

**CERTIFICATION EXAMINATIONS
FOR OKLAHOMA EDUCATORS™ (CEOE™)**

OKLAHOMA SUBJECT AREA TESTS™ (OSAT™)

**FIELD 015: READING SPECIALIST
TEST FRAMEWORK**

July 2013

Subarea	Range of Competencies
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IV. Role of the Reading Professional	0023–0027

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OKLAHOMA SUBJECT AREA TESTS™ (OSAT™)

FIELD 015: READING SPECIALIST TEST FRAMEWORK

- I. Foundational Knowledge
- II. Instruction
- III. Assessment, Diagnosis, and Evaluation
- IV. Role of the Reading Professional

SUBAREA I—FOUNDATIONAL KNOWLEDGE

Competency 0001

Apply knowledge of the linguistic foundations of reading.

The following topics are examples of content that may be covered under this competency.

- Relate knowledge of principles and issues of major theories of language development to students' reading development and to reading instruction.
- Apply knowledge of language systems (i.e., phonology, morphology, semantics, syntax, orthography) to understand the literacy needs of students, including students who are struggling readers and/or who have diverse linguistic backgrounds, and to promote students' reading development.
- Distinguish interrelationships between first-language acquisition, second-language acquisition, and literacy development (e.g., positive transfer of literacy skills from the primary language to a new language).
- Analyze oral language foundations of reading development.

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Competency 0002

Apply knowledge of the foundations of reading instruction.

The following topics are examples of content that may be covered under this competency.

- Interpret major trends and movements in the history of reading instruction, including major philosophies of and approaches to reading instruction.
- Distinguish current, research-based practices in reading instruction, including essential components of a research-based reading program (e.g., phonemic awareness, phonics, fluency, vocabulary, comprehension) and analyze interrelationships between the components.
- Apply knowledge of reading as a process of constructing meaning through dynamic interaction between the reader, the text, and the context of the reading situation.
- Analyze connections between reading and writing (e.g., reciprocity between decoding and encoding) and the instructional implications of these connections.
- Analyze conditions and experiences that support the emergence of literacy.

Competency 0003

Analyze how different factors (e.g., cultural, linguistic, developmental, environmental, social) may affect reading development and reading instruction.

The following topics are examples of content that may be covered under this competency.

- Analyze individual factors (e.g., physical, emotional, developmental) that may affect learners' reading development.
- Analyze factors involving home and community that influence reading development, including cultural and linguistic factors and the impact of urban, suburban, and rural environments on an individual learner's culture, language, and learning to read.
- Analyze ways in which diversity influences the reading development of all learners and how diversity can be used to strengthen a literate society.
- Analyze ways in which students' reading development relates to issues of equity, including strategies for advocating for and promoting equity with respect to the reading program and students' reading development.

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SUBAREA II—INSTRUCTION

Competency 0004

Apply knowledge of instructional strategies and techniques used in effective reading instruction.

The following topics are examples of content that may be covered under this competency.

- Apply knowledge of research-based components of effective reading instruction (e.g., explicit explanation, modeling, scaffolding, guided and independent practice).
- Apply knowledge of a wide range of research-based instructional strategies for promoting students' motivation to read and improve their reading skills.
- Apply knowledge of a wide range of research-based instructional strategies for increasing students' interest in and enjoyment of reading.
- Apply knowledge of instructional grouping options (e.g., whole-class instruction, cooperative learning groups, flexible grouping, differentiated instruction, individual instruction, peer tutoring) and their uses in developing students' reading competence.
- Apply strategies for helping all students learn to read successfully.

Competency 0005

Analyze the role of concepts of print, the alphabetic principle, and letter recognition in reading development and apply strategies for promoting students' knowledge and skills in these areas.

The following topics are examples of content that may be covered under this competency.

- Apply knowledge of skills associated with concepts of print, the alphabetic principle, and letter recognition (e.g., book-handling skills; the ability to understand that print carries meaning; the ability to recognize the directionality of print; the ability to track print; the ability to distinguish letters, words, and sentences) and the role of these skills in reading development.
- Apply knowledge of a wide range of research-based instructional practices and strategies to promote students' understanding of concepts of print and the development of letter knowledge.
- Analyze the role of developmental writing (i.e., students' use of phonetic spelling) in promoting and reinforcing students' understanding of the alphabetic principle.

