



Grades K-12: Professional Development



Florida Reading Endorsement: Matrix Alignment for Add-On Plan



The LETRS professional development course of study is unique in many ways. Because reading is a language-based skill, simply learning strategies to address reading as a text-based skill is inadequate. LETRS is grounded in the fundamental idea that reading difficulties can be best addressed by teaching the structures and functions of language directly. Teachers learn what, when and how language skills need to be taught and ways to develop language for both prevention and intervention of struggling readers. Oral language is the basis for later reading comprehension. Second language learners and children who come to school from a background of poverty need extra support at the oral language level in order to give them the best chance of becoming proficient readers. Yet our teachers seldom have the opportunity for undergraduate work, graduate work or professional development in oral language and its impact on literacy learning. When we combine instruction in language with instruction about reading foundational skills like phonemic awareness and basic phonics, we are creating a strong basis upon which strategies and skills for advanced decoding, vocabulary development, fluency, deep reading comprehension of various text genres and writing can develop.

While deeply grounded in the science of reading, LETRS gets teachers involved in their own learning throughout the units of study. As teachers learn about instructional practices that align with the theory and research they are learning in their classes, text and online units of study, there are activities and self-evaluations in the text and online that give teachers the grounding in classroom instruction they desire and need. Teachers create a reflective journal throughout their study and work and have constant opportunities that bridge the research and theory about instruction and assessment directly into their classrooms to help them internalize the knowledge as they apply and practice what they are learning.

Louisa Moats says, “Teachers do better, when they know better.” LETRS allows teachers to increase their knowledge base and their understanding of why they do what they do as they teach children to read. As committed as LETRS is to empowering teachers, we never lose sight of why this work is so important. We always stay focused on the student, because it is the student whose life can be changed by a well-informed and caring teacher. One of the first activities we do in the beginning of our first unit of study is to ask teachers to think of a student who they taught and who they wished they could have helped more. We then have the teachers dedicate their study to that student. Every teacher knows that they could do better if they knew better! Teachers love LETRS because they know that it adds value to their practice and through those changes that occur it helps them change the lives of the students they care so much about.

In reviewing the Florida Reading Endorsement matrix, it is clear that the full scope of LETRS aligns with the scope and goals of the FL Reading Endorsement and Florida’s dedication to developing the strongest reading teachers. In addition, the blend of print, online and face-to-face resources/trainings match the time requirements of the Reading Endorsement process (60 hours for each competency – 300 total hours). The following page includes a breakdown of the LETRS time commitment in full.

Florida Reading Endorsement Add-On Plan: LETRS Schedule and Time Commitment

Self-Guided LETRS Professional Development Course of Study (200 Total Hours)

- The eight units of LETRS include – LETRS online learning components and LETRS textbook study, both of which include opportunities for self-evaluations/reflections, formal/informal assessments, and an embedded “Bridge to Classroom” portfolio/case study.
- Each unit consists of approximately 15-25 hours.

Florida Reading Endorsement-Exclusive Activities (40 Total Hours)

- Each LETRS unit has several activities that align to the five competencies of the Florida Reading Endorsement.
- These activities are a supplemental feature for Florida Reading Endorsement participants to emphasize the application of this content into the classroom.
- Districts will determine the amount of activities required and participants will receive an additional document highlighting Florida Reading Endorsement activities aligned with each LETRS unit.
- Completion of all activities for each unit is approximately 5 hours.

LETRS Face-to-Face Training (60 Total Hours)

- 1 Introductory Launch Training – Half-day (4 hours)
- 8 Post-Unit Face-to-Face Trainings – Whole-day (7 hours)

Total Scope of Work for Florida Reading Endorsement Participants = 300 HOURS

LETRS: Units 1-8 Course Titles

Unit 1: The Challenge of Learning to Read

Unit 2: The Speech Sounds of English

Unit 3: Teaching Beginning Phonics, Word Recognition, and Spelling

Unit 4: Advanced Decoding, Spelling, and Word Recognition

Unit 5: The Mighty Word: Oral Language and Vocabulary

Unit 6: Digging for Meaning: Understanding Reading Comprehension

Unit 7 Text-Driven Comprehension Instruction

Unit 8: The Reading-Writing Connection

The Florida Department of Education indicators demonstrate the state’s awareness of the importance for teachers to understand the connection between language and literacy. One of the unique aspects of the LETRS course is that it is completely organized around the components of language and how they impact literacy development in every aspect. It would be impossible to isolate all the times this connection is made within the LETRS course, however we have highlighted certain examples as we responded to the various indicators that mention this.

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Alignment to Florida Reading Endorsement

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.

FOUNDATIONAL READING SKILL: COMPREHENSION

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.

Course Number and Name of Course	Required Course Reading(s)	Indicator or Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
	<p>Read and Watch Unit 1, Session 1 (p. 16) (textbook and online)</p> <p>LETRS Unit 1: The Challenge of Learning to Read</p> <p>Read and Watch Unit 1, Session 2 (p. 19) (textbook and online)</p> <p>LETRS Unit 1: The Challenge of Learning to Read</p>	1.A.1	Understand that building oral and written language facilitates comprehension.	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> • Review the Simple View of Reading (SVR), (Unit 1: Session 1) (Gough and Tunmer 1986), which addresses the two domains of reading – word recognition (written language) and language comprehension (oral language) leading to the product of reading comprehension. • Identify the critical nature of each domain and the effect that each domain has on reading comprehension. 	Create a tri-fold publication for colleagues, administrators, and parents that explains the critical nature of learning both domains of reading--word recognition (written language) and language comprehension (oral language) leading to the product of reading comprehension using the SVR model. Distribute and address any questions.

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				<p>Formative Assessment:</p> <ul style="list-style-type: none">Describe how the SVR can be used to guide colleagues, administrators, and parents in understanding that both domains must be included in instructional programming in order to ensure that a student can independently read with comprehension.	
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<p>Read and Watch</p> <p>Unit 1, Session 2 (p. 22-23) <i>How are Language and Literacy Related?</i></p> <p>LETRS Unit 1: The Challenge of Learning to Read</p> <p>Unit 5, Session 1 (p. 6-7) <i>Why is Vocabulary so important?</i> (textbook and online)</p> <p>LETRS Unit 5: The Mighty Word: Oral Language and Vocabulary.</p> <p>Unit 6, Session 1 (p. 72-75) <i>What is the Goal of Reading Comprehension Instruction?</i> (textbook and online)</p> <p>Unit 6, Session 4 (p. 105-108) <i>How does sentence structure affect comprehension?</i> (textbook and online)</p> <p>Unit 6, Session 6 (p. 131-132) <i>How Does Text Structure</i></p>	<p>1.A.2*</p>	<p>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.”</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> • Review Hollis Scarborough’s Reading Rope Model (Unit 1: Session 4). This model shows the relationship of the two strands that lead to skilled reading comprehension including word recognition and language comprehension. • Review each individual strand of the Reading Rope that comprise the two domains that contribute to skilled reading (i.e. <u>language comprehension</u>-background knowledge, vocabulary, language structures (semantics, syntax), verbal reasoning and literacy knowledge) and <u>word recognition</u>-phonological awareness, decoding, sight recognition) (Unit 6: Session 4 & 6). • Recognize academic language as the language of books vs conversational language. Review the impact of pragmatics (i.e. the system of rules and conventions for using language and related gestures in a social context) to differentiate conversational and academic language. • Build understanding of sentence structures (Unit 6: Session 4) and common text structures (Unit 6: Session 6) and their effect on comprehension. Review the use of graphic organizers to explicitly teach students to recognize different text 	<p>Plan and participate in a parent-teacher conference that utilizes the Reading Rope Model to explain to the parent the subskills (strands) of the Rope and how each plays a part in reading comprehension acquisition. Specifically explain the critical nature of the subskills of the language comprehension strand and word recognition strands and the importance of each as it relates to the learning of the “language of school” or “academic language.” Offer specific data from one of the case study students or other students who may be struggling with the language comprehension strand of the Reading Rope Model. Address any questions and support responses with research-based evidence. Document the key points from the parent-teacher conference, any pertinent questions addressed, information shared, or instructional ideas offered to support further learning. Reflect upon the use of the Reading Rope Model as a</p>
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	<p><i>Affect Comprehension?</i> (textbook and online)</p> <p>LETRS Unit 6: Digging for Meaning: Understanding Reading Comprehension</p>			<p>structures so they can comprehend more easily.</p> <ul style="list-style-type: none"> Describe the Hart & Risley study pertaining to language acquisition and the impact of early language and vocabulary foundations in the first three years of life on later text comprehension. Anticipate trouble spots in a passage including uncommon vocabulary, needed background knowledge, sentence grammar, idiomatic language or text structure that may cause a breakdown in comprehension for students. <p>Formative Assessment:</p> <ul style="list-style-type: none"> Write a scenario that describes a possible conversation with a parent during a parent-teacher conference. Use the Reading Rope Model to explain the subskills (strands) of the Reading Rope to the parent and how each plays a part in reading acquisition. Specifically explain the critical nature of the subskills of the language comprehension strand and the importance of each as it relates to the learning of the “language of school” or “academic language.” 	<p>tool for child study and/or parent-teacher conferences.</p>
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				<ul style="list-style-type: none">Using the information in the Reading Rope, identify the characteristics of students who struggle (including a case study student) with word recognition and language comprehension and identify areas that may affect reading comprehension.	
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	<p>Read and Watch</p> <p>Unit 6, Session 4 (p. 105-143) <i>How Does Sentence Structure Affect Comprehension?</i> (textbook and online)</p> <p>Unit 6, Session 5 (p. 121-130) <i>How Are Ideas Tied Together in Text?</i> (textbook and online)</p> <p>Unit 6, Session 6 (p. 131-144) <i>How Does Text Structure Affect Comprehension?</i> (textbook and online)</p> <p>LETRS Unit 6: Digging for Meaning: Understanding Reading Comprehension</p>	<p>1.A.3</p>	<p>Understand the impact of text on reading comprehension (e.g., genre, readability, coherence, text structure, and text complexity).</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> • Identify areas within text that may cause difficulty in comprehension the meaning of the text including uncommon sentence grammar or structure, genre, readability, coherence (cohesive ties), text structure and text complexity. • Recognize common sentence structures (Unit 6: Session 4) and text structures (Unit 6: Session 6) in narrative and informational text and the affect these structures may have on reading comprehension. • Recognize the impact of text organization in various genres may have on reading comprehension. • Review various types of readability formulas for text (e.g. Flesch, Fry, Spache, Dale-Chall, SMOG, lexiles) and describe the variability of these types of measures (Unit 6: Session 4). • Explain text coherence (i.e. consistency, clarity, and unity) and how text coherence leads to mental coherence (Unit 6: Session 5). 	<p>Locate a text within a core reading program used by a case study student that does NOT show evidence of student-friendly coherence, text structure and text complexity. Show examples of each of these features. Identify instructional best practices that can compensate for any part of the text cohesion, readability, text structure, and text complexity that may cause difficulty. Explain how teacher awareness and instructional best practices can reduce the impact of the text as written on reading comprehension.</p>
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				<ul style="list-style-type: none">• Recognize how mental coherence can be disrupted due to the written text itself. Consider instructional remedies for lack of text coherence. <p>Formative Assessment</p> <ul style="list-style-type: none">• Locate a narrative text within a student core reading series that shows evidence of student-friendly coherence, text structure and text complexity. Cite evidence (e.g. examples) of each of these features.• Locate a text within a student core reading series that does NOT show evidence of student-friendly coherence, text structure and text complexity. Cite evidence (e.g. examples).	
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<p>Read and Watch</p> <p>Unit 6, Session 2 (p. 85-86) <i>What Causes Poor Comprehension?</i> (textbook and online)</p> <p>LETRS Unit 6: Digging for Meaning: Understanding Reading Comprehension</p>	<p>1.A.4</p>	<p>Understand how the interaction of reader characteristics, motivation, purpose of reading, and text elements impacts comprehension and student engagement.</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> Identify the characteristics of students who struggle with language and reading comprehension (Unit 6: Session 2) as it relates to the language comprehension strands of Scarborough’s Reading Rope Model (Unit 6: Session 1). Review the Rand Report: Reading for Understanding which analyzes the interaction of text, reader and the purpose of reading– relating all of that to the context in which reading occurs. <p>Formative Assessment:</p> <ul style="list-style-type: none"> Write a summary of the RAND Report that offers a “Heuristic for Thinking About Reading Comprehension” or other cited work that may explain the interaction of the reader to the text, the purpose set forth for reading a text, and the text itself as it impacts comprehension and student engagement. 	<p>Choose a narrative or informational text that is part of a core reading program offered within a school setting. Identify what the reader would have to bring to the passage in order to understand the passage (e.g. cognitive abilities, inferencing, visualization, background knowledge). Next, consider the motivational factors that may engage or disengage a student in understanding the text (e.g. student plays baseball vs one who doesn’t like baseball). Then, consider the text features that may contribute to difficulties with understanding of the text (e.g. cohesiveness, sentence length). Describe how these elements impact a student’s ability to engage and understand text. Offer some instructional recommendations to increase understanding and engagement using this text.</p>
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	<p>Read and Watch</p> <p>Unit 6, Session 1 (p. 71-75) <i>What is the Goal of Reading Comprehension?</i> (textbook and online)</p> <p>LETRS Unit 6:</p> <p>Digging for Meaning: Understanding Reading Comprehension</p> <p>Unit 7, Session 2 (p. 158-161) <i>Which Comprehension Strategies Can Be Used During and After Reading?</i> (textbook and online)</p> <p>LETRS Unit 7: Text-Driven Comprehension Instruction</p>	1.A.5	<p>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.</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> • 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 (Unit 7, Session 2) • Paraphrase how to build a coherent mental model of the text. • Identify comprehension strategies that are supported by research (Unit 7, Session 2). <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Identify various strategies that can be used at the written level or orally to develop cognitive targets that are appropriate for children at different grade levels. 	<p>Review a commonly used core reading program. Review the program for systematic, explicit instruction in the building of the mental model and cognitive targets. Summarize your findings. Next, review how comprehension strategies are taught and determine if they are explicit and practiced often as part of the instructional lessons. Identify areas in which supplemental instruction may benefit the learner. Create an example of a lesson within the core reading program that focuses on comprehension but may be lacking in research-based strategies. Offer a strategy that can be integrated into this lesson and used to enhance the learning and understanding of students.</p>
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<p>Read and Watch</p> <p>Unit 6, Session 1 (p. 78-81)</p> <p><i>What is the Goal of Reading Comprehension Instruction?</i> (textbook and online)</p> <p>LETRS Unit 6: Digging for Meaning: Understanding Reading Comprehension</p>	<p>1.A.6</p>	<p>Understand reading as a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes.</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> • Explain the goal of reading various forms of text (print and digital) as it relates to the construction of a coherent mental model. • Summarize the cognitive processes that occur in the building of a mental model- the representation of a text’s meaning, drawing from the surface code, the text base (underlying meanings), long term memory (background knowledge) and integrated into working memory. • Explain how reading a text multiple times for different purposes enhances the construction of meaning. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Describe ideas that can be used within a classroom setting to increase the likelihood that a student will read for understanding. Describe before, during and after reading strategies that can be integrated into the core reading program to advance comprehension of text both in print and digitally. 	<p>Review a core reading program to determine how the program utilizes the creation of the mental model in order to construct meaning. Look for evidence of the building of meaning beyond the surface code. Locate a lesson within the core reading program that could be enhanced instructionally in building a mental model. Create an addendum to the lesson adding appropriate instruction before, during, and after the text reading increasing the likelihood that a student will create a mental model.</p>
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	<p>Read and Watch</p> <p>Unit 6, Session 6 (p. 131-142)</p> <p><i>How Does Text Structure Affect Comprehension?</i> (textbook and online)</p> <p>LETRS Unit 6:</p> <p>Digging for Meaning: Understanding Reading Comprehension</p>	<p>1.A.7</p>	<p>Understand the reading demands posed by domain specific texts.</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> • Identify the challenges of domain specific texts such as background knowledge, vocabulary and sentence complexity. • Differentiate instructional strategies for specific text structures commonly found in domain specific texts. • Support the importance of preparation for teaching in domain specific texts. • Utilize graphic organizers and text frames to explicitly teach students to recognize different text structures to aid comprehension. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Explain how text structures and organization in different domains affects comprehension. • Summarize reading demands that are found within narrative text and how these demands can be met instructionally. • Summarize reading demands that are found within informational text and how these demands can be met instructionally. 	<p>Choose a narrative and an informational passage from a core reading series. Identify the challenges that are presented to the reader within the passage (e.g. background knowledge, vocabulary, sentence complexity). Determine how these challenges posed within these specific texts can be met instructionally.</p>
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<p>Read and Watch</p> <p>Unit 6, Session 3 (p. 93-103) <i>How Can Students Be Prepared for Reading?</i> (textbook and online)</p> <p>LETRS Unit 6 Digging for Meaning: Understanding Reading Comprehension</p> <p>Unit 7, Session 2 (157-163) (178-179) <i>Which Comprehension Strategies Can Be Used During and After Reading?</i> (textbook and online)</p> <p>LETRS Unit 7: Text-Driven Comprehension Instruction</p>	1.A.8	<p>Understand that effective comprehension processes rely on well-developed language, strong inference making, background knowledge, comprehension monitoring and self-correcting.</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> • Define the Core Knowledge Approach to building background knowledge and its impact on comprehension (Unit 6, Session 3). • Develop awareness of effective before, during, and after reading strategies that are supported by research and incorporate them into lessons before, during, and after reading (e.g. comprehension monitoring) (Unit 7, Session 2). • Explain the purpose of text-dependent questions and Identify ways to facilitate students’ inferencing of text as it relates to the construction of the mental model of the text (Unit 7, Session 3). • Describe how self-monitoring and self-correcting builds the ability to make meaning of the text. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Explain how effective comprehension processes are connected and rely on well-developed language, strong inference making, background knowledge, comprehension monitoring (Unit 7, Session 2) and self-correcting. 	<p>Explain the connections between comprehension and language, inference making, background knowledge, comprehension monitoring and self-correcting and how each affects comprehension if not well-developed.</p>
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<p>Read and Watch</p> <p>Unit 7, Session 6 (p. 217-224) <i>How Can Instruction Be Adapted for Special Populations?</i> (textbook and online)</p> <p>LETRS Unit 7: Text-Driven Comprehension Instruction</p>	<p>1.A.9</p>	<p>Understand how <u>English language learners'</u> linguistic and cultural background will influence their comprehension.</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> • Identify how English language learners' linguistic and cultural background will influence their comprehension. • Recognize common errors made by English language learners as it relates to linguistic and/or cultural background and the influence of such on comprehension. • List appropriate instructional adaptations and approaches that can benefit an English language learner. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • As it relates to English language learners, list the dialect and linguistic elements that vary from standard English, the role of socioeconomic status (SES) and cultural background knowledge, the impact of code-switching and the need for explicit instruction in the code of standard English. 	<p>Write a response to a colleague who is new to the area and is a native English speaker. She has no experience in teaching students who are English language learners and would like your advice on how to ensure that her students who are English language learners are comprehending what is being offered in her class.</p>
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<p>Read and Watch</p> <p>Unit 1, Session 8 (p. 77) <i>How Can Assessments Be Used to Differentiate Instruction?</i> (textbook and online)</p> <p>LETRS Unit 1: The Challenge of Learning to Read</p> <p>Unit 6, Session 2 (p. 86-92)</p>	1.A.10	<p>Understand the role of formal and informal assessment of comprehension in making instructional decisions to meet individual student needs.</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> • Explain the role of formal and informal assessment of comprehension in making instructional decisions to meet individual student needs. • Formulate questions to guide selection and use of assessments and how they can guide instructional decisions. • Interpret a flow chart of assessment protocol (Unit 6, Session 2) to determine how to make instructional decisions about when to further assess students moving from screening to informal diagnostic assessments to formal diagnostic assessments. • Identify the appropriate use informal and formal diagnostic assessments for vocabulary and reading comprehension, understanding that these are very complex constructs and therefore fewer assessments are available as compared to other components of reading such as phonemic awareness and phonics. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Identify the uses of various formal and informal assessments and survey assessments currently used within a school setting to assess comprehension skills in students. Identify the purpose and use of each. Gather information on who administers these assessments, 	<p>Create a flow chart of assessments protocol from screening to informal and formal diagnostic assessments within the school setting to guide teachers toward appropriate instructional decisions in comprehension. Add presently used assessments to the assessment matrix created in ‘Foundations of Assessment-3.1.’ and place them in the appropriate column/row. Share the matrix with colleagues within the school setting that use these assessments. Gather any concerns, recognized gaps in the assessment protocol within the school setting. Offer recommendations to fill those gaps.</p>
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				what is done with the data findings and how student data is utilized to make instructional decisions about comprehension instruction.	
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FOUNDATIONAL READING SKILL: ORAL LANGUAGE					
Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
	<p>Read and Watch</p> <p>Unit 1, Session 2 (p. 22-23) <i>How Are Language and Literacy Related?</i> (textbook and online)</p> <p>LETRS Unit 1: The Challenge of Learning to Read</p>	1.B.1	<p>Understand how the students' development of phonology, syntax, semantics, and pragmatics relates to comprehending written language.</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> • Define the following components of language: phonology, orthography, morphology, semantics, syntax, discourse, pragmatics. • Identify the roles of syntax, semantics and pragmatics as they relate to oral and written language. • Identify the role of each of the components of language in the development of readers who are proficient at comprehending written language. <p>Formative Assessment</p> <ul style="list-style-type: none"> • Identify a student who has oral language difficulties (e.g. case study student). Review the student's data as it pertains to the foundational skills of phonology and phonics acquisition (DIBELS, phonics survey, writing sample). Observe the student's use of syntax in writing and speech, level of semantics (vocabulary). 	<p>Speak with a speech-language therapist (SLP) that serves the school within which the student (e.g. case study student) attends. Review the observation notes a student who struggles with oral and or written language with the SLP to determine what options would be available to this student to meet their individual needs in comprehending written language. Discuss recommendations for classroom supports that could be offered to advance the learning of these skills. Write a report of your experience, findings, and recommendations.</p>

