

FLORIDA READING ENDORSEMENT COMPETENCIES 2022

Guiding Principles

The Florida Reading Endorsement Competencies are aligned with evidence-based instructional and intervention strategies grounded in the science of reading. The competencies address identification of the characteristics of conditions such as dyslexia, implementation of evidence-based classroom instruction and interventions including evidence-based reading instruction and interventions specifically for students with characteristics of dyslexia, and effective progress monitoring. The elements of Florida’s Formula for Success are integrated throughout the Reading Endorsement Competencies by focusing on six components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension), four types of assessment (screening, progress monitoring, diagnostic, summative), core instruction for all students (Tier 1), targeted interventions for students in need of supplemental support (Tier 2) and intensive interventions for students substantially below grade level in reading (Tier 3).

Teachers will understand and deliver evidence-based reading instruction and interventions specifically designed for students with reading difficulties, including students with characteristics of dyslexia. Evidence-based reading instruction and intervention includes the use of explicit, systematic and sequential approaches to reading instruction developing phonological and phonemic awareness, decoding, and implementing multisensory intervention strategies. Teachers will teach reading as an ongoing strategic process resulting in students comprehending diverse text.

Teachers will apply their knowledge of the Reading Endorsement Competency Performance Indicators to support standards-aligned instruction in reading and writing. 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.

A comprehensive glossary is included. The glossary terms are identified throughout the Reading Endorsement Competencies with bold text.

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Competency 1 Introduction

Competency 1 encompasses the reading process with a focus on developing emergent literacy skills and progressing through the phases of word reading, resulting in comprehension as the final outcome. Teachers will develop substantive understanding of six components of reading as a process: oral language, phonological awareness, phonics, fluency, vocabulary and comprehension. The total inventory of Performance Indicators (A-G) satisfies Competency 1. (60 In-service hours)

Competency 2 Introduction

Teachers will apply the principles of explicit, systematic and sequential evidence-based reading instruction and scaffold student learning while integrating the six components of reading. Teachers will engage in the systematic problem-solving process to identify students with reading difficulties, including identification of students with characteristics of dyslexia, provide appropriate interventions and conduct effective progress monitoring. The total inventory of Performance Indicators (A-G) satisfies Competency 2. (60 In-service hours)

Competency 1 <i>Foundations of Reading Instruction</i>	Competency 2 <i>Application of Evidence-based Instructional Practices</i>
Performance Indicator A: Oral Language	
1.A.1 Understand how the students’ development of oral language (i.e., phonology, morphology, syntax, semantics and pragmatics) relates to language comprehension .	2.A.1 Apply intentional, explicit, systematic and sequential instructional practices for scaffolding development of oral/aural language skills.
1.A.2 Understand the differences between social and academic language .	2.A.2 Create an environment where students practice appropriate social and academic language to discuss diverse texts .
1.A.3 Understand that writing enhances the development of oral language .	2.A.3 Use word building and writing experiences to enhance oral language (e.g., homophone word building and spelling, interactive writing, student to teacher sentence dictation).
1.A.4 Understand that the variation in students’ oral language exposure and development requires differentiated instruction, including evidence-based practices for students with reading difficulties and characteristics of dyslexia .	2.A.4 Differentiate instruction to account for variation in students’ oral language exposure and development, including evidence-based practices for students with reading difficulties and characteristics of dyslexia .

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1.A.5 Understand the importance of providing and documenting extended discussion in discerning text meaning and interpretation.	2.A.5 Provide and document opportunities for extended discussion in discerning text meaning and interpretation.
1.A.6 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia , and how they affect oral language development.	2.A.6 Apply evidence-based practices for students with reading difficulties, including students with dyslexia , based on their strengths and needs to improve oral language development.
1.A.7 Recognize the importance of English learners’ home languages and their significance in learning to read English.	2.A.7 Apply an English learner’s home language proficiency as a foundation and strength to support the development of oral language in English and scaffold discussions to facilitate the comprehension of text for students with varying English proficiency levels.
1.A.8 Understand the role of oral language informal and formal assessment , including documentation of results to inform instruction determined by individual student strengths and needs.	2.A.8 Administer and document appropriate oral language informal and formal assessments to inform instruction determined by individual student strengths and needs.

Competency 1 <i>Foundations of Reading Instruction</i>	Competency 2 <i>Application of Evidence-based Instructional Practices</i>
Performance Indicator B: Phonological Awareness	
1.B.1 Understand the differences between phonological awareness (e.g., words, syllables , rimes) and phonemic awareness (phonemes) and that they develop independently from one another.	2.B.1 Apply explicit , systematic and sequential evidence-based practices in phonological awareness and phonemic awareness .
1.B.2 Understand the role and importance of phonemic awareness in the development of phonic decoding skills that lead to independent reading capacity.	2.B.2 Apply evidence-based phonemic awareness instruction for the development of phonic decoding skills that lead to independent reading capacity.
1.B.3 Understand evidence-based and multisensory practices to develop students’ phonemic awareness (e.g., Elkonin boxes or magnetic letters).	2.B.3 Provide opportunities using evidence-based and multisensory practices for students to develop phonemic awareness (e.g., Elkonin boxes or magnetic letters).

