
**NEW YORK STATE TEACHER
CERTIFICATION EXAMINATIONS™**

**FIELD 65: LITERACY
TEST FRAMEWORK**

June 2003

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Subarea

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Foundations of Literacy
Reading Instruction and Assessment
The Role of the Literacy Professional
Reading Instruction and Assessment: Constructed-Response Assignment

The New York State literacy teacher has the knowledge and skills necessary to teach effectively in New York State public schools. The literacy teacher understands theories of literacy acquisition and development and recognizes that individual students progress at different rates and in different ways. The literacy teacher understands that literacy skills—reading, writing, listening, and speaking—are interrelated and mutually reinforcing. The literacy teacher understands assessment principles and practices, and recognizes the importance of basing literacy instruction on ongoing assessment of students' strengths and needs. The literacy teacher understands language processes and knows how to design effective reading instruction for all students, including English language learners and students with reading difficulties. Finally, the literacy teacher understands how to collaborate with school staff and other members of the educational community to design and enhance literacy programs that foster student growth and interest in all aspects of literacy.

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SUBAREA I—FOUNDATIONS OF LITERACY

0001 Understand theories of literacy acquisition and development.

For example:

- identifying models of literacy (e.g., top-down, bottom-up, interactive, transactive) and how they connect to literacy assessment and instruction
- recognizing that written language is a symbolic system
- recognizing reading as an interactive process in which the reader constructs meaning through interactions with the text and the reading situation
- recognizing the role of metacognition in reading, writing, listening, and speaking
- demonstrating knowledge of emergent literacy and developmental stages of literacy acquisition
- demonstrating knowledge of first- and additional-language acquisition and the interrelation of language acquisition and literacy
- recognizing the impact of physical, perceptual, emotional, social, cultural, environmental, and intellectual factors on learning, language development, and reading acquisition

0002 Understand the relationships among reading, writing, listening, and speaking.

For example:

- recognizing the interrelation among reading, writing, listening, and speaking in literacy acquisition and development
- recognizing how to apply knowledge of the relationships among reading, writing, listening, and speaking to reinforce the literacy acquisition and development of students with diverse strengths and needs
- recognizing how to apply knowledge of the relationships among reading, writing, listening, and speaking to help students gain information and improve understanding
- recognizing how to apply knowledge of the relationships among reading, writing, listening, and speaking to enhance students' critical analysis and evaluation skills
- recognizing how to apply knowledge of the relationships among reading, writing, listening, and speaking to enhance students' skills in literary response, social interaction, cultural awareness, and personal expression

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0003 Understand individual differences in literacy development.

For example:

- recognizing how individual differences among students influence their literacy development
- recognizing how diverse factors (e.g., developmental, linguistic, emotional, cultural, environmental) may affect literacy development
- demonstrating knowledge of instructional strategies to address the literacy strengths and needs of individual students based on the results of ongoing assessment
- demonstrating knowledge of principles for diagnosing reading difficulties
- demonstrating knowledge of strategies to promote the literacy development of all students, including those with reading difficulties
- demonstrating knowledge of English as a Second Language (ESL) methodologies to support the literacy development of students who are English language learners

0004 Understand formal and informal techniques for assessing literacy skills.

For example:

- recognizing the importance of using a variety of literacy assessments that are developmentally appropriate and that provide multiple indicators of student progress on an ongoing basis
- demonstrating awareness of the characteristics of standardized tests and other formal literacy assessments (e.g., norm-referenced tests, criterion-referenced tests, constructed-response measures, portfolio-based assessments, use of rubrics)
- demonstrating awareness of the characteristics of informal assessments of literacy skills (e.g., informal reading inventories, miscue analyses, anecdotal notes, student retellings, student writing)
- recognizing how to select and administer formal and informal assessments of literacy skills

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0005 Understand how to use and communicate the results of literacy assessments.

For example:

- recognizing how to analyze the results of formal and informal assessments to plan and improve literacy instruction for all students
- analyzing data from literacy assessments to determine whether a student is below, at, or above expected performance standards
- using evidence from literacy assessments to help identify students who need additional support beyond the classroom to address difficulties in one or more areas of literacy development
- demonstrating knowledge of effective methods for communicating the results of literacy assessments to students, teachers, administrators, parents, and other community members
- using knowledge of students' independent, instructional, and frustration levels of reading to provide students with appropriate texts

SUBAREA II—READING INSTRUCTION AND ASSESSMENT

0006 Understand phonological and phonemic awareness.

For example:

- recognizing the role of phonological and phonemic awareness in the development of reading proficiency
- demonstrating knowledge of skills associated with phonological awareness (e.g., the ability to distinguish syllables in spoken words) and phonemic awareness (e.g., the ability to segment a word into phonemes and to blend phonemes)
- identifying instructional strategies for promoting and assessing students' phonological and phonemic awareness
- identifying developmentally appropriate methods of individual and group instruction for promoting phonological and phonemic awareness

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0007 Understand the development of concepts of print.

