

Wisconsin Foundations of Reading Test, Study Guide
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Recommended Resources

Textbooks

- *Self Paced Phonics: A Text for Educators, 5e*, by Roger S. Dow and G. Thomas Baer
- *Making Content Comprehensible for English Language Learners: The SIOP Model, 4e*, by Jana Echevarria, MaryEllen Vogt, and Debra Short
- *Creating Strategic Readers: Techniques for Developing Competency in Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension, 2e*, by Valerie Ellery
- *Interventions that Work, 1e*, by Linda Dorn and Carla Soffos (Especially Chapters Two and Chapter Six)

Journal Articles

- "Nine Things Every Teacher Should Know about Words and Vocabulary Instruction" by Karen Bromley; *Journal of Adolescent & Adult Literacy*, April 2007
- "Reading Comprehension: What Every Teacher Should Know" by Maureen McLaughlin; *The Reading Teacher*, Vol. 65 Issue 7
- "Fluency: Bridge Between Decoding and Reading Comprehension" by John J. Pikulski and David J. Chard; *The Reading Teacher*, Vol. 58 No. 6
- "Saying the 'P' Word: Nine Guidelines for Exemplary Phonics Instruction" by Steven A. Stahl; *The Reading Teacher*, Vol. 45 No. 8
- "Developing Phonemic Awareness in Young Children" by Hallie Kay Yopp; *The Reading Teacher*, Vol. 45 No. 9

Test Length: 4 hours
Format: Computer-Based

I. Multiple-Choice (80%)

A. Foundations of Reading Development (35%)

1. Understand phonological and phonemic awareness
2. Understand concepts of print and the alphabetic principle
3. Understand the role of phonics in promoting reading development
4. Understand word analysis skills and strategies

B. Development of Reading Comprehension (27%)

1. Understand vocabulary development
2. Understand how to apply reading comprehension skills and strategies to imaginative/literary texts
3. Understand how to apply reading comprehension skills and strategies to informational/expository texts

C. Reading Assessment and Instruction (18%)

1. Understand formal and informal methods for assessing reading development
2. Understand multiple approaches to reading instruction

II. Open-Response (20%): Integration of Knowledge and Understanding

A. FOUNDATIONS OF READING DEVELOPMENT (35%)

➤ **Concept One: Understand phonological and phonemic awareness**

1. Explain the distinction between phonological awareness and phonemic awareness.

Resource Used:

2. What roles do phonological awareness and phonemic awareness play in reading development?

Resource Used:

3. What is the difference between phonemic awareness and phonics?

Resource Used:

4. "Phonological skill develops in a predictable progression"¹. List the important milestones in this progression and the relative age for each.

Resource Used:

5. List instructional strategies that help to promote phonological and phonemic awareness skills. **Include both explicit and implicit approaches**

Resource Used:

6. What role does the growth of phonological processing play in the reading development of individual students? **Consider the full range of learners in the classroom from English Language Learners to struggling readers to highly proficient readers**

Resource Used:

➤ **Check for Concept One**

- | | | |
|---|---|---|
| <input type="checkbox"/> I don't understand this topic well; I need assistance. | <input type="checkbox"/> I understand some but not all of this topic; I need to review. | <input type="checkbox"/> I thoroughly understand this topic; I feel confident moving forward. |
|---|---|---|

¹ "The Development of Phonological Skills", Louisa Moats and Carol Tolman: <http://www.readingrockets.org/article/28759/>

➤ **Concept Two: Understand concepts of print and the alphabetic principle**

7. How do children develop the understanding that print carries meaning?

Resource Used:

8. List instructional strategies and activities that help to promote the awareness of the relationship between spoken and written language.

Resource Used:

9. What role does environmental print play in developing print awareness?

Resource Used:

10. How do children gain proficiency in book handling skills?

Resource Used:

11. List instructional strategies and activities that help to promote:

- an understanding of the directionality of print

- the ability to track print in connected text

Resource Used:

12. List instructional strategies and activities that help to promote:

- letter knowledge

- letter formation

Resource Used:

13. List instructional strategies and activities that help to promote an understanding of the alphabetic principle.

Resource Used:

14. Which reading and writing strategies can be employed to teach letter-sound correspondence?

Resource Used:

15. What role does the growth of alphabetic knowledge play in the reading development of individual students? **Consider the full range of learners in the classroom from English Language Learners to struggling readers to highly proficient readers**

Resource Used:

➤ **Check for Concept Two**

I don't understand this topic well; I need assistance.

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I thoroughly understand this topic; I feel confident moving forward.

