

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



FLORIDA DEPARTMENT OF EDUCATION  
[www.fdoe.org](http://www.fdoe.org)

**Fifth Edition**

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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 has 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 teacher-preparation program, teachers with provisional certification, teachers seeking certification in an additional subject area, or persons making a career change to public school teaching. Candidates may have studied and worked in Florida or may be from out of state.

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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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## 2

### Preparation for the Test

The following outline may help you to 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.

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### **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.

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## 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.
- Take the following with you to the test site:
  - Admission ticket
  - Proper identification as described in "Identification Policy"
  - Watch
- 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 tackle the questions that require more thought.
  - When you are not certain of the right 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 could 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 the 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. %
	<b>1 Knowledge of the theories and underlying assumptions of reading processes</b>	<b>2%</b>
	1 Identify foundational theories and theorists of reading processes and development.	
	2 Identify instructional applications of theories of reading processes and development.	
<i>Skills (1-2)</i>		

**Table of Competencies, Skills, and Approximate Percentages of Questions**

Competency/Skill	Approx. %
<p><b>Competencies and skills incorporate the scientifically based reading research (SBRR) and the components of Florida’s formula for reading success; 5 (phonological awareness, phonics, fluency, vocabulary, and comprehension) + 3 (assessments to include screening, diagnostics, and progress monitoring) + ii (initial instruction) + iii (immediate intensive intervention), addressing improved reading outcomes for Florida’s students.</b></p>	
<p><b>1 Knowledge of the theories and underlying assumptions of reading processes</b></p>	<p><b>2%</b></p>
<p>1 Identify foundational theories and theorists of reading processes and development.</p> <p>2 Identify instructional applications of theories of reading processes and development.</p>	
<p><b>2 Knowledge of emergent literacy</b></p>	<p><b>10%</b></p>
<p>1 Identify the terminology and concepts of emergent literacy (e.g., oral language development, phonological awareness, alphabet knowledge, decoding, concepts of print, motivation, text structures, written language development).</p> <p>2 Identify instructional methods for developing emergent literacy.</p> <p>3 Identify characteristics of difficulties in emergent literacy development.</p> <p>4 Identify methods for prevention of and intervention for emergent literacy difficulties.</p>	
<p><b>3 Knowledge of decoding, encoding, and related reading processes</b></p>	<p><b>10%</b></p>
<p>1 Identify the processes and skills (e.g., graphophonemic, morphemic, syntactic, semantic) effective readers use for word recognition.</p> <p>2 Identify the phases of word recognition within the decoding process (e.g., pre-alphabetic, partial-alphabetic, full-alphabetic, consolidated-alphabetic).</p> <p>3 Identify instructional methods for promoting the development of decoding and encoding skills.</p>	

Competency/Skill	Approx. %
<b>4 Knowledge of reading fluency development</b>	<b>7%</b>
<ol style="list-style-type: none"> <li>1 Identify the components of reading fluency (i.e., accuracy, automaticity, rate, prosody).</li> <li>2 Identify appropriate instructional methods for developing reading fluency (e.g., practice with high-frequency words, timed readings, repeated readings, read alouds, choral reading, recorded books, readers theatre).</li> </ol>	
<b>5 Knowledge of reading comprehension</b>	<b>15%</b>
<ol style="list-style-type: none"> <li>1 Identify the elements of reading comprehension (e.g., background/prior knowledge, author's purpose, vocabulary, metacognition).</li> <li>2 Identify instructional methods and strategies to facilitate students' reading comprehension (e.g., predicting, summarizing, monitoring comprehension, question answering, question generating, use of graphic and semantic organizers, recognizing story structure, use of multiple strategy instruction).</li> <li>3 Identify instructional methods and strategies to increase vocabulary acquisition (e.g., word analysis, context clues, multiple exposures, selection of relevant words from text).</li> <li>4 Identify instructional methods and strategies for developing critical thinking (e.g., application, analysis, synthesis, evaluation).</li> </ol>	
<b>6 Knowledge of content area reading and learning</b>	<b>8%</b>
<ol style="list-style-type: none"> <li>1 Identify instructional approaches and strategies for developing and using content area vocabulary (e.g., semantic mapping, semantic feature analysis, categorization activities).</li> <li>2 Identify text structures (e.g., cause and effect, chronological order, compare and contrast) and features (e.g., index, glossary, heading/subheading, lists) of fiction and nonfiction texts.</li> <li>3 Identify instructional approaches and strategies for teaching study skills (e.g., note taking; summarizing; discussion; using reference materials, maps, and graphics).</li> <li>4 Identify instructional approaches and strategies for teaching functional literacy skills (e.g., reading labels, signs, newspapers, schedules).</li> <li>5 Apply instructional approaches and strategies for helping students comprehend content area texts (e.g., discussion, graphic organizers, metacognition, background knowledge).</li> </ol>	

