

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

OKLAHOMA SUBJECT AREA TESTS™ (OSAT™)

**FIELD 050: ELEMENTARY EDUCATION
SUBTEST 1**

TEST FRAMEWORK

August 2014

Subarea	Range of Competencies
I. Reading	0001–0008
II. Language Arts	0009–0012

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TEST FRAMEWORK

- I. Reading
- II. Language Arts

SUBAREA I—READING

Competency 0001

Apply knowledge of foundations of literacy development in English, including development and assessment of phonological and phonemic awareness.

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

- Demonstrate knowledge of the relationship between oral and written language in English with respect to literacy (e.g., how phonology and morphology relate to spelling and orthography) and knowledge of how students' oral language development and phonological awareness development directly affect their literacy development.
- Apply knowledge of strategies for promoting students' oral language development to support their literacy development and their interest and engagement in reading and writing.
- Apply knowledge of phonological awareness (i.e., the awareness that oral language is composed of smaller units, such as spoken words and syllables) and research-based, systematic instruction in phonological awareness skills (e.g., identifying spoken syllables, recognizing rhyming words, manipulating onsets and rimes).
- Apply knowledge of phonemic awareness (i.e., a specific type of phonological awareness involving the ability to distinguish and manipulate the separate phonemes in a spoken word) and research-based, systematic instruction in phonemic awareness skills (e.g., identifying phonemes; isolating initial, medial, and final phonemes; blending, segmenting, deleting, and substituting phonemes).
- Apply knowledge of concepts of print, letter recognition, and letter formation, including knowledge of strategies for promoting students' development in these areas.
- Apply knowledge of the use of appropriate materials and effective, engaging oral language and writing activities to reinforce students' development in oral language, phonological awareness, phonemic awareness, concepts of print, letter recognition, and letter formation.

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- Apply knowledge of formal and informal methods for assessing students' development in oral language, phonological awareness, phonemic awareness, concepts of print, letter recognition, and letter formation, including knowledge of how to interpret and use assessment results to plan effective instruction in these areas.
- Apply knowledge of strategies for addressing the assessed needs of individual students (e.g., English language learners, diverse readers at a range of proficiency levels) with respect to their development in oral language, phonological awareness, phonemic awareness, concepts of print, letter recognition, and letter formation.

Competency 0002

Apply knowledge of the alphabetic principle and the development and assessment of accurate, automatic word recognition and spelling at beginning stages of literacy development.

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

- Demonstrate knowledge of terminology (e.g., stop and continuous consonant sounds, consonant digraphs, consonant blends, vowel digraphs, diphthongs, r- and l-controlled vowels) and concepts (e.g., the relationship between beginning stages of word reading and beginning stages of spelling, the reciprocity between decoding and encoding) related to phonics and spelling instruction.
- Apply knowledge of the alphabetic principle and research-based, systematic instruction in letter-sound correspondences.
- Apply knowledge of research-based, systematic phonics instruction at beginning stages of literacy development to promote accurate decoding and spelling of words that follow basic, regular phonics/spelling patterns of increasing complexity.
- Apply knowledge of research-based, systematic instruction in sight words, common inflectional morphemes (e.g., -ed, -er, -est, -ing, -s), and orthographic guidelines (e.g., drop final -e before adding an inflectional ending that begins with a vowel) to promote rapid, automatic word recognition and accurate spelling of regular and irregular words.
- Apply knowledge of the use of appropriate texts and effective, engaging reading and writing activities to reinforce students' development in letter-sound correspondence and beginning decoding and spelling.

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- Apply knowledge of formal and informal methods for assessing students' development in letter-sound correspondence, decoding, and spelling at beginning stages of literacy development, including knowledge of how to interpret and use assessment results to plan effective instruction in these areas.
- Apply knowledge of strategies for addressing the assessed needs of individual students (e.g., English language learners, diverse readers at a range of proficiency levels) with respect to their development in letter-sound correspondence and beginning decoding and spelling.

