What Future Teachers Need to Know about the Wisconsin Foundations of Reading Test

Workshop
Presented by
Cindy Cate, Mary Lou Harris-Manske, Kim Ott and Leslie McClain
April 27, 2014
The current Wisconsin teacher licensure exam has few questions on reading instruction, and many of those questions are lacking in rigor. Reading should be emphasized specifically; however, the state should also take this opportunity to strengthen licensure requirements overall. Specifically, the Task Force recommends the well-regarded Massachusetts Test for Education Licensure (MTEL) “Foundations of Reading” to be the required state exam by 2013 to raise the bar. The exam should be incorporated within the current Wisconsin exam to reduce costs in the short term. In the long term, the states should explore adopting MTEL exams across all subject areas.
According to the newly enacted Wisconsin State Statute ACT 166:

SECTION 21. 118.19 (14) (a) any person applying for a teacher license “…to teach in grades kindergarten to 5 or in special education, an initial license as a reading teacher, or an initial license as a reading specialist…” are required to take and pass a Foundations of Reading Test.
"Just because you do not take an interest in politics doesn't mean politics won't take an interest in you."

Pericles
"The Olympian"
430 B.C.
Who will have to take it?

- What licenses will be affected?
  The department may not issue an initial teaching license that authorizes the holder to teach in grades kindergarten to 5 or in special education, an initial license as a reading teacher, or an initial license as a reading specialist, unless the applicant has passed an examination....

- Early Childhood - Regular Education (70-777)
- Early Childhood - Special Education (70-809)
- Early Childhood - Middle Childhood (71-777)
- Middle Childhood - Early Adolescence (72-777)
- Middle Childhood - Early Adolescence Cross Categorical (72-801)
- Middle Childhood - Early Adolescence Specific Learning Disabilities (72-811)
- Middle Childhood - Early Adolescence Emotional Behavioral Disabilities (72-830)
- Middle Childhood - Early Adolescence Cognitive Disabilities (72-810)
- Early Adolescence - Adolescence Cross Categorical (73-801)
- Early Adolescence - Adolescence Specific Learning Disabilities (73-811)
- Early Adolescence - Adolescence Emotional Behavioral Disabilities (73-830)
- Early Adolescence - Adolescence Cognitive Disabilities (73-810)
- Reading Teacher (316)
- Reading Specialist (17)
When Does It Start?

When does it go into effect?
First applies to an application for a teaching license received by the department of public instruction

After January 31, 2014

Out-of-state applicants applying for an initial Wisconsin license beginning February 1, 2014 forward, will need to take the exam and post passing scores in order to obtain Wisconsin licensure in the licenses affected

Wisconsin educators who have been prepared and have not applied for initial licensure, will need to post passing scores on the exam, if they apply for licensure beginning February 1, 2014 forward

Wisconsin candidates who are student teaching Fall, 2013 and apply for their license before January 31, 2014. Will they need to take the exam? NO but you must apply before January 31, 2014!
Following the prescription of the statutory language, Wisconsin developed permission to work with the provider of the Massachusetts Foundations of Reading test to create:

"...an examination identical to the Foundations of Reading test that is part of the Massachusetts Tests for Educator Licensure (MTEL)."

Feedback is that the WFRT is very much like the MTEL!

Jennifer Yaeger’s study guide is built on years of helping educators pass the MTEL!
Thinking of moving to another state?

Arizona, California, Texas, Oklahoma, Massachusetts, Colorado, New York, Michigan, Illinois, Connecticut...
WFR T = MTEL Format

One Hundred Multiple Choice Questions

Two constructed response questions.

<table>
<thead>
<tr>
<th>Subareas</th>
<th>Approximate Number of Multiple-Choice Items</th>
<th>Number of Open-Response Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Foundations of Reading Development</td>
<td>43–45</td>
<td></td>
</tr>
<tr>
<td>II. Development of Reading Comprehension</td>
<td>33–35</td>
<td></td>
</tr>
<tr>
<td>III. Reading Assessment and Instruction</td>
<td>21–23</td>
<td>2</td>
</tr>
<tr>
<td>IV. Integration of Knowledge and Understanding</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
First Big Tip...

