



Reading Exam Snapshot

Time Allowed:	180 minutes	
Format:	Multiple-choice	
Number of Questions:	125	
On-Screen Exhibits: (available as relevant)	None	
Passing Score:	Proficient: 305	(The number of questions answered correctly is converted to a scaled score ranging from 0 to 500.)
Exam Summary:	Content Domains	Approximate Percentage of Examination
	Evaluating Reading Programs and Pedagogical Recommendations	7%
	Developing Phonemic Awareness	12%
	Phonics Instruction	12%
	Developing Fluency	12%
	Vocabulary and Concept Development	15%
	Teaching Understanding of Informational Texts	15%
	Teaching Understanding of Literary Texts	15%
	Differentiating Instruction	12%

About This Exam

The American Board for Certification of Teacher Excellence believes that highly skilled reading teachers should possess a comprehensive body of knowledge that is research-based and promotes student achievement. The standards on which this exam is based address advanced knowledge of reading instruction and the scientific base on which the selection of materials and best practices rest, beyond the reading portion of the American Board Multiple Subject Exam. The standards address the knowledge classroom teachers should have, both pedagogically and academically, to teach effectively the range of students in their classrooms.



Evaluating Reading Programs and Pedagogical Recommendations

- Elements of beginning reading instruction
- Criteria for selecting intervention and supplemental reading materials
- Relationship between socio-economic status and reading achievement
- Effectiveness of early intervention versus subsequent intervention
- Genetic, neurobiological, and gender differences causally related to individual differences in learning to read and write

Developing Children's Phonemic Awareness

- Phonemic awareness skill development and curricular sequences
- Blending and segmenting phonemes
- Linguistic similarities and differences among English phonemes
- Verbal stimulation, word games, and vocabulary development
- Research-based features of efficient and effective teaching of phonemic awareness skills
- Phonemic awareness assessments and instructional planning

Phonics Instruction

- Phonics skill development and curricular sequences
- Sound, syllables, and meaningful units in English words as represented by letters, letter combinations, letter patterns, and spellings of roots and morphemes

Phonics Instruction (...continued)

- Phonics and spelling generalizations and their exceptions
- Research-based methods to teach word identification skills
- Features of systematic and explicit phonics instruction
- Phonics assessments and instructional planning
- Common reading errors and error patterns

Developing Fluency

- Accuracy, rate, and prosody
- Causes of poor fluency and its relationship to reading comprehension
- Suitability of a text for a particular reader
- Readability formulas
- Features of effective and efficient instruction in developing fluency
- Fluency assessments and instructional planning

Vocabulary and Concept Development

- Vocabulary skill development and curricular sequences
- Greek and Latin morphemes
- Suffixes and stress patterns
- Living prefixes and etymologically prefixed words
- Context and the meaning of words
- Idiomatic phrases
- Direct instruction and vocabulary development
- Word walls, independent reading, and personal dictionaries



Teaching Understanding of Informational Texts

- Strategies to ensure comprehension before reading, while reading, and after reading texts
- Topic sentences and key words
- Point of view
- Main clause, subordinate clause, transitional phrase, and prepositional phrase
- Comprehension of expository and informational text assessments and instructional planning

Teaching Understanding of Literary Texts

- Genres and subgenres of literary texts
- Plot, theme, characters, and setting
- Structure of fairy tales, myths, folktales, legends, and fables
- Conveyance of mood through word choice, rhyme scheme, rhythm, allusions, repetition, personification, metaphor, hyperbole, alliteration, symbolism, and graphic elements
- Anthology readers, readers' workshops, and books clubs
- Comprehension of literary text assessments and instructional planning

Differentiating Instruction

- Promotion and monitoring of independent reading
- Teacher-directed small group, whole class, and individual instruction
- Paired reading, choral reading, guided reading, shared reading, and read-alouds