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1.B.4 Understand how variations in phonology across dialects and speech patterns can affect phonemic awareness as it relates to language development and reading (e.g., phonological processing, body-coda , phonemic analysis and synthesis).	2.B.4 Apply knowledge of how variations in phonology across dialects and speech patterns affect the development of phonemic awareness .
1.B.5 Understand how variations in phonology across dialects and speech patterns affect written and oral language (e.g., speech and language disorders, language and dialect differences).	2.B.5 Apply knowledge of how variations in phonology across dialects and speech patterns affect written and oral language . (e.g., speech and language disorders, language and dialect differences).
1.B.6 Understand that evidence-based phonics instruction improves phonemic awareness and results in enhanced encoding and decoding skills.	2.B.6 Provide evidence-based phonics instruction to improve phonemic awareness and enhance encoding and decoding skills.
1.B.7 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia , and how they affect phonemic awareness .	2.B.7 Apply evidence-based practices for students with characteristics of reading difficulties, including students with dyslexia , based on their strengths and needs to improve phonemic awareness .
1.B.8 Understand evidence-based practices for teaching phonemic awareness to English learners.	2.B.8 Apply evidence-based practices for teaching phonemic awareness to English learners.
1.B.9 Understand the role of phonological awareness informal and formal assessment , including documentation of results, to inform instructional decisions to meet individual student strengths and needs.	2.B.9 Administer and document appropriate phonological awareness informal and formal assessments to inform instruction to meet individual student strengths and needs.

Competency 1 <i>Foundations of Reading Instruction</i>	Competency 2 <i>Application of Evidence-based Instructional Practices</i>
Performance Indicator C: Phonics	
1.C.1 Understand the structure of English orthography and the patterns and rules that inform the teaching of single and multisyllabic regular word and irregular word reading.	2.C.1 Apply explicit, systematic and sequential evidence-based instruction in single- and multisyllabic word reading , including orthographic mapping for regular and irregular words.

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1.C.2 Understand grapheme-phoneme patterns and how they relate to spelling and written expression.	2.C.2 Apply evidence-based instruction in grapheme-phoneme patterns in spelling and written expression.
1.C.3 Understand structural analysis and morphology of words.	2.C.3 Apply evidence-based instruction in structural analysis and morphology of words.
1.C.4 Understand that evidence-based spelling and writing practices can enhance phonics instruction and connect reading and writing (e.g., Elkonin boxes , spelling of Greek and Latin roots and affixes).	2.C.4 Incorporate evidence-based spelling and writing practices that connect reading and writing (e.g., Elkonin boxes , spelling of Greek and Latin roots and affixes).
1.C.5 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia , and how they affect phonics development.	2.C.5 Apply evidence-based practices for students with reading difficulties, including students with dyslexia , based on their strengths and needs to improve phonics development.
1.C.6 Understand an English learner’s home language as a foundation and strength to support the development of phonics in English.	2.C.6 Apply an English learner’s home language as a foundation and strength to support the development of phonics in English.
1.C.7 Understand the role of phonics informal and formal assessment , including documentation of results, to inform instruction to meet individual student strengths and needs.	2.C.7 Administer and document appropriate phonics informal and formal assessments to inform instruction to meet individual student strengths and needs.

Competency 1 <i>Foundations of Reading Instruction</i>	Competency 2 <i>Application of Evidence-based Instructional Practices</i>
Performance Indicator D: Fluency	
1.D.1 Understand that the components of reading fluency are accuracy , rate and prosody which impact reading comprehension .	2.D.1 Apply intentional, explicit , systematic and sequential instructional practices to develop accuracy , rate and prosody (e.g., paired reading , repeated reading , echo reading , cued phrase reading).
1.D.2 Understand that effective readers adjust their reading rate to accommodate the kinds of texts they are reading, and their purpose for reading, in order to facilitate comprehension .	2.D.2 Teach readers to adjust their reading rate to accommodate the kinds of texts they are reading, and their purpose for reading, in order to facilitate comprehension .

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1.D.3 Understand how automaticity in word-level skills and oral reading fluency in connected text impact reading comprehension .	2.D.3 Apply evidence-based practices to develop automaticity in word-level skills and oral reading fluency in connected text .
1.D.4 Understand that independent readers activate their background knowledge, self-monitor and self-correct (i.e., metacognition) to enhance fluency as a bridge to comprehension of text .	2.D.4 Teach readers explicitly how to activate their background knowledge, self-monitor and self-correct (i.e., metacognition) to enhance fluency as a bridge to comprehension of text .
1.D.5 Understand that reading fluency and reading endurance requires daily practice with support and corrective feedback to increase accuracy, rate and prosody .	2.D.5 Provide daily opportunities for readers to practice reading, with support and corrective feedback , to increase accuracy, rate, prosody and reading endurance.
1.D.6 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia , and how they affect fluency development and reading endurance.	2.D.6 Apply evidence-based practices for students with characteristics of reading difficulties, including students with dyslexia , based on their strengths and needs to improve fluency development and reading endurance.
1.D.7 Understand the role of fluency informal and formal assessments , including documentation of results, to inform instruction to meet individual student strengths and needs.	2.D.7 Administer and document fluency informal and formal assessments to inform instruction to meet individual student strengths and needs.