<b>Competency/Skill</b>		<b>Approx. %</b>
<b>7</b>	<b>Knowledge of literary genres, elements, and interpretations</b>	<b>3%</b>
1	Identify the characteristics and elements of various literary genres and formats of prose and poetry (e.g., classics, multicultural literature, fables, legends, biographies).	
2	Identify instructional approaches and strategies for developing literary analysis (e.g., storymapping, identifying plot structure, identifying elements of literary devices).	
<b>8</b>	<b>Knowledge of diverse learners</b>	<b>5%</b>
1	Choose appropriate methods, including differentiating instruction, modifications, and accommodations, for meeting reading needs of diverse learners (e.g., gifted, economically disadvantaged, struggling learners, students with disabilities).	
2	Choose appropriate methods, including differentiating instruction and linguistic accommodations, for meeting reading needs of English language learners (ELLs).	
3	Select appropriate resources to reflect and address students' cultural and linguistic diversity.	
<b>9</b>	<b>Knowledge of reading assessments</b>	<b>15%</b>
1	Identify measurement concepts, characteristics, and uses of norm-referenced, criterion-referenced, and performance-based assessments.	
2	Identify appropriate oral and written methods for assessing individual student progress (e.g., informal reading inventories, fluency probes, rubrics, running records, story retelling, portfolios).	
3	Interpret data from informal and formal assessments (e.g., screening, progress monitoring, diagnostic, survey) to guide instructional decisions.	
4	Use individual student reading data to differentiate instruction.	
5	Evaluate the appropriateness (e.g., curriculum alignment, cultural bias, reliability/validity) of assessment instruments and practices.	
<b>10</b>	<b>Knowledge of print and nonprint media</b>	<b>2%</b>
1	Identify criteria for selecting and evaluating both print and nonprint media (e.g., Internet, software, trade books, textbooks, DVDs, videos, interactive computing) for instructional use.	
2	Identify appropriate use of print and nonprint media to match students' needs and interests within the instructional unit.	

Competency/Skill	Approx. %
<b>11 Knowledge of classroom environments that support reading</b>	<b>7%</b>
<ol style="list-style-type: none"> <li>1 Identify the characteristics and purposes of various reading programs (e.g., core reading program, supplemental reading program, intensive intervention program).</li> <li>2 Identify appropriate classroom organizational formats (e.g., literature circles, small groups, individuals, workshops, reading centers, multiage groups) for specific instructional objectives.</li> <li>3 Identify methods and strategies (e.g., explicit and systematic instruction, scaffolding, modeling) to integrate reading, writing, speaking, listening, viewing, and presenting across the curriculum.</li> <li>4 Choose effective techniques (e.g., selecting text at the appropriate reading level, matching text to student interest, involving students in setting reading goals) for improving attitudes toward reading and for motivating students to engage in academic and personal reading.</li> </ol>	
<b>12 Knowledge of research</b>	<b>8%</b>
<ol style="list-style-type: none"> <li>1 Identify characteristics (e.g., validity, reliability) of scientifically based reading research.</li> <li>2 Identify findings from current reading research (e.g., National Reading Panel Report, Preventing Reading Difficulties in Young Children).</li> <li>3 Identify reliable sources of reading research (e.g., peer-reviewed journals, technical reports).</li> <li>4 Identify the purpose, procedure, and application of teacher action research.</li> </ol>	
<b>13 Knowledge of reading program supervision and administration</b>	<b>8%</b>
<ol style="list-style-type: none"> <li>1 Identify the purposes and practices for involving family members, community members, and other professionals in reading efforts.</li> <li>2 Interpret reading information, regulations, and assessment data to administrators, staff members, policy makers, media, students, parents, and the community.</li> <li>3 Use school-related data to identify the content and process of ongoing high-quality staff development.</li> <li>4 Select and evaluate instructional materials for reading.</li> <li>5 Identify criteria for evaluating the effectiveness of a reading program.</li> </ol>	