Do the constructed response questions first when you are fresh. Prepare an outline of your possible answer and record it on the laminated sheet as you start. You will only have 150-300 words to complete the item clearly and concisely. The constructed response questions are Predictable!
The test will be offered in a computer-based testing format

Testing will be available by appointment, Monday through Saturday at testing centers

Pearson has determined testing center sites needed in the state. UWSP is a testing site.

Test results have a minimum 4-week turn-around time

You can retake; you will pay again!
About the Test

The test cost is $155.
Test fee ($30) + Registration ($125)

Pearson has established a Wisconsin website, which will include test registration and score reporting services, and preparation information.

http://www.wi.nesinc.com/
Other information…

- No scheduled break
- You can navigate back and forth
- You have a single laminated sheet for writing down things
UWSP SOE is recommending

Spend time working through the Wisconsin Foundations of Reading Test NES study guide

Spend time taking the Wisconsin Foundations of Reading Test NES computer-based test tutorial
WFRT Objectives

1. Understand phonological and phonemic awareness.
2. Understand concepts of print and the alphabetic principle.
3. Understand the role of phonics in promoting reading development.
4. Understand word analysis skills and strategies.
5. Understand vocabulary development.
6. Understand how to apply reading comprehension skills and strategies to imaginative/literary texts.
WFRT Objectives

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

8. Understand formal and informal methods for assessing reading development.

9. Understand multiple approaches to reading instruction.

10. 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 & instruction.
| I. Foundations of Reading Development | 01–04 | 35% |
| II. Development of Reading Comprehension | 05–07 | 27% |
| III. Reading Assessment and Instruction | 08–09 | 18% |
| IV. Integration of Knowledge and Understanding | 10 | 20% |
Passing Score = 229
(Licensure applied for before 8/31/2014)

Passing Score = 240
(Licensure applied for after 9/1/2014)
Perfect Score on Constructed response score = 60
Multiple Choice Needed = 81%

Bomb the constructed response score = 24
Multiple Choice Needed = 91%
Most of the questions are application oriented

Let’s look at a sample question...
28. A second-grade teacher administers spelling inventories periodically to help assess students' phonics knowledge. The following shows one student’s performance on a spelling inventory at the beginning of the school year and again several months later.

<table>
<thead>
<tr>
<th>Dictated Word</th>
<th>Student Spelling (Beginning)</th>
<th>Student Spelling (Later)</th>
</tr>
</thead>
<tbody>
<tr>
<td>set</td>
<td>set</td>
<td>set</td>
</tr>
<tr>
<td>star</td>
<td>ster</td>
<td>star</td>
</tr>
<tr>
<td>drive</td>
<td>driv</td>
<td>drive</td>
</tr>
<tr>
<td>peach</td>
<td>pech</td>
<td>peche</td>
</tr>
<tr>
<td>turn</td>
<td>tarn</td>
<td>turn</td>
</tr>
<tr>
<td>join</td>
<td>joyn</td>
<td>join</td>
</tr>
</tbody>
</table>

The student’s performance on the second administration of the spelling inventory indicates that the student made the most improvement in which of the following areas?
A. initial and final consonants
B. short vowels and diphthongs
C. digraphs and blends
D. long and r-controlled vowels

<table>
<thead>
<tr>
<th>Word</th>
<th>1st attempt</th>
<th>2nd attempt</th>
</tr>
</thead>
<tbody>
<tr>
<td>set</td>
<td>set</td>
<td>set</td>
</tr>
<tr>
<td>star</td>
<td>ster</td>
<td>star</td>
</tr>
<tr>
<td>drive</td>
<td>driv</td>
<td>drive</td>
</tr>
<tr>
<td>peach</td>
<td>pech</td>
<td>peche</td>
</tr>
<tr>
<td>turn</td>
<td>tarn</td>
<td>turn</td>
</tr>
<tr>
<td>join</td>
<td>joyn</td>
<td>joyn</td>
</tr>
</tbody>
</table>
Rachael Marie  Finished a rimes unit, now prepping a unit on digraphs (ch, th, sh, and wh). Also getting a week of guided reading done today, and hopefully a solid outline for my first week of a dialogue unit for Reader's Workshop. I am up to my eyeballs in literacy, but its fun!

