

CASE STUDY ACTIVITIES/STRATEGIES FOR EACH DOMAIN

To Determine Reading Level

- IRI
- Running Record
- Miscue Analysis

Phonemic Awareness

- Elkonin Box – Segmentation
- Blending—Model & Review
- Rhyme—Songs/Books
 - Down by the Bay* Song
 - The Hungry Thing* Book
- Manipulating—Onset manipulation, i.e.
- Sequence—Sort objects according to sounds

Phonics

How to's

- Implicit
- Explicit
- Whole to Part

Concepts About Print

- During Shared Reading – Point out the concepts and review constantly

Reading Comprehension

Lower elementary activities:

- Sequencing
- Story retelling

Lower and upper elementary activities:

- Graphic organizers
- Chunking

Upper elementary activity

- Reciprocal Teaching

Sight Words

- Shared Reading
- LEA – All elementary levels

Content Area Instruction

- K-W-L – Lower elementary activity
- SQ3R -- Upper elementary activity

Literacy Response

Lower elementary activities:

- Read Alouds
- Grand Conversations

Upper and lower elementary activities:

- Investigative Questioning (Inquest)
- Literature Circles

Upper elementary activity:

- Simulated Journals

Fluency

- Chunking
- Pre-Teach Vocabulary
- Repeated Readings

Vocabulary

Lower elementary activity:

- Word Sorts

Both lower and upper elementary activity:

- Semantic Map

Upper elementary activities:

- Teaching Vocabulary in Context (TVC)
- Vocabulary Self-Selection (VSS)

Domain I (Planning/Organizing Reading Instr.)	Domain II (Developing Phonological and Linguistic Process)	Domain III (Dev. Reading Comprehension and Promoting Indep. Reading)	Domain IV (Supporting Reading Through Oral and Written Language)
miscue analysis Informal Reading Inventory Anecdotal notes Running Records Kid watching story retelling conferencing rubrics attitude survey portfolio quickwrite frustration reading level instructional reading level independent reading level interview Cloze Procedure Differentiated Reading Instruction	segmentation sound matching blending sound isolation sound addition/substitution elkonin box word families onset/rimes flashcards (alphabet) word sort 8 rules of phonics guided reading Language Experience Approach concepts about print environmental print literacy play centers shared reading phonemic awareness explicit phonics implicit phonics analytic phonics spelling stages Affixes	story retelling cloze procedure think aloud story mapping clustering/webbing scaffolding SQ3R KWL Choral reading context clues anticipation guide chunking DRTA (Direct Reading-Thinking Activity) Readers' Theatre DLTA (Direct Listening-Thinking Activity) predicting graphic organizers summarizing reciprocal teaching intertextuality Inferences	Author's chair collaborative books cubing writing process grammar writer's workshop poetry reader's theatre daily news vocabulary strategy double entry journal dialogue journal simulated journal reading journal learning logs quick writing word maps semantic feature analysis homophones structure types of sentences

**Reading Instruction Competence Assessment (RICA)
Domain and Content Specifications Headings**

Domain I	Domain II	Domain III	Domain IV
<p>I: Planning and Organizing Reading Instruction Based on Ongoing Assessment</p> <p>Conducting Ongoing Assessment of Reading Development</p> <p>1.1. Principles of assessment</p> <p>1.2. Assessing reading levels</p> <p>1.3. Using and communicating assessment results</p> <p>Planning, Organizing, and Managing Reading Instruction</p> <p>2.1. Factors involved in planning reading instruction</p> <p>2.2. Organizing and managing reading instruction</p>	<p>II: Developing Phonological and Other Linguistic Processes Related to Reading</p> <p>Phonemic Awareness</p> <p>3.1. Assessing phonemic awareness</p> <p>3.2. The role of phonemic awareness</p> <p>3.3. Developing phonemic awareness</p> <p>Concepts About Print</p> <p>4.1. Assessing concepts about print</p> <p>4.2. Concepts about print</p> <p>4.3. Letter recognition</p> <p>Systematic, Explicit Phonics and other Word Identification Strategies</p> <p>5.1. Assessing phonics and other word identification strategies</p> <p>5.2. Explicit phonics instruction</p> <p>5.3. Developing fluency</p> <p>5.4. Word identification strategies</p> <p>5.5. Sight Words</p> <p>5.6. Terminology</p> <p>Spelling Instruction</p> <p>6.1. Assessing spelling instruction</p> <p>6.2. Systematic spelling instruction</p> <p>6.3. Spelling Instruction in context</p>	<p>III: Developing Reading Comprehension and Promoting Independent Reading</p> <p>Reading Comprehension</p> <p>7.1. Assessing reading comprehension</p> <p>7.2. Fluency and other factors affecting comprehension</p> <p>7.3. Facilitating comprehension</p> <p>7.4. Different levels of comprehension</p> <p>7.5. Comprehension strategies</p> <p>Literary Response and Analysis</p> <p>8.1. Assessing literacy response and analysis</p> <p>8.2. Responding to literature</p> <p>8.3. Literary Analysis</p> <p>Content-Area Literacy</p> <p>9.1. Assessing content-area literacy</p> <p>9.2. Different types of texts and purposes for reading</p> <p>9.3. Study skills</p> <p>Student Independent Reading</p> <p>10.1. Encouraging independent reading</p> <p>10.2. Supporting at-home reading</p>	<p>IV: Supporting Reading Through Oral and Written Language Development</p> <p>Relationships Among Reading, Writing, and Oral Language</p> <p>11.1. Assessing oral and written language</p> <p>11.2. Oral language development</p> <p>11.3. Written language development</p> <p>11.4. Supporting English language learners</p> <p>Vocabulary Development</p> <p>12.1. Assessing vocabulary knowledge</p> <p>12.2. Increasing vocabulary knowledge</p> <p>12.3. Strategies for gaining and extending meanings of words</p> <p>Structure of the English Language</p> <p>13.1. Assessing English language structures</p> <p>13.2. Differences between written and oral English</p> <p>13.3. Applying knowledge of the English language to improve reading</p>