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Competency 0006

Analyze the role of phonological and phonemic awareness in reading development and apply strategies for promoting phonological and phonemic awareness skills.

The following topics are examples of content that may be covered under this competency.

- Distinguish between phonological awareness (i.e., the awareness that oral language is composed of smaller units such as spoken words and syllables) and phonemic awareness (i.e., the ability to distinguish the individual sounds of a spoken word).
- Analyze the role of phonological and phonemic awareness at different stages in students' reading development.
- Apply knowledge of a wide range of research-based instructional practices and strategies for promoting students' phonological and phonemic awareness skills (e.g., discriminating onsets and rimes, segmenting a word into phonemes, blending phonemes to form a word).

Competency 0007

Analyze the role of phonics and word recognition in reading development and apply strategies for promoting students' phonics and word recognition skills.

The following topics are examples of content that may be covered under this competency.

- Analyze the role of phonics, sight vocabulary, syllabication, and structural analysis skills in developing rapid, automatic word recognition.
- Analyze phonics skills (e.g., sound-symbol correspondence, blending) and the importance of sequencing phonics instruction systematically.
- Apply knowledge of a wide range of research-based instructional practices and strategies for developing students' phonics skills.
- Apply knowledge of a wide range of research-based instructional practices and strategies for developing students' sight vocabulary.
- Apply knowledge of a wide range of research-based instructional practices and strategies for developing students' syllabication skills.
- Apply knowledge of a wide range of research-based instructional practices and strategies for developing students' structural analysis skills.

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Competency 0008

Analyze the role of fluency in reading and apply strategies for promoting fluency in skilled reading.

The following topics are examples of content that may be covered under this competency.

- Distinguish between the principal components of fluency (i.e., rate, accuracy, and prosody).
- Analyze the significance of automaticity for reading fluency and comprehension and apply strategies for promoting automaticity.
- Apply knowledge of a wide range of research-based instructional practices and strategies for promoting students' fluency (e.g., improving students' phonics skills, increasing students' sight vocabulary, providing multiple opportunities to read texts).
- Analyze factors that affect fluency (e.g., limited phonics skills, lack of automaticity, limited vocabulary knowledge, unfamiliarity with the content of a text) and apply strategies for addressing these factors.

Competency 0009

Analyze principles of vocabulary development and apply strategies for enhancing students' vocabulary knowledge.

The following topics are examples of content that may be covered under this competency.

- Analyze relationships between listening, speaking, reading, and writing vocabularies, as well as relationships between vocabulary and comprehension.
- Apply knowledge of a wide range of research-based instructional practices and strategies for promoting students' vocabulary development (e.g., providing explicit instruction in word meaning, conducting guided discussions of new words and their meanings, creating semantic maps, modeling the use of reference materials).
- Apply research-based instructional practices and strategies for promoting students' use of word analysis skills (e.g., decoding, structural analysis) and other strategies (e.g., use of reference materials; use of syntactic, semantic, and graphophonemic clues) to determine and/or verify the meaning and pronunciation of unfamiliar words and extend their understanding of word meanings.
- Analyze and apply strategies for reinforcing and extending students' vocabulary knowledge (e.g., providing opportunities for frequent, extensive, and varied reading experiences; providing opportunities for students to use new vocabulary during class discussions and in writing activities).

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Competency 0010

Analyze the role of academic language and background knowledge in reading development and apply strategies for developing students' academic language and background knowledge.

The following topics are examples of content that may be covered under this competency.

- Analyze the role of academic language and background knowledge in reading comprehension.
- Apply knowledge of a wide range of research-based instructional practices and strategies for promoting students' ability to recognize and interpret academic language in both literary and informational texts.
- Analyze and apply strategies for activating or developing students' background knowledge to facilitate content-area reading (e.g., reviewing known facts before reading).
- Apply knowledge of specific oral language and writing activities to develop and reinforce students' academic language and background knowledge related to academic texts.

Competency 0011

Analyze the nature of reading comprehension and apply knowledge of factors related to text comprehension.

The following topics are examples of content that may be covered under this competency.

