

Reading Endorsement
In-service Add-on Certification
Program



Charlie Van Zant, Jr.
Superintendent of Schools

Add-on Endorsement In-service Components

STATE IDENTIFIER: 01-013-009
COMPONENT TITLE: Reading Competency 1
INSERVICE POINTS: 60

GENERAL OBJECTIVE(S):

The purpose of this component is to improve reading instruction for learners in grades K - 12. Upon successful completion of this component, teachers will have examined the research base pertaining to how students learn to read and write, and the reasons some children experience difficulty becoming successful readers. Teachers will demonstrate an understanding of the language structures underlying the reading process and identify research-based instructional practices that support student's learning.

SPECIFIC OBJECTIVES:

The participant will:

1. Understand that building oral and written language facilitates comprehension.
2. Understand the importance of learning syntax, semantics, pragmatics, vocabulary, and text structures required for comprehension of formal written language of school, often called "academic language."
3. Understand the impact of text upon reading comprehension (e.g., genre, readability, coherence, text structure, and text complexity).
4. Understand how the interaction of reader characteristics, motivation, purpose of reading, and text elements impacts comprehension and student engagement.
5. Identify cognitive targets (e.g., locate/recall; integrate/interpret; critique/evaluate) and the role of cognitive development in the construction of meaning of literary and informational texts.
6. Understand reading as a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes.
7. Understand the reading demands posed by domain specific texts.
8. Understand that effective comprehension processes rely on well developed language, strong inference making, background knowledge, comprehension monitoring and self-correcting.
9. Understand how English language learners' linguistic and cultural background will influence their comprehension.
10. Understand the role of formal and informal assessment of comprehension in making instructional decisions to meet individual student needs.
11. Understand how the students' development of phonology, syntax, semantics, and pragmatics relates to comprehending written language.

12. Understand the differences between social and academic language.
13. Understand that writing enhances the development of oral language.
14. Understand that the variation in students' oral language exposure and development requires differentiated instruction.
15. Recognize the importance of English language learners' home languages, and their significance for learning to read English.
16. Understand the role of formal and informal oral language assessment to make instructional decisions to meet individual student needs.
17. Understand phonology as it relates to language development and reading achievement (e.g., phonological processing, phonemic awareness skills, phonemic analysis and synthesis).
18. Recognize the phonological continuum beginning with sensitivity to large and concrete units of sound (i.e., words & syllables) and progressing to small and abstract units of sound (onset-rimes and phonemes).
19. Understand that writing, in conjunction with phonological awareness, enhances reading development.
20. Distinguish both phonological and phonemic differences in language and their applications in written and oral discourse patterns (e.g., language & dialect differences).
21. Understand how similarities and differences in sound production between English and other languages affect English language learners' reading development in English.
22. Understand the role of formal and informal phonological awareness assessment to make instructional decisions to meet individual student needs.
23. Understand that phonological units (words, syllables, onset-rimes, and phonemes) map onto orthographic units (words, rimes, letters) in alphabetic languages.
24. Understand sound-spelling patterns and phonics (grapheme-phoneme correspondence rules).
25. Understand structural analysis of words.
26. Understand that both oral language and writing can be used to enhance phonics instruction.

27. Understand the role of formal and informal phonics assessment to make instructional decisions to meet individual student needs.
28. Understand that the components of reading fluency are accuracy, expression, and rate which impact reading endurance and comprehension.
29. Understand that effective readers demonstrate flexibility by adjusting their reading rate to accommodate the kinds of texts they are reading in order to facilitate comprehension.
30. Understand the relationships among fluency, word recognition, and comprehension.
31. Understand that both oral language and writing enhance fluency instruction.
32. Understand the role of formal and informal fluency assessment to make instructional decisions to meet individual student needs.
33. Understand the goal of receptive and expressive vocabulary instruction is the application of a student's understanding of word meanings to multiple oral and written contexts.
34. Understand morphology as it relates to vocabulary development (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis).
35. Identify principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language, etc.).
36. Understand the domain specific vocabulary demands of academic language.
37. Understand that writing can be used to enhance vocabulary instruction.
38. Understand the role of formal and informal vocabulary assessment to make instructional decisions to meet individual student needs.
39. Identify language characteristics related to social and academic language.
40. Identify phonemic, semantic, and syntactic variability between English and other languages.
41. Understand the interdependence between each of the reading components and their effect upon reading as a process for native speakers of English and English language learners.
42. Understand the impact of oral language, writing, and an information intensive environment upon reading development.

43. Understand the importance of comprehension monitoring and self correcting to increase reading proficiency.
44. Understand the role of formal and informal reading assessment to make instructional decisions to meet individual student needs.

ACTIVITIES:

Teachers will develop substantive understanding of the six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary, through face-to-face classes and participation in on-line readings and discussions.

1. Attend face-to-face classes on:
 - The study of linguistics; phonological awareness; consonants and vowel classifications; principles of morphology and morphological analysis
 - Fluency as it relates to reading development and comprehension; fluency problems and assessments; developing and increasing fluency
 - The interdependence between each of the reading components and their effect upon comprehension – the ultimate goal of reading; how to deepen reader understanding of complex text through the use of multiple readings and interaction with the text
 - The understanding that reading is a process of constructing meaning from a wide variety of print and digital text and for a variety of purposes
2. Complete online modules that focus on:
 - The origin and structure of the English language
 - The development of phonology, syntax, semantics, and pragmatics as it relates to comprehending written language
 - The components of reading fluency; how fluency impacts reading endurance and comprehension; how to facilitate comprehension by adjusting rate to accommodate different kinds and complexity of text
 - The element of effective vocabulary instruction; how to apply students' understanding of word meanings to multiple oral and written contexts
 - The understanding that effective comprehension processes rely on well developed language, strong inference making, background knowledge, comprehension monitoring and self-correcting; how to identify cognitive targets and understand the role of cognitive development in the construction of meaning of literary and informational texts
 - The role of formal and informal assessments in making instructional decisions to meet individual student needs
 - The understanding that oral and written language facilitates comprehension
 - The interdependence between each of the reading components and their effect upon reading as a process for native speakers of English and English language learners

ASSIGNMENTS ASSOCIATED WITH EACH MODULE:

1. Read and post to Discussion Boards. This is a critical component of an online course because it is the only opportunity participants have to interact with one another.
2. Complete surveys and reflect on strengths and weaknesses of content knowledge
3. Complete graphic organizers and/or answer questions that allow for participants to process new information and demonstrate understanding of content
4. Prepare lesson plans for phonics, fluency, vocabulary, comprehension fix-up- strategies that include explicit, systematic instructional delivery and differentiation
5. Address Journal Entry questions/requirements

Participants receive feedback on all submitted assignments from facilitator.

PARTICIPANT EVALUATION:

Survey of Knowledge – Form A and Form B

Successful completion of module assignments, discussion boards, journal entries

Each participant must accrue at least 80% of total points available.

COMPONENT EVALUATION:

To determine component value, participants will complete course evaluation provided online in Module 5 and district follow-up form.

ORGANIZATION INFORMATION:

Submitted By: Dr. Suzanne K. Herndon, Supervisor of Reading/LA/RtI
Della Connolly, District Reading Development Facilitator

Effective: August 19, 2012

STATE IDENTIFIER: 1-013-010
COMPONENT TITLE: Reading Competency 2 (FOR-PD)
INSERVICE POINTS: 60
CERTIFICATION AREA(S): Content for all areas

GENERAL OBJECTIVE:

The purpose for this component is to improve reading instruction for learners in grades K-12. Upon successful completion of the program of study outlined, teachers will be empowered to use innovative, creative, and research-based strategies to help all children learn to read more proficiently. This is the equivalent of an online college course, there are no partial points. The 60 points can only be awarded upon completion of all 14 modules with a minimum of 80% mastery.

SPECIFIC OBJECTIVES:

Teachers will scaffold student learning by applying the principles of research-based reading instruction and integrating the six components of reading. Teachers will engage in the systematic problem solving process.

1. Apply intentional, explicit, and systematic instructional practices for scaffolding development of higher order thinking, comprehension skills, comprehension monitoring and self-correcting (e.g., reciprocal teaching, “think aloud,” etc.).
2. Use both oral language and writing experiences to enhance comprehension.
3. Apply appropriate instructional practices determined by the student’s strengths and needs, text structure, and the reading demands of domain specific text.
4. Provide opportunities for student extended text discussion to enhance comprehension, promote motivation and student engagement.
5. Select narrative or informational print or digital texts that are appropriate to the comprehension instruction to be provided.
6. Provide comprehension instruction that supports students’ ability to read multiple print and digital texts and to synthesize information within, across and beyond those texts.
7. Scaffold discussions to facilitate the comprehension of text and higher order thinking skills for students with varying English proficiency levels.
8. Model a variety of strategic activities students can use to foster comprehension monitoring and self correcting.
9. Recognize, describe, and incorporate appropriate comprehension assessments to guide instruction.

10. Apply intentional, explicit, and systematic instructional practices for scaffolding development of oral/aural language skills (e.g., language experience approach, Socratic questioning).language (e.g., orthographic skills, phonetic and structural analysis: rules, patterns, and generalizations).
11. Create an environment where students practice appropriate social and academic language to discuss diverse texts.
12. Recognize and apply an English language learner's home language proficiency as a foundation and strength to support the development of oral language in English
13. Use writing experiences to enhance oral language (e.g., interactive writing, student to teacher sentence dictation).
14. Recognize, describe, and incorporate appropriate oral language assessments to guide instruction.
15. Apply intentional, explicit, systematic instructional practices to scaffold development of phonological awareness. (e.g., blending and segmenting syllables, onset-rimes, and phonemes).
16. Provide opportunities for students to use oral/aural language to enhance phonological awareness (e.g., rhyming and alliteration).
17. Understand and apply knowledge of how variations in phonology across languages affect English language learners' reading and writing development.
18. Use writing experiences, in conjunction with phonological instruction, to enhance reading achievement (e.g., Elkonin boxes or magnetic letters, individual response whiteboards).
19. Recognize, describe, and incorporate appropriate phonological awareness assessments to guide instruction.
20. Apply intentional, explicit, systematic instructional practices for scaffolding phonics development on a continuum from the individual phoneme-grapheme level through the multi-syllabic word level.
21. Recognize and apply an English language learner's home language as a foundation and strength to support the development of phonics in English.
22. Use oral/aural language and writing experiences to enhance phonics instruction (e.g., sentence strip words, phrases, and pocket charts).
23. Recognize, describe, and incorporate appropriate phonics assessments to guide instruction.

