
NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS™

FIELD 065: LITERACY TEST DESIGN AND FRAMEWORK

May 2018

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This test design and framework document is designed to provide information about the content and format of a test for the New York State Teacher Certification Examinations™ (NYSTCE®) program. Education faculty and administrators at teacher preparation institutions may also find the information in this framework useful as they discuss the test with candidates. All test components may differ from those presented here. Furthermore, review of this framework, in whole or in part, does not guarantee an increased likelihood of success on any of the New York State Teacher Certification Examinations. The NYSTCE program is subject to change at the sole discretion of the New York State Education Department, and any changes will fully supersede the information presented in this document. As a reminder, candidates are responsible for contacting their certification officer(s) regarding any changes to the New York State Teacher Certification Examinations.

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FIELD 065: LITERACY TEST DESIGN

This test consists of selected-response items and one extended constructed-response item. Both types of items measure content knowledge and pedagogical content knowledge. The constructed-response item requires the analysis of one or more artifacts from professional literature (e.g., an excerpt of an article from a professional journal, a report of research findings).

The selected-response items count for 80% of the total test score and the constructed-response item counts for 20% of the total test score, as indicated in the table that follows. Each selected-response item counts the same toward the total test score. The percentage of the total test score derived from the constructed-response item is also indicated in the table that follows.

The total testing time is 195 minutes. Candidates are free to set their own pace during the test administration. The following estimates were used to determine the total test time:

- The constructed-response item is designed with the expectation of a response up to 60 minutes.
- The selected-response items are designed with the expectation of response time up to 135 minutes.

Further information regarding the content of each competency can be found in the test framework.

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Competency	Selected-Response		Constructed-Response	
	Approximate Number of Items	Approximate Percentage of Test Score	Number of Items	Approximate Percentage of Test Score
0001 Foundations of Language and Literacy Development	10	9%	--	--
0002 Foundations of Literacy Instruction and Assessment	17	15%	--	--
0003 Role of the Literacy Professional	8	7%	--	--
0004 Reading & Writing: Foundational Skills	15	13%	--	--
0005 Text Complexity and Text Comprehension	16	14%	--	--
0006 Reading & Writing: Different Types of Text	11	10%	--	--
0007 Language and Vocabulary Development	13	12%	--	--
0008 Analysis, Synthesis, and Application	--	--	1	20%
Total	90	80%	1	20%

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TEST FRAMEWORK

Foundations of Language and Literacy Development
Foundations of Literacy Instruction and Assessment
 Role of the Literacy Professional
 Reading & Writing: Foundational Skills
 Text Complexity and Text Comprehension
 Reading & Writing: Different Types of Text
 Language and Vocabulary Development
 Analysis, Synthesis, and Application

The New York State literacy specialist has a high degree of proficiency in the content knowledge and professional skills required to teach and to provide professional development and leadership in literacy in New York State public schools. The literacy specialist understands theoretical and research foundations of literacy instruction, including theories and research-based findings about language development, literacy development, and reading difficulties and disabilities; effective literacy instruction, assessment, differentiation, and intervention; the components and characteristics of an effective Prekindergarten–Grade 12 literacy program; and the responsibilities and best practices of literacy intervention, coaching, and leadership to meet the literacy learning needs of P–12 students. The literacy specialist understands the foundations of assessment and the diagnosis of reading and writing difficulties and is highly skilled in both planning and administering formal and informal assessments in all aspects of literacy and in interpreting and applying results of literacy assessments for a variety of purposes. The literacy specialist understands the continuum of literacy and language skills outlined in the New York State P–12 Learning Standards for English Language Arts & Literacy (NYSELS) and can apply this knowledge as a teacher, coach, and literacy leader to promote student achievement of the P–12 standards.

As used in this document, the term "research-based" refers to those practices that have been shown to be effective in improving learner outcomes through systematic observation or experiment, rigorous data analysis, ability to replicate results, and publication in a peer-reviewed journal. "Evidence-based" refers to strategies empirically shown to improve learner outcomes, though not necessarily based on systematic experiments or published in a peer-reviewed journal.

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**COMPETENCY 0001—FOUNDATIONS OF LANGUAGE AND LITERACY
DEVELOPMENT**

Performance Expectations

The New York State literacy specialist has a deep understanding of the theoretical and research foundations of instruction in reading and writing, including knowledge of processes involved in reading and writing; key factors that affect language and literacy development; and strategies for using research on reading and writing development to inform literacy teaching practice.

