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Early Childhood Education					+	9		>			. o		1		_	\rightarrow	
Subject Area Competencies and Skills (22ndEdition)	EDF 3609 Sociological and Historical Foundations of Education	EDF 3122 The Young Child EDF 3433 Educational	Measurement & Evaluation EEC 3421 Teaching Math and Science in Early Childhood	EEC 4215 Early Childhood Science & Social Studies EEC 4712 Social Competence	EEC 6205 Early Childhood Curriculum & Management EEC 6304 Creativity in the Early Childhood Curriculum	EEC 6525 Issues in Child Care Administration EEC 6615 Early Childhood Educational Background &	Concepts EEX 3012 Introducation to Special Education	EEX 3062 Early Childhood Special Education Curriculum & Management EEX 3226 Assessment in Early	Childhood Special Education EEC 3941 Practicum Early Childhood Education	EEX 4064 Educational Programming for Infants and Toddlers with Disabilities EEX 4754 Family Focused	Involvement in Early Childhoc Special Education EEX 4790 Multicultural Issues in Early Childhood Special	EEX 4812 Practicum: Early Childhood Special Education EEX 6125 Interventions for Language and Learning Practicum Constitution of the Constit	EEX 6786 Transdisciplinary and Transition Services in Special Education	EME 4401 Integrating Technology EPH 4033 Children with	LAE 4314 Language Arts for Diverse Learners	LAK 6407 Early Childhood Children's Literature LIN 3710 Language Acquisition	RED 3307 Reading in the Primary Grades RED 5316 Emergent Literacy
Preschool Education (Birth - Age 4)																	
Knowledge of typical and atypical early childhood development Differentiate among the developmental domains (e.g., physical, cognitive, language, social-emotional).		I C I		1 1	 	<u> </u>				C .		 			 	——	
1. Directinate airong the everopricant comains (e.g., physicar, cognitive, ranguage, social-curvious). 2. Identify the developmental sequences and milestones for the twically developing child.		C		1 1	1 1					č						-	-
3. Identify indicators of atypical development.		С								С							
4. Identify and evaluate the major influences on genetics, environment, health, nutrition, socioeconomics, family, community, and culture on child development.		C														\longrightarrow	
 Determine prenatal, perinatal, and postnatal factors that place a child at risk for developmental delay or disability. Knowledge of early childhood foundations, standards, and professional practices 		C														ightarrow	
2. Knowledge that the major historical theories and theories in the field of early childhood education and their implications for practice.		С						T T							T	TCT	$\overline{}$
 Identify state, federal, and national standards, policies, and laws for early care and education. 					С												
3. Identify state, federal, and national programs and organizations that provide services for young children and their families.				$+$ \perp	+	С		+			С	4 I	\bot		<u> </u>	\dashv	$ \square$
 Identify professional organizations, research publications, and activities in all fields of early childhood education, including early intervention. Apply the roles, responsibilities, and ethical conduct of early care and education professionals. 	-	\vdash		+	+ + +	C		+ +	С				+		+	\longrightarrow	-+
Apply the roles, responsionines, and emeat conduct of early care and education professionals. Analyze contemporary trends and issues in early care and education.					+ + +	С		1 1					1 1			+	-
3. Knowledge of issues and practices for engaging culturally diverse families and communities																	
1. Apply culturally responsive strategies and resources to ensure fair and equitable practices with children and families.											С					\longrightarrow	
2. Identify frameworks and apply culturally responsive practices for encouraging, facilitating, and incorporating family and community engagement in all aspects of early care and education.											С						
3. Differentiate among appropriate strategies for working with diverse family structures, values, and patterns of interactions.					+ + +			1 1			C		1 1			+	-+
 Determine barriers that may limit family access to high quality care or services. 											C						
5. Analyze barriers that impact family and community engagement.											C					\longrightarrow	
6. Apply practices for incorporating family concerns, priorities, and resources as they relate to the young child. Apply practices for incorporating family concerns, priorities, and resources as they relate to the young child.				 	+ + +						C	+ +			_	\longrightarrow	
