

**Florida Teacher Certification Examinations
Test Information Guide
for
Reading K–12**



FLORIDA DEPARTMENT OF EDUCATION
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Sixth Edition

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FTCE Administrator
Florida Department of Education
325 West Gaines Street, Suite 414
Tallahassee, Florida 32399-0400

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Test and Test Information Guide Development

Teacher Certification Testing

Since 1980, Florida teacher certification candidates have been required to pass the Florida Teacher Certification Examinations (FTCE), which consisted of tests in reading, writing, mathematics, and professional knowledge. The 1986 Florida Legislature modified the testing program by also requiring teacher candidates to pass a test in the subject area in which they wish to be certified. In addition, the Legislature substituted the Florida College-Level Academic Skills Test (CLAST) for the reading, writing, and mathematics portions of the FTCE. The 2000 Florida Legislature replaced the CLAST with the General Knowledge Test, effective July 1, 2002.

The subject area knowledge tested on the Reading K–12 examination was identified and validated by committees of content specialists from within the state of Florida. Committee members included public school teachers, district supervisors, and college faculty with expertise in this field. Committee members were selected on the basis of recommendations by district superintendents, public school principals, deans of education, experts in the field, and other organizations. In developing the test, the committees used an extensive literature review, interviews with selected public school teachers, a large-scale survey of teachers, pilot tests, and their own professional judgment.

Role of the Test Information Guide

The purpose of this test information guide is to help candidates taking the subject area test in Reading K–12 prepare effectively for the examination. The guide was designed to familiarize prospective test takers with various aspects of the examination, including the content that is covered and the way it is represented. The guide should enable candidates to direct their study and to focus on relevant material for review.

This test information guide is intended primarily for use by certification candidates, who may be students in a college or university educator preparation program or persons making a career change. Candidates may have studied and worked in Florida or may be from out of state.

College or university faculty may also use the guide to prepare students for certification, and inservice trainers may find the guide useful for helping previously certified teachers prepare for recertification or multiple certification.

This test information guide is not intended as an all-inclusive source of subject area knowledge, nor is it a substitute for college course work in the subject area. The sample questions are representative of the content of the actual test; however, they are not actual test questions from an actual test form. Instead, the guide is intended to help candidates prepare for the subject area test by presenting an overview of the content and format of the examination.

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Preparation for the Test

The following outline may help you prepare for the examination. Adapt these suggestions to suit your own study habits and the time you have available for review.

Overview

- **Look over the organization of the test information guide.**

Section 1 discusses the development of the test and test information guide.

Section 2 (this section) outlines test preparation steps.

Section 3 offers strategies for taking the test.

Section 4 presents information about the content and structure of the test.

Section 5 lists question formats and includes sample test questions.

Section 6 provides an annotated bibliography of general references you may find useful in your review.

Section 7 identifies a source of further information.

Self-Assessment

- **Decide which content areas you should review.**

Section 4 includes the competencies and skills used to develop this subject area test and the approximate proportion of test questions from each competency area.

Review

- **Study according to your needs.**

Review all of the competencies and concentrate on areas with which you are least familiar.

Practice

- **Acquaint yourself with the format of the examination.**

Section 5 describes types of questions you may find on the examination.

- **Answer sample test questions.**

Section 5 gives you an opportunity to test yourself with sample test questions and provides an answer key and information regarding the competency to which each question is linked.

Final preparation

- **Review test-taking advice.**

Section 3 includes suggestions for improving your performance on the examination.

- **Refer to field-specific references.**

Section 6 includes an annotated bibliography listing general references keyed to the competencies and skills used to develop this subject area test.



