

## BSEE Reading Endorsement Competencies Checklist

**Instructions for Completion:** Teacher candidates should periodically (at least twice a year) self-evaluate their knowledge and implementation of the Reading Endorsement Competencies. There can be multiple courses in which specific indicators can be covered. Students should utilize their syllabi to verify which course covers the specific indicators. The instructor will initial the final column when students have demonstrated proficiency or exemplary status on in class assignments related to the specific indicators. **Instructors will not initial when students self-evaluate a rating of proficient or exemplary.** This checklist serves two purposes: 1. To provide the teacher candidate with an opportunity to self-reflect on learning and 2. To provide the instructors with a document to check off as students become proficient with the Reading Endorsement Competencies. The Lead Instructor of the BSEE program will review this document during Internship II.

### Florida Reading Endorsement Alignment Matrix

#### Competency 1

**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.

**Competency 1: Foundations of Reading Instruction**

Teachers will develop substantive understanding of six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary.

<b>Course Number</b>	<b>Name of Course</b>	<b>Indicator Code</b>	<b>Specific Indicator</b>	<b>Checkpoint self-evaluations</b> E-Exemplary, P-Proficient, D-Developing, B-Beginning (write rating and date)	<b>Instructor Initials and Date</b> (when student has scored P or E on class assignments)
RED 3012	<i>Basic Foundations of Reading</i>	1.A.1	<b>Performance Indicator A: Comprehension</b> Understand that building oral and written language facilitates comprehension. ★		
RED 3012	<i>Basic Foundations of Reading</i>	1.A.1	<b>Performance Indicator A: Comprehension</b> Understand that building oral and written language facilitates comprehension. ★		
RED 3012	<i>Basic Foundations of Reading</i>	1.A.2	(1.E.1, 1.E.2) *2.1.b. 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.”		
RED 3012	<i>Basic Foundations of Reading</i>	1.A.3	(1.E.2) Understand the impact of text upon reading comprehension (e.g., genre, readability, coherence, text structure, and text complexity).		
RED 3012	<i>Basic Foundations of Reading</i>	1.A.4	Understand how the interaction of reader characteristics, motivation, purpose of reading, and text elements impacts comprehension and student engagement. ★		

<b>Course Number</b>	<b>Name of Course</b>	<b>Indicator Code</b>	<b>Specific Indicator</b>	<b>Checkpoint self-evaluations</b> E-Exemplary, P-Proficient, D-Developing, B-Beginning (write rating and date)	<b>Instructor Initials and Date</b> (when student has scored P or E on class assignments)
RED 3012	<i>Basic Foundations of Reading</i>	1.A.5	(1.E.3) 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.		
RED 3012	<i>Basic Foundations of Reading</i>	1.A.6	(1.E.4) Understand reading as a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes.		
RED 3012	<i>Basic Foundations of Reading</i>	1.A.7	Understand the reading demands posed by domain specific texts. ★		
RED 3012	<i>Basic Foundations of Reading</i>	1.A.8	Understand that effective comprehension processes rely on well developed language, strong inference making, background knowledge, comprehension monitoring and self-correcting. ★		
RED 3012	<i>Basic Foundations of Reading</i>	1.A.9	Understand how English language learners' linguistic and cultural background will influence their comprehension. ★		
RED 3012	<i>Basic Foundations of Reading</i>	1.A.10	(3.2) Understand the role of formal and informal assessment of comprehension in making instructional decisions to meet individual student needs.		
RED 3012	<i>Basic Foundations of Reading</i>	1.B.1	<b>Performance Indicator B: Oral Language</b> Understand how the students' development of phonology, syntax, semantics, and pragmatics relates to comprehending written language. ★		
RED	<i>Basic Foundations</i>	1.B.2	Understand the differences between social and		

3012	<i>of Reading</i>		academic language. ★		
RED 3012	<i>Basic Foundations of Reading</i>	1.B.3	Understand that writing enhances the development of oral language. ★		