24. Apply intentional, explicit, systematic instructional practices to scaffold accuracy, expression, rate, and reading endurance (e.g., paired reading, repeated reading, echo reading, reader's theater, etc.).
25. Recognize, describe, and incorporate appropriate phonics assessments to guide instruction.
26. Recognize, describe, and incorporate appropriate fluency assessments to guide instruction.
27. Apply intentional, explicit, systematic instructional practices to scaffold vocabulary and concept development (e.g., shared reading, semantic mapping, etc.).
28. Provide for continual integration, repetition, and meaningful use of domain specific vocabulary to address the demands of academic language.
29. Incorporate vocabulary instruction through analogies (e.g., cognates, Greek and Latin roots).
30. Provide an environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary.
31. Incorporate instructional practices that develop authentic uses of English to assist English language learners in learning academic vocabulary and content.
32. Use oral/aural language and writing experiences to enhance vocabulary (e.g., interactive word walls, word sorts, word charts for secondary).
33. Use multiple methods of vocabulary instruction (e.g. multiple contexts, examples and non-examples, elaborations, etc.).
34. Recognize, describe, and incorporate appropriate vocabulary assessments to guide instruction.
35. Apply comprehensive instructional practices, including writing experiences that integrate the reading components.
36. Identify instructional practices to develop students' metacognitive skills in reading (e.g., text coding such as INSERT, two column notes).
37. Use resources and research-based practices that create information intensive environments (e.g., diverse classroom libraries, inquiry reading).
38. Use research-based guidelines for selecting literature and domain specific print and digital text appropriate to students' age, interests and reading proficiency (e.g., young adult literature, informational texts).

39. Demonstrate understanding of similarities and differences between home language and second language reading development.
40. Triangulate data from appropriate reading assessments to guide instruction.

ACTIVITIES:

Participants will participate in an online in-service course comprised of 14 modules of research-based content designed to inform participants of exemplary instructional practices in reading instruction and an understanding of the reading process, and to provide them with instructional strategies and techniques for improving students' reading at all grade levels.

PARTICIPANT EVALUATION:

Participants will - on a weekly basis – participate in discussion board postings with other professionals complete a literacy log focusing on the topic of the week, and record reflections in an on-line journal format.

COMPONENT EVALUATION:

To determine component value, participants will complete the district component evaluation follow-up form provided by the facilitator.

ORGANIZATIONAL INFORMATION:

Submitted by: Dr. Suzanne K. Herndon, Supervisor of Reading/LA/RtI

Effective: August 19, 2012

STATE IDENTIFIER: 01-013-011
COMPONENT TITLE: Reading Competency 3
INSERVICE POINTS: 60

GENERAL OBJECTIVES:

The purpose of this component is to increase the teacher's skill in administering and interpreting reading assessment instruments. Upon successful completion of this component, teachers will understand the role of assessment in guiding reading instruction and instructional decision-making. This component focuses on informal classroom assessments, as well as more formal standardized assessments. Concepts presented include the dual roles of norm and criterion referenced standardized tests, providing an accountability measure, as well as program evaluation. The focus is on how classroom teachers can use data from standardized measures to make informed instructional decisions. Teachers are also prepared to use less formal assessment techniques such as Curriculum Based Materials, observation data and portfolios for progress monitoring. Topics include, but are not limited to, and overview of assessment techniques that provide specific information about a student's progress in the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension. The student's test history and current assessment information on district assessments, such as the Florida Comprehensive Assessment Test (FCAT 2.0), the Florida Assessment in Reading (FAIR), the Diagnostic Assessment of Reading (DAR), the Diagnostic Reading Assessment (DRA), and others, will be used to determine areas of reading deficiencies. **Each participant must attain a minimum of 80% mastery level on each component activity and/or assessment.**

SPECIFIC OBJECTIVES:

1. Understand and apply measurement concepts and characteristics of reading assessments.
2. Understand the purpose of various informal assessments (e.g. informal reading inventories, analyzing writing samples, including an emphasis on matching the reader to text).
3. Understand the purpose of various formal assessments including the differences between norm-referenced and criterion-referenced assessments and how to interpret data reports.
4. Understand the meaning of test reliability, validity, and standard error of measurement and describe major types of derived scores from standardized tests.
5. Demonstrate knowledge of the characteristics, administration, and interpretation of both quantitative and qualitative instructional assessments (to include each of the following: screening, progress monitoring, diagnosis and outcome measures).
6. Analyze data to identify trends that indicate adequate progress in student reading development.
7. Understand how to use data within a systematic problem solving process to differentiate instruction, intensify intervention, and meet the needs of all students. (e.g., grouping practices, appropriate curriculum materials).
8. Identify appropriate criteria for selecting materials to include in portfolios for monitoring student progress over time.
9. Identify interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners.
10. Identify appropriate assessments and accommodations for monitoring reading progress of all students.
11. Identify and implement appropriate and allowable accommodations as specified in the Individual Education Plan or 504 Plan when assessing students with disabilities in the area of reading.

ACTIVITIES:

1. Attend fact to face meetings and be prepared to review and discuss:
 - a. different types of assessments: formal and informal, how to administer, interpret the results, and the appropriate use of instructional reading assessment.
 - b. psychometric standards for reliability and validity, standard error of measurement and derived scores.
 - c. the role of assessment in planning and validating instruction.
 - d. qualitative and quantitative instructional assessments, including but not limited to, FCAT 2.0, FAIR, DAR, DRA.
 - e. how to used and interpret student data, both historical and current) to make instructional decisions.
 - f. The use of quantitative and qualitative instruction assessments (screening, progress monitoring, diagnosis and outcome measures)
 - g. the use of the problem solving process to determine interventions and the student's response to the interventions.
 - h. considerations and accommodations for ESL, ESE and 504 students.
2. Complete weekly activities assigned in Blackboard.
3. Write a case study on a student with reading deficitis.
4. Give formal and informal assessments, interpret the results and make instructional decisions based on the results.
5. Participants will be required to make a presentation

PARTICIPATION EVALUATION:

Pre/Post Assessment
Learning Community
Action Research with action plans for follow up and application
Video Tape of Lessons
Video Tape
Participant Portfolio of Student Study
Lesson Plans
Reflection Log
Blackboard use
Analysis of Student Performance Measures via FCAT Star Program
Other (Demonstrate the acquisition of all required competencies of each approved program component of the add-on program)

COMPONENT EVALUATION:

To determine component value, participants will complete the district component evaluation follow-up form provided by the facilitator.

ORGANIZATION INFORMATION:

Submitted By: Dr. Suzanne K. Herndon, Supervisor of Reading/LA/RtI
Margaret Dowling, Reading Specialist

STATE IDENTIFIER: 01-013-012
COMPONENT TITLE: Reading Competency 4
INSERVICE POINTS: 60

GENERAL OBJECTIVE(S):

The purpose of this component is to increase the teacher's skill in prescribing and implementing instructional strategies designed to meet the developmental, corrective, or remedial needs of diverse learners with regard to the five components of reading. The focus will be on translating assessment data into instructional procedures and techniques designed to provide differentiated reading instruction to students.

SPECIFIC OBJECTIVES:

Foundations of Differentiation

The participant will:

1. Understand and apply knowledge of socio-cultural, socio-political and psychological variables to differentiate reading instruction for all students.
2. Understand the stages of English language acquisition for English language learners and differentiate reading instruction for students at different levels of English language proficiency.
3. Understand and apply current theories of second language acquisition to differentiate instruction for English language learners of diverse backgrounds and various levels of prior education.
4. Identify factors impeding student reading development in each of the reading components or the integration of these components.
5. Recognize how characteristics of both language and cognitive development impact reading proficiency.
6. Recognize the characteristics of proficient readers to more effectively differentiate instruction.
7. Compare language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities.
8. Select and use developmentally appropriate materials that address sociocultural and linguistic differences.
9. Plan for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups.
10. Differentiate reading instruction for English language learners with various levels of first language literacy.
11. Scaffold instruction for students having difficulty in each of the components of reading.

12. Implement a classroom level plan for monitoring student reading progress and differentiating instruction.
13. Monitor student progress and use data to differentiate instruction for all students.
14. Implement research-based practices in comprehension, oral language, phonological awareness, phonics, fluency and vocabulary to differentiate instruction for all students.
15. Implement research-based instructional practices for developing students' higher order thinking.
16. Implement research-based instructional practices for developing students' ability to read critically.
17. Implement research-based instructional practices using writing to develop students' comprehension of text.
18. Implement appropriate and allowable instructional accommodations as specified in the Individual Education Plan or 504 Plan when differentiating instruction for students with disabilities.
19. Modify assessment and instruction for students with significant cognitive disabilities while maintaining high expectations for achievement that reflect appropriate levels of access to general education instruction.

ACTIVITIES:

1. Attend lectures and discussions pertaining to:
 - a. differentiating reading instruction
 - b. all of the foundation elements addressed in the specific objectives 1 - 18
 - c. diverse student populations and instructional accommodations as related to Clay County Schools.
2. Master seven *Check Your Understanding* quizzes with a minimum of 80% accuracy.
3. Participate in discussions online related to the topics addressed in the objectives.
4. Examine two teacher-developed lessons that are related to phonemic awareness, phonics, or advanced decoding as well as a lesson from a reading program related to these areas to find evidence of the instructional design principles and teacher delivery methods that make the lessons explicit and systematic. After examining the evidence, respond to a series of reflection questions that demonstrate a clear understanding of how to differentiate the lessons to meet the needs of students with persistent reading difficulties in these areas.

6. The following will be compiled for the fluency case study investigation and reported in the Investigation – Case Study report:

- Administer and/or gather fluency assessment data as well as other pertinent student profile information for an individual student who is performing below grade level in fluency skills. Consider English language learners and students with disabilities.
- Implement the *Precision Teaching Program* over a three week period and gather data regarding student progress.
- Respond to reflection questions related to the use of the program, its instructional design, the teacher delivery methods necessary for successful implementation, and the guidelines for differentiation that positively impact student achievement in fluency.

6. Teachers will selected one of the following options:

Complete the Investigation – Case Study and Differentiated Support Plan report:

- Analyze the teacher-developed vocabulary lesson and note evidence of the effective instructional design principles, teacher delivery methods, and guidelines for differentiation as well as any concerns regarding these areas in the lesson.
- Study the six brief student profiles and respond to the following questions for each profile:
 - How can you make the instructional plan more responsive to the selected students by applying the guidelines for differentiating instruction or using strategies to support a differentiated environment? The goal is to ensure an appropriate challenge and support success?
 - How can you use instructional design principles to increase explicitness and intensity of the instructional plan for the students who need it?
 - How can you use teacher delivery methods to increase the explicitness and intensity of the instructional plan for students who need it?

OR

Complete the Investigation – Case Study report:

- Administer and/or gather vocabulary assessment data as well as other pertinent student profile information for an individual student who is performing below grade level in vocabulary. Consider English language learners and students with disabilities.
- Develop a vocabulary teaching plan based on the lesson model provided.
- Teach your plan.
- Reflect on the effectiveness of the plan for your selected student in light of the teacher delivery methods, guidelines for differentiation, and instructional design principles.

7. The following will be compiled for the comprehension case study investigation and reported in the Investigation – Case Study and Differentiated Support Plan report:

- Analyze the teacher-developed comprehension lesson and note evidence of the effective instructional design principles, teacher delivery methods, and guidelines for differentiation and any concerns regarding these areas in the lesson.

- Study the five brief student profiles and respond to the following questions for each profile:
 - How can you make the instructional plan more responsive to the selected students by applying the guidelines for differentiating instruction or using strategies to support a differentiated environment? The goal is to ensure an appropriate challenge and support success?
 - How can you use instructional design principles to increase explicitness and intensity of the instructional plan for the students who need it?
 - How can you use teacher delivery methods to increase the explicitness and intensity of the instructional plan for students who need it?

Each participant must attain a minimum of 80% mastery level of each component activity and/or assessment.