➤ **Concept Three: Understand the role of phonics in promoting reading development**

16. List instructional strategies and activities for teaching phonics. **Include both explicit and implicit approaches**

Resource Used:

17. Explain the role phonics plays in developing rapid, automatic word recognition.

Resource Used:

18. What is the relationship between decoding and reading comprehension?

Resource Used:

19. Describe the interrelationship between letter-sound correspondence and beginning decoding.

Resource Used:

20. List instructional strategies and activities for helping students decode. **Consider techniques that occur before, during, and after reading**
- single-syllable words that follow common patterns (CVC, CVCC, CVVC, CVCe)

 - multisyllable words

Resource Used:

21. List instructional strategies and activities methods which promote the use of phonics generalizations to decode words in connected text. **Consider techniques that occur before, during, and after reading**

Resource Used:

22. List instructional strategies and activities for helping students to use semantic and syntactic cues to help decode words. **Consider techniques that occur before, during, and after reading**

Resource Used:

23. What is the relationship between decoding and encoding?

Resource Used:

24. Explain the relationship between oral vocabulary and the process of decoding written words.

Resource Used:

25. Define specific terminology associated with phonics:

- Phoneme
- Morpheme
- Consonant digraph
- Consonant blend

Resource Used:

26. What role does the growth of phonics knowledge play in the reading development of individual students? **Consider the full range of learners in the classroom from English Language Learners to struggling readers to highly proficient readers**

Resource Used:

➤ **Check for Concept Three**

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➤ **Concept Four: Understand word analysis skills and strategies**

27. List instructional strategies and activities which help students to develop word analysis skills. **Consider techniques that occur before, during, and after reading**

Resource Used:

28. What is the relationship between word analysis skills and reading comprehension?

Resource Used:

29. Identify common morphemes.

Resource Used:

30. List instructional strategies and activities for helping students to recognize and understand the meaning of common prefixes and suffixes. **Consider techniques that occur before, during, and after reading**

Resource Used:

31. List instructional strategies and activities for helping students to develop knowledge of Latin and Greek roots that form English words. **Consider techniques that occur before, during, and after reading**

Resource Used:

32. How is syllabication used as a word identification strategy?

Resource Used:

33. Describe the analysis of syllables and morphemes in relation to spelling patterns.

Resource Used:

34. List instructional strategies and activities for helping students to identify compound words.

Resource Used:

35. List instructional strategies and activities for helping students to identify homographs.

Resource Used:

36. List instructional strategies and activities that help students employ context cues to help identify words and to verify the pronunciation and meaning of words.

Resource Used:

37. What role does the expansion of word analysis skills play in the reading development of individual students? **Consider the full range of learners in the classroom from English Language Learners to struggling readers to highly proficient readers**

Resource Used:

➤ **Check for Concept Four**

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B. DEVELOPMENT OF READING COMPREHENSION (27%)

➤ **Concept One: Understand vocabulary development**

1. What is the relationship between oral and written vocabulary development and reading comprehension?

Resource Used:

2. Explain the relationship between systematic, noncontextual vocabulary strategies and contextual vocabulary strategies.

Resource Used:

3. Describe the relationship between oral vocabulary and the process of identifying and understanding written words.

Resource Used:

4. List instructional strategies and activities that promote oral language development and listening comprehension for students.

Resource Used:

5. Demonstrate proficient knowledge of common sayings, proverbs, and idioms.

Resource Used:

6. Demonstrate proficient knowledge of foreign words and abbreviations commonly used in English.

Resource Used:

7. What criteria should be employed for selecting vocabulary words?

Resource Used:

8. List instructional strategies and activities effective for clarifying and extending a reader's understanding of unfamiliar words encountered in connected text.

Resource Used:

9. List instructional strategies and activities that promote comprehension across the curriculum by expanding knowledge of content-area vocabulary.

Resource Used:

10. Explain the importance of frequent, extensive, varied reading experiences in vocabulary development.

Resource Used:

11. What role does the expansion of vocabulary knowledge play in the reading development of individual students? **Consider the full range of learners in the classroom from English Language Learners to struggling readers to highly proficient readers**

Resource Used:

➤ **Check for Concept One**

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|---|---|---|
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➤ **Concept Two: Understand how to apply reading comprehension skills and strategies to imaginative/literary texts**

12. Demonstrate proficient knowledge of reading as a process to construct meaning.

Resource Used:

13. Explain the differences between literal, inferential, and evaluative reading comprehension.

Resource Used:

14. List instructional strategies and activities that promote comprehension of imaginative/literary texts at the following levels:

- Literal

- Inferential

- Evaluative

Resource Used:

15. List instructional strategies and activities that promote the development of literary response skills.

Resource Used:

16. List instructional strategies and activities that promote the development of literary analysis skills.

Resource Used:

17. List instructional strategies and activities that promote comprehension for imaginative/literary texts during the reading process:

- Before reading

- During reading

- After reading

Resource Used:

18. Which oral language activities promote comprehension?

Resource Used:

19. What role does oral reading fluency play in facilitating comprehension for imaginative/literary texts?

Resource Used:

20. Which writing activities promote students' literary response and literary analysis skills?

Resource Used:

21. What role does the expansion of reading comprehension skills and strategies for imaginative/literary texts play in the reading development of individual students? **Consider the full range of learners in the classroom from English Language Learners to struggling readers to highly proficient readers**

Resource Used:

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➤ **Concept Three: Understand how to apply reading comprehension skills and strategies to informational/expository texts**

22. List instructional strategies and activities that promote comprehension of informational/expository texts at the following levels:

- Literal
- Inferential
- Evaluative

Resource Used:

23. List instructional strategies and activities which help students to expand their skill in the following when reading informational/expository texts:

- Identify point of view
- Distinguish facts from opinions
- Detect faulty reasoning

Resource Used:

24. Describe how reading strategies can be employed for different purposes and a variety of texts.

Resource Used:

25. List instructional strategies and activities that promote comprehension for informational/expository texts during the reading process:

- Before reading
- During reading
- After reading

Resource Used:

26. What role does oral reading fluency play in promoting comprehension for informational/expository texts?

Resource Used:

27. Which writing activities promote students' comprehension when reading informational/expository texts?

Resource Used:

28. Demonstrate proficient knowledge of text structures/organizational patterns.

Resource Used:

29. List instructional strategies and activities that promote students' use of text features, graphic features, and reference materials.

Resource Used:

30. How can traditional print comprehension strategies be applied to electronic texts?

Resource Used:

31. What comprehension strategies are specific to electronic texts?

Resource Used:

32. List instructional strategies and activities that help to develop students' ability to apply reading comprehension strategies for varied purposes.

Resource Used:

33. What role does the expansion of reading comprehension skills and strategies for informational/expository texts play in the reading development of individual students? **Consider the full range of learners in the classroom from English Language Learners to struggling readers to highly proficient readers**

Resource Used:

➤ **Check for Concept Three**

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C. READING ASSESSMENT AND INSTRUCTION (18%)

➤ **Concept One: Understand formal and informal methods for assessing reading development**

1. Explain how the use of data and ongoing reading assessment can be employed to adjust instruction to meet students' reading needs.

Resource Used:

2. How can standardized criterion-referenced and norm-referenced tests be used to assess reading development and identify reading difficulties?

Resource Used:

3. Define the following testing concepts:
 - Validity
 - Reliability
 - Bias

Resource Used:

4. Describe the features, uses, and effectiveness of the following reading-related assessments:
 - Assessment of phonemic awareness
 - Miscue analysis
 - Informal Reading Inventories
 - Running records
 - Rubrics
 - Portfolio assessment

- Assessment of authentic tasks
- Oral or written retellings
- Dictated word lists

Resource Used:

5. What are the characteristics and uses of group reading assessments?

Resource Used:

6. Demonstrate proficient knowledge of text leveling.

Resource Used:

7. List instructional strategies and activities that help students to build an awareness of the supports in a text.

Resource Used:

8. Which assessments can be employed to determine a student’s independent, instructional, and frustration reading levels?

Resource Used:

9. What role does assessment play in the reading development of individual students? **Consider the full range of learners in the classroom from English Language Learners to struggling readers to highly proficient readers**

Resource Used:

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➤ **Concept Two: Understand multiple approaches to reading instruction**

10. Demonstrate proficient knowledge of the significant theories, approaches, practices, and programs for developing reading skills and reading comprehension

Resource Used:

11. Describe effective strategies for planning, organizing, managing, and differentiating reading instruction to support the reading development of all students

Resource Used:

12. Explain the importance of adjusting students' reading instruction based on ongoing assessment

Resource Used:

13. List instructional strategies and activities that promote the following reading skills:
- Phonemic awareness
 - Phonics skills
 - Word identification
 - Automatic recognition of sight words
 - Vocabulary knowledge

Resource Used:

14. What are the benefits of the following of modes of reading instruction?
- Large-group
 - Small-group
 - Individualized reading instruction

Resource Used:

15. Describe effective strategies for selecting and using meaningful reading materials at appropriate levels of difficulty

Resource Used:

16. How can we design a classroom environment that inspires a love of reading?

Resource Used:

17. List instructional strategies and activities that promote independent reading in the classroom and at home

Resource Used:

18. Which instructional technologies are effective for promoting reading development?

Resource Used:

➤ ***Check for Concept Two***

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INTEGRATION OF KNOWLEDGE AND UNDERSTANDING (20%)

Prepare an organized, developed analysis on a topic related to one or more of the following from the foundations of reading development, development of reading comprehension, or reading assessment and instruction.