1.1 Foundations of Language and Literacy Development

Performance Indicators

- a. demonstrates knowledge of language development, including the development of receptive and expressive language abilities, vocabulary acquisition, and syntactic and morphological development
- b. demonstrates knowledge of basic similarities and differences between the acquisition of first and additional languages and language variations, and the relationship between language acquisition and literacy development
- c. demonstrates knowledge of the importance of providing a broad range of academic experiences, including experiences in reading, writing, listening, speaking, viewing, and representing visually, to promote students' language and vocabulary development and support their literacy development
- d. demonstrates knowledge of language processing involved in proficient reading and writing, including phonological, orthographic, semantic, syntactic, and discourse processing
- e. demonstrates knowledge of emergent literacy and developmental stages of literacy acquisition, including developmental changes in oral language, phonological awareness, phonics and word recognition, spelling, reading and writing fluency, vocabulary, reading comprehension, and written expression

1.2 Factors Affecting Language and Literacy Development

Performance Indicators

- a. demonstrates knowledge of factors that affect language development in children and adolescents (e.g., the importance of early oral language and content experiences; the role of wide and varied reading in vocabulary acquisition; the correlation between vocabulary development and academic achievement; the importance of providing multiple meaningful exposures to unfamiliar vocabulary and language structures in a variety of modalities to reinforce vocabulary and language learning)
- b. demonstrates knowledge of cognitive and behavioral influences on reading and writing, including attention, executive function, memory, processing speed, and graphomotor control

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- c. demonstrates knowledge of linguistic, motivational, environmental, and sociocultural factors that affect literacy development

1.3 Theoretical and Research Foundations

Performance Indicators

- a. demonstrates knowledge of theoretical models of literacy development and current research on reading and writing processes and applies strategies for using theory and research to inform literacy teaching practice
- b. demonstrates knowledge of struggling readers, including characteristics of various types of reading difficulties and disabilities
- c. demonstrates knowledge of important concepts and issues relating to emergent, childhood, and adolescent literacy

COMPETENCY 0002—FOUNDATIONS OF LITERACY INSTRUCTION AND ASSESSMENT

Performance Expectations

The New York State literacy specialist understands foundations of effective assessment and instruction in reading, including effective strategies and research-based best practices in the diagnosis and treatment of reading and writing difficulties. The literacy specialist is highly skilled in planning and administering assessments in all aspects of literacy and in interpreting and applying the results from formal and informal literacy assessments for a variety of purposes. The literacy specialist is highly skilled in planning and implementing literacy instruction that is based on convergent research, informed by assessment evidence, and aligned with the NYSLS.

2.1 Foundations of Effective Literacy Instruction

Performance Indicators

- a. demonstrates knowledge of interrelationships between reading, writing, listening, and speaking in language and literacy development (e.g., the role of speaking and listening in the development of text comprehension and writing skills; the reciprocity between decoding and encoding; how a weakness in a particular component skill of oral language, reading, or writing may affect other related skills and processes)
- b. demonstrates knowledge of NYSLS grade-specific standards in foundational reading skills, reading literature and informational text, writing, language, vocabulary acquisition and use, and comprehension and collaboration when speaking and listening and analyzes how students' achievement of grade-specific standards relates to their development of knowledge and skills leading to college and career readiness by the end of grade 12

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- c. demonstrates knowledge of principles of effective literacy instruction (e.g., the role of ongoing assessment, the use of data-driven instructional planning, the importance of explicit instruction, the use of research-based best practices, the importance of designing learning experiences that are aligned with learning standards)
- d. demonstrates knowledge of components of effective instructional lessons and interventions in reading and writing (e.g., direct explanation, teacher modeling and/or demonstration, explicit instruction, guided practice, independent practice)
- e. applies knowledge of research-based best practices for differentiating literacy instruction, including for students who struggle in one or more areas of literacy, students who are English language learners, students who are gifted, and/or students who have special needs
- f. applies knowledge of effective strategies for promoting motivation for and engagement in reading and writing among students at different ages and proficiency levels
- g. applies knowledge of strategies for integrating technology into the reading and writing program, ensuring students' equitable access to digital tools and resources, and promoting development of digital literacy and ethical behavior in the use of digital information and technology