PARTICIPATION EVALUATION:

- *Check Your Understanding* Quizzes – 80% or better
- Adequate completion of online Discussion questions
- Participants earn **Pass or Revise** on Classroom Investigations & Case Studies related to fluency. The facilitator is looking for the participant's general understanding of the need for a fluency building program, how to conduct daily one-minute timings on instructional level passages, how to chart results from daily one-minute timings, setting aims with instructional level passages, analysis of the stages of learning, and use of the daily one-timings to guide interventions. Reflection responses should show a growing understanding and application of the guidelines for differentiation, strategies to support differentiation, instructional design principles, and teacher delivery methods.
- Participants earn **Pass or Revise** on Classroom Investigations & Case Studies related to phonological skills. Participants should be able to analyze, provide evidence of, and give reflection responses that clearly demonstrate their ability to identify and apply the guidelines for differentiation, strategies to support differentiation, instructional design principles, and teacher delivery methods
- Participants earn **Pass or Revise** on Classroom Investigations & Case Studies related to vocabulary. Participants should be able to analyze, provide evidence of, and demonstrate a growing awareness of how to integrate the guidelines for differentiation, strategies to support differentiation, instructional design principles, and teacher delivery methods into vocabulary lessons.
- Participants earn **Pass or Revise** on Classroom Investigations & Case Studies related to comprehension. Participants should be able to analyze an instructional comprehension plan for evidence of the guidelines for differentiation, strategies to support differentiation, instructional design principles, and teacher delivery methods, and give reflection responses that clearly demonstrate their ability to integrate, apply, and generalize these effective components of instructional plans.

- *Check Your Understanding* Quizzes – 80% or better
- Adequate completion of online Discussion questions
- Participants earn **Pass or Revise** on Classroom Investigations & Case Studies related to fluency. The facilitator is looking for the participant's general understanding of the need for a fluency building program, how to conduct daily one-minute timings on instructional level passages, how to chart results from daily one-minute timings, setting aims with instructional level passages, analysis of the stages of learning, and use of the daily one-timings to guide interventions. Reflection responses should show a growing understanding and application of the guidelines for differentiation, strategies to support differentiation, instructional design principles, and teacher delivery methods.
- Participants earn **Pass or Revise** on Classroom Investigations & Case Studies related to phonological skills. Participants should be able to analyze, provide evidence of, and give reflection responses that clearly demonstrate their ability to identify and apply the guidelines for differentiation, strategies to support differentiation, instructional design principles, and teacher delivery methods
- Participants earn **Pass or Revise** on Classroom Investigations & Case Studies related to vocabulary. Participants should be able to analyze, provide evidence of, and demonstrate a growing awareness of how to integrate the guidelines for differentiation, strategies to support differentiation, instructional design principles, and teacher delivery methods into vocabulary lessons.
- Participants earn **Pass or Revise** on Classroom Investigations & Case Studies related to comprehension. Participants should be able to analyze an instructional comprehension plan for evidence of the guidelines for differentiation, strategies to support differentiation, instructional design principles, and teacher delivery methods, and give reflection responses that clearly demonstrate their ability to integrate, apply, and generalize these effective components of instructional plans.

Each participant must attain a minimum of 80% mastery level of each component activity and/or assessment.

COMPONENT EVALUATION:

To determine component value, participants will complete the district component evaluation follow-up form provided by the facilitator.

ORGANIZATION INFORMATION:

Submitted By: Dr. Suzanne K. Herndon, Supervisor of Reading/LA/RtI
Rosanne Arvin, Curriculum Specialist

Effective: August 19, 2012

STATE IDENTIFIER: 01-013-013
COMPONENT TITLE: Reading Endorsement 5
INSERVICE POINTS: 60

GENERAL OBJECTIVES:

This component is a supervised practicum providing participants with practical experience in providing evidence of increases in student reading performance with the prescription and utilization of appropriate strategies and materials based upon scientifically based reading research to address prevention, identification, and remediation of reading difficulties. Participants will apply knowledge of reading development to reading instruction with sufficient evidence of increased student reading proficiency for struggling students, including students with disabilities and students from diverse populations.

SPECIFIC OBJECTIVES:

The participant will:

1. Use assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning.
2. Demonstrate research-based instructional practices for facilitating reading comprehension.
3. Demonstrate research-based instructional practices for developing oral/aural language development.
4. Demonstrate research-based instructional practices for developing students' phonological awareness.
5. Demonstrate research-based instructional practices for developing phonics skills and word recognition.
6. Demonstrate research-based instructional practices for developing reading fluency and reading endurance.
7. Demonstrate research-based instructional practices for developing both academic and domain specific vocabulary.
8. Demonstrate research-based instructional practices to facilitate students' monitoring and self correcting in reading

ACTIVITIES:

This is a supervised practicum that is ongoing over a course of 10-12 weeks. Throughout this timeframe and under the supervision of the Supervisor of Reading/LA/RtI/VPK, participants will be engaged in clinical experiences and will be responsible for each of the following:

1. Demonstrate knowledge of research-based instructional strategies through the development, implementation, and reflection of the following lessons:
 - Phonological Awareness and Phonics
 - Modified CIS / Close Reading
2. Conduct a Case Study on three students, compiling data on the whole class and each of the three students in the following areas:
 - Class demographic information

- Assessments
 - Student profile information on each of the three students chosen for the Case Study
 - Academic strengths and needs of the whole class and the three students chosen for the Case Study
 - A four-week intervention plan that meets the instructional needs of the students
 - Documentation of student growth over time
 - Reflection of intervention plan effectiveness
3. Write a Clinical Cohort Reflection at the conclusion of each of the five face-to-face training sessions
 4. Demonstrate evidence of establishing a literacy-rich classroom environment

Each participant must attain a minimum of 80% mastery level of each component activity and/or assessment.

PARTICIPATION EVALUATION:

Pre/Post Assessment

Clinical Portfolio

Analysis of Student Performance Measures via FCAT Star Program

Evaluation of Student Work or Behaviors

Other (Participant Portfolio of evidence from all competencies)

Completion of Competency Checklist by practicum supervisor

Other (Demonstrate the acquisition of all required competencies of each approved program component of the add-on program)

COMPONENT EVALUATION:

To determine component value, participants will complete the district component evaluation follow-up form provided by the facilitator.

ORGANIZATION INFORMATION:

Submitted By: Dr. Suzanne K. Herndon, Supervisor of Reading/LA/RtI
Della Connolly, District Reading Development Facilitator

Effective: August 19, 2012

Competency 1

Reading Endorsement Guiding Principle: Teachers will understand and teach reading as an ongoing strategic process resulting in students comprehending diverse text. Teachers will understand how writing, listening, and speaking support the teaching of reading, and how family involvement supports student achievement in reading. Teachers will understand that all students have instructional needs and apply the systematic problem solving process: use data to accurately identify a problem, analyze the problem to determine why it is occurring, design and implement instruction/interventions, and evaluate the effectiveness of instruction/interventions. Teachers will understand that the problem solving process is recursive and ongoing, utilized for effective instructional decision making.

Competency 1: Foundations in Language & Cognition

Teachers will develop substantive understanding of six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary.

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
		1.A.1	Performance Indicator A: Comprehension Understand that building oral and written language facilitates comprehension.	Read Chapter 1 of <i>Unlocking Literacy</i> by Marcia K Henry Read chapter 4 of <i>Strategies That Work</i> by Stephanie Harvey and Anne Goudvis	Students will complete a 3-2-1 graphic organizer
		1.A.2	(1.E.1, 1.E.2) *2.1.b. Understand the importance of learning syntax, semantics, pragmatics, vocabulary, and text structures required for comprehension of formal written language of school, often called “academic language.”	Read chapter 1 of <i>Creating Robust Vocabulary: Frequently Asked Questions and Extended Examples</i> by Isabel L. Beck, Margaret G. McKeown, Linda Kucan During Face-to-Face class, View and discuss Common Core Text Complexity powerpoint View and discuss Close Reading model lesson	Two-Column Notes Graphic Organizer Close Reading lesson participation
		1.A.3	(1.E.2) Understand the impact of text upon reading comprehension (e.g., genre, readability, coherence, text structure, and text complexity).	Read article “The Challenge of Challenging Text” by Shanahan, Fisher, Frey View and discuss Common Core Text Complexity powerpoint View and discuss Close Reading model lesson	Reflection “How does text complexity affect comprehension?” Close Reading lesson participation
		1.A.4	Understand how the interaction of reader characteristics, motivation, purpose of reading, and text elements impacts comprehension and student engagement.	Read chapter 4 of <i>Strategies That Work</i> Read article: “Elements of Successful Reading Instruction” by Kamil	3-2-1 Graphic Organizer

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
		1.A.5	(1.E.3) Identify cognitive targets (e.g., locate/recall; integrate/interpret; critique/evaluate) and the role of cognitive development in the construction of meaning of literary and informational texts.	Read chapter 4 of <i>Strategies That Work</i> Read article “Cognitive Foundations of Learning to Read: A Framework” (SEDL)	3-2-1 Graphic Organizer
		1.A.6	(1.E.4) Understand reading as a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes.	Read article “Elements of Successful Reading Instruction”	Two-Column Notes Graphic Organizer
		1.A.7	Understand the reading demands posed by domain specific texts.	Read chapter 14 of <i>Strategies that Work</i>	Reflection: How does active reading change with different genres?
		1.A.8	Understand that effective comprehension processes rely on well developed language, strong inference making, background knowledge, comprehension monitoring and self-correcting.	Read chapter 6 of <i>Strategies that Work</i>	Work Product: Teacher will prepare a lesson plan for fix-it-up strategies.
		1.A.9	Understand how English language learners’ linguistic and cultural background will influence their comprehension.	Read article “Cognitive Foundations of Learning to Read: A Framework” (SEDL)	3-2-1 Graphic Organizer
		1.A.10	(3.2) Understand the role of formal and informal assessment of comprehension in making instructional decisions to meet individual student needs.	Read Chapter 15 of <i>Strategies that Work</i> Read article “Cognitive Foundations of Learning to Read: A Framework” (SEDL)	Discussion Board: Identify at least two problems that could prevent comprehension. How would you identify and address those problems?
		1.B.1	Performance Indicator B: Oral Language Understand how the students’ development of phonology, syntax, semantics, and pragmatics relates to comprehending written language.	Read Chapters 1-2 of <i>Unlocking Literacy</i>	3-2-1 Graphic Organizer for each chapter
		1.B.2	Understand the differences between social and academic language.	Read chapter 3 in <i>Unlocking Literacy</i> , Read article “Cognitive Foundations of Learning to Read: A Framework” (SEDL)	3-2-1 Graphic Organizer

