

Florida Reading Endorsement Alignment Matrix

Competency 2

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 2: Application of Research-Based Instructional Practices - 60 In-service Hours

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.

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment (S=Session)	Assessment
1-013-311	Reading Endorsement: Application of Research-Based Instructional Practices				
				<u>Activities/Sources</u>	<u>Accomplished Practice Demonstration</u>
		2.A.1	Performance Indicator A: COMPREHENSION Apply intentional, explicit, and systematic instructional practices for scaffolding development of higher order thinking, comprehension skills,	<ul style="list-style-type: none"> • Improving Adolescent Literacy: Effective Classroom and Intervention Practices pp. 16 – 20 • Improving Reading Comprehension in Kindergarten Through 3rd Grade • The Source: A Curriculum Guide for Reading Mentors 	<ul style="list-style-type: none"> • Comprehension Fair

			comprehension monitoring and self-correcting (e.g., reciprocal teaching, “think aloud,” etc)		
		2.A.2	Use both oral language and writing experiences to enhance comprehension.	<ul style="list-style-type: none"> • Socratic Circles (FOR-PD) 	<ul style="list-style-type: none"> • ReadWriteThink Lesson Plan
		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.	<ul style="list-style-type: none"> • <i>Florida Literacy and Reading Excellence (FLaRE) Professional Paper: Teaching for Comprehending: Improving Students’ Expository Reading</i> 	<ul style="list-style-type: none"> • Locate a content area text and graphic organizer to plan text structure instruction.
		2.A.4	Provide opportunities for student extended text discussion to enhance comprehension, promote motivation and student engagement.	<ul style="list-style-type: none"> • Extended Discussion of Text Meaning and Interpretation – U.S. Department of Education (2008) • Comprehension Strategies <ul style="list-style-type: none"> ○ Practice Summary ○ Learn What Works ○ See How It Works ○ Do What Works 	<ul style="list-style-type: none"> • Reciprocal Teaching Video Reflection Sheet
		2.A.5	Select narrative or informational print or digital texts that are appropriate to the comprehension instruction to be provided.	<ul style="list-style-type: none"> • Teaching Reading Sourcebook, April 2008, 2nd Edition <ul style="list-style-type: none"> ○ Chapter 14: Narrative Reading ○ Chapter 15: Informational Reading 	<ul style="list-style-type: none"> • Assessment per chapter
		2.A.6	Provide comprehension instruction that supports students’	<ul style="list-style-type: none"> • Comprehension Strategies <ul style="list-style-type: none"> ○ Practice Summary ○ Learn What Works ○ See How It Works 	<ul style="list-style-type: none"> • Learning Together About Comprehension Strategy Instruction

			ability to read multiple print and digital texts and to synthesize information within, across and beyond those texts.	<ul style="list-style-type: none"> ○ Do What Works 	
		2.A.7	Scaffold discussions to facilitate the comprehension of text and higher order thinking skills for students with varying English proficiency levels.	<ul style="list-style-type: none"> • Teaching Literacy in English to K – 5 English Learners - Video, Diagram, and Strategies 	<ul style="list-style-type: none"> • Website Assignment
		2.A.8	Model a variety of strategic activities students can use to foster comprehension monitoring and self-correcting.	<ul style="list-style-type: none"> • Comprehension Strategies <ul style="list-style-type: none"> ○ Practice Summary ○ Learn What Works ○ See How It Works ○ Do What Works 	<ul style="list-style-type: none"> • Comprehension Strategies Video Reflection
		2.A.9	Recognize, describe, and incorporate appropriate comprehension assessments to guide instruction	<ul style="list-style-type: none"> • Teaching Reading Sourcebook April 2008, 2nd Edition <ul style="list-style-type: none"> ○ Chapter 14: Narrative Reading ○ Chapter 15: Informational Reading 	<ul style="list-style-type: none"> • Assessment per chapter
		2.B.1	<p>Performance Indicator B: ORAL LANGUAGE</p> <p>Apply intentional, explicit, and systematic instructional practices for scaffolding development of oral/aural language skills (e.g., language experience approach,</p>	<ul style="list-style-type: none"> • What Works: An Introductory Teacher Guide for Early Language and Emergent Literacy Instruction pp. 31 – 40 • Oral Language Practice Activities • Florida Center for Reading Research 	<ul style="list-style-type: none"> • Comprehension Fair

