**NC SIP Reading Research to Classroom Practice &**

**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) *Reading Research to Classroom Practice* professional development. *Reading Research to Classroom Practice* (RRtCP) 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 RRtCP 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 Research to Classroom Practice* 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 Research to Classroom Practice* concepts taught aligned to 79% 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](http://www.nc.nesinc.com/) for more information about the Foundations of Reading test for North Carolina

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| **NCSIP: Reading Research to Classroom Practice****Course goals and competencies** | **NC Foundations of Reading Test** |
| **Unit 1: Statistics and Science to Learning to Read and Spell**1. Accurately summarize the research findings regarding the scope of the reading

problem and current state of reading.1. Knowledgeable 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.
2. Discover and examine the scientific research behind students acquiring literacy.
3. Examine a variety of models of skilled reading.
4. Identify and distinguish between of the phases of reading and spelling.
5. Analyze the profiles of severe reading difficulties.
6. Understand and recite the most common cause of reading difficulties.
7. Examine dyslexia and recall characteristics of this learning disability.
8. Observe the impact of early intervention based on brain research.
9. Identify the instructional principles supporting the differences in learning to read.
10. Understand and employ the gradual release model.
11. Explore specially designed instruction to meet student's needs
12. Apply knowledge to form hypothesis of stage/profile of a struggling reader.
 | **Test Objectives and Associated Practice Questions:**Objective 0004: Understand word analysis skills and strategies.Objective 0009: Understand multiple approaches to reading instruction. |
| Unit 2: The Structure of Language 1. Explore how the structure of language is embedded in the reading models.
2. Define and explore the components that make-up the structure of the English Language.
3. Understand how the components relate to reading and writing instruction.
4. Define, explore, and practice pronunciation of the phonemes in English Language.
5. Apply knowledge to determine use of voiced and unvoiced sounds.
6. Classify consonant and vowel phonemes by variations of pronunciation.
7. Discuss the history of our English language and its impact on oral and written language.
 | **Test Objectives and Associated Practice Questions:**Objective 0003: Understand the role of phonics in promoting reading development.Objective 0004: Understand word analysis skills and strategies.Questions: 35, 43Objective 0009: Understand multiple approaches to reading instruction. |
| **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.
 | **Test Objectives and Associated Practice Questions:**Objective 0004: Understand word analysis skills and strategies.Questions: 43Objective 0006: Understand how to apply reading comprehension skills and strategies to imaginative/ literary texts.Questions: 66Objective 0008: Understand formal and informal methods for assessing reading developmentQuestions: 82, 85, 87Objective 0009: Understand multiple approaches to reading instruction.Questions: 96 |
| **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. 3. Understand how the history of our English language impacts both oral and written language.
 | **Test Objectives and Associated Practice Questions:**Objective 0001: Understand phonological and phonemic awareness.Questions: 1-11Objective 0002: Understand concepts of print and the alphabetic principle.Questions: 13, 14, 18-21Objective 0003: Understand the role of phonics in promoting reading development. Questions: 24, 27, 28, 31, 32, 33, 34Objective 0004: Understand word analysis skills and strategies.Objective 0008: Understand formal and informal methods for assessing reading developmentQuestions: 81, 85Objective 0009: Understand multiple approaches to reading instruction.Questions: 92, 93, 95, 96 |
| **Unit 5: Word Recognition, Syllable Structures, and Spelling**1. Understand the development of, and challenges associated with, word recognition and spelling skills
2. Understand the principles of teaching word recognition, syllable structures, and spelling; giving examples illustrating each principle
3. Understand the sequence of instruction that research shows to be most effective in teaching word recognition, syllable structures, and spelling
4. Identify explicit, multisensory, and systematic strategies for teaching word recognition, syllable structures, and spelling
