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.

New indicators are highlighted in yellow.

Competency 1: Foundations of Reading Instruction – 60 In-service Hours

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

The total inventory of Performance Indicators (A-G) satisfies Competency 1.

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment (S=Session)	Assessment
1-013-310	Reading Endorsement: Foundations of Instruction				
				Activities/Sources	**Accomplished Practice Demonstration**
		1.A.1	**Performance Indicator A: COMPREHENSION** Understand that building oral and written language facilitates comprehension	• *Common Core State Standards* • Common Core Toolkit – Partnership for 21st Century Skills • *Common Core* • Close Reading of Text: Letter from Birmingham Jail, Martin Luther King, Jr. – Video Clip • Letter from Birmingham Jail	• After reading *Letter from Birmingham Jail* and watching the video, reflect on the following questions: ○ What would it take to be able to conduct a conversation such as this with students? ○ What tools, resources, support, and preparation would a teacher require? ○ What would this look like at the Elementary level with an

					elementary text? ○ What is it about this reading that is different from my own past/present practice?
			1.A.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."	• *The Cognitive Foundations of Learning to Read* • *Information for Families: Semantic and Pragmatic Difficulties* • *Social Language Use (Pragmatics)* • *Text Structure (FOR-PD)* • *List/Group/Label*	• Use List-Group-Label strategy with your students • Give students opportunities to practice using the technique • Write a reflection summary about your observations
			1.A.3	Understand the impact of text upon reading comprehension (e.g., genre, readability, coherence, text structure, and text complexity).	• *Literacy Links-Common Core State Standards for ELA: Text Complexity*	• Written reflection on the following questions: ○ How will CCSS change your curriculum, instruction, and assessment? ○ How do current standards compare with the CCSS? Which standards are similar? Which standards appear at a grade level above or below the state's standards? Which standards are new?
			1.A.4	Understand how the interaction of reader characteristics, motivation, purpose of reading, and text elements impacts comprehension and student engagement.	• *Reading for the 21st Century* • *Florida Literacy and Reading Excellence (FLaRE) Professional Paper: Motivation*	• Conduct a research based strategy to motivate and engage students, prepare a reflection, gather student work and submit to facilitator

		1.A.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.	• *Navigating Meaning: Using Think-Alouds to Help Readers Monitor Comprehension* • *Think Aloud Strategy- Video Clip* • Think Aloud Checklist – Adapted by CAST	• Model Think Alouds for your students • Give students opportunities to practice the technique • Have students complete think aloud strategy checklist for each other • Write a reflection summary about your observations
		1.A.6	Understand reading as a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes.	• *Literacy-Rich Environments*	• Participants will select a story they are currently teaching to their students and will identify 2 digital texts that may be used to build students' background knowledge.
		1.A.7	Understand the reading demands posed by domain specific texts.	• *Advancing Our Students' Language and Literacy* • Reading in the Disciplines: The Challenges of Adolescent Literacy - Final Report from Carnegie Corporation of New York's Council on Advancing Adolescent Literacy	• Select words from a text excerpt that are essential for students to understand in order to comprehend the passage. • Choose a vocabulary strategy to teach words • Explain impact of using vocabulary strategy on reading comprehension
		1.A.8	Understand that effective comprehension processes rely on well developed language, strong inference making, background knowledge, comprehension monitoring and self-correcting.	• *Florida Literacy and Reading Excellence (FLaRE) Professional Paper: Comprehension* • Teaching Reading Sourcebook, April 2008, 2nd Edition Section VI pp. 609-631	• Section Assessment
		1.A.9	Understand how English language learners' linguistic and cultural background will influence their comprehension.	• Teaching Reading Sourcebook, April 2008, 2nd Edition Section VI pp. 631-632	• Section Assessment

			1.A.10	Understand the role of formal and informal assessment of comprehension in making instructional decisions to meet individual student needs.	• Teaching Reading Sourcebook, April 2008, 2nd Edition Comprehensive Reading Model	• Section Assessment
			Performance Indicator B: ORAL LANGUAGE Understand how the students' development of phonology, syntax, semantics, and pragmatics relates to comprehending written language.		• *Teaching Reading Is Rocket Science*	• Select an academic passage with unusual syntax • Identify the type of syntax represented by the passage • Identify a strategy to facilitate student understanding of the syntax and comprehension of the passage • Explain how knowledge of this type of syntax could improve student receptive and expressive communication skills
				1.B.1			
			1.B.2	Understand the differences between social and academic language.	• *Florida Literacy and Reading Excellence (FLaRE) Professional Paper: Using Crossover Picture Books with Adolescent Learners* • *English Language Learners and Academic Language – Video Clip*	• Written reflection - English Language and English Language Learners
			1.B.3	Understand that writing enhances the development of oral language.	• *Writing to Read: Evidence of How Writing Can Improve Reading*	• Describe a writing activity that would transition a student's developing phonemic awareness skills to his reading and writing proficiency.
			1.B.4	Understand that the variation in students' oral language exposure and development requires differentiated instruction.	• *Oral Language Development and ELLs: 5 Challenges and Solutions* • Oral Language Proficiency: The Critical Link to Reading Comprehension	• Design an oral language activity for onset-rime and individual phonemes. Activities must align with a student's oral language development, be grade level appropriate and maturity level appropriate.