Test-Taking Advice

- Go into the examination prepared, alert, and well rested.
- Complete your travel arrangements prior to the examination date. Plan to arrive early so that you can locate the parking facilities and examination room without rushing.
- Dress comfortably and bring a sweater or jacket in case the room is too cool for your comfort.
- Take the following with you to the test site:
 - Admission ticket
 - Proper identification as described in "Identification Policy"
- There are many strategies for taking a test and different techniques for dealing with different types of questions. Nevertheless, you may find the following general suggestions useful.
 - Read each question and all the response options carefully before selecting your answer. Pay attention to all of the details.
 - Go through the entire test once and answer all the questions you are reasonably certain about. Then go back and work through the questions that require more thought.
 - When you are not certain of the correct answer, eliminate as many options as you can and choose the response that seems best. It is to your advantage to answer all the questions on the test, even if you are uncertain about some of your choices.
 - After completing the examination, go back and check every question. Verify that you have answered all of the questions and that your responses are correctly entered.

4

Competencies and Skills and Test Blueprint

The table on the following pages lists the competencies and skills used as the basis for the Reading K–12 examination. These competencies and skills represent the knowledge that teams of teachers, subject area specialists, and district-level educators have determined to be important for beginning teachers. This table can serve as a checklist for assessing your familiarity with each of the areas covered by the test. The competencies and skills should help you organize your review. The test blueprint indicates the approximate percentage of test questions that will cover each specific competency on the exam.

Competencies are broad areas of content knowledge.

Skills identify specific behaviors that demonstrate the competencies.

Percentages indicate the approximate proportion of test questions that represent the competencies on the test.

The following excerpt illustrates the components of the table.

*Approximate percentage of total test questions
(test blueprint)*

<i>Competency</i>	Competency/Skill	Approx. %
	1 Knowledge of research and theories of reading processes	10%
	1 Identify characteristics and sources of valid reading research.	
	2 Identify foundational theorists and differentiate among theories of reading processes and development.	
	3 Relate instructional applications to theories of reading processes and development.	

Skills 1–3

Table of Competencies, Skills, and Approximate Percentages of Questions

Competency/Skill	Approx. %
1 Knowledge of research and theories of reading processes	10%
<ol style="list-style-type: none"> 1 Identify characteristics and sources of valid reading research. 2 Identify foundational theorists and differentiate among theories of reading processes and development. 3 Identify and apply the conventions of English capitalization, punctuation, and spelling with proficiency. 	
2 Knowledge of text types and structures	10%
<ol style="list-style-type: none"> 1 Identify text structures and text features of literary and informational texts. 2 Differentiate among the characteristics, features, and elements of various literary and informational genres and formats of texts for reading and writing. 3 Evaluate and select appropriate texts to reflect and support the backgrounds of diverse learners while matching texts to student interest. 4 Determine criteria for evaluating and selecting both print and nonprint texts for instructional use. 5 Evaluate and select texts at appropriate reading levels and text complexity for diverse learners. 	
3 Knowledge of reading assessment and evaluation	10%
<ol style="list-style-type: none"> 1 Differentiate among characteristics of norm-referenced, criterion-referenced, and performance-based assessments used for screening, diagnosis, progress monitoring, and outcomes. 2 Evaluate and select appropriate oral and written assessment instruments and practices using continuous text for monitoring individual student progress. 3 Analyze and interpret data from multiple informal and formal reading and writing assessments to guide whole-group instruction. 4 Analyze and interpret student data from multiple informal and formal reading and writing assessments to differentiate instruction and develop individual student goals for diverse learners. 5 Identify characteristics of students at varying reading levels. 	