Competency 0003

Apply knowledge of development and assessment of accurate, automatic word recognition and spelling at later stages of literacy development.

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

- Apply knowledge of research-based, systematic instruction in decoding complex spelling patterns (e.g., qu-, kn-, ph-, -tch, -tion) and developmentally and grade-level-appropriate orthographic guidelines and sight words to promote accurate, automatic decoding and spelling of complex regular and irregular single-syllable and multisyllable words.
- Apply knowledge of research-based instruction in syllable patterns (e.g., open, closed), syllabication guidelines, and structural analysis skills (e.g., recognizing word roots, derivational affixes, and compound words) to promote accurate, automatic decoding and spelling of multisyllable words.
- Apply knowledge of the use of appropriate texts and effective, engaging reading and writing activities to reinforce students' development in decoding and spelling at later stages of literacy development.
- Apply knowledge of formal and informal methods for assessing students' development in decoding and spelling at later stages of reading development, including knowledge of how to interpret and use assessment results to plan effective instruction in these areas.
- Apply knowledge of strategies for addressing the assessed needs of individual students (e.g., English language learners, diverse readers at a range of proficiency levels) in decoding and spelling at later stages of literacy development.

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Competency 0004

Apply knowledge of development and assessment of fluency at all stages of reading development.

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

- Demonstrate knowledge of fluency at all stages of reading development, including key indicators of reading fluency (i.e., accuracy, rate, and prosody), factors that can disrupt fluency (e.g., lack of automaticity; lack of familiarity with vocabulary, academic language, or background knowledge), and the role of fluency in reading comprehension.
- Apply knowledge of research-based instruction to promote fluency with respect to accuracy, rate, and prosody.
- Apply knowledge of the use of appropriate texts (e.g., using decodable texts with students whose decoding is not automatic, using a wide range of independent-level texts for students at later stages of reading development) and effective, engaging reading activities to reinforce students' fluency development.
- Apply knowledge of formal and informal methods for assessing students' fluency development at various stages of reading development, including knowledge of how to interpret and use assessment results to plan effective fluency instruction.
- Apply knowledge of strategies for addressing the assessed needs of individual students (e.g., English language learners, diverse readers at a range of proficiency levels) in fluency.

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Competency 0005

Apply knowledge of development and assessment of vocabulary knowledge and skills.

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

- Demonstrate knowledge of components of effective vocabulary instruction (e.g., explicitly teaching words and word-learning strategies, promoting word consciousness and wide reading, providing meaningful exposure and opportunities to use new vocabulary) and criteria for selecting words for vocabulary instruction.
- Apply knowledge of research-based instruction in words and their meanings, including general academic words and domain-specific words, common Latin and Greek roots, figurative language, idiomatic expressions, and foreign words and expressions used in English.
- Apply knowledge of research-based instruction in independent strategies for building vocabulary (e.g., structural analysis) and verifying the meaning and pronunciation of unfamiliar words or words with multiple meanings (e.g., using appositives, semantic and syntactic clues, and reference materials).
- Apply knowledge of the use of appropriate texts and effective, engaging oral language, reading, and writing activities to reinforce students' vocabulary development.
- Apply knowledge of formal and informal methods for assessing students' vocabulary development, including knowledge of how to interpret and use assessment results to plan effective vocabulary instruction.
- Apply knowledge of strategies for addressing the assessed needs of individual students (e.g., English language learners, diverse readers at a range of proficiency levels) in vocabulary development.

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Competency 0006

Apply knowledge of development and assessment of reading comprehension and comprehension strategies.