Competency 1 <i>Foundations of Reading Instruction</i>	Competency 2 <i>Application of Evidence-based Instructional Practices</i>
Performance Indicator E: Vocabulary	
1.E.1 Understand the role and impact of receptive and expressive vocabulary on reading comprehension .	2.E.1 Apply evidence-based instruction in receptive and expressive vocabulary to enhance reading comprehension .
1.E.2 Understand morphology (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis) and contextual analysis as it relates to vocabulary development.	2.E.2 Incorporate evidence-based vocabulary instruction in morphology (e.g., Greek and Latin roots and affixes) and contextual analysis .
1.E.3 Identify intentional explicit, systematic and sequential evidence-based practices for vocabulary development and scaffolding concept	2.E.3 Apply intentional, explicit, systematic and sequential evidence-based practices to vocabulary development and scaffolding concept

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development (e.g., figurative language, dialogic reading, semantic mapping , etc.).	development (e.g., figurative language, dialogic reading, semantic mapping , etc.).
1.E.4 Understand the importance of teaching basic and sophisticated vocabulary , high-frequency multiple meaning words and the particular demands of domain-specific vocabulary .	2.E.4 Provide explicit instruction in basic and sophisticated vocabulary , high-frequency multiple meaning words and domain-specific vocabulary .
1.E.5 Understand how to apply evidence-based reading and writing practices to enhance vocabulary .	2.E.5 Apply evidence-based reading and writing practices to enhance vocabulary .
1.E.6 Understand how to provide a classroom learning environment that supports wide reading of print and digital texts , both informational and literary, to enhance vocabulary .	2.E.6 Provide a classroom learning environment that supports wide reading of print and digital texts , both informational and literary, to enhance vocabulary .
1.E.7 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia , and how they affect vocabulary development.	2.E.7 Apply evidence-based practices for students with characteristics of reading difficulties, including students with dyslexia , based on their strengths and needs to improve vocabulary development.
1.E.8 Understand instructional practices that develop authentic uses of English to assist English learners in learning academic vocabulary and content (e.g., cognates).	2.E.8 Incorporate instructional practices that develop authentic uses of English to assist English learners in learning academic vocabulary and content (e.g., cognates).
1.E.9 Understand the role of vocabulary informal and formal assessment , including documentation of results, to inform instruction to meet individual student strengths and needs.	2.E.9 Administer and document appropriate vocabulary informal and formal assessments to inform instruction to meet individual student strengths and needs.

Competency 1 <i>Foundations of Reading Instruction</i>	Competency 2 <i>Application of Evidence-based Instructional Practices</i>
Performance Indicator F: Comprehension	
1.F.1 Understand that evidence-based oral language and written experiences (i.e., language experiences , dictation, summary writing) facilitate comprehension .	2.F.1 Use both evidence-based oral language and writing experiences (i.e., language experiences , dictation, summary writing) to enhance comprehension .

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<p>1.F.2 Understand evidence-based comprehension practices (e.g., student question generation, summarizing, extended text discussion).</p>	<p>2.F.2 Apply explicit, systematic and sequential evidence-based comprehension practices (e.g., student question generation, summarizing, extended text discussion).</p>
<p>1.F.3 Understand the varying demands of text on readers’ comprehension, including the demands of domain-specific texts.</p>	<p>2.F.3 Apply appropriate instructional practices to improve comprehension in domain-specific texts as determined by the student’s strengths and needs.</p>
<p>1.F.4 Understand how to provide daily purposeful opportunities for all students to read a wide variety of texts, with discussion and feedback, to sufficiently build students’ capacity for comprehension.</p>	<p>2.F.4 Provide daily purposeful opportunities for all students to read a wide variety of texts, with discussion and feedback, to build students’ capacity for comprehension.</p>
<p>1.F.5 Understand how the interaction of reader characteristics (background knowledge, interests, strengths and needs), motivation, text complexity and purpose of reading, impacts comprehension and student engagement.</p>	<p>2.F.5 Use the interaction of readers’ characteristics (background knowledge, interests, strengths and needs) along with motivation, text complexity and purpose for reading to impact comprehension and student engagement.</p>
<p>1.F.6 Understand the importance of planning, providing and documenting daily opportunities for reading connected text with corrective feedback to support accuracy, fluency, reading endurance and comprehension.</p>	<p>2.F.6 Plan, provide and document daily opportunities for reading of connected text with corrective feedback to support accuracy, fluency, reading endurance and comprehension.</p>
<p>1.F.7 Understand 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.</p>	<p>2.F.7 Determine appropriate cognitive targets (e.g., locate/recall; integrate/interpret; critique/evaluate) based on reader’s cognitive development in the construction of meaning of literary and informational texts.</p>
<p>1.F.8 Understand that reading is a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes, utilizing a variety of methods (i.e., active reading).</p>	<p>2.F.8 Select from a wide variety of print and digital texts that are appropriate to provide comprehension instruction utilizing a variety of methods (i.e., active reading).</p>
<p>1.F.9 Understand that effective comprehension relies on using well developed language, multiple higher order thinking processes (i.e., making inferences, activating background knowledge) and self-correction to monitor comprehension.</p>	<p>2.F.9 Apply intentional, explicit, systematic and sequential evidence-based practices for scaffolding development of well-developed language, comprehension skills (i.e., making inferences, activating background knowledge), higher order thinking, comprehension monitoring and self-correcting to increase understanding of text.</p>

