

Reading Endorsement Competency 1 – Foundations of Reading Instruction

COMPONENT #: 1-013-320

POINTS TO BE EARNED: 60 MPP

PART I – PLANNING

DESCRIPTION: Write a brief description of content and intent of component.

This component is designed to enable the participant to understand and teach reading as an ongoing strategic process resulting in students comprehending diverse text; how writing, listening, and speaking support the teaching of reading, and how family involvement supports student achievement in reading; and 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. Additionally, the participant will understand that the problem solving process is recursive and ongoing, utilized for effective instructional decision making.

STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT: Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

Standards for Professional Learning (choose one)

- | | |
|-----------------------------------------------|------------------------------------------------------|
| <input type="checkbox"/> Learning Communities | <input checked="" type="checkbox"/> Learning Designs |
| <input type="checkbox"/> Leadership | <input type="checkbox"/> Implementation |
| <input type="checkbox"/> Resources | <input type="checkbox"/> Outcomes |
| <input type="checkbox"/> Data | |

Florida Educator Accomplished Practices (check all that apply)

- | | |
|------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Instructional Design and Lesson Planning | <input checked="" type="checkbox"/> Assessment |
| <input checked="" type="checkbox"/> The Learning Environment | <input type="checkbox"/> Continuous Professional Improvement |
| <input checked="" type="checkbox"/> Instructional Delivery and Facilitation | <input type="checkbox"/> Professional Responsibility and Ethical Conduct |

Florida Leadership Standards (check all that apply)

- | | |
|------------------------------------------------------------|-------------------------------------------------------------|
| <input type="checkbox"/> Student Learning Results | <input type="checkbox"/> Decision Making |
| <input type="checkbox"/> Student Learning as a Priority | <input type="checkbox"/> Leadership Development |
| <input type="checkbox"/> Instructional Plan Implementation | <input type="checkbox"/> School Management |
| <input type="checkbox"/> Faculty Development | <input type="checkbox"/> Communication |
| <input type="checkbox"/> Learning Environment | <input type="checkbox"/> Professional and Ethical Behaviors |

IPEGS Standards (check all that apply)

- | | |
|----------------------------------------------------------------------------------|-----------------------------------------------------------------|
| <input checked="" type="checkbox"/> PS 2 – Knowledge of Learners | <input checked="" type="checkbox"/> PS 6 – Communication |
| <input checked="" type="checkbox"/> PS 3 – Instructional Planning | <input type="checkbox"/> PS 7 – Professionalism |
| <input checked="" type="checkbox"/> PS 4 – Instructional Delivery and Engagement | <input checked="" type="checkbox"/> PS 8 – Learning Environment |
| <input checked="" type="checkbox"/> PS 5 – Assessment | |

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IMPACT FOCUS AREA(S): select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

X Educator knowledge/skill (content)
X Educator (professional growth)

X Student learning
 Organizational support and change

SPECIFIC LEARNER OUTCOMES: Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

Performance Indicator A: Comprehension

- 1.A.1 Understand that building oral and written language facilitates comprehension.
- 1.A.2 Understand the importance of learning syntax, semantics, pragmatics, vocabulary, and text structures required for comprehension of formal written language of school, often called “academic language.”
- 1.A.3 Understand the impact of text upon reading comprehension (e.g., genre, readability, coherence, text structure, and text complexity).
- 1.A.4 Understand how the interaction of reader characteristics, motivation, purpose of reading, and text elements impacts comprehension and student engagement.
- 1.A.5 Identify cognitive targets (e.g., locate/recall; integrate/interpret; critique/evaluate) and the role of cognitive development in the construction of meaning of literary and informational texts.
- 1.A.6 Understand reading as a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes.
- 1.A.7 Understand the reading demands posed by domain specific texts.
- 1.A.8 Understand that effective comprehension processes rely on well-developed language, strong inference making, background knowledge, comprehension monitoring and self-correcting.
- 1.A.9 Understand how English language learners’ linguistic and cultural background will influence their comprehension.
- 1.A.10 Understand the role of formal and informal assessment of comprehension in making instructional decisions to meet individual student needs.

Performance Indicator B: Oral Language

- 1.B.1 Understand how the students’ development of phonology, syntax, semantics, and pragmatics relates to comprehending written language.
- 1.B.2 Understand the differences between social and academic language.
- 1.B.3 Understand that writing enhances the development of oral language.
- 1.B.4 Understand that the variation in students’ oral language exposure and development requires differentiated instruction.
- 1.B.5 Recognize the importance of English Language Learners home languages, and their significance for learning to read English.
- 1.B.6 Understand the role of formal and informal oral language assessment to make instructional decisions to meet individual student needs.

Performance Indicator C: Phonological Awareness

- 1.C.1 Understand phonology as it relates to language development and reading achievement (e.g., phonological processing, phonemic awareness skills, phonemic analysis and synthesis).
- 1.C.2 Recognize the phonological continuum beginning with sensitivity to large and concrete

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units of sound (i.e., words & syllables) and progressing to small and abstract units of sound (onset-rimes and phonemes).

- 1.C.3 Understand that writing, in conjunction with phonological awareness, enhances reading development.
- 1.C.4 Distinguish both phonological and phonemic differences in language and their applications in written and oral discourse patterns (e.g., language & dialect differences).
- 1.C.5 Understand how similarities and differences in sound production between English and other languages affect English language learners' reading development in English.
- 1.C.6 Understand the role of formal and informal phonological awareness assessment to make instructional decisions to meet individual student needs.