Competency/Skill	Approx. %
4 Knowledge of learning environments and procedures that support reading	10%
<ol style="list-style-type: none"> 1 Apply appropriate grouping practices for specific instructional purposes in reading. 2 Determine appropriate procedures and delivery methods to integrate speaking and listening, reading, writing, and viewing for diverse learners across content areas. 3 Evaluate and select techniques for encouraging motivation and promoting positive attitudes of diverse learners toward academic and personal reading. 4 Apply appropriate instructional methods to integrate technology, support student-centered learning, and establish an information-rich environment. 5 Determine organizational and classroom management practices for multiple reading programs to support diverse learners. 6 Evaluate and select methods of prevention and intervention for students who have not mastered grade-level language arts standards. 	
5 Knowledge of oral and written language acquisition and beginning reading	11%
<ol style="list-style-type: none"> 1 Identify the concepts related to oral and written language acquisition. 2 Identify the concepts related to beginning reading. 3 Apply instructional methods for developing oral language, phonological awareness, concepts of print, alphabet knowledge, and written language development. 	
6 Knowledge of phonics and word recognition	12%
<ol style="list-style-type: none"> 1 Identify the concepts related to word recognition development. 2 Apply instructional methods for developing phonemic awareness and phonics knowledge for diverse learners. 3 Apply instructional methods for developing word-analysis skills for decoding and encoding monosyllabic and multisyllabic words for diverse learners. 4 Apply instructional methods for promoting the recognition of high frequency words, sight words, and irregularly spelled words for diverse learners. 	

Competency/Skill	Approx. %
7 Knowledge of vocabulary acquisition and use	12%
<ol style="list-style-type: none"> 1 Identify the concepts of vocabulary acquisition and use. 2 Evaluate and select instructional methods for vocabulary acquisition and use in speaking and listening, reading, and writing for diverse learners. 3 Apply appropriate instructional methods for developing the use of independent word learning strategies for diverse learners. 4 Apply appropriate instructional methods for developing and using conversational, general academic, and domain-specific words and phrases for diverse learners. 	
8 Knowledge of reading fluency and reading comprehension	15%
<ol style="list-style-type: none"> 1 Identify the components of reading fluency that support comprehension. 2 Apply appropriate instructional methods for developing fluent reading with purpose and understanding for diverse learners. 3 Evaluate and select instructional methods for teaching skills and developing strategies for comprehension and analysis of informational texts. 4 Evaluate and select instructional methods for teaching skills and developing strategies for comprehension and analysis of literary texts. 5 Apply instructional methods for developing metacognition and critical thinking for diverse learners. 6 Apply instructional methods for engaging students in evidence-based collaborative discussions about literary and informational print and nonprint texts. 7 Apply instructional methods to develop study skills for comprehension of literary and informational texts for diverse learners. 	

Competency/Skill	Approx. %
9 Knowledge of reading program development, implementation, and coordination	10%
<ol style="list-style-type: none"> 1 Evaluate and select approaches for involving stakeholders in reading initiatives for diverse learners. 2 Evaluate and select approaches to increase caregiver involvement in reading education. 3 Interpret reading policies, program information, and assessment data for the purpose of dissemination among stakeholders. 4 Select and evaluate instructional materials for comprehensive reading programs and reading intervention programs for diverse learners. 5 Identify criteria to determine the effectiveness of reading programs. 6 Interpret school data and program evaluation results to modify and improve curriculum content and instruction through professional learning. 7 Determine effective methods for coaching and supporting paraprofessionals, tutors, and volunteers to assist in reading instruction for diverse learners. 	

5

Test Format and Sample Questions

The Reading K–12 subject area test consists of approximately 120 multiple-choice items. You will have two and one-half hours to complete the test.

Each of the questions will contain four response options. You will choose the best response out of four options, and indicate **A**, **B**, **C**, or **D**. The table below presents types of questions on the exam and directs you to examples of these formats among the sample items that follow.

Type of Question	Sample Question
Scenario Examine a classroom situation or a student composition. Then select the response option that best answers a question, recommends a course of action, or gives the appropriate evaluation or teacher comment.	Question 1, page 12
Text Analysis Study a text and identify a literary feature, such as a figure of speech, style, form, or function, by choosing the best response option.	Question 4, page 13
Direct question Choose the response option that best answers the question.	Question 5, page 13
Sentence completion Select the response option that best completes the sentence.	Question 8, page 14

Sample Questions

The following questions represent both the form and content of questions on the examination. These questions will acquaint you with the general format of the examination; however, these sample questions do not cover all of the competencies and skills that are tested and will only approximate the degree of examination difficulty.

An answer key follows at the end of the sample questions. The answer key includes information regarding the competency to which each question is linked.

