
ILLINOIS LICENSURE TESTING SYSTEM

FIELD 177: READING TEACHER TEST FRAMEWORK

November 2003

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Illinois Licensure Testing System

FIELD 177: READING TEACHER

TEST FRAMEWORK

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Subarea	Range of Objectives
I. Language, Reading, and Literacy	01–05
II. Reading Instruction	06–11
III. Assessment	12–15
IV. Professional Roles and Responsibilities	16–21

ILLINOIS LICENSURE TESTING SYSTEM

FIELD 177: READING TEACHER

TEST FRAMEWORK

Language, Reading, and Literacy
Reading Instruction
Assessment
Professional Roles and Responsibilities

SUBAREA I—LANGUAGE, READING, AND LITERACY

0001 Understand the nature of language and language development.

For example:

- Recognize that written language is a symbolic system.
- Demonstrate knowledge of major theories of language development, cognition, and learning.
- Demonstrate knowledge of the principles of new language acquisition.
- Demonstrate an understanding of the phonemic, morphemic, semantic, syntactic, and pragmatic systems of language and their relation to the reading and writing processes.

0002 Understand the development of literacy.

For example:

- Recognize the importance of literacy for personal and social growth.
- Demonstrate knowledge of the interrelation of language and literacy acquisition.
- Recognize that students need opportunities to integrate their use of literacy through reading, writing, listening, speaking, viewing, and representing visually.
- Demonstrate knowledge of the importance of giving students learning opportunities in all aspects of literacy (e.g., as readers, writers, thinkers, interpreters, reactors, or responders).

**FIELD 177: READING TEACHER
TEST FRAMEWORK**

0003 Understand the history, theoretical models, and philosophies of reading education.

For example:

- Demonstrate familiarity with research related to and philosophies and theoretical models of reading education and their relevance to instruction.
- Demonstrate knowledge of the history of reading education and the contributions of past and present literacy leaders to current theory and practice and the knowledge base.
- Demonstrate familiarity with relevant reading research from general education and how it has influenced literacy education.
- Demonstrate knowledge of trends, controversies, and issues in reading education.
- Recognize reading skills and strategies and the role each plays in reading development.
- Recognize the scope and sequences for reading instruction at all developmental levels, pre-K through grade 12.

0004 Understand the nature of reading and the language arts.

For example:

- Recognize reading as the process of constructing meaning through the interaction of the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation, and recognize that reading should be taught as a process.
- Demonstrate knowledge of emergent literacy and the experiences that support it.
- Demonstrate an understanding of the interrelation between reading and writing and between listening and speaking.
- Demonstrate an understanding of the role of metacognition in reading and writing and in listening and speaking.
- Recognize the importance of promoting the integration of language arts into all content areas.

FIELD 177: READING TEACHER TEST FRAMEWORK

0005 Understand the influence of individual differences and diversity on language development and reading acquisition.

For example:

- Demonstrate an understanding of the impact of physical, perceptual, emotional, social, cultural, environmental, and intellectual factors on learning, language development, and reading acquisition.
- Demonstrate knowledge of how contextual factors in the school (e.g., grouping procedures, school programs, assessment) can influence student learning and reading.
- Recognize how differences among students influence their literacy development, and recognize the need to adjust reading instruction to meet the needs of diverse students (e.g., gifted, English as a New Language, special needs) as well as those who speak nonstandard dialects.
- Recognize the need to understand, respect, and value cultural, linguistic, and ethnic diversity.

SUBAREA II—READING INSTRUCTION

0006 Understand strategies for creating a classroom environment that promotes students' interest in reading.

For example:

- Demonstrate an understanding of ways to create a literate environment that fosters interest and growth in all aspects of literacy.
- Identify ways to use texts and trade books to stimulate interest; promote reading growth; foster appreciation for the written word; and increase the motivation of students to read widely and independently for information, pleasure, and personal growth.
- Identify ways to provide opportunities for students to select from a variety of written materials; to read extended texts; to offer creative and personal responses to literature, including storytelling; and to read for many authentic purposes.
- Recognize the importance of modeling and discussing reading and writing as valuable, lifelong activities.
- Identify strategies for using instructional and informational technologies to support reading and writing instruction.

