessment included the same pattern of errors as his word-reading performance.

At Daniel's stage of reading development (transitioning to the full-alphabetic phase), the teacher should address his accuracy/automaticity issues with letters at the word level. The teacher should use a two-part instructional approach: have Daniel read word chains that include words containing target letters that are not automatic (e.g.*, bump, dump, lump, slump, clump, clamp, clam, slam, slap, slop, slob, snob*); and provide one-on-one error correction as Daniel reads word chains and appropriate-level decodable texts. The teacher should present explicit, corrective feedback that prompts Daniel to think consciously about his errors. For example, if he reads *bump* for *dump*, the teacher would cover the letter *d* and ask, "If this word said *bump*, what letter would you expect here?" If he answered "*b*," then the teacher would uncover the *d* and say, "But this letter is a *d*, so what does this word say?"

Daniel demonstrates a significant need in reading comprehension related to identifying the central idea and supporting details in a text. In Exhibit 4, Daniel remembers a limited number of details after listening to the text read aloud by his teacher. His response to the teacher's prompt, "Tell me in your own words what you learned in the passage," was vague. He also mentions oranges twice in his responses, even though they are never mentioned in the text. He understands the central idea in the title but misses that the first paragraph is about different types of farms. And he doesn't use the text's structure to gain meaning ("There are many kinds ... Some ... Some ... Some ... Some ..."). Regarding the second paragraph, Daniel recounts the steps that he remembers in the correct order but omits many steps from the text.

The teacher should construct a two-column chart with Daniel, with the two main ideas of the passage as column headers ("There are many kinds of farms," "Growing crops takes many steps."). The teacher would read the passage aloud again and use text-dependent questions to prompt Daniel to listen for key details that they would enter under each header.

The word-chaining strategy would be effective in improving Daniel's accuracy reading words containing target letters because it requires him to attend carefully to all letters in a word to determine which letter has changed. Corrective-feedback builds Daniel's skill in applying letter-sound relationships when decoding. Meanwhile, frequent practice reading isolated words and decodable texts promotes automaticity. The two-column chart strategy would be effective in improving Daniel's reading comprehension by addressing his ability to identify a text's key details. This strategy is highly effective because it sets a purpose for listening to or reading the text. Using text-dependent questions promotes rereading to find supporting details that facilitate comprehension of the text's message.

Rationale for the Score of 4

The "4" response reflects a thorough understanding of the relevant content knowledge and skills. The response fully addresses all parts of the assignment and demonstrates an accurate, highly effective application of the relevant content knowledge and skills. The response provides strong, relevant evidence, specific examples, and well-reasoned explanations.

Completion: Notice that each of the five tasks presented in the assignment are answered completely, in the order presented in the prompt. The response fully described and explained a significant need Daniel demonstrated related to foundational reading skills and a significant need related to reading comprehension, citing relevant evidence from the exhibits provided. The candidate fully described developmentally appropriate instructional strategies that effectively target Daniel's needs using professional knowledge and evidenced-based support in a sequential, logical manner. The response then offers sound rationales for why the strategies will be effective, reflecting appropriate knowledge of reading pedagogy and the TEKS.

Application of Content: The response demonstrates an accurate, highly effective application of the relevant content knowledge and skills. Notice how the candidate demonstrates a thorough understanding of how to interpret data from the assessments, accurately citing evidence of what Daniel can and cannot do to support the interpretation given *("So, Daniel's difficulty with word-reading accuracy doesn't seem to be caused by limited phonics knowledge or phonemic awareness, but rather by not attending closely to all letters in a word.")*. The response identifies appropriate instructional strategies to pinpoint Daniel's specific needs. *("At Daniel's stage of reading development [transitioning to the full-alphabetic phase], the teacher should address his accuracy/automaticity issues with letters at the word level.")* The response provides a strong explanation of why these specific strategies are effective. The candidate demonstrates knowledge of the TEKS, reading development, and research-based reading pedagogy in the descriptions of the student's needs, the lesson, and the explanations of why the instructional strategies would be effective. *("He decodes silent-e [CVCe] words inconsistently, reading about half correctly, again aligned with the TEKS for entering first graders." ... "The word-chaining strategy would be effective in improving Daniel's accuracy reading words containing target letters because it requires him to attend carefully to all letters in a word to determine which letter has changed." ... "This strategy is highly effective because it sets a purpose for listening to or reading the text ... promotes rereading to find supporting details that facilitate comprehension of the text's message.")* The lessons are developmentally appropriate for Daniel's age and designed to meet his specific needs.