DIRECTIONS: Read each question and select the best response.

1. A reading teacher is reviewing a recently published book about a new approach to improving reading comprehension. Which of the following features should the teacher look for when evaluating the reported success of this approach?
 - A. whether the author has published other research studies on the same topic
 - B. whether the new approach has been successfully adopted for use by other states
 - C. whether the results of the research the author conducted on the approach are reliable and valid
 - D. whether the materials used in the approach reflect the diversity of the local student population

2. In a classroom, the teacher has an area for small-group instruction and another area for whole-group instruction. The learning environment is information intensive with students collaborating on a variety of assignments and projects with the teacher roaming the room and helping individuals and groups of students. Which theorist best describes the teachers disposition for instruction?
 - A. Louise Rosenblatt
 - B. Noam Chomsky
 - C. Lev Vygotsky
 - D. Paulo Freire

3. A teacher firmly believes that collaboration among students is essential for learning. Which of the following theories is closely aligned with this philosophy?
 - A. cognitive development
 - B. social constructivist
 - C. discovery learning
 - D. reader response

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4. Use the following excerpt to answer the question.

The high price of oil in the 1970s resulted in a serious problem for many Americans. Long lines to purchase gasoline for cars were unavoidable. People were subjected to higher prices for oil to heat their homes. Oil companies looked to other nations for new oil supplies. They also began drilling for oil on the ocean floor.

Which of the following is the excerpt an example of?

- A. chronological or sequence
 - B. comparison and contrast
 - C. main idea and details
 - D. problem and solution
5. A biography is an example of which of the following?
- A. realistic fiction
 - B. historical fiction
 - C. narrative nonfiction
 - D. expository nonfiction
6. Which of the following is NOT a criterion for selecting multicultural literature?
- A. exclusion of leaders
 - B. treatment of issues
 - C. authentic dialogue
 - D. cultural accuracy
7. A teacher collects reading records and rubric-scored writing samples over time on select students to document change over time. Which term best describes the teacher's purpose for collecting this type of assessment?
- A. screening
 - B. diagnosis
 - C. monitoring
 - D. outcomes

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8. The assessment tools for the purpose of evaluating expertise include
- A. lab notebooks, read alouds, and homework assignments.
 - B. think alouds, concept maps, and observational checklists.
 - C. research papers, formal presentations, and formal debates.
 - D. homework assignments, norm-referenced tests, and quizzes.
9. Which of the following is the best way to determine reading instructional groups in a classroom with students who have a wide range of skills and abilities?
- A. administer an IRI, then conduct two miscue analyses
 - B. review state reading test scores, then a reading record
 - C. review state reading test scores, then administer an IRI
 - D. administer a reading checklist, then conduct read alouds
10. Teachers at a middle school made a commitment to use observational notes to monitor students' strengths and needs and to use that information for providing differentiated instruction and flexible grouping. What type of grouping is this an example of?
- A. data-based grouping
 - B. peer-tutoring grouping
 - C. interest-based grouping
 - D. heterogeneous-ability grouping
11. An effective way for a teacher of English language learners to integrate speaking and listening into the classroom would be to use
- A. role play.
 - B. submersion.
 - C. silent reading.
 - D. video watching.
12. Which adaptation of the basal reading program is the most efficient for struggling readers?
- A. repeated readings
 - B. workbook exercises
 - C. preintroduce vocabulary
 - D. silent independent reading

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13. During a shared reading of an enlarged text in a primary learning environment, the teacher focuses instruction on the structure of the language by engaging students periodically in conversation. Which cognitive working system is the teacher scaffolding during the lesson?
- A. graphophonic working system
 - B. semantic working system
 - C. syntactic working system
 - D. lexical working system
14. Students who cannot decode and rely on context and initial letters to figure out unknown words demonstrate characteristics of which phase of word recognition?
- A. consolidated-alphabetic
 - B. full-alphabetic
 - C. partial-alphabetic
 - D. pre-alphabetic
15. Which of the following is most appropriate for developing the concept that print is "speech written down"?
- A. phonics approach
 - B. language experience approach
 - C. linguistic approach
 - D. literature-based approach
16. Which of the following statements is true in relation to early literacy skill acquisition?
- A. Achievement in print knowledge does not help with acquisition of early literacy skills.
 - B. Identifying letter names as an isolated skill is a strong predictor of learning to read.
 - C. Teaching skills with a causal relationship to later reading acquisition is a bad idea.
 - D. Naming letters with phonological awareness and sounds is an effective method.