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<b>Competency/Skill</b>		<b>Approx. %</b>
6	Use school data and program evaluation results to identify methods to modify and improve curriculum and instruction.	
7	Determine effective methods for training and monitoring paraprofessionals, tutors, and volunteers.	

## 5

**Test Format and Sample Questions**

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

Each question will contain four response options, and you will indicate your answer by selecting **A**, **B**, **C**, or **D**.

The table below presents types of questions on the examination and refers you to a sample question of each type.

Type of Question	Sample Question
<b>Direct question</b> Choose the response option that best answers the question.	Question 1, page 15
<b>Scenario</b> Examine a situation, problem, or case study. Then answer a question, make a diagnosis, or recommend a course of action by selecting the best response option.	Question 4, page 15
<b>Command</b> Select the best response option.	Question 11, page 17
<b>Sentence completion</b> Select the response option that best completes the sentence.	Question 12, page 18

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## **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.

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**DIRECTIONS: Read each question and select the best response.**

1. Which of the following was the earliest reading researcher to come to the conclusion that phonics and decoding should be emphasized from the very beginning of reading instruction?
  - A. Jeanne Chall
  - B. Kenneth Goodman
  - C. Paulo Freire
  - D. Isabel Beck
  
2. In a temporary small-group setting, several students select a book that they will read independently and meet on a regular basis to discuss while the teacher serves as a facilitator. This instructional technique is based on which theory?
  - A. whole language
  - B. social constructivist
  - C. balanced reading
  - D. schema
  
3. First grade students practice combining the phonemes /k/, /ă/, /t/, /s/ to make the word *cats*. What phonemic awareness skill are they using?
  - A. blending
  - B. isolating
  - C. segmenting
  - D. manipulating
  
4. A teacher reads statements to a kindergarten class that are illogical or nonsensical in some way.

Example: There are two robins swimming in that tree.

The children identify the problem and correct it or explain it. Which skill is the class practicing?

- A. auditory discrimination
- B. vocabulary development
- C. listening comprehension
- D. auditory memory

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5. According to research, the most effective instruction in word recognition emphasizes students' development of
- A. graphophonemic skills.
  - B. syntactic skills.
  - C. self-monitoring skills.
  - D. semantic skills.
6. Students in a kindergarten class are using the initial letter of a word and the sound that it represents to identify the word. This is an example of which phase of word recognition?
- A. pre-alphabetic
  - B. partial-alphabetic
  - C. full-alphabetic
  - D. consolidated-alphabetic
7. Which of the following lists of words would be most appropriate when teaching sight words?
- A. kid, run, keep, go
  - B. unhappy, disrespect, inactive, impossible
  - C. because, friend, school, said
  - D. kite, rode, lake, mine
8. During fluency instruction, a teacher models good oral reading techniques. The teacher refers to the text elements of the passage, such as punctuation marks and boldface print, and appropriate use of phrasing and expression. The teacher is addressing which component of reading fluency?
- A. accuracy
  - B. automaticity
  - C. rate
  - D. prosody