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
		1.B.4	Understand that the variation in students' oral language exposure and development requires differentiated instruction.	Read article "What Every Teacher Should Know about Phonological Awareness", Read chapter 1 of <i>Teaching Phonics and Word Study in the Intermediate Grades</i> by Blevins	Reflection: How would you support students who struggle in oral language development? How would you determine their weaknesses?
		1.B.5	Recognize the importance of English language learners' home languages, and their significance for learning to read English.	Read article "Cognitive Foundations Learning to Read: A Framework"	Class discussion
		1.B.6	(3.2) Understand the role of formal and informal oral language assessment to make instructional decisions to meet individual student needs.	Read article "Cognitive Foundations Learning to Read: A Framework"	Think Pair Share – How does this article affect instructional decisions?
		1.C.1	Performance Indicator C: Phonological Awareness (1.A.1) Understand phonology as it relates to language development and reading achievement (e.g., phonological processing, phonemic awareness skills, phonemic analysis and synthesis).	Read article "What Every Teacher Should Know about Phonological Awareness" During Face-to-Face Meeting, Complete and discuss results of the Brief Survey of Language Knowledge from <i>Unlocking Literacy</i> and participate in a model/repeat activity for letter sounds	Reflection: In reviewing the results of the survey and the class assignments, In which areas do you feel confident? What areas need improvement?
		1.C.2	Recognize the phonological continuum beginning with sensitivity to large and concrete units of sound (i.e., words & syllables) and progressing to small and abstract units of sound (onset-rimes and phonemes).	Read article "What Every Teacher Should Know about Phonological Awareness". Review presentation on Phonemic Awareness Discuss Phonological Awareness Continuum	Two-Column Notes Graphic Organizer Reproduce and explain sequence of Phonological Skill development
		1.C.4	(1.A.2., 5.10)Distinguish both phonological and phonemic differences in language and their applications in written and oral discourse patterns (e.g., language & dialect differences).	Read chapter 1 of <i>Unlocking Literacy</i>	Class discussion
		1.C.5	Understand how similarities and differences in sound production between English and other	Read article "Elements of Successful Reading Instruction"	Read-Pair-Share

			languages affect English language learners' reading development in English.		
		1.C.6	(3.2) Understand the role of formal and informal phonological awareness assessment to make instructional decisions to meet individual student needs.	Read Chapters 1-3 of <i>Unlocking Literacy</i>	3-2-1 Graphic Organizer
		1.D.1	Performance Indicator D: Phonics (1.B.1) Understand that phonological units (words, syllables, onset-rimes, and phonemes) map onto orthographic units (words, rimes, letters) in alphabetic languages.	Read chapter 1 of <i>Unlocking Literacy</i> Read chapter 1 of <i>Teaching Phonics and Word Study in the Intermediate Grades</i>	Reflection: Define phonics. Why is this component an important part of the reading process? Describe how phonemic awareness and phonics are similar/different.
		1.D.2	Understand sound-spelling patterns and phonics (grapheme-phoneme correspondence rules).	Read Chapter 6 of <i>Unlocking Literacy</i>	Questioning Activity
		1.D.3	(1.D.3 was "apply") Understand structural analysis of words.	Read Chapter 3 of <i>Unlocking Literacy</i>	3-2-1 Graphic Organizer
		1.D.4	Understand that both oral language and writing can be used to enhance phonics instruction.	Read chapter 1 of <i>Teaching Phonics and Word Study in the Intermediate Grades</i>	Reflection
		1.D.5	Understand the role of formal and informal phonics assessment to make instructional decisions to meet individual student needs.	Read chapter 1 of <i>Teaching Phonics and Word Study in the Intermediate Grades</i>	3-2-1 Graphic Organizer/assessments
		1.E.1	Performance Indicator E: Fluency (1.C.1, 1.C.2) Understand that the components of reading fluency are accuracy, expression, and rate which impact reading endurance and comprehension.	Read article "Guiding Fluency Instruction: Moving Students to Independence" by Timothy Rasinski During Face-to-Face class-View and discuss Fluency powerpoint	Class discussion and feedback
		1.E.2	Understand that effective readers demonstrate flexibility by adjusting their reading rate to accommodate the kinds of texts they are reading in order to facilitate	View and discuss Fluency powerpoint View Fluency presentation	Class discussion and feedback

			comprehension.		
		1.E.3	Understand the relationships among fluency, word recognition, and comprehension.	Read article “Fluency: The Bridge From Decoding to Reading Comprehension” By Pikulski, Chard Review presentation on Fluency	Reflection: Define fluency. What is the relationship between fluency and the other reading components?
		1.E.4	Understand that both oral language and writing enhance fluency instruction.	Read article “Fluency: The Bridge From Decoding to Reading Comprehension” Review presentation on Fluency	Reflection
		1.E.5	(3.2) Understand the role of formal and informal fluency assessment to make instructional decisions to meet individual student needs.	Read article: “Elements of Successful Reading Instruction” During Face-to-Face class, participate in fluency assessment and discuss results of Miscue Analysis and use of NAEP Rubric Conduct fluency assessment on Student, then complete Miscue Analysis and NAEP Rubric	Reflection: What instructional decisions were made as a result of the fluency assessments?
		1.F.1	Performance Indicator F: Vocabulary Understand the goal of receptive and expressive vocabulary instruction is the application of a student’s understanding of word meanings to multiple oral and written contexts.	Read chapter 1 of <i>Creating Robust Vocabulary: Frequently Asked Questions and Extended Examples</i>	How does a child comprehend without adequate vocabulary?
		1.F.2	(1.D.1) Understand morphology as it relates to vocabulary development (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis).	Read Chapters 5-8 of <i>Unlocking Literacy</i>	Questioning Activity
		1.F.3	(1.D.2) Identify principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language, etc.).	Read chapters 6,7 of <i>Bringing Words to Life</i>	List at least three new strategies or activities from readings that you plan to implement.
		1.F.4	Understand the domain specific vocabulary demands of academic language.	Read chapters 1-5 of <i>Bringing Words to Life</i>	3-2-1 Graphic Organizer
		1.F.5	Understand that writing can be used to enhance vocabulary instruction.	Review vocabulary presentation During Face-to-Face class, View and discuss Close Reading model lesson	Reflection: What current vocabulary practices would you change or discard?
		1.F.6	(3.2) Understand the role of formal and informal vocabulary assessment to	Read chapters 1-5 of <i>Bringing Words to Life</i>	Reflection: What does it mean to know a word?

			make instructional decisions to meet individual student needs.		List several means of assessing vocabulary knowledge.
		1.G.1	Performance Indicator G: Integration of the Reading Components (1.F.1) Identify language characteristics related to social and academic language.	Read chapter 1 of <i>Teaching Phonics and Word Study in the Intermediate Grades</i> Participation in discussion of characteristics	
		1.G.2	(1.F.2) Identify phonemic, semantic, and syntactic variability between English and other languages.	Read article “Elements of Successful Reading Instruction”	
		1.G.3	(1.F.3., 1.F.4) Understand the interdependence between each of the reading components and their effect upon reading as a process for native speakers of English and English language learners.	Read article “Cognitive Foundations Learning to Read: A Framework”	
		1.G.4	(1.F.5) Understand the impact of oral language, writing, and an information intensive environment upon reading development.	Read article “Elements of Successful Reading Instruction” During Face-to-Face class, View and discuss Close Reading model lesson	
		1.G.5	Understand the importance of comprehension monitoring and self correcting to increase reading proficiency.	Read chapter 6 of <i>Strategies That Work</i>	
		1.G.6	(3.2) Understand the role of formal and informal reading assessment to make instructional decisions to meet individual student needs.	Read article “Cognitive Foundations Learning to Read: A Framework”	

Florida Reading Endorsement Alignment Matrix

Competency #2

Competency 2: Foundations of Research-Based Practices

Teachers will scaffold student learning by applying the principles of research-based reading instruction and integrating the six components of reading. Teachers will engage in the systematic problem solving process. This is completely an online course.

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
		2.A.1	Performance Indicator A: Comprehension (2.E) Apply intentional, explicit, and systematic instructional practices for scaffolding development of higher order thinking, comprehension skills, comprehension monitoring and self-correcting (e.g., reciprocal teaching, “think aloud,” etc.).	<p>Read Ch.1 <i>Background Knowledge: The Missing Piece of the Comprehension Puzzle</i> (Fisher & Frey 2009)</p> <p>Read excerpt from <i>I Read It But I Don't Get It</i> (Tovani,2000)</p> <p>Read excerpt from Ch.3 <i>Word Wise and Content Rich</i> (Fisher & Frey)</p> <p>Read excerpts from the <i>National Reading Panel Report</i> (2000)</p> <p>Read Reading Rockets article "<i>Using Think Alouds to Improve Reading Comprehension</i>" (Farr & Conner)</p> <p>Continue to use content from Reading Endorsement Competency 2 (FOR-PD) provided via Just Read, Florida! flash drive.</p>	On-line discussion board. Participant must post own discussion and respond to one other post.
		2.A.2	Use both oral language and writing experiences to enhance comprehension.	Read Ch. 1 <i>Academic Conversations Talk That Fosters Critical Thinking And Content Understanding</i> (Zwiers & Crawford, 2011)	On-line discussion board. Participant must post own discussion and respond to one other post.
		2.A.3	Apply appropriate instructional practices determined by the student’s strengths and needs, text structure, and the reading demands of domain specific text.	View podcast entitled " <i>Word Wise and Content Rich</i> " (Fisher & Frey)	Complete study guide based upon podcast While viewing.
		2.A.4	Provide opportunities for student extended text discussion to enhance comprehension, promote motivation and student	Read Ch. 1 <i>Academic Conversations Talk That Fosters Critical Thinking And Content Understanding</i> (Zwiers & Crawford, 2011)	On-line discussion board. Participant must post own discussion and respond to one other post.

			engagement.	<p>Read newsletter from cela.albany.edu <i>Raising the level of Student Engagement in Higher Order Talk and Writing</i>.</p> <p>Content from NG CAR-PD (Unit 4 Section 2.a.2) embedded.</p>	
		2.A.5	Select narrative or informational print or digital texts that are appropriate to the comprehension instruction to be provided.	Review Common Core Standards Appendix B for recommended higher level texts.	On-Line Journal Activity
		2.A.6	Provide comprehension instruction that supports students' ability to read multiple print and digital texts and to synthesize information within, across and beyond those texts.	<p>Read online article <i>Internet Re-Sources to Assist Teachers and Struggling Readers</i> (Johnson).</p> <p>Continue to use content from Reading Endorsement Competency 2 (FOR-PD) provided via Just Read, Florida! flash drive.</p> <p>Review on-line resources available Through "Lit Trips"</p>	Google assignment requiring participants to identify examples of digital texts.
		2.A.7	Scaffold discussions to facilitate the comprehension of text and higher order thinking skills for students with varying English proficiency levels.	<p>Content from NG CAR-PD (Unit 4 Section 2.a.2) embedded.</p> <p>Read "Menu of Scaffolding and Extension Tools" p. 131-132 (Just Ask Publications)</p>	On-line discussion board. Participant must post own discussion and respond to one other post.
		2.A.8	Model a variety of strategic activities students can use to foster comprehension monitoring and self correcting.	<p>View webcast by Isabelle Beck, Nanci Bell & Sharon Walpole. Take notes concerning the various components of developing good readers, identifying potential stumbling blocks and identifying effective comprehension strategies.</p> <p>View LEaRN network (NEFEC website) to see models of effective comprehension instruction.</p> <p>View district-owned videos (PD 360) reflecting effective instruction for comprehension</p>	Participants will reflect upon 3 different lessons viewed and will include these reflections in an on-line journal.
		2.A.9	(3.2., 5.12) Recognize, describe, and incorporate appropriate omprehension assessments to guide instruction.	<p>View FCRR website (Empowering Teachers) Common assessments: Screening, Diagnostic, & outcome</p> <p>Read SEDL document: <i>Building Reading Proficiency at the Secondary Level: Informal Assessments</i></p>	On-line discussion board. Participant must post own discussion and respond to one other post.