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	<p>Read and Watch</p> <p>Unit 1, Session 2 (p. 23) How Are Language and Literacy Related? (textbook and online)</p> <p>LETRS Unit 1: The Challenge of Learning to Read</p>	<p>1.B.2</p>	<p>Understand the differences between social and academic language.</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> • Differentiate academic language from social language. • Describe the development of academic language comprehension in the primary grades – through oral language interactions, direct teaching and text reading – as the building of a foundation for success with academic text in the higher grades. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Explore the differences between academic language and social language, as it relates to vocabulary, sentence structure, paragraph structure and overall context. Create a Venn diagram that depicts those things that are different and those things that are similar. Explain the characteristics of academic language and the impact it may have on comprehension. Then, explain the characteristics of social language and the impact it has on comprehension. 	<p>Record, with permission, 3 minutes of academic language and 3 minutes social language from teacher to student. Identify the similar and different characteristics of each found within these recording samples. Then, record, with permission, 3 minutes of academic language discussion (e.g. peer-to-peer discussion about an information text they just read) and 3 minutes of a peer-to-peer in a social language situation. Identify the similar and different characteristics of each found within these recording samples. Reflect upon the findings in both scenarios and the impact of each on students at various levels oral language development.</p>
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	<p>Read and Watch</p> <p>Unit 8, Session 1 (p. 232-233) <i>Understand the Foundational and Language Skills Necessary for Writing</i> (textbook and online)</p> <p>LETRS Unit 8: The Reading-Writing Connection</p>	<p>1.B.3</p>	<p>Understand that writing enhances the development of oral language.</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> • Explain how writing enhances the development of oral language (Unit 8, Session 1). • Explain how reading comprehension can be improved when students write and then read and discuss their responses to what has been read (Graham and Hebert, 2010). • Identify ways in which writing can be used to enhance language development by writing and reflecting upon reading. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Create a Request for Permission document to collect writing samples from grade 2 students. Offer a rationale for collecting these samples and the intention and purpose for collecting the writing sample. Describe the importance of developing oral language through writing and explain in detail how the act of writing nurtures better command of the language, the benefits of writing on reading acquisition, and how writing benefits reading comprehension. Make plans to visit the classroom and collect these samples. 	<p>Collect a 3-minute writing sample from students at the same grade level (i.e. Grade 2) (n=10). Offer a prompt that would motivate students to write. Give them 1 minute to gather their thoughts and 3 minutes to put them on paper. Review the samples for evidence of oral language development. Identify those students who have foundational writing skill deficits (as per the Simple View of Writing (unit 9, Session 1) and/or those who are showing composition deficits. Further, identify those who are showing deficits in both areas. Write a review of these samples as it relates to the similarities and differences found within the writings. Offer general observations and recommendations on specific areas of support for these students.</p>
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	<p>Read and Watch</p> <p>Unit 5, Session 1 (p. 4-10)</p> <p><i>Why Is Vocabulary So Important?</i> (textbook and online)</p> <p>LETRS Unit 5: The Mighty Word: Oral Language and Vocabulary</p>	<p>1.B.4</p>	<p>Understand that the variation in students' oral language exposure and development requires differentiated instruction.</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> • Explain the relationships among vocabulary knowledge, background knowledge, oral language proficiency, and reading comprehension; and review the evidence that early language stimulation is critical for vocabulary growth and literacy development. • Describe the need for differentiated instruction of oral language skills since students come to them with large gaps in word and language exposure. • Identify strategies for differentiated and enhanced vocabulary instruction in addition to increased opportunities for listening to and using language in their classrooms (read alouds, turn and talk, shared discussions etc.). <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Read the Hart and Risley Study, (1995) which documented huge differences in preschoolers' exposure to words at home that were related to the socioeconomic circumstances into which they were born. Reflect upon the findings and how this information is still relevant to today's classrooms. • Watch a video of the 30 Million Words Project and learn about the LENA project or other similar projects related to 	<p>Utilize the comparison created by reading the Hart and Risley Study and reviewing the 30 Million Word Gap effort. Describe the impact that this information has on the need to differentiate instruction for all students and offer suggestions on how this information can be implemented into the school setting.</p>
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				<p>building language and literacy. Both projects are updating the research into the relationship between early language exposure and later literacy learning.</p> <ul style="list-style-type: none">• Compare the findings and information provided within these two offerings.	
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	<p>Read and Watch</p> <p>Unit 2, Session 6 (p. 125-138) <i>What about Dialects, Language Differences, and Allophonic Variation?</i> (textbook and online)</p> <p>LETRS Unit 2: The Speech Sounds of English</p> <p>Unit 5, Session 3 (p. 32-33) <i>What Words Should Be Taught Directly?</i> (textbook and online)</p> <p>LETRS Unit 5: The Might Word: Oral Language and Vocabulary</p>	<p>1.B.5</p>	<p>Recognize the importance of English language learners' home languages, and their significance for learning to read English.</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> • Describe the impact of the language learners home language on reading in English. • Identify various supports for meeting the needs of English Language learners throughout the units of study in LETRS. • Explain the importance of oral language stimulation in the home language. When students have more oral language exposure in their first language they will transfer learning more easily into their second language. • Describe why English language learners require even greater attention toward explicit, systematic instruction in the structure of the new language. • Describe the importance of providing meaningful opportunities for oral language within the school day. • Recognize and respond constructively to errors of English Learners and dialect speakers; and recognize how allophonic variation in speech affects students' spelling. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Meet with a teacher of English Language Learners to discuss the special focus areas of students as it 	<p>Reflect on the complexities of learning to read. Write a synopsis of how students who are English language learners add to those complexities while obtaining each of the components of reading.</p>
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				<p>relates to dialects, home language, language differences, and allophonic variations. For example: A native Spanish speaker who is learning English will need the most amount of instruction and practice:</p> <ul style="list-style-type: none">○ Discriminating and pronouncing open syllables○ Discriminating and pronouncing the unvoiced consonants /s/ and /t/○ Discriminating and pronouncing the short vowel sounds○ Learning to say the nasal sound /n/ in words like <i>canyon</i>. <p>Reflect in writing on your conversation and new learnings.</p>	
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	<p>Read and Watch</p> <p>Unit 5, Session 2 (p. 21-24) <i>What Does Knowing a Word Involve?</i> (textbook and online)</p> <p>LETRS Unit 5:</p> <p>The Mighty Word: Oral Language and Vocabulary</p>	<p>1.B.6</p>	<p>Understand the role of formal and informal oral language assessment to make instructional decisions to meet individual student needs.</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> • Identify the role of formal and informal oral language assessments in making instructional decisions to meet individual student needs. • Identify what information is obtained with a formal assessment measure and what information is obtained with an informal assessment measure. • Identify and describe the typical progression of school age oral language development and the use of school age language checklists for informal language screening. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Identify both formal and informal oral language assessment measures that are commonly and currently used within the school setting. • Identify which measures are informal and which are formal and what each of the assessments measures. 	<ul style="list-style-type: none"> • Describe indicators that a student may have low oral language or a need to assess the language-comprehension component of reading (Unit 5, Session 2). • Describe instructional practices that build oral language including explicit instruction and meaningful practice in oral language skills.
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FOUNDATIONAL READING SKILL: PHONOLOGICAL AWARENESS					
Course Number and Name of Course	Required Course Reading	Indicator or Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
	<p>Read and Watch</p> <p>Unit 2, Session 1-8 (p. 85-156) <i>How is Phonology Related to Reading and Spelling?</i></p> <p><i>How Does Phonology Skill Develop?</i></p> <p><i>Why is Phonemic Awareness Important?</i></p> <p><i>What are the Consonant Phonemes of English?</i></p> <p><i>What are the Vowel Phonemes of English?</i></p> <p><i>What About Dialects, Language Differences, and Allophonic Variation?</i></p> <p><i>How Should Phonology Skills Be Taught?</i></p> <p><i>What Phonological Skills Should Be Assessed?</i></p>	1.C.1	<p>Understand phonology as it relates to language development and reading achievement (e.g., phonological processing, phonemic awareness skills, phonemic analysis and synthesis).</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> • Explain the role of the phonological processing system and the meanings of “phon” words. • Describe the functions of the phonological processing system. • Identify examples of early, basic, and advance phonemic awareness activities. • Explain the alphabetic principle utilizing the Hourglass figure. • Explain the organization of the consonant and vowel charts. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Describe how phonology is related to language development and reading achievement. • Identify which students benefit from phonological and phonemic awareness instruction. 	<p>Explain the key components of multisensory phonemic awareness activities including blending, segmentation, substitution, deletion, and reversal. Explain how each of these activities support the development of phonological awareness, language development and reaching achievement.</p>

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	(textbook and online) LETRS Unit 2: The Speech Sounds of English				
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	<p>Read and Watch</p> <p>Unit 2, Session 2 (p. 97-100) <i>How Does Phonological Skill Develop?</i> (textbook and online)</p> <p>LETRS Unit 2: The Speech Sounds of English</p>	<p>1.C.2</p>	<p>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).</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> • Explain the role of the phonological processing system and the meanings and differences of the words; phonetics, phonological awareness, phonological working memory, phonemic awareness and phonics. • Describe the Tolman Hourglass Figure that shows the progression from phonological awareness instruction through orthographic Instruction. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Kilpatrick argues that there are 3 levels of skill in phonology and phonemic awareness. Describe the connection of each level and learning to read (Unit 2, Session 2). 	<p>Review a core reading program’s scope and sequence in kindergarten or first grade to determine if it follows an appropriate progression of phonology instruction from phonological awareness instruction through orthographic instruction. Describe your findings, what may be missing, and how to supplement to ensure all students acquire phonological awareness skills at the advance phonemic awareness level.</p>
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	<p>Read and Watch</p> <p>Unit 2, Session 3 (p. 101-104) <i>Why is Phonemic Awareness Important?</i></p> <p>LETRS Unit 2: The Speech Sounds of English</p>	<p>1.C.3</p>	<p>Understand that writing, in conjunction with phonological awareness, enhances reading development.</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> • Summarize the evidence that phonemic awareness is a critical component of effective instruction. • Describe how writing benefits reading acquisition and comprehension. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Explain the alphabetic principle as depicted in the Hourglass figure. Make connections between phonological awareness and print and the critical nature of explicit instruction in the alphabetic principle. 	<p>Explain how the correspondence of phonemes and graphemes, and the approach to reading and spelling instruction that directly teaches students to use these correspondences to identify unknown words, is critical in reading development. Further, offer the impact of less developed phonological awareness on reading and writing.</p>
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<p>Read and Watch</p> <p>Unit 2, Session 4 (p. 107-118) <i>What Are the Consonant Phonemes of English?</i></p> <p>Unit 2, Session 5 (p. 119-123) <i>What Are the Vowel Phonemes of English?</i></p> <p>Unit 2, Session 6 (p. 125-138) <i>What about Dialects, Language Differences, and Allophonic Variation?</i> (textbook and online)</p> <p>LETRS Unit 2: The Speech Sounds of English</p>	<p>1.C.4</p>	<p>Distinguish both phonological and phonemic differences in language and their applications in written and oral discourse patterns (e.g., language & dialect differences).</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> • Define the terms dialect and language differences and describe the impact these may have on learning English within the school environment. • Explain how phonology can be used to predict the ability to read, spell and write between kindergarten and second grade. • Compare the phonemes (consonants and vowels) to those of Spanish. • Describe the rule-based phonological patterns and dialect differences of African American English. • Describe the implications the differences in the codes of English, Spanish and AAE have on learning to spell and write in Standard English. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Identify confusions in samples of speaking, spelling and/or writing that are related to AAE, Spanish or other dialect influences. Specify any common error patterns identified in speech and identified in spelling/writing. 	<p>Design a corrective feedback protocol for students with language and dialectal differences in order to ensure that their written and oral discourse is in articulated and written English. Check your protocol by inviting constructive feedback from two perspectives: a speech and language therapist and a teacher of English language learners. Compare the responses and modify the protocol, as needed.</p>
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	<p>Read and Watch</p> <p>Unit 2, Session 6 (p. 125-138) <i>What about Dialects, Language Differences, and Allophonic Variation?</i> (textbook and online) LETRS Unit 2: The Speech Sounds of English</p>	<p>1.C.5</p>	<p>Understand how similarities and differences in sound production between English and other languages affect English language learners' reading development in English.</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> • Identify and respond constructively to errors of English Learners and dialect speakers; and recognize how allophonic variation in speech affects students' spelling. • Compare the phonemes (consonants and vowels) of English to those of Spanish. • Identify the rule-based phonological patterns and dialect differences of African American English. <p>Formative Assessment</p> <ul style="list-style-type: none"> • Write an essay on the implications the differences in the codes of English, Spanish and AAE have on learning to spell and write in Standard English. Identify the impact that variances in language production and dialect have on building automaticity in reading. 	<p>Design an infographic that depicts the implications of different codes in languages (i.e. Spanish or AAE) that may impact learning to spell and write in Standard English, describes a corrective feedback protocol, and guides the teacher's instruction toward English language learning students' success in writing, spelling, and speaking English.</p>
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<p>Read and Watch</p> <p>Unit 2, Session 6 (p. 149-156) <i>How Should Phonological Skills Be Taught?</i> (textbook and online)</p> <p>LETRS Unit 2: The Speech Sounds of English</p>	<p>1.C.6</p>	<p>Understand the role of formal and informal phonological awareness assessment to make instructional decisions to meet individual student needs.</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> • Describe the role of formal and informal phonological awareness assessments and how they can be used within the school setting. • Identify the phonological skills assessed by informal assessments and the phonological skills assessed by formal assessments. • Review how assessments can be used to make instructional decisions for students. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Review David Kilpatrick’s theory on phonological awareness which divides instruction into three levels –Describe the reasoning for each of these levels and the importance of advancing phonemic skills into advanced phonemic awareness (e.g. grade 2). • Early Phonological Awareness (larger units – usually develop in preschoolers) rhyme, syllable segmentation, alliteration. These skills facilitate matching letter names and sounds. • Basic Phonemic Awareness – phoneme segmentation and blending of single syllable words, orally blending and segmenting simple words which is critical for beginning decoding and spelling. • Advanced Phonemic Awareness – skills continue to develop through fourth grade. These include manipulations of sounds. 	<p>Collect commonly used assessments of phonology with in a school setting both formal and informal. Download <i>Phonological Awareness Screening Test (PAST)</i>. Compare the instruments to determine what skills are assessed. Review the directions for the PAST and practice administration of the assessment with three students. Reflect upon your experiences and findings. Describe instructional decisions that could be made about each of these students’ findings.</p>
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FOUNDATIONAL READING SKILL: PHONICS

Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
	<p>Read and Watch</p> <p>Unit 3, Session 1 (p. 159-167) <i>Why Is Code-Emphasis Instruction Important?</i> (textbook and online)</p> <p>LETRS Unit 3: Teaching Beginning Phonics, Word Recognition, and Spelling</p>	1.D.1	<p>Understand that phonological units (words, syllables, onset-rimes, and phonemes) map onto orthographic units (words, rimes, letters) in alphabetic languages.</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> • Review the role each strand of the Reading Rope plays in word recognition. • Explain the various meanings for the word <i>phonics</i> and the role of each in reading instruction. • Differentiate code-emphasis instruction with meaning emphasis instruction. • Explain the alphabetic principle and the critical nature of understanding this concept in early reading acquisition. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Study the Hourglass figure which depicts skills from phonology to orthography – looking at smaller units to larger units as part of necessary explicit instruction (single phoneme/grapheme units to digraphs, 	<p>Acquire a sample phonics lesson commonly used within a classroom setting. Using the General Phonics Lesson Plan template (Unit 3, Session 1, p. 166). Compare the lesson elements to determine if the components of the lesson are those found in code-emphasis lessons. Reflect upon your findings.</p>

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				onset-rimes, syllables, endings etc. Paraphrase this depiction and describe how this understanding can be integrated into an explicit phonics lesson.	
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	<p>Read and Watch Unit 3, Session 4 (p. 169-180) <i>How Should Instruction Begin?</i> (textbook and online)</p> <p>LETRS Unit 3: Teaching Beginning Phonics, Word Recognition, and Spelling</p>	<p>1.D.2</p>	<p>Understand sound-spelling patterns and phonics (grapheme-phoneme correspondence rules).</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> • Explore the phoneme-grapheme correspondence system of English and its predictability. • Review the types of consonant graphemes and phonic elements (e.g. digraphs, blends, vowel teams, VCe syllable, vowel-r combinations and others). • Review spellings based upon position of the sound in the word, phoneme-grapheme correspondence, historical origin, letter patterns, or meaning. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Reflect on how you were taught to spell. Do you believe that the way you were taught was effective? Compare the way you were taught to spell and the use of spelling patterns and phonics to learn spelling. Explain how understanding spelling patterns and phonics (grapheme-phoneme rules) can increase the likelihood of success in acquiring good spelling skills. 	<p>Acquire a scope and sequence of spelling lessons and focus on a sample spelling lesson commonly used within a classroom setting. Review the spelling list of words to determine if they follow a pattern. Identify all of the consonant graphemes and phonics elements that a student would need to know in order to be successful in spelling the list of words. Reflect on the efficacy of this spelling list as it relates to previously taught skills.</p>
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<p>Read and Watch</p> <p>Unit 3, Session 8 (p. 226) <i>What is the Best Way to Further Student Success?</i> (textbook and online)</p> <p>Unit 4, Sessions 2 (p. 241-252) <i>Is There More to Learn About Phoneme-Grapheme Correspondences?</i> (textbook and online)</p> <p>Unit 4, Session 3 (p. 253-266) (textbook and online)</p> <p>Unit 4, Session 4 (p. 267-278) (textbook and online)</p> <p>LETRS Unit 4: Advanced Decoding, Spelling, and Word Recognition</p>	1.D.3	<p>Understand structural analysis of words.</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> • Review how to analyze word structure based on phonemes-grapheme correspondences, syllables, and morphemes. • Review and engage in strategies for structural analysis that can be used to help students read multi-syllabic words. • Review the six syllables of the English language and practice syllable division activities that can be used with students. • Describe the influence of common morpheme structures from Latin and Greek on English spellings. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Explain the rationale for teaching students the structural analysis of words. Defend your position by the intended outcomes of that instruction. 	<p>Respond to the following scenario:</p> <p>XYZ School District has been in conversation about the purchase of a new reading series for K-2. The programs being reviewed do not offer explicit, systematic instruction in structural analysis of words, neither did the prior reading program. Create a 5-10 minute presentation supporting the need for explicit instruction in structural analysis of words and the impact of this type of instruction on students' reading, spelling, and writing development.</p>
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	<p>Read and Watch</p> <p>Unit 3, Session 1 (p. 159-166) Code-Emphasis or Phonics-Emphasis Lesson (textbook and online)</p> <p>LETRS Unit 3: Teaching Beginning Phonics, Word Recognition, and Spelling</p>	<p>1.D.4</p>	<p>Understand that both oral language and writing can be used to enhance phonics instruction.</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> • Explain that code-emphasis instruction (phonics) does not mean oral language and written language are taught in isolation but as part of system of learning to read and write. • Explore and learn to use the LETRS General Phonics Lesson Plan. This lesson plan teaches phonics within the context of phonological awareness, vocabulary instruction, sentence dictation and reading in practice text with discussion of content and oral and written response to reading as appropriate for skill level. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Describe the role of oral language and writing as an enhancement to phonics instruction. 	<p>Review a sample lesson from a reading series presently used in a classroom setting. Determine the presence or absence of the key components of a “General Phonics Lesson Plan” (p. 166) within which the lesson elements are present including the practice dictation, connect to word meaning and the reading of text. Offer recommendations based upon these findings that may need to be supplemented into the program to ensure these connections between oral language, spelling, decoding, and writing are present.</p>
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<p>Read and Watch</p> <p>Unit 3, Session 3 (p. 184-186) <i>Assessment of Phonics and Word Reading</i> (textbook and online)</p> <p>LETRS Unit 3: Teaching Beginning Phonics, Word Recognition, and Spelling</p>	1.D.5	<p>Understand the role of formal and informal phonics assessment to make instructional decisions to meet individual student needs.</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> • Describe the role of formal and informal phonics assessment used to make instructional decisions to meet individual student needs. • Review the various ways that phonics can be assessed and under what student need conditions. • Review what phonics skills are assessed when using a phonics word-reading survey and when using a diagnostic survey of phonics and word reading. • Differentiate instructional goals with reference to Ehri’s phases of word reading development. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Describe how Ehri’s Developmental Phases can be used to plan instruction. Explain the role of assessment in coordination with those phases. Describe how the information obtained in assessment can be used to teach and monitor student progress within the phases. 	<p>Create a list of various assessments and curriculum-based diagnostic surveys presently used in a school setting. Sort the assessments into formal and informal types. Identify the skills being assessed within each assessment and the information obtained as it relates to making instructional decisions. Determine which Ehri’s phase(s) is being assessed by each assessment. Recognize any gaps within the assessment protocol and offer recommendations that may be considered in order to fully assess phonics.</p>
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FOUNDATIONAL READING SKILL: FLUENCY

Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
	<p>Read and Watch</p> <p>Unit 4, Session 6 (p. 289-307) <i>How Can Reading Fluency Be Built?</i> (textbook and online)</p> <p>LETRS Unit 4: Advanced Decoding, Spelling, and Word Recognition</p>	1.E.1	<p>Understand that the components of reading fluency are accuracy, expression, and rate which impact reading endurance and comprehension.</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> Describe the importance of reaching fluency to enable the student to free up cognitive “desktop.” Identify and describe the components of reading fluency and the impact each has on reading endurance and comprehension. Describe the relationship between oral reading fluency and reading comprehension. Identify thresholds for reading fluency using an Oral Reading Fluency Norms chart (p. 293). <p>Formative Assessment:</p> <ul style="list-style-type: none"> Describe the role of each of the components of fluency and how each can be built instructionally. Describe how the instruction at each of these levels builds reading endurance and comprehension. 	<p>Review the scope and sequence from a core reading program to determine how/if fluency is taught at the letter-naming, phrase, and oral reading level. Review a fluency lesson within the series to critique the instructional offerings. Look for explicit instruction in teaching fluency. Offer recommendations on how to enhance the lesson and to embed activities that build fluency.</p>

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	<p>Read and Watch</p> <p>Unit 4, Session 6 (p. 289-291) <i>How Can Reading Fluency Be Built?</i> (textbook and online)</p> <p>LETRS Unit 4: Advanced Decoding, Spelling, and Word Recognition</p>	<p>1.E.2</p>	<p>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.</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> • Describe the relationship between oral reading fluency and reading comprehension; identify thresholds for oral reading fluency; and learn techniques for building word, sentence, and passage reading fluency. • Recognize that effective readers are flexible with rate to accommodate the kinds of texts they are reading to support comprehension. • Recognize that reading speed is not sufficient. The rate (speed/accuracy) must be that focus in building comprehension. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Differentiate the term <i>speed</i> and <i>fluency</i>. Explain how students can be supported in understanding that the goal of reading is not about speed but understanding of text. 	<p>Read and review the following definition of fluency (Pikulski and Chard, p. 289):</p> <p style="text-align: center;"><i>Reading fluency refers to efficient, effective word recognition skills that permit a reader to construct the meaning of text. Fluency is manifested in accurate, rapid, expressive oral reading and is applied during, and makes possible, silent reading comprehension.</i></p> <p>Prepare an essay that breaks down the definition of fluency and explains the critical parts of the skills leading to reading fluency. Explain how this definition is facilitated based upon the purpose of the reading task/text.</p>
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	<p>Read and Watch</p> <p>Unit 4, Session 6 (p. 291-292, 294)</p> <p><i>How Can Reading Fluency Be Built?</i> (textbook and online)</p> <p>LETRS Unit 4: Advanced Decoding, Spelling, and Word Recognition</p>	<p>1.E.3</p>	<p>Understand the relationships among fluency, word recognition, and comprehension.</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> • Recognize that the more deeply readers have processed the structure, meaning and function of a word, the more quickly and accurately it will be accessed during reading (Perfetti, 2007). • Explain how reading fluency, at or beyond a critical threshold or benchmark, enables the student to free up cognitive “desk space” to focus on meaning instead of decoding. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Explain the relationships among fluency, word recognition, and comprehension of text. 	<p>Review the two strands of Scarborough’s Rope. Write an essay on the relationships among word recognition and language comprehension and how skilled reading is the fluent execution and coordination of the skilled reader. Explain how a deficit in any strand within and among these relationships can cause dysfluency in reading.</p>
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	<p>Read and Watch</p> <p>Unit 4, Session 6 (p. 305-306)</p> <p><i>How Can Reading Fluency Be Built?</i> (textbook and online)</p> <p>LETRS Unit 4: Advanced Decoding, Spelling, and Word Recognition</p>	<p>1.E.4</p>	<p>Understand that both oral language and writing enhance fluency instruction.</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> • Review the subskills of word recognition and language comprehension as described in Scarborough’s Reading Rope; and explain how the reading brain achieves automaticity. • Explain how meaningful experiences with spoken words, vocabulary instruction, oral language exposure and written words will add to the depth of knowledge about language and the level of the lexical quality that leads to automaticity and fluency. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Explain how oral language and writing can enhance fluency instruction. 	<p>Describe common reading behaviors of dysfluent readers. Consider the aspects of fluency that might be affected by low oral language skills or lack of spelling and writing skills. Offer recommendations on how to approach fluency instruction with students who are displaying dysfluent behaviors. What skills may need to be assessed to determine the causes of the dysfluency. What interventions would build fluency to remedy or support fluency building within dysfluent readers.</p>
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	<p>Read and Watch</p> <p>Unit 4, Session 7 (p. 309-321) <i>Why Is Working with Data Important?</i> (textbook and online)</p> <p>LETRS Unit 4: Advanced Decoding, Spelling, and Word Recognition</p>	<p>1.E.5</p>	<p>Understand the role of formal and informal fluency assessment to make instructional decisions to meet individual student needs.</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> • Describe the role of formal and informal fluency assessment. • Recognize that diagnostic work is a process of gathering data, asking questions of that data and forming hypotheses based on the knowledge of language, literacy development, the individual student and instruction. From the hypotheses comes decisions about the content, design and intensity of instruction for a student or group of students. Teachers must teach and continually re-evaluate with progress monitoring the efficacy of their instruction. • Review the use of a problem-solving process to interpret phonological, phonics, spell, and fluency data to determine instructional needs of students. <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Reflect upon your background experiences that have occurred as it relates to the use of formal/informal fluency data. Was this part of a problem-solving model? How were benchmark data (e.g. DIBELS ORF) used to make decisions about students’ instructional needs? Do you believe that your experience was in alignment with best practices? What recommended changes would you offer to ensure all students’ needs can be met using a problem-solving model? 	<p>Utilizing <i>The Problem Solving Process</i> model (p. 309), describe a problem-solving model that could be used within a school system. Identify what specific data would be collected in each of the steps within the process (see below), what specific assessments would be used to gather that data, and what instructional materials could be used in support of the assessment findings.</p> <ol style="list-style-type: none"> 1. What is already known? 2. Is word recognition a weakness? 3. Which phonics and word-recognition skills should be emphasized? 4. How does the student’s spelling compare? 5. How does the student’s written expression compare? 6. Given this data, what instruction is needed?
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FOUNDATIONAL READING SKILL: VOCABULARY

Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
	<p>Read and Watch</p> <p>Unit 5, Session 1 (p. 5-10) <i>Why Is Vocabulary So Important?</i> (textbook and online)</p> <p>LETRS Unit 5: The Mighty Word: Oral Language and Vocabulary</p>	1.F.1	<p>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.</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> Define receptive (listening) and expressive (written) vocabulary. Recognize that the goal of receptive and expressive vocabulary instruction is the application of a students’ understanding of word meanings to multiple oral and written contexts. Differentiate the evidence-based instructional practices focused on the learning of receptive and expressive oral language and vocabulary (Unit 5, Session 1). Explain the connection between oral language/vocabulary and comprehension (Unit 5, Session 1). <p>Formative Assessment:</p> <ul style="list-style-type: none"> Describe the “Matthew Effect” and the impact of vocabulary growth in both receptive and expressive language has on literacy development. 	<p>Review the Hart & Risley study (Meaningful Differences), the work of Beck, McKeown, & Kucan (Robust Vocabulary) and other articles pertaining to vocabulary acquisition. With this background knowledge, offer considerations, based in the research, that could “close the gap” in oral language and vocabulary development. What considerations should teachers make in the teaching of vocabulary in multiple oral and written contexts?</p>

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<p>Read and Watch</p> <p>Unit 4, Session 4 (p. 267-278) <i>When and How Should Morphology be Taught?</i></p> <p>LETRS Unit 4: Advanced Decoding, Spelling, Word Recognition</p> <p>Unit 5, Session 6 (p. 62-63) <i>How is a Language-Rich Classroom Created?</i> (textbook and online)</p> <p>LETRS Unit 5: The Mighty Word: Oral Language and Vocabulary</p>	<p>1.F.2</p>	<p>Understand morphology as it relates to vocabulary development (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis).</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> • Explain how common morphemes in a word, in combination with the context in which the word is used, can help students determine the meaning of unknown words (Unit 5, Session 6). • Explain the difference between inflectional and derivational morphemes and designate within which grade level each are commonly taught. • Follow an effective routine for introducing target vocabulary words with inflectional or derivational morphemes to students; while at the same time helping students use morphemic analysis to make meaning connections between other words that are related. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • You have been asked to present a 10-15 minute review of effective vocabulary instruction using a morpheme-based focus to the faculty of a primary school. • The principal shared her concern with low oral language/vocabulary development within their student population. The following instructional practices are prevalent in the primary classrooms: 	<p>Create and present a PPT presentation to teachers (e.g. during a faculty meeting, as part of an in-service opportunity) that would support teachers in understanding effective instructional practices for teaching morphology (meaningful parts) and implementation of those practices into their vocabulary instruction. Write your key points and supportive evidence within the PPT notes so it stands alone and could be offered in the future by others. Submit the final PPT presentation with notes. Write a reflection of the experience, the reception received from teachers, and what you would recommend to administration/principals to engage next steps toward effective practices implementation into the teaching of vocabulary through morphology.</p>
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				<ul style="list-style-type: none">• Students receive a list of vocabulary words each week.• Inflectional and/or derivational endings are explained as they randomly appear within the word list.• Students write vocabulary word lists into a composition book and are tasked to write the glossary/dictionary definition into the book.• Students use vocabulary words in sentences and underline inflectional or derivational endings.• With the following practices in mind, what recommendations would you offer the principal as a way to move the faculty to more effective practices.• Write a proposal to the principal that would offer a series of short trainings that could move the teachers toward implementation of effective instructional practices in the teaching of vocabulary with a focus on morphology.	
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<p>Read and Watch</p> <p>Unit 5, Session 2 (p. 13-21) <i>What Does Knowing a Word Involve?</i> (textbook and online)</p> <p>Unit 5, Session 3 (p. 34) <i>What Words Should Be Taught Directly?</i> (textbook and online)</p> <p>Unit 5, Session 5 (p. 43-46). <i>What Kinds of Practice are Effective?</i> (textbook and online)</p> <p>LETRS Unit 5: The Mighty Word: Oral Language and Vocabulary</p>	<p>1.F.3</p>	<p>Identify principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language, etc.).</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> • Identify the principles of semantics as they relate to vocabulary development (e.g. antonyms, synonyms, figurative language, etc.) (Unit 5, Session 5). • Explain why both breadth and depth of word knowledge are important for reading comprehension (Unit 5, Session 2). • Describe ways to help students build a rich semantic or meaning network of associations around the words they must learn and that, those words will be secured more deeply in memory and will be accessed more easily. • Learn to create semantic mapping of words including synonyms, antonyms, categories or examples, common contexts, word structure, and connotations. • Explain why figurative language is challenging for students with limited language exposure. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Review a core reading series lesson focusing on semantics (e.g. teaching antonyms, synonyms, figurative language) 	<p>Create, teach, and evaluate a lesson that incorporates at least two of the vocabulary-building activities supporting instruction in semantics (e.g. antonyms, synonyms, figurative language, etc.). Submit the lesson plan including appropriate adaptations for English Learners and a reflection of the instructional experience and the students’ response to the lesson including constructive feedback on how to improve the lesson and instructional next steps.</p>
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				<p>to determine if explicit instruction and effective practices are utilized to teach semantics.</p> <ul style="list-style-type: none">• Show an example of a core reading series lesson that you have modified or supplemented to increase the use of effective instructional practices.	
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<p>Read and Watch</p> <p>Unit 5, Session 2 (p. 13-21) <i>What Does Knowing a Word Involve?</i> (textbook and online)</p> <p>Unit 5, Session 3: (p. 28-36) <i>What Words Should Be Taught Directly?</i> (textbook and online)</p> <p>LETRS Unit 5: The Mighty Word: Oral Language and Vocabulary</p>	<p>1.F.4</p>	<p>Understand the domain specific vocabulary demands of academic language.</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> • Explain why both breadth and depth of word knowledge are important for reading comprehension (Unit 5, Session 2). • Explain how the use of the three-tier method (Beck et al) can assist in selecting words to teach. Word choice for instruction will depend on what the students already know, how quickly they are able to learn new word meaning and their varied purposes for knowing words (Unit 5, Session 3). • Explain how the demands of domain specific academic language present extra challenges for students who have limited language exposure. Word selection, building background knowledge about the context of the passage and using key words in oral and written language can all support their comprehension (Unit 5, Session 3). <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Review a core reading series lesson that focuses on academic language. Review the words the author of the series determined should be taught within the reading selection. Sort the vocabulary words based on the three-tier model for choosing vocabulary words. Identify any 	<p>Identify a core reading series lesson that focuses on academic vocabulary. Analyze three Tier 2 words from a read-aloud selection; plan to introduce these words to students using the method outlined in this session (p. 37-39); Submit the lesson plan including appropriate adaptations for English Learners and a reflection of the instructional experience and the students' response to the lesson including constructive feedback on how to improve the lesson and instructional next steps.</p>
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				<p>words you believe should be taught but weren't chosen by the series, those that are critical to be taught, and those that may need to be taught only to those who are English language learners. Reflect on the list of words you chose as worthy of instructional attention and those that the series found were important.</p>	
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	<p>Read and Watch</p> <p>Unit 5, Session 6 (p. 43-55)</p> <p><i>How Is a Language-Rich Classroom Created?</i> (textbook and online)</p> <p>LETRS Unit 5: The Mighty Word: Oral Language and Vocabulary</p>	<p>1.F.5</p>	<p>Understand that writing can be used to enhance vocabulary instruction.</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> Review a model for the use of advanced vocabulary in the classroom, giving students many opportunities to use new words orally and in writing. Describe ways that classroom discourse and opportunities to use words in writing can be a powerful tool in counteracting the impact of impoverished home language environments. <p>Formative Assessment:</p> <ul style="list-style-type: none"> Explain the idea of building a “high quality lexical representation” (p. 44) in order to increase opportunities to use words just learned. How does this benefit the learner rather than common practices such as: using the word in a sentence; copying the definition from the glossary into a notebook; or using worksheets. 	<p>Design a vocabulary lesson in which the word(s) is taught following the routine of explicit teaching of a new word (p. 37), include appropriate elaboration and extension opportunities that involve both speaking and writing.</p>
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	<p>Read and Watch</p> <p>Unit 5, Session 2 (p. 21)</p> <p><i>What Does Knowing a Word Involve?</i> (textbook and online)</p> <p>LETRS Unit 5: The Mighty Word: Oral Language and Vocabulary</p>	<p>1.F.6</p>	<p>Understand the role of formal and informal vocabulary assessment to make instructional decisions to meet individual student needs.</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> • Describe when a student should be assessed for vocabulary levels. • Become familiar with various tools for informally assessing vocabulary including, DIBELS Word Use Fluency, The Vocabulary Screener, CORE Assessing Reading, CBMs that measure vocabulary. • Become familiar with various standardized tests of vocabulary and when they are appropriate to use. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Explain the role of formal and informal vocabulary assessment in making instructional decisions to meet individual student needs. • Explain “relative standing” (outcome-standardized- measures) and how they are commonly used in the school setting. 	<p>Review <i>fig. 5.7</i> (p. 22) Assessments of Language Comprehension and Writing and various types of screening and progress monitoring assessments. Review measures of relative standing (outcome measures) (p. 23). Differentiate the purpose of both informal and formal measures of vocabulary. What information is gained from each assessment? How often can they be used? Are they appropriate for progress monitoring? Who can administer the measure and what findings can be obtained by each.</p>
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FOUNDATIONAL READING SKILL: INTEGRATION OF THE READING COMPONENTS					
Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
	<p>Read and Watch</p> <p>Unit 1, Session 2 (p. 22-23)</p> <p><i>How Are Language and Literacy Related?</i> (textbook and online)</p> <p>LETRS Unit 1: The Challenge of Learning to Read</p>	1.G.1	<p>Identify language characteristics related to social and academic language</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> • Participants will understand that reading and writing depend on language abilities. • Examine how social and academic language differ. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Identify language characteristics related to social and academic language. Describe how social language is acquired in young children compared to how academic language is acquired. 	<p>Write an essay differentiating the characteristics of social language and academic language. Discuss the impact of each on learning in the school setting and the impact on students who were not engaged with text or read to in their early years. Support the rationale for reading to children from an early age.</p>

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<p>Read and Watch</p> <p>Unit 2, Sessions 4 (p. 107-118) <i>What Are the Consonant Phonemes of English?</i> (textbook and online)</p> <p>Unit 2, Sessions 5 (p. 119-123) <i>What Are the Vowel Phonemes of English?</i> (textbook and online)</p> <p>Unit 2, Sessions 6 (p. 125-138) <i>What about Dialects, Language Differences, and Allophonic Variation?</i> (textbook and online)</p> <p>LETRS Unit 2: The Speech Sounds of English</p> <p>Unit 5, Session 3 (p. 32-34) <i>Which Words Should Be Taught Directly?</i> (textbook and online)</p> <p>LETRS Unit 5: The Mighty Word: Oral Language and Vocabulary</p>	<p>1.G.2</p>	<p>Identify phonemic, semantic, and syntactic variability between English and other languages.</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> • Compare the phonemes (consonants and vowels) to those of Spanish. • Review the rule-based phonological patterns and dialect differences of African American English (AAE). • Describe the implications and differences in the codes of English, Spanish and AAE have on learning to spell and write in Standard English. • Review how to adapt vocabulary (semantics) instruction for English learners. • Describe how the rules that govern the permissible word order in sentences (syntax), varies from English in a student’s first language. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Describe how knowledge of the phonemic, semantic, and syntactic variabilities between English and other languages can be a help in teaching students to learning English. 	<p>Explain how differences in pronunciation of words, spelling, and oral and written language variations should be addressed in teaching English language learners. Address how explicit instruction can be supported by using cognates, understanding dialect & code-switching, and recognizing common phonological patterns of AAE and/or Spanish-speaking English learners.</p>
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<p>Read and Watch</p> <p>Unit 1, Session 3 (p. 25-33) <i>What Does the Brain Do When It Reads?</i></p> <p>Unit 1, Session 4 (p. 35-36)</p> <p>What Skills Support Proficient Reading? (textbook and online)</p> <p>LETRS Unit 1: The Challenge of Learning to Read</p> <p>Unit 2, Session 1 (p. 85-86) <i>How is Phonology Related to Reading and Spelling?</i></p> <p>LETRS Unit 2: The Speech Sounds of English</p> <p>Unit 3, Session 1 (p. 159-164) Why is Code-Emphasis Instruction Important?</p> <p>LETRS Unit 3: Teaching Beginning Phonics, Word Recognition, and Spelling</p> <p>Unit 4, Session 1 (p. 233-234) What is Advanced Word Study?</p>	<p>1.G. 3</p>	<p>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.</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> • Identify the subskills of word recognition and language comprehension as described in Scarborough’s Reading Rope; and explain how the reading brain achieves automaticity to create a skilled reader. • Recognize that nativespeakers and English language learners can all benefit from a problem-solving model as teachers understand which component of the reading is “breaking down for them.” By increasing the explicitness of instruction and adding increased opportunities for meaningful practice, the students can strengthen whatever component is impacting their reading. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Explain what the brain does when it reads and how the gradual integration of many skills is woven into becoming a skilled reader. 	<p>Consider a scenario where a colleague has come from another district that was utilizing three-cueing model systems to teach reading. They are quite unsure of this switch to an evidence-based system of instruction and has asked you to help by explaining the differences and the rationale for moving to a science-based instructional model. Have a conversation with this colleague sharing the evidence base of the 4 part-processing model and the interdependence of the reading components (i.e. Scarborough’s Rope Model) to support explicit, direct, systematic reading, spelling, and writing instruction for all students. Document the conversation (role-play or real). Reflect upon your experience in explaining the evidence of the models presented within the LETRS units.</p>
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	<p>LETRS Unit 4: Advanced Decoding, Spelling, and Word Recognition</p> <p>Unit 5, Session 1 (p. 3-10) Why is Vocabulary so Important?</p> <p>LETRS Unit 5: The Mighty Word: Oral Language and Vocabulary</p> <p>Unit 6, Session 1 (p. 71-75) What is the Goal of Reading Comprehension Instruction?</p> <p>LETRS Unit 6: Digging for Meaning: Understanding Reading Comprehension</p> <p>Unit 7, Session 1 (p. 147-153) How Should Instruction be Balanced to Include Comprehension?</p> <p>LETRS Unit 7: Text-Driven Comprehension Instruction</p>				
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<p>Read and Watch</p> <p>Unit 5, Session 6 (p. 57-67) <i>How is a Language-Rich Classroom Created?</i> (textbook online course)</p> <p>LETRS Unit 5: The Mighty Word: Oral Language and Vocabulary</p>	<p>1.G.4</p>	<p>Understand the impact of oral language, writing, and an information intensive environment upon reading development.</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> • Describe ways to model and encourage the use of advanced vocabulary and oral language in the classroom. • Recognize that both breadth and depth of word knowledge are important for reading comprehension; understand how deep knowledge of a word is established through experience and instruction. • Explain strategies for upgrading classroom talk and fostering word consciousness and how they create a language-rich environment. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Explain the impact of oral language, writing, and an information intensive environment upon reading development. 	<p>Create a narrative that depicts the experiences that would be occurring in a language-rich (aka information intensive) classroom. Describe the layout and design of the classroom, the materials and organizational structure around the room and the learning opportunities available to the students. Explain opportunities for students to engage with language and literacy opportunities, and how the teacher offers intentional instruction and an emphasis on reading, writing, and speaking for all students.</p>
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	<p>Read and Watch</p> <p>Unit 7, Session 2 (p. 157-163)</p> <p><i>Which Comprehension Strategies Can be Used during and after Reading?</i> (textbook and online)</p> <p>LETRS Unit 7: Text-Driven Comprehension Instruction</p>	<p>1.G.5</p>	<p>Understand the importance of comprehension monitoring and self-correcting to increase reading proficiency.</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> • Identify which comprehension strategies are supported by research; understand how to integrate research-supported strategies into all comprehension instruction, during and after reading. • Identify comprehension monitoring as a strategy that is supported by research and will help readers learn to become aware of when they do not understand something in a text (e.g. by identifying what is causing them difficulty). • Describe how having readers process aloud as they read with a partner can help them in identifying what they understand versus what is confusing. • Recognize that younger readers need extensive support to help them understand what they read and to learn to monitor what is confusing. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Describe metacognition and mental coherence. Explain how children need to be supported in understanding individual words, understanding sentences, understanding the connections between sentences and the logical flow of meaning of the whole. 	<p>Create a “Comprehension Fix-Up Strategy” sheet for teachers in which to promote comprehension monitoring and self-correcting instruction into the classroom. Explain the rationale and intentions of these strategies. Support your ideas with research evidence and offer some examples of during reading strategies that can be used to promote comprehension monitoring and self-correcting.</p>
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	<p>Read and Watch</p> <p>Unit 4, Session 7 (p. 309-321) <i>Why Is Working with Data Important?</i> (textbook and online)</p> <p>LETRS Unit 4: Advanced Decoding, Spelling, and Word Recognition</p>	<p>1.G.6</p>	<p>Understand the role of formal and informal reading assessment to make instructional decisions to meet individual student needs.</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> • Participants will interpret phonological, phonics, spelling, and fluency data; and base instructional choices on data. • Review the use of the problem solving model and flow charts to help them make instructional decisions based on student’s individual needs. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Define the role of formal and informal reading assessment to make instructional decisions to meet the individual needs of all students. 	<p>Review and analyze the information collected on the example data of a case study student-Jack (pg. 310) . Using the process introduced in session 7, analyze the information, and then download and complete The Big Picture: Case Study Questions. Reflect upon the process and describe what questions you may still have in utilizing the reading assessment data. How might you increase the likelihood that this student will receive the appropriate instruction according to his needs? What recommendations would you offer for instruction based upon the data provided?</p>
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FOUNDATIONAL READING SKILL: COMPREHENSION

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 and Name of Course	Required Course Reading(s)	Indicator or Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
	<p>Read and Watch</p> <p>Unit 7, Session 2 (p. 157-175)</p> <p><i>How Comprehension Strategies can be used during and after reading?</i> (textbook and online)</p> <p>Unit 7, Session 3 (p. 178-179)</p> <p><i>How Should Comprehension Be Mediated through Questioning?</i> (textbook and online components)</p> <p>LETRS Unit 7: Text-Driven Comprehension Instruction</p>	2.A.1	<p>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.). ★</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> • Identify intentional, explicit, and systematic instruction practices and explain how these practices benefit student learning (Unit 7, Session 2). • Review strategy instruction that emphasizes the I DO, WE DO and YOU DO approach and the critical nature of using a gradual release model to teach any strategy. • Differentiate the reading behaviors that occur in good and poor readers as it relates to making meaning of text. • Identify repair strategies that can be utilized when meaning is lost while reading text. 	<p>Create, teach, and reflect on a series of lessons (n=3) (including case study students) that incorporate the building of effective comprehension strategy use to build understanding of text read aloud or read by the student. Utilize the Comprehension Planning Checklist (p. 84) to plan before, during, and after comprehension lessons. Focus specifically on the building of comprehension through questioning and querying of the text (refer to the During Reading part of the Comprehension Planning Checklist). Reflect upon the instructional experience and the students’ response to the lessons including constructive</p>