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9. On Friday afternoons in a 4<sup>th</sup>-grade reading class, the students work in pairs taking turns rereading a story selection previously read that week. The two partners then read the story in unison. Finally, they choose a new book to read together. This fluency development activity is called
- A. shared reading.
  - B. guided reading.
  - C. buddy reading.
  - D. responsive reading.
10. A student with grade-level decoding skills is reading a chapter on marine biology in a science textbook. Although the student is highly motivated to complete the assignment because of his interest in the subject matter, he is having difficulty understanding the text. Which of the following elements of reading comprehension is most likely causing this student's comprehension difficulties?
- A. background knowledge
  - B. vocabulary knowledge
  - C. metacognitive skills
  - D. word identification skills
11. A teacher helps students comprehend a text by encouraging them to ask themselves questions to be sure they understand what they are reading. Identify the instructional strategy the teacher is suggesting the students use.
- A. synthesizing
  - B. summarizing
  - C. monitoring
  - D. predicting

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12. Effective teacher read-alouds build background knowledge, enjoyment, fluency, listening skills, and
- A. vocabulary.
  - B. functional literacy.
  - C. verification skills.
  - D. automaticity.
13. The glossary of a content area textbook is most helpful for
- A. defining basic vocabulary.
  - B. identifying word structure.
  - C. defining technical vocabulary.
  - D. identifying tier 1 vocabulary.
14. A high school reading teacher wants to help students develop functional literacy skills. Which of the following materials should the teacher use?
- A. business textbook
  - B. self-help audiobook
  - C. magazine article on technology
  - D. employment section of the newspaper
15. A story that contains a character who is larger than life, a problem that is solved in an outrageous manner, and details that are absurdly exaggerated is known as a
- A. fable.
  - B. tall tale.
  - C. legend.
  - D. fairy tale.

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16. Identify the element that represents a short story's most emotional or suspenseful moment.
- A. internal conflict
  - B. resolution
  - C. climax
  - D. theme
17. A 5<sup>th</sup>-grade class includes several ELLs who have varying levels of English language proficiency. Which guideline is most effective to follow in order to promote the students' language acquisition and reading development in English?
- A. Discourage the students from reading in their heritage languages to avoid confusion.
  - B. Allow the students to read exclusively in their heritage languages until they are more proficient in English.
  - C. Provide a range of reading materials in both English and their heritage languages.
  - D. Provide all materials in English to promote positive attitudes toward learning English.
18. A teacher is teaching a social studies lesson using KWL. Some of the ELLs are being taught the same lesson with scaffolding by a paraprofessional in a small group. This scenario is an example of
- A. flexible time.
  - B. collaboration.
  - C. reciprocal teaching.
  - D. differentiated instruction.
19. Which type of instrument would be most useful for a reading specialist to use in monitoring the progress of a student's development of specific reading skills?
- A. criterion-referenced test
  - B. authentic assessment
  - C. norm-referenced test
  - D. holistic assessment

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20. An individual informal observation in which a teacher indicates a child's oral reading behavior through a series of check marks and notes is known as a(an)

- A. anecdotal record.
- B. interest inventory.
- C. running record.
- D. phonics inventory.

21. A teacher informally assesses a 2<sup>nd</sup>-grade student's oral reading skills. The teacher records the student's errors on a copy of the passage as shown.

went

Tommy was on his way home from school. He saw the horse in the field behind the

Where go

barn. What do I do now? Tommy thought. He walked over to the horse. It looked up

has says of me

at him. The horse had sad eyes. Tommy said to the horse, "Don't be scared. I will be

a

your friend."

**Key:**

○	omission		short pause	⊙	self-correction
^	insertion		long pause	cat	substitution
				dog	

Based on this error analysis, it is most important for the teacher to plan differentiated instruction for this student in which of the following areas of reading?

