

NC SIP Reading Foundations & NC Foundations of Reading Test Crosswalk

The purpose of this document is to show the alignment between the newly required NC Foundations of Reading Test and the NC Department of Public Instruction State Improvement Project’s (NC SIP) *Research to Practice: Reading Foundations* professional development. *Reading Foundations* (RF) is a 30-hour in-service course that has been offered by certified instructors in Local Education Agencies across NC since 2001. Institutions of Higher Education (IHE), that partner with NC SIP, are infusing RF concepts into pre-service coursework. Professors, who have become instructors through the required NC SIP certification process, are delivering these changes in coursework.

This crosswalk shows that the course goals and competencies of NC SIP *Reading Foundations* are closely aligned to the concepts and skills in the NC Foundations of Reading test. A review conducted by IHE partners and DPI found that *Reading Foundations* concepts taught aligned to 80% of test objectives. This crosswalk is to be used as a resource and to provide a framework for the content and rigor required to successfully prepare for the NC Foundations of Reading test.

See: www.nc.nesinc.com for more information about the Foundations of Reading test for North Carolina

NCSIP: Reading Foundations course goals and competencies	NC Foundations of Reading Test
<p>Unit 1: Foundations of Reading</p> <ol style="list-style-type: none"> 1. Understand and demonstrate the ability to use appropriate guidelines to select a research-based program of instructional materials and procedures. 2. Understand the factors that support the implementation and sustainability of research-based practices within a school. 3. Review an implementation plan for your school system that includes selection of a research-based reading program to be used with students with reading problems. 	<p>Objective 0009: Understand multiple approaches to reading instruction.</p>
<p>Unit 2: Learning to Reading and Spell: A National Problem and Recommended Solutions</p> <ol style="list-style-type: none"> 1. Accurately summarize the research findings regarding the scope of the reading problem. 2. Knowledge about a variety of print and web-based resources that support and augment the summary of research findings for improving reading skills of students with persistent reading problems. 3. Understand the process of skilled reading. 	<p>Objective 0009: Understand multiple approaches to reading instruction.</p>

4. Understand the causes of severe reading difficulties.
5. Understand the five principles of effective instruction for all students and explain these principles to others.
6. Understand the six principles of effective instruction for at-risk students and explain these principles to others.
7. Understand the seven principles of effective instruction for students with persistent reading problems and explain these principles to others.
8. Understand the principles of effective instruction for students with double deficits.

Unit 3: Basic Principles of Reading Assessment

1. Understand the purpose of assessment.
2. Identify different functions and types of assessments: screenings, informal assessment, progress monitoring, outcome and summative measures.
3. Explore assessment recommendations for the primary grades.
4. Understand procedures to determine instruction and/or intervention.
5. Understand the steps involved in an assessment of reading comprehension.
6. Explore data interpretation, collection, and dissemination.

Objective 0008: Understand formal and informal methods for assessing reading development.

Practice test items 83, 84, 87 and 88 are not covered in RF. They refer to a deeper knowledge of assessment.

Unit 4: The Structure of Language

1. Cite and define specific components that make up the structure of the English language and understand how these relate to reading and writing instruction (phonology, phonetics, phonics, morphology, semantics, syntax, orthography).
2. Define and give appropriate examples of voiced and unvoiced sounds, open and closed sounds, consonant sounds, and vowel sounds.
3. Understand how the history of our English language impacts both oral and written language.

Objective 0004: Understand word analysis skills and strategies.

Practice test item 37 is not covered in RF. It is referring to ELL.

Unit 5: Graphophonemic Awareness

1. Understand the stages of the development of phonological awareness skills and give an example illustrating each stage.
2. Understand the meaning and role of graphophonemic awareness in learning to read and spell.
3. Identify the barriers to learning letter/sound

Objective 0001: Understand phonological and phonemic awareness.

Practice test item 10 is not covered in RF. It is referring to ELL.