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				<p>Formative Assessment:</p> <ul style="list-style-type: none">Choose a high-quality text to use for an intentional comprehension lesson that focuses on deep understanding. Utilize the Comprehension Planning Checklist to determine junctures within the text that can be used to engage students by questioning or querying. Identify “pivotal points” in the text at which students must have deciphered the meaning of words, sentences or inter-sentences connections that may be confusing and need clarification. Recognize the text structure and its impact on comprehension.	feedback on how to improve the lesson and instructional next steps.
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<p>Read and Watch</p> <p>Unit 1, Session 1 (p. 16) <i>Why is Reading Difficult?</i> (textbook and online)</p> <p>Unit 1, Session 2 (p. 19-23) <i>How are Language and Literacy Related?</i> (textbook and online)</p> <p>LETRS Unit 1: The Challenge of Learning to Read</p> <p>Unit 5, Session 5 (p. 43-56) What Kinds of Practice Are Effective?</p> <p>Unit 5, Session 6 (p. 57-67) How is a Language-rich Classroom Created.</p> <p>LETRS Unit 5: The Mighty Word: Oral Language and Vocabulary</p> <p>Unit 6, Session 3 (p. 93-101) <i>How Can Students Be Prepared for Reading?</i></p>	2.A.2	<p>Use both oral language and writing experiences to enhance comprehension. ★</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> • Describe Ehri’s phases and the Progression of Typical Oral Language Development. • Describe the relationships among vocabulary knowledge, background knowledge, oral language proficiency, and reading comprehension. • Identify various ways students can respond to text both orally and in writing before, during, and after reading. • Identify ways to scaffold academic conversations to enhance comprehension. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Support the use of before, during, and after reading instruction as an avenue toward better reading comprehension. • Explain in detail how the use of both oral language and writing experiences can enhance comprehension. 	<p>Create, teach, and reflect upon a lesson that includes before, during, and after reading instruction in teaching a text. Within the lesson, identify ways that students are engaged in the use of both oral language (e.g. teaching new words in relation to other words) and writing experiences (e.g. listing sequence of events, using 2-column notes). Explain how this planning routine enhances a student’s opportunity for comprehension. Reflect upon this experience and offer considerations for next steps.</p>
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	<p>LETRS Unit 6: Digging for Meaning: Understanding Reading Comprehension</p> <p>Unit 7, Session 2 (p. 157-175) Which Comprehension Strategies Can Be used During and After Reading?</p> <p>Unit 7, Session 4 (p. 191-200)</p> <p>LETRS Unit 7 Text-Driven Comprehension Instruction</p>				
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<p>Read and Watch</p> <p>Unit 6, Session 3 (p. 96-103) (textbook and online) <i>How Can Students Be Prepared for Reading?</i></p> <p>Unit 6, Session 4 (p. 105-120) (textbook and online) <i>How Does Sentence Structure Affect Comprehension?</i></p> <p>Unit 6, Session 6 (p. 131-144) <i>How Does Text Structure Affect Comprehension?</i> (textbook and online)</p> <p>LETRS Unit 6 Digging for Meaning: Understanding Reading Comprehension</p>	2.A.3	<p>Apply appropriate instructional practices determined by the student’s strengths and needs, text structure, and the reading demands of domain specific text. ★</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> • Identify the characteristics of students who struggle with language and reading comprehension. • Explain how domain specific academic language, text structure and the reading demands of specific text present extra challenges for many students who have limited language exposure. • Describe the effectiveness of scaffolding instruction, based on individual student strengths and weaknesses. • List key areas for scaffolding through word selection, building background and using key words in oral and written language that can support student comprehension. • Explain how sentence structure affects comprehension. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Explain how student comprehension can be enhanced by making a plan to teach texts - establishing a purpose, introducing key words and ideas, and building requisite background knowledge for oral and written comprehension. What does 	<p>Choose an informational (e.g. domain specific) text from a core reading series. Use the Comprehension Planning Checklist (Appendix B) to create a plan to prepare students to navigate complex text including:</p> <ul style="list-style-type: none"> • Establish a purpose for reading • Identify the structure of the passage • Determine what background is needed; what do they already know; how do you get them to engage that knowledge; • What may need to be taught in advance to facilitate comprehension; • What vocabulary words need to be pre-taught; • Identify what phrases or text are difficult to understand and may need to be explained (e.g. idioms, figurative language, academic vocabulary) <p>Reflect upon the effectiveness of this type of planning and text analysis prior to teaching a text</p>
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				this type of routine offer that assists teachers in supporting students in comprehension?	and how it would benefit students' comprehension.
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	<p>Read and Watch</p> <p>Unit 7, Session 3 (p. 177-189) <i>How Should Comprehension Be Mediated through Questioning?</i> (textbook and online)</p> <p>Unit 7, Session 4 (p. 195-201) <i>What Should Students Do After Reading A Text?</i> (textbook and online)</p> <p>LETRS Unit 7 Text-Driven Comprehension Instruction</p>	2.A.4	<p>Provide opportunities for student extended text discussion to enhance comprehension, promote motivation and student engagement.</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> • Describe the importance of generating questions that deepen understanding of text. • Describe how querying facilitates students’ inferences and abilities to construct a mental model of the text. • Practice with text, planning where to place questions at critical points in the text. • Support the importance of academic, collaborative conversations as a way for students to process their own thinking and stimulate one another’s thinking. • Engage in academic conversations to understand the components and the importance of maintaining text-based evidence as the basis for this work. • Use these [questioning, querying, text-based evidence?] strategies with their case study students, using oral discussion and following-up with writing experiences based on oral discussion of text and concepts. • Providing a variety of ways for students to respond in writing to texts can enhance comprehension 	<p>Teach a lesson that has been enhanced opportunities for text discussion using a variety of strategies. Reflect upon the lesson, the student’s level of engagement and motivation and student responses to this type of comprehension instructional approach. Write about the impact of this approach on student comprehension.</p>
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				<p>and help teachers evaluate understanding.</p> <ul style="list-style-type: none">• Identify and understand how to integrate research-based comprehension strategies before, during and after reading.• Explain the value of “thinking aloud” for modeling thinking during reading.• Scaffold and adjust questions based on student needs.• Describe younger readers’ need extensive support to help them understand what they read and to learn to monitor what is confusing. <p>Formative Assessment:</p> <ul style="list-style-type: none">• Using a reading lesson already created, increase the opportunities to discuss the text, promote motivation and increase student engagement during and after reading by adding two of the following:<ul style="list-style-type: none">○ Generate questions and queries to facilitate students’ inference and ability to construct a mental model of text.○ Locate critical points within the text to place questions to	
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				<p>stimulate collaborative conversations among students and to engage thinking.</p> <ul style="list-style-type: none">○ Integrate strategies into instructional opportunities.○ Increase students' responses to text and concept discussion in writing.○ Model "thinking aloud" during reading.○ Adjust and scaffold questions based upon student level and need for support.	
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	<p>Read and Watch</p> <p>Unit 7, Session 1 (p. 155)</p> <p><i>How Should Instruction Be Balanced to Include Comprehension?</i> (textbook and online)</p>	<p>2.A.5</p>	<p>Select narrative or informational print or digital texts that are appropriate to the comprehension instruction to be provided.</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> • Support the idea that text selection should be driven by instructional goals and purpose. • Explain how to consider “high-quality texts” and select texts (print or digital for reading and read-aloud) thoughtfully and carefully. • State the importance of establishing the enduring understandings of a text and the expectations of student’s learning when choosing a text. • Determine if a text is worth reading more than once for a variety of purposes. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Select a narrative and an informational “high-quality text” (print or digital for reading and read-aloud) that is appropriate for comprehension instruction. • Evaluate the texts using specific criteria (p. 155). • Write a summary of the steps taken to determine the appropriateness of the text(s) and your findings. 	<p>Create a criteria checklist that can be used by teachers in choosing a “high-quality” text either digital or in print appropriate to comprehension instruction. Ensure that teachers are able to meet the instructional goals and purpose, expected learning outcomes and enduring understandings within and beyond the text. Distribute and gain feedback on the use of the checklist.</p>
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	<p>Read and Watch</p> <p>Unit 7, Session 2 (p. 157-175)</p> <p><i>Which Comprehension Strategies Can be Used During and After Reading?</i> (textbook and online)</p>	<p>2.A.6</p>	<p>Provide comprehension instruction that supports students' ability to read multiple print and digital texts and to synthesize information within, across and beyond those texts. ★</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> • Support the view that text selection should be driven by instructional goals and purpose. • Recognize the importance of relevancy of texts to broader content areas. • State the enduring understandings expected of students as a result of reading multiple print and/or digital texts. • Identify which comprehension strategies are supported by research. • Apply strategies that can help students compare ideas across texts such as the use of graphic organizers that can help structure conversations and writing in response to texts read specifically and across texts. • Apply strategies that encourage readers to think aloud with others about the text, allowing them to “converse with the text” and enhance their understanding of the text. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Explain how teachers can support students in their ability to read multiple print and digital texts and to synthesize information within, across 	<p>Create, teach, and reflect upon a lesson that provides comprehension instruction to support students' ability to read multiple print and digital texts and to synthesize information within, across, and beyond those texts. Explain how to integrate research-supported strategies into comprehension instruction and explain your choice of strategies specific to this lesson and how it benefits the student learner. Reflect upon the lesson, the student's response, and the effect on student learning.</p>
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				and beyond those texts. Defend the use of strategies to support comprehension and explain how these strategies enhance comprehension.	
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	<p>Read</p> <p>Unit 7, Session 6 (p. 217- 226)</p> <p><i>How Can Instruction Be Adapted for Special Populations?</i> (textbook and online components)</p>	<p>2.A.7</p>	<p>Scaffold discussions to facilitate the comprehension of text and higher order thinking skills for students with varying English proficiency levels.</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> • Review the specific needs of students who speak nonstandard dialects. • Explain how extra support and instruction can be offered for English learners. • Describe the impact of vocabulary and academic language comprehension in English for English language learners in both spoken and written language. • Describe strategies for English language learners including vocabulary instruction and oral language modeling and extension. • Explain how instruction can be adjusted for students with language disorders and/or low-verbal reasoning abilities. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Identify higher order thinking skills that are necessary to understand text. Explain various strategies that can be utilized to increase the likelihood that a student who is an English language learner or who has low language skills can engage with the text. 	<p>Write an essay on the importance of scaffolding instructional supports for students of varying English proficiency levels. Describe several ways in which supports can be offered as students become more proficient in the speaking, reading, and writing of English. These may include experiences in the structures of the English language; the building of oral language fluency; and increased opportunities to respond orally and in print; Increasing vocabulary development and background knowledge by modeling academic language and increasing opportunities to respond chorally and individually in a safe environment. Reflect on your experience with this type of support in the classrooms.</p>
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	<p>Read and Watch</p> <p>Unit 7, Session 3 (p. 162-163) <i>Which Comprehension Strategies can be Used During and After Reading?</i> (textbook and online)</p>	<p>2.A.8</p>	<p>Model a <u>variety</u> of strategic activities students can use to foster comprehension monitoring and self-correcting. ★</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> • Explain the value of explicit, intentional and systematic approaches to all aspects of reading, including for comprehension instruction. • Explain the research supporting the use of comprehension monitoring strategies. • Identify comprehension monitoring as a strategy that is supported by research and can help readers learn to become aware of when they do not understand something in a text (e.g. by identifying what is causing them difficulty). • Review how to teach students to monitor and correct comprehension. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Describe metacognition and its importance in comprehending. Identify several behaviors that cause comprehension to fail and considerations that be used to remedy those behaviors. 	<p>Review the scope and sequence of a core reading program to determine which lessons teach comprehension strategies. Notice the presence or absence of direct instruction in the implementation of monitoring strategies offered within the program. Choose a lesson that is conducive to the modeling of comprehension monitoring and self-correction. Explain your choice. Model a variety of strategic activates throughout the reading of a narrative or informational text. Reflect upon the student response and engagement with these strategies.</p>
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	<p>Read and Watch</p> <p>Unit 6, Session 2 (p. 86-91)</p> <p><i>What is the Goal of Reading Comprehension Instruction?</i> (textbook and online)</p>	<p>2.A.9</p>	<p>Recognize, describe, and incorporate appropriate comprehension assessments <u>to guide instruction</u>. ★</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> • Identify Informal assessments such as cloze passages, oral reading fluency passages with retell of information, and passage reading with comprehension questions that can be used to assess comprehension. • Recognize the uses and limitations of standardized reading comprehension tests. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Describe appropriate comprehension assessments that can be utilized to guide classroom instruction both formal (e.g. standardized) and informal (e.g. cloze). Explain the use and limitations of each. 	<p>Engage in conversation with a reading specialist, speech and language therapist, special educator or school psychologist on the topic of the use and administration of comprehension assessments both formal and informal. Describe the purpose of each assessment, the duration of the administration, appropriate grade levels, and credential requirements for administration of the assessments. Determine how the data from the assessment can be used to guide instruction. Administer and interpret several measures in addition to a classroom observation during reading instruction for a student. Create a summary of findings.</p>
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FOUNDATIONAL READING SKILL: ORAL LANGUAGE

Course Number and Name of Course	Required Course Reading	Indicator or Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
	<p>Read and Watch</p> <p>Unit 1, Session 2 (p. 19-22) <i>How are Language and Literacy Related?</i> (textbook and online)</p> <p>LETRS Unit 1: The Challenge of Learning to Read</p> <p>Unit 2, Session 3 (p. 28-33) <i>Why is Phonemic Awareness Important?</i> (textbook and online)</p> <p>LETRS Unit 2: The Speech Sounds of English</p> <p>Unit 5, Session 2 (p. 13-21) <i>What Does Knowing a</i></p>	2.B.1	<p>Apply intentional, explicit, and systematic instructional practices for scaffolding development of oral/aural language skills (e.g., language experience approach, Socratic questioning). ★</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> • Review the progression of typical oral/aural language development. • Review the 4-Part Processing Model with specific focus on the Meaning (Semantic) Processing System. • Recognize that both breadth and depth of word knowledge are important for reading comprehension. • Explain implicit and incidental word learning and explicit teaching of new words. • Follow an effective routine for introducing target vocabulary to students. • Engage with a variety of techniques to explore word relationships. • Describe the importance of 	<p>Create, teach, and reflect on an explicit lesson focusing on the building of oral (speaking)/aural (listening) language skills using the ‘during reading’ strategy such as querying or a similar approach (e.g. language experience approach, Socratic questioning). Use listening comprehension strategies, peer conversations, and oral language read-alouds to increase levels of understanding. Reflect upon the use of these instructional practices on the learning of the students, their response to the instruction, and anything you might add to this lesson to benefit student learning.</p>

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<p><i>Word Involve?</i> (textbook and online)</p> <p>Unit 5, Session 4 (p. 37-39) How Should New Words Be Introduced? (textbook and online)</p> <p>LETRS Unit 5: The Mighty Word: Oral Language and Vocabulary.</p> <p>Unit 7, Session 8 (p. 326-327) <i>How Can Foundational Reading Skills Be Put into Perspective?</i> (textbook and online)</p> <p>LETRS Unit 7: Text-Driven Comprehension Instruction</p>			<p>generating questions that deepen understanding of text.</p> <ul style="list-style-type: none"> • Explain listening comprehension strategies, peer conversations, and oral language read-alouds use to increase levels of comprehension. • Support the importance of differentiated oral language skills for comprehension based on the individual language needs of the students. • Participants will understand that they can choose to develop higher level comprehension and critical thinking skills through listening comprehension, especially for readers with decoding weaknesses. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Describe why intentional, explicit and systematic instructional practices in the development of oral/aural language skills using various approaches is critical for student learning. Support your position with citations from the text.
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	<p>Read and Watch</p> <p>Unit 7, Session 2 (p. 170-171)</p> <p><i>Which Comprehension Strategies Can Be Used During and After Reading?</i> (textbook and online)</p> <p>LETRS Unit 7: Text-Driven Comprehension Strategies</p>	<p>2.B.2</p>	<p>Create an environment where students practice appropriate social and academic language to discuss diverse texts.</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> • Differentiate social (conversational) language development from academic (content focused) language development within lessons and classroom experiences and activities. • Describe an atmosphere in which students will take risks to speak about texts and other concepts of knowledge about the world. • Model and gradually release responsibility for discussing texts to students, giving them differentiated levels of support. • Support the value of teaching students to generate questions for each other as a way of enhancing engagement with text and comprehension of text. • Describe implementation of a structured collaborative conversation strategy into the classroom. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Identify various strategies that can be used to develop an environment where students practice appropriate social and academic language in the discussion of diverse texts. Offer a few 	<p>Explicitly teach the structured collaborative conversations strategy to a classroom of learners. Describe the parts of the structure and the role each is to play. Practice this strategy using the I Do, We Do, You Do model. Using a lesson presently being taught, integrate the structured collaborative conversations strategy into the lesson. Reflect on the ability for students to engage in the strategy, what level of conversation occurred, and any next steps or changes that should be considered when using this strategy.</p>
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				examples of strategies that are conducive to social language use and academic language use within a primary classroom setting.	
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	<p>Read and Watch</p> <p>Unit 7, Session 6 (p. 218-219)</p> <p><i>How Can Instruction Be Adapted for Special Populations?</i> (textbook and online)</p> <p>LETRS Unit 7: Text-Driven Comprehension Strategies</p>	<p>2.B.3*</p>	<p>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. ★</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> • Recognize that the oral language competency and literacy in the home language will affect how readily the students will learn English. Strong first language development benefits second language acquisition. • Define code-switching and explain how doing so builds reading acquisition. • Review contrasting grammatical and phonological forms of the home language and English in order to understand common contrasts. • Recognize the goal of contrasting home language with school language is to nurture linguistic awareness. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Using the Language and Usage Contrastive Analysis (Appendix H-Vol. 2), locate student examples of predictable areas of difficulty for native speakers of a particular language who are English language learners. 	<p>Visit a classroom within which students who are English language learners are participating in a literacy lesson. Track students’ ability to code-switch. Reflect upon your findings and the student’s awareness of language forms and language use. Offer recommendations for building code-switching abilities in students.</p>
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<p>Read and Watch</p> <p>Unit 8, Session 2 (p. 273, 278, 284-289, 298)</p> <p><i>How Should Teachers Prepare Students for Writing?</i> (textbook and online)</p> <p>LETRS 8:</p> <p>The Reading-Writing Connection.</p>	<p>2.B.4</p>	<p>Use writing experiences to enhance oral language (e.g., interactive writing, student to teacher sentence dictation). ★</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> • Recognize that language proficiency and reading, spelling and writing achievement are strongly related to one another. • Become familiar with the use of an integrated lesson framework for foundational skills and composition. • Recognize that all grades can benefit from guided writing activities through oral language modeling and guidance. • Recognize that students need to hear longer and more complex sentences before they will be able to produce them orally and in writing. • Describe the value of emphasizing language structure and orthographic regularities to support fluent writing. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Identify strategies for responding to meaningful oral language discussions with scaffolded writing activities (using modeling, sentence frames, structured sentence dictation). Using strategies that are connected to content will increase both knowledge of the world, and expressive language skills at the oral and written level. 	<p>Create, teach, and reflect upon a narrative writing lesson that supports students in planning a narrative. Utilize the Writing Planning Checklist (p. 285) to design instruction. Integrate student oral language experiences that include topic discussion, information gathering, discussion about task, audience, and purpose, peer conversation, idea generation, and others. Reflect upon the experience, student response and learning, and recommendations to enhance the lesson next time.</p>
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	<p>Read and Watch</p> <p>Unit 5, Session 2 (p. 21-24)</p> <p><i>What Does Knowing a Word Mean?</i> (Textbook and online)</p> <p>LETRS Unit 5: The Mighty Word: Oral Language and Vocabulary</p>	<p>2.B.5</p>	<p>Recognize, describe, and incorporate appropriate oral language assessments <u>to guide instruction.</u></p> <p>★</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> • Identify appropriate oral language and vocabulary assessments. • Identify instructional practices related to the building of vocabulary and oral language skills. • Demonstrate competence in administration and interpretation of informal assessments for vocabulary and word use fluency. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Identify and describe the details of a vocabulary assessment used as a screener, progress monitoring tool, diagnostic tool and outcome measurement and under what circumstances each would be used. 	<p>Administer and interpret an informal assessment for vocabulary and word use fluency on a student with weak oral language skills. Recommend instructional interventions based upon assessment findings. Support your recommendations.</p>
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FOUNDATIONAL READING SKILL: PHONOLOGICAL AWARENESS					
Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
	<p>Read and Watch</p> <p>Unit 2, Session 8 (p. 139-147)</p> <p><i>What Phonological Skills Should Be Assessed?</i> (textbook and online)</p>	2.C.1	<p>Apply intentional, explicit, systematic instructional practices to scaffold development of phonological awareness. (e.g., blending and segmenting syllables, onset-rimes, and phonemes). ★</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> • Become familiar with an explicit, systematic approach to teaching phonological awareness. • Review the skills development of phonological awareness. • Explain how students benefit from phonological and phonemic awareness instruction. • Identify a variety of appropriate multisensory phonemic awareness activities including blending, segmentation, substitution, deletion, and reversal. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Review several lessons within a core reading program that teaches phonological awareness skills. Review the scope and sequence of the reading program to determine if the lessons are ordered developmentally. Review a few 	<p>Create, teach, and reflect upon an explicit, systematic lesson on phonological awareness (e.g. blending, segmentation, substitution, deletion, and reversal). Offer a variety of multisensory phonological awareness activities that can be used to support and practice the skill taught in the lesson. Reflect upon the success of the lesson, student’s responses, and what might be added to enhance the lesson.</p>

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				lessons for explicitness. Explain your findings and offer suggestions for supplemental supports for any missing skills or missing parts of an explicit lesson design.	
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<p>Read and Watch</p> <p>Unit 2, Session 1 (p. 93-95) <i>How is phonology Related to Reading and Spelling?</i></p> <p>Unit 2, Session 7 (p. 139-147) <i>How Should Phonological Skills Be Taught?</i> (textbook and online)</p> <p>LETRS Unit 2: The Speech Sounds of English</p>	2.C.2	<p>Provide opportunities for students to use oral/aural language to enhance phonological awareness (e.g., rhyming and alliteration). ★</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> • Describe the benefit that oral and aural language plays in the development of phonological sensitivity and awareness. • Describe the impact that “language play” (poetry, rhyming, alliteration) has in supporting the development of phonological awareness. • Review sample activities for stimulating various levels of oral/aural language to enhance the development of phonological awareness. • Review a scope and sequence within a core reading program to determine evidence of sufficient practice with phonological awareness skill acquisition. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Review a variety of appropriate multisensory phonemic awareness activities including blending, segmentation, substitution, deletion, and reversal found in a core reading program. Determine if there is sufficient practice with phonological skills. Support your findings with evidence and additions that can be added to supplement the missing opportunities. 	<p>Collect a variety of phonological activities that align with grades k, 1, and 2 developmental expectations. Observe a teacher offering initial instruction in a phonological awareness skill. Support initial instruction by offering supplemental small group instructional activities to each grade level appropriate to the skill they are learning. Reflect upon how readily students obtained the skill, what was causing confusion, what fix-up strategy was offered, what amount and type of practice might be needed to solidify the skill. Offer a series of supports and supplemental activities that can be used to provide further opportunities for students to practice phonological awareness skills.</p>
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	<p>Read and Watch</p> <p>Unit 2, Session 6 (p. 125-132).</p> <p><i>What about Dialects, Language Differences, and Allophonic Variations?</i> (textbook and online)</p> <p>LETRS Unit 2: The Speech Sounds of English</p>	<p>2.C.3</p>	<p>Understand and apply knowledge of how variations in phonology across languages affect English language learners’ reading and writing development. ★</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> • Recognize and respond constructively to errors of English language learners and dialect speakers; and recognize how allophonic variation in speech affects students’ spelling. • Examine and compare the consonants and vowels in English and Spanish and variations in AAVE and learn how they might impact oral and written language. • Review instructional approaches that will assist students in becoming conscious of words, to check spelling and writing, and to choose words according to what the situational context calls for. <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Describe, in detail, how variations in phonology across languages affect English language Learners’ reading and writing development. 	<p>Locate a phonological awareness lesson appropriate for a grade 2 classroom (e.g. manipulation, deletion task). Analyze the lesson for phonological substitutions and confusions that Spanish-speaking ELs might present with in this lesson. Offer recommendations on how to support ELs and to respond constructively during the teaching of this lesson.</p>
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<p>Read and Watch</p> <p>Unit 2, Session 7 (p. 141-146) <i>How Should Phonological Skills be Taught?</i></p> <p>LETRS Unit 2: The Speech Sounds of English</p> <p>Unit 3, Session 4 (p. 189-199) <i>How Should Instruction Begin?</i> <i>(Textbook and online)</i></p> <p>LETRS Unit 3: Teaching Beginning Phonics, Word Recognition, and Spelling</p>	<p>2.C.4</p>	<p>Use writing experiences, in conjunction with phonological instruction, to enhance reading achievement (e.g., Elkonin boxes or magnetic letters, individual response whiteboards). ★</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> • Review the importance of connecting letter names, letter formation, and letter sounds. • Use Elkonin boxes (sound boxes) for word analysis at the phoneme level. Use manipulatives to count sounds in words. • Use onset-rime division sound boxes (a square and a rectangle). Move markers into boxes to represent onsets and rimes. • Describe the procedure for teaching phoneme-grapheme correspondences. • Use sound-blending routines with manipulatives such as sound/spelling cards, grapheme tiles, colored blocks, white boards or other types of multisensory phoneme-grapheme correspondence activities. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Explain how the use of writing experiences in conjunction with phonological instruction can enhance reading achievement. Further, explain how teaching letter names can reinforce phonemic awareness. Support your answers. 	<p>Choose 3 phonological awareness activities (e.g. blending phonemes, onset-rime division) that can be advanced to include a writing experience. For example, in an initial sound matching activity such as “What is the beginning sound in each of these words: tin, ten, time?” The student would say, /t/. Next, the student would write the letter that represents the sound /t/ on a whiteboard. Add the writing experience onto the lessons. Make sure your activities align with the development of the phonological skill and the phonics (e.g. letters/spelling learned). Describe the benefits of adding these writing experiences to each of these activities.</p>
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	<p>Read and Write</p> <p>Unit 2, Session 8 (p. 149-156)</p> <p><i>What Phonological Skills Should Be Assessed?</i> (textbook and online)</p>	<p>2.C.5</p>	<p>Recognize, describe, and incorporate appropriate phonological awareness assessments <u>to guide instruction</u>. ★</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> • List and review commonly used, research-based, assessments for phonology. • Describe the purpose of phonological awareness screeners and diagnostics. • Review the administration and use of the Phonological Awareness Screening Test (PAST) and other diagnostic assessments of phonology. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Locate a diagnostic test of phonology (e.g. CTOPP2, LAC-3) usually available from an SLP and download the PAST. Differentiate the two assessments, what skills they assess, and which is used in what setting and under what conditions. What instructional information can be obtained from each assessment? 	<p>Practice administration of the PAST to a level of proficiency. Administer the PAST to a student in grade K, 1, and 2. Score the assessment. Determine the various levels of phonological awareness among the different grade level of students. Describe your findings for each student in a report and offer recommended instructional supports that could guide instruction along with rationale for those instructional choices.</p>
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FOUNDATIONAL READING SKILL: PHONICS					
Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
	<p>Read and Watch</p> <p>Unit 3, Session 1 (p. 166)</p> <p><i>Why is code-emphasis instruction important?</i></p> <p>Unit 3, Session 4 (p. 196-199)</p> <p><i>How Should Instruction Begin?</i> (textbook and online)</p> <p>LETRS Unit 3: Teaching Beginning Phonics, Word Recognition, and Spelling</p> <p>Unit 4, Session 2 (p. 248-251)</p> <p><i>Is There More to Learn about Phoneme-Grapheme Correspondences?</i></p> <p>LETRS Unit 4: Advanced Decoding,</p>	2.D.1	<p>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. ★</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> • Review Ehri’s Phases of Word-Reading Development. • Review intentional, explicit, systematic instructional phonics practices. • Build a continuum of phonics acquisition from the phoneme-grapheme level through to the multi-syllabic word level. • Review the phoneme-grapheme correspondences for beginning and advanced decoding. • Review the phoneme-grapheme correspondences instructional routine. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Describe each phase of Ehri’s Phases of Word-Reading Development and identify a small group instructional activity for each. Describe the activity’s place on the continuum and 	<p>Create, teach, and reflect upon a series of explicit phonics lessons. Using the general phonics lesson plan (p. 166), create phonics lessons, one for each of Ehri’s Phases with the specific focus area mentioned including the following:</p> <ul style="list-style-type: none"> • Prealphabetic Reading and Writing-phoneme focus • Early Alphabetic Reading and Writing-phoneme-grapheme of one syllable words focus • Later Alphabetic Reading and Writing-Read and spell words with short vowels focus • Consolidated Alphabetic Reading and Writing-Decoding two-syllable and three-syllable words using most common syllable division principles.