- A. word meanings
- B. phonemic segmentation
- C. sight words
- D. comprehension strategies

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22. A 6<sup>th</sup>-grade team of teachers received \$1,000 in grant money to purchase nonprint media materials for supplemental classroom use. They were overwhelmed by both the variety of materials (e.g., videos, software, CDs) and the number of titles. To narrow their focus, they should give primary consideration to the
- A. academic needs of the students.
  - B. popularity of the titles.
  - C. feasibility of using the funds equally among media types.
  - D. availability of ongoing funding.
23. A 6<sup>th</sup>-grade class includes a group of struggling readers for whom the content area reading material is too difficult. The most appropriate instructional media to use are
- A. trade books.
  - B. textbooks.
  - C. interactive CD-ROMs.
  - D. leveled texts.
24. A 1<sup>st</sup> grader has been identified through testing as a student who would benefit from additional reading support involving daily lessons in how to relate letters and sounds, how to break spoken words into sounds, and how to blend sounds to form words. This type of support can best be described as a(an)
- A. sight word program.
  - B. literature-based phonics program.
  - C. basal reading program.
  - D. intensive intervention program.
25. A teacher wants to plan a readers' workshop for the entire 4<sup>th</sup> grade. The most important consideration is
- A. availability of materials.
  - B. amount of time and effort required.
  - C. results of a teacher survey.
  - D. self-selection of appropriate material.

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26. After explicitly teaching students new vocabulary words, a reading teacher gives students the opportunity to read several different passages containing the words. According to scientifically based reading research, the teacher can best reinforce students' vocabulary learning by making certain that the passages
- A. present the new vocabulary words in a variety of contexts.
  - B. have already been read by students on at least one occasion.
  - C. provide explanations of the new vocabulary words.
  - D. are written at the students' instructional reading level.
27. The findings of the National Reading Panel (2000) were most instrumental in increasing emphasis on instruction in which area?
- A. comprehension strategies
  - B. phonemic awareness
  - C. phonics skills
  - D. vocabulary development
28. A teacher is trying to locate information that will help him better understand the learning difficulties of a student who has a documented learning disability in spelling and reading. Where will the teacher find the most pertinent and reliable information?
- A. a workshop presentation about differentiated instruction
  - B. the Web site of the International Dyslexia Association
  - C. a book about the multiple areas of intelligence
  - D. a technical report on brain research

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29. A 4<sup>th</sup>-grade teacher notices that an ELL who has advanced-level English proficiency appears to lack essential background knowledge in some content areas and has difficulty engaging in content-area reading assignments. The most appropriate immediate course of action for the teacher to take is to
- A. initiate a parent-teacher conference to solicit support from the student's parents.
  - B. consult with the school's ESOL teacher for recommendations and feedback.
  - C. recruit an older student mentor to read aloud content area texts to the student.
  - D. ask a community volunteer to provide content area tutoring to the student in the student's heritage language.
30. A school wants to implement a volunteer program to assist students in reading. After a meeting with interested volunteers regarding school policy and procedures and student confidentiality, the school should
- A. assess the volunteers on literacy knowledge.
  - B. set up a rotation of volunteers.
  - C. schedule volunteers to meet with students after school.
  - D. provide training on reading practices and activities.

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### Answer Key

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

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## 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. Adams, M.J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: MIT Press.  
Provides an integrated treatment of the knowledge and processes involved in skillful reading, the issues surrounding their acquisition, and the implications for reading instruction. Integrates phonics with whole-language approach. Useful for review of competencies 1, 12, and 13.
2. Barone, D., Hardman, D., & Taylor, J. (2006). *Reading First in the classroom*. Boston: Pearson Allyn & Bacon.  
Documents all critical aspects of the Reading First legislation. Explains all components of reading instruction, including critical aspects related to assessment. Useful for review of competencies 11, 12, and 13.
3. Bauman, J., & Kame'enui, E.J. (Eds.). (2004). *Vocabulary instruction: Research to practice*. New York: Guilford Press.  
Research-based approaches to building students' vocabulary and promoting a lifelong appreciation of words. Translates findings into useful instructional activities and techniques. Outlines new ideas for designing curricula and providing experiences that help students of all ages and skill levels. Useful for review of competencies 2 and 5.