 Identify resources and strategies for collaborating with program-based and community professionals to support children and their families. Apply appropriate strategies for supporting the primary relationship between the family and the young child. 				+ +	+ + +			+ +			C	+ +			+ +	\rightarrow	-
5. Depty appoints students of appoint the students of the stud											C					-	
4. Knowledge of curriculum and developmentally appropriate practice													, ,				
1. Differentiate among curriculum models. 2. Martife and marty the absent of an interacted curriculum.				 	C							+ +			_	\longrightarrow	
 Identify and apply the characteristics of an integrated curriculum. Apply strategies for planning short- and long-term goals to support the development of the whole child. 				1 1				+		С		+				\rightarrow	
Apply appropriate practices for using technology as a resource to support children's interests and exploration.														С			
5. Apply appropriate practices that promote creative, aesthetic, and active learning through visual and expressive arts (e.g., music, movement, drama).					С									_		\longrightarrow	
 Apply appropriate practices to support adaptive skills and promote physical development. Apply appropriate practices to support the development of early and emergent literacy, language acquisition, and communication skills for all children, including English language learners. 		-			+ + +		_	+		-		+	+	С	+	\longrightarrow	-+
7. Apply appropriate practices to support the deverophient of early and emergent metacy, ranguage acquisition, and communication skins for an emitten, including English ranguage reamers.												С				С	
8. Apply appropriate practices that promote active learning through play, such as independent exploration, discovery, and multisensory involvement.					С					С							
9. Apply appropriate practices that support the development of critical thinking and problem-solving skills, knowledge of cause-and-effect relationships, and the ability to predict outcomes.					С			С	С								
The state of the bounds the constraint to be a second to					C			C	C								
Knowledge of developmentally appropriate learning environments Analyze plans for appropriate organization of indoor and outdoor space, equipment, and materials to create an environment that supports the development of the whole child.		П		т т	С	1	<u> </u>	С				T T	T			$\overline{}$	
2. Apply appropriate practices that provide a creative, engaging, and culturally-responsive, play-based environment.					С						С						
3.																	
Differentiate among appropriate practices that accommodate socioeconomic factors, diverse cultures and languages, learning styles, multiple intelligences, and varying ability or skill levels. 4. Determine appropriate schedules, rituals, and routines for all learners.				 	c						С	+ +			_	С	
Determine appropriate scienciales, rituars, and roduces of an iterations. Apply practices that promote effective teacher-child interactions.				1 1				+				+				С	
6. Knowledge of developmentally appropriate guidance that supports the self-regulation and social-emotional development of young children					1 1												
 Determine factors (e.g., temperament, culture) that influence a child's emotional response to people, events, and situations. 				C												\longrightarrow	
 Apply developmentally appropriate and culturally-responsive practices for guiding and responding to children's behavior. Apply strategies to support the development of initiative and intrinsic motivation in children. 				C								+ +			_	\longrightarrow	
5. Expry strategies to support use wereropment or innuative and minist monitorial ministructuration in cumular. 4. Apply strategies that facilitate the collaboration of family, community resources, and early childhood personnel to support children's social and emotional well-being.				C				1 1					1 1			+	-+
 Apply appropriate and culturally responsive practices that build nurturing relationships between the child, peers, and caregivers. 				С				С									
6. Apply appropriate practices to support self-regulation and promote pro-social behavior in young children.		Щ		С									\perp			\Box	
7. Knowledge of children with varying exceptionalities and special considerations and the impact on families 1. Identify early intervention services and programs designed to meet the needs of families and children with exceptionalities and special considerations (e.g., homelessness).					T T		С	T		С		T	T				
1. In terminal carry materiation services and popularis designed to free the meteors of natures and consumers and second an execution of the second and the	1		+	1 1	1 1		С		_	С			+ +	_	+ +	+	\dashv