				Continue to use content from Reading Endorsement Competency 2 (FOR-PD) provided via Just Read, Florida! flash drive.	
		2.B.1	Performance Indicator B: Oral Language Apply intentional, explicit, and systematic instructional practices for scaffolding development of oral/aural language skills (e.g., language experience approach, Socratic questioning).language (e.g., orthographic skills, phonetic and structural analysis: rules, patterns, and generalizations).	Read Ch. 1,2 & 4 <i>Academic Conversations: Talk That Fosters Critical Thinking And Content Understanding</i> (Zwiers & Crawford, 2011)	Two column notes
		2.B.2	Create an environment where students practice appropriate social and academic language to discuss diverse texts.	Read Ch. 2 <i>Academic Conversations Talk That Fosters Critical Thinking And Content Understanding</i> (Zwiers & Crawford, 2011) Content from NG CAR-PD (Unit 2 Section 1 and Unit 4 Section 2.a.2) embedded.	Two column notes
		2.B.3	*2.2.b. Recognize and apply an English language learner's home language proficiency as a foundation and strength to support the development of oral language in English.	Read NCTE Position Paper: <i>Role of ELA Teachers in Education ELLs (2006)</i> View podcast: <i>Reading to Learn - ELLs in Grades 4-6</i> (Dr. Nonie Lesaux) Read Ch. 3 <i>Academic Conversations Talk That Fosters Critical Thinking And Content Understanding</i> (Zwiers & Crawford, 2011) (This chapter focuses upon developing lesson activities for core conversational skills.)	On-line discussion board. Participant must post own discussion and respond to one other post.
		2.B.4	Use writing experiences to enhance oral language (e.g., interactive writing, student to teacher sentence dictation).	Content from NG CAR-PD (Unit 4 Section 2.a.2) embedded.	On-line discussion board. Participant must post own discussion and respond to one other post.
		2.B.5	(3.2., 5.12) Recognize, describe, and incorporate appropriate oral language assessments to guide instruction.	Continue to use content from Reading Endorsement Competency 2 (FOR-PD) provided via Just Read, Florida! Flash drive.	Literacy Log Activity
		2.C.1	Performance Indicator C: Phonological Awareness	Continue to use content from Reading Endorsement Competency 2 (FOR-PD) provided via Just Read,	K-W-L Chart Activity

			(2.A was “identify” Apply intentional, explicit, systematic instructional practices to scaffold development of phonological awareness. (e.g., blending and segmenting syllables, onset-rimes, and phonemes).	Florida! flash drive.	
		2.C.2	Provide opportunities for students to use oral/aural language to enhance phonological awareness (e.g., rhyming and alliteration).	Read on-line article" <i>Phonemic Activities for the Preschool or Elementary Classroom</i> " by: Marilyn J. Adams, Barbara Foorman, Ingvar Lundberg, and Terri Beeler (2004) Read NCTE article: <i>Read, Write, Think: Alliteration</i>	Directed Note-Taking Activity
		2.C.3	Understand and apply knowledge of how variations in phonology across languages affect English language learners’ reading and writing development.	View model phonological awareness lessons at: http://www.nefec.org/learn/ View podcast from Reading Rockets Phonemic Awareness Across Languages	Journal Reflection Activity Directed Note-Taking Activity
		2.C.4	Use writing experiences, in conjunction with phonological instruction, to enhance reading achievement (e.g., Elkonin boxes or magnetic letters, individual response whiteboards).	View provided website resources for Elkonin boxes Read on-line article" <i>Phonemic Activities for the Preschool or Elementary Classroom</i> " by: Marilyn J. Adams, Barbara Foorman, Ingvar Lundberg, and Terri Beeler (2004)	On-line discussion board. Participant must post own discussion and respond to one other post.
		2.C.5	(3.2, 5.12) Recognize, describe, and incorporate appropriate phonological awareness assessments to guide instruction.	Continue to use content from Reading Endorsement Competency 2 (FOR-PD) provided via Just Read, Florida! flash drive.	On-line discussion board. Participant must post own discussion and respond to one other post.
		2.D.1	Performance Indicator D: Phonics (2.B was “identify) Apply intentional, explicit, systematic instructional practices for scaffolding phonics development on a continuum from the individual phoneme-grapheme level through the multi-syllabic word level.	Continue to use content from Reading Endorsement Competency 2 (FOR-PD) provided via Just Read, Florida! flash drive.	On-line discussion board. Participant must post own discussion and respond to one other post.
		2.D.2	Recognize and apply an English language learner’s home language as a foundation and	Read on-line article: <i>Phonics Instruction for ELL Learners</i> (Robertson, 2009)	On-line discussion board. Participant must post own discussion and respond

			strength to support the development of phonics in English.	<p>Read on-line article: <i>Key Literacy Components: Morphology</i> (National Institute of Literacy, 2000)</p> <p>Read Tab 10 of the Clay County School District RtI Handbook to Gain knowledge of numerous Strategies to use specifically with ELL learners.</p>	to one other post
		2.D.3	Use oral/aural language and writing experiences to enhance phonics instruction (e.g., sentence strip words, phrases, and pocket charts).	Read Ch. 4 <i>Academic Conversations Talk That Fosters Critical Thinking And Content Understanding</i> (Zwiers & Crawford, 2011) (This chapter focuses upon designing effective conversation tasks. Some involve writing.)	Directed Note-Taking Activity
		2.D.4	(3.2, 5.12) Recognize, describe, and incorporate appropriate phonics assessments to guide instruction.	<p>Continue to use content from Reading Endorsement Competency 2 (FOR-PD) provided via Just Read, Florida! Flash drive.</p> <p>FAIR Teacher Toolkit - Phonics Screener</p>	Give the FAIR phonics screener to 5 students. Summarize results and list instructional implications.
		2.E.1	Performance Indicator E: Fluency (2.C was “identify”) Apply intentional, explicit, systematic instructional practices to scaffold accuracy, expression, rate, and reading endurance (e.g., paired reading, repeated reading, echo reading, reader’s theater, etc.).	Continue to use content from Reading Endorsement Competency 2 (FOR-PD) provided via Just Read, Florida! Flash drive.	On-line discussion board. Participant must post own discussion and respond to one other post.
		2.E.2	(3.2, 5.12) Recognize, describe, and incorporate appropriate phonics assessments to guide instruction.	<p>Continue to use content from Reading Endorsement Competency 2 (FOR-PD) provided via Just Read, Florida! Flash drive.</p> <p>FAIR Teacher Toolkit - Phonics Screener</p>	Give the FAIR phonics screener to 5 students. Summarize results and list instructional implications.
		2.E.3	(3.2., 5.12) Recognize, describe, and incorporate appropriate fluency assessments to guide instruction.	Continue to use content from Reading Endorsement Competency 2 (FOR-PD) provided via Just Read, Florida! Flash drive.	On-line discussion board. Participant must post own discussion and respond to one other post
		2.F.1	Performance Indicator F: Vocabulary (2.D was “identify”) Apply intentional, explicit, systematic instructional practices to scaffold vocabulary and	Continue to use content from Reading Endorsement Competency 2 (FOR-PD) provided via Just Read, Florida! Flash drive.	K-W-L Activity

			concept development (e.g., shared reading, semantic mapping, etc.).		
		2.F.2	Provide for continual integration, repetition, and meaningful use of domain specific vocabulary to address the demands of academic language.	Read on-line article: <i>Explicit Vocabulary Instruction</i> (DOE 2008)	Journal reflection activity
		2.F.3	Incorporate vocabulary instruction through analogies (e.g., cognates, Greek and Latin roots).	Content from NG CAR-PD (Unit 3 Sessions 1 & 2) embedded. View podcast entitled " <i>Word Wise and Content Rich</i> " (Fisher & Frey). Read on-line article <i>Root Words, Roots and Affixes</i> (Elaine McEwan, 2011)	Complete podcast study guide.
		2.F.4	Provide an environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary.	Review Common Core Standards Appendix B for recommended higher level texts.	Journal reflection activity
		2.F.5	*3.2.j Incorporate instructional practices that develop authentic uses of English to assist English language learners in learning academic vocabulary and content.	Read NCTE article: <i>Read, Write, Think: An Exploration of Text Sets: Support for ALL readers</i> Read on-line article: <i>A Focus on Vocabulary</i> (Lehr, Osborn & Heibert- Pacific Research Center for Education and Learning) Note: This article contains very specific instructional guidance for teachers of ELL students.)	Directed Note-Taking Activity
		2.F.6	Use oral/aural language and writing experiences to enhance vocabulary (e.g., interactive word walls, word sorts, word charts for secondary).	View models of effective vocabulary Instruction. Source: PD 360 and LEaRN videos found on the NEFEC website.	View models of effective vocabulary Instruction. Source: PD 360 and LeaRN videos found on the NEFEC website
		2.F.7	Use multiple methods of vocabulary instruction (e.g. multiple contexts, examples and non-examples, elaborations, etc.).	View models of effective vocabulary Instruction. Source: PD 360 and LeaRN videos found on the NEFEC Website. Continue to use content from Reading Endorsement Competency 2 (FOR-PD) provided via Just Read, Florida! flash drive.	View models of effective vocabulary Instruction. Source: PD 360 and LeaRN videos found on the NEFEC Website
		2.F.8	(3.2, 5.12) Recognize, describe, and incorporate appropriate vocabulary assessments to guide instruction.	Continue to use content from Reading Endorsement Competency 2 (FOR-PD) provided via Just Read, Florida! Flash drive.	On-line discussion board. Participant must post own discussion and respond to one other post

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
		2.G.1	Performance Indicator G: Integration of the Reading Components (2.F.1, 2.F.2 was “identify”) Apply comprehensive instructional practices, including writing experiences, that integrate the reading components.	Continue to use content from Reading Endorsement Competency 2 (FOR-PD) provided via Just Read, Florida! Flash drive.	On-line discussion board. Participant must post own discussion and respond to one other post
		2.G.2	Identify instructional practices to develop students’ metacognitive skills in reading (e.g., text coding such as INSERT, two column notes).	Read on-line article from the IRA: <i>Read, Write, Think</i> Read on-line article from Readingeducator.com - Two Column Notes	Two-column notes
		2.G.3	(2.F.3 was “identify”) Use resources and research-based practices that create information intensive environments (e.g., diverse classroom libraries, inquiry reading).	Continue to use content from Reading Endorsement Competency 2 (FOR-PD) provided via Just Read, Florida! Flash drive.	On-line discussion board. Participant must post own discussion and respond to one other post
		2.G.4	(2.F.4 was “identify”) Use research-based guidelines for selecting literature and domain specific print and digital text appropriate to students’ age, interests and reading proficiency (e.g., young adult literature, informational texts).	Continue to use content from Reading Endorsement Competency 2 (FOR-PD) provided via Just Read, Florida! Flash drive.	Journal reflection activity
		2.G.5	Demonstrate understanding of similarities and differences between home language and second language reading development.	Read Tab 10 of the Clay County School District RtI Handbook to Understand similarities and Differences between home language and second language readers. Continue to use content from Reading Endorsement Competency 2 (FOR-PD) provided via Just Read, Florida! flash drive	Venn Diagram Graphic Organizer for comparison of home language and second language readers.
		2.G.6	Triangulate data from appropriate reading assessments to guide instruction.	Review data sources and subsequent instructional implications found on the FCRR website. Use scaffolded instructional templates and screeners supplied in the FAIR teacher tool kit.	Provide data for 3 students reflecting 3 different reading assessments. Discuss findings and instructional implications.