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4. Beck, I. (2006). *Making sense of phonics: The hows and whys* (2nd ed.). New York: Guilford Press.  
Describes instructional procedures in terms of their theoretical basis and provides examples. Useful for review of competencies 1 and 3.
  5. Beck, I., McKeown, M., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. New York: Guilford Press.  
Addresses the challenges of teaching and developing vocabulary by providing research-based strategies and many examples. Useful for review of competencies 2 and 5.
  6. Beers, G.K. (2003). *When kids can't read: What teachers can do*. Portsmouth, NH: Heinemann.  
A road map for supporting struggling readers. Shows teachers how to help students with comprehension, vocabulary, fluency, word recognition, and motivation. Includes student transcripts, detailed strategies, reproducible material, and extensive booklists. Useful for review of competencies 2, 5, and 6.
  7. Blachowicz, C.L.Z., & Fisher, P. (2005). *Teaching vocabulary in all classrooms* (3rd ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.  
Vocabulary ideas for diverse students, particularly English language learners and struggling readers. Addresses the oral language development of emergent learners and updates technology ideas and resources. Useful for review of competencies 2, 6, and 8.
  8. Blevins, W. (2001). *Building fluency: Lessons and strategies for reading success*. New York: Scholastic Professional Books.  
Lessons and techniques for helping students read smoothly and easily. Useful for review of competency 4.
  9. Blevins, W., & Chambliss, M. (2006). *Phonics from A to Z: A practical guide* (2nd ed.). New York: Scholastic Professional Books.  
Phonics background, strategies, and lessons. Useful for review of competency 3.

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10. Carnine, D.W., Silbert, J., Kame'enui, E.J., & Tarver, S. D. (2004). *Direct instruction reading* (4th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

A practical guide to teaching reading by the direct instruction approach. Emphasizes inclusion and the use of language and demonstrations that will be understood by all children. Recommends strategies for each skill to be mastered. Useful for review of competencies 2 and 6.

11. Cooper, J.D., Chard, D., & Kiger, N.D. (2006). *The struggling reader: Interventions that work*. New York: Scholastic Professional Books.

Covers oral language, phonemic awareness, word recognition, vocabulary, fluency, comprehension, and writing. Organizes focused interventions around a classroom-tested framework for assessing students, diagnosing their needs, teaching students based on findings, and reassessing students to determine whether more instruction, practice, or application is needed. Useful for review of competencies 3, 9, and 11.

12. Cunningham, P., Moore, S.A., Cunningham, J., & Moore, D. (2004). *Reading and writing in elementary classrooms* (5th ed.). Boston: Pearson Allyn & Bacon.

A K–4 text in the style of the successful Cunningham/Allington franchise, full of classroom activities and grounded in solid research. Offers current insight into thinking processes, reading and writing as language, and the importance of the affective domain, with new chapters on fluency and assessment. Useful for review of competencies 9 and 12.

13. Diamond, L., & Gutlohn, L. (2007). *Vocabulary handbook* (CORE Literacy Library). Baltimore: Brookes Publishing.

A comprehensive resource on vocabulary instruction for students of all ages. Includes sample lessons and activity masters. Useful for review of competencies 2 and 5.

14. Durkin, D. (2004). *Teaching them to read* (6th ed.). Boston: Pearson Allyn & Bacon.

Promotes literacy in ways that are grounded in solid research and practice. Useful for review of competencies 5 and 11.

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15. Fountas, I.C., & Pinnell, G.S. (2006). *Teaching for comprehending and fluency*. Portsmouth, NH: Heinemann.  
Demonstrates how to teach meaning and fluency within any instructional content. Includes teaching and assessment frames and a companion DVD that illustrates key concepts from the book. Useful for review of competencies 5 and 10.
  