Performance Indicator D: Phonics

- 1.D.1 Understand that phonological units (words, syllables, onset-rimes, and phonemes) map onto orthographic units (words, rimes, letters) in alphabetic languages.
- 1.D.2 Understand sound-spelling patterns and phonics (grapheme-phoneme correspondence rules).
- 1.D.3 Understand structural analysis of words.
- 1.D.4 Understand that both oral language and writing can be used to enhance phonics instruction.
- 1.D.5 Understand the role of formal and informal phonics assessment to make instructional decisions to meet individual student needs.

Performance Indicator E: Fluency

- 1.E.1 Understand that the components of reading fluency are accuracy, expression, and rate which impact reading endurance and comprehension.
- 1.E.2 Understand that effective readers demonstrate flexibility by adjusting their reading rate to accommodate the kinds of texts they are reading in order to facilitate comprehension.
- 1.E.3 Understand the relationships among fluency, word recognition, and comprehension.
- 1.E.4 Understand that both oral language and writing enhance fluency instruction.
- 1.E.5 Understand the role of formal and informal fluency assessment to make instructional decisions to meet individual student needs.

Performance Indicator F: Vocabulary

- 1.F.1 Understand the goal of receptive and expressive vocabulary instruction is the application of a student's understanding of word meanings to multiple oral and written contexts.
- 1.F.2 Understand morphology as it relates to vocabulary development (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis).
- 1.F.3 Identify principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language, etc.).
- 1.F.4 Understand the domain specific vocabulary demands of academic language.
- 1.F.5 Understand that writing can be used to enhance vocabulary instruction.
- 1.F.6 Understand the role of formal and informal vocabulary assessment to make instructional decisions to meet individual student needs.

Performance Indicator G: Integration of the reading components

- 1.G.1 Identify language characteristics related to social and academic language.

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- 1.G.2 Identify phonemic, semantic, and syntactic variability between English and other languages.
- 1.G.3 Understand the interdependence between each of the reading components and their effect upon reading as a process for native speakers of English and English language learners.
- 1.G.4 Understand the impact of oral language, writing, and an information intensive environment upon reading development.
- 1.G.5 Understand the importance of comprehension monitoring and self-correcting to increase reading proficiency.
- 1.G.6 Understand the role of formal and informal reading assessment to make instructional decisions to meet individual student needs.

PART II – LEARNING

LEARNING PROCEDURES: Describe the experiences (the “what”) and formats/methods (the “how”) that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

1. Participants will have a variety of experiences that will include, but are not limited to, the following professional development designs:
Learning and application through a blended/hybrid format that will include
 - Web based resources
 - Discussion of research-based best practices
 - Reflection
 - Case Studies
 - Collaborative learning activities
 - Review of current research
 - Protocols
2. Attend lectures and discussions:
 - Stages of development in comprehension, oral language, phonological awareness, phonics, fluency and vocabulary (SLO 1A.1- 1.G.6).
 - Specific linguistic differences in articulation, vocabulary, and syntax across cultures and languages: discuss their impact on student reading development (SLO 1A.1- 1.G.6).
 - Interdependence of the major reading components and the impact of each on student reading development (SLO 1A.1- 1.G.6).
3. View modeling of specific phoneme articulation and the multisensory features; practice independently and in small groups; model articulation for students previously identified with phonological awareness difficulties (SLO 1A.1- 1.G.6).
4. Write brief papers on such topics as vocabulary of expository texts and features of metacognition for discussion in class or in a learning community (SLO 1A.1- 1.G.6).
5. Develop comprehension questions for a corresponding text; map the comprehension questions to scaffold across the scope of cognitive skill levels (SLO 1A.1- 1.G.6).
6. Conduct clinical interviews with students to begin a portfolio of different reading profiles (SLO 1A.1- 1.G.6).
7. Write reflections on such topics as Common Core State Standards & Common Core State Standards for ELA (SLO 1A.1 & 1A3).

PART III – IMPLEMENTATION

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IMPLEMENTATION PROCEDURES: Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

- X Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.
- X Provide sufficient classroom- and school-focused support and assistance by skillful coaches, mentors, or others to the educator to ensure high-fidelity implementation of professional learning.
- X Provide educators with web-based resources and assistance to support implementation of professional learning.

PART IV – EVALUATION

IMPACT EVALUATION PROCEDURES: Describe the processes that will be used to determine the impact (as identified in previous section titled “Impact Focus Areas”). Description should reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

1. Educator Knowledge/skill: Will consist of observation of participants using the identified skills, techniques, methods, specified in the component objectives during the learning events; will also include reflective journal entries of participants after receiving feedback from their peers.
2. Educator: Evidence will include classroom walk-throughs, student materials, parent communication, surveys, participant reflections, participant portfolios.
3. Student Learning: Evidence will include evidence of implementation through documented impact on student achievement.

COMPONENT EVALUATION PROCEDURES: Describe the process(es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

- X Evaluate the impact of all professional learning on educator’s practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.
- X Determine the degree to which educator’s professional learning contributed to student performance gains as measured by classroom assessment data.
- X Use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

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Department: Center for Professional Development

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