**Florida Reading Endorsement Alignment Matrix
Competency 3**

Foundations of Assessment: The understanding of how to select and administer appropriate assessments and analyze data to inform reading instruction to meet the needs of all students. Teachers will engage in the systematic problem solving process.

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
		3.1	<p>Performance Indicators (3.1) Understand and apply measurement concepts and characteristics of reading assessments.</p>	<p>Read Chapter 2/ Concepts of Assessment: <i>Assessment for Reading Instruction</i> by Michael C. McKenna and Katherine Stahl, 2nd edition</p> <p>Read the appendix “case studies” <i>Assessment for Reading Instruction</i> by Michael C. McKenna and Katherine Stahl, 2nd edition</p> <p>Review 4 case study examples (on grade level, ELL, ESE, below grade level) and identify types of assessments given. Select one of the case studies from the ELL, ESE, or below grade level student and develop instructional goals, student learning outcomes and learning activities to meet the goal.</p> <p>(Guided Practice: Face to Face Meeting 1) Case Study: Participants will develop a case study on a student who is struggling in the area of reading and administer a battery of assessments in reading and writing that will include, but not be limited to a running record with miscue analysis, Individual Reading Inventory, phonemic awareness and phonics assessment, San Diego Quick Assessment, fluency assessment, and a writing assessment. Participants will diagnose and plan instruction based on their findings.</p>	<p>Guided practice: Development of instructional goals, learning outcomes and learning activities from examples given. Participants will Develop a case study with diagnosis and instruction based on assessments given.</p>
		3.2	<p>(3.2) Understands the purpose of various informal assessments (e.g., informal reading inventories, analyzing writing samples) including an emphasis on</p>	<p><i>Locating and Correcting Reading Difficulties</i>, James L. Shanker, Eldon E. Ekwall 8th edition. Appendix A-1 – A-10 (assessments)</p> <p><i>Assessing and Correcting Reading</i></p>	<p>Assessment Cover Sheets</p> <p>Informal assessments presentations.</p> <p>3-2-1 Graphic</p>

			<p>matching reader to text.</p>	<p><i>and Writing Difficulties</i>, Thomas Gunning, 3rd Edition Read chapter 3: Overview of Assessment and Chapter 4: Placing Students and Monitoring Progress (informal reading and writing inventories included in chapter). Read Article <i>Behind test scores: What struggling readers really need</i>;, Sheila W. Valencia and Marsha Riddle Burly Complete 3-2-1 graphic organizer.</p> <p>Complete a cover sheet for each assessment included in case study that summarizes the type of assessment (formal, informal), describes the purpose for the assessment (screening, diagnosis, progress monitoring, outcome measure) and describes and interprets their student's data and how it assists in matching their students with appropriate materials for instruction..</p> <p>Participants will create presentations on two informal assessments and develop a scale/rubric to measure student performance. (Face to Face Meeting 2)</p> <p>Participants will include at least three informal assessments in case study.</p>	<p>Organizer Participant created scale/rubric</p> <p>Analysis of informal assessment in case study with instructional recommendations.</p>
		3.3, 3.4	<p>(3.3) Understand the purpose of various formal assessments including the differences between norm-referenced and criterion-referenced assessments and how to interpret data reports</p>	<p>Read and discuss chapter 2/ Concepts of Assessment: <i>Assessment for Reading Instruction</i> by Michael C. McKenna and Katherine Stahl, 2nd edition . Read and discuss Chapter 3: <i>Assessing and Correcting Reading and Writing Difficulties</i>, Thomas Gunning, 3rd Edition (Face to Face Meeting 2 and 3) Analyze and interpret FCAT, FAIR, CELLA, SAT-10 assessments, and appropriate instructional application. Determine if they are norm or criterion referenced assessments. http://www.fl DOE.org/aala/pdf/IGENGLISH12 Cum Folder Review</p>	<p>Analysis of formal assessments given and the educational impact in case study.</p> <p>Assessment cover sheet</p>

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
		3.5	(3.4) Understand the meaning of test reliability, validity, and standard error of measurement and describe major types of derived scores from standardized tests	<p>Read and discuss chapter 3: <i>Assessing and Correcting Reading and Writing Difficulties</i>, Thomas Gunning, 3rd Edition</p> <p>Submit two column notes that include the differences between a norm-referenced and criterion-referenced test, and definitions for reliability, validity, standard error of measurement, raw scores, age-grade equivalent, percentile, and standard score.</p> <p>Given a set of raw scores and conversion tables, the participants will convert the scores into age and grade equivalents, percentiles and standard scores. (Face to Face Meeting 2)</p> <p>Cum Review: Analyze reports from formal assessments. Add to case study.</p>	<p>Two Column Notes</p> <p>Analysis of formal assessments given and discussion of their educational impact.</p> <p>Guided practice: conversion of derived scores.</p> <p>Case Study</p>
		3.6	(3.5) Demonstrate knowledge of the characteristics, administration, and interpretation of both quantitative and qualitative instructional assessments (to include each of the following: screening, progress monitoring and outcome measures)	<p>Read and discuss Chapter 4: <i>Assessing and Correcting Reading and Writing Difficulties</i>, Thomas Gunning, 3rd Edition (Face to Face Meetings 2 and 3)</p> <p>Read Chapter 7: <i>Assessing and Correcting Reading and Writing Difficulties</i>, Thomas Gunning, 3rd Edition</p> <p>Complete Emergent Literacy Observation Guide page 187.</p> <p>Read and discuss Chapter 2/ Concepts of Assessment: <i>Assessment for Reading Instruction</i> by Michael C. McKenna and Katherine Stahl, 2nd edition . (Face to Face Meetings 2 and 3)</p>	<p>Observation Guide/Emergent Literacy</p> <p>Running record/miscue analysis/fluency in case study</p> <p>Assessments used in case study to drive instruction</p>
		3.7	(3.6) Analyze data to identify trends that indicate adequate progress in student reading development	<p>Review data from assessments given that are included in case study; (assessments in reading and writing that will include a running record with miscue analysis, Individual Reading Inventory, phonemic awareness and phonics assessment, San Diego Quick Assessment, fluency assessment, and a writing assessment. Participants will diagnosis and develop instruction based on their findings. (Face to Face Meeting 2, 3)</p>	<p>Case Study</p> <p>Assessment cover sheet</p>

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
		3.8, 3.9	(3.7) Understand how to use data within a systematic problem solving process to differentiate instruction, intensify intervention and meet the needs of all students. (e.g., grouping practices, appropriate curriculum materials)	Review FCAT, FAIR and other school based benchmark data that assists with determining school /student needs, with School Based Leadership Team members or District Intervention Coach. Identify trends in the reading development of one grade level at your school or in your district. Using the problem solving process, compose a report for that grade level using assessment data to explain the progress or lack of progress made by students and an appropriate plan of instruction for the students who are at risk. (Face to Face Meeting 2 and 3)	Case Study School/district wide data analysis/use problem solving process to plan instruction for students. Charting using ICEL/RIOT and guiding questions.
		3.10	(3.8) Identify appropriate criteria for selecting materials to include in portfolios for monitoring student progress over time.	Use Case Study (scenario of initial instruction and accompanying assessment data) to establish rationale and plan for differentiated instruction. <i>Read Article Research Matters/How Student Progress Monitoring Improves Instruction</i> , Nancy Safer and Steve Fleischman Fill out categories listed on the classification notes organizer. <i>Assessing and Correcting Reading and Writing Difficulties</i> , Thomas Gunning, 3 rd Edition Page 68 Authentic Assessment and Pages 128-151. Include student work samples in case study. (Face to Face Meeting 2 and 3)	Case Study Classification Notes Organizer Portfolio items
		3.11	(3.9) Identify interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners.	Read article: <i>Assessing English language learners in mainstream Classrooms; Lenski,, Ehlers-Zavala, Daniel, Sun-Irminger</i> After reading the article, analyze a placement test in the county adopted core reading materials. List any interpretive issues that may arise when measuring the reading proficiency of an ELL student.	Analyze placement test for interpretive issues.
		3.12	(3.10) Identify appropriate assessments and accommodations for monitoring reading progress of all students.	<i>Chapter 4: Assessing and Correcting Reading and Writing Difficulties</i> , Thomas Gunning, 3 rd Edition Using the county adopted core	List core reading assessments Reflective outline Intervention plan

				<p>reading program, list weekly assessments that assist in accommodating and progress monitoring students.</p> <p>Discuss other progress monitoring tools used both at elementary and secondary level that will assist with this process.</p> <p>Include a written reflection that outlines the role of those assessment and progress monitoring in the Response to Intervention process.</p> <p>Attach the intervention plan and progress monitoring information for student in his/her case study. (Face to Face Meeting 3)</p>	
			<p>(3.11) Identify and implement appropriate and allowable accommodations as specified in the Individual Education Plan or 504 Plan when assessing students with disabilities in the area of reading.</p>	<p><i>Read Chapter 1: Assessing and Correcting Reading and Writing Difficulties</i>, Thomas Gunning, 3rd Edition</p> <p>Research and list allowable accommodations for 504, ESE and ELL students on district, classroom and individual assessments. (Face to Face Meeting 3)</p>	

Florida Reading Endorsement Alignment Matrix
Competency 4

Competency 4: Foundations of Differentiation

Teachers will have a broad knowledge of students from differing profiles in order to understand and apply research-based instructional practices by differentiating process, product, and context. Teachers will engage in the systematic problem solving process.

