NEW MEXICO TEACHER ASSESSMENTS™

TEST FRAMEWORK

FIELD 13: READING

Subarea		Range of Competencies	Test Proportion
I.	Planning, Managing, and Organizing Reading Instruction Based on Ongoing Assessment	0001–0004	27%
II.	Developing Phonological and Other Linguistic Processes Related to Reading	0005–0007	20%
III.	Developing Reading Comprehension and Promoting Independent Reading	0008–0011	27%
IV.	Supporting Reading Through Oral and Written Language Development	0012–0015	26%

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Planning, Managing, and Organizing Reading Instruction Based on Ongoing Assessment
Developing Phonological and Other Linguistic Processes Related to Reading
Developing Reading Comprehension and Promoting Independent Reading
Supporting Reading Through Oral and Written Language Development

SUBAREA I—PLANNING, MANAGING, AND ORGANIZING READING INSTRUCTION BASED ON ONGOING ASSESSMENT

0001   The teacher understands techniques of reading assessment.

For example:

- demonstrating knowledge of how to collect and use reading assessment data from multiple measures on an ongoing basis

- recognizing how to select and administer informal reading assessments in all areas of reading

- recognizing how to analyze the results of informal and formal reading assessments to plan and improve curriculum and instruction for all students, including students who are learning English as a second language

- demonstrating knowledge of formal and informal methods for determining students' independent, instructional, and frustration levels of reading

0002   The teacher understands how to use and communicate the results of reading assessments.

For example:

- analyzing evidence to determine whether a student is performing below, at, or above expected levels of performance based on grade-appropriate reading standards

- recognizing when a student needs additional help within the classroom in one or more areas of reading

- recognizing when a student needs additional help from other school services

- applying knowledge of reading assessments to analyze and support the reading development of students who are learning English as a second language

- demonstrating knowledge of effective methods for communicating assessment results and reading progress to students, parents, teachers, and support personnel

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0003 The teacher understands factors involved in planning, organizing, and managing reading instruction.

For example:

- demonstrating knowledge of the components of a balanced, comprehensive reading program and the interrelationships among these components

- identifying methods for planning instruction based on grade-appropriate standards of reading performance

- identifying strategies for addressing individual differences among readers (e.g., using flexible grouping, individualizing reading instruction, planning and implementing timely interventions for students with reading difficulties)

- recognizing how to select appropriate instructional materials, including current technology, to promote the reading development of all students, including students who are learning English as a second language

- demonstrating knowledge of strategies for creating a positive and supportive environment for literacy learning

- recognizing the importance of using a wide variety of high-quality literature for children and young adults

0004 The teacher understands the roles of reflection, self-evaluation, collaboration, and professional development in reading instruction.

For example:

- recognizing the importance of engaging in an ongoing program of personal professional development related to reading instruction

- demonstrating familiarity with professional organizations and resources that provide opportunities and support for professional development related to reading instruction

- demonstrating knowledge of self-assessment techniques to help reading professionals evaluate and adjust their own performance as classroom teachers

- identifying ways to collaborate effectively with colleagues to promote professional growth and to meet the reading needs of all students

- recognizing current reading policy and legislation that affect reading instruction in New Mexico (e.g., standards and benchmarks, the EPSS, reading programs)

SUBAREA II—DEVELOPING PHONOLOGICAL AND OTHER LINGUISTIC PROCESSES RELATED TO READING

0005   The teacher understands the role of phonemic awareness in emergent literacy and demonstrates knowledge of strategies for promoting phonemic awareness.

For example:

- analyzing the role of phonemic awareness in reading development

- recognizing how to promote students' awareness of different levels of spoken language (e.g., spoken words, spoken syllables, phonemes)

- demonstrating knowledge of various phonemic awareness skills (e.g., discrimination of onsets/rimes, segmentation of a word into phonemes, blending of phonemes to form a word, substitution of phonemes in a word)

- identifying explicit and implicit strategies for promoting and assessing the phonemic awareness skills of all students, including students who are learning English as a second language

- identifying appropriate materials and activities to promote phonemic awareness

0006   The teacher understands the development of concepts about print.

For example:

- demonstrating knowledge of concepts about print (e.g., letter, word, and sentence representation; directionality; tracking of print; understanding that print carries meaning; one-to-one voice-print correspondence)

- recognizing how concepts about print relate to other aspects of reading development

- identifying appropriate materials and activities to provide effective instruction relating to concepts about print (e.g., environmental print, trade books, big books, patterned language, newspapers)

- demonstrating knowledge of strategies for selecting, designing, and using engaging materials and activities to help students recognize letter shapes and learn letter names

- identifying strategies for assessing students' development of print concepts

0007 The teacher understands phonics and other word identification strategies.

For example:

- recognizing how to plan the sequence of phonics instruction to reflect increasing complexity of linguistic units (e.g., letters, letter combinations, syllables)

- identifying instructional strategies, activities, and materials to teach students letter-sound correspondence, phonics generalizations, and the use of graphophonic cues to decode words in connected text

- demonstrating knowledge of word identification strategies in addition to phonics, including structural analysis (e.g., recognition of word roots and affixes), morphemes, and use of semantic, syntactic, and contextual cues