<p>associations.</p> <p>4. Provide examples of effective teaching of beginning decoding and spelling skills in the following areas: letter/sound associations; segmentation and blending and manipulation.</p> <p>5. Demonstrate the ability to administer and interpret results of a phonemic awareness and phonics assessments.</p>	<p>Objective 0002: Understand concepts of print and the alphabetic principle. Practice test items 11-16 are not covered in RF. They are referring to concepts of print</p> <p>Objective 0003: Understand the role of phonics in promoting reading development.</p> <p>Objective 0004: Understand word analysis skills and strategies.</p>
<p>Unit 6: Teaching Word Identification and Spelling: Fluency Instruction</p> <p>1. Understand the principles of teaching word identification and spelling; giving examples illustrating each principle.</p> <p>2. Understand the sequence of instruction that research shows to be most effective in teaching word identification and spelling.</p> <p>3. Identify strategies for teaching word identification and spelling.</p> <p>4. Identify strategies for teaching word identification and spelling of irregular words.</p> <p>5. Demonstrate the ability to administer and interpret results of a phonics survey and grade-specific word list.</p>	<p>Objective 0003: Understand the role of phonics in promoting reading development.</p> <p>Objective 0004: Understand word analysis skills and strategies. Practice test items 38-40 are not covered in RF. They are referring to inflectional and derivational suffixes and the rules governing their usage.</p> <p>Objective 0009: Understand multiple approaches to reading instruction. Practice test item 100 is not covered in RF. It is referring to electronic reading books.</p>
<p>Unit 7: Vocabulary Instruction</p> <p>1. Understand oral vocabulary development in young children.</p> <p>2. Understand how print materials foster vocabulary development and reading achievement.</p> <p>3. Identify the continuum of word knowledge.</p> <p>4. Understand how words are stored in the lexicon.</p> <p>5. Identify evidence-based instructional strategies for developing vocabulary knowledge in students.</p>	<p>Objective 0004: Understand word analysis skills and strategies.</p> <p>Objective 0005: Understand vocabulary development.</p>
<p>Unit 8: Comprehension Instruction</p> <p>1. Understand the mental model of reading comprehension.</p> <p>2. Understand surface code and text base.</p> <p>3. Demonstrate knowledge of developing comprehension strategies for narrative text by using the Guided Metacognition format.</p>	<p>Objective 0006: Understand how to apply reading comprehension skills and strategies to imaginative/literary texts. Practice test item 65 is not covered in RF. It is referring to literary allusion.</p> <p>Objective 0007: Understand how to apply reading</p>

4. Demonstrate knowledge of developing comprehension strategies for text through the use of top down webs.
5. Demonstrate knowledge of developing comprehension strategies for text through the use of two-column notes.
6. Demonstrate knowledge of developing summarization strategies for text.
7. Demonstrate knowledge of developing comprehension strategies for text through questioning.

comprehension skills and strategies to informational/expository texts.

Practice test item 70 is not covered in RF. It is referring to the concept of skimming.
 Practice test items 72 & 73 are not covered in RF. They are referring to study skills.
 Practice test Item 78 is not covered in RF. It is referring to ELL.

***Research-based instructional strategies are taught throughout Reading Foundations and address Objective 0009: Understand multiple approaches to reading instruction.**

Reference guide to Massachusetts Test of Educator Literacy (MTEL): Foundations of Reading (90)

Subarea I: Foundations of Reading Development

- Objective 0001: Understand phonological and phonemic awareness.
- Objective 0002: Understand concepts of prints and the alphabetic principle.
- Objective 0003: Understand the role of phonics in promoting reading development.
- Objective 0004: Understand word analysis skills and strategies.

Subarea II: Development of Reading Comprehension

- Objective 0005: Understand vocabulary development.
- Objective 0006: Understand how to apply reading comprehension skills and strategies to imaginative/literary texts.
- Objective 0007: Understand how to apply reading comprehension skills and strategies to informational/expository texts.

Subarea III: Reading Assessment and Instruction

- Objective 0008: Understand formal and informal methods for assessing reading development.
- Objective 0009: Understand multiple approaches to reading instruction.

Subarea

	Multiple-Choice	Range of Objectives	Approximate Test Weighting
I.	Foundations of Reading Development	01–04	35%
II.	Development of Reading Comprehension	05–07	27%
III.	Reading Assessment and Instruction	08–09	<u>18%</u>
			80%
	Open-Response		
IV.	Integration of Knowledge and Understanding	10	20%

FOUNDATIONS OF READING DEVELOPMENT [35%]

0001 Understand phonological and phonemic awareness.

For example: the distinction 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., a specific type of phonological awareness involving the ability to distinguish the separate phonemes in a spoken word); the role of phonological awareness and phonemic awareness in reading development; the difference between phonemic awareness and phonics skills; levels of phonological and phonemic awareness skills (e.g., rhyming, segmenting, blending, deleting, substituting); strategies (e.g., explicit, implicit) to promote phonological and phonemic awareness (e.g., distinguishing spoken words, syllables, onsets/rimes, phonemes); and the role of phonological processing in the reading development of individual students (e.g., English Language Learners, struggling readers through highly proficient readers).

0002 Understand concepts of print and the alphabetic principle.

For example: development of the understanding that print carries meaning; strategies for promoting awareness of the relationship between spoken and written language; the role of environmental print in developing print awareness; development of book handling skills; strategies for promoting an understanding of the directionality of print; techniques for promoting the ability to track print in connected text; strategies for promoting letter knowledge (e.g., skill in recognizing and naming upper-case and lower-case letters); letter formation; strategies for promoting understanding of the alphabetic principle (i.e., the recognition that phonemes are represented by letters and letter pairs); use of reading and writing strategies for teaching letter-sound correspondence; and development of alphabetic knowledge in individual students (e.g., English Language Learners, struggling readers through highly proficient readers).