 Differentiate among common types of disabilities and disorders, their causes, characteristics, and effects on the child, family, and community. 							С			С							
Identify appropriate screening and referral processes for children who may have exceptionalities and special considerations.		$\vdash \vdash$		+	+		С		_	C		1 1	+			\dashv	$-\!\!+\!\!\!-$
 Apply strategies to assure access for inclusion of children with exceptionalities in least restrictive and natural environments. Analyze practices for adapting the environment and curriculum to support meaningful participation of children with exceptionalities in inclusive settings. 	-	++-	-	+	+ + +		C		-	C		+ +	+		+	\rightarrow	-+
to. Panaryce practices for adapting the environment and curriculation to support treatingful participation or curricular with exception and in the components and apply strategies and procedures for developing and implementing an IFSP or IEP using a collaborative team approach.				1 1	1 1		C			C			+ +		+ +	\rightarrow	-+
8. Knowledge of developmentally appropriate screening, assessment, and evaluation																	
 Distinguish among the types and purposes of appropriate screening, assessment, and evaluation of all young children. 		C			1 1											\Box	
 Apply formal and informal assessment strategies to guide educational decisions. Interpret assessment data to identify appropriate intervention, remediation, enrichment, or need for further evaluation. 	_	C		+	+					 		+	+		+	\rightarrow	
Interpret assessment data to teening appropriate merevention, reincument, or need for further evaluation. Analyze data to evaluate the effectiveness of teaching and learning practices.		C			+ + +					 	1		1 1		+ +	\rightarrow	-+
5. Differentiate among approaches for involving all families in assessment processes.		C															

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9. Knowledge of health, safety, and nutrition																		
 Identify the types and symptoms of common childhood diseases and health concerns. 		С				С												
 Apply universal precautions for disease prevention and control. 		С				С												
 Apply procedures to facilitate the safety of young children. 		С				С											\bot	
4. Identify indicators of and apply procedures for reporting child abuse and neglect.		С				С		-						\bot			-	
 Apply strategies that promote wellness through healthy living and nutrition for all children and their families. 		С				С												
Prekindergarten-Primary (PK-3)																		
Subtest 1: Developmental Knowledge 1. Knowledge of child growth, child development, and relationships with families and the community																		
1. Klowiedge or ining growin, cinia development, and retautorsips with infamilies and the community 1. Identify the major effects of genetics, health, nutrition, public policy, environment, and economics on child development.		С	T			1 1	I		I					1 1	T			
1. Intentity the fine protection of general states (e.g., social-emotion), control points, environment, and economics on time oververpinent. 2. Identity the development states (e.g., social-emotion), cognitive, language, physical) and the miscrobines for the typically developing child.	1	C	1 1			1	1						1	+ +	+ +		+	-
Identify a typical development (e.g., social-emotional, cognitive, language, physical). Identify a typical development (e.g., social-emotional, cognitive, language, physical).	1	Ť	+ +			i i							1	1 1	+		С	-
4. Identify and distinguish the influences of substance abuse, physical abuse, and emotional distress on child development.		С																
5. Identify diverse family systems and recognize their influences on children's early experiences which contribute to individual differences in development and learning.		С																
6. Identify the influence of scientific research on theories of cognitive and social development, the principles of how children learn, and the development and implementation of instructional strategies.																		
											С							
 Identify and apply strategies to involve families in their child's development and learning in all phases of school programs. 		С									С						-	
8. Identify and apply strategies to facilitate family and community partnerships.								$oldsymbol{\sqcup}$			С							
2. Knowledge of the profession and foundations of early childhood (PreK-3) education			1 1	1	1 1	1 1	ı		1	<u> </u>								
 Identify theorists, theories, and developmental domains (e.g., physical, cognitive, social-emotional) in the fields of early childhood education and their implications for the classroom teacher of young children. 																		