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

- Demonstrate knowledge of different levels of reading comprehension (i.e., literal, inferential, and evaluative) and factors affecting reading comprehension (e.g., interest and engagement, automaticity of word recognition, fluency, vocabulary knowledge, knowledge of academic language structures, background knowledge, comprehension strategies, linguistic and organizational complexity of text).
- Apply knowledge of research-based instruction in comprehension strategies (e.g., predicting, accessing prior knowledge, monitoring, think-aloud, text structure, visual representation, mental imagery, summarizing, questions/questioning, conversation) that students can use to enhance their own comprehension of texts.
- Apply knowledge of the use of appropriate texts and effective, engaging oral language, reading, and writing activities to facilitate students' comprehension of texts before, during, and after reading and to reinforce their development of comprehension and critical-thinking strategies.
- Apply knowledge of formal and informal methods for assessing students' development in reading comprehension, including knowledge of how to interpret and use assessment results to plan effective comprehension instruction.
- Apply knowledge of strategies for addressing the assessed needs of individual students (e.g., English language learners, diverse readers at a range of proficiency levels) in reading comprehension and the use of comprehension strategies.

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Competency 0007

Apply knowledge of literary texts and development and assessment of skills and strategies for comprehending and analyzing literature.

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

- Demonstrate knowledge of key features of major works, authors, and genres of children's literature from various cultures and time periods and key characteristics and elements of literary texts (e.g., story elements such as character and plot, stylistic elements such as figurative language).
- Apply knowledge of effective instruction in skills and strategies for comprehending and analyzing key ideas and details in literature (e.g., using evidence from a text to support responses, analyzing story elements such as character, setting, and theme).
- Apply knowledge of effective instruction in skills and strategies for comprehending and analyzing craft and structure in literature (e.g., interpreting figurative language, evaluating tone and mood, recognizing that texts can reflect diverse cultural perspectives).
- Apply knowledge of effective instruction in critical-thinking skills and strategies for integrating, analyzing, and evaluating knowledge and ideas from literary texts in diverse media and formats (e.g., analyzing the contribution of multimedia elements in a text, comparing and contrasting the treatment of similar themes in different texts).
- Apply knowledge of the use of appropriate materials and effective, engaging oral language, reading, and writing activities to reinforce students' comprehension and analysis of literary texts.
- Apply knowledge of formal and informal methods for assessing students' development of skills and strategies for comprehending and analyzing literature, including knowledge of how to interpret and use assessment results to plan effective instruction in these areas.
- Apply knowledge of strategies for addressing the assessed needs of individual students (e.g., English language learners, diverse readers at a range of proficiency levels) in skills and strategies for comprehending and analyzing literature.

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Competency 0008

Apply knowledge of informational texts, development and assessment of skills for comprehending and analyzing informational texts, and study and research skills.

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

- Demonstrate knowledge of key features (e.g., textual features such as indexes and headings, graphic features such as charts and diagrams) and organizational structures (e.g., descriptive, chronological, cause/effect, comparison/contrast, problem/solution) of various types of informational texts (e.g., textbook, news article, persuasive essay) from various cultures and time periods.
- Apply knowledge of effective instruction in skills and strategies for comprehending and analyzing key ideas and details in informational texts (e.g., determining the main idea of a text, citing textual evidence).
- Apply knowledge of effective instruction in skills and strategies for comprehending and analyzing craft and structure in informational texts (e.g., analyzing the structure an author uses to organize a text, determining the meaning of words as they are used in a text).
- Apply knowledge of effective instruction in critical-thinking skills and strategies for integrating, analyzing, and evaluating knowledge and ideas from informational texts in diverse media and formats (e.g., evaluating an argument and specific claims in a text, integrating information from two texts on the same topic).
- Apply knowledge of effective instruction in study skills and strategies (e.g., note taking, interpretation of graphs, use of reference materials) and research skills (e.g., identifying research topics, using multiple resources when conducting research, using technology to manage information, paraphrasing information).
- Apply knowledge of the use of appropriate materials and effective, engaging oral language, reading, and writing activities to reinforce students' comprehension and analysis of informational texts and their development of study and research skills.
- Apply knowledge of formal and informal methods for assessing students' development of skills and strategies for comprehending and analyzing informational texts and their study and research skills, including knowledge of how to interpret and use assessment results to plan effective instruction in these areas.
- Apply knowledge of strategies for addressing the assessed needs of individual students (e.g., English language learners, diverse readers at a range of proficiency levels) in skills and strategies for comprehending and analyzing informational texts and in study and research skills.