			Socratic questioning).		
		2.B.2	Create an environment where students practice appropriate social and academic language to discuss diverse texts.	<ul style="list-style-type: none"> • Use Interactive and Dialogic Reading <ul style="list-style-type: none"> ○ Practice Summary ○ Learn What Works ○ See How It Works ○ Do What Works 	<ul style="list-style-type: none"> • Planning a Read Aloud: Building Oral Vocabulary
		2.B.3	Recognize and apply an English language learners' home language proficiency as a foundation and strength to support the development of oral language in English.	<ul style="list-style-type: none"> • Supporting ELL/Culturally and Linguistically Diverse Students for Academic Achievement 	<ul style="list-style-type: none"> • Website Assignment
		2.B.4	Use writing experiences to enhance oral language (e.g., interactive writing, student to teacher sentence dictation).	<ul style="list-style-type: none"> • Interactive Writing • Oral Language and Vocabulary Development Activities 	<ul style="list-style-type: none"> • Conduct an interactive activity, prepare a reflection, gather student work and submit to facilitator.
		2.B.5	Recognize, describe, and incorporate appropriate oral language assessments to guide instruction.	<ul style="list-style-type: none"> • Oral Comprehension Sets the Ceiling on Reading Comprehension • Taking Delight in Words 	<ul style="list-style-type: none"> • ReadWriteThink Lesson Plan
		2.C.1	<p>Performance Indicator C: PHONOLOGICAL AWARENESS</p> <p>Apply intentional, explicit, systematic instructional practices to scaffold development of</p>	<ul style="list-style-type: none"> • The Source: A Curriculum Guide for Reading Mentors 	<ul style="list-style-type: none"> • Comprehension Fair

			phonological awareness. (e.g., blending and segmenting syllables, onset-rimes, and phonemes).		
		2.C.2	Provide opportunities for students to use oral/aural language to enhance phonological awareness (e.g., rhyming and alliteration).	<ul style="list-style-type: none"> • Teaching Reading Sourcebook, April 2008, 2nd Edition <ul style="list-style-type: none"> ○ Chapter 5: Phonemic Awareness 	<ul style="list-style-type: none"> • Chapter Assessment
		2.C.3	Understand and apply knowledge of how variations in phonology across languages affect English language learners' reading and writing development.	<ul style="list-style-type: none"> • <i>Florida Literacy and Reading Excellence (FLaRE) Professional Paper: Culturally Competent Literacy Instruction</i> 	<ul style="list-style-type: none"> • Website Assignment
		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).	<ul style="list-style-type: none"> • Teaching Reading Sourcebook, April 2008, 2nd Edition <ul style="list-style-type: none"> ○ Chapter 5: Phonemic Awareness 	<ul style="list-style-type: none"> • Chapter Assessment
		2.C.5	Recognize, describe, and incorporate appropriate phonological awareness assessments to guide instruction.	<ul style="list-style-type: none"> • Teaching Reading Sourcebook, April 2008, 2nd Edition <ul style="list-style-type: none"> ○ Chapter 5: Phonemic Awareness 	<ul style="list-style-type: none"> • Chapter Assessment