 Identify models of early childhood curriculum (e.g., Montessori, Creative Curriculum) 					С													
3. Identify and analyze the impact of federal and state laws on education in the classroom (e.g., English for Speakers of Other Languages, Individuals with Disabilities Education Improvement Act).								С				С						
4. Identify professional organizations, websites, and scholarly journals in the field of early childhood.																		
5. Interpret professional standards set by early childhood and elementary educational organizations (e.g., National Association for the Education of Young Children, Association for Childhood																		
Educational International, National Council of Teachers of Mathematics, Southern Early Childhood Association).			С	C C	С	С	С	C C										
 Analyze the relationship among current educational issues, trends, and legislation and their impact on the field of early childhood education. 							С											
 Analyze and apply ethical behavior and professional responsibilities as they relate to young children, families, colleagues, and the community (e.g., Florida Educator Accomplished Practices, Florida Department of Education Code of Ethics, National Association for the Education of Young Children Code of Ethics). 									С									
3. Knowledge of developmentally appropriate practices																		
 Identify and apply developmentally appropriate practices that guide effective instruction. 					С												للسلا	
Identify the components of effective organization and management, such as classroom rituals, routines, and schedules.					С			C									\bot	
3. Identify ways to organize furniture, equipment, materials, and other resources in an indoor or outdoor environment in order to support early childhood development and curricula.					С			C									+-+	
4. Identify and analyze strategies for short- and long-term planning to set instructional goals in alignment with standards for developming teacher objectives.	1	-			C			C			-		-	_	++		++	-
 Identify strategies for designing appropriate objectives and developing, implementing, and assessing lesson plans. Identify and select developmentally and/or age-appropriate instructional materials that enrich and extend active learning. 	-		+		C	 		C		-				+-+	+		$+\!-\!+$	-
to. Intentity an variety of methods of flexibly grouping children for the purposes of instruction.	1		+		Ċ	 		Č						+	+ +		+-+	-
7. Identify at third yor characteristics of an integrated curriculum. 8. Identify and apply characteristics of an integrated curriculum.	1		1 1		Č	1		Č						1 1	1 1		+	-
9. Identify characteristics of play as it relates to children's social, emotional, and cognitive development.	İ			С		i i		C									\top	\neg
10. Identify strategies for building and nurturing trusting relationships with students.				С														
11. Analyze and evaluate the use of evidence-based practices to improve student achievement.					С			С										
4. Knowledge of developmentally appropriate curricula																		
1. Anayze and select developmentally appropriate curricula that provide for all areas of child development (i.e. physical, emotional, social, linguistic, aesthetic, cognitive).	1	_	+		С	 	ļ	C			_			+-+	\perp		$+\!-\!+$	-
2. Identify strategies for facilitating the development of literal, interpretive, and critical listening and thinking skills.	1		+		С		<u> </u>	С						+	+		$+\!-\!+$	-
3. Determine activities that support the development of fine and gross motor skills.	1	-	+ +		С	 	 	С		-				 	+	-	+	\longrightarrow
 Select and apply strategies, including the use of technology, for presenting instruction and concepts related to health, safety, and nutrition. Select and apply strategies, including the use of technology, for presenting instruction and concepts related to visual arts, music, drama, and dance. 	1	+	+ +		C	1	1	C					+	C		-	+	+
5. Select and apply strategies, including the use of technology, in developmentally appropriate ways to teach read apply strategies, including the use of technology, in developmentally appropriate ways to teach reading, mathematics, science, and social studies.	+		+	_	C	 	 	C					_	C			+-+	-+-
Select and apply strategies, including the use of extendology, in developmentally appropriate ways to increase receive and experience, and social studies. Select and apply strategies, including the use of extendology, in developmentally appropriate ways to increase receive and expersive vocabulary.	1	+	+ +		Č	1 1		Č						Č			+	-
5. Knowledge of developmentally appropriate intervention strategies and resources available to meet the needs of all students																		
Select and analyze evidence-based instructional strategies to adapt curricula for children with diverse needs.															С			
Identify characteristics of children with diverse needs in order to support their learning.								С										