17. A teacher working with diverse learners in the emergent stage of literacy development should

- A. prioritize conducting read alouds and literature circle activities.
- B. first teach sight word recognition and CVC word decoding skills.
- C. first develop students' oral and academic vocabulary knowledge.
- D. include assignments that involve working with stories and writing.

18. A teacher uses the following instructional procedures.

- 1. Teach the students to recognize orally the individual sounds in words.
- 2. Teach the students to blend the sounds in words.

What is the focus of this instruction?

- A. initial consonant plus phonogram
- B. phonemic awareness
- C. single letter phonics method
- D. analytical phonic method

19. Which of the following is the most effective strategy to assist a middle-schooler struggling with 3rd-grade high-frequency words?

- A. give explicit instruction in word recognition
- B. create an individual word bank for the student
- C. provide corrective feedback on word misspellings
- D. post grade-level sight words on a classroom word wall

20. Which of the following descriptions best matches tier 1 vocabulary words?

- A. prevalent in everyday language
- B. prevalent in written language
- C. prevalent in content areas
- D. prevalent in oral language

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21. Which procedure is most appropriate for teaching multiple-meaning words?
- A. structural analysis
 - B. sight words
 - C. contextual analysis
 - D. phonic analysis
22. Which of the following instructional practices are the most appropriate to use to aid English language learners in a mathematics classroom from Tier 1 to Tier 2 word meanings?
- A. student matches words with both common and applied definitions
 - B. student brings pictures that show one particular meaning of the word
 - C. student works with one word from instruction that has multiple meanings
 - D. student clusters information learned, including meanings for all new words
23. For intentional vocabulary development, which of the following is the most effective to implement in instruction?
- A. prior to reading of text with emphasis on definition
 - B. during the reading of the text with emphasis on context clues
 - C. after reading the text with emphasis on developing new sentences
 - D. before, during, and after the reading of text with emphasis on repeated exposure
24. An oral reading fluency measure indicates that a student reads in two- and three-word phrases causing the reading to sound choppy. Additionally, the measure reveals that the student made improper stresses and intonations which failed to indicate the end of sentences or clauses. From this measure, the teacher should work in which of the following areas of fluency?
- A. rate
 - B. phrasing
 - C. accuracy
 - D. expression

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25. A teacher encourages his 1st-grade English language learners to read selected narrative decodable texts to their parent or guardian five times over the course of a week. The primary purpose of this oral reading activity is to increase
- A. comprehension.
 - B. enjoyment.
 - C. reading interest.
 - D. automaticity.
26. In preparing 3rd-grade students to read informational text on the importance of recycling, the teacher is primarily concerned with activating students' prior knowledge. Which of the following would be most effective?
- A. SQ3R
 - B. QAR
 - C. IRI
 - D. KWL
27. Which strategy would best help students develop the ability to synthesize reading material?
- A. reading an informational passage and working in small groups to create semantic maps of the organizational patterns presented in the text
 - B. highlighting predetermined information (criteria) such as main idea, thesis statement, supporting details, and specialized vocabulary in a reading passage
 - C. rewriting a passage from a classic play, such as Shakespeare's *Othello* or *Romeo and Juliet*, in standard English and one other vernacular speech pattern
 - D. reading two passages and brainstorming in small groups to create Venn diagrams that compare and contrast theme, content, characters, and details of the texts
28. A teacher has surveyed their middle school Earth Science class and has concluded that most of the students have little knowledge about regional weather patterns. Which of the following sources would provide the students with the most up-to-date and comprehensive information?
- A. online weather report site
 - B. textbook chapter on meteorology
 - C. almanac to track past weather patterns
 - D. newspaper articles about weather phenomena