Support: The response provides strong, relevant evidence, specific examples, and well-reasoned explanations. The candidate used specific evidence from each exhibit to identify Daniel's needs. Each strategy is clearly presented with specific supporting details for each step. The rationale for each strategy reflects sound reasoning and evidence of pedagogical knowledge.

Score Point 2

One significant need that Daniel demonstrates related to foundational reading skills is phonics skills. For example, he said *pull* for *pile* and *grits* for *grins* and misidentified letters *(bump/dump, bond/pond).* These mistakes are phonics in nature. Daniel also has difficulty with letter naming and nonsense word fluency. These errors interfere with his reading fluency because he pauses to decode words. The key components of fluency are rate and prosody, which Daniel doesn't achieve because he has difficulty decoding. This is an important need to address because reading fluency is a foundational skill needed to develop reading comprehension.

One appropriate instructional strategy to help Daniel improve his fluency is to provide him with direct phonics instruction. For example, Daniel said *pick* for *pack*. To address this the teacher should begin by reviewing all five short vowels (ă, ĕ, ĭ, ŏ, and ŭ) and using short-vowel letter cards to provide Daniel with practice saying the correct letter when prompted with a card. The teacher can then move on to teaching him simple words containing short vowels, such as *cat, pet, bin, top,* and *cup.* The teacher can also use letter tiles in which the vowel tiles are a different color than the consonant tiles to further help Daniel notice a word's vowels. The teacher can use the letter tiles to model how to "touch and say" the sounds in simple words such as *lip*. The teacher names each letter while pointing to the respective letter tiles (e.g., pointing to the *l* tile and saying "el," then the *i* tile and saying "eye," and finally the *p* tile and saying "pea"). Then, the teacher says the whole word.

Afterward, the teacher will have Daniel "touch and say" the letters in other simple words with short vowels. Lastly, the teacher will give Daniel a decodable book to read that focuses on short vowels to let him apply his new phonics skills in a text.

One significant need that Daniel demonstrates in reading comprehension is listening comprehension deficits. For example, in the Passage-Reading Assessment, Daniel made errors in his oral reading (*grits* for *grins* and *pick* for

pack) that changed the meaning of the story, but he did not self-correct. When the teacher read an excerpt and asked him questions, it is very clear that he was not paying close attention because he was not able to answer the questions correctly.

The teacher should model how to use a story map. As the teacher reads aloud the passage, Daniel will fill in the story map. Who is the story about? Where did the story take place? What is the problem? How was it resolved? When he has finished, Daniel will read aloud his story map to the teacher. Story maps are effective tools to organize information about a story.

Direct phonics instruction will help Daniel not have to pause to decode. The "touch and say" strategy is effective because it targets Daniel's needs and helps him to recognize letters and to increase his fluency, which again is key in developing reading comprehension. It also improves spelling and will help Daniel achieve grade-level reading standards as described in the TEKS for ELAR. The gradual release of responsibility approach described in the phonics instruction is also effective because it moves Daniel from guided to independent application of the skills. Teaching Daniel to use a story map will lead to improved reading comprehension because it is developmentally appropriate for a student at the beginning of first grade.

Rationale for the Score of 2

The "2" response reflects a limited understanding of the relevant content knowledge and skills. The response partially addresses some of the parts of the assignment and demonstrates a limited application of the relevant content knowledge and skills, including limited or no knowledge of relevant TEKS. The response provides limited evidence, and examples or explanations, when provided, are only partially appropriate.

Completion: The response addresses at least some parts of the prompt, unlike a general score "4" or "3," which would address all the parts of the response. This response attempts to use the assessments to identify significant needs from the exhibits but provides an incomplete analysis *("These mistakes are phonics in nature"*—What specific phonics elements do the errors represent?*)* or no analysis, just restating the results of the Letter-Naming Fluency and Nonsense Word Fluency assessments. The candidate's strategies to address the student's needs are present, although inaccurate; however, the candidate's explanations for why the lessons would be effective are either vague *("because it targets Daniel's needs"),* unsupported *("It also improves spelling and will help Daniel achieve grade-level reading standards as described in the TEKS for ELAR"*—How would it improve spelling? How would it help Daniel achieve grade-level TEKS for ELAR?*)*, or based on general pedagogy *("gradual release of responsibility approach")* rather than on reading pedagogy.