- Analyze the role of various factors (e.g., decoding skills, level of fluency, vocabulary knowledge, background knowledge, text complexity) in promoting or impeding students' reading comprehension.
- Analyze and apply strategies (e.g., monitoring, summarizing, using text components, generating and answering questions, engaging in discussion) effective readers use to comprehend different types of text (e.g., narrative, expository, persuasive) in different reading contexts.
- Distinguish between different levels of comprehension (i.e., literal, inferential, critical/evaluative) and apply strategies for facilitating students' strategic reading at each level.
- Apply knowledge of a variety of strategies for facilitating students' comprehension prior to reading (e.g., modeling think-alouds, activating and discussing prior knowledge/schema related to the topic, previewing graphic features, setting a purpose for reading) and after reading (e.g., creating graphic organizers, discussing, retelling, summarizing, paraphrasing, journal writing).
- Apply knowledge of a variety of strategies for promoting students' skills in monitoring and regulating their own comprehension during reading (e.g., rereading as necessary; using visualization, self-questioning, or note taking).

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Competency 0012

Analyze and apply strategies for promoting students' ability to comprehend, interpret, and analyze literary texts.

The following topics are examples of content that may be covered under this competency.

- Analyze literary forms (e.g., short story, poem) and genres (e.g., folktale, science fiction, realistic fiction) and apply strategies for promoting students' understanding of these forms and genres.
- Analyze and apply strategies for promoting students' ability to distinguish and analyze key ideas and details in literature (e.g., using textual evidence to support analysis), including key components such as setting, character, plot, theme, mood, tone, and point of view.
- Analyze and apply strategies for promoting students' ability to analyze the craft and structure of a literary text, including literary devices (e.g., imagery, symbolism, foreshadowing) and figurative language (e.g., simile, metaphor, personification).
- Analyze and apply strategies for promoting students' ability to integrate knowledge and ideas within a literary text (e.g., explaining how specific aspects of a text's illustrations contribute to the text's mood) or from different literary texts (e.g., comparing and contrasting the themes of texts written in the same genre or by the same author).
- Analyze and apply scaffolding strategies that develop and reinforce students' ability to interpret, analyze, and synthesize information and ideas in literary texts written in the appropriate grade-level text complexity band, including engaging students in specific oral language activities (e.g., literature circles, think-pair-share) and writing activities (e.g., literary response journals, summaries, character analyses).

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Competency 0013

Analyze and apply strategies for promoting students' ability to comprehend, interpret, and analyze informational/expository texts and to apply study skills across the content areas.

The following topics are examples of content that may be covered under this competency.

- Analyze and apply strategies for promoting students' ability to distinguish and analyze key ideas and details in informational/expository texts (e.g., explaining how key details support a text's main idea, explaining how specific individuals, ideas, or events interact and develop over the course of a text).
- Analyze and apply strategies for promoting students' ability to analyze the craft and structure of an informational/expository text (e.g., distinguishing their own point of view from that of the author of a text, analyzing the impact of specific word choices on a text's meaning and tone).
- Analyze and apply strategies for promoting students' ability to integrate knowledge and ideas within an informational/expository text (e.g., assessing the validity of a text's argument, evidence, and reasoning) or from different informational/expository texts (e.g., analyzing/synthesizing information from multiple print or digital sources).
- Analyze and apply scaffolding strategies that develop and reinforce students' ability to interpret, analyze, and synthesize information and ideas in informational/expository texts that are written in the appropriate grade-level text complexity band.
- Analyze and apply strategies students can use to support their comprehension of content-area texts (e.g., taking notes, mapping the structure or content of a text).
- Analyze and apply strategies for developing students' study skills (e.g., locating, organizing, and interpreting information).

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Competency 0014

Analyze and apply knowledge of instruction to address the needs of all student populations.

The following topics are examples of content that may be covered under this competency.

- Analyze the reading needs of various student populations (e.g., English language learners, gifted students, students with reading difficulties, students with disabilities).
- Analyze and apply strategies for making reading instruction responsive to diversity (e.g., valuing the contributions of diverse people and traditions to literacy learning; supporting colleagues in recognizing their own and their students' culturally influenced approaches to learning; using instructional practices that have a positive impact on students' knowledge, beliefs, and engagement with diversity; providing students with linguistic, academic, and cultural experiences related to reading that link their communities with the school).
- Analyze the nature of reading difficulties and factors that contribute to reading difficulties (e.g., students' knowledge and strategies, factors embedded in the reading materials, instructional factors).
- Analyze and apply strategies for adapting reading instruction to meet the needs of students with reading difficulties.
- Analyze and apply methods for organizing reading instruction to support all students' reading success and to develop a community of readers.