**FIELD 177: READING TEACHER
TEST FRAMEWORK**

0007 Understand strategies for promoting students' word identification, spelling, and vocabulary skills and fluency.

For example:

- Identify strategies for teaching students to monitor their own word identification through the use of syntactic, semantic, and graphophonemic relations.
- Demonstrate an understanding that spelling is developmental and is based on students' knowledge of the phonological system and of the letter names, students' judgments of phonetic similarities and differences, and students' ability to abstract phonetic information from letter names.
- Identify strategies for using phonics to teach students to use their knowledge of letter–sound correspondence to identify sounds as they construct meaning.
- Identify methods for teaching students to use context to identify and define unfamiliar words.
- Identify methods for teaching students to recognize and use various spelling patterns in the English language as an aid to word identification and meaning.
- Demonstrate knowledge of effective techniques and strategies for the ongoing development of independent vocabulary acquisition.
- Demonstrate knowledge of effective techniques and strategies for the development of fluency.

0008 Understand strategies for promoting students' reading comprehension skills.

For example:

- Demonstrate an understanding of ways to provide explicit instruction as well as ways to model when and how to use multiple comprehension strategies.
- Identify ways to model questioning strategies.
- Demonstrate knowledge of ways to teach students to connect prior knowledge with new information.
- Demonstrate knowledge of ways to teach students strategies for monitoring their own comprehension.
- Identify methods for ensuring that students can use various aspects of text (e.g., conventions of written English, text structure and genres, intertextual connections) to gain comprehension.
- Identify methods for ensuring that students gain understanding of the meaning and importance of the conventions of standard written English (e.g., pronunciation, usage) for comprehending text.

**FIELD 177: READING TEACHER
TEST FRAMEWORK**

0009 Understand methods for using literature to promote students' literacy skills.

For example:

- Demonstrate familiarity with a wide range of classic and contemporary children's and young adults' fictional and informational literature at appropriate levels of interest and readability.
- Demonstrate knowledge of ways to locate, evaluate, and use literature for readers of all abilities, ages, and backgrounds.
- Demonstrate familiarity with various tools and methods used to estimate the readability of texts.

0010 Understand methods for promoting students' study and research skills.

For example:

- Identify methods for developing students' strategies for locating and using a variety of print, nonprint, and electronic sources.
- Identify methods for teaching students to vary reading rate according to the reader's purpose(s) and the difficulty of the material.
- Identify methods for teaching students effective time-management strategies.
- Identify methods for teaching students strategies to organize, understand, and remember information from verbal and written sources.
- Identify methods for teaching students test-taking strategies.

0011 Understand methods for promoting students' writing skills.

For example:

- Demonstrate familiarity with methods for teaching students planning strategies most appropriate for particular kinds of writing.
- Demonstrate familiarity with methods for teaching students to draft, revise, edit, and publish their writing.
- Demonstrate familiarity with methods for teaching students the conventions of standard written English needed to edit their writing.

**FIELD 177: READING TEACHER
TEST FRAMEWORK**

SUBAREA III—ASSESSMENT

0012 Understand purposes of assessment and appropriate uses of assessment results.

For example:

- Demonstrate familiarity with a model of reading diagnosis that includes student proficiency with print conventions, word recognition and analysis, vocabulary, fluency, comprehension, self-monitoring, and motivation.
- Demonstrate knowledge of the uses and limitations of informal and formal assessments for screening, diagnosis, and progress monitoring.
- Demonstrate an understanding that goals, instruction, and assessment should be aligned.
- Demonstrate knowledge of the procedures for screening classes to identify students in need of more thorough reading diagnoses.

0013 Understand the characteristics and construction of formal and informal assessments of students' reading.

For example:

- Demonstrate an understanding of methods for assessing strengths and needs of individual students in the areas of reading, writing, and spelling and determining students' reading levels (e.g., independent, instructional, frustration).
- Demonstrate an understanding of methods for developing and conducting assessments that involve multiple indicators of learner progress.
- Demonstrate an understanding of methods for administering and using information from interest inventories, norm-referenced tests, formal and informal inventories, constructed-response measures, portfolio-based assessments, student self-evaluations, work/performance samples, observations, anecdotal records, journals, and other indicators of student progress to inform instruction.
- Demonstrate an understanding of the construction and interpretation of classroom reading tests, including the state assessment.