<b>Course Number</b>	<b>Name of Course</b>	<b>Indicator Code</b>	<b>Specific Indicator</b>	<b>Checkpoint self-evaluations</b> E-Exemplary, P-Proficient, D-Developing, B-Beginning (write rating and date)	<b>Instructor Initials and Date</b> (when student has scored P or E on class assignments)
RED 3012	<i>Basic Foundations of Reading</i>	1.B.4	Understand that the variation in students' oral language exposure and development requires differentiated instruction. ★		
RED 3012	<i>Basic Foundations of Reading</i>	1.B.5	Recognize the importance of English language learners' home languages, and their significance for learning to read English. ★		
RED 3012	<i>Basic Foundations of Reading</i>	1.B.6	(3.2) Understand the role of formal and informal oral language assessment to make instructional decisions to meet individual student needs.		
RED 3012	<i>Basic Foundations of Reading</i>	1.C.1	<b>Performance Indicator C: Phonological Awareness</b> (1.A.1) Understand phonology as it relates to language development and reading achievement (e.g., phonological processing, phonemic awareness skills, phonemic analysis and synthesis).		
RED 3012	<i>Basic Foundations of Reading</i>	1.C.2	Recognize the phonological continuum beginning with sensitivity to large and concrete units of sound (i.e., words & syllables) and progressing to small and abstract units of sound (onset-rimes and phonemes). ★		
RED 3012	<i>Basic Foundations of Reading</i>	1.C.3	Understand that writing, in conjunction with phonological awareness, enhances reading development. ★		
RED 3012	<i>Basic Foundations of Reading</i>	1.C.4	(1.A.2., 5.10)Distinguish both phonological and		

	<i>of Reading</i>		phonemic differences in language and their applications in written and oral discourse patterns (e.g., language & dialect differences).		
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<b>Course Number</b>	<b>Name of Course</b>	<b>Indicator Code</b>	<b>Specific Indicator</b>	<b>Checkpoint self-evaluations</b> E-Exemplary, P-Proficient, D-Developing, B-Beginning (write rating and date)	<b>Instructor Initials and Date</b> (when student has scored P or E on class assignments)
RED 3012	<i>Basic Foundations of Reading</i>	1.C.5	Understand how similarities and differences in sound production between English and other languages affect English language learners' reading development in English. ★		
RED 3012	<i>Basic Foundations of Reading</i>	1.C.6	(3.2) Understand the role of formal and informal phonological awareness assessment to make instructional decisions to meet individual student needs.		
RED 3012	<i>Basic Foundations of Reading</i>	1.D.1	<b>Performance Indicator D: Phonics</b> (1.B.1) Understand that phonological units (words, syllables, onset-rimes, and phonemes) map onto orthographic units (words, rimes, letters) in alphabetic languages.		
RED 3012	<i>Basic Foundations of Reading</i>	1.D.2	Understand sound-spelling patterns and phonics (grapheme-phoneme correspondence rules). ★		
RED 3012	<i>Basic Foundations of Reading</i>	1.D.3	(1.B.2 was "apply) Understand structural analysis of words.		
RED 3012	<i>Basic Foundations of Reading</i>	1.D.4	Understand that both oral language and writing can be used to enhance phonics instruction. ★		
RED 3012	<i>Basic Foundations of Reading</i>	1.D.5	Understand the role of formal and informal phonics assessment to make instructional decisions to meet individual student needs. ★		
RED 3012	<i>Basic Foundations of Reading</i>	1.E.1	<b>Performance Indicator E: Fluency</b> (1.C.1, 1.C.2) Understand that the components of reading fluency are accuracy, expression, and rate which impact reading endurance and comprehension.		

RED 3012	<i>Basic Foundations of Reading</i>	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. ★		
RED 3012	<b>Name of Course</b>	<b>Indicator Code</b>	<b>Specific Indicator</b>	<b>Checkpoint self-evaluations</b> E-Exemplary, P-Proficient, D-Developing, B-Beginning (write rating and date)	<b>Instructor Initials and Date</b> (when student has scored P or E on class assignments)
RED 3012	<i>Basic Foundations of Reading</i>	1.E.3	Understand the relationships among fluency, word recognition, and comprehension. ★		
RED 3012	<i>Basic Foundations of Reading</i>	1.E.4	Understand that both oral language and writing enhance fluency instruction. ★		
RED 3012	<i>Basic Foundations of Reading</i>	1.E.5	(3.2) Understand the role of formal and informal fluency assessment to make instructional decisions to meet individual student needs.		
RED 3012		1.F.1	<b>Performance Indicator F: Vocabulary</b> 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. ★		
RED 3012	<i>Basic Foundations of Reading</i>	1.F.2	(1.D.1) Understand morphology as it relates to vocabulary development (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis).		
RED 3012	<i>Basic Foundations of Reading</i>	1.F.3	(1.D.2) Identify principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language, etc.).		
RED 3012	<i>Basic Foundations of Reading</i>	1.F.4	Understand the domain specific vocabulary demands of academic language. ★		
RED	<i>Basic Foundations</i>	1.F.5	Understand that writing can be used to enhance		