		2.D.1	<p>Performance Indicator: D: PHONICS</p> <p>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.</p>	<ul style="list-style-type: none"> • The Source: A Curriculum Guide for Reading Mentors 	<ul style="list-style-type: none"> • Comprehension Fair
		2.D.2	<p>Recognize and apply an English language learners' home language as a foundation and strength to support the development of phonics in English.</p>	<ul style="list-style-type: none"> • Teaching Reading Sourcebook, April 2008, 2nd Edition <ul style="list-style-type: none"> ○ Chapter 6: Phonics ○ Chapter 7: Irregular Word Reading ○ Chapter 8: Multisyllabic Word Reading 	<ul style="list-style-type: none"> • Assessment per chapter
		2.D.3	<p>Use oral/aural language and writing experiences to enhance phonics instruction (e.g., sentence strip words, phrases, and pocket charts).</p>	<ul style="list-style-type: none"> • Teaching Reading Sourcebook, April 2008, 2nd Edition <ul style="list-style-type: none"> ○ Chapter 6: Phonics ○ Chapter 7: Irregular Word Reading ○ Chapter 8: Multisyllabic Word Reading 	<ul style="list-style-type: none"> • Assessment per chapter
		2.D.4	<p>Recognize, describe, and incorporate appropriate phonics assessments to guide instruction.</p>	<ul style="list-style-type: none"> • Teaching Reading Sourcebook, April 2008, 2nd Edition <ul style="list-style-type: none"> ○ Chapter 6: Phonics ○ Chapter 7: Irregular Word Reading ○ Chapter 8: Multisyllabic Word Reading 	<ul style="list-style-type: none"> • Assessment per chapter
			<p>Performance</p>	<ul style="list-style-type: none"> • The Source: A Curriculum Guide for 	<ul style="list-style-type: none"> • Comprehension Fair

		2.E.1	Indicator E: FLUENCY 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.).	Reading Mentors	
		2.E.2	Use oral/aural language and writing experiences to enhance fluency (e.g., poetry charts, song lyrics).	<ul style="list-style-type: none"> • Teaching Reading Sourcebook, April 2008, 2nd Edition <ul style="list-style-type: none"> ○ Chapter 10: Fluency Instruction 	<ul style="list-style-type: none"> • Chapter Assessment
		2.E.3	Recognize, describe, and incorporate appropriate fluency assessments to guide instruction.	<ul style="list-style-type: none"> • Teaching Reading Sourcebook, April 2008, 2nd Edition <ul style="list-style-type: none"> ○ Chapter 9: Fluency Assessment 	<ul style="list-style-type: none"> • Chapter Assessment
		2.F.1	Performance Indicator F: VOCABULARY Apply intentional, explicit, systematic instructional practices to scaffold vocabulary and concept development (e.g., shared reading, semantic mapping, etc.).	<ul style="list-style-type: none"> • The Source: A Curriculum Guide for Reading Mentors • Improving Adolescent Literacy: Effective Classroom and Intervention Practices pp. 11 – 15 	<ul style="list-style-type: none"> • Comprehension Fair

		2.F.2	Provide for continual integration, repetition, and meaningful use of domain specific vocabulary to address the demands of academic language.	<ul style="list-style-type: none"> • Word Walls • Interactive Word Walls & Word Sorts 	<ul style="list-style-type: none"> • Conduct a self-assessment to think about current practices and generate ideas for incorporating vocabulary strategies into content lessons.
		2.F.3	Incorporate vocabulary instruction through analogies (e.g., cognates, Greek and Latin roots).	<ul style="list-style-type: none"> • Cognates to Develop Comprehension in English • What Research Says About Teaching Academic Vocabulary 	<ul style="list-style-type: none"> • Conduct lesson from developed plan; prepare a reflection, gather student work and submit to facilitator.
		2.F.4	Provide an environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary	<ul style="list-style-type: none"> • Learning to Read with Multimedia Materials 	<ul style="list-style-type: none"> • ReadWriteThink Lesson Plan
		2.F.5	Incorporate instructional practices that develop authentic uses of English to assist English language learners in learning academic vocabulary and content.	<ul style="list-style-type: none"> • Teaching Reading Sourcebook April 2008, 2nd Edition <ul style="list-style-type: none"> ○ Chapter 11: Specific Word Instruction ○ Chapter 12: Word Learning Strategies ○ Chapter 13: Word Consciousness 	<ul style="list-style-type: none"> • Assessment per chapter
		2.F.6	Use oral/aural language and writing experiences to enhance vocabulary (e.g., interactive word walls, word sorts, word charts for secondary).	<ul style="list-style-type: none"> • Interactive Word Walls: More Than Just Reading the Writing on the Walls • Word Sorts 	<ul style="list-style-type: none"> • Conduct lesson from developed plan; prepare a reflection, gather student work and submit to facilitator.
		2.F.7	Use multiple methods	<ul style="list-style-type: none"> • Vocabulary Instruction 	<ul style="list-style-type: none"> • Develop a vocabulary