0003 Understand the role of phonics in promoting reading development.

For example: explicit strategies for teaching phonics; the role of phonics in developing rapid, automatic word recognition; the role of automaticity in developing reading fluency; interrelationships between decoding, fluency, and reading comprehension; the interrelationship between letter-sound correspondence and beginning decoding (e.g., blending letter sounds); strategies for helping students decode single-syllable words that follow common patterns (e.g., CVC, CVCC, CVVC, CVCe) and multisyllable words; methods for promoting and assessing the use of phonics generalizations to decode words in connected text; use of semantic and syntactic clues to help decode words; the relationship between decoding and encoding (e.g., analyzing the spellings of beginning readers to assess phonics knowledge, using spelling instruction to reinforce phonics skills); strategies for promoting automaticity and fluency (i.e., accuracy, rate, and prosody); the relationship between oral vocabulary and the process of decoding written words; specific terminology associated with phonics (e.g., phoneme, morpheme, consonant digraph, consonant blend); and development of phonics skills and fluency in individual students (e.g., English Language Learners, struggling readers through highly proficient readers).

0004 Understand word analysis skills and strategies.

For example: development of word analysis skills and strategies in addition to phonics, including structural analysis; interrelationships between word analysis skills, fluency, and reading comprehension; identification of common morphemes (e.g., base words, roots, inflections and other affixes); recognition of common prefixes (e.g., un-, re-, pre-) and suffixes (e.g., -tion, -able) and their meanings; knowledge of Latin and Greek roots that form English words; use of syllabication as a word identification strategy; analysis of syllables and morphemes in relation to spelling patterns; techniques for identifying compound words; identification of homographs (i.e., words that are spelled the same but have different meanings and may be pronounced differently [e.g., *bow*, part of a ship/*bow*, to bend from the waist; *tear*, a drop of water from the eye/*tear*, to rip]); use of context clues (e.g., semantic, syntactic) to help identify words and to verify the pronunciation and meaning of words; and development of word analysis skills and fluency in individual students (e.g., English Language Learners, struggling readers through highly proficient readers).

DEVELOPMENT OF READING COMPREHENSION [27%]

0005 Understand vocabulary development.

For example: the relationship between oral and written vocabulary development and reading comprehension; the role of systematic, noncontextual vocabulary strategies (e.g., grouping words based on conceptual categories and associative meanings) and contextual vocabulary strategies (e.g., paraphrasing); the relationship between oral vocabulary and the process of identifying and understanding written words; strategies for promoting oral language development and listening comprehension (e.g., read-alouds, word explanation strategies); knowledge of common sayings, proverbs, and idioms (e.g., raining cats and dogs, better safe than sorry); knowledge of foreign words and abbreviations commonly used in English (e.g., RSVP); criteria for selecting vocabulary words; strategies for clarifying and extending a reader's understanding of unfamiliar words encountered in connected text (e.g., use of semantic and syntactic clues, use of word maps, use of the dictionary); strategies for promoting comprehension across the curriculum by expanding knowledge of academic language, including conventions of standard English grammar and usage, differences between the conventions of spoken and written standard English, general academic vocabulary, and content-area vocabulary (e.g., focus on key words); the importance of frequent, extensive, varied reading experiences in the development of academic language and vocabulary; and development of academic language and vocabulary knowledge and skills in individual students (e.g., English Language Learners, struggling readers through highly proficient readers).

0006 Understand how to apply reading comprehension skills and strategies to imaginative/literary texts.

For example: knowledge of reading as a process to construct meaning; knowledge of reading comprehension and analysis skills for reading literature (e.g., analyzing a text's key ideas and details, interpreting an author's use of craft and structure, integrating knowledge and ideas from multiple literary works); knowledge of levels of reading comprehension (i.e., literal, inferential, and evaluative) and strategies for promoting comprehension of imaginative/literary texts at all three levels; strategies for promoting close reading of imaginative/literary texts; development of literary response skills (e.g., connecting elements in a text to prior knowledge and other sources; using evidence from a text to support analyses, develop summaries, and draw inferences and conclusions); development of literary analysis skills (e.g., identifying features of different literary genres, analyzing story elements, analyzing character development, interpreting figurative language, identifying literary allusions, analyzing the author's point of view); use of comprehension strategies to support effective reading (e.g., rereading, visualizing, reviewing, self-monitoring and other metacognitive strategies); use of oral language activities to promote comprehension (e.g., retelling, discussing); the role of reading fluency in facilitating comprehension; use of writing activities to promote literary response and analysis (e.g., creating story maps and other relevant graphic organizers; comparing and contrasting different versions of a story, different books by the same author, or the treatment of similar themes and topics in different texts or genres); and development of the reading comprehension skills and strategies of individual students (e.g., English Language Learners, struggling readers through highly proficient readers).