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1.F.10 Understand evidence-based practices to improve reading comprehension for students, including those with characteristics of reading difficulties and dyslexia , based on their strengths and needs.	2.F.10 Apply evidence-based practices to improve reading comprehension for students, including those with characteristics of reading difficulties and dyslexia , based on their strengths and needs.
1.F.11 Understand how English learners’ linguistic and cultural background will influence their comprehension , including English learners with characteristics of reading difficulties and dyslexia .	2.F.11 Use knowledge of English learners’ linguistic and cultural background to support comprehension , including English learners with characteristics of reading difficulties and dyslexia .
1.F.12 Understand the role of comprehension informal and formal assessments , including documentation of results, to inform instruction to meet individual student strengths and needs.	2.F.12 Administer and document appropriate comprehension informal and formal assessments to inform instruction determined by individual student strengths and needs.

Competency 1 <i>Foundations of Reading Instruction</i>	Competency 2 <i>Application of Evidence-based Instructional Practices</i>
Performance Indicator G: Integration of Reading Components	
1.G.1 Identify phonemic, semantic and syntactic variability between English and other languages.	2.G.1 Apply the knowledge of phonemic, semantic and syntactic variability between English and other languages to inform instruction.
1.G.2 Identify appropriate evidence-based practices to develop students’ metacognitive skills in reading, including English learners (e.g., text coding , two-column notes).	2.G.2 Employ appropriate evidence-based practices to develop students’ metacognitive skills in reading, including English learners (e.g., text coding , two-column notes).
1.G.3 Understand the interdependence among the reading components and their effect upon reading as a process for all students.	2.G.3 Apply the knowledge of the interdependence among the reading components and their effect upon reading as a process for all students.
1.G.4 Understand how oral language and an information intensive environment impact reading and writing development.	2.G.4 Use oral language and an information intensive environment to impact reading and writing development.
1.G.5 Understand evidence-based practices for selecting literature and domain specific print and digital text appropriate to students’ age, interests and reading proficiency.	2.G.5 Use evidence-based practices for selecting literature and domain specific print and digital text appropriate to students’ age, interests and reading proficiency.

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<p>1.G.6 Understand the relationships among decoding, automatic word recognition, fluency and comprehension.</p>	<p>2.G.6 Apply knowledge of the relationships among decoding, automatic word recognition, fluency and comprehension in reading instruction.</p>
<p>1.G.7 Understand intentional, explicit, systematic and sequential evidence-based practices for scaffolding the interconnection of each of the following: graphophonemics, syntax, semantics, pragmatics, vocabulary, schema and text structures required for comprehension.</p>	<p>2.G.7 Apply intentional, explicit, systematic and sequential evidence-based practices for scaffolding the interconnection of each of the following: graphophonemics, syntax, semantics, pragmatics, vocabulary, schema and text structures required for comprehension.</p>
<p>1.G.8 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect the integration of the components of reading instruction.</p>	<p>2.G.8 Apply evidence-based practices for students with characteristics of reading difficulties, including students with dyslexia, based on their strengths and needs to integrate the components of reading.</p>
<p>1.G.9 Understand how to engage and support caregivers and families in the evidence-based language and reading development activities for their children and adolescents.</p>	<p>2.G.9 Engage and support caregivers and families in evidence-based language and reading development activities for their children and adolescents.</p>
<p>1.G.10 Understand how to communicate (orally and in writing) the meaning of reading assessment data with students, caregivers and other teachers.</p>	<p>2.G.10 Communicate (orally and in writing) the meaning of reading assessment data with students, caregivers and other teachers.</p>
<p>1.G.11 Understand the role of informal and formal reading assessments, including documentation of results, to make instructional decisions to address individual student strengths and needs.</p>	<p>2.G.11 Triangulate documented data from appropriate informal and formal reading assessments to inform instruction to address individual student strengths and needs.</p>

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Competency 3 Introduction

Teachers will understand 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 to identify characteristics of conditions such as dyslexia, provide appropriate interventions and conduct effective progress monitoring. (60 In-service hours)