1. Role of phonological and phonemic awareness in reading development
2. Development of alphabetic knowledge
3. Role of phonics in developing rapid, automatic word recognition
4. Development of word analysis skills and strategies in addition to phonics, including structural analysis
5. Relationship between vocabulary development and reading comprehension
6. Use of comprehension strategies before, during, and after reading imaginative/literary texts
7. Knowledge of organizational patterns in informational/expository texts
8. Techniques for assessing particular reading skills
9. Strategies for planning, organizing, managing, and differentiating reading instruction to support the reading development of all students

CONTENT ANALYSIS FOR WISCONSIN FOUNDATION OF READING PRACTICE TEST

1. Checklist: Terms

- phonological awareness
- syllable
- phonemes
- high frequency sight words
- decode/decoding
- onset
- silent letter
- consonant
- vowel
- pretend reading
- concept of print
- language experience approach
- environmental print
- print awareness
- schema
- literal comprehension strategies
- alphabetic principle
- word boundaries
- reading fluency
- predictable text
- high frequency
- syntactic cues
- short vowels
- diphthong
- r-controlled vowels
- phonemic awareness
- rhyme
- blend
- letter-sound correspondence
- context
- rime
- alphabetic principle
- initial consonant sounds
- word identification skills
- book handling skills
- directionality
- interactive shared writing
- automaticity
- text directionality
- reading comprehension
- regular phonics pattern
- letter formation skills
- auditory discrimination
- implicit instruction
- word families
- semantic cues
- final consonant sounds
- long vowels
- digraphs
- miscues

- context clues
- compound words
- structural analysis
- root word
- phonics generalization
- genres
- textbooks
- synonyms
- receptive vocabulary
- semantic cues
- idiomatic expression
- concept map
- independent reading
- metacognition
- plot structure
- figurative language
- trade book
- inferring
- story elements
- expository texts
- skimming
- bibliography
- table of contents
- Venn diagram
- self-corrections
- survey test
- reading miscue inventory

- morphemic structure
- syllable patterns
- open syllable
- visualization
- text structures
- content area
- homographs
- expressive vocabulary
- word derivations
- listening comprehension
- semantic map
- story map
- metacognitive strategies
- point of view
- chronology
- personal interpretation
- predicting
- literary allusion
- persuasive
- informational texts
- index
- glossary
- KWL
- visualization
- norm-referenced
- diagnostic portfolio
- test validity

- test reliability
- Independent level
- Frustrational level
- rubrics
- leveled texts
- intervention
- Informal Reading Inventory
- Instructional level
- Portfolio
- retelling
- predictable texts
- aural discrimination

2. Checklist: Insights

- Difference between phonological awareness and phonemic awareness
- Phonological awareness instructional activities
- Phonological awareness assessment techniques
- Learner behaviors indicating phonological awareness
- Sequencing of phonological awareness skills
- Phonological awareness needs of English Language Learners
- Phonemic awareness instructional activities
- Phonemic awareness assessment techniques
- Learner behaviors indicating phonemic awareness
- Sequencing of phonemic awareness skills
- Learner behaviors indicating book handling skills
- Learner behaviors indicating concepts of print
- Sequencing of book handling and concepts of print behaviors
- Purposes of language experience approaches and/or interactive shared writing
- Purposes of print rich classrooms
- Purposes of shared readings
- Alphabet recognition instructional activities
- Letter formation instructional activities
- Hierarchy of decoding difficulty

- Relationship between decoding and comprehension
- Instructional hierarchy of automatic word recognition strategies
- Difference between implicit and explicit strategies for reinforcing phonics skills
- Instructional hierarchy for decoding multisyllable words
- Difference between regular and irregular spelling patterns
- Relationship between oral language knowledge and decoding
- Purposes for explicit phonics instruction
- Structural analysis needs of English Language learners
- Relationship between structural analysis and reading comprehension
- Interpreting informal reading inventory
- Effective techniques for teaching vocabulary
- Effective techniques for teaching vocabulary to ELL
- Best practices /different practices in teaching literary works and different aspects of them
- Techniques for reading critically on the web
- Effective techniques for teaching ELL in content areas
- Analyze oral reading samples
- Best techniques to motivate reading
- Analyze what the retelling of a story by a reader reveals about comprehension
- Analyze what a recorded oral reading sample reveals about word identifications strategies

3. Checklist: Other

- Diacritical markings and the sounds they represent
- 37 most common rimes
- Errors in miscue analysis
- Working with suffixes
- Working with parts of speech
- Coding systems for Informal Reading Inventory