5. Analyze assessment data associated with word recognition skills and spelling, and identify instructional goals and strategies to address areas of need for a studen
 | **Test Objectives and Associated Practice Questions:**Objective 0002: Understand concepts of print and the alphabetic principle.Objective 0003: Understand the role of phonics in promoting reading development.Question: 22, 23, 24, 26, 28, 29, 30, 31, 33Objective 0004: Understand word analysis skills and strategies.Questions: 35, 36, 39, 40, 43Objective 0005: Understand vocabulary developmentQuestions: 57Objective 0006: Understand how to apply reading comprehension skills and strategies to imaginative/ literary texts.Questions: 66Objective 0008: Understand formal and informal methods for assessing reading developmentQuestions: 81Objective 0009: Understand multiple approaches to reading instruction.Questions: 92, 93, 96 |
| Unit 6: Fluency 1. Identify and examine the components of fluency
2. Investigate the relationship between fluency, decoding and comprehension
3. Review the impact of early fluency as a predictor of reading comprehension
4. Examine fluency as a component of skilled reading models
5. Explore and compare the development of fluency between average and challenged readers
6. Understand the principles of assessing and intervention of fluency
7. Review levels of text and its implications for fluency instruction
8. Identify specific strategies for developing reading fluency
 | **Test Objectives and Associated Practice Questions:**Objective 0003: Understand the role of phonics in promoting reading development.Questions: 23, 25 Objective 0005: Understand vocabulary developmentQuestions: 57Objective 0006: Understand how to apply reading comprehension skills and strategies to imaginative/ literary texts.Questions: 66Objective 0007: Understand how to apply reading comprehension skills and strategies to informational/expository texts.Questions: 75 Objective 0009: Understand multiple approaches to reading instruction.Questions: 59, 97, 98, 99  |
| **Unit 7: Vocabulary Instruction**1. Understand oral vocabulary development in young children.
2. Understand how print materials foster vocabulary development and reading achievement.
3. Identify the continuum of word knowledge.
4. Understand how words are stored in the lexicon.
5. 5. Identify evidence-based instructional strategies for developing vocabulary knowledge in students
 | **Test Objectives and Associated Practice Questions:**Objective 0003: Understand the role of phonics in promoting reading development.Questions: 30Objective 0004: Understand word analysis skills and strategies.Questions: 35, 36, 38, 40-42, 44Objective 0005: Understand vocabulary developmentQuestions: 45-53, 57Objective 0006: Understand how to apply reading comprehension skills and strategies to imaginative/ literary texts.Question: 62Objective 0007: Understand how to apply reading comprehension skills and strategies to informational/expository texts.Questions: 79Objective 0009: Understand multiple approaches to reading instruction.Questions: 97 |
| Unit 8: Comprehension 1. Develop an understanding of comprehension skills
2. Understand comprehension development and challenges of acquisition
3. Understand the mental model of reading comprehension
4. Identify principles of instructional practices in comprehension
5. Analyze assessment data associated with comprehension skills, and identify instructional goals and strategies to address areas of need for a student
 | **Test Objectives and Associated Practice Questions:**Objective 0003: Understand the role of phonics in promoting reading development.Questions: 23Objective 0005: Understand vocabulary developmentQuestions: 47, 49, 52, 55-57Objective 0006: Understand how to apply reading comprehension skills and strategies to imaginative/literary texts.Questions: 60-63, 65Objective 0007: Understand how to apply reading comprehension skills and strategies to informational/expository texts.Questions: 69, 71, 74-77, 79, 80Objective 0008: Understand formal and informal methods for assessing reading developmentObjective 0009: Understand multiple approaches to reading instructionQuestions: 58-59, 94, 97 |

**Foundations of Reading**

**Test Design**

**Subarea**

 **Multiple Choice Range of Approximate**

 **Objectives 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 18%

 **\_\_\_\_\_\_\_\_\_\_**

 **80%**

 **Open-Response**

IV. Integration of Knowledge and Understanding 10 **20%**

FOUNDATIONS OF READING DEVELOPMENT

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

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 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

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.