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	Spelling and Word Recognition.			your rationale for choosing the specific activity to support student learning.	Teach the lessons to the appropriate grade level students. Reflect upon the variation in the lesson and the student response to the instruction. Reflect on any areas of challenge or success. Identify follow up activities that can be utilized after this initial instruction to reinforce learning (developed in the formative assessment section).
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	<p>Read and Watch</p> <p>Unit 2, Session 3 (p. 104)</p> <p><i>Why is Phonemic Awareness Important?</i> (textbook and online)</p> <p>Unit 2, Session 6 (p. 131-132)</p> <p><i>What about Dialects, Language Differences, and Allophonic Variations?</i> (textbook and online)</p> <p>LETRS Unit 2: The Speech Sounds of English.</p>	2.D.2	<p>Recognize and apply an English language learner’s home language as a foundation and strength to support the development of phonics in English. ★</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> • Describe the importance of respecting the home language of a student. • Recognize that oral language competency and literacy in the home language will affect how readily the students will learn English. Strong first language development benefits second language acquisition. • Identify ways in which the English language learners’ first language can be a foundation to support the learning of English phonics. • Review the effects of phonological variation on learning to spell. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Review the Contrastive Analysis Chart (Appendix H) for Spanish. Document the differences in phonology, word use and grammatical rules that make the need evident for intensive direct instruction in phonemic segmenting and blending because of the difference in language structure of Spanish. Anticipate phonological substitutions and confusion that Spanish-speaking ELs might present in the classroom. Identify the impact of phonics acquisition as it relates to the phonology differences between Spanish and English. 	<p>Write an essay explaining why the English language learners’ home language can be used as a foundation for building up and supporting the development of phonics in English. Utilize the Contrastive Analysis Charts (Appendix H) to identify predictable areas of difficulty for native speakers of a particular language who are learning English. Explain how this knowledge can be used to differentiate instruction. Choose a language to compare with English (other than Spanish) (i.e. Vietnamese, Cantonese-Mandarin/ Russian/ African American English) and analyze the systems of both languages noting that were they are similar, positive transfer occurs and where two language are different, negative transfer occurs. Reflect on the impact of these positive and negative transfers will affect a students’ learning of phonics in English.</p>
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<p>Read and Watch</p> <p>Unit 3, Session 1 (p. 159-166) <i>Why Is Code-Emphasis Instruction Important?</i> (textbook and online)</p> <p>Unit 3, Session 4 (p. 189-199) <i>How Should Instruction Begin?</i> (textbook and online)</p> <p>LETRS Unit 3: Teaching Beginning Phonics, Word Recognition, and Spelling.</p>	<p>2.D.3</p>	<p>Use oral/aural language and writing experiences to enhance phonics instruction (e.g., sentence strip words, phrases, and pocket charts). ★</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> • Review the use of the “phonics-emphasis” approach, which includes explicit teaching of skills with opportunities for meaningful practice within text and with reinforcement activities which are teacher led and use an I Do, You Do, We Do model. • Review the reasoning behind the urgency in learning letter-naming, letter formation, and connecting sound to symbol early in Kindergarten. • Become familiar with routines for teaching phoneme-grapheme correspondences, such as word building with grapheme tiles. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • List ways in which phonics instruction can be enhanced by oral/aural language and writing experiences. Explain how these ways benefit learning phonics. 	<p>Create, teach, and reflect upon two small group instructional activities which utilize oral/aural language and writing experiences to reinforce initial instruction in a phonics skill. The activities should include the following:</p> <ul style="list-style-type: none"> • An objective connected to the phonics skill • Materials list • Directions • Instructional routine <p>Reflect upon this experience, the response of the students, and challenges that occurred and recommendations for further learning.</p>
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<p>Read and Watch</p> <p>Unit 3, Session 3 (p. 184-185) How Can Ehris’ Phases Guide Instruction.</p> <p>LETRS Unit 3: Teaching Beginning Phonics, Word Recognition, and Spelling</p> <p>Unit 4, Session 7 (p. 280-286) <i>Why Is Working with Data Important?</i> (textbook and online)</p> <p>LETRS Unit 4: <i>Advanced Decoding, Spelling, and Word Recognition</i></p>	2.D.4	<p>Recognize, describe, and incorporate appropriate phonics assessments to guide instruction. ★</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> • Recognize appropriate phonics and spelling assessments that can be used to guide instruction. • Recognize that students with word level (i.e. phonics) weaknesses for reading often have more difficulty in writing and spelling words. • Determine what data is produced by phonics and spelling assessments and how this information indicates a student’s instructional needs. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Review and practice the administration of the LETRS Phonics and Word Reading Survey (provided online with administration guidelines-see p. 185). • Review and practice the administration of the LETRS Basic Spelling Screener (Appendix D) to identify phonics concepts which have been mastered and those which are still to be mastered. • Explain the difference between the information gained from a phonics survey assessment and a spelling screener and what important information can be acquired by doing one or both. 	<p>Administer the LETRS Phonics and Word Reading Survey and the Basic Spelling Screener to 2 students who struggle with phonics and/or spelling. Score the assessments. Report on the findings of each assessment breaking down the skill needs and strengths (refer to p. 186 and 283) and the recommendations for next steps in instruction.</p>
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FOUNDATIONAL READING SKILL: FLUENCY

Course Number and Name of Course	Required Course Reading	Indicator or Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
	<p>Read and Watch</p> <p>Unit 4, Session 6 (p. 289-306)</p> <p><i>How Can Reading Fluency Be Built?</i> (textbook and online)</p>	2.E.1	<p>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.). ★</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> Identify the relationship between oral reading fluency and reading comprehension. Identify thresholds for oral reading fluency; and learn specific techniques for building word, sentence, and passage reading fluency. Determine instructional practices to build accuracy, rate, and reading endurance (fluency) in students. Review the efficacy of strategies like building reading endurance, paired reading, repeated readings, and echo reading. <p>Formative Assessment:</p> <ul style="list-style-type: none"> Identify instructional practices used to scaffold accuracy, expression (prosody), rate, and reading endurance. Describe which is more important, accuracy or rate. Defend your position. 	<p>Create, teach, and reflect on a series of opportunities to focus on building fluency. Identify two students who are in need of fluency building at the word, sentence, or passage level. Match the appropriate activity with the students’ area of fluency building need. Document the student’s first opportunity score (i.e. wcpm repeated reading, letters named in 1 minute), engage them in appropriate support (e.g. drill practice, phrase-cued oral reading, simultaneous oral reading) and document the final opportunity score. This can also be completed qualitatively by using a checklist or rubric. Reflect upon your experience in building fluency, was it successful? Were there challenges? How did the student respond? Did the student remain motivated and interested? How might you improve this activity?</p>

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<p>Read and Watch</p> <p>Unit 4, Session 6 (p. 300-306) <i>How Can Reading Fluency Be Built?</i> (textbook and online)</p> <p>LETRS Unit 4: Advanced Decoding, Spelling, and Word Recognition.</p> <p>Unit 8, Session 1 (p. 233-234) <i>Why is Writing so Challenging?</i></p> <p>LETRS Unit 8: The Reading-Writing Connection (textbook and online)</p>	<p>2.E.2</p>	<p>Use oral/aural language and writing experiences to enhance fluency (e.g., poetry charts, song lyrics). ★</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> • Recognize the connection between oral language, reading, and writing. • Explain the use of a wide variety of writing experiences to build the development of the writing process to the creation of an expressive or creative writing product. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Explain the subskills necessary to create a proficient writer using The Simple View of Reading and The Simple View of Writing as a guide and explain how any missing subskill can affect the writer’s ability to create skilled written expression. 	<p>Create, teach, and reflect on a lesson that focuses one of a variety of writing experiences (e.g. poetry, song lyrics, focused-topic lists, journaling, diary entries) which support students in the writing process moving from oral language to written expression. Reflect upon your experience, the student response, and any changes you would make to enhance the learning.</p>
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	<p>Read and Watch</p> <p>Unit 4, Session 7 (p. 291-293)</p> <p><i>Why Is Working with Data Important?</i> (textbook and online)</p> <p>LETRS Unit 4: Advanced Decoding, Spelling, and Word Recognition</p>	<p>2.E.3</p>	<p>Recognize, describe, and incorporate appropriate fluency assessments to guide instruction. ★</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> • Recognize appropriate fluency assessments used to guide instruction. • Review the relationship between oral reading fluency and reading comprehension, to identify thresholds for oral reading fluency and learn to administer and interpret oral reading fluency measures. • Interpret fluency score reports from common assessments such as DIBELS Next and/or Aimsweb. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Obtain beginning and middle of the year fluency data from a screener commonly used such as DIBELS Next or Aimsweb for a student in grade 1. Review the data from each subskill assessed (i.e. PSF, NWF, ORF). Describe your findings. What does this data indicate for this student? 	<p>Utilizing data collected during the formative assessment, describe the subskill scores and what is indicated as an instructional need. Since these are screening measures, complete further diagnostic skill assessments (e.g. spelling inventories, phonics surveys, PAST) to determine the skill deficits presented. Write a report of your findings and offer instructional recommendations to build deficit skills.</p>
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FOUNDATIONAL READING SKILL: VOCABULARY

Course Number and Name of Course	Required Course Reading	Indicator or Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
	<p>Read and Watch</p> <p>Unit 5, Session 2, (p. 17) <i>What Does Knowing a Word Involve?</i>(textbook and online)</p> <p>Unit 5, Session 3 (p. 28-34) <i>What Words Should Be Taught Directly?</i> (textbook and online)</p> <p>Unit 5, Session 4 (p. 37-40) <i>How Should New Words Be Introduced?</i> (textbook and online)</p> <p>Unit 5, Session 5 (p. 43-55) <i>What Kinds of Practices are Effective?</i> (textbook and online)</p> <p>LETRS Unit 5: The Might Word: Oral Language and Vocabulary</p>	2.F.1	<p>Apply intentional, explicit, systematic instructional practices to scaffold vocabulary and concept development (e.g., shared reading, semantic mapping, etc.). ★</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> • Explain how deep knowledge of a word is established through experience and instruction. • Identify strategies for direct instruction of vocabulary in narrative and expository text structure. • Practice an effective routine for introducing target vocabulary words to students with specific strategies to reinforce those words to enhance learning. • Adapt vocabulary instruction for English learners. While the essential routine will stay the same there should be more explicitness in pronunciation, for Spanish-speakers draw comparisons to Spanish cognates, add more examples, elicit and support oral responses. • Review the strategy of semantic mapping which helps students deepen their knowledge of words and make 	<p>Using a narrative selection from a core reading series, review the text for vocabulary words that are Tier 2 and Tier 3. Identify 5 words that will be taught with depth. Explain your rationale the word choices. Prepare a lesson demonstrating an effective routine for introducing vocabulary words with evidence of adaptations for English learners including explicit articulation, use of cognates, and oral response. Integrate practice activities that allow for multiple experiences and exposures with the vocabulary words. Choose from those on p. 43-55). Teach the vocabulary lesson and reflect upon response from students. What areas of challenge or success did you experience. How might you improve this lesson?</p>

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				<p>networks of connections to other words and concepts.</p> <p>Formative Assessment:</p> <ul style="list-style-type: none">• Describe intentional, explicit, systematic instructional practices to scaffold vocabulary and concept development. How does this practice impact vocabulary learning on both English speakers and English language learners?	
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	<p>Read and Watch</p> <p>Unit 5, Session 3 (p. 27-36)</p> <p><i>What Words Should Be Taught Directly?</i> (textbook and online)</p> <p>LETRS Unit 5: The Might Word: Oral Language and Vocabulary</p>	<p>2.F.2</p>	<p>Provide for continual integration, repetition, and meaningful use of domain specific vocabulary to address the demands of academic language.</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> • Differentiate the challenges of domain specific (Tier 3) vocabulary on student learning. • Practice activities such as: text talk, semantic mapping, using words in context of complete sentences, and using words intentionally in collaborative conversations and writing related to academic content learning. • Consider various ways to integrate learned academic language throughout the day, unit of study and beyond. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Describe an avenue through which newly learned vocabulary words can be directly and indirectly repeated, reinforced and integrated into the instructional day, unit and beyond. Explain the purpose of repeated practice overtime and under different learning situations and how it affects student learning. • Describe how do we get students to “own” the new vocabulary words? 	<p>Prepare a 10 minute professional development opportunity for teachers with the focus on providing continual, integrated and meaningful use of domain specific vocabulary to address the demands of academic language. This presentation should include objectives and rationale for the presentation, how to choose words, introduction to a new vocabulary instruction routine, activities that offer repeated exposure and opportunities for use the newly learned vocabulary across time and topics.</p>
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<p>Read and Watch</p> <p>Unit 5, Session 3 (p. 32) <i>What Words Should Be Taught Directly?</i> (textbook and online)</p> <p>Unit 5, Session 6 (p. 61-64) <i>How Is a Language-Rich Classroom Created?</i> (textbook and online)</p> <p>LETRS Unit 5: The Might Word: Oral Language and Vocabulary</p>	2.F.3	<p>Incorporate vocabulary instruction through analogies (e.g., cognates, Greek and Latin roots). ★</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> • Identify strategies to support word learning for English language learners, through explicit instruction in the cognates that are related in Spanish and English. • Explain the importance of direct instruction in morphology to effectively teach advanced vocabulary. • Review the history of the English language and the impact the different layers of English have on word meaning. • Identify activities to help recognize Anglo-Saxon, Latin, French and Greek influences on English. • Explore instructional opportunities to teach vocabulary through analogy. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Explain ways in which vocabulary instruction can occur through analogies and can be integrated within the classroom setting. What grade level is this type of instruction most appropriate? How might English language learners benefit from this type of instruction (i.e. cognates)? 	<p>Create, teach, and reflect upon a lesson in grade 2 in which vocabulary is taught through the use of analogies (i.e. cognates, Greek and/or Latin roots). Include the categorization of vocabulary words based upon morphological structures (i.e. word origin-Anglo-Saxon, Latin, French, and Greek influences) and/or Identification of morphological part meanings to create word meaning (e.g. <i>spect</i> means to see, look in the word <i>inspection</i>). Reflect upon this experience, the response of the students, and how this lesson could be enhanced and/or improved.</p>
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	<p>Read and Watch</p> <p>Unit 5, Session 6 (p. 57-67) <i>How Is a Language-Rich Classroom Created?</i> (textbook and online)</p> <p>LETRS Unit 5: The Might Word: Oral Language and Vocabulary</p>	<p>2.F.4</p>	<p>Provide an environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary.</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> • Model and encourage the use of wide reading to advance vocabulary acquisition in the classroom. • Identify ways in which to support the wide reading of print and digital texts in classrooms of students just learning to read (K-1). <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Identify a list of 10 books (both narrative and informational) that are vocabulary-rich (e.g. Jan Brett books). Describe why you consider the books “language-rich” and how they enhance a student’s experience with vocabulary. Describe how they can be incorporated into the learning environment to ensure that students experience wide reading of print and digital texts. 	<p>Create an language-rich environment within a classroom that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary. Explain the design, materials, and opportunities that students have throughout the day to interact with a variety of print and digital text. Describe how students interact within that setting and share evidence that the environment does support wide reading.</p>
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	<p>Read and Watch</p> <p>Unit 5, Session 3 (p. 32-34)</p> <p><i>What Words Should Be Taught Directly?</i> (textbook and online)</p> <p>Unit 5, Session 4 (p. 40)</p> <p><i>How Should New Words Be Introduced?</i> (textbook and online)</p> <p>LETRS Unit 5: The Might Word: Oral Language and Vocabulary</p>	<p>2.F.5</p>	<p>Incorporate instructional practices that develop authentic uses of English to assist English language learners in learning academic vocabulary and content. ★</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> • Identify strategies to support word learning for English language learners, such as: <ul style="list-style-type: none"> ○ Explicit teaching of Common words using a routine of Word pronunciation, reading and spelling ○ Word meaning, taught through sentence contexts, student-friendly definitions and questioning techniques ○ Sentence completion ○ Word use in context (orally and in writing) <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Describe common challenges that English language learners face in the authentic use of English language (i.e. figurative language). Offer instructional recommendations to ensure that English language learners are able to access and understand commonly used phrases, descriptive language, and background knowledge assumptions made in the use of language. 	<p>Show evidence of the incorporation of instructional practices that develop authentic use of English to assist English language learners in learning academic vocabulary and content. These may include lesson plans with modifications for English language learners; a description of a small group instructional lesson that supported English language learners in the use of academic vocabulary to can knowledge and understanding of content.</p>
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	<p>Read and Watch</p> <p>Unit 5, Session 5 (p. 43-55) <i>What Kinds of Practice Are Effective?</i> (textbook and online)</p> <p>Unit 5, Session 6 (p. 58-66) <i>How is a Language-rich Classroom Created?</i> (textbook and online)</p> <p>LETRS Unit 5: The Might Word: Oral Language and Vocabulary</p>	2.F.6	<p>Use oral/aural language and writing experiences to enhance vocabulary (e.g., interactive word walls, word sorts, word charts for secondary). ★</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> • Explain the idea that words are more likely to be learned well if they are learned in relation to other words and in multiple contexts. • Describe routines for word learning and semantic mapping include enhanced levels of dimensions of word knowledge – such as: Synonyms, antonyms, categories or examples, connotations, multiple meanings, common contexts and word structure. • Identify vocabulary extension and reinforcement activities that can be practiced both orally and in writing. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Describe the learning benefit of using oral/aural and written opportunities in teaching vocabulary. Describe the benefits of the use of interactive word walls, word sorts, semantic mapping activities, word charts and other experiences that are integrated into vocabulary instruction. 	<p>Provide evidence of classroom integration of oral/aural language and writing experiences used to enhance the learning of vocabulary (e.g. lesson plans, activity designs, interactive displays). Include routines for word learning, semantic mapping, dimensions of word knowledge (e.g. synonyms, multiple meanings, word structure) and other practices that engage students both orally and in writing. Describe the use of the strategy and how it is has affected learning.</p>
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	<p>Read and Watch</p> <p>Unit 5, Session 5 (p. 43-56) <i>What Kinds of Practice Are Effective?</i> (textbook and online)</p> <p>LETRS Unit 5: The Might Word: Oral Language and Vocabulary</p>	2.F.7	<p>Use multiple methods of vocabulary instruction (e.g. multiple contexts, examples and non-examples, elaborations, etc.). ★</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> • Explain how words are more likely to be learned with depth if they are learned in relation to other words and in multiple contexts. • Review routines for word learning and semantic mapping include enhanced levels of dimensions of word knowledge – such as: <ul style="list-style-type: none"> ○ Synonyms, antonyms, categories or examples, non-examples, connotations, multiple meanings, common contexts and word structure. • Review vocabulary extension and reinforcement activities should be practiced both orally and in writing. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Using a lesson designed for content instruction, supplement the lesson with multiple methods of vocabulary instruction opportunities for students. 	<p>Provide evidence of classroom integration of multiple methods of vocabulary instruction within a direct, explicit lesson that includes ample practice. Describe the chosen methods and a rationale for your method choices. Describe the process of supplementing enhanced vocabulary methods into an already established lesson (e.g. core curriculum). Reflect on the response from students and the success of the lesson. Offer any suggestions that could be added or changed about the lesson to increase learning.</p>
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	<p>Read and Watch</p> <p>Unit 5, Session 2 (p. 21-24) <i>What Does Knowing a Word Involve?</i> (textbook and online)</p> <p>LETRS Unit 5: The Might Word: Oral Language and Vocabulary</p>	<p>2.F.8</p>	<p>Recognize, describe, and incorporate appropriate vocabulary assessments to guide instruction. ★</p>	<p>Curriculum Study Assignments:</p> <ul style="list-style-type: none"> • Recognize the variety of assessments that can be used to assess vocabulary. • Describe when and what type of assessment of vocabulary is appropriate for specific student needs. • Describe what type of information is provided by vocabulary assessments and how they can be used to guide instruction. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Acquire common vocabulary assessments. Review and practice administration of the assessments. Recognize the purpose of the assessments and how they can be used to guide instruction. 	<p>Administer a variety of informal vocabulary assessments to a small group of students. Report on the findings for each student. Offer recommendations for instructional support and describe how these recommendations support the instruction needs of the student.</p>
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FOUNDATIONAL READING SKILL: INTEGRATION OF THE READING COMPONENTS					
Course Number and Name of Course	Required Course Reading	Indicator or Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
	<p>Read and Watch</p> <p>Unit 1, Session 4 (p. 35-40) <i>What Skills Support Proficient Reading?</i> (textbook and online)</p> <p>LETRS Unit 1: The Challenge of Learning to Read</p> <p>Unit 2, Session 7 (p. 139-147) <i>How Should Phonological Skills be Taught?</i> (textbook and online)</p> <p>LETRS Unit 2: The Speech Sounds of English</p> <p>Unit 3, Session 4 (p. 189-200) <i>How Should Instruction Begin?</i> (textbook and online)</p>	2.G.1	Apply comprehensive instructional practices, including writing experiences that integrates the reading components. ★	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> Describe what is included in a comprehensive collection of instructional practices based upon the strands of Scarborough’s Rope Model. Build examples of evidence-based instructional practices that are designed for each of the components of reading and writing. <p>Formative Assessment:</p> <ul style="list-style-type: none"> Create a grid that categorizes evidence-based instructional practices with the reading components and writing. Explain the use of the grid and how colleagues can use it to apply evidence-based instruction practices into their classroom instruction. Distribute the grid to colleagues and encourage feedback on the benefit. 	Create, teach, and reflect upon a series of lessons that show evidence of the integration of evidence-based instructional practices in the teaching of all of the components of reading and writing. Reflect upon this application of practices into lesson and student responses. Write an essay about how the integration of instructional practices into reading components and writing benefit students based upon the findings and outcomes of the lessons offered.