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
		4.1	<p>Performance Indicators *2.3.d. Understand and apply knowledge of socio-cultural, socio-political and psychological variables to differentiate reading instruction for all students.</p>	<p><u>Unit 1: Research, Reading Difficulties, and Resources</u> Section 1: What Is the Best Way to Teach Reading?</p> <ul style="list-style-type: none"> • Historical Perspective and Important Reading Research - Participants click on a timeline to learn about the history of reading instruction. • Check Your Understanding – An ungraded, 14 question True/False Quiz. • Florida's Multi-Tiered System of Supports (MTSS) – Participants read the section to learn about MTSS. At the end of this section there are additional web links for more information. • Common Core State Standards (CCSS) for English/Language Arts – Participants read the section to learn about CCSS. At the end of this section there are additional web links for more information. • Common Core Standards and English Language Learners – Participants read the section to learn about CCSS and English Language Learners. • Common Core Standards and Students with Disabilities – Participants read the section to learn about CCSS as it relates to Students with Disabilities. In addition, there are links that 	

				<p>provide information regarding Universal Design for Learning and Differentiating Instruction.</p> <ul style="list-style-type: none"> • Check Your Understanding – An ungraded, 13 question True/False Quiz. 	
		4.2	<p>Understand the stages of English language acquisition for English language learners and differentiate reading instruction for students at different levels of English language proficiency.</p>	<p><u>Unit 1: Research, Reading Difficulties, and Resources</u></p> <p>Section 1: What Is the Best Way to Teach Reading?</p> <ul style="list-style-type: none"> • Conclusions from the National Literacy Panel (NLP) – Participants learn about the creation and mission of the NLP. Next, they review the conclusions from the report titled, “Executive Summary: Developing literacy in second-language learners: Report of the national literacy panel on language-minority children and youth”, written in 2006. Finally, participants are directed to read the entire report by clicking on a provided link. <p>Section 2: Reading Development</p> <ul style="list-style-type: none"> • Defining Reading – Participants read the definition of reading and learn about the five components including, phonological awareness, phonics, fluency, vocabulary and comprehension. • Stages of Typical Language Development – Participants read the section to learn about the typical stages of language development. This section included information about second language learners and how they go through three levels of language proficiency growth. • Possible stumbling blocks 	

				<p>in reading acquisition for English language learners (ELL) – Participants learn about common barriers for ELL students while learning English. Participants are asked to choose one article from the seven provided to learn more. Next, they are asked to review the report titled, “Executive Summary: Developing literacy in second-language learners: Report of the national literacy panel on language-minority children and youth” again focusing on the stumbling blocks of ELL’s.</p> <ul style="list-style-type: none"> • Stages of Reading Development – Participants read this section to learn about different theories of reading development including, Chall’s Stages of Reading and Ehri’s Phases of Sight Word Development. • Check Your Understanding – An ungraded, 14 question True/False Quiz. <p>Section 3: Reading Difficulties</p> <ul style="list-style-type: none"> • Comparing alterable and relevant variables – Participants learn that some variables are not instructionally relevant. • Check Your Understanding – They complete the self-checking activity comparing alterable and relevant variables to variables that are instructionally irrelevant or unalterable. <p><u>Unit 3: Targeting Student Needs and Designing Data-Based Solutions</u></p> <p>Section 5: Using Assessment to Guide Differentiation of</p>	
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				<p>Instruction</p> <ul style="list-style-type: none"> Assessment of English Language Learners – Participants read the article: “Reading Rockets : Assessment of English Language Learners” located online at: http://www.readingrockets.org/webcasts/ondemand/1003 	
		4.3	2.2.a.Understand and apply current theories of second language acquisition to differentiate instruction for English language learners of diverse backgrounds and various levels of prior education.	<p><u>Unit 1: Research, Reading Difficulties, and Resources</u> <u>Section 2: Reading Development</u></p> <ul style="list-style-type: none"> Second Language Acquisition – Participants read the section to learn about the three levels of language proficiency growth. Next, participants are asked to choose at least one link from the thirteen available to learn more about this topic. Finally, participants read a summary of “Executive Summary: Developing literacy in second-language learners: Report of the national literacy panel on language-minority children and youth”, a comprehensive, evidence-based review of the research literature on the development of literacy among language minority children and youth. This executive summary was written by thirteen experts in second-language development, cognitive development, curriculum and instruction, assessment, and methodology. Participants are asked to choose one article from the two provided to learn more. 	
		4.4	(4.5) Identify factors impeding student reading development in each of the reading components or the integration of these	<p><u>Unit 1: Research, Reading Difficulties, and Resources</u> <u>Section 3: Reading Difficulties</u></p> <ul style="list-style-type: none"> Reading Difficulties: Who? – Participants read 	

			<p>components.</p>	<p>about five different learners who have difficulty with reading.</p> <ul style="list-style-type: none"> • Reading Difficulties: Prevalence – Participants review a chart and read about the prevalence of reading difficulties. • Reading Difficulties: Why? – Reading assignment: Prevention and Remediation of Reading and Learning Disabilities: What We Know From Research. Presentation at the Virginia Branch of the International Dyslexia Association in Richmond, Virginia. February 1, 2008. Participants can access this online at: http://www.fcrr.org/staffpresentations/Foorman/Virginia_IDA_keynote_Feb_1_2008.ppt Next, participants are asked to choose at least one link from the five available to learn more about this topic. Finally, participants are given a list of possible causes of reading difficulty. • Determining Alterable and Relevant Causes of Reading Difficulty for Differentiating Instruction – Participants read this section and complete an activity that helps them to identify variables and/or factors which might impact a student learning to read or reading to learn. Participants are given 31 factors and they must judge whether it is alterable and relevant or not. • Most Reading Failure Is Unnecessary – Participants read a short passage and then are asked to read an 	
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				<p>important article about being a reading teacher. The article, <u>Teaching Reading Is Rocket Science-What Expert Teachers of Reading Should Know and Be Able To Do</u> written by Louisa Moats (1999) can be accessed online at: http://www.aft.org/pubs-reports/downloads/teachers/rocketsci.pdf</p> <p>Finally, participants are directed to review two PowerPoint presentations by Dr. Joe Torgesen from FCRR.</p> <p>“Teaching all students to read: Is it really possible?” Presented at meetings of the International Dyslexia Association, Seattle, Washington, November, 2008. Torgesen, J.K. http://www.fcrr.org/science/pdf/torgesen/IDA-Seattle-Wednesday.pdf</p> <p>“The prevention of reading difficulties at scale: Outcomes from Reading First in Florida”. Presented at the FCRR Research Symposium Series, November, 2007. Torgesen, J.K. http://www.fcrr.org/staffpresentations/Joe/NA/FCRR_Research_Symposium.pdf</p> <ul style="list-style-type: none"> • Check Your Understanding – Participants are asked to complete 15 statements regarding characteristics of students with reading difficulties and why those difficulties may have occurred. They drag the most appropriate word(s) from the Word Bank and 	
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				drop them into the incomplete statement.	
		4.5	(4.1, 4.3) Recognize how characteristics of both language and cognitive development impact reading proficiency.	<p><u>Unit 1: Research, Reading Difficulties, and Resources</u></p> <p>Section 2: Reading Development</p> <ul style="list-style-type: none"> • Stages of Typical Language Development – Participants read the section to learn about the typical stages of language development. • Stages of Reading Development – Participants read this section to learn about different theories of reading development including, Chall’s Stages of Reading and Ehri’s Phases of Sight Word Development. <p><u>Unit 8: Explicit Comprehension Instruction for Students Having Reading Difficulties</u></p> <p>Section 3: Proficient Reading Comprehension</p> <ul style="list-style-type: none"> • Introduction – Participants review a section of a PowerPoint presentation reviewed earlier in this module, "Meeting the Instructional Needs of Students with Reading Disabilities: Issues in Prevention and Remediation" by Joseph K. Torgesen • Dimensions of Reading Comprehension – A study done by Rand Reading Study Group, headed by Catherine Snow, summarized what we know about reading comprehension and proposed research for learning more about comprehension is featured. Participants are asked to read chapters 2 – 4. There is a check yourself activity that asks learners to brainstorm factors that influence how 	

				<p>well readers understand what they read.</p> <ul style="list-style-type: none"> • Linguistic Ability and Background Knowledge: The Connection to Reading Comprehension – A summary of “A Reading Acquisition Framework”, by Wesley Hoover and Phillip Gough is the basis for this topic. A link to the entire PDF version of the book is available. • Decoding and Reading Comprehension – Research is shared on the topic. • Fluency and Reading Comprehension – This topic asks learners to think about how fluency affects readers struggling to construct meaning from text, and where to focus instructional efforts. • Vocabulary and Reading Comprehension – Research is provided to learn more about the topic. Participants are asked to select at least one article from three provided to learn more. • Text Complexity – Information related to Common Core State Standards is shared. Participants are asked to choose one article from the two provided to learn more. • Comprehension: The Reader Experiencing Reading Difficulties versus the Proficient Reader – A Check Your Understanding activity is provided to help participants identify reading behaviors of a proficient reader in comparison to a reader experiencing difficulties. • Proficient Reading 	
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				<p>Comprehension Summary – A summary of this section is written to remind participants of the important points.</p>	
		4.6	(4.8) Recognize the characteristics of proficient readers to more effectively differentiate instruction.	<p><u>Unit 2: How to Create a Differentiated Environment and Make Instruction Explicit</u> Section 1: The Basics of Differentiation for All Students</p> <ul style="list-style-type: none"> • The Framework for Differentiation - Participants read the section to learn about what differentiation is and is not. Next, participants are asked to choose at least one link from the seven available to learn more about this topic. There are also two graphic organizers, Differentiation of Instruction and Guiding Questions, that assist with learning how to differentiate instruction. At the end of this topic there are two self-check activities. One is a Flash-based activity that allows the student to fill in the Differentiation of Instruction graphic organizer. The last is a thirteen question self-assessment of a teachers' current teaching practice. • Readiness, Interest, Learner Profile – This topic begins with a review of the two graphic organizers. Next, participants learn about how readiness, interest and learner preferences and profiles for reading should be considered when planning lessons. • Ongoing Assessment and Adjustment – Contains a short reading on the purpose of ongoing assessment and adjusting instruction. 	

				<ul style="list-style-type: none"> • Check Your Understanding - An ungraded, 17 question Is/Is not Quiz. The following page lists bullet points about what a differentiated and effective classroom looks like. • Check Your Understanding - Participants are asked to fill-in 11 incomplete statements regarding Differentiation – What it is. What it is not. by dragging the most appropriate word(s) from the Word Bank and drop them onto the incomplete statement. 	
		4.7	(4.2) Compare language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities.	<p><u>Unit 1: Research, Reading Difficulties, and Resources</u> <u>Section 3: Reading Difficulties</u></p> <ul style="list-style-type: none"> • Reading Difficulties: Who? – Participants read about five different learners who have difficulty with reading. 	
		4.8	(4.9) Select and use developmentally appropriate materials that address sociocultural and linguistic differences.	<p><u>Unit 1: Research, Reading Difficulties, and Resources</u> <u>Section 2: Reading Development</u></p> <ul style="list-style-type: none"> • Reading Development - Participants are asked to select one article to read from seven provided. Articles included are: <ul style="list-style-type: none"> ○ “Best Practice for ELLs: Peer-Assisted Learning” U.S. Department of Education (2007) ○ “Best Practice for ELLs: Vocabulary Instruction” U.S. Department of Education (2007) ○ “Best Practice for ELLs: Small-Group Interventions” U.S. Department of Education (2007) ○ “What Does Research Tell Us 	