Application of Content: As you read the response, note the lack of accurate, current application of professional knowledge about teaching reading. The response demonstrates a partially accurate, limited application of the relevant content knowledge and skills. For example, the response identifies rate and prosody as *"the key components of fluency"* but omits accuracy, which is the component of fluency most directly affecting Daniel's reading performance. Notice how the response repeats information from the exhibits but does not provide complete interpretations of the data presented.

In the second paragraph, the response focuses on one error the student made *(*reading *pick for pack)* rather than identifying a significant pattern of errors across all the exhibits related to foundational reading skills. As a result, an inaccurate conclusion, that Daniel has difficulty with short vowels, is addressed, even though in the exhibit Daniel immediately corrected this error. The description of the strategy to address this misidentified need then begins with the "touch and say it" phonemic awareness activity. However, the description demonstrates a limited understanding of the activity, and it turns into a letter-naming activity instead. This differs greatly from the accuracy and strong pedagogical knowledge that is demonstrated in a "4" or "3" response.

The response identifies listening comprehension as a comprehension need, but the supporting evidence cited is limited and vague. *("He was not able to answer the questions correctly.")* The response again cites an inaccuracy, *"he did not self-correct."* Since the passage is non-fiction, the use of a story map is not appropriate or highly effective. The description of the story map activity is missing key steps, leaving out the necessary teacher support. The explanation

highlights the importance of using a gradual release of responsibility approach during instruction, rather than providing an explanation that is based on reading pedagogy and grounded in the TEKS for English Language Arts and Reading.

Support: Notice how the response provides limited evidence; and examples or explanations, when provided, may be only partially appropriate. The response supports assertions with limited evidence from the exhibits provided. For example, there is only partial support provided to justify the assertion that Daniel needs instruction in short vowels, and it is based on one error rather than on a clear pattern of errors across exhibits. The identified needs, strategies, and explanation are partially described, include inaccuracies, and represent limited knowledge of reading development or relevant reading pedagogy.

The explanations for the strategies' effectiveness are limited, reflect weak reasoning, and are based more on general pedagogy than on reading pedagogy.

Performance Characteristics

The rubric created to evaluate your response to the constructed-response question is based on the following criteria:

Completion	The degree to which the candidate completes the assignment by responding to each specific task in the assignment.
Application of Content	The degree to which the candidate applies the relevant knowledge and skills to the response accurately and effectively.
Support	The degree to which the candidate supports the response with appropriate evidence, examples, and explanations based on the relevant content knowledge and skills.

Score Scale

The four points of the scoring scale correspond to varying degrees of performance.

Score Point	Score Point Description
4	The "4" response reflects a thorough understanding of the relevant content knowledge and skills. • The response fully addresses all parts of the assignment. • The response demonstrates an accurate, highly effective application of the relevant content knowledge and skills. • The response provides strong, relevant evidence, specific examples, and well-reasoned explanations.
3	The "3" response reflects a general understanding of the relevant content knowledge and skills. • The response addresses most or all parts of the assignment. • The response demonstrates a generally accurate, effective application of the relevant content knowledge and skills. • The response provides sufficient evidence, some examples, and generally sound explanations.

2	The "2" response reflects a limited understanding of the relevant content knowledge and skills. • The response addresses at least some of the parts of the assignment. • The response demonstrates a partially accurate, partially effective application of the relevant content knowledge and skills. • The response provides limited evidence, and examples or explanations, when provided, may be only partially appropriate.
1	The "1" response reflects little or no understanding of the relevant content knowledge and skills. • The response addresses, few, if any, parts of the assignment. • The response demonstrates a largely inaccurate, ineffective application of the relevant content knowledge and skills. • The response provides little to no evidence, and if provided, examples or explanations are weak or inappropriate.
U	The response is unscorable because it is unreadable, not written to the assigned topic, written in a language other than English, or does not contain a sufficient amount of original work to score.
B	There is no response to the assignment.