**FIELD 177: READING TEACHER
TEST FRAMEWORK**

0014 Understand instructional methods for addressing students' reading difficulties.

For example:

- Demonstrate knowledge of the nature and multiple causes of reading and writing difficulties.
- Demonstrate knowledge of individualized and group instructional interventions targeted toward those students in greatest need or at low proficiency levels.
- Identify methods for designing, implementing, and evaluating appropriate reading programs for small groups and individuals.
- Demonstrate knowledge of models and procedures for providing reading diagnosis and educational services to students with reading difficulties.
- Demonstrate familiarity with methods for developing a variety of reports on and profiles of students with reading difficulties.

0015 Understand methods for working with students with special needs who have reading difficulties.

For example:

- Demonstrate familiarity with the instructional implications of research in reading, special education, psychology, and other fields that deal with the treatment of students with reading and learning difficulties.
- Demonstrate knowledge of methods for interpreting diagnostic information to plan instructional programs and explaining diagnostic information to classroom teachers, parents/guardians, and other specialists.
- Demonstrate familiarity with the process of developing individual educational plans for students with severe learning problems related to literacy.

**FIELD 177: READING TEACHER
TEST FRAMEWORK**

SUBAREA IV—PROFESSIONAL ROLES AND RESPONSIBILITIES

0016 Understand strategies for implementing and enhancing reading programs for all students.

For example:

- Demonstrate an understanding of ways to communicate with students about their strengths, areas for improvement, and ways to achieve improvement.
- Identify ways to differentiate instruction to meet the needs of different students.
- Demonstrate familiarity with methods for implementing programs designed to help students improve their reading and writing, including those supported by federal, state, and local funding.

0017 Understand strategies for participating in curriculum development and implementation.

For example:

- Demonstrate knowledge of state and national educational standards relevant to reading education and exemplary programs and practices.
- Demonstrate familiarity with curriculum material and instructional technology evaluation guidelines and with methods for selecting and evaluating instructional materials for literacy, including those that are technology based.
- Demonstrate an understanding of the importance of participating in the development and implementation of school improvement plans.
- Demonstrate an understanding of strategies for participating in and facilitating reading curriculum design, revision, and implementation.
- Demonstrate an understanding of strategies for participating in the evaluation and selection of instructional materials, including textbooks, trade books, materials for students with special needs, and technology.

**FIELD 177: READING TEACHER
TEST FRAMEWORK**

0018 Understand strategies for communicating and working with families, the public, and other professionals.

For example:

- Demonstrate an understanding of the value of community support for school reading programs.
- Identify strategies for communicating effectively about reading to the general public.
- Demonstrate knowledge of methods for involving parents/guardians in cooperative efforts to support students' reading and writing development and for implementing effective strategies to include parents/guardians as partners in the literacy development of their children.
- Identify strategies for communicating with allied professionals and paraprofessionals in assessing student achievement and planning instruction.
- Identify ways to communicate information and data about literacy to school personnel, parents/guardians, and the community.

0019 Understand the value of and methods for pursuing professional development.

For example:

- Demonstrate an understanding of the value of participating in professional development programs.
- Recognize the importance of using multiple indicators to judge professional growth.
- Demonstrate familiarity with resources for gaining information related to certification and recertification.

0020 Understand methods for working with paraprofessionals.

For example:

- Demonstrate familiarity with methods for planning lessons that involve the participation of paraprofessionals.
- Demonstrate knowledge of strategies for observing paraprofessionals and providing feedback on their performance.
- Demonstrate familiarity with methods for guiding and training tutors and volunteers.

**FIELD 177: READING TEACHER
TEST FRAMEWORK**

0021 Understand professional conduct for the reading teacher.

For example:

- Identify the benefits of participating in professional organizations related to reading education.
- Demonstrate knowledge of the importance of staying current with developments in reading education and children's and young adults' literature by reading professional journals and publications.
- Demonstrate knowledge of the importance of conducting self-evaluation and reflecting on one's own teaching practices to improve instruction and other services to students.
- Demonstrate knowledge of the importance of being aware of, adhering to, and modeling ethical standards of professional conduct in reading education.