

Foundations of Reading (FOR) Test Objectives: Comparison Between Current FOR and FOR ©2021

STRUCTURE: The FOR subarea structure and approximate test weighting of the four subareas have not changed.



Multiple-Choice:	Subarea I:	Foundations of Reading Development	(Approximately 35%)
	Subarea II:	Development of Reading Comprehension	(Approximately 27%)
	Subarea III:	Reading Assessment and Instruction	(Approximately 18%)
Open-Response:	Subarea IV:	Integration of Knowledge and Understanding	(Approximately 20%)

CONTENT			
Subarea	Current FOR Content	Subarea	FOR ©2021 Content Changes
I	Distinction between phonological awareness and phonemic awareness; difference between phonemic awareness and phonics; role of phonological and phonemic awareness in reading development; role of phonics and word analysis in rapid, automatic word recognition; role of automaticity and fluency in reading development and comprehension; relationship between decoding and encoding; strategies for promoting phonological and phonemic awareness, concepts of print, letter formation, the alphabetic principle, letter-sound correspondence, phonics, word analysis, automaticity, and fluency; use of context to verify the pronunciation and meaning of decoded words; development of emergent literacy and reading skills in individual students (e.g., English learners, struggling readers through highly proficient readers)	I	<ul style="list-style-type: none"> • Content moved: <ul style="list-style-type: none"> ○ Current objectives 001 (Phonological and Phonemic Awareness) and 002 (Concepts of Print and the Alphabetic Principle) combined in new objective 001 ○ Current objectives 003 (Phonics) and 004 (Word Analysis) are now 002 and 003 • New objective: 004 (Reading Fluency), addressing fluency at all stages of reading development • New content: instruction in the six English syllable types, high-frequency words, inflections, spelling, and orthographic knowledge; distinctions between inflectional and derivational morphemes; factors that affect oral language and literacy development • Content receiving increased emphasis: evidence-based, explicit instruction in emergent literacy and reading skills; use of oral language and writing to reinforce development of emergent literacy and reading skills; all aspects of fluency instruction; differentiated instruction and classroom interventions and extensions to address the needs of all students in emergent literacy and reading skills (e.g., English learners, students with disabilities, students who are experiencing difficulty, students who are performing at grade level, students who are highly proficient)
II	Relationship between vocabulary development and reading comprehension; criteria for selecting vocabulary words; knowledge of levels of comprehension, text structures and features, reference materials, electronic texts, and differences between conventions of spoken and written standard English; strategies for promoting oral language development, listening comprehension, academic language development, vocabulary development, and text comprehension, including close reading and analysis of literary and informational texts; reading for different academic tasks and purposes; development of vocabulary, academic language, and text comprehension in individual students (e.g., English learners, struggling readers through highly proficient readers)	II	<ul style="list-style-type: none"> • New content: distinctions between tiers of vocabulary (i.e., Tier One, Tier Two, and Tier Three words); role of and strategies for promoting word consciousness; promoting ability to deconstruct complex sentences in academic texts; development of disciplinary literacy skills • Content receiving increased emphasis: evidence-based, explicit instruction in vocabulary development, academic language development, and comprehension and analysis of literary and informational texts; instruction in independent word-learning strategies; promoting critical thinking about literary and informational texts; promoting strategic reading to help students develop self-efficacy and independence reading complex literary and informational texts; use of oral language and writing to facilitate and reinforce vocabulary development, academic language development, and text comprehension and analysis; differentiated instruction and classroom interventions and extensions to address the needs of all students in vocabulary development, academic language development, and comprehension and analysis of literary and informational texts (e.g., English learners, students with disabilities, students who are experiencing difficulty, students who are performing at grade level, students who are highly proficient)

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cont.,

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III	<p>Use of ongoing reading assessment; characteristics and uses of different types of reading assessments; use of assessment to identify reading difficulties and adjust instruction to meet students' reading needs; concepts of validity, reliability, and bias in testing; group versus individual reading assessments; techniques for assessing particular reading skills; awareness of text leveling; knowledge of challenges and supports in a text; techniques for determining students' independent, instructional, and frustration reading levels; significant theories, approaches, and practices for developing reading skills and reading comprehension; planning, organizing, managing, and differentiating reading instruction; importance of close reading and rereading of well crafted, content- and idea-rich texts; evaluating and sequencing texts according to text complexity; importance of balancing students' exposure to literary and informational texts; selecting and using materials for reading instruction; creating an environment that promotes a love of reading; strategies for promoting independent reading; use of instructional technologies to promote reading development; assessment of and instructional strategies, resources, and supports for individual students (e.g., English learners, struggling readers through highly proficient readers)</p>	III	<ul style="list-style-type: none"> • <u>Content moved</u>: strategies for promoting development of particular reading skills moved to relevant objectives 001–007 • <u>New content</u>: importance of using both code-based and meaning-based reading assessments; knowledge of stages or phases of word reading; principles of standards-based reading instruction; knowledge of tiered instructional models, key components of these models, and how to deliver reading instruction in the context of a tiered instructional model; evaluating texts according to various dimensions of text complexity (e.g., qualitative, quantitative, reader and task variables); key components of evidence-based close-reading protocols or routines • <u>Content receiving increased emphasis</u>: knowledge of the major components of reading and valid approaches to assessing each component; providing reading instruction that reflects an integrated model of literacy; using texts for reading instruction that reflect a diversity of genres, cultures, perspectives, and time periods; using assessments, resources, and evidence-based best practices to support the reading development of individual students, including the use of multisensory approaches • <u>Content removed</u>: text leveling; determining students' independent, instructional, and frustration reading levels
IV	<p>Candidates are provided with assessment data related to two students. For <i>each</i> set of data, candidates prepare an organized, developed analysis, in which they identify and describe a significant strength and a significant need demonstrated by each of the students.</p> <ul style="list-style-type: none"> • Open-Response Item (ORI) #1 relates to a student's decoding skills • ORI #2 relates to a (different) student's text comprehension 	IV	<ul style="list-style-type: none"> • <u>New content</u>: <ul style="list-style-type: none"> ○ In the first Open-Response Item (ORI), candidates are provided with assessment data related to the student's oral reading fluency, in addition to the data related to the student's decoding skills. ○ For <i>both</i> ORIs, candidates must describe an appropriate, effective instructional strategy, activity, or intervention to address the student's identified need and explain why the strategy, activity, or intervention would be effective.