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<p>Unit 3, Session 5 (p. 201-208) <i>What Kind of Practice is Necessary?</i> (textbook and online)</p> <p>Unit 3, Session 6 (p. 209-214) <i>How Can Spelling Be Taught Using Dictation?</i> (textbook and online)</p> <p>LETRS Unit 3: Teaching Beginning Phonics, Word Recognition, and Spelling</p> <p>Unit 4, Session 2 (p. 241-251) <i>Is There More to Learn about Phoneme-Grapheme Correspondences?</i> (textbook and online)</p> <p>Unit 4, Session 3 (p. 253-266) <i>Why and How Should Syllable Types be Taught?</i> (textbook and online)</p> <p>Unit 4, Session 4 (p. 267-278) <i>When and How Should Morphology be Taught?</i> (textbook and online)</p>				
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	<p>Unit 4, Session 8 (p. 326-327) <i>What Works? Explicit, Systematic, and Sequential Instruction?</i> (textbook and online)</p> <p>LETRS Unit 4: Advanced Decoding, Spelling, and Word Recognition</p> <p>Unit 5, Session 3 (p. 27-36) <i>What Words Should Be Taught Directly?</i> (textbook and online)</p> <p>Unit 5, Session 4 (p. 37-42) <i>How Should New Words Be Introduced?</i> (textbook and online)</p> <p>Unit 5, Session 5 (p. 43-56) <i>What Kinds of Practices are Effective?</i> (textbook and online)</p> <p>LETRS Unit 5: The Mighty Word: Oral Language and Vocabulary</p> <p>Unit 6, Session 3 (p. 93-97) <i>How Can Students Be Prepared for Reading.</i> (textbook and online)</p>				
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	<p>LETRS Unit 6: Digging for Meaning: Understanding Reading Comprehension</p> <p>Unit 7, Session 1 (p. 147-156) <i>How Should Instruction Be Balanced to include Comprehension?</i> (textbook and online)</p> <p>Unit 7, Session 2 (p. 157-175) <i>Which Comprehension Strategies Can Be Used During and After Reading?</i> (textbook and online)</p> <p>Unit 7: Text-Driven Comprehension Instruction</p> <p>Unit 8, Session 2 (p. 249-264) <i>How Should Teachers Prepare Students For Writing?</i> (textbook and online)</p> <p>LETRS Unit 8: The Reading-Writing Connection</p>				
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<p>Read and Watch</p> <p>Unit 7, Session 2 (p. 171-173) <i>Which Comprehension Strategies Can Be Used During and After Reading?</i> (textbook and online)</p> <p>LETRS Unit 7: Text-Driven Comprehension Instruction</p> <p>Unit 8, Session 4 (p. 283) <i>How Can Narrative Composition Be Supported?</i> (textbook and online)</p> <p>LETRS Unit 8: The Reading-Writing Connection</p>	<p>2.G.3</p>	<p>Use resources and research-based practices that create information intensive environments (e.g., diverse classroom libraries, inquiry reading).</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> • Teach students to generate questions before, during, and after reading. • Identify resources and research-based practices that create an information intensive environment. • Create a writers’ environment within the classroom using displays, materials, checklists, sentence starters, books, and other resource materials). <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Create a checklist of things to observe within an information intensive environment. Explain the learning benefits of having an information intensive environment and readily available resources in schools. 	<p>Create an information intensive environment within a classroom. Develop a lesson that explains to students how the environment is to be used to learn. Offer opportunities for the use of the key components within the environment for students to practice using specific materials and spaces. Reflect upon the implementation of this environment and how students respond to the environment. How might you change it periodically to keep the environment engaging?</p>
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	<p>Read and Watch</p> <p>Unit 7, Session 1 (p. 155) <i>How Should Instruction Be Balanced to Include Comprehension?</i> (textbook and online)</p> <p>LETRS Unit 7: Text-Driven Comprehension Instruction</p>	<p>2.G.4</p>	<p>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).</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> Define <i>high-quality text</i>, and describe where to find them both in print and digital forms. Describe how text selection should be driven by the instructional goals and purposes. Become familiar with criteria that can be used to evaluate the appropriateness of a text to the learning task and the student. Participants will understand how to consider “high-quality texts” and select texts (print or digital for reading and read-aloud) thoughtfully and carefully. <p>Formative Assessment:</p> <ul style="list-style-type: none"> Identify research-based guidelines that can be used in selecting literature and domain specific print and digital text that is appropriate for students’ age, interests and reading proficiency. Explain the rationale for using guidelines in making text choices that will be used for instruction. Choose a random children’s book and determine if the text is considered “high quality” and appropriate for students in 	<p>Choose 3 texts that are commonly used with students in a specific grade level. Two should be picture books (print or digital form) and one should be a passage from within the core reading program (print). Use the research-based guidelines (p. 155) to evaluate whether the text is “high-quality.” Extend this evaluation to commonly used read aloud books (chapter books) used within a different grade level. Describe the importance of selecting read aloud books carefully and thoughtfully.</p>
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				either grades K-1 or 2 based upon the criteria guidelines. Support your findings.	
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	<p>Read and Watch</p> <p>Unit 7, Session 6 (p. 217-226) <i>How Can Instruction Be Adapted for Special Populations?</i> (textbook and online)</p> <p>LETRS Unit 7: Text-Driven Comprehension Instruction</p>	<p>2.G.5</p>	<p>Demonstrate understanding of similarities and differences between home language and second language reading development.</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> • Demonstrate understanding of similarities and differences between home language and second language reading development. Explain the importance of respecting the home language of a student. • Support the following statement: “oral language competency and literacy in the home language will affect how readily the students will learn to speak and read English. Strong first language development benefits second language acquisition.” • Show respect for the importance of families talking to children in their home language (and reading to them if there are books in that language) and the need to share that with parents. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Model and demonstrate respect for the home language of students by supporting and scaffolding instruction during the acquisition of English. 	<p>Create a family-home communication protocol to encourage parent/family-to-child talk and engagement with text. Explain how the home language can support reading development. Offer other resources and supports for home language to English. Distribute to parents with permission.</p>
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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 and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
	<p>Read and Watch</p> <p>Unit 1, Session 7 (p. 65-80)</p> <p><i>How Can Assessment Be Used for Prevention and Early Intervention?</i> (textbook and online)</p> <p>LETRS Unit 1: The Challenge of Learning to Read</p> <p>Read and Watch</p> <p>Unit 4, Session 7 (p. 309-321)</p> <p><i>Why Is Working with Data Important?</i> (textbook and online)</p> <p>LETRS Unit 4: Advanced Decoding, Spelling, and Word Recognition</p>	3.1	<p>Understand and apply measurement concepts and characteristics of reading assessments.</p> <p>Understand the role of formal and informal reading assessment to make instructional decisions to meet individual student needs.</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> • Define measurement concepts, including reliability, validity and efficiency, standard error of measurement, and major types of derived scores from standardized tests. Explain the importance that each of these concepts has on measuring student growth in literacy. • Describe the characteristics and appropriate uses of four kinds of assessment, including outcome assessments, screening measures, progress-monitoring tests, and skills diagnostic surveys. • Describe the characteristics and appropriate uses of formal and informal reading assessments used to make instructional decisions to meet individual student needs. 	<p>Create a matrix document with 6 columns and 7 rows. The vertical first column should be labeled with the following: Phonemic Awareness, Phonics, Fluency, Vocabulary/Oral Language, Comprehension, Writing, Spelling. The horizontal, beginning in the second column should be labeled as follows:</p> <p style="padding-left: 40px;">Outcome Measures, Screening Measures, Progress-Monitoring Measures, Skills Diagnostic Measures, Formal Diagnostic. Review presently used assessment documents and place them in the appropriate column/row. For example, the CORE Phonics Survey could be placed within the phonics row under the Skills Diagnostic column.</p>

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				<p>Formative Assessment:</p> <ul style="list-style-type: none">• Identify a variety of assessments commonly used in reading (e.g. Dibels, spelling inventory, curriculum-based measurements) within a school setting. Determine how each of these assessments is utilized within the school setting and how they are used for instructional decision-making.• Identify and describe two examples of each of the four types of assessments (i.e., outcome assessments, screening measures, progress-monitoring tests, diagnostic surveys) used in reading.	
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	<p>Read and Watch</p> <p>Unit 1, Session 8 (p. 75-82)</p> <p><i>How Can Assessments Be Used to Differentiate Instruction?</i> (textbook and online)</p> <p>LETRS Unit 1: The Challenge of Learning to Read</p>	<p style="text-align: center;">3.2</p>	<p>Understand the purposes of various <u>informal assessments</u> (e.g., informal reading inventories, analyzing writing samples), including an emphasis on matching reader to text.</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> • Explain the purpose of various informal assessments (e.g., informal reading inventories, analyzing writing samples). • Differentiate informal assessments (e.g., reading inventories, writing samples, spelling inventories, phonics and decoding surveys) from formal assessments. • Collect and review informal assessments, including those that are currently in use in your educational settings, and categorize them in terms of purpose, time of administration, and measurement of the five essential components of reading instruction (i.e., phonology, phonics, fluency, vocabulary, comprehension). • Explain the need for a strategic plan in the use of assessments to guide instructional decision-making. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Explain the use of the LETRS Decision-Making Flow Chart (Unit 4, Session 7) of assessment protocol and how it can be used to determine assessment of students moving from screening to informal diagnostic assessments. 	<p>Utilizing a list of commonly used assessments and their purposes (see 3.1), build a plan for strategic use of informal assessments within the classroom setting. Explain how the information assessments can be used to determine:</p> <ul style="list-style-type: none"> ○ Who (of the students in a classroom) needs help? ○ What kind of help do they need? ○ Is the help helping? ○ If not, what needs to change? <p>Create a series of questions from a case study student’s profile to determine areas of skill deficit and explain how these questions guide the choice and use of specific informal assessments.</p>
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<p>Read and Watch</p> <p>Unit 1, Session 8 (p. 75-82)</p> <p><i>How Can Assessments Be Used to Differentiate Instruction?</i> (textbook and online)</p> <p>LETRS Unit 1: The Challenge of Learning to Read</p>	<p>3.3</p>	<p>Understand the purpose of various <u>formal assessments</u>, including the differences between norm-referenced and criterion-referenced assessments and how to interpret data reports.</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> • Define and explain the purpose of various formal assessments both norm-referenced and criterion-referenced assessments. • Differentiate formal assessments from informal assessments. • Explain the purpose of various formal assessments and how they can be used to guide instructional decisions in reading. • Review and explain basic concepts around understanding data reports from commonly used formal assessments (e.g. CTOPP, Woodcock-Johnson subtests for Word Attack and Word Identification). • Survey assessments that are currently in use in your setting and determine what each of the assessments are used to assess. Report if and how they are used to guide instruction. • Participants will learn to formulate questions to guide selection and use of assessments and how they can guide instructional decisions. 	<p>Utilizing a list of commonly used assessments and their purposes (see 3.1), build a plan for strategic use of informal and formal assessment data for a case study student. Write a report explaining how the information from assessments can be used to determine:</p> <ul style="list-style-type: none"> ○ Specific areas of need for individual students. ○ The scope and sequence of recommended instructional intervention. ○ Monitoring protocol (pre/post) to document growth. ○ Instructional recommendations to meet the specific needs of an individual student based upon both formal and informal findings.
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				<p>Formative Assessment:</p> <ul style="list-style-type: none">• Explain the use of the LETRS Decision-Making Flow Chart (Unit 4, Session 7) of assessment protocol and how it can be used to determine assessment of students moving from screening to informal diagnostic assessments to formal diagnostic assessments.• Explain the purpose and use of formal assessments, indicating the difference between criterion and norm-referenced assessment measures.• View the administration of a formal assessment by a colleague qualified to do so (e.g., SLP, school psychologist, special educator). Report on the experience and the findings of the data produced, including the next steps for instruction.• Add commonly used formal assessments to the “formal diagnostic measures” column for each item within the rows (e.g. phonemic awareness—CTOPP).	
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	<p>Read and Watch</p> <p>Unit 1, Session 7 (p. 65-74) <i>How Can Assessment Be Used for Prevention and Early Intervention?</i> (textbook and online)</p> <p>LETRS Unit 1: The Challenge of Learning to Read</p>	<p style="text-align: center;">3.4</p>	<p>Understand the meaning of test reliability, validity, and standard error of measurement and describe major types of derived scores from standardized tests.</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> • Examine the meaning of test reliability, validity, standard error of measurement, and major types of derived scores from standardized tests. • Describe major types of derived scores from commonly used standardized tests within the school setting. • Define and explain the critical nature of test reliability, validity, standard error of measurement, and major types of derived scores from standardized tests. • Explain in detail the rationale for the use of formal testing of students and use of results as it relates to instructional decision-making. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Create a list of questions and queries about how standardized assessments are used within the school setting and to determine special education qualification. 	<p>Interview a school psychologist who has extensive training in standardized measurement. Engage in conversation using the questions and queries created in the formative assessment part of this standard. Write a report on your interview experience, new learnings, and new insights into how standardized assessments are beneficial in the school setting.</p>
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<p>Read and Watch</p> <p>Unit 1, Session 7 (p. 65-74)</p> <p><i>How Can Assessment Be Used for Prevention and Early Intervention?</i> (textbook and online)</p> <p>Unit 1, Session 8 (p. 75-80)</p> <p><i>How Can Assessments Be Used to Differentiate Instruction?</i> (textbook and online)</p> <p>LETRS Unit 1: The Challenge of Learning to Read</p> <p>Unit 4, Session 7 (p. 309-321)</p> <p><i>Why Is Working with Data Important?</i> (textbook and online)</p> <p>LETRS Unit 4: Advanced Decoding, Spelling, and Word Recognition</p>	3.5	<p>Demonstrate knowledge of the characteristics, administration, and interpretation of both quantitative and qualitative instructional assessments to include each of the following: screening, progress monitoring, diagnostics, and outcome measures.</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> • Define and explain the characteristics, administration, and interpretation of quantitative (e.g. core reading program assessments) and qualitative (e.g. observation, open-ending questioning) instructional assessments. • Analyzing student achievement data and planning for intervention based using case study students’ data that include screeners, diagnostic assessment, progress monitoring assessments, and outcome measures. • Practice administering screening assessments and understand that they can also be used as informal diagnostic assessments that can inform instruction. For example, participants will give The LETRS Phonics and Decoding Survey and learn to interpret the results to help them plan where to begin explicit phonics instruction. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Compare and contrast the characteristics, administration, and interpretation of quantitative and qualitative instructional assessments to include each of the following: screening, progress monitoring, diagnostics, and outcome measures. 	<p>Administer a screening measure to all case study students. Based upon screening findings, administer an informal diagnostic measure to pinpoint skill deficits and strengths. Review all present qualitative and quantitative data for each student. Report on those findings and create a rationale and plan for a recommendation for instructional intervention.</p>
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<p>Read and Watch</p> <p>Unit 1, Session 8 (p. 75-80)</p> <p><i>How Can Assessments Be Used to Differentiate Instruction?</i> (textbook and online)</p> <p>LETRS Unit 1: The Challenge of Learning to Read</p> <p>Unit 4, Session 7 (p. 309-321)</p> <p><i>Why Is Working with Data Important?</i> (textbook and online)</p> <p>LETRS Unit 4: Advanced Decoding, Spelling, and Word Recognition</p> <p>Unit 3, Session 8 (p. 223-228)</p> <p><i>What Is the Best Way to Further Student Success?</i> (textbook and online)</p> <p>LETRS Unit 3: Teaching Beginning Phonics, Word Recognition, and Spelling</p>	3.6	<p>Analyze data to identify trends that indicate adequate progress in student reading development.</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> • Describe the rationale for using progress monitoring data to determine progress in student reading development. How can progress monitoring be utilized efficiently and effectively and used to determine if the instruction offered to a student is adequate enough to create sufficient growth. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Build a set of progress monitoring data points (e.g., six data points) in order to make instructional decisions. • Identify trends (e.g., rate of improvement) that are indicated through ongoing progress monitoring in reading development. For example, progress monitoring weekly oral reading fluency assessments – observing growth trends in words correct per minute and accuracy as they are measured over time. 	<p>Analyze case study students’ progress monitoring data to identify trends in reading skill development and identify positive growth. Analyze case study student data/information acquired throughout the year using the problem-solving model presented in this unit of study. Create a student portfolio using “The Big Picture: Case Study Questions” to share information between teachers and grades, allowing for the creation of lessons.</p>
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<p>Read and Watch</p> <p>Unit 1, Session 8 (p. 75-80) <i>How Can Assessments Be Used to Differentiate Instruction?</i> (textbook and online)</p> <p>LETRS Unit 1: The Challenge of Learning to Read</p> <p>Unit 3, Session 8 (p. 223-228) <i>What Is the Best Way to Further Student Success?</i> (textbook and online)</p> <p>LETRS Unit 3: Teaching Beginning Phonics, Word Recognition, and Spelling</p> <p>Unit 4, Session 7 (p. 309-321) <i>Why Is Working with Data Important?</i> (textbook and online)</p> <p>LETRS Unit 4: Advanced Decoding, Spelling, and Word Recognition</p>	3.7	<p>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).</p>	<p>Curriculum Study Assessment:</p> <ul style="list-style-type: none"> • Explain the benefits of establishing a problem-solving process which can be used to systematically gather data, ask questions of the data, and form a hypotheses based on knowledge of language, literacy development, the individual student, and instruction (Unit 4, Session 7). • Explain how the systematic problem-solving process can be used to differentiate instruction, intensify intervention, and meet the needs of all students (e.g. grouping practices, curriculum materials). <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Review current problem-solving processes used within a school setting. Review how the system is used in order to gather data, ask questions of the data, and form a hypotheses based on knowledge of language, literacy development, the individual student, and instruction (Unit 4, Session 7). • Review current problem-solving processes used within a school setting to explain how the systematic problem-solving process is used to differentiate instruction, intensify intervention, and meet the needs of all students (e.g. grouping practices, curriculum materials). 	<p>Describe how a systematic problem solving model can be used to gather, to ask questions of the data, and to make instructional decision. Further, describe how the systematic problem solving model can be used to differentiate instruction pertaining to skill needs, intensify intervention, and to identify and meet the needs of all students (e.g., grouping by skill need, progress monitoring in skill acquisition, appropriate curriculum materials matching). Explain the problem-solving process to a colleague, offering rationale for each part. Write a reflection on your experience, insight, and recommendations for furthering the use of a problem-solving model when making instructional decision.</p>
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				<ul style="list-style-type: none">• Depict a systematic problem-solving process (e.g., flow chart, if-then chart) (See sample Unit 4, Session 7, pg. 321) using presently available assessment measures. Using an assessment matrix (see 3.1), determine what assessments can be utilized within a systematic system of assessment to measure student needs as various levels of word recognition and language comprehension.	
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<p>Read and Watch</p> <p>Unit 1, Session 8 (p. 75-80)</p> <p><i>How Can Assessments Be Used to Differentiate Instruction?</i> (textbook and online)</p> <p>LETRS Unit 1: The Challenge of Learning to Read</p> <p>Unit 3, Session 8 (p. 223-228)</p> <p><i>What Is the Best Way to Further Student Success?</i> (textbook and online)</p> <p>LETRS Unit 3: Teaching Beginning Phonics, Word Recognition, and Spelling</p> <p>Unit 4, Session 7 (p. 309-321)</p> <p><i>Why Is Working with Data Important?</i> (textbook and online)</p> <p>LETRS Unit 4: Advanced Decoding, Spelling, and Word Recognition</p>	3.8	<p>Identify appropriate criteria for selecting materials to include in portfolios for monitoring student progress over time.</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> • Identify appropriate criteria for selecting materials to include in portfolios for monitoring student progress over time including assessment for students in grades K-1-2. • Review instructional expectations/standards and determine what evidence may be used to document growth toward or mastery of those expectations/standards for grades K-1-2. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Create a series of checklists to guide expected documentation of student progress over time (i.e. progress within the 5 essential components and/or the assessment matrix findings-see 3.1). These checklists should be for grades K, 1, and 2, housed within the student portfolios, and offer evidence commonly collected for each student (e.g. DIBELS scores, core reading program unit assessments, skill checklists, attendance records). 	<p>Create a portfolio for each case study student with information that can support ongoing progress monitoring. Use the checklists appropriate for the grade levels of each of your case study students. Inventory present data collection and determine areas of documentation that are needed. Review the contents of the portfolio with next year’s classroom teacher. For example, review trends in DIBELS data, results of a Phonics and Decoding Survey, monitoring data on Oral Reading Fluency probes, and/or Spelling Inventory results, and writing samples). Engage in conversation about the benefit of the advancement of portfolios throughout the primary grades and if there is anything that could be added to support student learning and instructional decision-making. Reflect upon your experience in writing.</p>
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<p>Read and Watch</p> <p>Unit 1, Session 6 (p. 58-59) <i>What Are the Major Types of Reading difficulties?</i> (textbook and online)</p> <p>LETRS Unit 1: The Challenge of Learning to Read</p> <p>Unit 2, Session 6 (p. 135) <i>What About Dialects, Language Differences, and Allophonic Variation?</i> (textbook and online)</p> <p>LETRS Unit 2: The Speech Sounds of English</p>	<p style="text-align: center;">3.9</p>	<p>Identify interpretive issues that may arise when assessments in English are used to measure reading proficiency in English Language Learners.</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> • Review and identify why English language learners are overrepresented in the population of poor readers, as they are no more affected by learning disabilities than monolingual students (Unit 1, Session 6). • Identify interpretive issues that may arise when assessments in English are used to measure reading proficiency in English Language Learner (Unit 2, Session 6). <p>Formative Assessment:</p> <p>Review presently used assessments in grades K-1-2 looking for areas in which students who are English Language Learners may have interpretive issues.</p>	<p>Speak with a teacher of English Language Learners concerning the interpretive issues that may occur in students who speak languages other than English and are offered assessments using the English Language. Inquire about best practices in assessment of English Language Learners and considerations to ensure that a pure result of assessment is acquired. Reflect on your conversations and practices that can be utilized to ensure that a student is fairly assessed and results are not skewed due to language.</p>
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	<p>Read and Watch</p> <p>Unit 1, Session 7 (p. 65-73)</p> <p><i>How can Assessment Be Used for Prevention and Early Intervention?</i> (textbook and online)</p> <p>LETRS Unit 1: The Challenge of Learning to Read</p>	<p>3.10</p>	<p>Identify appropriate assessments and accommodations for monitoring reading progress of all students.</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> • Identify various formal and informal assessments (i.e. outcome assessments, screening measures, progress-monitoring tests, diagnostic surveys) used in the school setting that are or can be used for monitoring reading progress within all five essential components (Unit 1, Session 7). • Review the LETRS Decision-Making Flow Chart (Unit 4, Session 7, pg. 321) to make decisions in choosing assessments best suited for students’ profile of strengths and weaknesses. • Identify and practice administration of progress monitoring assessments in critical areas (i.e., phonological, phonics, spelling, fluency, vocabulary, comprehension skills) to help guide and support instructional decisions. • Explain how formal and informal diagnostic assessments are used for vocabulary and reading comprehension and offer a variety of informal measures that can be used. • Review how to read and analyze progress monitoring data to determine whether appropriate instruction has been occurring. 	<p>Administer and interpret a variety of skill-diagnostic (e.g. PAST, Core Phonics survey) and progress monitoring assessments (e.g. DIBELS, Aimsweb) for phonological, phonics, spelling, fluency, vocabulary, and comprehension skills to help guide and support instructional decisions by explaining findings and data-based instructional decisions for all case-study students. Explain allowable accommodations for each assessment.</p>
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				<p>Formative Assessment:</p> <ul style="list-style-type: none">• Build a chart outlining the five essential components of reading and matched assessment tools according to type of assessment used to assess and progress-monitor each component that are available in a specific school setting. Note any that are not available and make a recommendation for an appropriate assessment that could be considered for use.• Practice administration of assessments used for monitoring reading progress with all of the essential components (i.e., phonological, phonics, spelling, fluency, vocabulary, comprehension skills) until fidelity is reached. Have a colleague or administrator do fidelity of administration checks to show evidence of mastery.• Locate state-level allowable accommodations for students with disabilities in the area of reading.	
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	<p>Read and Watch</p> <p>Unit 1, Session 6 (p. 53-62)</p> <p><i>What are the Major Types of Reading Difficulties?</i> (textbook and online)</p> <p>LETRS Unit 1: The Challenge of Learning to Read</p>	<p>3.11</p>	<p>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</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> • Build awareness of and recognize the broad subtypes of reading difficulties. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Locate state-level allowable accommodations for students with disabilities in the area of reading. Explain why these are important and 'fair' in supporting students who learning differently or have a disability. 	<p>Describe the characteristics of the subtypes of reading difficulties/disabilities and state-level allowable accommodations for students with disabilities in the area of reading. Share this information with colleagues in a short 7-10 minute overview during a faculty meeting or other learning opportunity.</p>
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Competency 4: Foundations & 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 and Name of Course	Required Course Reading	Indicator or Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
	<p>Read and Watch</p> <p>Unit 1, Session 6 (p. 53-58) <i>What are the Major types of Reading Difficulties?</i></p> <p>LETRS Unit 1: The Challenge of Learning to Read</p> <p>Unit 2, Session 6 (p. 125-132) What About Dialects, Language Differences, and Allophonic Variations?</p> <p>LETRS Unit 2: The Speech Sounds of English</p>	4.1	<p>Understand and apply knowledge of socio-cultural, socio-political and psychological variables to differentiate reading instruction for all students. ★</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> • Define the following key terms as it relates to reading instruction: <ul style="list-style-type: none"> • Differentiated instruction • Socio-cultural • Socio-political • Psychological variables • Locate the article <i>The Early Catastrophe: The 30 million word gap by age 3</i> Hart and Risley Study (available online) and the website for the <i>Thirty Million Words Initiative</i> (Project Aspire-Dana Suskind). Review with a focus on the need for enhanced opportunities for vocabulary and oral language development in the classroom. • Review the position that oral language competency and literacy in the home language will affect how readily the students will learn English. Strong first language development benefits second language acquisition. 	<p>Write an essay that defines the need for differentiated instruction and offers examples of application of this understanding into reading instruction for socio-cultural, socio-political, and psychological variables in all students.</p>

