Series FLEX Foundations of Reading—Development of Foundational Reading Skills (Objective 0010)

Objective 0010: Prepare an organized, developed analysis on a topic related to the development of foundational reading skills.

Objective 0010 includes the following descriptive statements:

1. Analyze, interpret, and discuss accurately and appropriately the results of an assessment of foundational reading skills for an individual student.
2. Demonstrate the ability to select appropriate examples from a student's reading performance that identify a strength and a need related to foundational reading skills (e.g., phonemic awareness skills, phonics skills, recognition of high-frequency words, syllabication skills, morphemic analysis skills, automaticity, reading fluency [i.e., accuracy, rate, and prosody]).
3. Demonstrate the ability to select and accurately describe an appropriate, effective instructional strategy, activity, intervention, or extension to build on a student's identified strength or address a student's identified need in foundational reading skills.
4. Demonstrate the ability to explain the effectiveness of the selected instructional strategy, activity, intervention, or extension in building on a student's identified strength and/or addressing a student's identified need, using sound reasoning and knowledge of foundational reading skills.

Series FLEX enables you to demonstrate your subject matter knowledge of the Foundations of Reading test objectives through submitting materials on a topic that you select. Your submission will be evaluated on the extent to which you demonstrate the depth of your subject matter knowledge of the Series FLEX Foundations of Reading test objective you selected during registration.

Series FLEX involves answering 4 prompts and writing an analysis in which you demonstrate your knowledge of the content assessed by the test objective and further elaborated by the descriptive statement(s) you have selected in relation to your stated topic.

Your responses to the first 4 prompts should be **no more than 1 single-spaced page** and your written analysis should be **no more than 3 single-spaced pages.** This instructions page does not count toward your page limits.

This template contains a Prompt Section and a Written Analysis Section. Once both sections are completed, upload the template to the Pearson ePortfolio System.

For more information about the Series FLEX Assessment, preparing your materials for submission, and scoring of your submission, refer to the Series FLEX Assessment Handbook.

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Prompt Section

Respond to the prompts below (**no more than 1 page, including prompts**) by typing your responses in Arial 11-point, single-spaced font, within the brackets following each prompt. Do not delete or alter the prompts. Only the first page will be evaluated. The previous page of instructions and the written analysis that follows does not count toward your page limit. Your submission cannot contain hyperlinks to any materials.

1. Indicate the numbers of the descriptive statements for the test objective that you will address in your written submission.

[1-4; All four descriptive statements.]

2. Indicate the student data or examples you will use in your submission. You may use your own authentic student data or examples and/or sample data or examples from relevant coursework to develop your topic and address the selected descriptive statements. Indicate which approved resource(s) included on the program website were used to develop your topic and address the selected descriptive statements.

[I will use student data from an early literacy screener assessment. I will use the "Data-Based Decision Making," "Students Experiencing Reading Difficulties," and "Components of the Core Literacy Block" resources.]

3. Describe the topic addressed.

[Using data from an early literacy screener assessment, I will:

- identify a strength in a specific grade-level foundational reading skill
- identify a specific need in a specific grade-level foundational reading skill
- plan differentiated instruction to address the student's identified area of need

I will assess the student after differentiated instruction to:

- determine their progress
- plan for future instruction]

4. List sources used to prepare submission.

[Moats, Louisa Cook. (2000). *Speech to Print: Language Essentials for Teachers.* Baltimore: Paul H. Brookes Pub.

Moats, Louisa C. (2020). *Teaching Reading Is Rocket Science: What Expert Teachers of Reading Should Know and Be Able to Do.* Washington, DC: American Federation of Teachers.

Beck, I.L., & Beck, M.E. (2013). *Making Sense of Phonics: The Hows and Whys* (2nd edition). New York: The Guilford Press.

Fox, B.J. (2014). *Phonics and Word Study for the Teacher of Reading: Programmed for Self-Instruction* (11th edition). Boston: Pearson Education, Inc.]

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Written Analysis Section

Type your analysis (**no more than 3 pages, including the prompt**) in Arial 11-point, single-spaced font, within the brackets following the prompt. If appropriate, you may include tables, charts, graphs, or other diagrams that you have prepared by inserting them into your analysis. However, the total length of your analysis, including any graphic elements, may not exceed 3 pages. The previous pages of instructions and prompts do not count toward your page limit. Your submission cannot contain hyperlinks to any materials.

Prepare an organized, developed analysis on a topic related to Objective 0010.
[Analysis text here; can go up to page 3 of 3.…]

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