  16. Graves, M.F., Juel, C., & Graves, B.B. (2007). *Teaching reading in the 21st century* (4th ed.). Boston: Pearson Allyn & Bacon.  
Rich in first-person accounts, classroom vignettes, and hands-on literacy activities. Addresses balancing skills instruction with more holistic approaches, fostering the love of reading, using reader response theory to enhance reading instruction, and successfully teaching all students to become able and eager readers. Useful for review of competencies 6 and 11.
  
  17. Gunning, T.G. (2001). *Building words: A resource manual for teaching word analysis and spelling strategies*. Boston: Pearson Allyn & Bacon.  
A step-by-step guide to literacy education in early childhood and grades 1–4. Includes specific guidelines and lesson plans complemented by dozens of songs, riddles, and puzzles that practice and reinforce word analysis skills. Useful for review of competencies 2 and 9.
  
  18. Gunning, T.G. (2004). *Creating literacy instruction for all children in grades pre-K to 4*. Boston: Pearson Allyn & Bacon.  
Features sample lessons for virtually every major literacy skill or strategy and offers reinforcement suggestions and listings of materials appropriate for the lower grades. Extensively covers instruction mandated by federal programs such as Reading First, including phonological awareness, phonics, fluency, vocabulary, and comprehension. Useful for review of competencies 1, 2, 3, and 9.

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19. Harvey, S., & Goudvis, A. (2000). *Strategies that work: Teaching comprehension to enhance understanding*. York, ME: Stenhouse Publishers.  
Focuses on teaching comprehension through relevance and high-interest material. Stresses the importance of activating background knowledge. Includes a new section on content area reading for use across the curriculum. Useful for review of competencies 5, 11, and 13.
20. Harvey, S., & Goudvis, A. (2005). *The comprehension toolkit: Language and lessons for active literacy*. Portsmouth, NH: Firsthand/Heinemann.  
Six strategy cluster books organized around fundamental comprehension strategies: Monitor Comprehension, Activate and Connect, Ask Questions, Infer Meaning, Determine Importance, and Summarize and Synthesize. Contains 26 lessons structured as a framework on which educators can build their own lessons. Useful for review of competencies 11 and 13.
21. Honig, B., Diamond, L., Gutlohn, L., & Mahler, J. (2000). *Teaching reading sourcebook: Sourcebook for kindergarten through eighth grade*. Novato, CA: High Noon Books.  
Part of the CORE Literacy Training Series. Focuses on thorough background and effective teaching of reading. Useful for review of competencies 1, 6, and 12.
22. Jennings, J.H., Caldwell, J., & Lerner, J.W. (2006). *Reading problems: Assessment and teaching strategies* (4th ed.). Boston: Pearson Allyn & Bacon.  
Includes general information on the reading process, problem readers, assessment, and principles of instruction. Details successful intervention programs and teaching in diverse and inclusive settings. Useful for review of competencies 6, 8, 9, and 11.

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23. Kamil, M.L., Mosenthal, P.B., Pearson, P.D., & Barr, R. (Eds.). (2002). *Handbook of reading research, Vol. III*. Mahwah, NJ: Lawrence Erlbaum Associates.  
Covers topics from vocabulary and comprehension to reading instruction in the classroom. Addresses two themes that have emerged since Volumes I and II were published: (1) broadening the definition of reading, and (2) broadening the reading research program. Useful for review of competency 12.
24. Kane, S. (2007). *Literacy & learning in the content areas* (2nd ed.). Scottsdale, AZ: Holcomb Hathaway.  
Concrete examples and practical suggestions designed to provide the knowledge, motivation, tools, and confidence to integrate literacy in content area classrooms. Incorporates book lists for children's and young adult literature, primary sources, biographies, essays, and poetry, as well as resources about literacy and the art of teaching. Useful for review of competencies 6 and 7.
25. Keene, E.O., & Zimmerman, S. (1997). *Mosaic of thought: Teaching comprehension in a reader's workshop*. Portsmouth, NH: Heinemann.  
Strategies to help children become more flexible, adaptive, independent, and engaged readers. Highlights eight cognitive processes identified in comprehension research and used by successful readers. Useful for review of competencies 5 and 7.
26. Lipson, M.Y., & Wixon, K. (2003). *Assessment and instruction of reading and writing difficulty: An interactive approach* (3rd ed.). Boston: Pearson Allyn & Bacon.  
Devotes sections to knowledge of reading and writing research and assessment practices, detailed discussions, and examples of assessment practices. Useful for review of competencies 9 and 11.
27. Moats, L. (1999). *Teaching reading is rocket science: What expert teachers of reading should know and be able to do*. Washington, DC: American Federation of Teachers.  
Discusses effective curriculum for teacher preparation and inservice development. Useful for review of competencies 6 and 12.