2.2 Foundations of Effective Literacy Assessment

Performance Indicators

- a. applies knowledge of various types and purposes of literacy assessment (e.g., formal, informal, formative, summative, screening, diagnostic, progress-monitoring)
- b. applies knowledge of strategies for selecting and administering appropriate reading and writing assessments, including considering technical factors such as test validity, reliability, and bias
- c. applies knowledge of strategies for analyzing and evaluating the results of classroom, grade-level, schoolwide, or districtwide reading or English language arts (ELA) assessments and for reporting and communicating the results to stakeholders
- d. applies knowledge of strategies for supporting teachers in the use of assessment data to differentiate and modify reading/literacy instruction for all students
- e. applies knowledge of the importance of using a variety of assessment results to identify reading difficulties and determine appropriate interventions for all students, including students who struggle in one or more areas of literacy, students who are English language learners, students who are gifted, and/or students who have special needs

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2.3 Assessment of Students' Literacy Development

Performance Indicators

- a. applies knowledge of assessments in foundational reading skills, including knowledge of strategies for selecting and administering appropriate assessments of this type and for interpreting and using results from these assessments to plan instruction and interventions in print concepts, letter formation skills, phonological and phonemic awareness, phonics and word analysis, orthography and spelling, and reading fluency with respect to accuracy, rate, and prosody
- b. applies knowledge of assessments in reading comprehension and textual analysis skills, including knowledge of strategies for selecting and administering appropriate assessments of this type and for interpreting and using results from these assessments to plan instruction and interventions in reading comprehension, textual analysis, and literary response and/or to identify relevant underlying factors disrupting a student's comprehension and plan appropriate instruction and intervention to address those factors
- c. applies knowledge of assessments in writing and research skills, including knowledge of strategies for selecting and administering appropriate assessments of this type and for interpreting and using results from these assessments to plan instruction and interventions in writing and research skills
- d. applies knowledge of assessments in language skills and vocabulary, including knowledge of strategies for selecting and administering appropriate assessments of this type and for interpreting and using results from these assessments to plan instruction and interventions in language skills and vocabulary

COMPETENCY 0003—ROLE OF THE LITERACY PROFESSIONAL

Performance Expectations

The New York State literacy specialist understands the professional responsibilities and best practices of an effective interventionist, literacy coach, and leader in literacy. The literacy specialist understands components and features of an effective literacy program and skillfully applies knowledge of strategies for creating a literacy-rich environment, for continuing to develop professional knowledge and skills in the field of literacy, and for promoting the professional development of colleagues.

3.1 Literate Environment

Performance Indicators

- a. demonstrates knowledge of strategies for creating a literacy-rich, content-rich classroom and school environment that supports students' engagement in literacy development, develops their understanding of the functions of literacy, promotes their participation as agents in their own literacy development, reflects and values cultural and language diversity and a variety of perspectives, and promotes respect for students at all levels of language and literacy development

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- b. demonstrates knowledge of strategies for supporting the engagement and involvement of family and community members in students' language and literacy development, including strategies that consider the cultural and linguistic diversity of students and their families

3.2 Leadership and Professional Development in Literacy

Performance Indicators

- a. applies knowledge of components and features of effective, evidence-based intervention programs for struggling readers and writers, including basic components of effective Response to Intervention (RtI) plans (e.g., use of tiered instruction, frequent progress monitoring, data-based decision making, instruction grounded in scientifically based reading research)
- b. demonstrates knowledge of research on culturally responsive professional learning communities, school culture and change, and adult learning as they apply to the development, evaluation, and supervision of effective literacy programs and professional development in literacy
- c. applies knowledge of strategies for continuing to develop professional knowledge and skills in the field of literacy and for promoting the professional development of colleagues, including knowledge of effective literacy coaching practices and strategies for providing leadership for and collaborating with colleagues in meeting the literacy learning needs of students

COMPETENCY 0004—READING & WRITING: FOUNDATIONAL SKILLS

Performance Expectations

The New York State literacy specialist understands the continuum of P–5 foundational reading skills outlined in the NYSLS, including related writing skills, and skillfully applies this knowledge as a teacher, coach, and literacy leader to promote student achievement of these standards, including the achievement of students who struggle with one or more foundational reading skills and/or related writing skills. The literacy specialist skillfully applies knowledge of language and literacy development and effective, developmentally appropriate, data-driven instruction and intervention to meet the literacy learning needs of P–12 students who have evidence-based needs in print concepts; phonological awareness, including phonemic awareness; phonics and word recognition; fluency; and/or spelling and writing conventions.