0007 Understand how to apply reading comprehension skills and strategies to informational/expository texts.

For example: knowledge of reading comprehension and analysis skills for reading informational text (e.g., explaining key ideas and details in an informational text, analyzing the craft and structure used in an expository or persuasive text, integrating knowledge and ideas from multiple print or digital sources); knowledge of levels of reading comprehension (i.e., literal, inferential, and evaluative) and strategies for promoting comprehension of informational/expository texts at all three levels; strategies for promoting close reading of informational/expository texts, including strategies for identifying point of view, distinguishing facts from opinions, analyzing multiple accounts of the same event or topic, determining how an author uses reasons and evidence to support particular points in a text, and detecting faulty reasoning in informational/expository texts; use of reading strategies for different texts and purposes (e.g., adjusting reading rate based on text difficulty, skimming/scanning); use of comprehension strategies to support effective reading (e.g., rereading, visualizing, self-questioning, paraphrasing); use of oral language activities to promote comprehension (e.g., using evidence in an informational/expository text to explain concepts, events, ideas, or procedures); the role of reading fluency in facilitating comprehension of informational/expository texts; use of writing activities to promote comprehension (e.g., student-generated questioning, note taking, outlining, summarizing, semantic maps); knowledge of text structures (e.g., chronological, comparison/contrast, cause/effect); use of text features (e.g., index, glossary), graphic features (e.g., illustrations, charts, maps), and reference materials; application of comprehension strategies to electronic texts; development of students' ability to apply reading comprehension skills for varied purposes; and development of the reading comprehension skills and strategies of individual students (e.g., English Language Learners, struggling readers through highly proficient readers).

READING ASSESSMENT AND INSTRUCTION [18%]

0008 Understand formal and informal methods for assessing reading development.

For example: the use of data and ongoing reading assessment to adjust instruction to meet students' reading needs; the characteristics and uses of standardized criterion-referenced and norm-referenced tests to assess reading development and identify reading difficulties; concepts of validity, reliability, and bias in testing; the characteristics and uses of formal and informal reading-related assessments (e.g., assessment of phonemic awareness, miscue analyses, Informal Reading Inventories, running records, use of rubrics, portfolio assessment, assessment of authentic tasks); characteristics and uses of group versus individual reading assessments; techniques for assessing particular reading skills (e.g., oral or written retellings to assess reading comprehension, dictated word lists to test letter-sound knowledge); awareness of text leveling; awareness of the challenges and supports in a text (e.g., pictures, predictability, decodability); techniques for determining students' independent, instructional, and frustration reading levels; and assessment of the reading development of individual students (e.g., English Language Learners, struggling readers through highly proficient readers).

0009 Understand multiple approaches to reading instruction.

For example: knowledge of the significant theories, approaches, practices, and programs for developing reading skills and reading comprehension; strategies for planning, organizing, managing, and differentiating reading instruction to support the reading development of all students; adjustment of reading instruction based on ongoing assessment; instructional strategies for promoting development of particular reading skills (e.g., phonemic awareness, phonics skills, word identification, automatic recognition of sight words, vocabulary knowledge); the importance of close reading and rereading of well crafted, content- and idea-rich texts in reading development; strategies for evaluating and sequencing texts for reading instruction according to text complexity; the importance of balancing students' exposure to and reading of literary and informational texts; the uses of large-group, small-group, and individualized reading instruction; strategies for selecting and using meaningful reading materials at appropriate levels of difficulty; creation of an environment that promotes love of reading; strategies for promoting independent reading in the classroom and at home; uses of instructional technologies to promote reading development; and awareness of strategies and resources for supporting individual students (e.g., English Language Learners, struggling readers through highly proficient readers).

INTEGRATION OF KNOWLEDGE AND UNDERSTANDING [20%]

In addition to answering multiple-choice items, candidates will prepare written responses to questions addressing content from the preceding objectives, which are summarized in the objective and descriptive statement below.

0010 Prepare an organized, developed analysis on a topic related to one or more of the following: foundations of reading development; development of reading comprehension; reading assessment and instruction.

For example: the role of phonological and phonemic awareness in reading development; development of alphabetic knowledge; role of phonics in developing rapid, automatic word recognition; development of word analysis skills and strategies in addition to phonics, including structural analysis; the relationship between vocabulary development and reading comprehension; use of strategies to enhance comprehension of imaginative/literary texts; knowledge of organizational patterns in informational/expository texts; techniques for assessing particular reading skills; and strategies for planning, organizing, managing, and differentiating reading instruction to support the reading development of all students.