Rachael Marie  I thought I would be prepared because I always did really well in my classes, but it is so much different when you are actually applying it to real students, lol. You really have to know your stuff because you can't look at your phonics book when you are teaching! You have to really know it backwards and forwards.
1. Invest in a notebook or file where you can gather materials that will support you as you prepare for the exam.

2. Save or secure any tutorial text in phonics to review content and exercises before taking the exam. Remember that a major part of the proposed test (almost 35%) relates to this content.

3. Save or secure any basic text book in reading content before taking the exam. Focus on chapters that introduce and examine each of the five key elements of reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension.


Review each section again focused on phonemic awareness, phonics, fluency, vocabulary and comprehension. The exam tends to privilege the view of reading presented in this document.
So how do you prepare?

5. Secure a copy of *a basic resource on working with English Learners* to review content before taking the test. Save your notes and handouts about working with ELs to review before taking the exam. Remember about 1 out of every 15 questions deal with ELs.

6. Save any class activities, PowerPoint slides and notes to review before taking the exam.

7. Save sample questions practiced in any class to rework prior to taking the exam.

8. Secure framework articles on phonemic awareness (Yopp), phonics (Stahl), fluency (Pikulski and/or Hudson), vocabulary (Bromley) and comprehension (Pardo and/or McLaughlin) to reread prior to taking the exam. All articles are archived on the UWSP website.

[http://www3.uwsp.edu/education/Pages/ReadingTest.aspx](http://www3.uwsp.edu/education/Pages/ReadingTest.aspx)
So how do you prepare?

9. Consult the college website where test information, preparation materials and other resources will be archived and accessible. Watch for and read information that is disseminated from the School of Education office on the test.

   UWSP recommends
   **Study and review additional resources listed on our website**
   [http://www.uwsp.edu/education/Pages/ReadingTest.aspx](http://www.uwsp.edu/education/Pages/ReadingTest.aspx)

10. Watch for and attend a review session and/or workshop prior to taking the exam. These may be scheduled in conjunction with other conferences and/or stand alone workshops.

   UWSP reminder … **workshop dates will be announced in the SOE Newsletter and typically will be offered the last half of each semester.** Please watch SOE Newsletter for dates, times & registration information
   [http://www.uwsp.edu/education/Pages/CurrentUndergrad/Newsletter/default.aspx](http://www.uwsp.edu/education/Pages/CurrentUndergrad/Newsletter/default.aspx)
11. If you suffer from test anxiety, schedule an appointment with available campus services to get tips about being better prepared for standardized tests.

12. Take another reading course to build your knowledge base.

13. Invest in other available and accessible resources on the net that will guide your preparation. For example, take a look at materials that other sites are sharing with their students.

14. Use a study guide available to self-evaluate your knowledge of critical terms and concepts.

15. Take the practice test before signing up to take the exam. Make sure you can pass the all modules of the practice exam. If you fall short in any of the areas, rework those and try the practice test again.

UWSP SOE recommends taking the University of Wisconsin web-based study modules [http://go.wisc.edu/8zh3ys](http://go.wisc.edu/8zh3ys)
UW Stevens Point

Wisconsin Foundations of Reading Test

The Wisconsin State Legislature has passed lead to Lead legislation requiring a standardized test on the teaching of reading for all early childhood, elementary, reading and special ed, and special education teachers.

According to the newly enacted Wisconsin State Statute ACT 166:

ACT 166 SECTION 21. 118.19 (14) (a) The department may not issue an initial teaching license that authorizes the holder to teach in grades kindergarten to 3 or in special education, an initial license as a reading teacher, or an initial license as a reading specialist, unless the applicant has passed an examination identical to the Foundations of Reading test administered in 2012 as part of the Massachusetts Tests for Educator Licensure. The department shall set the passing cut score on the examination at a level no lower than the level recommended by the developer of the test, based on this state’s standards.

(b) Any teacher who passes the examination under par. (a) shall notify the department, which shall add a notation to the teacher’s license indicating that he or she passed the examination.

ACT 166 SECTION 28. Initial applicability.