			of vocabulary instruction (e.g. multiple contexts, examples and non-examples, elaborations, etc.).	<ul style="list-style-type: none"> ○ Practice Summary ○ Learn What Works ○ See How It Works ○ Do What Works 	<p>routine</p> <ul style="list-style-type: none"> ● Implement one or more activities and bring back student work/evidence and written reflection of implementation.
		2.F.8	Recognize, describe, and incorporate appropriate vocabulary assessments to guide instruction.	<ul style="list-style-type: none"> ● Teaching Reading Sourcebook April 2008, 2nd Edition <ul style="list-style-type: none"> ○ Chapter 11: Specific Word Instruction ○ Chapter 12: Word Learning Strategies 	<ul style="list-style-type: none"> ● Assessment per chapter
		2.G.1	<p>Performance Indicator G: INTEGRATION OF THE READING COMPONENTS</p> <p>Apply comprehensive instructional practices, including writing experiences that integrate the reading components.</p>	<ul style="list-style-type: none"> ● Principles and Practices of Language Experience ● Components of an Effective Reading Program 	<ul style="list-style-type: none"> ● Use writing in response to reading and bring to class student work samples as evidence. The samples will be used to look for evidence of growth in student thinking.
		2.G.2	Identify instructional practices to develop students' metacognitive skills in reading (e.g., text coding such as INSERT, two column notes).	<ul style="list-style-type: none"> ● Beyond the Yellow Highlighter: Teaching Annotation Skills to Improve Reading Comprehension 	<ul style="list-style-type: none"> ● Teaching Students to Think as They Read
		2.G.3	Use resources and research-based practices that create information intensive environments (e.g., diverse classroom libraries, inquiry	<ul style="list-style-type: none"> ● Understanding the Importance of Classroom Libraries ● Inquiry Based Learning ● Inquiry-Based Teaching 	<ul style="list-style-type: none"> ● Develop a reading log for and implement it in the classroom. Reflect on the implementation of the log and describe how you use it in conjunction with conferencing with

			reading).		students. Attach a sample of the log that you have developed.
		2.G.4	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).	<ul style="list-style-type: none"> • Using Readability Levels to Guide Students to Books 	<ul style="list-style-type: none"> • ReadWriteThink Lesson Plan
		2.G.5	Demonstrate understanding of similarities and differences between home language and second language reading development	<ul style="list-style-type: none"> • The Development of Literacy in Second Language Learners 	<ul style="list-style-type: none"> • Explain in writing what you would do to help your students develop both social and academic English.
		2.G.6	Triangulate data from appropriate reading assessments to guide instruction.	<ul style="list-style-type: none"> • Using Student Achievement Data to Support Instructional Decision Making 	<ul style="list-style-type: none"> • Using what they have learned in the course, describe the changes or modifications made in the classroom that have resulted in enhanced reading instruction and learning for students. The description will have two parts: <ul style="list-style-type: none"> ○ Description of the changes made ○ Description of student response to the changes • Attach an example of student work that reflects the changes implemented.