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29. The district reading leadership team has determined based on data that additional informal progress monitoring opportunities in reading must be included in instruction for all the schools in the district. Which of the following progress monitoring resources will support this district effort?
- A. schedule additional team meetings with academic coaches
 - B. purchase a formal assessment program for the district with training
 - C. hire additional academic coaches to track the students' reading growth
 - D. provide professional development on formative assessments for all teachers
30. In October, a teacher meets with a paraprofessional of an 11th-grade student to discuss ways to increase teacher and peer interactions, decrease an over reliance on the paraprofessional, and build independence. Which of the following is this an example of?
- A. interim educational meeting
 - B. specially designed instruction
 - C. prereferral intervention strategies
 - D. clarifying roles and responsibilities

Answer Key

Question Number	Correct Response	Competency
1.	C	01
2.	C	01
3.	B	01
4.	D	02
5.	C	02
6.	A	02
7.	C	03
8.	C	03
9.	C	03
10.	A	04
11.	A	04
12.	A	04
13.	C	05
14.	C	05
15.	B	05
16.	D	06
17.	C	06
18.	B	06
19.	B	06
20.	A	07
21.	C	07
22.	A	07
23.	D	07
24.	B	08
25.	D	08
26.	D	08
27.	D	08
28.	A	09
29.	D	09
30.	D	09



Annotated Bibliography

The annotated bibliography that follows includes basic references that you may find useful in preparing for the exam. Each resource is linked to the competencies and skills found in Section 4 of this guide.

This bibliography is representative of the most important and most comprehensive texts pertaining to the competencies and skills. The Florida Department of Education does not endorse these references as the only appropriate sources for review; many comparable texts currently used in teacher preparation programs also cover the competencies and skills that are tested on the exam.

1. Barr, R., Blackowicz, C. L. Z., Katz, C., & Kaufman, B. (2012). *Reading diagnosis for teachers: An instructional approach* (6th ed.). Boston: Pearson.
Emphasizes the careful observation of students in many types of reading and writing activities combined with the development and application of teachers' diagnostic insights to help reading educators plan appropriate instruction. Useful for review of competencies 3 and 6.
2. Beck, I. L., McKeown, M. G., & Kucan, L. (2013). *Bringing words to life: Robust vocabulary instruction* (2nd ed.). New York: The Guilford Press.
Guides in selection of words for instruction, developing explanations of new words, creating meaningful learning activities, and getting involved in thinking about, using, and noticing new words. Based on a framework founded in research that contains practical strategies for vocabulary development. Useful for review of competency 7.
3. Blachowicz, C., & Fisher, P. (2010). *Teaching vocabulary in all classrooms* (4th ed.). Boston: Allyn & Bacon.
Presents a comprehensive framework for seamlessly and effectively incorporating vocabulary into everyday classroom instruction across all content areas. Useful for review of competency 7.
4. Block, C. C., & Israel, S. E. (2005). *Reading first and beyond: The complete guide for teachers and literacy coaches*. Thousand Oaks, CA: Corwin.
Contains enriching ideas for all educators and summarizes the key areas of the Reading First program to provide a comprehensive understanding of its components. Useful for review of competencies 1 and 6.
5. DeVries, B. A. (2008). *Literacy assessment and intervention for K-6 classrooms* (2nd ed.). Scottsdale, AZ: Holcomb Hathaway.
Focuses on appropriate assessment strategies and interpretation of results with special attention to emergent literacy. Useful for review of competencies 2, 3, 5, and 8.