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Competency 0015

Analyze criteria and apply procedures for selecting and using reading materials to promote students' reading development.

The following topics are examples of content that may be covered under this competency.

- Distinguish the characteristics, benefits, uses, and limitations of types of materials used in reading instruction (e.g., environmental print, trade books, decodable text).
- Analyze and apply criteria for evaluating and selecting a wide range of reading materials for a variety of purposes (e.g., to address instructional objectives, students' interests, or students' developmental needs).
- Analyze and apply criteria for ensuring that selected reading materials reflect society's diversity.
- Apply procedures for creating or adapting reading instructional materials to meet various student needs.
- Analyze issues related to readability and apply procedures for determining text complexity when evaluating instructional materials.
- Analyze and apply strategies for assisting students in selecting appropriate reading materials for various purposes.

Competency 0016

Analyze and apply procedures for using technology in the reading program.

The following topics are examples of content that may be covered under this competency.

- Analyze how computers, audio and video technology, and other technological tools may be used to support reading instruction (e.g., to enhance motivation, to support different modes of learning).
- Analyze and apply criteria for evaluating and selecting a wide range of technology-based materials for a variety of purposes (e.g., to address instructional objectives, students' interests, or students' developmental needs).

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SUBAREA III—ASSESSMENT, DIAGNOSIS, AND EVALUATION

Competency 0017

Analyze basic principles of reading assessment and the role of reading assessment and diagnosis in the instructional process.

The following topics are examples of content that may be covered under this competency.

- Analyze basic principles of reading assessment in various instructional contexts (e.g., using multiple measures to guide instructional decision making; ensuring the use of valid, nonbiased assessment procedures).
- Apply concepts of validity, reliability, and bias in testing situations.
- Analyze the significance of formal and informal assessments and formative and summative assessments as instructional tools for teaching reading.
- Analyze the role of ongoing reading assessment and diagnostic results in enhancing knowledge of students, monitoring student progress, and planning and modifying instruction.

Competency 0018

Analyze formal reading assessment instruments and procedures.

The following topics are examples of content that may be covered under this competency.

- Distinguish the characteristics, uses, benefits, and limitations of different types of formal reading assessment instruments (e.g., norm-referenced tests, criterion-referenced tests, standardized achievement tests, diagnostic tests, placement tests).
- Analyze and apply procedures for selecting and administering formal assessment instruments.

Competency 0019

Analyze informal reading assessment instruments and procedures.

The following topics are examples of content that may be covered under this competency.

- Distinguish the characteristics, uses, benefits, and limitations of different types of informal reading assessments (e.g., observation, checklist, retelling, reading inventory, teacher-made test, anecdotal record, miscue analysis, portfolio).
- Analyze and apply procedures for selecting, developing, and administering informal assessment instruments.

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Competency 0020

Analyze and apply procedures for interpreting assessment results and using assessment information to plan reading instruction that addresses students' evidence-based needs.

The following topics are examples of content that may be covered under this competency.

- Analyze principles and apply procedures for evaluating, comparing, contrasting, and using assessment results in different areas of reading to plan, evaluate, and revise effective instruction within the assessment/evaluation/instruction cycle.
- Apply procedures for using technology to generate diagnostic and evaluative assessment information for planning effective reading instruction.
- Analyze and apply strategies for using assessment information to plan, evaluate, revise, and differentiate effective instruction that meets the needs of all students.
- Analyze issues, including bias issues, related to the use of assessment instruments and procedures for diagnosis, placement, and other evaluative purposes (e.g., interpreting dialect differences as reading miscues).
- Analyze and apply various strategies for communicating results of assessments to a variety of stakeholders (e.g., students, colleagues, parents/guardians, administrators, policy makers, policy officials).

Competency 0021

Analyze characteristics and purposes of screening procedures.

The following topics are examples of content that may be covered under this competency.

- Distinguish characteristics, uses, and limitations of different types of screening methods (e.g., visual, auditory, observational) for identifying possible reading difficulties.
- Analyze the instructional implications of screening (e.g., identifying a student for diagnosis, planning intervention before remediation becomes necessary, making a referral for a comprehensive individual assessment).