 Identify and select resources and procedures that support children with diverse needs and their families. 											С							
 Identify characteristics of children at risk for school failure and select appropriate intervention strategies for these children. 								C C										
Identify major trends in the education of children with exceptionalities and incorporate such trends in early childhood settings.	1							С						\perp	\perp		\bot	
 Select and apply appropriate strategies for working with children who are in foster care and children who are migrant, transient, or homeless. 	1		4		С			С						+-+	\perp			
7. Identify ways for accessing and appropriately using health information to monitor children's medical needs (e.g., medications for allergies) and/or other health impairments.	1	_	+		 	 	ļ	\vdash			_			+	С		$+\!-\!+$	-
8. Identify needs for, and methods of, collaboration with other professionals in order to positively impact student learning.	-		+		1	 	-	 				_	_	C	+		+	-+
 Identify programs, curricula, and activities that address the language needs of children and their families with limited English proficiency. 					1		l					U				I		

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6. Knowledge of diagnosis, assessment, and evaluation 1. Select and apply developmentally appropriate, reliable, and valid formal and informal screening, progress monitoring, and diagnostic instruments and procedures that measure specific	_	1 1	1						1					1	1			т т				
characteristics	,	ΙΙ,	С								С										ı	
2. Identify procedures for accurately establishing, maintaining, and using formal and informal student records.	+ -		C								C										, — —	
3. Interpret formal and informal assessment data to make instructional decisions about the educational needs of children.		-	С								С											
4. Identify procedures for appropriately using authentic assessments (e.g., portfolios, observations, journals) to plan instruction that further develops a child's level of learning and interest.		(С																			
 Identify procedures and legal requirements that provide for productive family conferences or home visits, regarding the assessment, education, and development of children, in accordance with due process (e.g., IEP, Rtl) and confidentiality. 			С								С											
6. Identify methods of observing, facilitating, and extending children's play to practice newly acquired abilities (e.g., through problem solving, imitation, persistence, and creativity).			С								С											
7. Identify types of assessments (e.g., norm-referenced, criterion-referenced, diagnostic, curriculum-based) and the purposes of each.			C						1		С						_				$-\!-\!$	$\perp \!\!\!\perp \!\!\!\!\perp$
 Identify and apply appropriate processes for monitoring struggling students (e.g., Rtl, tiered interventions) and planning and implementing intervention strategies. 	\bot		C			L_			\perp		С							oxdot				
7. Knowledge of child guidance and classroom behavioral management I Iduative and nadare and classroom behavioral management I Iduative and nadare and undergonated in prospensity of a positive and effective electrons behavioral management guitary.	_			1	С				1 1	1	1	-	1	1	1			1	-			
 Identify and analyze developmentally appropriate components of a positive and effective classroom behavioral management system. Apply developmentally appropriate positive strategies for guiding children's behavior and responding to challenging behaviors. 	+	+		-	C	-		+	1 -				-			+	-	+		-	-+	+
Apply developmentally appropriate positive strategies for guiding cinductris occarron and responding to charactering detaylors. Identify opportunities for promoting children's positive self-concept and self-esteem, prosocial skills, and social-emotional development through interaction with peers and familiar adults.	+				С																	
4. Select developmentally appropriate problem-solving strategies for conflict resolution, self-regulatory behavior, and social interaction.	+ + + + + + + + + + + + + + + + + + + +				Č															+	_ 	_
5. Select and analyze appropriate strategies for teaching character development to young children.	+ -				Ċ																, — —	\neg
 Identify the roles of early childhood professionals in collaboration with other professionals (e.g., social workers, school counselors, community liasons) in helping children and their families cope with stressors. 					С																	
Subtest 2: Language Arts and Reading																						
1. Knowledge of literacy and literacy instruction																						
1. Identify the content of emergent literacy (e.g., oral language development, phonological awareness, alphabet knowledge, concepts of print, motivation, written language development).																					СС	
2. Identify common emergent literacy difficulties and strategies for prevention and intervention.		\vdash						_												_	C C	С