3012	<i>of Reading</i>		vocabulary instruction. ★		
RED 3012	<i>Basic Foundations of Reading</i>	1.F.6	(3.2) Understand the role of formal and informal vocabulary assessment to make instructional decisions to meet individual student needs.		

<b>Course Number</b>	<b>Name of Course</b>	<b>Indicator Code</b>	<b>Specific Indicator</b>	<b>Checkpoint self-evaluations</b> E-Exemplary, P-Proficient, D-Developing, B-Beginning (write rating and date)	<b>Instructor Initials and Date</b> (when student has scored P or E on class assignments)
RED 3012	<i>Basic Foundations of Reading</i>	1.G.1	<b>Performance Indicator G: Integration of the Reading Components</b> (1.F.1) Identify language characteristics related to social and academic language		
RED 3012	<i>Basic Foundations of Reading</i>	1.G.2	(1.F.2) Identify phonemic, semantic, and syntactic variability between English and other languages.		
RED 3012	<i>Basic Foundations of Reading</i>	1.G.3	(1.F.3., 1.F.4) 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.		
RED 3012	<i>Basic Foundations of Reading</i>	1.G.4	(1.F.5) Understand the impact of oral language, writing, and an information intensive environment upon reading development.		
RED 3012	<i>Basic Foundations of Reading</i>	1.G.5	Understand the importance of comprehension monitoring and self correcting to increase reading proficiency. ★		
RED 3012	<i>Basic Foundations of Reading</i>	1.G.6	(3.2) Understand the role of formal and informal reading assessment to make instructional decisions to meet individual student needs.		

## Florida Reading Endorsement Alignment Matrix

### Competency #2

#### Competency 2: Application of Research-Based Instructional Practices

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	Checkpoint self-evaluations E-Exemplary, P-Proficient, D-Developing, B-Beginning (write rating and date)	Instructor Initials and Date (when student has scored P or E on class assignments)
RED 3519	Diagnostic and Corrective Reading Strategies	2.A.1	<b>Performance Indicator A: Comprehension</b> (2.E) Apply intentional, explicit, and systematic instructional practices for scaffolding development of higher order thinking, comprehension skills, comprehension monitoring and self-correcting (e.g., reciprocal teaching, “think aloud,” etc.).		
RED 3519	Diagnostic and Corrective Reading Strategies	2.A.2	Use both oral language and writing experiences to enhance comprehension. ★		
RED 3519	Diagnostic and Corrective Reading Strategies	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. ★		
RED	Diagnostic and	2.A.4	Provide opportunities for student extended text discussion to enhance comprehension,		

3519	Corrective Reading Strategies		promote motivation and student engagement. ★		
RED 3519	Diagnostic and Corrective Reading Strategies	2.A.5	Select narrative or informational print or digital texts that are appropriate to the comprehension instruction to be provided. ★		

Course Number	Name of Course	Indicator Code	Specific Indicator	Checkpoint self-evaluations E-Exemplary, P-Proficient, D-Developing, B-Beginning (write rating and date)	Instructor Initials and Date (when student has scored P or E on class assignments)
RED 3519	Diagnostic and Corrective Reading Strategies	2.A.6	Provide comprehension instruction that supports students' ability to read multiple print and digital texts and to synthesize information within, across and beyond those texts. ★		
RED 3519	Diagnostic and Corrective Reading Strategies	2.A.7	Scaffold discussions to facilitate the comprehension of text and higher order thinking skills for students with varying English proficiency levels. ★		
RED 3519	Diagnostic and Corrective Reading Strategies	2.A.8	Model a variety of strategic activities students can use to foster comprehension monitoring and self correcting. ★		
RED 3519	Diagnostic and Corrective Reading Strategies	2.A.9	(3.2., 5.12) Recognize, describe, and incorporate appropriate comprehension assessments to guide instruction.		
RED 3519	Diagnostic and Corrective Reading Strategies	2.B.1	<b>Performance Indicator B: Oral Language</b> Apply intentional, explicit, and systematic instructional practices for scaffolding development of oral/aural language skills (e.g., language experience approach, Socratic questioning). ★		
RED 3519	Diagnostic and Corrective Reading Strategies	2.B.2	Create an environment where students practice appropriate social and academic language to discuss diverse texts. ★		
RED 3519	Diagnostic and Corrective Reading Strategies	2.B.3	*2.2.b. Recognize and apply an English language learner's home language proficiency as a foundation and strength to support the development of oral language in English. ★		