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4.1 Emergent Literacy Development

Performance Indicators

- a. demonstrates knowledge of emergent literacy development, including the importance of the development of print concepts and phonemic awareness to emergent and beginning reading development, stages of reading and spelling development, and the relationship between emergent reading skills and later reading and spelling skills (e.g., the relationship between phonemic awareness skills and the development of phonics skills)
- b. demonstrates knowledge of factors affecting students' development of emergent literacy (e.g., prior language and literacy experiences) and applies knowledge of strategies and interventions for supporting students who are at risk for delays in emergent literacy development and/or for developing reading difficulties
- c. applies knowledge of effective, developmentally appropriate, data-driven instruction and intervention to promote students' knowledge and skills related to print concepts and skills, including functions of print, book-handling skills, tracking print, letter knowledge, letter formation, and the organization and basic features of print (e.g., letter versus word, directionality of print)
- d. demonstrates knowledge of the developmental continuum of phonological and phonemic awareness skills and applies knowledge of effective, developmentally appropriate, data-driven instruction and intervention to promote students' development of phonological awareness and phonemic awareness skills

4.2 Phonics and Word Recognition

Performance Indicators

- a. demonstrates knowledge of key concepts in beginning literacy development and instruction, including the alphabetic principle; automaticity; the importance of providing explicit and systematic instruction in phonemic awareness and phonics; the role of phonological awareness, phonics and word recognition, fluency, and comprehension in beginning reading development; and interrelationships between automaticity, reading comprehension, and reading fluency
- b. demonstrates knowledge of phonics and syllabication and applies knowledge of effective, developmentally appropriate, data-driven instruction and intervention to promote students' development of knowledge and skills related to phonics (e.g., applying knowledge of the continuum of phonics skills from sounding out words letter by letter to decoding words/syllables of increasing linguistic complexity) and syllabication (e.g., knowledge of common English syllable structures)
- c. demonstrates knowledge of morphology and structural analysis and applies knowledge of effective, developmentally appropriate, data-driven instruction and intervention to promote students' development of knowledge and skills related to decoding words with inflectional endings and morphologically complex multisyllabic words (e.g., words containing a root and a prefix and/or suffix)

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- d. demonstrates knowledge of automaticity and sight words; applies knowledge of effective, developmentally appropriate, data-driven instruction and intervention to promote students' development of automaticity in reading grade-level-appropriate high-frequency words and irregularly spelled words by sight; and applies knowledge of principles for selecting regular and irregular words for sight-word instruction

4.3 Fluency

Performance Indicators

- a. demonstrates knowledge of key indicators of reading fluency (i.e., accuracy, rate, and prosody) and applies knowledge of effective, developmentally appropriate, data-driven instruction and intervention to promote students' reading fluency development with respect to accuracy, appropriate rate, and/or expression (evidence of prosodic reading)
- b. demonstrates knowledge of factors that can disrupt fluency (e.g., weakness in phonics and/or word recognition skills, lack of automaticity in decoding, limited vocabulary and/or background knowledge, texts that include a large number of one-use and/or multisyllabic content words, lack of familiarity with text structures and/or complex syntactic structures) and applies knowledge of effective, developmentally appropriate intervention strategies to address these factors

4.4 Spelling and Writing Conventions

Performance Indicators

- a. demonstrates knowledge of conventions of standard English and applies knowledge of effective, developmentally appropriate, data-driven instruction and intervention to promote students' development of knowledge and skills in conventional spelling (e.g., by integrating and sequencing systematic spelling instruction with instruction in phonics, word analysis, and sight words; by providing explicit instruction in common orthographic guidelines, morphological structures, and orthographic patterns based on word etymology) and in the capitalization and punctuation conventions of standard written English

COMPETENCY 0005—TEXT COMPLEXITY AND TEXT COMPREHENSION

Performance Expectations

The New York State literacy specialist understands text comprehension development, is highly skilled in evaluating texts and text complexity in a range of text types and genres, and skillfully applies this knowledge as a teacher, coach, and literacy leader to promote student achievement of the reading standards outlined in the NYSLS. The literacy specialist skillfully applies knowledge of strategies for selecting appropriate materials to support literacy instruction and intervention that meet the research- or evidence-based literacy learning needs of all P–12 students.