(1) TEACHING LICENSE. The treatment of section 118.19 (14) (a) of the statutes first applies to an application for a teaching license received by the department of public instruction on January 1, 2014. During the Biennial Budget Session, a fee-standing motion was made on 5/21/2013 during the Joint Finance Committee to delay the initial applicability date. As a result of the motion, the budget bill as modified by the Joint Finance Committee is as follows:

SECTION 2305r. 2011 Wisconsin Act 166, section 28 (1) is amended to read: [2011 Wisconsin Act 166] Section 28 (1) TEACHING LICENSE. The treatment of section 118.19 (14) (a) of the statutes first applies to an application for a teaching license received by the department of public instruction on January 31, 2014.

NOTE: Date for implementation is January 31, 2014 as passed by Wisconsin Legislature (July 2013)

http://www3.uwsp.edu/education/Pages/ReadingTest.aspx
Another helpful tool recommended by UWSP SOE

* Download the Quizlet app and develop flashcards (many sets are available)

UW Madison site

http://literacy.education.wisc.edu/literacy/reading/featured-projects/wisconsin-foundations-of-reading-test (not active)

http://go.wisc.edu/8zh3ys
Yaeger’s Wisconsin Foundations of Reading Study Guide

- Phonological, Phonemic and Phonics (pp. 10-14)
- Concepts of Print & Alphabetic Principle (pp. 17-20)
- Role of Phonics (pp. 21-33) especially Phonics (linguistic) terms (pp. 25-26), sequence (p. 28) and example words (pp. 31-32)
- Word analysis (pp. 34-36)
- Vocabulary (pp. 37-42)
- Comprehension (pp. 43-56)
- Assessment and Instruction (pp. 57-66)
- English Learners (pp. 67-77)
- Glossary (pp. 102-114)
So what about test anxiety?

Tips from the RSC
Managing Test Anxiety

- Realize that we all experience some level of test anxiety

- Face your fears
  - Writing, discussing – change your focus from problems to solutions

- Keep things in perspective
  - Counter negative thoughts with positive ones, replace perfectionism with realism

- Understand your optimal learning conditions
Managing Test Anxiety

Prepare, organize, practice, self-assess
Study plan, study guide, study groups, etc. – banish procrastination

Imagine yourself succeeding
Build confidence and visualize your desired outcome

Honor the mind/body connection
Rest, eat well, exercise, etc.

Breathe
To calm down, to concentrate, to refocus
Practice Questions in Packet

Early Literacy and Phonemic Awareness
Let’s warm up with WFRSG p. 16
1. Which of the following students is demonstrating the specific type of phonological awareness known as phonemic awareness?
   A. a student who, after being shown a letter of the alphabet, can orally identify its corresponding sound(s)
   B. a student who listens to the words *sing*, *ring*, *fling*, and *hang* and can identify that *hang* is different
   C. a student who, after hearing the word *hat*, can orally identify that it ends with the sound /t/
   D. a student who listens to the word *Wisconsin* and can determine that it contains three syllables

2. A kindergarten teacher could best determine if a child has begun to develop phonemic awareness by asking the child to:
   A. count the number of words the child hears in a sentence as the teacher says the sentence.
   B. say the word *cat*, then say the first sound the child hears in the word.
   C. point to the correct letter on an alphabet chart as the teacher names specific letters.
   D. listen to the teacher say *boat* and *coat*, then identify whether the two words rhyme.

4. The ability to divide words containing major phonograms into onsets and rimes would best help a first-grade reader decode which of the following words?
   A. itch
   B. girl
   C. learn
   D. stick
FIGURE 5. Illustration of Relationship Among Phonological Awareness, Phonemic Awareness, and Phonics

Phonology

Phonological Awareness

Word Awareness
Rhyming
Syllables

Phonemic Awareness
- onset and rime
- blending
- segmenting
- manipulating phonemes