				<p>About Teaching Reading to English Language Learners?" Suzanne Irujo (2007)</p> <ul style="list-style-type: none"> ○ "Communication Strategies for All Classrooms: Focusing on English Language Learners and Students with Learning Disabilities" Dale S. Brown and Karen Ford (2007) ○ "Using Cognates to Develop Comprehension" Colorín Colorado (2007) ○ "Extending English Language Learners' Classroom Interactions Using the Response Protocol" Kathleen A.J. Mohr and Eric S. Mohr (2007) <p><u>Unit 2: How to Create a Differentiated Environment and Make Instruction Explicit</u></p> <p><u>Section 1: The Basics of Differentiation for All Students</u></p> <ul style="list-style-type: none"> • Readiness, Interest, Learner Profile – This topic begins with a review of the two graphic organizers. Next, participants read about how readiness for reading affects planning. • Respectful Tasks – Participants read the importance of differentiating student tasks. Some students thrive on open-ended and independent challenges while others need explicit instruction, structure, and support. • Responsive Learning Environment – Reading 	
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				<p>on the topic</p> <ul style="list-style-type: none"> • Content, Process, Product - This topic begins with a review of the two graphic organizers introduced earlier. Next, participants read the choice of content (including the materials selected, process and products are critical components of differentiation. • Check Your Understanding - An ungraded, 17 question Is/Is not Quiz. The following page lists bullet points about what a differentiated and effective classroom looks like. • Check Your Understanding – Participants are asked to fill-in 11 incomplete statements regarding • Differentiation – What it is. What it is not. by dragging the most appropriate word(s) from the Word Bank and drop them onto the incomplete statement. <p><u>Unit 3: Targeting Student Needs and Designing Data-Based Solutions</u></p> <p>Section 5: Using Assessment to Guide Differentiation of Instruction</p> <p>Assessment of English Language Learners – Participants read the article: “Reading Rockets: Assessment of English Language Learners” located online at: http://www.readingrockets.org/webcasts/ondemand/1003</p> <p><u>Unit 4: Differentiating Phonological Awareness Instruction for Students Experiencing Reading Difficulties</u></p> <p>Section 4: Phonological Awareness: When There Are</p>	
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				<p>Difficulties</p> <ul style="list-style-type: none">• Some Students Have Phonological Processing Deficits – Participants read about two groups of emergent literacy skills that students bring to school that have a substantial impact on how easily they learn to read identified by Grover Whitehurst and Christopher Lonigan in 1998.• How Students Acquire Phonological Awareness – Participants read a short section on the topic.• Optimum Time to Teach Phonological Awareness – Participants learn that the best time to teach phonological awareness is before formal reading instruction. If there are students in upper grades struggling with phonological awareness, then teachers must immediately begin teaching these skills.• Symptoms of a Phonological Processing Deficit – Participants learn to identify the symptoms of a phonological processing deficit by studying the behaviors of all grade levels. They are directed to read four additional articles regarding reading disabilities.• Working with Phonemes Can Be Hard - Participants read a short section on the topic.• "I'm using a good program but my student is still having difficulty" – Participants learn why students may still have trouble in reading programs and how to address the problems.	
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				<ul style="list-style-type: none"> • Intermediate and Secondary Students with Phonological Awareness Deficits: The Link to Research – Participants are asked to read two articles (“When Older Kids Can’t Read” and “Waiting Rarely Works: ‘Late Bloomers’ Usually Just Wilt”) to gain information on the topic. Next, they review research statements and how to use a scientifically-based reading program to address the type of intervention needed. Phonological Awareness Instruction and Students Who Are English Language Learners – Participants learn that although student may struggle with pronunciation, this does not necessarily indicate a lack of understanding. They are directed to read two articles from the Reading Rockets website. • Dialect and Difficulties With Phonological Awareness – Participants read the article “Dialect and Reading Difficulties,” by Catherine Snow on the Reading Rockets website. • Check Your Understanding - Participants drag and drop either a red x (inaccurate) or a green checkmark (accurate) over 23 statements regarding phonological awareness. <p><u>Unit 5: Differentiating Phonics Instruction for Students Experiencing Reading Difficulties</u></p> <p>Section 2: Phonics Instruction</p> <ul style="list-style-type: none"> • The Goal of Phonics and Its Role in the Reading Process – Participants 	
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				<p>learn that phonics instruction teaches the relationship between graphemes (letters) and phonemes (speech sounds). They are asked to identify skills a reader must use to read the words 'fan' and 'click'. Finally, students learn about the parts of the brain that control the reading process.</p> <ul style="list-style-type: none">• Components of Beginning Phonics Instruction – Participants read about the topic including letter/sound relationships, blending, decodable text and write sounds and words from dictation. The first activity has learners examining a reading passage to determine if it meets the decodable text requirements.• Components of Phonics Instruction for Older Students – Students in middle and high school will struggle as the demands of text become more challenging each year. Many times their problems are mistaken as only comprehension problems. Participants learn that a well-designed intervention or remedial program developed from scientifically-based reading research is an important component of effective phonics instruction for secondary students. Links are provided to the LEARN sections for secondary students in Reading Research and Strategies/Tools/Resource• Phonics Instruction and English Language Learners – Participants are asked to choose one	
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				<p>publication to read on the topic from two provided. Articles included are:</p> <ul style="list-style-type: none"> ○ “Phonics Instruction for Middle and High School ELLs” by Kristina Robertson and Colorín Colorado (2009) http://www.colorincolorado.org/article/34713/ ○ “What Does Research Tell Us About Teaching Reading to English Language Learners?” Suzanne Irujo (2007) http://www.readingrockets.org/article/19757/ <p><u>Unit 7: Teaching Vocabulary Explicitly for Students Experiencing Reading Difficulties</u></p> <p>Section 2: Vocabulary Instruction</p> <ul style="list-style-type: none"> • Wide Reading – Participants review a chart that shows a direct connection between the amount of reading students do and their percentile rank on a standardized test. • Differentiating Reading Instruction – A variety of ways to differentiate instruction is shared. • Vocabulary Instruction: Primary – Key teaching strategies are explained to encourage vocabulary acquisition in primary age students. Links to the Empowering Teachers section of the FCRR website are included. • Vocabulary Instruction: 	
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				<p>Intermediate – Key teaching strategies are explained to encourage vocabulary acquisition for intermediate age students.</p> <p>Self-Study – Participants are asked to Select one new article to read that you have not read in previous units. Bookmark other article for future study. Reading will be discussed in group meeting.</p> <ul style="list-style-type: none"> • “Increasing Academic Language Knowledge for English Language Learner Success” Kristina Robertson (2006) http://www.colorincolorado.org/article/13347/ • “Academic Language and ELLs” U.S. Department of Education (2007) http://www.ldonline.org/article/28880 • “Academic Language and English Language Learners” a webcast by Dr. Robin Scarcella http://www.colorincolorado.org/webcasts/academiclanguage • “What Is the Difference Between Social and Academic English?” Colorín Colorado (2007) http://www.colorincolorado.org/educators/background/academic/ • Check Your Understanding - Participants are asked to fill-in 8 incomplete statements regarding Vocabulary Instruction by dragging the most appropriate word(s) from the Word Bank and drop them onto the incomplete statement. <p><u>Unit 8: Explicit Comprehension Instruction for Students Having Reading Difficulties</u> Section 3: Proficient Reading Comprehension</p> <ul style="list-style-type: none"> • Linguistic Ability and 	
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				<p>Background Knowledge: The Connection to Reading Comprehension – A summary of “A Reading Acquisition Framework,” by Wesley Hoover and Phillip Gough is the basis for this topic. A link to the entire PDF version of the book is available. This overview is from a book entitled <u>The Cognitive Foundations of Learning to Read: A Framework</u> which is available from The Southwest Educational Development Laboratory (SEDL) web site. Copyright Southwest Educational Development Corporation and Southwest Educational Development Laboratory, 2000. All Rights Reserved. Reprinted with permission of Southwest Educational Development Laboratory. SEDL is a private, nonprofit educational research, development, and dissemination corporation.</p> <ul style="list-style-type: none"> • Decoding and Reading Comprehension – Research is shared on the topic. • Fluency and Reading Comprehension – This topic asks learners to think about how fluency affects readers struggling to construct meaning from text, and where to focus instructional efforts. • Vocabulary and Reading Comprehension – Research is provided to learn more about the topic. Participants are asked to select at least one article from three provided to learn more. • Text Complexity – 	
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				<p>Information related to Common Core State Standards is shared. Participants are asked to select at least one article from the two provided to learn more.</p> <ul style="list-style-type: none"> • Comprehension: The Reader Experiencing Reading Difficulties versus the Proficient Reader – A Check Your Understanding activity is provided to help participants identify reading behaviors of a proficient reader in comparison to a reader experiencing difficulties. • Proficient Reading Comprehension Summary – A summary of this section is written to remind participants of the important points. <p>Section 4: Factors Contributing to Difficulty with Reading Comprehension</p> <ul style="list-style-type: none"> • Introduction – Participants learn that not all students experiencing reading difficulties look alike. There are many factors that contribute to their difficulties. Emphasis is placed on assessment to determine the factors causing difficulties in comprehension, and whether these factors are related to language, word recognition, or comprehension capabilities. An interactive activity where participants drag and drop either a red x (inaccurate) or a green checkmark (accurate) over 23 statements that includes questions about sociocultural and linguistic differences. 	
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Florida Reading Endorsement Alignment Matrix
Competency #5

Competency 5: Demonstration of Accomplishment

Teachers will, through a culminating practicum, demonstrate knowledge of the components of reading, as well as assessments and data analysis, to implement a comprehensive research-based reading plan of instruction for all students. Teachers will engage in the systematic problem solving process.

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
		5.1	Performance Indicators: (6.9, 5.12) Use assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning.	Complete Case Study on three students	Case Study completion and analysis of data showing growth over time
		5.2	(6.6) Demonstrate research-based instructional practices for facilitating reading comprehension.	Model and discussion of modified CIS lesson during face-to-face Meeting. Follow-up conference with each participant individually to discuss lesson plan for modified CIS and to answer questions/clarify understanding	Facilitator observation and feedback of CIS Participant Reflection
		5.3	Demonstrate research-based instructional practices for developing oral/aural language development.		
		5.4	(6.2) Demonstrate research-based instructional practices for developing students' phonological awareness.		Lesson Plan Videotape Participant Reflection
		5.5	(6.3) Demonstrate research-based instructional practices for developing phonics skills and word recognition.		Lesson Plan Videotape Participant Reflection
		5.6	(6.4) Demonstrate research-based instructional practices for developing reading fluency and reading endurance.	Model and discussion of modified CIS lesson during face-to-face Meeting. Follow-up conference with each participant individually to discuss lesson plan for modified CIS and to answer questions/clarify understanding	Facilitator observation and feedback of CIS Participant Reflection
		5.7	(6.5) Demonstrate research-based instructional practices for developing both academic		

			and domain specific vocabulary.		
		5.8	(6.7) Demonstrate research-based instructional practices to facilitate students' monitoring and self correcting in reading.	Read article:	
		5.9	(6.8) Demonstrate research-based comprehension instructional practices for developing students' higher order thinking to enhance comprehension.	Model and discussion of modified CIS lesson during face-to-face Meeting. Follow-up conference with each participant individually to discuss lesson plan for modified CIS and to answer questions/clarify understanding	Facilitator observation and feedback of CIS Participant Reflection
		5.10	(6.8) Demonstrate research-based instructional practices for developing students' ability to read critically.		
		5.11	(6.10) Demonstrate differentiation of instruction for all students utilizing increasingly complex print and digital text.		Classroom Observation Checklist Student Work Samples
		5.12	(6.11) *4.1.c.Demonstrate skill in assessment and instruction with English language learners from diverse backgrounds and at varying English proficiency levels.	Read article:	
		5.13	(6.12) Create an information intensive environment that includes print and digital text.		Classroom Observation Checklist
		5.14	Use a variety of instructional practices to motivate and engage students in reading.		Phonological Awareness, Phonics, and/or CIS Lesson Plans Class Discussions Facilitator/Participant Conferences
		5.15	Demonstrate intentional, explicit, systematic writing instruction as it relates to the ability to read written language.		Student Writing Samples from CIS lesson