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5.1 Development of Text Comprehension

Performance Indicators

- a. applies knowledge of the development of text comprehension, including the continuum of comprehension skills leading from foundational comprehension skills to college and career readiness in reading, and factors that affect text comprehension and comprehension development (e.g., decoding skills; reading fluency; vocabulary development; background knowledge, including familiarity with text structures)
- b. applies knowledge of the importance of developing skill in reading complex text and the critical role of wide reading, close reading, and the analysis of high-quality literature and literary nonfiction in students' development of college and career readiness literacy skills
- c. applies knowledge of strategies for planning a content-rich, text-rich environment and for promoting independent reading in a wide range of text types, genres, and digital texts (e.g., through collaboration with media specialists) to support the development of academic background knowledge, which in turn supports text comprehension
- d. applies knowledge of strategies for supporting general education and content-area teachers in incorporating Tier Two (academic) and Tier Three (content-specific) vocabulary into instruction, classroom routines, and resources (e.g., classroom libraries) to support students' development of text comprehension across the curriculum
- e. applies knowledge of effective, developmentally appropriate, data-driven instruction and intervention to promote students' development of independent strategies, including metacognitive strategies, that support their ability to read or listen to literature and informational text with purpose and understanding (e.g., self-monitoring, questioning, visualizing, making connections)
- f. applies knowledge of effective, developmentally appropriate strategies for promoting and monitoring students' comprehension before, during, and after reading

5.2 Role of Oral Language and Writing in Text Comprehension

Performance Indicators

- a. applies knowledge of the critical role of oral language in the development of text comprehension skills, including using instruction in listening comprehension to support students' emergent and ongoing development of reading comprehension skills and strategies, and the importance of reading aloud a range of text types and genres to students
- b. applies knowledge of strategies for using oral language to promote and monitor reading development and text comprehension (e.g., read-alouds, oral retellings, language play, discussions, questioning)

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- c. recognizes the relationship between fluent oral reading and reading comprehension in beginning reading development
- d. demonstrates knowledge of the role of academic conversations in text comprehension and applies knowledge of strategies for planning and facilitating purposeful academic conversations focused on the meaning and content of texts
- e. applies knowledge of strategies for scaffolding and extending students' discussions of text content, their responses to a text, and their purposeful engagement in reading activities
- f. demonstrates knowledge of the role of writing in text comprehension and applies knowledge of strategies for planning purposeful writing activities to support and reinforce students' text comprehension

5.3 Measurement of Text Complexity

Performance Indicators

- a. applies knowledge of quantitative tools and measures to evaluate text complexity
- b. applies knowledge of qualitative dimensions of text complexity (e.g., a text's purpose, levels of meaning, clarity, background knowledge demands)
- c. applies knowledge of reader-specific and task-specific variables affecting text complexity

5.4 Text Selection

Performance Indicators

- a. applies knowledge of text complexity as well as reader-specific factors such as students' interests, cognitive levels, cultural and linguistic backgrounds, and evidence-based reading levels to select texts appropriate for addressing students' literacy learning goals and needs and to support students and colleagues in their selection of reading materials for a variety of purposes

COMPETENCY 0006—READING & WRITING: DIFFERENT TYPES OF TEXT

Performance Expectations

The New York State literacy specialist understands the continuum of reading and writing skills for literature and informational text outlined in the NYSLS and skillfully applies this knowledge as a teacher, coach, and literacy leader to promote student achievement of the P–12 standards. The literacy specialist skillfully applies knowledge of language and literacy development and effective, developmentally appropriate, data-driven instruction and intervention to meet the literacy learning needs of all P–12 students in reading and writing, writing in response to literature and informational text, and related speaking and listening skills.

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6.1 Reading Literature and Informational Text

Performance Indicators

- a. applies knowledge of effective, developmentally appropriate, data-driven instruction and intervention to promote students' comprehension of key ideas and details in literature and informational text
- b. applies knowledge of effective, developmentally appropriate, data-driven instruction and intervention to promote students' understanding of craft and structure in texts and their development of critical-analysis and reader-response skills
- c. applies knowledge of effective, developmentally appropriate, data-driven instruction and intervention to promote students' skill in integrating and evaluating information presented in diverse media and formats (e.g., visually, quantitatively, orally)

6.2 Writing for Different Purposes and Audiences

Performance Indicators

- a. applies knowledge of strategies for supporting instruction and intervention to promote students' skill in composing opinion pieces/arguments, informative/explanatory texts, narratives, and responses to literature of different types that are appropriate to task, purpose, and audience
- b. applies knowledge of strategies for supporting instruction and intervention to promote students' skill in conducting research to build and present knowledge and ideas to various audiences and for various purposes
- c. applies knowledge of strategies for supporting instruction and intervention to promote students' skill in processes and strategies for producing and distributing various types of writing and nonprint responses to text, including skill in using digital tools to support their research, composition, and presentation of print and multimedia texts