Read and Write Words

Morphemes

Graphemes

Metalinguistic

Orthography

In packet of materials
<table>
<thead>
<tr>
<th>Phonological</th>
<th>Phonics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auditory Only</td>
<td>Adding in Visual</td>
</tr>
<tr>
<td>IN THE DARK</td>
<td>NEED THE LIGHTS ON</td>
</tr>
<tr>
<td>Broad Concepts</td>
<td>Mapping sounds (phonemes) to</td>
</tr>
<tr>
<td>Groups of sounds</td>
<td>letters and letter combinations</td>
</tr>
<tr>
<td>1. Word Awareness</td>
<td>(graphemes)</td>
</tr>
<tr>
<td>2. Syllable Awareness</td>
<td></td>
</tr>
<tr>
<td>3. Rhyming</td>
<td></td>
</tr>
<tr>
<td>Narrow Concepts</td>
<td></td>
</tr>
<tr>
<td>4. Onsets and Rimes</td>
<td></td>
</tr>
<tr>
<td>Single Sounds</td>
<td></td>
</tr>
<tr>
<td>5. <strong>Phonemic Awareness</strong></td>
<td></td>
</tr>
</tbody>
</table>

Yaeger’s WFRSG (p. 13)
1. Which of the following students is demonstrating the specific type of phonological awareness known as phonemic awareness?

A. a student who, after being shown a letter of the alphabet, can orally identify its corresponding sound(s)
B. a student who listens to the words sing, ring, fling, and hang and can identify that hang is different
C. a student who, after hearing the word hat, can orally identify that it ends with the sound /t/
D. a student who listens to the word Wisconsin and can determine that it contains three syllables

2. A kindergarten teacher could best determine if a child has begun to develop phonemic awareness by asking the child to:

A. count the number of words the child hears in a sentence as the teacher says the sentence.
B. say the word cat, then say the first sound the child hears in the word.
C. point to the correct letter on an alphabet chart as the teacher names specific letters.
D. listen to the teacher say boat and coat, then identify whether the two words rhyme.

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A. itch
B. girl
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D. stick
<table>
<thead>
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<th>learn</th>
<th>stick</th>
</tr>
</thead>
<tbody>
<tr>
<td>curl</td>
<td>burn</td>
<td>hick</td>
</tr>
<tr>
<td>hurl</td>
<td>churn</td>
<td>kick</td>
</tr>
<tr>
<td>whirl</td>
<td>turn</td>
<td>lick</td>
</tr>
<tr>
<td>plural</td>
<td>fern</td>
<td>pick</td>
</tr>
<tr>
<td>rural</td>
<td>turn, tern</td>
<td>sick</td>
</tr>
<tr>
<td>swirl</td>
<td>yearn</td>
<td>tick</td>
</tr>
<tr>
<td>twirl</td>
<td>stern</td>
<td>wick</td>
</tr>
</tbody>
</table>
The rules of English are simple and consistent compared to other languages.

In addition, nearly 500 words can be derived from the following 37 rimes:

<table>
<thead>
<tr>
<th>-ack</th>
<th>-ain</th>
<th>-ake</th>
<th>-ale</th>
<th>-all</th>
<th>-ame</th>
</tr>
</thead>
<tbody>
<tr>
<td>-an</td>
<td>-ank</td>
<td>-ap</td>
<td>-ash</td>
<td>-at</td>
<td>-ate</td>
</tr>
<tr>
<td>-aw</td>
<td>-ay</td>
<td>-eat</td>
<td>-ell</td>
<td>-est</td>
<td>-ice</td>
</tr>
<tr>
<td>-ick</td>
<td>-ide</td>
<td>-ight</td>
<td>-ill</td>
<td>-in</td>
<td>-ine</td>
</tr>
<tr>
<td>-ing</td>
<td>-ink</td>
<td>-ip</td>
<td>-ir</td>
<td>-ock</td>
<td>-oke</td>
</tr>
<tr>
<td>-op</td>
<td>-or</td>
<td>-ore</td>
<td>-uck</td>
<td>-ug</td>
<td>-ump</td>
</tr>
</tbody>
</table>
5. Phonemic awareness contributes most to the development of phonics skills in beginning readers by helping them:
A. recognize different ways in which one sound can be represented in print.
B. count the number of syllables in a written word.
C. identify in spoken language separate sounds that can be mapped to letters.
D. understand the concept of a silent letter.