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28. Nagy, W.E. (1988). *Teaching vocabulary to improve reading comprehension*. Urbana, IL: National Council of Teachers of English.

The most effective methods of vocabulary instruction for the improvement of reading comprehension. Emphasizes the use of prereading activities and provides practical knowledge of how to maximize the effectiveness of vocabulary-related activities. Useful for review of competencies 2, 5, and 11.

29. Rasinski, T.V. (2003). *The fluent reader: Oral reading strategies for building word recognition, fluency and comprehension*. New York: Scholastic Professional Books.

A research-based rationale for oral reading from a leading authority on the topic. Shows how read alouds, repeated reading, and performance reading can build word recognition, fluency, and comprehension. Useful for review of competency 13.

30. Reutzel, D.R., & Cooter, R.B. (2007). *Strategies for reading assessment and instruction: Helping every child succeed* (3rd ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Complementary and practical ideas for assessing and addressing students' reading achievement. Progresses from theory-informed assessment tools to intervention strategies presented as *if-then* charts. Useful for review of competencies 11 and 12.

31. Shearer, B.A., & Vogt, M. (2007). *Reading specialists and literacy coaches in the real world* (2nd ed.). Boston: Pearson Allyn & Bacon.

Includes both theoretical and practical information for coordinating, implementing, and evaluating programs for teaching reading and language arts. Useful for review of competencies 12 and 13.

32. Stephens, E.C., & Brown, J.E. (2000). *A handbook of content literacy strategies: 75 practical reading and writing ideas*. Norwood, MA: Christopher-Gordon.

Integrates reading and writing as tools for learning in the content areas. Incorporates nonfiction and fiction literature throughout. Useful for review of competencies 5 and 11.

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33. Strickland, D.S., & Alvermann, D.E. (Eds.). (2004). *Bridging the literacy achievement gap, grades 4–12*. New York: Teachers College Press.

Focuses on traditionally underperforming groups of adolescent learners. Describes classroom and school practices designed to diminish the literacy achievement gap. Useful for review of competencies 6 and 8.

34. Tompkins, G.E. (2006). *Literacy for the 21st century: A balanced approach* (4th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

A practical approach based on four contemporary theories of literacy learning: constructivist, sociolinguistic, interactive, and reader response. Demonstrates how to implement a literature-based reading program using a whole-part-whole approach. Useful for review of competencies 2, 5, 6, 7, 8, 9, and 11.

35. Vacca, J.L., Vacca, R.T., & Gove, M.K. (2000). *Reading and learning to read* (4th ed.). New York: Pearson Longman.

A meaning-centered approach that emphasizes literature-based reading instruction, integration of technology into the teaching of reading, and integration of reading and writing instruction. Useful for review of competencies 2, 3, 5, 9, and 11.

36. Vacca, R.T., & Vacca, J.L. (2005). *Content area reading* (8th ed.). Boston: Pearson Allyn & Bacon.

An active learning tool complete with real-world examples and research-based practices. Addresses reading, writing, speaking, and listening processes to support learning across the curriculum. Useful for review of competencies 11 and 12.



## **Additional Information**

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

<http://www.fldoe.org/asp/ftce>