For example:

- recognizing the relationship between concepts of print and the development of other skills associated with emergent literacy
- analyzing the development of children's understanding that print carries meaning and that written language corresponds to spoken language
- demonstrating knowledge of skills associated with concepts of print (e.g., book-handling skills, the ability to track print, the ability to recognize letter shapes, the ability to distinguish between letters and words)
- identifying strategies for promoting and assessing students' understanding of concepts of print

0008 Understand the development and application of phonics skills.

For example:

- recognizing how emergent readers develop an understanding of the alphabetic principle
- demonstrating knowledge of strategies for promoting and assessing students' knowledge of letter-sound correspondence in isolation and in meaningful text
- identifying instructional strategies to help students develop letter-sound correspondence, blend letter sounds, and apply decoding skills in connected text
- demonstrating knowledge of strategies to promote and assess students' knowledge of phonics generalizations and use of graphophonic cues to decode unfamiliar words in connected text
- recognizing the relationship between spelling skills and knowledge of phonics, as applied to reading and writing
- recognizing the role of decoding skills in the development of rapid, automatic word recognition and reading comprehension

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0009 Understand a variety of word identification strategies.

For example:

- demonstrating knowledge of word identification strategies in the development of reading proficiency
- demonstrating knowledge of techniques for promoting and assessing students' use of word identification strategies and word analysis skills in addition to phonics
- recognizing how to apply techniques of structural analysis (e.g., identification of common base words, word roots, prefixes, suffixes)
- recognizing how syllabication can assist readers in identifying unfamiliar words
- demonstrating knowledge of instructional strategies for using semantic and syntactic cues to identify unfamiliar words and verify word meanings
- identifying strategies for helping students develop automatic recognition of high-frequency sight words with regular and irregular spellings

0010 Understand the development of vocabulary knowledge and skills.

For example:

- demonstrating knowledge of the relationship between vocabulary skills and reading comprehension
- demonstrating knowledge of the relationship between oral vocabulary development and the recognition of words in print
- demonstrating knowledge of Greek and Latin words and words from other languages that form common word roots in English
- identifying strategies for building and extending students' vocabulary knowledge (e.g., linking new vocabulary to concrete experiences, selecting vocabulary words that are conceptually related, providing opportunities for students to read extensively and to apply their vocabulary knowledge in new contexts)
- identifying strategies for teaching and assessing vocabulary skills

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0011 Understand reading comprehension skills and strategies.

For example:

- demonstrating knowledge of methods to develop and assess students' literal, inferential, and evaluative comprehension
- demonstrating knowledge of factors that influence reading comprehension (e.g., vocabulary, reading rate and fluency, prior knowledge and experience, interest, familiarity with genres)
- recognizing strategies for activating knowledge and extending concepts related to the text
- identifying instructional techniques for helping students apply metacognitive strategies to monitor their comprehension
- identifying ways to help students apply comprehension strategies (e.g., predicting, questioning, visualizing, summarizing, discussing) to construct meaning before, during, and after reading
- identifying instructional strategies for promoting and assessing students' literary response and analysis skills

0012 Understand reading skills associated with content-area literacy.

For example:

- demonstrating knowledge of strategies for promoting and assessing comprehension of content-area texts (e.g., previewing, summarizing, identifying key words) to promote learning across the curriculum
- demonstrating knowledge of instructional strategies to help students identify and analyze common patterns of organization in expository texts (e.g., chronological, enumerative, comparison/contrast, cause/effect)
- recognizing how to help students utilize an appropriate reading rate depending on the purpose and difficulty of the material (e.g., skimming, scanning, in-depth reading)
- identifying strategies for helping students use text features (e.g., headings and subheadings, index, glossary) and interpret graphic features (e.g., charts, maps) in content-area materials
- recognizing ways to help students draw on background knowledge to understand content-area texts

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0013 Understand the development of effective study skills.