6. Which of the following first-grade students has attained the highest level of phonemic awareness?
A. a student who, after hearing the word hot and the sound /ĭ/, can substitute /ĭ/ for /ŏ/ to make the word hit
B. a student who can orally segment the word wonderful into won-der-ful
C. a student who, after hearing the words fish and fun, can identify that they both begin with the same phoneme, /f/
D. a student who can orally segment the word train into its onset and rime

8. A kindergarten teacher asks a small group of students to repeat after her. First, she says the word grape and then pronounces it as gr and ape. Next, she says the word take and then pronounces it as t and ake. This activity is likely to promote the students' phonemic awareness primarily by:
A. helping them recognize distinct syllables in oral language.
B. encouraging them to divide words into onsets and rimes.
C. teaching them how to distinguish between consonants and vowels.
D. promoting their awareness of letter sound correspondence.

10. Which of the following oral language activities would best promote the phonological processing skills of a student who is an English Language Learner?
A. Read aloud in English and ask the student to guess the meaning of unfamiliar words
B. Identify phonemes that are used in spoken English but not in the student's primary language
C. Help identify words that sound the same in English and in the student's primary language.
D. Give feedback immediately after the student makes pronunciation errors in spoken English.
The test privileges...

- Using phonics/visual as the first strategy.
- Using meaning/semantics and structure/syntax as backup systems.
- Systematic, explicit instruction is preferable.
- When it comes to phonics, it’s back to basics.
Practice Questions in Packet

Word Identification
35. A teacher poses the following question to fourth-grade students. What words can you think of that have the root word "tract" in them? Learning that “trac” means to draw or pull, the students response, and the teacher creates a web on the board that includes: tractor, attract, contract, retract, distract, extract and traction
This technique is likely to be most helpful for enhancing the students' awareness of:
A. syllable patterns.
B. compound words.
C. morphemic structure.
D. Greek roots.

36. Which of the following sets of words would be most effective to use when introducing students to the concept of structural analysis?
A. late, great, wait, eight
B. afraid, obtain, explain, remain
C. swim, swims, swam, swum
D. pretest, retest, tested, testing

37. An English Language Learner pronounces tigers as tiger when reading the following sentence aloud. They saw tigers at the zoo. Which of the following actions is most appropriate for the teacher to take first in response to the student’s miscue?
A. guide the student in reading lists of nouns with and without plural –s on the end
B. verify that the student understands that tigers means more than one tiger
C. provide the student with independent practice in adding plural –s to singular nouns
D. provide a picture card to determine whether the student can identify a tiger

38. The following sentence is missing several words. (1) ___unusual (2) ___of spices (3) ____the soup an (4)_____flavor. A word with the suffix -tion would fit best in which of the blanks in the sentence?
A. (1)
B. (2)
C. (3)
D. (4)
Phonemes = sound
Graphemes = letters/symbols
Sound/symbol analysis = phonics
Including multiple syllabic words for pronunciation

Morphemes = meaning
Meaning analysis = morphemic/structural analysis
Including multiple syllabic words for meaning

Morphemic analysis
Structural analysis

Affixes (prefixes, suffixes, inflected endings)
Root words
Compound Words
Contractions
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A. (1)
B. (2)
C. (3)
D. (4)
An unusual concoction of spices gave the soup an interesting flavor.
42. Instruction in structural analysis is likely to promote upper elementary students' reading comprehension primarily by:
A. facilitating their ability to use phonics generalizations to decode words.
B. enhancing their familiarity with the text structures and features used in different genres.
C. equipping them with strategies for understanding the meanings of unfamiliar multisyllable words.
D. increasing their knowledge of key vocabulary found in content-area textbooks.

44. A second-grade teacher uses the following handout to guide the class through an activity.
Look at the word fair in these two sentences:
• It isn't fair that Juan got an extra scoop of ice cream.
• Simon and Ling went to the fair and rode on the merry-go-round.
How are these words the same? How are they different?
Can you think of sentences that show two different ways in which each of the following words can be used?
saw spell root run play fly kind seal
This activity would best promote students' ability to:
A. identify and decode common homographs.
B. use structural cues to identify the meaning of words.
C. cluster new vocabulary together into meaningful groups.
D. find and use synonyms for common words.
Categories

- Homonyms = same pronunciation, different meaning, and usually the same spelling (bear the animal, bear the burden)

- Homophones = same pronunciation, different meaning, different spelling (bear, bare)

- Homographs = same spelling, different pronunciation, different meanings (today I read, yesterday I read)

Context needed for meaning, spelling and/or pronunciation
Homophone vs Homograph

What did the fancy flying machine call the underdecorated one?