6.3 Development of Disciplinary Literacy

Performance Indicators

- a. demonstrates knowledge of grade-specific standards in disciplinary literacy, including reading and writing in history/social studies, science, and technical subjects
- b. demonstrates knowledge of predominant text structures and Tier Three (content-specific) vocabulary used in various disciplines
- c. applies knowledge of effective, developmentally appropriate, data-driven instruction and intervention in disciplinary literacy and effective practices in literacy coaching and leadership to support subject matter teachers in promoting students' development of disciplinary literacy skills

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COMPETENCY 0007—LANGUAGE AND VOCABULARY DEVELOPMENT

Performance Expectations

The New York State literacy specialist understands the continuum of language skills outlined in the NYSELS, and skillfully applies this knowledge as a teacher, coach, and literacy leader to promote student achievement of the P–12 standards. The literacy specialist skillfully applies knowledge of language and literacy development and effective, developmentally appropriate, data-driven instruction and intervention to meet the literacy learning needs of all P–12 students in conventions of standard English, knowledge of language, and vocabulary acquisition and use.

7.1 Oral Communication Skills and Command of English Grammar and Usage

Performance Indicators

- a. demonstrates knowledge of how language functions in different communicative contexts, including differences in grammar, usage, and meaning in different varieties of English (e.g., academic English, everyday standard English) and language choices that affect meaning and style in written or spoken discourse, and applies knowledge of effective, developmentally appropriate, data-driven instruction and intervention to promote students' command of varieties of English and language choices in reading, writing, speaking, and listening
- b. demonstrates knowledge of characteristics and features of effective speaking and listening, including features of spoken language (e.g., word choice, rate, pitch, tone, volume) and nonverbal cues (e.g., body language, facial expressions) that affect a speaker's ability to communicate effectively, and elements in an oral presentation that support listener comprehension and analysis (e.g., expressing ideas with clarity, sequencing ideas logically, integrating multimedia elements into a presentation)
- c. applies knowledge of effective, developmentally appropriate, data-driven instruction and intervention to promote students' oral communication skills, nonverbal communication skills, and listening skills that support students' comprehension of and participation in collaborative conversations and their ability to facilitate mutual understanding among individuals with different perspectives or cultural backgrounds
- d. applies knowledge of effective, developmentally appropriate, data-driven instruction and intervention to promote students' command of standard English grammar and usage when speaking or writing

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7.2 Vocabulary Acquisition and Use

Performance Indicators

- a. applies knowledge of effective, developmentally appropriate, data-driven instruction and intervention in word study, including the development of word consciousness; explicit instruction in Tier Two and Tier Three words; building background knowledge as a base for vocabulary development; building students' understanding of figurative language, word relationships, and nuances of word meanings; and building vocabulary knowledge related to specific texts
- b. applies knowledge of effective, developmentally appropriate, data-driven instruction and intervention to develop depth of understanding of words by providing incremental, repeated exposures to words and opportunities to use new vocabulary in different modalities (i.e., reading, writing, speaking, and listening) and in a variety of meaningful contexts
- c. applies knowledge of effective, developmentally appropriate, data-driven instruction and intervention in independent word-learning strategies (e.g., using structural analysis, context clues, classroom resources), including instruction that develops students' knowledge of grade-level-appropriate Greek and Latin roots and affixes

COMPETENCY 0008—ANALYSIS, SYNTHESIS, AND APPLICATION

Performance Expectations

The New York State literacy specialist applies knowledge of reading, writing, and language development; literacy assessment, instruction, and intervention; and the roles and responsibilities of the profession to analyze information presented in a professional forum (e.g., a report of findings from a research periodical, an excerpt of an article from a professional journal) and synthesize knowledge about a literacy-related topic. The literacy specialist is able to describe instructional situations in which the published findings could be applied effectively and appropriately.

Performance Indicators

- a. analyzes, synthesizes, and evaluates information from professional literature in the context of professional knowledge
- b. interprets and discusses findings from professional literature
- c. draws conclusions about information in professional literature and identifies appropriate instructional applications based on these conclusions
- d. explains the likely benefits of specific instructional/intervention strategies