			1.B.5	Recognize the importance of English language learners' home languages, and their significance for learning to read English.	• *Florida Literacy and Reading Excellence (FLaRE) Professional Paper: Working with English Language Learners* • *"I know English so many, Mrs. Abbott": Reciprocal Discoveries in a Linguistically Diverse Classroom* • *Building Oral Language – Video Clip*	• Compare article on integrating English language learners into the classroom with what you observed in Ms. Wilson's classroom.
			1.B.6	Understand the role of formal and informal oral language assessment to make instructional decisions to meet individual student needs.	• Teaching Reading Sourcebook, April 2008, 2nd Edition Comprehensive Reading Model	• Section Assessment
			1.C.1	**Performance Indicator C: PHONOLOGICAL AWARENESS** Understand phonology as it relates to language development and reading achievement (e.g., phonological processing, phonemic awareness skills, phonemic analysis and synthesis).	• *Florida Literacy and Reading Excellence (FLaRE) Professional Paper: Phonemic Awareness*	• Survey of Knowledge: Phonemic Awareness

			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).	• *Findings and Determinations of NRP*
					• Phonological Awareness – Video Clip
					• Phonological Awareness Continuum – Video Clip
						• Phonological Awareness:
						  o Develop a summary statement of the video using 10 words or less.
						  o What is the significance for students in practicing rhyme and alliteration? On-sets and rime? Phoneme Awareness?
						• Phonological Awareness
						  o Video Activity

			1.C.3	Understand that writing, in conjunction with phonological awareness, enhances reading development.	• *Writing and School Reform*	• Describe writing activities you have used with your students that extend and transition oral language skill building to reading. Gather student work and submit to facilitator.

			1.C.4	Distinguish both phonological and phonemic differences in language and their applications in written and oral discourse patterns (e.g., language & dialect differences).	• *Do You Speak American?*
					  o Words That Shouldn't Be
					  o From Sea to Shining Sea
					  o What Lies Ahead
					• *Language and Linguistics*
						• Participants discuss language and dialectic differences for the languages present in their classrooms.

			1.C.5	Understand how similarities and differences in sound production between English and other languages affect English language learners' reading development in English.	• *English Language Learners and Academic Language*	• Participants address the oral language needs of a case study student with reading difficulties.

			1.C.6	Understand the role of formal and informal phonological awareness assessment to make instructional decisions to meet individual student needs.	• *Phonological Awareness: Instructional and Assessment Guidelines*	• Discuss formal and informal phonological awareness assessments.
						• Administer an oral language assessment to a student with reading difficulties.
						  o Submit assessment results to facilitator
						  o Share results with class

			1.D.1	**Performance Indicator D: PHONICS** Understand that phonological units (words, syllables, onset-rimes, and phonemes) map onto orthographic units (words,	• *Florida Literacy and Reading Excellence (FLaRE) Professional Paper: Phonics* • Teaching Reading Sourcebook, April 2008, 2nd Edition Section III pp. 161 - 167	• Survey of Knowledge: Alphabetic Understanding, Phonics, and Word Study • Section Assessment

			rimes, letters) in alphabetic languages.		
		1.D.2	Understand sound-spelling patterns and phonics (grapheme-phoneme correspondence rules).	• Phonics and Word Study Overview – Video Clip • Letter Knowledge and Letter-Sound Correspondences – Video Clip	• Participants will discuss in writing some of the practices that they saw during the videos.
		1.D.3	Understand structural analysis of words.	• Structural Analysis of Words	• Participants will share examples of strategies they use in their classroom to teach words having inflectional endings, affixes, contractions, compound words. • They will bring sample student work to share with the class.
		1.D.4	Understand that both oral language and writing can be used to enhance phonics instruction.	• *Phonics and Word Recognition Instruction in Early Reading Programs: Guidelines for Accessibility*	• Align a specific activity to the phonetic needs of a student.
		1.D.5	Understand the role of formal and informal phonics assessment to make instructional decisions to meet individual student needs.	• *Assessment Driven Instruction*	• Identify one element or strategy from the video that you would like to try in your classroom. List any supports or resources you would need to implement it. Share what happened when you tried out the new strategy. Keep a reflective journal of your experience, focusing on the benefits for you and for your students. • Classroom Strategy Planner
		1.E.1	**Performance Indicator E: FLUENCY** Understand that the components of reading	• *Assessing Reading Fluency* • Teaching Reading Sourcebook, April 2008, 2nd Edition Section IV pp. 321-323	• Section assessment

				fluency are accuracy, expression, and rate which impact reading endurance and comprehension.	
			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 comprehension.	• Effective Instruction for Adolescent Struggling Readers pp. 9-12	• Discuss the components of fluency and assess each others' fluency. • Write a summary of classmate's fluency.