62. The tiny sixty seconds passed swiftly.
Practice Questions in Packet

Vocabulary and Comprehension
46. Before beginning a new content-area reading passage, a fourth-grade teacher asks students to think of words related to the topic of the text. The teacher writes the words on the board and then asks the students to suggest ways to group the words based on meaningful connections. The teacher also encourages them to explain their reasons for grouping particular words together. This series of activities is likely to promote the
students’ reading development primarily by helping them:
A. extend and reinforce their expressive and receptive vocabularies related to the text's topic.
B. infer the meaning of new vocabulary in the text based on root words.
C. strengthen and extend their understanding of the overall structure of the text.
D. verify word meanings in the text by incorporating syntactic & semantic cues into word analysis.

50. A fifth-grade teacher is about to begin a new unit on weather and climate. Which of the following types of vocabulary words from the unit would be most appropriate for the teacher to preteach?
A. words that are conceptually challenging
B. high-frequency, phonetically irregular words
C. multisyllable words
D. high-frequency words with multiple meanings
53. Students in a third-grade class are studying different forms of transportation that are used around the world. As part of this unit of study, they work together to create a word web of words associated with transportation, including words that they have recently learned (e.g., barge, rickshaw). This activity is most likely to promote students' vocabulary development by:
A. showing them how structural analysis can be used to determine meanings of new vocabulary.
B. helping them to categorize, connect, and remember new vocabulary.
C. guiding them to discover the multiple meanings of new vocabulary.
D. providing them with frequent, varied reading experiences using the new vocabulary.

64. A second-grade teacher notices that one of her students lacks fluency when reading aloud. The first thing the teacher should do in order to help this student is assess whether the student also has difficulties with:
A. predicting.
B. inferring.
C. comprehension monitoring.
D. decoding.

75. A fifth-grade teacher gives students a reading guide to complete as they read an informational text. The reading guide contains several questions to answer and a chart to complete, as well as comprehension aids for potentially challenging vocabulary and passages. This activity is likely to be most effective for achieving which of the following instructional purposes?
A. teaching students to adjust their reading rate based on text difficulty.
B. encouraging students to interact with the text.
C. supporting students' development of reading fluency.
D. fostering students' motivation to read cooperatively.
91. A fourth-grade English Language Learner is new to a school. Assessments suggest that the student can read orally with accuracy on grade level; however, the student's comprehension of grade-level textbooks fluctuates widely. Which of the following steps would be most appropriate for the teacher to take first in order to determine the cause of the student’s difficulty?

A. Assess the student's word analysis and decoding skills.
B. Determine whether the student has a specific learning disability that affects language processing.
C. Assess the student's level of first language literacy.
D. Determine whether the student has adequate vocabulary and background knowledge to support comprehension of the textbooks.
Practice Questions
Assessment
Constructed response
Using your knowledge of word identification strategies (e.g., use of phonics, analysis of word structure, use of context clues, identification of sight words), write a response in which you:

• identify one of Daniel's strengths in using word identification strategies; and

• identify one of Daniel's weaknesses in using word identification strategies.

Be sure to cite specific evidence from the information shown above to support your response.
<table>
<thead>
<tr>
<th>Text</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>backpack</td>
<td>baka (corrected)</td>
</tr>
<tr>
<td>Sunshine</td>
<td>sush, sushin (corrected)</td>
</tr>
<tr>
<td>goldfish</td>
<td>golish (corrected)</td>
</tr>
<tr>
<td>bubbling</td>
<td>Bub, bubble</td>
</tr>
<tr>
<td>fishbowl</td>
<td>fib (corrected)</td>
</tr>
<tr>
<td>container</td>
<td>counter (corrected)</td>
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<tr>
<td>sprinkled</td>
<td>spilled</td>
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<tr>
<td>forever</td>
<td>fever (corrected)</td>
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<tr>
<td>difficult</td>
<td>different</td>
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<tr>
<td>remembered</td>
<td>remmer (corrected)</td>
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<tr>
<td>company</td>
<td>copy (corrected)</td>
</tr>
<tr>
<td>homework</td>
<td>hommer (corrected)</td>
</tr>
<tr>
<td>daydreamed</td>
<td>(omitted)</td>
</tr>
<tr>
<td>Text</td>
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<tr>
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<table>
<thead>
<tr>
<th>Word strategy</th>
<th>Strength</th>
<th>Weakness</th>
<th>Evidence</th>
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<tbody>
<tr>
<td>phonics</td>
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<td>Context clues</td>
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<td></td>
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<tr>
<td>Sight words</td>
<td></td>
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</tr>
</tbody>
</table>

The student has a strength in _____ and the students has a weakness in ______.