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SUBAREA II—LANGUAGE ARTS

Competency 0009

Apply knowledge of the foundations of writing development and the fundamental elements of the writing process.

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

- Apply knowledge of the relationship between oral and written language and elements of language structure (e.g., the syntactic system, the semantic system, the relationships among linguistic units).
- Apply knowledge of the link between the study of grammar and language patterns to the wider purposes of communication and artistic development.
- Apply knowledge of composing processes and writing skills and strategies across developmental stages used to communicate knowledge, ideas, insights, and experiences.
- Apply knowledge of strategies for producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Apply knowledge of how to develop and strengthen writing by planning, drafting, revising, editing, publishing, and rewriting or trying a new approach.
- Demonstrate command of language conventions (e.g., grammar, spelling, punctuation).

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Competency 0010

Apply knowledge of writing skills and strategies for various purposes and audiences.

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

- Apply knowledge of types of writing for various tasks, purposes, and audiences (e.g., opinion pieces, arguments, informative/explanatory texts, narratives, responses to literature).
- Apply knowledge of strategies for writing opinion pieces on topics or texts and for writing arguments to support claims with clear reasons and relevant evidence.
- Apply knowledge of strategies for writing informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Apply knowledge of strategies for writing narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and clear, well-structured event sequences.
- Apply knowledge of the uses of print (e.g., reports, essays, poems, scripts) and nonprint text (e.g., photographs, drawings, collages, videos, graphics) for specific tasks, purposes, and audiences.
- Apply knowledge of how to use technology, including the Internet, individually and collaboratively to produce and publish writing (e.g., storybooks, essays, newsletters, classroom anthologies, school newspapers), as well as to link to and cite sources.

Competency 0011

Apply knowledge of the fundamental elements of research to build and present knowledge.

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

- Apply knowledge of strategies for developing research projects (e.g., exploring issues and interests, posing problems, generating questions).
- Apply knowledge of strategies for gathering relevant information from multiple print and digital sources, assessing the credibility and accuracy of sources, and interpreting findings.
- Apply knowledge of how to quote and paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- Apply knowledge of how to conduct research by accessing databases, bibliographies, and other data resources, as well as by exchanging ideas and information with computer users around the world.
- Apply knowledge of how to draw evidence from literary or informational texts to support analysis, reflection, and research.

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Competency 0012

Apply knowledge of oral language and visual literacy, including listening, speaking, viewing, and representing.

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

- Apply knowledge of the components of the communication process and of the importance of effective listening and speaking in daily life.
- Apply knowledge of the characteristics of expressive and receptive language in oral and visual formats and the characteristics of style in oral language and visual literacy.
- Apply knowledge of strategies for engaging effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing one's own ideas clearly.
- Apply knowledge of strategies for adapting speech to a variety of contexts and tasks, including using formal English when appropriate to task and situation.
- Analyze the main ideas, supporting details, and purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally); explain how the information contributes to or clarifies a topic, text, or issue; and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- Apply knowledge of the listening and speaking skills needed to understand, consider, respond to, and discuss a text read aloud or information presented orally (e.g., recounting or describing key ideas and details, asking clarification questions, identifying reasons and evidence, summarizing key points).
- Delineate a speaker's argument and specific claims, evaluating the soundness of the speaker's reasoning and the relevance and sufficiency of the speaker's evidence.
- Apply knowledge of the nature of visual images (e.g., concrete, abstract, sensory), and the ways of representing, conveying information, or expressing oneself using nonverbal visual means, such as drawing, computer graphics (e.g., maps, charts, artwork), photography, or physical performance.
- Apply knowledge of how to integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, emphasize salient points, or add interest.
- Apply knowledge of ways to analyze communication conveyed by visual representation, including the use of tactile drawings or diagrams, or gesture and performance.