<b>Course Number</b>	<b>Name of Course</b>	<b>Indicator Code</b>	<b>Specific Indicator</b>	<b>Checkpoint self-evaluations</b> E-Exemplary, P-Proficient, D-Developing, B-Beginning (write rating and date)	<b>Instructor Initials and Date</b> (when student has scored P or E on class assignments)
RED 3519	Diagnostic and Corrective Reading Strategies	2.B.4	Use writing experiences to enhance oral language (e.g., interactive writing, student to teacher sentence dictation). ★		
RED 3519	Diagnostic and Corrective Reading Strategies	2.B.5	(3.2., 5.12) Recognize, describe, and incorporate appropriate oral language assessments to guide instruction.		
RED 3519	Diagnostic and Corrective Reading Strategies	2.C.1	<b>Performance Indicator C: Phonological Awareness</b> (2.A was “identify”) Apply intentional, explicit, systematic instructional practices to scaffold development of phonological awareness. (e.g., blending and segmenting syllables, onset-rimes, and phonemes).		
RED 3519	Diagnostic and Corrective Reading Strategies	2.C.2	Provide opportunities for students to use oral/aural language to enhance phonological awareness (e.g., rhyming and alliteration). ★		
RED 3519	Diagnostic and Corrective Reading Strategies	2.C.3	Understand and apply knowledge of how variations in phonology across languages affect English language learners’ reading and writing development. ★		
RED 3519	Diagnostic and Corrective Reading Strategies	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). ★		
RED 3519	Diagnostic and Corrective Reading Strategies	2.C.5	(3.2, 5.12) Recognize, describe, and incorporate appropriate phonological awareness assessments to guide instruction.		
RED 3519	Diagnostic and Corrective Reading Strategies	2.D.1	<b>Performance Indicator D: Phonics</b> (2.B was “identify”) 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.		
<b>Course</b>	<b>Name of Course</b>	<b>Indicator</b>	<b>Specific Indicator</b>	<b>Checkpoint self-evaluations</b>	<b>Instructor Initials</b>

Number		Code		E-Exemplary, P-Proficient, D-Developing, B-Beginning (write rating and date)	<b>and Date</b> (when student has scored P or E on class assignments)
RED 3519	Diagnostic and Corrective Reading Strategies	2.D.2	Recognize and apply an English language learner's home language as a foundation and strength to support the development of phonics in English. ★		
RED 3519	Diagnostic and Corrective Reading Strategies	2.D.3	Use oral/aural language and writing experiences to enhance phonics instruction (e.g., sentence strip words, phrases, and pocket charts). ★		
RED 3519	Diagnostic and Corrective Reading Strategies	2.D.4	(3.2, 5.12) Recognize, describe, and incorporate appropriate phonics assessments to guide instruction.		
RED 3519	Diagnostic and Corrective Reading Strategies	2.E.1	<b>Performance Indicator E: Fluency</b> (2.C was "identify") 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.).		
RED 3519	Diagnostic and Corrective Reading Strategies	2.E.2	Use oral/aural language and writing experiences to enhance fluency (e.g., poetry charts, song lyrics). ★		
RED 3519	Diagnostic and Corrective Reading Strategies	2.E.3	(3.2., 5.12) Recognize, describe, and incorporate appropriate fluency assessments to guide instruction.		