Competency 3 Foundations and Applications of Assessments
Indicator Codes
3.1 Understand and apply measurement concepts and characteristics of reading assessments to identify students’ strengths and needs.
3.2 Administer formative and summative assessments , including screening, progress monitoring, diagnostic and outcome measures and understand their purposes and functions.
3.3 Administer various informal reading assessments across each component of reading development and understand their purposes and functions.
3.4 Understand the purposes of various formal reading assessments administered by school-based educators, including the differences between norm-referenced and criterion-referenced assessments and how to interpret data reports.
3.5 Understand the meaning of test reliability, validity and standard error of measurement and describe major types of derived scores from standardized reading tests .
3.6 Demonstrate knowledge of the characteristics, administration and interpretation of both quantitative and qualitative reading assessments, including for use in triangulating data and planning instruction.
3.7 Identify through assessments the distinguishing characteristics of students who have a substantial deficiency in reading, including those who exhibit the characteristics of dyslexia .
3.8 Understand how reading disabilities, including dyslexia , vary in presentation and degree and know when to refer a student for additional assessment.
3.9 Know how to read and interpret standardized reading diagnostic test results administered by psychologists, speech-language professionals and educational evaluators.
3.10 Understand how to document and use data within a systematic problem-solving process to differentiate instruction, intensify intervention and meet the needs of all students, including those who exhibit the characteristics of reading difficulties and dyslexia .
3.11 Analyze data to identify trends that indicate adequate progress in student reading development.

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3.12 Identify appropriate assessments and accommodations for progress monitoring all students.
3.13 Identify, select and administer language-appropriate assessments in reading to students who are English learners.
3.14 Understand how to analyze and interpret assessment results and make modifications to an assessment administered in English to an English learner.
3.15 Identify and implement appropriate and allowable accommodations as specified in the Individual Educational Plan or 504 Plan when assessing students with disabilities in the area of reading.
3.16 Understand how to review assessment results with caregivers and families and share strategies for supporting reading development for students.

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Competency 4 Introduction

Teachers will have a broad knowledge of students from differing profiles in order to understand and apply evidence-based instructional practices by differentiating process, product and context. Teachers will engage in the systematic problem-solving process to identify characteristics of conditions such as dyslexia, provide appropriate interventions and conduct effective progress monitoring. (60 In-service hours)

Competency 4 <i>Foundations and Applications of Differentiated Instruction</i>
Indicator Codes
4.1 Differentiate evidence-based reading instruction in oral language, phonological awareness, phonics, fluency, vocabulary and comprehension , ranging from enrichment practices to intensifying interventions .
4.2 Understand the stages of English acquisition for English learners and differentiate evidence-based reading instruction for students at different levels of English proficiency.
4.3 Understand and apply current theories of second language acquisition to differentiate reading instruction for English learners of diverse backgrounds and various levels of prior education.
4.4 Identify factors impeding student reading development in each of the reading components or the integration of these components based on informal and formal assessments .
4.5 Recognize how characteristics of both language and cognitive development impact reading proficiency to differentiate instruction.
4.6 Recognize the characteristics of competent and skilled readers to differentiate instruction more effectively.
4.7 Compare language, reading and cognitive development of different age groups (primary, intermediate, secondary levels) and abilities to inform differentiated instruction.
4.8 Select and use developmentally appropriate multisensory materials that address students’ strengths and needs in order to differentiate instruction.
4.9 Plan for differentiated instruction that utilizes increasingly complex text , embeds assessment, includes scaffolding and provides re-teaching when necessary for individuals and small groups.
4.10 Differentiate reading instruction for English learners across various levels of literacy development in their first language.
4.11 Implement evidence-based intervention practices for students with substantial reading difficulties, including those who exhibit the characteristics of dyslexia .

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4.12 Scaffold instruction and intensify interventions for students with identified reading deficiencies and characteristics of dyslexia in each of the components of reading.
4.13 Implement a classroom level plan for monitoring student reading progress and differentiating instruction for all students, including students with identified reading deficiencies and those with characteristics of dyslexia .
4.14 Monitor student progress and use data to differentiate instruction for all students, including students with identified reading deficiencies and those with characteristics of dyslexia .
4.15 Implement evidence-based practices for developing students' higher order thinking as part of differentiated instruction.
4.16 Implement evidence-based practices for developing students' background knowledge as needed through differentiated instruction, enhancing the ability to read critically.
4.17 Implement evidence-based differentiated instructional practices using writing to develop students' comprehension of text .
4.18 Implement appropriate and allowable instructional accommodations , including use of technology, as specified in the Individual Educational Plan or 504 Plan when differentiating reading instruction for students with disabilities, including students with characteristics of dyslexia .

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Competency 5 Introduction

Teachers will, through a culminating practicum, demonstrate knowledge of the components of reading, as well as assessments and data analysis, to implement a comprehensive evidence-based reading plan of instruction for all students. Teachers will engage in the systematic problem-solving process to identify characteristics of conditions such as dyslexia, provide appropriate interventions and conduct effective progress monitoring. (60 In-service hours)

Competency 5 <i>Demonstration of Accomplishment</i>
Indicator Codes
5.1 Demonstrate ability to administer and integrate assessment, instruction, intervention and differentiation across the components in reading in a comprehensive instructional program.
5.2 Use assessment and data analysis to monitor student progress and inform instruction over time to ensure an increase in learning for all students, including students with identified reading deficiencies and those with characteristics of dyslexia .
5.3 Demonstrate evidence-based practices for developing oral/ aural language development for all students, including students with identified reading deficiencies and those with characteristics of dyslexia .
5.4 Demonstrate evidence-based practices for developing students’ phonological awareness and phonemic awareness for all students, including students with identified reading deficiencies and those with characteristics of dyslexia .
5.5 Demonstrate evidence-based practices for developing phonics skills and word recognition for all students, including students with identified reading deficiencies and those with characteristics of dyslexia .
5.6 Demonstrate evidence-based practices for developing reading fluency and reading endurance for all students, including students identified with reading deficiencies and those with characteristics of dyslexia .
5.7 Demonstrate evidence-based practices for developing both academic and domain-specific vocabulary for all students, including students with identified reading deficiencies and those with characteristics of dyslexia .
5.8 Demonstrate evidence-based practices for facilitating reading comprehension for all students, including students with identified reading deficiencies and those with characteristics of dyslexia .
5.9 Demonstrate evidence-based comprehension practices for developing students’ higher order thinking to enhance comprehension for all students, including students with identified reading deficiencies and those with characteristics of dyslexia .