- recognizing the importance of rapid, automatic decoding in reading fluency and comprehension

- demonstrating knowledge of strategies for helping students master sight words through multiple and varied reading and writing experiences

SUBAREA III—DEVELOPING READING COMPREHENSION AND PROMOTING INDEPENDENT READING

0008 The teacher understands factors affecting reading comprehension and strategies for promoting reading comprehension.

For example:

- demonstrating knowledge of factors affecting reading comprehension (e.g., reading rate and fluency, word recognition, prior knowledge and experiences, vocabulary)

- recognizing ways to activate and develop students' prior knowledge and experience related to reading

- identifying techniques to help readers self-monitor their comprehension

- identifying appropriate prereading and postreading strategies to help students construct meaning (e.g., predicting, questioning, summarizing, discussing, writing, using graphic organizers)

- identifying techniques to promote the reading comprehension skills and strategies of students who are learning English as a second language

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0009 **The teacher understands strategies for promoting literary response and analysis.**

For example:

- recognizing a variety of instructional approaches and activities for helping students apply comprehension strategies (e.g., retelling, graphic organizers, dramatization) when reading literary texts

- identifying strategies for developing and assessing students' responses to literature (e.g., using guided reading, reading logs, and discussions about literature; encouraging students to connect elements in a text to other sources, including other texts, their own experiences, and their background knowledge)

- demonstrating knowledge of the elements of literary analysis and criticism (e.g., describing and analyzing story elements, recognizing features of different literary genres, determining mood and theme, analyzing the use of figurative language, analyzing the ways in which a literary work reflects the traditions, perspectives, and culture of a particular people or time period)

- identifying appropriate literature and related activities to meet the reading needs of all students, including students who are learning English as a second language

0010 **The teacher understands strategies for promoting content-area literacy.**

For example:

- identifying strategies for improving students' comprehension of content-area texts (e.g., text format, summarizing, semantic mapping, graphic organizers)

- recognizing different types and functions of texts and different purposes for reading

- demonstrating knowledge of strategies for helping students identify and analyze common text structures (e.g., chronological, comparison/contrast, cause/effect)

- recognizing how to apply reading strategies for different reading purposes (e.g., skimming, scanning, in-depth reading)

- demonstrating knowledge of study skills to help readers locate, analyze, and recall information from reference materials, content-area texts, graphs, charts, and maps

0011   The teacher understands strategies for promoting students' independent reading.

For example:

- recognizing ways to motivate all students to read independently at school and at home

- identifying appropriate methods for determining students' reading interests and helping students develop selection criteria for independent reading

- demonstrating knowledge of strategies for encouraging students who are learning English as a second language to read independently

- identifying strategies for selecting and organizing a range of reading materials (e.g., fiction, nonfiction, poetry, drama, reference) at various levels of difficulty

SUBAREA IV—SUPPORTING READING THROUGH ORAL AND WRITTEN LANGUAGE DEVELOPMENT

0012   The teacher understands the relationships among reading, writing, and oral language, and uses interrelated instruction in these areas to promote reading proficiency.

For example:

- applying knowledge of the relationships among reading, writing, listening, and speaking to reinforce learning across the curriculum for all students, including students who are learning English as a second language

- identifying oral language activities to enhance students' reading development (e.g., read-alouds, language play, group discussions, questioning, sharing information)

- recognizing how to provide authentic, relevant writing opportunities that enhance students' development as readers

- recognizing ways in which oral language skills can be transferred to written language (e.g., language-experience activities, note taking, dialogue writing, journaling, dictation)

0013   The teacher understands strategies for promoting vocabulary development.

For example:

- recognizing how to help students expand their vocabulary knowledge and skills by listening to and reading a wide variety of texts

- demonstrating knowledge of criteria for selecting appropriate vocabulary words (e.g., words that are related to one another, words needed to comprehend a reading selection)

- demonstrating knowledge of instructional activities and materials to promote vocabulary development (e.g., word sorts, word banks, classification, semantic mapping)

- applying knowledge of strategies for gaining and extending meaning from unfamiliar words in connected text (e.g., word analysis, use of context)

- identifying strategies to promote the vocabulary knowledge and skills of students who are learning English as a second language

0014   The teacher understands how knowledge of English language structures and conventions relates to the development of reading proficiency.

For example:

- identifying strategies for helping students understand the similarities and differences between language structures used in spoken and written English (e.g., formal vs. informal tone and style)

- applying knowledge of strategies for promoting students' understanding of basic syntax and semantics

- identifying strategies for helping students apply knowledge of English grammar, spelling, and other language conventions in reading, writing, listening, and speaking contexts

- identifying methods for assessing students' understanding of English language structures and conventions

0015 **The teacher understands strategies for supporting and promoting the reading development of students who are learning English as a second language.**

For example:

- recognizing how to interrelate elements of language arts instruction to support the reading development of students who are learning English as a second language (e.g., using preview-review, visual aids, charts, real objects, word organizers, graphic organizers, outlining)

- demonstrating familiarity with and cultural sensitivity to the ways in which languages differ

- demonstrating an understanding of the factors and processes involved in transferring literacy competencies from one language to another

- demonstrating familiarity with strategies for promoting the transfer of language skills from one language to another