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6. Dow, R. S., & Baer, G. T. (2013). *Self-paced phonics: A text for educators* (5th ed.). Boston: Pearson.
Offers practical instruction for pre-service and in-service teachers and helps them develop a sound understanding of both the content and pedagogy of phonics. Useful for review of competency 6.
 7. Fisher, D., & Frey, N. (2015). *Text-dependent questions: Pathways to close and critical reading* (Grades 6–12). Thousand Oaks, CA: Corwin.
Teaches the best ways to use text-dependent questions as scaffolds during close reading. Useful for review of competencies 2 and 8.
 8. Fisher, D., Frey, N., & Lapp, D. (2012). *Text complexity: Raising rigor in reading*. Newark, DE: International Reading Association.
Focuses on quantitative and qualitative factors of text complexity as well as ways in which readers can be matched with texts and tasks. Useful for review of competencies 2 and 3.
 9. Frey, N., & Fisher, D. (2013). *Rigorous reading: Five access points for comprehending complex texts*. Thousand Oaks, CA: Corwin.
Introduces a research-based approach to aid students in reaching a deeper level of understanding reading. Useful for review of competencies 1, 2, 4, 6, and 8.
 10. Gambrell, L. B., Morrow, L. M., & Pressley, M. (2007). *Best practices in literacy instruction* (3rd ed.). New York: Guilford.
Offers the latest research on literacy instruction and best practices. Useful for review of competencies 5, 6, 8, and 9.
 11. Graves, M. F. (2006). *The vocabulary book: Learning and instruction*. New York: Teachers College Press.
Offers a comprehensive plan for vocabulary instruction broad enough to instruct students with varying vocabulary abilities. Useful for review of competency 7.
 12. Gunning, T. G. (2012). *Assessing and correcting: Reading and writing difficulties* (4th ed.). Boston, MA: Allyn & Bacon.
Infuses research and theory to create a balanced, practical approach to reading assessment, diagnosis, and remediation that includes sample lessons and strategies for teachers to aid in developing skills in word recognition, vocabulary, comprehension, writing, spelling, studying, and reading in the content area. Useful for review of competency 3.

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- 13.** Gunning, T. G. (2013). *Creating literacy instruction for all students* (8th ed.). Boston: Pearson.
Includes plans and strategies to develop appropriate lesson plans that enable students to achieve higher levels of literacy. Useful for review of competencies 1, 3, 4, 5, 6, 7, and 9.
 - 14.** Honig, B., Diamond, L., & Gutlohn, L. (2013). *Teaching reading sourcebook* (2nd ed.). Novato, CA: Arena Press.
Combines both evidence-based reading research and actionable instructional strategies to aid in the connection between theory and reality. Useful for review of competency 4.
 - 15.** Johns, J. L., & Lenski, S. D. (2010). *Improving reading: Interventions, strategies, and resources* (5th ed.). Dubuque, IA: Kendall Hunt.
Provides information about teaching reading from the basics of letter identification to fluency and comprehension as well as providing information about instilling motivation for young readers. Useful for review of competency 7.
 - 16.** Reutzel, D. R., & Cooter, Jr., R. B. (2011). *Strategies for reading assessment and instruction: Helping every child succeed* (4th ed.). Boston: Pearson.
Offers reference tools for matching strategies to student needs and information about reading diagnosis and assessment. Useful for review of competencies 1, 5, 7, and 8.
 - 17.** Richardson, J. S., Morgan, R. F., & Fleener, C. E. (2012). *Reading to learn in the content areas* (8th ed.). Belmont, CA: Wadsworth.
Provides information on how to teach students to use reading, discussion, and writing as vehicles for learning in any content area. Useful for review of competencies 4, 7, and 8.
 - 18.** Roe, B. D., & Ross, E. P. (2006) *Integrating language arts through literature and thematic units*. Boston: Pearson.
Integrates literature into thematic units to follow current thinking in the field and adapts instruction for English language and special needs learners to reflect the population of current classrooms. Useful for review of competencies 1, 2, 6, and 7.
 - 19.** Roe, B. D., & Smith, S. H. (2012). *Teaching reading in today's elementary schools* (11th ed.). Belmont, CA: Wadsworth.
Ensures that teachers are able to help students learn not only how to recognize words, but also how to comprehend what they read. Balances new approaches to reading with more traditional foundations of strong skills and phonics instruction. Useful for review of competencies 4, 6, and 9.