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5.10 Demonstrate evidence-based practices to facilitate students’ monitoring and self-correcting in reading for all students, including students with identified reading deficiencies and those with characteristics of dyslexia .
5.11 Demonstrate evidence-based practices for developing all students’ background knowledge to enhance the ability to read critically, including students with characteristics of reading difficulties and dyslexia .
5.12 Demonstrate differentiation of instruction for all students utilizing increasingly complex text .
5.13 Demonstrate skill in utilizing assessment data and instruction with English learners from diverse backgrounds and at varying English proficiency levels.
5.14 Create an information intensive environment that includes print, non-print, multimedia and digital texts .
5.15 Use a variety of instructional practices to provide relevant and purposeful instruction to students in reading.
5.16 Demonstrate the ability to engage and support caregivers and families in their children and adolescents’ reading development.
5.17 Demonstrate the ability to communicate (orally and in writing) the meaning of reading assessment data with students, caregivers, teachers and teacher leaders.
5.18 Demonstrate intentional explicit, systematic and sequential writing instruction to improve decoding skills.

FLORIDA READING ENDORSEMENT GLOSSARY OF TERMS 2022

Academic Language/Vocabulary: Formal language or vocabulary that is common in books and at school, but that students are unlikely to encounter in everyday conversations with friends and family.

Accommodations: Adjustments that can be made to the way students access information and demonstrate performances that do not require changes in the curriculum.

Accuracy: Reading words in text with no errors.

Active Reading: Constructing reading from text by transforming and integrating textual information into existing networks of knowledge and experience.

Affixes: A general term that refers to prefixes and suffixes.

Aural: Relating to the ear or to the sense of hearing.

Automaticity: Reading without conscious effort or conscious attention to decoding.

Background Knowledge: Forming connections between the text and the information and experiences of the reader.

Body-coda: The two parts of a syllable or monosyllabic word. The body is the initial sound and the vowel sound, the coda is the sound or sounds following the vowel. In the word mat, /ma/ is the body, /t/ is the coda.

Cognates: Words that are related to each other by virtue of being derived from a common origin.

Cognitive Targets: Mental processes or kinds of thinking that underlie reading comprehension (locate and recall, integrate and interpret, critique and evaluate).

Comprehension: Understanding what one is reading, the ultimate goal of all reading activity.

FLORIDA READING ENDORSEMENT GLOSSARY OF TERMS 2022

Contextual Analysis: Using words or sentences around an unfamiliar word to help clarify its meaning.

Corrective Feedback: Clearly communicated, timely and developmentally appropriate information aligned to learning goals or objectives that specifically addresses learners' errors or misconceptions.

Criterion-referenced Assessment: Designed to measure student performance against a fixed set of predetermined criteria.

Cued Phrase Reading: A means to train students to recognize the natural pauses that occur between phrases in their reading.

Decoding: The ability to translate a word from print to speech, usually by employing knowledge of sound symbol correspondences; also the act of deciphering a new word by sounding it out.

Derivational Morphemes: A word created by the addition of affixes to a base word.

Diagnostic Assessment: An assessment that is typically given to those identified as at-risk on a screening assessment to provide specific information to practitioners about a student's strengths and weaknesses.

Dialogic Reading: During story reading, the teacher/parent asks questions, adds information and prompts student to increase sophistication of responses by expanding on his/her utterances.

Differentiation (Differentiate/Differentiating): Adapting instruction in response to the distinct assessed skills and needs of individual learners in order to increase their access and opportunities to meet specific learning goals.

Digital Text: An electronic version of a written text.

Diverse Texts: Books across multiple genres that are representative of the diverse world in which we live.

Domain-specific Vocabulary: Words specific to a field of study that help the reader understand a new concept.

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Dyslexia: Specific learning disability (SLD) in basic reading skills that can range from mild to severe. The primary characteristics include difficulties with accurate and fluent word recognition and spelling.

Echo Reading: An experienced reader reads a section of text aloud, then the student reads the same section aloud.

Elkonin Boxes: Used to build phonological awareness skills in beginning readers. Words are segmented into individual sounds, or phonemes and corresponding boxes are drawn to match each.

Encoding: Determining the spelling of a word based on the sounds in the word.

Evidence-based: Instructional practices demonstrating a statistically significant effect on improving student outcomes based on strong, moderate, or promising levels of evidence.