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				<ul style="list-style-type: none">• Inform parents of the importance of talking and reading to children in English and/or their home language. <p>Formative Assessment:</p> <ul style="list-style-type: none">• Compare and explain key findings offered within the Hart and Risley Study (1990) and the more recent Thirty Million Words Initiative (Dana Suskind). Create, plan, and show evidence of instructional changes that offer enhanced opportunities for vocabulary and oral language development in the classroom.• Model and demonstrate respect for the home language of students by supporting and scaffolding instruction during the acquisition of English. Show evidence of support for ELL within lesson plan examples.• Create a communication (e.g. newsletter) between home and school that shares information pertaining to the importance of building oral language and vocabulary in young children but especially for those who are learning English.	
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<p>Read and Watch</p> <p>Unit 2, Session 6 (p. 125-132) <i>What about Dialects, Language Differences, and Allophonic Variation?</i> (textbook and online)</p> <p>LETRS Unit 2: The Speech Sounds of English</p> <p>Unit 5, Session 1 (p. 58) <i>Why Is Vocabulary So Important?</i> (textbook and online)</p> <p>LETRS Unit 5: The Mighty Word: Oral Language and Vocabulary</p> <p>Unit 7, Session 6 (p. 217-226) <i>How Can Instruction Be Adapted for Special Populations?</i> (textbook and online)</p> <p>LETRS Unit 7: Text-Driven Comprehension Instruction</p>	4.2	<p>Understand the stages of English language acquisition for English language learners and differentiate reading instruction for students at different levels of English language proficiency. ★</p>	<p>Curriculum Study Assignment</p> <ul style="list-style-type: none"> • Identify the stages of English language (aka second language) acquisition for English Learners and the characteristics of each stage. <ul style="list-style-type: none"> ○ Preproduction ○ Early Production ○ Speech Emergence ○ Intermediate Fluency ○ Advanced Fluency • Define the concept- Zone of Proximal Development as the difference between what a student can do without help and what a student can do with help. Use this understanding and the consideration of the student’s stage of acquisition to determine how best to differentiate instruction to meet student needs. • Build awareness and experience utilizing strategies to support word learning for English language learners, such as: • Explicit teaching of common words using a routine of word pronunciation, reading, and spelling; • Word meaning, taught through sentence contexts, student-friendly definitions, and questioning techniques; <ul style="list-style-type: none"> • Cognate connections; • Sentence completion; 	<p>Create, teach and evaluate a lesson using strategies including multisensory opportunities to differentiate reading instruction and to support word learning for English learners at two different stages of English language learning.</p>
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				<ul style="list-style-type: none">• Word use in context (orally and in writing)• Explain the stages of second language (aka second language) acquisition for English language learners and the characteristics that affect instructional decision-making when working with English learning students. <p>Formative Assessment</p> <ul style="list-style-type: none">• Determine the stage of one student learning English, connect the stage with instructional needs and determine how instruction can be differentiated in order to serve the student. Defend your instructional choices with citations such as articles, LETRS, or other support materials and persons such as an ESL teacher.	
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<p>Read and Watch</p> <p>Unit 2, Session 6 (p. 125-132) <i>What about Dialects, Language Differences, and Allophonic Variation?</i> (textbook and online)</p> <p>LETRS Unit 2: The Speech Sounds of English</p> <p>Unit 5, Session 1 (p. 58) <i>Why Is Vocabulary So Important?</i> (textbook and online)</p> <p>Unit 5, Session 6 (p. 57-67) <i>How Is a Language-Rich Classroom Created?</i> (textbook and online)</p> <p>LETRS Unit 5 The Mighty Word: Oral Language and Vocabulary</p> <p>Unit 7, Session 6 (p. 217-226) <i>How Can Instruction Be Adapted for Special Populations?</i> (textbook and online)</p>	4.3	<p>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. ★</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> • Review current theories of second language acquisition utilized to differentiate instruction for English language learners of diverse backgrounds and various levels of prior education. • Research how best to implement the current theories of second language acquisition utilized to differentiate instruction for English language learners of diverse backgrounds and various levels of prior education into instructional practice. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Engage in a conversation with a teacher of English language learners to discuss the present theoretical model used within the district they serve. Create a list of questions to ask pertaining to these models and the affect they have on building learners from diverse backgrounds and various levels of prior education. 	<p>Report on findings from a review of the current theories of second language acquisition in comparison with a conversation with a teacher of English language learners. Identify which theory best describes your present school system’s English language theoretical model. Describe ways to advance opportunities for teachers to implement this theory into instructional practice.</p>
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	LETRS Unit 7: Text-Driven Comprehension Instruction				
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	<p>Read and Watch</p> <p>Unit 1, Session 6 (p. 53-58)</p> <p><i>What Are the Major Types of Reading Difficulties?</i> (textbook and online)</p> <p>LETRS Unit 1: The Challenge of Learning to Read</p>	4.4	<p>Identify factors impeding student reading development in each of the reading components or the integration of these components★</p>	<p>Curriculum Study Assignment</p> <ul style="list-style-type: none"> • Review the components of reading as described in The Reading Rope and The Simple View of Reading. Determine how the use of these theoretical models can be used to guide instructional decision-making. • Identify factors that may impede student reading development as it relates to the 5 components of reading acquisition (e.g. lack of instruction in phonemic awareness, misaligned curriculum, learning disabilities). • Review the critical nature of aligning core (first) instruction with the science of reading in order to ensure all students obtain reading skills successfully. <p>Formative Assessment</p> <ul style="list-style-type: none"> • Engage in conversation with a speech and language therapist, reading specialist or special educator who is strong in evidence-based reading instruction. Create a series of questions that address how these teachers differentiate instruction with students who have language and/or reading difficulties. Report on the conversation and findings. 	<p>Using identified factors that impede student reading development in each of the reading components as guidance to review present practices in your setting and offer instructional recommendations to move toward elimination or reduction in those impeding factors with specific focus on core instruction.</p>
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				<ul style="list-style-type: none">Describe the broad subtypes of reading difficulties including phonological deficit, processing speed/orthographic processing deficit, and comprehension deficit and the overlap of these subtypes. Explain the characteristics of each and the impact they may have on reading acquisition.	
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<p>Read and Watch</p> <p>Unit 1, Session 2 (p. 19-24)</p> <p><i>How Are Language and Literacy Related?</i> (textbook and online)</p> <p>Unit 1, Session 4 (p. 35)</p> <p><i>What Skills Support Proficient Reading?</i> (textbook and online)</p> <p>Unit 1, Session 5 (p. 41-52)</p> <p><i>How Do Children Learn to Read and Spell?</i> (textbook and online)</p> <p>LETRS Unit 1: The Challenge of Learning to Read</p>	4.5	<p>Recognize how characteristics of both language and cognitive development impact reading proficiency ★</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> • Identify the characteristics of both language and cognitive development as it relates to reading acquisition. • Utilize Scarborough’s Reading Rope to explain the language and cognitive skills that support proficient reading development. • Build knowledge in the two major subcomponents of reading in the Simple View of Reading (word recognition and language comprehension) and explain the change in relative importance between grades 1 and 8. • Review research (including the Connecticut Longitudinal Study) that describe the ways that beginning reading is not like proficient reading. • Describe the characteristics of Ehri’s Developmental Phases of Word Recognition, how these characteristics relate to instructional needs and how they can be used to guide decisions about the targets of instruction. 	<p>Use a visual depiction of the developmental progression of both language and cognitive development using theoretical models as evidence (e.g. Ehri’s phases; The Reading Rope, The Simple View of Reading) to explain language and cognitive skills needed to support proficient reading development to parents and/or colleagues in a small meeting or school event. Describe the experience and any feedback received.</p>
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				Formative Assessment <ul style="list-style-type: none">• Visually depict the developmental progression of both language and cognitive development using theoretical models as evidence (e.g. Ehri's phases; The Reading Rope, The Simple View of Reading).	
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<p>Read and Watch</p> <p>Unit 1, Session 2 (p. 19-24) <i>How Are Language and Literacy Related?</i> (textbook and online)</p> <p>Unit 1, Session 4 (p. 35) <i>What Skills Support Proficient Reading?</i> (textbook and online)</p> <p>Unit 1, Session 5 (p. 41-52) <i>How Do Children Learn to Read and Spell?</i> (textbook and online)</p> <p>LETRS Unit 1: The Challenge of Learning to Read</p>	4.6	<p>Recognize the characteristics of proficient readers to more effectively differentiate instruction.</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> • Use Scarborough’s Reading Rope Model to build knowledge of the characteristics of proficient readers (i.e. language and cognitive skills) that support proficient reading development. Explain each strand of the rope and how the strand contributes to the whole—the building of a skilled reader. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Gather scenarios using student profiles that show evidence of less than proficient readers. Review assessment data to determine areas of skill deficit. Determine if the student has deficits in language comprehension and/or word recognition. 	<p>Utilize the information and data collected on case study students or 3 other students who are below proficient reading levels. Review the student’s assessment data to determine skill deficits in the areas depicted on Scarborough’s Rope Model. Create, teach, and evaluate lessons that show evidence of differentiated instruction according to revealed student needs.</p>
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<p>Read and Watch</p> <p>Unit 1, Session 2 (p. 19-24)</p> <p><i>How Are Language and Literacy Related?</i> (textbook and online)</p> <p>Unit 1, Session 4 (p. 35)</p> <p><i>What Skills Support Proficient Reading?</i> (textbook and online)</p> <p>Unit 1, Session 5 (p. 41-52)</p> <p><i>How Do Children Learn to Read and Spell?</i> (textbook and online)</p> <p>LETRS Unit 1: The Challenge of Learning to Read</p>	4.7	<p>Compare language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities.</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> • Review the developmental progression of language acquisition throughout primary, intermediate, and secondary levels. • Become familiar with the shift from learning to read to reading to learn and the instructional skill focus from word recognition to language comprehension. • Recognize the two major subcomponents of reading in the Simple View of Reading (word recognition and language comprehension) and the changes that occur in relative importance between grades 1 and 8. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Compare language, cognitive, and reading acquisition of different age groups including primary, intermediate, secondary levels and abilities. • Compare the reading acquisition focus areas at various grade levels of student learning. Review the present curriculum or program scope and sequence to identify these shifts and how they are addressed within the curriculum. • Describe the shift in relevance of word recognition and language comprehension 	<p>Create a visual depiction (e.g. chart, Venn Diagram, timeline) comparing the language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary) at different levels and abilities. Share this depiction with colleagues and offer directions on how this can be used to assist teachers and parents in understanding the complexity of reading acquisition.</p>
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				between grades 1 and 8 (learning to read vs. reading to learn) using the Simple View of Reading model.	
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<p>Read and Watch</p> <p>Unit 2, Session 6 (p. 125-135) <i>What about Dialects, Language Differences, and Allophonic Variation?</i> (textbook and online)</p> <p>LETRS Unit 2: The Speech Sounds of English</p> <p>Unit 5, Session 1 (p. 7-9) <i>Why Is Vocabulary So Important?</i> (textbook and online)</p> <p>Unit 5, Session 6 (p. 57-63) <i>How Is a Language-Rich Classroom Created?</i> (textbook and online)</p> <p>LETRS Unit 5: The Mighty Word: Oral Language and Vocabulary</p> <p>Unit 7, Session 6 (p. 217-226) <i>How Can Instruction Be Adapted for Special Populations?</i> (textbook and online)</p> <p>LETRS Unit 7: Text-Driven Comprehension Instruction</p>	4.8	<p>Select and use developmentally appropriate materials that address socio-cultural and linguistic differences. ★</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> • Collect a list of literacy materials that address socio-cultural and linguistic differences. Review them for developmental level according to a theoretical model such as Ehri’s Phases. • Use developmentally appropriate materials to address socio-cultural and linguistic differences. Use these materials to offer explicit instruction, to support present lessons, or to enhance experiences of students from various socio-cultural and linguistic differences in others. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Create a list of materials that can be used to support instruction that are developmentally appropriate and address socio-cultural and linguistic differences in students. Share this list with 2 colleagues who serve students with socio-cultural and/or linguistic differences and ask for feedback on your choices. 	<p>Create, teach, and evaluate a lesson that utilizes materials that are developmentally appropriate and address socio-cultural and linguistic differences in students. Report on the experiences of students with socio-cultural and linguistic differences as well as the experiences of students within the classroom that are from a variety of socio-cultural or linguistic backgrounds.</p>
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<p>Read and Watch</p> <p>Unit 7, Session 1 (p. 152-153) <i>How Should Instruction Be Balanced to Include Comprehension?</i> (textbook and online)</p> <p>Unit 7, Session 2 (p. 160-161) <i>Which Comprehension Strategies Can Be Used During and After Reading?</i> (textbook and online)</p> <p>Unit 7, Session 3 (p. 180-189) <i>How Should Comprehension Be Mediated Through Questioning?</i> (textbook and online)</p> <p>Unit 7, Session 4 (p. 191-200) <i>What Should Students Do After Reading a Text?</i> (textbook and online)</p> <p>Unit 7, Session 6 (p. 220-225) <i>How Can Instruction Be Adapted for Special Populations?</i> (textbook and online)</p> <p>LETRS Unit 7: Text-Driven Comprehension Instruction</p>	4.9	<p>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. ★</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> • Define the term ‘complex print (text)’ and how text complexity is determined including the following measures: <ul style="list-style-type: none"> ○ Quantative (e.g. word frequency, sentence length, and text cohesion-Lexile Framework); ○ Qualitative (e.g. structure, language conventionality and clarity, knowledge demands, levels of meaning and purpose) ○ Reader and Task Considerations (e.g. use of professional judgment to match texts to particular tasks or group of students) • Define the term ‘digital text’ which conveys meaning through visual, structural, or audio design. Multimodal texts enable readers to glean meaning from websites, documentaries, etc.... and to synthesize multiple modalities and layers of meaning by providing and accessing multiple modes of media. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Write an essay with 2 resource citations concerning the need for students to learn to read and engage with complex text and utilize various modalities of text types. Also include 	<p>Create, teach, and evaluate lesson(s) that:</p> <ul style="list-style-type: none"> ○ utilize increasingly complex text (print), ○ utilize multimodal texts (aka digital texts) to convey meaning through visual, structural, or audio design. ○ build an informal assessment instrument to determine levels of learning acquisition. ○ offer a scaffolded opportunity for those students who may need reteaching or further support in acquiring the lesson’s objective either individually or within a small group.
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				how instructional support can be integrated into lesson design to ensure that students are able to approach complex text with confidence and to use digital text to increase learning.	
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<p>Read and Watch</p> <p>Unit 2, Session 6 (p. 125-132) <i>What about Dialects, Language Differences, and Allophonic Variation?</i> (textbook and online)</p> <p>LETRS Unit 2: The Speech Sounds of English</p> <p>Unit 5, Session 1 (p. 7) <i>Why Is Vocabulary So Important?</i> (textbook and online)</p> <p>Unit 5, Session 3 (p. 32-34) <i>What Words Should be Taught Directly?</i> (textbook and online)</p> <p>Unit 5, Session 4 (p. 40) <i>How Should New Words Be Introduced?</i> (textbook and online)</p> <p>LETRS Unit 5: The Mighty Word: Oral Language and Vocabulary</p> <p>Unit 7, Session 6 (p. 217-227)</p>	4.10	<p>Differentiate reading instruction for English language learners with various levels of first language literacy. ★</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> ● Review instructional practices that allow teachers to utilize differentiated instruction to offer opportunities to English language learners in the same rigorous academic/reading content as native speakers including: <ul style="list-style-type: none"> ○ Understanding the student’s present academic skills, EL proficiency levels, cultural background. ○ Offer the same expectations for learning the content using support from ESL teachers to help students understand and express knowledge of key learning objectives. ○ Utilize a variety of strategies to meet the needs of all children. ○ Utilize data from ongoing assessments to monitor student learning of the English language (e.g. WIDA, ACCESS) ○ Utilize data from ongoing assessments to monitor progress in the acquisition of the learning objectives. ○ Collaborate with other professionals who work with English language learners (e.g. ESL teacher, SLP, content area teachers) ○ Use of flexible grouping ○ Provide alternative ways to express learning of objectives while English learning is occurring 	<p>Create, teach, and evaluate a differentiated reading lesson that supports English language learners with various levels of first language literacy.</p>
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	<p><i>How Can Instruction Be Adapted for Special Populations?</i> (textbook and online)</p> <p>LETRS Unit 7: Text-Driven Comprehension Instruction</p>			<p>Formative Assessment:</p> <ul style="list-style-type: none">• Create a resource document or booklet that lists, defines, and connects differentiated instructional practices to the classroom supporting opportunities for English language learners in the same rigorous content as native speakers. Distribute your resource locally.	
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<p>Read and Watch</p> <p>Unit 1, Session 1 (p. 3-18) <i>Why is Reading Difficult?</i> (textbook and online)</p> <p>Unit 1, Session 2 (p. 19-23) <i>How are Language and Literacy Related?</i> (textbook and online)</p> <p>Unit 1, Session 6 (p. 53-61) <i>What are the Major Types of Reading Difficulties?</i> (textbook and online)</p> <p>Unit 1, Session 8 (p. 75-81) <i>How Can Assessments Be Used to Differentiate Instruction?</i> (textbook and online)</p> <p>LETRS Unit 1: The Challenge of Learning to Read</p>	4.11	<p>Scaffold instruction for students having difficulty in each of the components of reading. ★</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> • Build knowledge and skill of the 5 components of reading acquisition used to scaffold instruction and levels of support to students who are having difficulty obtaining reading skills both in word recognition and language comprehension domains. • Gather data from various formal and informal assessment measures to make instructional decisions. • Utilize data to plan for explicit, direct instruction lessons that focus specifically on the skill deficit of a small group of students. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Using the findings from formal and/or informal assessment measures, create a flexible group structure designed to focus instruction specifically on the skill deficits of the small group of students. Explain how the group participants were determined and how instruction will be taught using explicit, direct instruction/reteaching practices including the scaffolding of supports. 	<p>Create, teach, and evaluate a lesson that uses explicit, direct instruction (the I Do, We Do, You Do model of instruction) to scaffold support in learning of a specific skill deficit and literacy objectives. Provide evidence of the lesson plan and offer a report (evaluation) on the instructional lesson and the student responses to the lessening of supports (scaffolding) and levels of success in learning the lesson objectives.</p>
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<p>Read and Watch</p> <p>Unit 1, Session 7 (p. 63-74) <i>How Can Assessment Be Used for Prevention and Early Intervention?</i> (textbook and online)</p> <p>Unit 1, Session 8 (p. 75-81) <i>How Can Assessments Be used to Differentiate Instruction?</i> (textbook and online)</p> <p>LETRS Unit 1: The Challenge of Learning to Read</p> <p>Unit 2, Session 8 (p. 149-156) <i>What Phonological Skills Should be Assessed?</i> (textbook and online)</p> <p>LETRS Unit 2: The Speech Sounds of English</p> <p>Unit 3, Session 8 (p. 223-228) <i>What Phonological Skills Should be Assessed?</i> (textbook and online)</p> <p>LETRS Unit 3:</p>	4.12	<p>Implement a classroom level plan for monitoring student reading progress and differentiating instruction. ★</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> • Review and become familiar with the use of the LETRS Decision-Making Flow Chart to make decisions choosing assessments best suited for students’ profile of strengths and weaknesses. • Review classroom level benchmark and progress monitoring data options (e.g. DIBELS, Aimsweb) that are commonly used within the field. • Gather appropriate avenues through which to monitor students’ reading progress within a classroom setting with specific focus on those that are used within your school setting. • Review differentiated instruction principles and practices with a focus on using data to make instructional decisions. • Explain the LETRS Decision-Making Flow Chart as a way to make decisions choosing assessments best suited for students’ profile of strengths and weaknesses. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Create a classroom level plan for monitoring student reading progress and differentiating instruction. 	<p>Implement a classroom level plan for monitoring student reading progress. Reflect upon how progress monitoring data is utilized to differentiate student instruction. Evaluate implementation and offer recommendations to increase effective and efficient use of the plan.</p>
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	<p>Teaching Beginning Phonics, Word Recognition, and Spelling</p> <p>Unit 4, Session 5 (p. 279-284) <i>How can Spelling Be Taught and Assessed?</i> (textbook and online)</p> <p>LETRS Unit 4: Advanced Decoding, Spelling and Word Recognition</p>				
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<p>Read and Watch</p> <p>Unit 1, Session 7 (p. 63-74) <i>How Can Assessment Be Used for Prevention and Early Intervention?</i> (textbook and online)</p> <p>LETRS Unit 1: The Challenge of Learning to Read</p> <p>Unit 2, Session 8 (p. 149-156) <i>What Phonological Skills Should be Assessed?</i> (textbook and online)</p> <p>LETRS Unit 2: The Speech Sounds of English</p> <p>Unit 3, Session 8 (p. 223-228) <i>What Phonological Skills Should be Assessed?</i> (textbook and online)</p> <p>LETRS Unit 3 Teaching Beginning Phonics, Word Recognition, and Spelling</p> <p>Unit 4, Session 5 (p. 279-284)</p>	4.13	<p>Monitor student progress and use data to differentiate instruction for all students. ★</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> • Review the results and trends of strengths and weaknesses in skill acquisition in class groups and with individual students. • Evaluate research-based practices that can be applied to differentiate instruction in the five components of reading. • Plan for differentiated instruction implementation based upon progress monitoring assessments (e.g. group and individual skill) and use of the following guided questions: <ul style="list-style-type: none"> ○ Who needs help? ○ What kind of help do they need? ○ Is the help helping? ○ If not, what needs to change? • Describe how the use of progress monitoring data aids in determining if instruction is making a difference for students, if the intervention needs more intensity, time, or repetition or if the instruction is not meeting the student need and needs to be readjusted to another type/focus of intervention. 	<p>Review universal screening data (e.g. DIBELS, Aimsweb) to determine areas of needed support within tier 1 (core instruction). Identify specific skill deficits in individual students. Group students into flexible groups focusing specifically on the common skill deficit. Teach students using explicit, direct instruction focusing on the specific skill (tier 2). Use an appropriate progress monitoring tool to determine acquisition of the skill being taught. Report on the process of walking through the use of data to make instructional decisions, what decisions were made to meet the needs of the students and the lesson designed to meet those skill needs. Identify changes in original intervention lesson based upon progress monitoring data.</p>
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	<p><i>How can Spelling Be Taught and Assessed?</i> (textbook and online)</p> <p>LETRS Unit 4: Advanced Decoding, Spelling and Word Recognition</p>			<p>Formative Assessment:</p> <ul style="list-style-type: none">Analyze the results and trends of strengths and weaknesses in skill acquisition in class groups and with individual students.	
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<p>Read and Watch</p> <p>Unit 1, Session 4 (pg. 35-36) <i>What Skills Support Proficient Reading?</i> (textbook and online)</p> <p>LETRS Unit 1: The Challenge of Learning to Read</p> <p>Unit 2, Session 7 (p. 141-146) <i>How Should Phonological Skills Be Taught?</i> (textbook and online)</p> <p>LETRS Unit 2: The Speech Sounds of the English Language</p> <p>Unit 3, Session 1 (p. 209-214) <i>How Can Spelling Be Taught Using Dictation?</i> (textbook and online)</p> <p>LETRS Unit 3: Teaching Beginning Phonics, Word Recognition, and Spelling</p> <p>Unit 4, Session 2 (p. 248-250)</p>	4.14	<p>Implement research-based practices in comprehension, oral language, phonological awareness, phonics, fluency and vocabulary to differentiate instruction for all students. ★</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> • Discover how to evaluate research-based practices that can be applied to differentiate instruction in the 5 components of reading. • Locate several commonly used practices in the teaching of the 5 components of reading. Determine if they are research-based utilizing an evaluation of research-based practices protocol. • Build a plan for implementation of research-based practices in the 5 essential components of reading instruction into both core and small group instruction. • Identify an evaluation protocol for determining alignment of instructional practices in the 5 essential components of reading instruction to evidence-based practice (e.g. Florida Center for Reading Research; The Science of Reading Research; Lyon & Chhabra, 2004, Ed Leadership). <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Evaluate 4 commonly used instructional practices in the teaching of the 5 essential components of reading using an evaluation protocol. 	<p>Create and implement a plan designed to align classroom instructional practices with research-based practices in the 5 essential components of reading instruction in both whole (core) and small differentiated instruction groups. Report on the implementation process and recommendations for further alignment and implementation of research-based practices into the classroom and school-wide.</p>
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<p><i>Is There More to Learn About Phoneme-Grapheme Correspondences?</i> (Textbook and Online)</p> <p>Unit 4, Session 3 (p. 253-266) <i>Why and How Should Syllable Types Be Taught?</i> (Textbook and Online)</p> <p>Unit 4, Session 4 (p. 267-278) <i>When and How Should Morphology Be Taught?</i> (Textbook and Online)</p> <p>Unit 4, Session 5 (p. 279-286) <i>How Can Spelling Be Taught and Assessed?</i> (Textbook and Online)</p> <p>LETRS Unit 4: Decoding, Spelling, and Word Recognition</p> <p>Unit 5, Session 3 (p. 27-36) <i>How Should New Words Be Introduced?</i> (Textbook and Online)</p> <p>Unit 5: Session 5 (p. 43-56) <i>What Kinds of Practice are Effective?</i> (Textbook and Online)</p>			<ul style="list-style-type: none"> Evaluate several instructional materials and practices presently used to determine if they meet criterion to support systematic, explicit, code-based instructional practices.
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<p>LETRS Unit 5: The Mighty Word: Oral Language and Vocabulary</p> <p>Unit 6, Session 3 (p. 93-102) <i>How Can Students Be Prepared for Reading?</i> (Textbook and Online)</p> <p>LETRS Unit 6: Digging for Meaning: Understanding Reading Comprehension.</p> <p>Unit 7, Session 2 (p. 157-175) <i>Which Comprehension Strategies Can Be Used During and After Reading?</i> (Textbook and Online)</p> <p>LETRS Unit 7: Text-Driven Comprehension Instruction</p> <p>Unit 8, Session (p. 297-313) <i>How Should Informational and Opinion Writing Be Taught?</i> (Textbook and Online)</p> <p>LETRS Unit 8: The Reading-Writing Connection</p>				
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<p>Read and Watch</p> <p>Unit 6, Session 1 (p. 78-82) <i>What is the Goal of Reading Comprehension?</i> (textbook and online)</p> <p>LETRS Unit 6: Digging for Meaning: Understanding Reading Comprehension</p> <p>Unit 7, Session 2 (p. 171-174) <i>Which Comprehension Strategies Can Be Used During and After Reading?</i> (textbook and online)</p> <p>Unit 7, Session 3 (p. 177-189) <i>How Should Comprehension Be Mediated Through Questioning?</i> (Textbook and Online)</p> <p>LETRS Unit 7: Text-Driven Comprehension Instruction</p>	4.15	<p>Implement research-based instructional practices for developing students' higher order thinking. ★</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> • Identify and define research-based instructional practices that develop students' higher order thinking (e.g. analyzing, synthesizing, applying, evaluating information). • Build a collection of instructional practices that support higher-order thinking lesson integration into classroom instruction such as: <ul style="list-style-type: none"> ○ Question generation ○ Querying ○ Making a summary ○ Retelling ○ Collaborative conversations <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Review 3 comprehension lessons within your present curriculum/core reading series. Differentiate higher-order thinking skills (e.g. analyzing, synthesizing, applying, evaluating information) from low-order learning outcomes (e.g. rote-memorization) found within the lessons. 	<p>Create supplements to the comprehension lessons reviewed in formative assessment section in order to implement increased use of research-based instructional practices for developing higher-order thinking skills. Teach and evaluate a series of lessons focusing on higher-order thinking (e.g. synthesizing-summarization) skill instruction.</p> <p>For example: A lesson on the making of a summary may include the utilization of research-best practices such as the following:</p> <ul style="list-style-type: none"> ○ Identify main idea and details ○ Paraphrase main idea sentences into own words ○ Written summary one-quarter length of the original <p>Report on your findings.</p>
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<p>Read and Watch</p> <p>Unit 6, Session 1 (p. 78-82)</p> <p><i>What is the Goal of Reading Comprehension?</i> (textbook and online)</p> <p>LETRS Unit 6:</p> <p>Digging for Meaning: Understanding Reading Comprehension</p> <p>Unit 7, Session 2 (p. 171-174)</p> <p><i>Which Comprehension Strategies Can Be Used During and After Reading?</i> (textbook and online)</p> <p>LETRS Unit 7:</p> <p>Text-Driven Comprehension Instruction</p>	<p>4.16</p>	<p>Implement research-based instructional practices for developing students' ability to read critically. ★</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> Review the building of the mental model within the student. Write a description of the process and the skills needed to achieve the building of a mental model of comprehension. Identify what it means to read a text critically. Identify research-based instructional practices that develop a student's ability to read critically. Identify research-based comprehension strategies that can aid a student in reading critically. Explore how asking questions with increasing complexity that are based in the text helps students select, represent, analyze, apply, and/or remember enduring understandings from print and/or digital text. <p>Formative Assessment:</p> <ul style="list-style-type: none"> List and describe research-based instructional practices that develop a student's ability to read critically. Reflect on present practices on the use of these practices and offer a plan for integration of these practices. Create during and after reading text-dependent questions in order to help students interact critically and to create enduring understanding from print and/or digital text. 	<p>Create, teach, and evaluate a lesson(s) on critical reading strategies used before, during, and after reading (see Comprehension Planning Checklist) including the text-dependent questions created within the formative assessment section. Reflect on how to further implement, integrate and increase the effectiveness of this practice in future instruction.</p>
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<p>Read and Watch</p> <p>Unit 6, Session 1 (p. 71-83) <i>What is the Goal of Reading Comprehension?</i> (textbook and online)</p> <p>LETRS Unit 6: Digging for Meaning: Understanding Reading Comprehension</p> <p>Unit 8, Session 2 (p. 249-259) <i>Why is Writing So Challenging?</i> (textbook and online)</p> <p>LETRS Unit 8: The Reading-Writing Connection</p>	4.17	<p>Implement research-based instructional practices using writing to develop students' comprehension of text. ★</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> • Identify ways in which writing in response to text can help students to consolidate reading comprehension. • Identify research-based instructional practices using writing to develop students' comprehension of text. • Evaluate present practice in the teaching of writing as a comprehension strategy as it relates to research-based instructional practices. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Write an essay on the meaning behind the phrase, "...writing is the quintessential mental juggling act." Describe all of the parts that must work together in order to create a skilled writer. • Review present instructional practices in the use of writing to develop students' comprehension of text. Reflect upon steps that could be taken to ensure that students develop these skills and how classroom teachers can integrate best practices in writing to achieve depth of understanding of text. 	<p>Create, teach, and evaluate a lesson with integration of research-based instructional practices in the use of writing in order to build better comprehension of text.</p>
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<p>Read and Watch</p> <p>Unit 1, Session 8 (p. 75-78) <i>How Can Assessments Be Used to Differentiate Instruction?</i> (textbook and online)</p> <p>LETRS Unit 1: The Challenge of Learning to Read</p> <p>Unit 7, Session 6 (p. 217-224) <i>How Can Instruction Be Adapted for Special Populations?</i> (textbook and online)</p> <p>LETRS Unit 7: Text-Driven Comprehension Instruction</p>	4.18	<p>Implement appropriate and allowable instructional accommodations as specified in the Individual Education Plan or 504 Plan when differentiating instruction for students with disabilities.</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> Review special education Individual Education Plan and 504 Plan guidelines as it pertains to the use of appropriate and allowable accommodations for students with disabilities. <p>Formative Assessment:</p> <ul style="list-style-type: none"> Review files of 3 students including at least one with an IEP and one with a 504 Plan within your setting. Note the accommodations offered on the plan by special education services. Determine if the accommodations are within the guidelines. If outside the guidelines, what recommendations would you offer to ensure they were written within the accommodation guidelines. 	<p>Defend the use of the accommodations offered to each of the 3 students from the formative assessment section. Offer evidence that these accommodations are needed and are beneficial to student learning. Offer an example of how the students' accommodations are utilized to gain access to the general education curriculum through differentiated instructional practices.</p>
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<p>Read and Watch</p> <p>Unit 1, Session 8 (p. 75-78) <i>How Can Assessments Be Used to Differentiate Instruction?</i> (textbook and online)</p> <p>LETRS Unit 1: The Challenge of Learning to Read</p> <p>Unit 7, Session 6 (p. 217-224) <i>How Can Instruction Be Adapted for Special Populations?</i> (textbook and online)</p> <p>LETRS Unit 7: Text-Driven Comprehension Instruction</p>	4.19	<p>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. ★</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> • Build awareness of teaching and assessing students with significant cognitive disabilities while maintaining high expectations for achievement in the general education curriculum. • Review local, state, federal guidelines and state and national resources available to assist teachers in serving students with significant cognitive disabilities. • Become familiar with how to assess and instruct students with significant cognitive disabilities by using various types of communication devices or other needed supports. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Interview a teacher of students with significant cognitive disabilities. Inquire about the specific needs and instructional supports needed for students with significant cognitive disabilities and how high expectations can be achieved within the general education curriculum. Inquire further about how students are assessed and progress monitored to ensure learning is occurring. Reflect on your findings. 	<p>Utilizing a student you have encountered or discussed during the teacher interview in the formative assessment section, Create a scenario where you have that student with significant cognitive disabilities in your classroom. Outline a plan of action to ensure that this student is taught and assessed with high expectations for achievement in general education instruction by modifying assessments and instruction. Revisit the teacher interviewed earlier for discussion about your plan and gather insight into the viability of your plan.</p>
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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 and Name of Course	Required Course Reading <i>(If there are no required readings, put N/A in the column.)</i>	Indicator Code	Specific Indicator Key words are highlighted	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment (e.g. tests, quizzes, written summaries, lesson plans, notes from small group discussion)	Summative Assessment List and provide description of the summative assessments that will be used to validate competency has been met.
	<p>Read and Watch</p> <p>Unit 1, Session 6 (p. 61) <i>What Are the Major Types of Reading Difficulties?</i> (textbook and online)</p> <p>Unit 1, Session 7 (p. 65-74) <i>How Can Assessment Be Used for Prevention and Early Intervention?</i> (textbook and online)</p> <p>LETRS Unit 1: The Challenge of Learning to Read</p> <p>Unit 2, Session 8 (p. 149)</p>	5.1	<p>Use assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning.</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> • Practice, to fidelity, the administration of various assessments (Unit 6: Session 2) designed to identify literacy skill deficits in both word recognition and language comprehension (see Scarborough’s Rope Model), used to design instruction and to progress monitor student learning over time. <p>Curriculum Study Assignment: Word Recognition</p> <ul style="list-style-type: none"> • Administer and analyze the findings from various word recognition assessments (e.g. screening, summative, progress monitoring, diagnostic) utilizing the <i>Assessments for Word Recognition (Units 1-4)</i> (Unit 6: Session 2) flowchart including the following for case study students: 	<p>For each case study student, provide a written analysis (report) of the findings from completed assessments, instructional intervention and progress monitoring data including the following:</p> <ul style="list-style-type: none"> ○ List identified areas of skill deficit in each area of the 5 essential components and writing. ○ Connect instructional recommendations in deficit areas that are scientifically-based. ○ Design a progress monitoring chart to display data and identify instructional impact in the