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20. Rutherford, P. (2009). *Why didn't I learn this in college: Teaching and learning in the 21st century* (2nd ed.). Alexandria, VA: Just Ask.
Presents an overview of educator preparatory curriculum for preservice and inservice teachers. Useful for review of competencies 4 and 9.
 21. Samuels, S. J., & Farstrup, A. E. (2011). *What research has to say about reading instruction* (4th ed.). Newark, DE: International Reading Association.
Offers a broad and balanced perspective of the latest theory, research, and practice to provide a solid foundation for teaching students to read. Useful for review of competencies 1 and 9.
 22. Scully, P. A., Barbour, C., & Roberts-King, H. (2015). *Families, schools, and communities: Building partnerships for educating children* (6th ed.). Boston: Pearson.
Provides a guide to establishing collaboration with families and the larger community that focuses on making the learning experience more productive and positive for all concerned. Useful for review of competency 9.
 23. Shanahan, T., & Lonigan, C. J. (2013). *Early childhood literacy*. Baltimore, MD: Paul H. Brookes Publishing Co.
Analyzes research on identification of early literacy learning needs, phonological awareness and print knowledge, comprehension development, effective book sharing with young children, and curriculum-based language interventions. Useful for review of competencies 5 and 6.
 24. Slavin, R. E. (2009). *Educational psychology: Theory and practice* (9th ed.). Upper Saddle River, NJ: Pearson.
Translates theory into practices that teachers can use in classrooms with deeper inquiry into the concept of intentionality and integration of standards. Useful for review of competency 1.
 25. Taylor, C. S., & Nolen, S. B. (2008). *Classroom assessment: Supporting teaching and learning in real classrooms* (2nd ed.). Upper Saddle River, NJ: Pearson.
Focuses on using assessment to enrich educational experiences and support learning needs for diverse learners. Useful for review of competency 3.
 26. Tomlinson, C. M., & Lynch-Brown, C. (2010). *Essentials of reading young adult literature* (2nd ed.). Boston: Pearson.
Offers a well-organized, clearly-written overview of young adult literature. Includes extensive recommended book lists organized by genre and topic and annotated. Includes clearly stated positions on resistant readers, censorship, the literary canon, and technology. Useful for review of competencies 2 and 8.

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- 27.** Tompkins, G. E. (2009). *Language arts: Patterns of practice* (7th ed.). Upper Saddle River, NJ: Pearson.
Strategies for teaching and assessing language arts. Analyzes the reading and writing processes and emergent literacy. Useful for review of competencies 1, 2, 3, and 9.
 - 28.** Tompkins, G. E. (2012). *Literacy for the 21st century: A balanced approach*. New York: Allyn & Bacon.
Offers a balanced approach to teaching reading and writing and provides insights into successful literacy teaching. Useful for review of all competencies.
 - 29.** Vacca, R. T., Vacca, J. A. L., & Mraz, M. (2011). *Content area reading: Literacy and learning across the curriculum* (10th ed.). Boston: Pearson.
Features real-world examples and research-based practices to aid teachers in the exploration of content literacy for all learners. Useful for review of competencies 2, 3, 4, 5, 8, and 9.
 - 30.** Vacca, J., Vacca, R., Gove, M., Burkey, L., Lenhart, L., & McKeon, C. (2012). *Reading and learning to read* (8th ed.). New York, NY: Pearson.
Discusses instructional practices and ways of encouraging success in reading and reading comprehension. Useful for review of competencies 2, 3, and 5.
 - 31.** Woolfolk, A. (2007). *Educational psychology* (10th ed.). Boston: Pearson.
Contains examples, lesson segments, case studies, and practical ideas from experienced teachers. Useful for review of competencies 1 and 3.



Additional Information

Please visit the following website to review FTCE registration details and to find additional FTCE information, including test locations and passing scores.

<http://www.fldoe.org/accountability/assessments/postsecondary-assessment/ftce/>