			1.E.3	Understand the relationships among fluency, word recognition, and comprehension.	• *Florida Literacy and Reading Excellence (FLaRE) Professional paper: Fluency*
					• Reading Fluency: A Bridge from Decoding to Comprehension
						• Written reflection
						  o Discuss relationship between fluency, word recognition, and comprehension
						  o Discuss how fluency, word recognition, and comprehension are related
						  o How do these components work together

			1.E.4	Understand that both oral language and writing enhance fluency instruction.	• *Connecting Reading Fluency and Oral Language for Student Success*	• Access and read external articles, write summary and share with class
			1.E.5	Understand the role of formal and informal fluency assessment to make instructional decisions to meet individual student needs.	• *Assessment Strategies and Reading Profiles* • *Cassandra Becomes a Fluent Reader*	• Video Reflection
				Performance Indicator F: VOCABULARY	• Teaching Reading Sourcebook, April 2008, 2nd Edition Section V pp. 407-418	• Section Assessment

			1.F.1	Understand the goal of receptive and expressive vocabulary instruction is the application of a students' understanding of word meanings to multiple oral and written contexts.		
			1.F.2	Understand morphology as it relates to vocabulary development (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis).	• *Teaching Morphology: Enhancing Vocabulary Development and Reading Comprehension*	• From academic text, choose words that can be taught using morphemic analysis. Explain your instructional approach to teach the selected words.
			1.F.3	Identify principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language, etc.).	• *Semantic Feature Analysis* • *Teaching Word Meanings as Concepts* • *Vocabulary Instruction for Reading Comprehension* • *Semantic Gradients*	• Written Reflection: What does teaching Semantics look like in your classroom?
			1.F.4	Understand the domain specific vocabulary demands of academic language.	• *Teaching Academic English – Video Clip*	• Select appropriate words for a vocabulary lesson • Explain rationale for selecting words
			1.F.5	Understand that writing can be used to enhance vocabulary instruction.	• *How Spelling Supports Reading: And Why it is More Regular and Predictable that You May Think*	• Explain how a given writing activity enhances the vocabulary instruction described.
			1.F.6	Understand the role of formal and informal vocabulary assessment to make instructional decisions to meet individual student needs.	• Teaching Reading Sourcebook, April 2008, 2nd Edition Comprehensive Reading Model	• Section Assessment
				Performance Indicator G:	• *Social Language Use (Pragmatics)*	• Summarize key ideas. How will this information inform your

					instruction?
		1.G.1	**INTEGRATION OF THE READING COMPONENTS** Identify language characteristics related to social and academic language.		
		1.G.2	Identify phonemic, semantic, and syntactic variability between English and other languages**.**	• Teaching Reading Sourcebook, April 2008, 2nd Edition Section I: Word Structure o Chapter 1: Structure of English o Chapter 2: Structure of Spanish	• Assessment per chapter
		1.G.3	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.	• *English language Learners and Academic language* • *Put Reading First* • *Colorin Colorado! Resources by Grade* • A Closer Look at the Five Essential Components of Effective Reading Instruction: A Review of Scientifically Based Reading Research for Teachers • Teaching Reading Sourcebook, April 2008, 2nd Edition Section I pp. 1-16	• Section Assessment
		1.G.4	Understand the impact of oral language, writing, and an information intensive environment upon reading development.	• Creating Literate Environments	• Classroom Environment Evaluation
		1.G.5	Understand the importance of comprehension monitoring and self correcting to increase reading	• *Navigating Meaning: Using Think-Alouds to Help Readers Monitor Comprehension*	• Reflect on student's use of Think Aloud strategy

			proficiency.		
		1.G.6	Understand the role of formal and informal reading assessment to make instructional decisions to meet individual student needs.	• *Running Record Form* • *Comprehensive Assessment: An Overview – Video Clip* • *Take a Deeper Look at Assessment for Understanding*	• Have participants underline, with a different colored marker, the reasons for assessment that they agree are beneficial for instructional decision making. • Have participants report the items they considered positive aspects of assessment.