Course Number	Name of Course	Indicator Code	Specific Indicator	Checkpoint self-evaluation E-Exemplary, P-Proficient, D-Developing, B-Beginning (write rating and date)	Instructor Initials and Date (when student has scored P or E on class assignments)
RED 3519	Diagnostic and Corrective Reading Strategies	2.F.1	<b>Performance Indicator F: Vocabulary</b> (2.D was “identify”)Apply intentional, explicit, systematic instructional practices to scaffold vocabulary and concept development (e.g., shared reading, semantic mapping, etc.).		
RED 3519	Diagnostic and Corrective Reading Strategies	2.F.2	Provide for continual integration, repetition, and meaningful use of domain specific vocabulary to address the demands of academic language. ★		
RED 3519	Diagnostic and Corrective Reading Strategies	2.F.3	Incorporate vocabulary instruction through analogies (e.g., cognates, Greek and Latin roots). ★		
RED 3519	Diagnostic and Corrective Reading Strategies	2.F.4	Provide an environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary. ★		
RED 3519	Diagnostic and Corrective Reading Strategies	2.F.5	*3.2.j Incorporate instructional practices that develop authentic uses of English to assist English language learners in learning academic vocabulary and content. ★		
RED 3519	Diagnostic and Corrective Reading Strategies	2.F.6	Use oral/aural language and writing experiences to enhance vocabulary (e.g., interactive word walls, word sorts, word charts for secondary). ★		
RED 3519	Diagnostic and Corrective Reading Strategies	2.F.7	Use multiple methods of vocabulary instruction (e.g. multiple contexts, examples and non-examples, elaborations, etc.). ★		
RED 3519	Diagnostic and Corrective Reading	2.F.8	(3.2, 5.12) Recognize, describe, and incorporate appropriate vocabulary		



	Strategies		assessments to guide instruction.		
Course Number	Name of Course	Indicator Code	Specific Indicator	Checkpoint self-evaluation E-Exemplary, P-Proficient, D-Developing, B-Beginning (write rating and date)	Instructor Initials and Date (when student has scored P or E on class assignments)
RED 3519	Diagnostic and Corrective Reading Strategies	2.G.1	<b>Performance Indicator G: Integration of the Reading Components</b> (2.F.1, 2.F.2 was “identify”) Apply comprehensive instructional practices, including writing experiences, that integrate the reading components.		
RED 3519	Diagnostic and Corrective Reading Strategies	2.G.2	Identify instructional practices to develop students’ metacognitive skills in reading (e.g., text coding such as INSERT, two column notes). ★		
RED 3519	Diagnostic and Corrective Reading Strategies	2.G.3	(2.F.3 was “identify”) Use resources and research-based practices that create information intensive environments (e.g., diverse classroom libraries, inquiry reading).		
RED 3519	Diagnostic and Corrective Reading Strategies	2.G.4	(2.F.4 was “identify”) 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).		
RED 3519	Diagnostic and Corrective Reading Strategies	2.G.5	Demonstrate understanding of similarities and differences between home language and second language reading development. ★		
RED 3519	Diagnostic and Corrective Reading Strategies	2.G.6	Triangulate data from appropriate reading assessments to guide instruction. ★		

## Florida Reading Endorsement Alignment Matrix

### Competency #3

#### Competency 3: Foundations of Assessment

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.

Course Number	Name of Course	Indicator Code	Specific Indicator	Checkpoint self-evaluations E-Exemplary, P-Proficient, D-Developing, B-Beginning (write rating and date)	Instructor Initials and Date (when student has scored P or E on class assignments)
RED 3519	Diagnostic and Corrective Reading Strategies	3.1	<b>Performance Indicators</b> (3.1) Understand and apply measurement concepts and characteristics of reading assessments.		
RED 3519	Diagnostic and Corrective Reading Strategies	3.2	(3.2) Understand the purposes of various informal assessments (e.g., informal reading inventories, analyzing writing samples) including an emphasis on matching reader to text.		
RED 3519	Diagnostic and Corrective Reading Strategies	3.3	(3.3, 3.4) Understand the purpose of various formal assessments including the differences between norm-referenced and criterion-referenced assessments and how to interpret data reports.		
RED 3519	Diagnostic and Corrective Reading Strategies	3.4	(3.5) Understand the meaning of test reliability, validity, and standard error of measurement and describe major types of derived scores from standardized tests.		
RED 3519	Diagnostic and Corrective Reading Strategies	3.5	(3.6) Demonstrate knowledge of the characteristics, administration, and interpretation of both quantitative and qualitative instructional assessments (to include each of the following: screening,		