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Competency 0022

Analyze characteristics and purposes of diagnostic procedures.

The following topics are examples of content that may be covered under this competency.

- Distinguish characteristics, uses, and limitations of different types of diagnostic procedures (e.g., listening, oral, silent, written).
- Analyze and apply strategies for using formal and informal assessment and evaluation procedures for identifying and diagnosing reading difficulties.
- Analyze and apply procedures for creating and using case studies for diagnostic purposes.
- Analyze instructional applications of diagnostic results (e.g., identifying students' reading strengths and needs, selecting instructional methods and materials to meet student needs).

SUBAREA IV—ROLE OF THE READING PROFESSIONAL

Competency 0023

Analyze the role of the reading specialist and apply strategies for working with others inside and outside the school to promote students' reading development.

The following topics are examples of content that may be covered under this competency.

- Analyze the multiple roles of the reading specialist (e.g., provider of in-class support; provider of individualized and small-group instruction; staff trainer working with teachers, school administrators, families, community members, and others to promote reading growth for all students).
- Analyze and apply strategies for collaborating effectively with families and community members to foster students' reading development.
- Analyze and apply strategies for promoting positive parent/guardian–child interactions related to reading and including families as partners in promoting students' lifelong appreciation of reading.
- Analyze and apply ways to collaborate effectively with colleagues to promote professional development and to meet the literacy needs of all students (e.g., conducting professional study groups for teachers, providing constructive feedback on others' teaching practices).
- Analyze and interpret research about literacy instruction and apply strategies for communicating findings to colleagues, parents/guardians, and other stakeholders (e.g., local libraries, businesses, policy makers).

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Competency 0024

Analyze and apply principles for evaluating reading programs and materials.

The following topics are examples of content that may be covered under this competency.

- Analyze and apply criteria for evaluating reading programs and materials.
- Analyze and apply procedures for evaluating reading programs and materials.
- Analyze and apply evaluation results to adapt or supplement reading programs and materials.

Competency 0025

Analyze and apply procedures for developing and implementing the reading curriculum and reading program.

The following topics are examples of content that may be covered under this competency.

- Analyze components of and apply procedures for effective evidence-based intervention and extension programs, including the Oklahoma Tiered Intervention System of Support (OTISS), Oklahoma's Response to Intervention (RtI) process.
- Analyze and apply procedures involved in determining curriculum needs and selecting materials for reading programs.
- Analyze principles and issues and apply procedures involved in planning, implementing, and adapting the reading curriculum.
- Analyze issues and apply procedures involved in modifying the reading curriculum to meet the needs of individual students.

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Competency 0026

Analyze and apply strategies for creating a literate environment that promotes the development of a community of readers and the reading growth of all students.

The following topics are examples of content that may be covered under this competency.

- Analyze the research base that grounds practice in creating a literate environment (e.g., theories related to the connections between teacher dispositions and student achievement, research related to the availability and use of classroom materials).
- Analyze and apply strategies for creating a literate environment that supports the development of a community of learners who read widely and enjoy reading (e.g., using written language routinely in the classroom; having a large supply of reading materials that represent a variety of genres, multiple reading levels, broad interests, and diverse cultural backgrounds).
- Analyze and apply strategies for promoting students' lifelong appreciation of reading for pleasure and information (e.g., helping students set and pursue their own reading goals; encouraging book clubs, literature circles, author studies, and other reading discussion groups; providing students with opportunities to produce creative and personal responses to literature).
- Analyze and apply strategies for modeling reading and writing as valued lifelong activities.
- Analyze and apply strategies for learning about and using students' interests and backgrounds to motivate and enhance their reading development.
- Analyze and apply strategies for supporting colleagues in creating a literate environment and selecting appropriate reading materials for various purposes.

Competency 0027

Analyze the role of reflection, self-evaluation, and professional development in reading instruction.

The following topics are examples of content that may be covered under this competency.

- Analyze the use of reflective practices to evaluate and adjust one's own performance in a variety of instructional contexts.
- Analyze and apply strategies for keeping current within the field of literacy and enhancing professional knowledge and skills (e.g., reading professional journals and publications, participating in professional organizations, attending conferences).