For example:

- demonstrating knowledge of strategies for promoting and assessing students' ability to locate, select, and use information from a variety of print, nonprint, and electronic reference sources
- identifying study skills to help students organize, analyze, and recall information (e.g., semantic maps and other graphic organizers)
- demonstrating knowledge of effective strategies for note-taking and outlining
- identifying effective test-taking strategies for student use

0014 Understand the role of oral and written language in the development of reading proficiency.

For example:

- demonstrating knowledge of the uses of oral language to promote and assess reading development (e.g., oral retellings, read-alouds, language play, discussions, questioning)
- demonstrating knowledge of the uses of written language to promote and assess comprehension of literary and expository texts (e.g., written retellings, journal writing, summary writing, semantic mapping)
- recognizing the relationship between fluent oral reading and reading comprehension
- demonstrating knowledge of techniques for promoting students use of oral and written language structures and conventions (e.g., spelling, grammar, usage, punctuation, capitalization) associated with standard American English
- identifying strategies for helping students understand similarities and differences between oral and written language structures

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0015 Understand strategies for promoting the reading development of students with reading difficulties.

For example:

- distinguishing between typical patterns of reading development and patterns associated with reading difficulties or disabilities
- demonstrating awareness of current research about the causes of reading difficulties and effective practices for promoting the reading development of students with reading difficulties
- demonstrating awareness of procedures for gathering, analyzing, and using assessment data to plan effective instruction for students with reading difficulties
- recognizing ways to monitor the effectiveness of individual and group interventions for students with reading difficulties
- recognizing how to collaborate with teachers and other school personnel (e.g., staff responsible for special education services and academic intervention services [AIS]) to address the needs of students with reading difficulties

SUBAREA III—THE ROLE OF THE LITERACY PROFESSIONAL

0016 Understand how to organize effective literacy environments and to manage literacy programs.

For example:

- identifying the components of a balanced, comprehensive literacy program
- demonstrating knowledge of strategies for creating and enhancing literate environments that foster student growth and lifelong interest in all aspects of literacy
- recognizing how to promote literacy across the curriculum by integrating the language arts in all content areas
- recognizing how to plan and manage literacy programs to address the needs of individual students
- demonstrating awareness of instructional and informational technologies to support literacy programs

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0017 Understand curriculum development and instructional planning for literacy programs.

For example:

- demonstrating knowledge of principles, procedures, and issues involved in designing and implementing a literacy curriculum
- demonstrating knowledge of strategies for planning literacy instruction based on expected performance standards
- identifying instructional strategies to promote students' literacy development (e.g., using flexible grouping strategies, implementing timely interventions)
- demonstrating awareness of strategies for evaluating and improving the literacy curriculum

0018 Understand how to select and use diverse instructional materials to promote literacy development.

For example:

- identifying strategies for selecting diverse (e.g., multicultural) classic and contemporary literature for children and young adults
- recognizing ways to select and evaluate a variety of instructional materials to promote the reading, writing, listening, and speaking skills of all students
- demonstrating awareness of the uses of technology-based literacy materials
- recognizing ways to select texts, trade books, and other materials to motivate students to read widely for information, pleasure, and personal growth
- recognizing ways to help students develop selection criteria for independent reading in the classroom and at home
- demonstrating awareness of criteria for selecting high-quality literature in a variety of genres

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0019 Understand how to collaborate and communicate with colleagues, parents, caregivers, and members of the educational community to promote students' literacy development.

For example:

- demonstrating awareness of ways to collaborate effectively with school personnel, parents, caregivers, and community members to address the literacy needs of all students
- recognizing how to promote collegiality with other literacy professionals through regular conversations and consultations about issues relating to literacy
- demonstrating knowledge of strategies for communicating information about the literacy program to colleagues, parents, caregivers, policymakers, the media, and the community
- recognizing how to interpret research about literacy instruction and communicate findings to colleagues and the wider community

0020 Understand professional responsibilities of literacy professionals.

For example:

- recognizing the benefits of engaging in an ongoing program of personal professional development related to literacy instruction
- identifying ways to collaborate effectively with colleagues to promote professional development and to meet the literacy needs of all students
- demonstrating awareness of professional organizations and resources that support professional development related to literacy instruction
- recognizing how to reflect on one's practice as a literacy professional and adjust teaching performance based on self-assessment
- demonstrating awareness of ethical professional behavior

SUBAREA IV—READING INSTRUCTION AND ASSESSMENT: CONSTRUCTED-RESPONSE ASSIGNMENT

The content to be addressed by the constructed-response assignment is described in Subarea II, Objectives 06–15.