The student’s strengths is __________ which is________. Two or three specific examples of this are _____.

The student’s weaknesses is __________ which is________. Two or three specific examples of this are _____.

So I would support the student to improve on ______ by doing ____________.
Words Missed

- Bub, bubble for bubbling
- Spilled for sprinkled
- Different for difficult
- Omitted daydreamed

- Did the errors make sense? (context)
- Did the errors sound right syntactically? (context, structure)
- Were the errors visually similar? (phonics, sight)
Words Corrected

- backpack
- sunshine
- goldfish
- container
- forever
- remembered
- company
- Homework

- How does Daniel usually strategically approach unknown words?
- How does he strategically figure out the unknown words?
- What could strengthen his word strategies?
- What is similar about all these words?

| Sight? | Sound (phonics)? | Structure? | Context? |
Purpose

The candidate fulfills the assignment fully by describing a significant strength and weakness. He cites evidence from the prompt of a reading record to support what he says. The candidate's response is thorough, with clear explanations. The information is accurate and appropriate for a prompt focused on word identification strategies.
Analysis

Subject Matter Knowledge

The response shows a more than adequate understanding of the reading process. The candidate identifies a clear strength, sight words, and a significant weakness, phonics. [GENERAL] The discussion reveals a thorough knowledge of the subject matter and is accurate for a third grader who has this specific weakness and this specific strength as a developing reader. The candidate uses accurate subject matter terminology (consonant digraphs and diphthongs) to explain Daniel's difficulty with phonics.
Analysis

Support

The response provides examples and explanations for each task. [SPECIFIC]. The support is substantial — the candidate cites several sight words to demonstrate Daniel's facility with sight word vocabulary, explains the problems Daniel has with the words difficult and forever, uses a specific sentence from the passage to demonstrate Daniel's fluency, and analyzes the skills needed to break down the word fishbowl. These examples are precise and relevant to the discussion of Daniel's strengths and weaknesses.
Rationale

This response reflects a comprehensive knowledge of word identification skills. It is ably reasoned and goes beyond a simple discussion of fluency to demonstrate how fluency is enhanced by sight words and is impeded by problems in phonics.
<table>
<thead>
<tr>
<th>Comprehension strategy</th>
<th>Response would include</th>
<th>Strength</th>
<th>Weakness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literal comprehension</td>
<td>Facts and Details</td>
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<tr>
<td>Inferential comprehension</td>
<td>Inferences, big ideas</td>
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<td></td>
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<tr>
<td>Activating schema</td>
<td>Connections</td>
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<tr>
<td>Comprehension monitoring</td>
<td>Meta-cognitive language</td>
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</tr>
</tbody>
</table>

The student has a strength in _____ and the students has a weakness in _____.

The student’s strengths is __________ which is________. Two or three specific examples of this are ______.

The student’s weaknesses is __________ which is________. Two or three specific examples of this are ______.

So I would support the student to improve on ________ by doing ______________.
Open Ended

1st paragraph answer the question
2nd paragraph talk about the strengths
3rd paragraph talk about the weaknesses
4th How and what you would teach to support the students

Explain key terms and two or three examples
Reference your strengths and weaknesses
The test objectives are provided here.
http://www.mtel.nesinc.com/PDFs/MTELobjs_newfld90.pdf

The full-length practice test may be found here.
http://www.mtel.nesinc.com/PDFs/MA_FLD090_PRACTICE_TEST.pdf

A complementary document to the practice test is a set of item explanations. These may be found here.

So what questions do you have?
Next step…

Make a TO DO List!
Thanks for Coming!

Good luck!