			progress monitoring, diagnosis and outcome measures).		
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<b>Course Number</b>	<b>Name of Course</b>	<b>Indicator Code</b>	<b>Specific Indicator</b>	<b>Checkpoint self-evaluations</b> E-Exemplary, P-Proficient, D-Developing, B-Beginning (write rating and date)	<b>Instructor Initials and Date</b> (when student has scored P or E on class assignments)
RED 3519	Diagnostic and Corrective Reading Strategies	3.6	(3.7) Analyze data to identify trends that indicate adequate progress in student reading development.		
RED 3519	Diagnostic and Corrective Reading Strategies	3.7	(3.8, 3.9) Understand how to use data within a systematic problem solving process to differentiate instruction, intensify intervention and meet the needs of all students. (e.g., grouping practices, appropriate curriculum materials).		
RED 3519	Diagnostic and Corrective Reading Strategies	3.8	(3.10) Identify appropriate criteria for selecting materials to include in portfolios for monitoring student progress over time.		
RED 3519	Diagnostic and Corrective Reading Strategies	3.9	(3.11) Identify interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners.		
RED 3519	Diagnostic and Corrective Reading Strategies	3.10	(3.12) Identify appropriate assessments and accommodations for monitoring reading progress of all students.		
RED 3519	Diagnostic and Corrective Reading Strategies	3.11	Identify and implement appropriate and allowable accommodations as specified in the Individual Education Plan or 504 Plan when assessing students with disabilities in the area of reading. ★		

## Florida Reading Endorsement Alignment Matrix

### Competency#4

#### Competency 4: Foundations and Applications of Differentiated Instruction

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	Checkpoint self-evaluations E-Exemplary, P-Proficient, D-Developing, B-Beginning (write rating and date)	Instructor Initials and Date (when student has scored P or E on class assignments)
RED 3519	Diagnostic and Corrective Reading Strategies	4.1	<b>Performance Indicators</b> *2.3.d. Understand and apply knowledge of socio-cultural, socio-political and psychological variables to differentiate reading instruction for all students. ★		
RED 3519	Diagnostic and Corrective Reading Strategies	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. ★		
RED 3519	Diagnostic and Corrective Reading Strategies	4.3	*2.2.a. 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. ★		
RED 3519	Diagnostic and Corrective Reading Strategies	4.4	(4.5) Identify factors impeding student reading development in each of the reading components or the integration of these components.		
RED 3519	Diagnostic and Corrective Reading Strategies	4.5	(4.1, 4.3) Recognize how characteristics of both language and cognitive development impact reading proficiency.		
RED	Diagnostic and	4.6	(4.8) Recognize the characteristics of proficient readers to more effectively		

3519	Corrective Reading Strategies		differentiate instruction.		
<b>Course Number</b>	<b>Name of Course</b>	<b>Indicator Code</b>	<b>Specific Indicator</b>	<b>Checkpoint self-evaluations</b> E-Exemplary, P-Proficient, D-Developing, B-Beginning (write rating and date)	<b>Instructor Initials and Date</b> (when student has scored P or E on class assignments)
RED 3519	Diagnostic and Corrective Reading Strategies	4.7	(4.2) Compare language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities.		
RED 3519	Diagnostic and Corrective Reading Strategies	4.8	(4.9) Select and use developmentally appropriate materials that address sociocultural and linguistic differences.		
RED 3519	Diagnostic and Corrective Reading Strategies	4.9	Plan for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups. ★		
RED 3519	Diagnostic and Corrective Reading Strategies	4.10	(5.10) Differentiate reading instruction for English language learners with various levels of first language literacy.		
RED 3519	Diagnostic and Corrective Reading Strategies	4.11	(5.3) Scaffold instruction for students having difficulty in each of the components of reading.		
RED 3519	Diagnostic and Corrective Reading Strategies	4.12	(4.10) Implement a classroom level plan for monitoring student reading progress and differentiating instruction.		
RED 3519	Diagnostic and Corrective Reading Strategies	4.13	(4.10) Monitor student progress and use data to differentiate instruction for all students.		
RED 3519	Diagnostic and Corrective Reading Strategies	4.14	(5.4, 5.5, 5.6, 5.7, 5.9) Implement research-based practices in comprehension, oral language, phonological awareness, phonics, fluency and vocabulary to differentiate		