Explicit: Intentional teaching with a clear and direct presentation of new information to learners, which does not require student inferencing during the introduction of new content, concepts or skills. One example is the gradual release model.

Expressive Vocabulary: The vocabulary used to communicate in speaking and writing.

Figurative Language: Language expressing one thing in terms normally denoting another with which it may be regarded as analogous language characterized by figures of speech.

Fluency: Ability to read text quickly, accurately and with proper expression. Fluency provides a bridge between word recognition and comprehension.

Formal Reading Assessment: The collection of data using standardized tests or procedures under controlled conditions.

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Formative Assessment: An on-going assessment process that is used by teachers and students to gauge student learning of the current unit of instruction. Formative assessments help teachers provide corrective feedback, modify instruction to improve the students' understanding or indicate areas needing further instruction.

Grapheme: Smallest written unit corresponding to a sound or phoneme.

Graphophonemic: The relationship between letters and phonemes.

Higher Order Thinking: Higher order thinking skills include critical thinking, analysis and problem solving and hypothesizing.

Individual Educational Plan or 504 Plan: An Individual Educational Plan is a written plan to identify the annual goals and objectives and special education and related services designed to meet the individual needs of a student with a disability. A 504 Plan specifies the accommodations and modifications necessary for a student with a disability to attend school with her or his peers; named for Section 504 of the federal Rehabilitation Act of 1973, which prohibits discrimination against individuals with disabilities, ensuring that children with disabilities have equal access to public education; students with 504 plans do not meet the eligibility requirements for special education under IDEA.

Inflectional Morphemes: A suffix that is added to a word (noun, verb, adjective or an adverb) to assign a particular grammatical property to that word, such as tense, number, possession or comparison.

Informal Reading Assessment: Does not follow prescribed rules for administration and scoring and has not undergone technical scrutiny for reliability and validity. Teacher-made tests, end-of-unit tests and running records are all examples of informal assessment.

Intensifying Interventions: Intensity consists of three variables: time, focus and group size. An increase in intensity would be reflected by an increase in the amount of time a student(s) would be exposed to instruction/intervention and/or a narrowing of the focus of instruction/intervention and/or a reduction in group size.

Intervention Practices: Includes evidence-based strategies frequently used to remediate reading deficiencies and includes, but is not limited to, individual instruction, multisensory approaches, tutoring, mentoring or the use of technology that targets specific reading skills and abilities.

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Language Experiences: An approach to language learning in which students’ oral compositions are transcribed and used as materials of instruction for reading, writing, speaking and listening.

Metacognition: An awareness of one’s own thinking processes and how they work. The process of consciously thinking about one’s learning or reading while actually being engaged in learning or reading. Metacognitive strategies can be taught to students; good readers use metacognitive strategies to think about and have control over their reading.

Modifications: In Florida, modifications are defined as “changes in what a student is expected to learn, and may include changes to content, requirements and expected level of mastery.”

Morphemes: The smallest meaningful unit of language.

Morphemic Analysis: The process of determining a word’s meaning by analyzing its meaningful parts, or morphemes. It includes the study of affixes, root words and compound words.

Morphology: Knowledge of meaningful word parts in a language (typically the knowledge of prefixes, suffixes and/or base words).

Multimedia: Using, involving or encompassing several media such as text, image, audio, video and/or animation.

Multiple Meaning Words: Multiple-meaning words are words that take on different meanings in different contexts.

Multisensory Practices: Multisensory practices use visual, auditory and kinesthetic-tactile cues simultaneously to enhance memory and learning. Links are consistently made between the visual (what we see), auditory (what we hear) and kinesthetic-tactile (what we feel) pathways in learning to read and spell.

Multisyllabic Word Reading: The decoding of words with more than one syllable.

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Norm-referenced Assessment: The assessment of performance in relation to that of the norming group used in the standardization of a test or in relation to locally developed norms.

Oral Language: Spoken language. There are five components of oral language: phonology, morphology, syntax, semantics and pragmatics.

Orthography: A writing system for representing language.

Orthographic Mapping: The process students use to turn unknown words into “sight words.” It is a process for forming connections between the sounds and the letter sequences in words.

Outcome Measures: Assessment measures that result in decisions and actions; a term used to describe students' achievements.

Paired Reading: Also referred to as Partner/Peer Reading. Students reading aloud with a partner, taking turns to provide word identification help and feedback.

Phoneme: The smallest unit of sound within a language system.

Phonemic Awareness: A subcategory of phonological awareness essential for reading, including the awareness of individual sounds/phonemes in spoken words.

Phonic Decoding: Identifying the individual letters in a word, connecting the letters to phonemes and successfully blending the phonemes to read a word.

Phonics: The study of the relationships between letters and the sounds they represent; also used to describe reading instruction that teaches sound-symbol correspondences.

Phonological Awareness: One’s sensitivity to, or explicit awareness of, the phonological structure of words in one’s language. This is an “umbrella” term that is used to refer to a student’s sensitivity to any aspect of phonological structure in language. It encompasses awareness of individual words in sentences, syllables and onset-rime segments, as well as awareness of individual phonemes.

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Phonology: A system of rules dealing with sounds in a language.

