

Florida Reading Endorsement Alignment Matrix

Competency 5

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 5: Demonstration of Accomplishment - 60 In-service Hours

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 (S=Session)	Assessment
1-013-314	Reading Endorsement: Demonstration of Accomplishment				
		5.1	<p>Performance Indicators:</p> <p>Use assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning.</p>	<ul style="list-style-type: none"> • FLaRE Professional Paper: Developing a Professional Portfolio • FLaRE Professional Paper: Ethnographic Research, Observations from Different Perspectives • FLaRE Bookmark: Linking Classroom Assessment and Classroom Instruction 	<ul style="list-style-type: none"> • Case Study <ul style="list-style-type: none"> ○ Background information and assessments, procedures of evaluation and data summary ○ Problem Statement and instructional practices to address it ○ Plan of action ○ Results ○ Summary: reflection on

				<ul style="list-style-type: none"> FLaRE Bookmark: Becoming a Reflective Literacy Practitioner 	<ul style="list-style-type: none"> the process <ul style="list-style-type: none"> References and resources Reflection components <ul style="list-style-type: none"> Description Analysis Future instructional changes you would make
		5.2	Demonstrate research-based instructional practices for facilitating reading comprehension.	<ul style="list-style-type: none"> FLaRE Bookmark: Comprehension – Making Meaning from Print 	<ul style="list-style-type: none"> Plan, implement, record, and evaluate instructional plan that addresses comprehension; demonstrate effective instructional practices that lead to students' self-regulating reading/learning and development of critical thinking and higher order thinking skills Summary: reflection on the process
		5.3	Demonstrate research-based instructional practices for developing oral/aural language development.	<ul style="list-style-type: none"> Oral Language and Vocabulary Development Activities Developing Oral Language and Comprehension in Preschool-Grade 2: Practical Strategies That Work! 	<ul style="list-style-type: none"> Plan, implement, record, and evaluate instructional plan that addresses oral/aural language development Summary: reflection on the process
		5.4	Demonstrate research-based instructional practices for developing students' phonological awareness.	<ul style="list-style-type: none"> FLaRE Bookmark: Phonological Awareness 	<ul style="list-style-type: none"> Plan, implement, record, and evaluate instructional plan that addresses phonological awareness curriculum for students Summary: reflection on the process
		5.5	Demonstrate research-based instructional practices for developing	<ul style="list-style-type: none"> FLaRE Bookmark: What We Know About the Importance of Phonics 	<ul style="list-style-type: none"> Plan, implement, record, and evaluate instructional plan that addresses phonics skills and

			phonics skills and word recognition.		<ul style="list-style-type: none"> word recognition for students Summary: reflection on the process
		5.6	Demonstrate research-based instructional practices for developing reading fluency and reading endurance.	<ul style="list-style-type: none"> FLaRE Bookmark: Developing Fluent Readers FLaRE Bookmark: Developing Reading Fluency Beyond the Elementary Grades 	<ul style="list-style-type: none"> Plan, implement, record, and evaluate instructional plan that addresses fluency, automaticity, and reading endurance for students. Analyze learning gains demonstrated by students Summary: reflection on the process
		5.7	Demonstrate research-based instructional practices for developing both academic and domain specific vocabulary.	<ul style="list-style-type: none"> FLaRE Bookmark: Word Work! Developing Vocabulary Across the Grades FLaRE Bookmark: Guidelines for Effective Vocabulary Instruction with Middle and High School Students 	<ul style="list-style-type: none"> Plan, implement, record, and evaluate instructional plan that addresses high frequency and content specific vocabulary Summary: reflection on the process
		5.8	Demonstrate research-based instructional practices to facilitate students' monitoring and self correcting in reading.	<ul style="list-style-type: none"> FLaRE Bookmark: Think Alouds in Upper Elementary and Secondary Classrooms 	<ul style="list-style-type: none"> Plan, implement, record, and evaluate instructional plan that addresses comprehension; demonstrate effective instructional practices that lead to students' self-regulating reading/learning and development of critical thinking and higher order thinking skills Summary: reflection on the process
		5.9	Demonstrate research-based comprehension instructional practices for developing students' higher order thinking to enhance comprehension.	<ul style="list-style-type: none"> FLaRE Bookmark: The Importance of Independent Reading 	<ul style="list-style-type: none"> Plan, implement, record, and evaluate instructional plan that addresses comprehension; demonstrate effective instructional practices that lead to students' self-regulating reading/learning and development of critical thinking

					<ul style="list-style-type: none"> and higher order thinking skills • Summary: reflection on the process
		5.10	Demonstrate research-based instructional practices for developing students' ability to read critically.	<ul style="list-style-type: none"> • FLaRE Bookmark: Making Connections 	<ul style="list-style-type: none"> • Plan, implement, record, and evaluate instructional plan that addresses comprehension; demonstrate effective instructional practices that lead to students' self-regulating reading/learning and development of critical thinking and higher order thinking skills • Summary: reflection on the process
		5.11	Demonstrate differentiation of instruction for all students utilizing increasingly complex print and digital text.	<ul style="list-style-type: none"> • FLaRE Professional Paper: Vygotsky, Scaffolding and the Zone of Proximal Development • FLaRE Bookmark: Instructional Grouping at the Secondary Level • FLaRE Bookmark: Differentiating Instruction in the Elementary Classroom • FLaRE Bookmark: "And What Do I Do With the Rest of the Class?" 	<ul style="list-style-type: none"> • Plan, implement, record, and evaluate small group instruction • Provide feedback to students on process, product, content
		5.12	Demonstrate skill in assessment and instruction with English language learners from diverse backgrounds and at varying English proficiency levels.	<ul style="list-style-type: none"> • FLaRE Professional Paper: Working with English Language Learners 	<ul style="list-style-type: none"> • Plan, implement, record, and evaluate instructional plan that addresses strategies used to meet the needs of English language learners at different proficiency levels • Reflection Question: In what ways did you provide instruction so that all students could learn?
		5.13	Create an information	<ul style="list-style-type: none"> • FLaRE Professional Paper: 	<ul style="list-style-type: none"> • Snapshots, video tape of

			intensive environment that includes print and digital text.	<p>Conditions for Learning</p> <ul style="list-style-type: none"> FLaRE Bookmark: Creating a Supportive Literacy Environment at the Secondary Level 	<p>classroom</p> <ul style="list-style-type: none"> Explain how your classroom promotes a language-rich and print-rich environment. Why is the environment important to learning?
		5.14	Use a variety of instructional practices to motivate and engage students in reading.	<ul style="list-style-type: none"> Student Motivation, Engagement, and Achievement How Can Instruction Help Adolescent Students with Motivation? FLaRE Bookmark: Engaging and Motivating Readers FLaRE Bookmark: Reading to Students 	<ul style="list-style-type: none"> Describe the strategies you use to motivate and engage students with texts.
		5.15	Demonstrate intentional, explicit, systematic writing instruction as it relates to the ability to read written language.	<ul style="list-style-type: none"> FLaRE Bookmark: Balanced Literacy Kindergarten-Second Grade FLaRE Bookmark: Balanced Literacy Beyond the Primary Grades FLaRE Bookmark: Supporting Struggling Readers and Writers 	<ul style="list-style-type: none"> Plan, implement, record, and evaluate instructional plan that addresses writing instruction for students Summary: reflection on the process