 Apply various approaches for developing emergent and early literacy skills (e.g., oral language and listening, phonological awareness, alphabet knowledge, background knowledge, concepts of print). 																					С	
4. Identify appropriate emergent and early literacy activities		-					_														- c	C
5. Select specific instructional methods (e.g., whole group, small group, explicit, systematic) for developing emergent literacy. 6. Identify the components of and techniques for creating a print-rich environment reflecting diverse cultures and the impact of such an environment on classroom instruction.		 	-				-	_				-			_	-		-		-	<u> </u>	C
Analyze the structure (e.g., small groups, whole group) and components (e.g., vocabulary, phonics) of a balanced literacy program.	+				+		_	_							-					-	- č	C
Apply instructional approaches and strategies for teaching informational literacy, skills (e.g., reading labels, signs, newspapers).	+ + + + + + + + + + + + + + + + + + + +				-															+		Č
9. Identify effective methods and strategies to integrate reading, writing, speaking, listening, viewing and presenting across the curriculum.	+ +																					С
10. Determine effective techniques for motivating students to engage in academic and personal reading (e.g., student interest in texts, student reading goals, student self-reflection of texts).																					С	С
2. Knowledge of fiction and nonfiction genres including reading informational texts (e.g., literary nonfiction, historical, scientific, and technical texts)																						
1. Select literature (e.g., pattern books, concept books) from a variety of narrative texts that build language skills and concept development.																				С		
Identify and distinguish the elements of various literary genres and formats of prose and poetry (e.g., multicultural literature, fables, legends, biographies, realistic fiction, fantasy).																		$ldsymbol{ldsymbol{ldsymbol{eta}}}$		С	\leftarrow	$oldsymbol{oldsymbol{\sqcup}}$
3. Analyze and compare literature with common themes written from different viewpoints and cultural perspectives.		<u> </u>																		C		
4. Identify instructional approaches and apply strategies for developing literary analysis (e.g., story-mapping, plot structure, elements of literary devices).		\vdash			+	_	-	-	1							-	-	$\vdash \vdash$		C	$-\!+\!-$	+
 Select appropriate techniques for encouraging students to respond to literature and informational texts in a variety of ways (e.g., retelling, dramatizing, writing). Identify a variety of uses and purposes for multiple representations of information (e.g., maps, timelines, charts, tables, graphs, pictures, print and nonprint media). 	+						_													C		+
Identify instructional methods and strategies (e.g., using graphic organizers, summarizing, oral questioning, inferring) for facilitating students' reading comprehension across the curriculum.																				C		
8. Identify and appropriately use text structures (e.g., cause and effect, chronological order, compare and contrast) to develop student comprehension.	+				+ +		1									_				C	-	+
9. Identify informational text features and their purposes (e.g., index, glossary, heading/subheading, table of contents, bibliography, references).																				C	二十	
3. Knowledge of reading foundational skills 1. Identify appropriate stages of word recognition (e.g., pre-alphabetic, partial-alphabetic, fullalphabetic) and cueing strategies (e.g., graphophonic, syntactic, semantic) that effective readers use in the strategies of the strategies o	ne	П	T		T																	
decoding process.		\vdash			+	_	-	-	1							-	-	$\vdash \vdash$		_	C C	
2. Identify the components of reading fluency (i.e., accuracy, automaticity, rate, prosody).		+			_			-	+							_	-	 			C C	С
 Select instructional methods and strategies for increasing vocabulary acquisition and development (e.g., concept maps, morphemic and contextual analysis) across the curriculum. Select effective instructional methods for teaching essential comprehension skills (e.g., main idea, supporting details, author's purpose, inference). 	+	++			+		_	-	1		-						-	\vdash				C
Specific reserve instructional memoras for teaching essential comprehensives sensitive sens	+	\vdash																				C
6. Identify instructional strategies (e.g., making connections, questioning, summarizing) for developing critical thinking skills (e.g., critiquing, analyzing, problem-solving).			t				1				1				t				t		С	С
 Select and apply instructional methods for developing reading fluency (e.g., practice with high-frequency words, timed readings, repeated readings). 																С						С
8. Apply effective reading strategies to comprehend complex literature and informational texts (e.g., stories, drama, poetry, biographies, technical texts).																С					C	С

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