Pragmatics: The study within psycholinguistics of how people employ language in social situations; emphasizes the functional use of language, rather than its mechanics.

Problem-solving Process: The recursive, self-correcting, systematic process of finding solutions by accurately identifying problems, analyzing relevant data to understand why the problem is occurring, designing and implementing probable solutions and measuring the effectiveness of the solutions that were implemented. Teams continue to engage in problem solving to ensure that student success is achieved and maintained.

Progress Monitoring Assessment: Tests that keep the teacher informed about the child's progress in learning to read during the school year. These assessment results provide a quick sample of critical reading skills that will inform the teacher if the child is making adequate progress toward grade level reading ability at the end of the year.

Prosody: Making your reading sound like spoken language, attending to pace, expression, inflection and phrase boundaries.

Rate: The speed at which a person reads.

Receptive Vocabulary: Language that you understand.

Repeated Reading: Rereading of text until the reader is able to read at a predetermined rate to produce fluency.

Rime: The part of a syllable that includes the vowel and all subsequent sounds in the syllable, such as the *ip* in *trip*.

Scaffold (Scaffolding): The intentional support provided by a teacher for learners to carry out a task or solve a problem, to achieve a goal that they could not do without support. It is temporary support matched to the current understanding or skill level of learners. The intent is to provide a decreasing level of support until learners are empowered to perform independently.

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Schema: Prior knowledge, the knowledge and experience that readers bring to the text.

Screening Assessment: Brief assessments, typically administered to all students, designed to identify those at risk of failing an outcome.

Self-monitoring (Self-monitor): Self-monitoring is the mental act of knowing when one does and does not understand what one is reading. When students use self-monitoring strategies, they actively think about how they are learning or understanding the material, activities or reading in which they are engaged.

Semantics: The study of word and phrase meanings.

Semantic Mapping: Graphic display of a cluster of words that are meaningfully related. Semantic mapping is especially valuable during prereading and vocabulary-building.

Sequential: The sequence begins with the easiest and most basic concepts and progresses methodically to more difficult material. Each concept must also be based on those already learned.

Standard Error of Measurement: The standard deviation of the differences between observed scores and true scores. The standard error of measurement decreases as the reliability of the instrument increases.

Standardized Reading Test: A standardized test is a test that is administered and scored in a consistent, or “standard” manner. It is constructed by specialists and experts based on standardized norms and principles. Standardized tests are designed in such a way that the questions, conditions for administering, time for completion, scoring procedures and interpretations are consistent and are administered and scored in a predetermined, standard manner. This standardization permits more reliable comparison of outcomes across all test takers.

Structural Analysis: A procedure for teaching students to read words formed with prefixes, suffixes or other meaningful word parts.

Summative Assessment: An assessment generally administered one time, usually at the end of a school year, to evaluate students’ performance relative to a set of content standards.

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Syllable Spelling Patterns: There are six syllable types:

- **Closed syllable:** A syllable ending in one or more consonants and having a short-vowel sound spelled with one vowel letter (e.g., cat, cobweb)
- **Open syllable:** A syllable ending with a long-vowel sound spelled with one vowel letter (e.g., he, silo)
- **Vowel-consonant e syllable:** A syllable with a long-vowel sound spelled with one vowel letter followed by one consonant and a silent e (VCE) (e.g., like, milestone)
- **Vowel pairs:** A type of syllable with a short-vowel, long-vowel or diphthong sound spelled with a vowel team or digraph (e.g., ai, ea, ee, oi, oo) (e.g., count, rainbow)
- **Consonant-l-e:** candle, juggle (second syllable)
- **R-controlled:** star, corner

Syntax (Syntactic): The formation of sentences and the associated grammatical rules.

Systematic: A planned sequence that includes a logical progression of content, concepts and skills, from simple to complex, with cumulative teaching/review and practice to enable learners to achieve learning goals.

Test Reliability: Consistency in measurements and tests; specifically, the extent to which two applications of the same measuring procedure rank persons in the same way.

Text: The entirety of a linguistic communication, as a conversation and its situational context. A text can also denote a segment of spoken or written language available for description or analysis; the original spoken or written words or wording, in contrast to translations, abridgments, introduced errors, etc.; the main part of a written communication, other than title, footnotes, etc.; the topic or theme of a discourse, as a text of a lecture; a written or printed matter on a page or in a book, in contrast to illustrations; words; a textbook, or handwriting that uses large, bold lettering.

Text Coding: Also referred to as text-marking or annotating; an instructional strategy that teachers can use to ensure student reading engagement and critical thinking during the reading process.

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Text Complexity: The complexity of a text refers to an assessment of its features such as general readability, levels of meaning, structures and language clarity that may cause some difficulties for readers to comprehend.

Text Structures: Structures used to organize information in a text. (e.g., chronology, comparison and cause and effect).

Triangulation of Data (Triangulate/Triangulating): The process of using at least three points of data when making educational decisions.

Validity: The evidence that the inferences drawn from test results are accurate.

Vocabulary: Refers to all of the words in a language. One must know words to communicate effectively. Vocabulary development refers to stored information about the meanings and pronunciation of words necessary for communication. Four types of vocabulary include listening, speaking, reading and writing.