

Florida Reading Endorsement Alignment Matrix

Competency 4

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 4: Foundations and Applications of Differentiated Instruction - 60 In-service hours

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 Assessment (S=Session)	Assessment
1-013-313	Reading Endorsement: Foundations and Applications of Differentiated Instruction				
				<u>Activities/Sources</u>	<u>Accomplished Practice Demonstration</u>
		4.1	Performance Indicators: Understand and apply knowledge of socio-cultural, socio-political and psychological variables to differentiate reading	<ul style="list-style-type: none"> Florida Literacy and Reading Excellence (FLaRE) Professional Paper: Culturally Competent Literacy Instruction How to Differentiate Instruction in Mixed Ability Classrooms by Carol Ann Tomlinson, 2001 - 2nd Edition <ul style="list-style-type: none"> Chapter 1: What Differentiated Instruction is 	<ul style="list-style-type: none"> Reflection question per chapter

			instruction for all students.	<ul style="list-style-type: none"> – AND ISN'T ○ Chapter 2: The Rationale for Differentiated Instruction in Mixed-Ability Classrooms ○ Chapter 3: The Role of the Teacher in a Differentiated Classroom ○ Chapter 4: The Learning Environment in a Differentiated Classroom • At Work in the Differentiated Classroom – Workshop 4 Video, ASCD 2001 • The Dot by Peter Reynolds – Read Aloud 	
		4.2	Understand the stages of English language acquisition for English language learners and differentiate reading instruction for students at different levels of English language proficiency.	<ul style="list-style-type: none"> • Classroom Instruction That Works with English Language Learners – ASCD 2008 <ul style="list-style-type: none"> ○ Chapter 2: The Stages of Second Language Acquisition • The True Story of the Three Little Pigs – Read Aloud 	<ul style="list-style-type: none"> • Stages Activity • Lesson Plan Matching Activity • Card Sort Activity
		4.3	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.	<ul style="list-style-type: none"> • <i>Florida Literacy and Reading Excellence (FLaRE) Professional Paper: Working with English Language Learners</i> 	<ul style="list-style-type: none"> • Article Review 1 <ul style="list-style-type: none"> ○ Topic: Theories of second language acquisition to differentiate instruction for English Language Learners
		4.4	Identify factors impeding student reading development	<ul style="list-style-type: none"> • <i>Just Read Florida! Competency 4/5 Section 3 – Research-based Phonemic Awareness, Phonics,</i> 	<ul style="list-style-type: none"> • Article Review 2 <ul style="list-style-type: none"> ○ Topic: Factors impeding student

			in each of the reading components or the integration of these components.	<i>Fluency, Vocabulary, and Comprehension Instruction</i>	reading development
		4.5	Recognize how characteristics of both language and cognitive development impact reading proficiency.	<ul style="list-style-type: none"> • Early Reading Proficiency • Rewiring the Brain – Reading Rockets Video • Thank You, Mr. Falker by Patricia Polacco – Read Aloud 	<ul style="list-style-type: none"> • Article Review 3 <ul style="list-style-type: none"> ○ Topic: Characteristics of both language and cognitive development and its impact on reading proficiency
		4.6	Recognize the characteristics of proficient readers to more effectively differentiate instruction.	<ul style="list-style-type: none"> • <i>Just Read Florida! Competency 4/5 Section 3 – Research-based Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension Instruction</i> 	<ul style="list-style-type: none"> • Lesson Plan Self Reflection and Evaluation <ul style="list-style-type: none"> ○ Focus on proficient readers
		4.7	Compare language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities.	<ul style="list-style-type: none"> • Just Read Florida! Competency 4/5 Section 2 - Developmental Stages of Reading • How to Differentiate Instruction in Mixed Ability Classrooms by Carol Ann Tomlinson, 2001 - 2nd Edition <ul style="list-style-type: none"> ○ Chapter 5: A Look Inside Some Differentiated Classrooms 	<ul style="list-style-type: none"> • Reflection question
		4.8	Select and use developmentally appropriate materials that address sociocultural and linguistic differences.	<ul style="list-style-type: none"> • <i>Florida Literacy and Reading Excellence (FLaRE) Professional Paper: Culturally Competent Literacy Instruction</i> • Of Thee I Sing by Barack Obama – Read Aloud 	<ul style="list-style-type: none"> • Differentiation Diner
		4.9	Plan for instruction that utilizes increasingly complex print and digital text, embeds	<ul style="list-style-type: none"> • Differentiated Reading Instruction: Small Group Alternative Lesson Structures for All Students • How to Differentiate Instruction in 	<ul style="list-style-type: none"> • Reflection question per chapter

			assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups.	<p>Mixed Ability Classrooms by Carol Ann Tomlinson, 2001 - 2nd Edition</p> <ul style="list-style-type: none"> ○ Chapter 6: Strategies for Managing a Differentiated Classroom ○ Chapter 8: The How To's of Planning Lessons Differentiated by Readiness ○ Chapter 9: The How To's of Planning Lessons Differentiated by Readiness ○ Chapter 10: The How To's of Planning Lessons Differentiated by Learning Profile <ul style="list-style-type: none"> ● Instructional Strategies for the Differentiated Classroom - Workshop 4, ASCD 2003 	
		4.10	Differentiate reading instruction for English language learners with various levels of first language literacy.	<ul style="list-style-type: none"> ● The Development of Literacy in Second-Language Learners: Key Findings from the National Literacy Panel on Language Minority Children and Youth and Instructional Implications 	<ul style="list-style-type: none"> ● Lesson Plan Self Reflection and Evaluation <ul style="list-style-type: none"> ○ Focus on ELL
		4.11	Scaffold instruction for students having difficulty in each of the components of reading.	<ul style="list-style-type: none"> ● <i>Florida Literacy and Reading Excellence (FLaRE) Professional Paper: Vigotsky – Scaffolding and the Zone of Proximal Development</i> 	<ul style="list-style-type: none"> ● Scaffolding Learning
		4.12	Implement a classroom level plan for monitoring student reading progress and differentiating instruction.	<ul style="list-style-type: none"> ● How to Differentiate Instruction in Mixed Ability Classrooms by Carol Ann Tomlinson, 2001 - 2nd Edition <ul style="list-style-type: none"> ○ Chapter 14: Grading in a Differentiated Classroom ● Grading for Success by Carol Ann Tomilson ● At Work in the Differentiated 	<ul style="list-style-type: none"> ● Reflection Question ● Cooperative Controversy on Grading in a Differentiated Classroom

				Classroom - Workshop 6, ASCD 2001	
		4.13	Monitor student progress and use data to differentiate instruction for all students.	<ul style="list-style-type: none"> • <i>Florida Literacy and Reading Excellence (FLaRE) Professional Paper: Responsive Teaching</i> • Just Read Florida Competency 4/5 Section 4 • Instructional Strategies for the Differentiated Classroom - Workshop 2, ASCD 2003 	<ul style="list-style-type: none"> • Developing a Learning Contract
		4.14	Implement research-based practices in comprehension, oral language, phonological awareness, phonics, fluency and vocabulary to differentiate instruction for all students.	<ul style="list-style-type: none"> • <i>Just Read Florida! Competency 4/5 Section 3 – Research-based Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension Instruction</i> • Florida Center for Reading Research • Improving Adolescent Literacy: Effective Classroom and Intervention Practices • Helping Struggling Readers Reading Rockets Video • Casey at the Bat – Reader’s Theater 	<ul style="list-style-type: none"> • FCRR Scavenger Hunt
		4.15	Implement research-based instructional practices for developing students’ higher order thinking.	<ul style="list-style-type: none"> • Preschool Language and Literacy • Improving K-3 Comprehension • Teaching Literacy in English to K-5 English Learners • Adolescent Literacy 	<ul style="list-style-type: none"> • Differentiated Instruction Lesson Plan
		4.16	Implement research-based instructional practices for developing students’ ability to read critically.	<ul style="list-style-type: none"> • <i>Florida Literacy and Reading Excellence (FLaRE) Professional Paper: Adolescent Literacy: What Is It and How Might You Support Its Development?</i> • How to Differentiate Instruction in 	<ul style="list-style-type: none"> • Reflection question per chapter

				<p>Mixed Ability Classrooms by Carol Ann Tomlinson, 2001 - 2nd Edition</p> <ul style="list-style-type: none"> ○ Chapter 11: Differentiating Content ○ Chapter 12: Differentiating Process ○ Chapter 13: Differentiating Products 	
		4.17	Implement research-based instructional practices using writing to develop students' comprehension of text.	<ul style="list-style-type: none"> • <i>Florida Literacy and Reading Excellence (FLaRE) Professional Paper: Teaching Adolescent Writers</i> 	<ul style="list-style-type: none"> • Raft Activity
		4.18	Implement appropriate and allowable instructional accommodations as specified in the Individual Education Plan or 504 Plan when differentiating instruction for students with disabilities.	<ul style="list-style-type: none"> • <i>Florida Literacy and Reading Excellence (FLaRE) Professional Paper: Teaching Non-traditional Learners</i> • Twice Exceptional Reading Rockets Video • Untapped Potential Reading Rockets Video 	<ul style="list-style-type: none"> • Lesson Plan Self Reflection and Evaluation <ul style="list-style-type: none"> ○ Focus on students with disabilities
		4.19	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.	<ul style="list-style-type: none"> • <i>Florida Literacy and Reading Excellence (FLaRE) Professional Paper: Teaching Non-traditional Learners</i> 	<ul style="list-style-type: none"> • Read, discuss and summarize <ul style="list-style-type: none"> ○ FLARE professional paper