			instruction for all students.		
RED 3519	Diagnostic and Corrective Reading Strategies	4.15	(5.8) Implement research-based instructional practices for developing students' higher order thinking.		
RED 3519	Diagnostic and Corrective Reading Strategies	4.16	(5.8) Implement research-based instructional practices for developing students' ability to read critically.		
<b>Course Number</b>	<b>Name of Course</b>	<b>Indicator Code</b>	<b>Specific Indicator</b>	<b>Checkpoint self-evaluations</b> E-Exemplary, P-Proficient, D-Developing, B-Beginning (write rating and date)	<b>Instructor Initials and Date</b> (when student has scored P or E on class assignments)
RED 3519	Diagnostic and Corrective Reading Strategies	4.17	Implement research-based instructional practices using writing to develop students' comprehension of text. ★		
RED 3519	Diagnostic and Corrective Reading Strategies	4.18	(4.6) Implement appropriate and allowable instructional accommodations as specified in the Individual Education Plan or 504 Plan when differentiating instruction for students with disabilities.		
RED 3519	Diagnostic and Corrective Reading Strategies	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. ★		

## Florida Reading Endorsement Alignment Matrix Competency #5

### Competency 5: Demonstration of Accomplishment

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	Checkpoint self-evaluations E-Exemplary, P-Proficient, D-Developing, B-Beginning (write rating and date)	Instructor Initials and Date (when student has scored P or E on class assignments)
RED 3519	Practicum for Assessment and Instruction of Reading	5.1	<b>Performance Indicators:</b> (6.9, 5.12) Use assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning.		
RED 3519	Practicum for Assessment and Instruction of Reading	5.2	(6.6) Demonstrate research-based instructional practices for facilitating reading comprehension.		
RED 3519	Practicum for Assessment and Instruction of Reading	5.3	Demonstrate research-based instructional practices for developing oral/aural language development. ★		
RED 3519	Practicum for Assessment and Instruction of Reading	5.4	(6.2) Demonstrate research-based instructional practices for developing students' phonological awareness.		
RED 3519	Practicum for Assessment and Instruction of Reading	5.5	(6.3) Demonstrate research-based instructional practices for developing phonics skills and word recognition.		



RED 3519	Practicum for Assessment and Instruction of Readin	5.6	(6.4) Demonstrate research-based instructional practices for developing reading fluency and reading endurance.		
RED 3519	Practicum for Assessment and Instruction of Readin	5.7	(6.5) Demonstrate research-based instructional practices for developing both academic and domain specific vocabulary.		

<b>Course Number</b>	<b>Name of Course</b>	<b>Indicator Code</b>	<b>Specific Indicator</b>	<b>Checkpoint self-evaluation</b> E-Exemplary, P-Proficient, D-Developing, B-Beginning (write rating and date)	<b>Instructor Initials and Date</b> (when student has scored P or E on class assignments)
	Practicum for Assessment and Instruction of Reading	5.8	(6.7) Demonstrate research-based instructional practices to facilitate students' monitoring and self correcting in reading.		
	Practicum for Assessment and Instruction of Reading	5.9	(6.8) Demonstrate research-based comprehension instructional practices for developing students' higher order thinking to enhance comprehension.		
	Practicum for Assessment and Instruction of Reading	5.10	(6.8) Demonstrate research-based instructional practices for developing students' ability to read critically.		
	Practicum for Assessment and Instruction of Reading	5.11	(6.10) Demonstrate differentiation of instruction for all students utilizing increasingly complex print and digital text.		
	Practicum for Assessment and Instruction of Reading	5.12	(6.11) *4.1.c.Demonstrate skill in assessment and instruction with English language learners from diverse backgrounds and at varying English proficiency levels.		
	Practicum for Assessment and Instruction of Reading	5.13	(6.12) Create an information intensive environment that includes print and digital text.		
	Practicum for Assessment and Instruction of Reading	5.14	Use a variety of instructional practices to motivate and engage students in reading. ★		
	Practicum for Assessment and Instruction of Reading	5.15	Demonstrate intentional, explicit, systematic writing instruction as it relates to the ability to read written language. ★		