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<p><i>What Phonological Skills Should Be Assessed?</i> (textbook and online)</p> <p>LETRS Unit 2: The Speech Sounds of English</p> <p>Unit 3, Session 3 (p. 184-186) <i>How Can Ehri’s Phases Guide Instruction?</i> (textbook and online)</p> <p>LETRS Unit 3: Teaching Beginning Phonics, Word Recognition, and Spelling</p> <p>Unit 4, Session 5 (p. 279-286) <i>How Can Spelling Be Taught and Assessed?</i> (textbook and online)</p> <p>LETRS Unit 4: Advanced Decoding, Spelling, and Word Recognition</p> <p>Unit 5, Session 2 (p. 21-24) <i>What Does Knowing a</i></p>		<ul style="list-style-type: none"> • School Age Language Checklist (Unit 1:Session 1) • PAST (Phonological Awareness Screening Test) (Unit 2: Session 8) • Phonics and Word-Reading Survey (Unit 3: Session 3) • Basic Spelling Screener or Advanced Spelling Screener (Unit 4: Session 5) <p>Formative Assessment: Word Recognition</p> <ul style="list-style-type: none"> • Offer a description of where instructional focus would begin based upon the collection of <u>all</u> word recognition assessment information. <p>Curriculum Study Assignment: Language Comprehension</p> <ul style="list-style-type: none"> • Administer and analyze the findings from various language comprehension assessments utilizing the <i>Assessments for Language Comprehension and Writing</i> (Unit 6: Session 2) flowchart including the following for case study students: • Early Literacy Checklist (Unit 8: Session 6) and/or Writing Evaluation Checklist (Unit 8: Session 6) • Curriculum-based Writing Assessment (3 min) (Unit 8: Session 8) determining total words written; 	<p>deficit skill for case study students.</p> <ul style="list-style-type: none"> ○ Collect data on progress monitoring for a minimum of 6 data points in specific skill deficit areas ○ Describe the impact of instruction on student learning. ○ Offer ‘next step’ instructional recommendations
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<p><i>Word Involve?</i> (textbook and online)</p> <p>LETRS Unit 5: The Mighty Word: Oral Language and Vocabulary</p> <p>Unit 6, Session 2 (p. 85-86) <i>What Causes Poor Comprehension?</i> (textbook and online)</p> <p>LETRS Unit 6: Digging for Meaning: Understanding Reading Comprehension</p> <p>Unit 8, Session 6 (p. 315-320) <i>How Can Student Writing Progress Be Assessed?</i> (textbook and online)</p> <p>LETRS Unit 8: The Reading-Writing Connection</p>			<p>correctly spelled words; and correct word sequences.</p> <ul style="list-style-type: none"> • Observation notes for each case study student (Unit 6: Session 2): <ul style="list-style-type: none"> ○ Reading behaviors ○ Retelling from reading and listening ○ Predicting a missing sentence ○ Answering inferential questions ○ Repeating sentences with varying complexity • Unit comprehension quizzes and assessments from the core reading program. <p>Formative Assessment: Language Comprehension</p> <ul style="list-style-type: none"> • Offer a description of where instructional focus would begin based upon the collection of <u>all</u> language comprehension assessment information.
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<p>Read and Watch</p> <p>Unit 6, Session 1 (p. 71-83) <i>What Is the Goal of Reading Comprehension Instruction?</i> (textbook and online)</p> <p>Unit 6, Session 2 (p. 85-86) <i>What Causes Poor Comprehension?</i> (textbook and online)</p> <p>Unit 6, Session 3 (p. 93-96) <i>How Can Students Be Prepared for Reading?</i> (textbook and online)</p> <p>Unit 6, Session 4 (p. 105-120) <i>How Does Sentence Structure Affect Comprehension?</i> (textbook and online)</p> <p>Unit 6, Session 5 (p. 121-130) <i>How Are Ideas Tied Together in Text?</i> (textbook and online)</p> <p>Unit 6, Session 6 (p. 131-138)</p>	5.2	<p>Demonstrate research-based instructional practices for facilitating reading comprehension. ★</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> • Describe the role of the teacher in building a student’s mental model by guiding and/or mediating thinking before, during, and after a text reading in both narrative and informational text. • Choose a text from a core reading series. Review the text for challenging syntax and phrasing (sentence level comprehension), cohesive devices, and text organization (i.e. narrative and informational) to identify how these challenges can be made clear to students through research-based instructional practices. • Using the characteristics of a <i>high-quality</i> text (Unit 7: Session 1), identify a narrative and an informational text that will be used for instructional lesson planning. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Create, teach, and reflect upon a narrative text lesson that includes all elements within the Comprehension Planning Checklist including: <ul style="list-style-type: none"> • Before Reading • During Reading • After Reading • Create, teach, and reflect upon an 	<p>Identify and use a high-quality narrative and Informational text to create, teach, and reflect upon lessons that include all elements within the Comprehension Planning Checklist. Submit lesson plans, Comprehension Planning Checklists, and appropriate adaptations for English Learners. Offer a reflection of the instructional experiences and the students’ response to the lessons including constructive feedback for improving the lesson and instructional next steps.</p>
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<p><i>How Does Text Structure Affect Comprehension?</i> (textbook and online)</p> <p>LETRS Unit 6: Digging for Meaning: Understanding Reading Comprehension</p> <p>Unit 7, Session 1 (p. 147-156) <i>How Should Instruction Be Balanced to Include Comprehension?</i> (textbook and online)</p> <p>Unit 7, Session 2 (p. 157-175) <i>Which Comprehension Strategies Can Be Used during and after Reading?</i> (textbook and online)</p> <p>Unit 7, Session 3 (p. 177-189) <i>How Should Comprehension Be Mediated Through Questioning?</i> (textbook and online)</p> <p>Unit 7, Session 4 (p. 191-201) <i>What Should Students Do after Reading a Text?</i> (textbook and online)</p>			<p>informational text lesson that includes at least 2 reading comprehension strategies supported by research within a lesson (Unit 7: Session 2):</p> <ul style="list-style-type: none"> • Comprehension monitoring • Graphic Organizers • Question Answering • Question Generation • Summarization • Cooperative Learning • Story Structure • Multiple-strategy Instruction 	
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	<p>Unit 7, Session 5 (p. 203-216) <i>What Is the Process for Planning an Entire Lesson?</i> (textbook and online)</p> <p>Unit 7, Session 6 (p. 217-224) <i>How Can Instruction Be Adapted for Special Populations?</i> (textbook and online)</p> <p>LETRS Unit 7: Text-Driven Comprehension Instruction</p>				
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<p>Read and Watch</p> <p>Unit 5, Session 2 (p. 13-25) <i>What Does Knowing a Word Involve?</i> (textbook and online)</p> <p>Unit 5, Session 3 (p. 27-34) <i>What Words Should Be Taught Directly?</i> (textbook and online)</p> <p>Unit 5, Session 4 (p. 37-420) <i>How Should New Words Be Introduced?</i> (textbook and online)</p> <p>Unit 5, Session 5 (p. 43-56) <i>What Kinds of Practice Are Effective?</i> (textbook and online)</p> <p>Unit 5, Session 6 (p. 57-64) <i>How Is a Language-Rich Classroom Created?</i> (textbook and online)</p> <p>LETRS Unit 5: The Mighty Word: Oral Language and Vocabulary</p>	5.3	<p>Demonstrate research-based instructional practices for developing oral/aural language development. ★</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> • Identify high-quality, language-rich text (Unit 7: Session 1) both narrative and informational for the teaching of oral/aural vocabulary language skills. • Identify words that are worthy of instruction using the 3-tier model (Unit 5: Session 3) for choosing vocabulary words. Support your word choices. • Identify the characteristics evident within a language-rich classroom. • Include and substantiate appropriate adaptations for English Learners (Unit 5: Session 4). <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Create, teach, and reflect on a lesson that includes all of the elements of a routine for explicit teaching of a new word (Unit 5: Session 4) and techniques to explore word relationships including 2 of the following: <ul style="list-style-type: none"> ○ Multiple meanings ○ Classification into categories ○ Formulating definitions ○ Semantic feature analysis ○ Gradable/complementary antonyms 	<p>Identify and use a high-quality text to create, teach, and reflect on a lesson that includes all of the elements of explicit, systematic teaching of oral/aural vocabulary language skills and the building of a language-rich classroom. Include adaptations for English Learners (Unit 5: Session 3). Submit the lesson plan and a reflection of the instructional experience and the students’ response to the lesson including constructive feedback for improving the lesson and instructional next steps.</p>
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				<ul style="list-style-type: none">○ Shades of meaning○ Comparative/superlative adjectives● Videotape a 15 minute lesson you are teaching. Evaluate for evidence of a language-rich classroom (Unit 5: Session 6). List areas in which you missed an opportunity to...<ul style="list-style-type: none">○ Upgrade classroom talk○ Model more sophisticated language○ Foster word consciousness○ Extend vocabulary practice and use	
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<p>Read and Watch</p> <p>Unit 2, Session 7 (p. 139-146) <i>How Should Phonological Skills Be Taught?</i> (textbook and online)</p> <p>LETRS Unit 2: The Speech Sounds of English</p>	5.4	<p>Demonstrate research-based instructional practices for developing students' phonological awareness. ★</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> • Explain explicit, systematic teaching of phonological awareness skills and the critical nature of multisensory instructional practices. • Identify research-based instructional practices used for developing phonological awareness (Unit 2: Session 7). • Compare the scope and sequence of The Hourglass Figure (Unit 2: Session 3) to present instructional practices used within the classroom setting. • Identify student spelling errors that are evidence of phonological errors. Describe how to correct those errors using place and manner of articulation. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Create and teach a series (5 days minimum) of phonological awareness lessons that are appropriate to the students being taught. Lessons should be taught whole group and include: <ul style="list-style-type: none"> • Evidence of appropriate progression of phonological skill development • Encourage mouth awareness • Multisensory engagement 	<p>Create, teach, and reflect on a series (n=5) of small group (including case study students) instruction lessons to meet the specific needs of this small group of students that include all of the elements of explicit, systematic teaching of phonological awareness skills. These lessons should be focused on the reteaching of phonological skills to a small group with common skill deficits as evidenced by assessment (e.g. PAST, spelling inventory). Submit the lesson plans including appropriate adaptations for English Learners and a reflection of the instructional experience and the students' response to the lesson including constructive feedback on how to improve the lesson and instructional next steps.</p>
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				<ul style="list-style-type: none">• A few, brief activities• Follow the explicit instruction model (I Do, We Do, You Do) <ul style="list-style-type: none">• Review present instructional practices for developing students' phonological awareness based upon the Hourglass Figure (Unit 2: Session 1) and Levels of Phonological Awareness (Unit 2: Session 2). Determine areas of strength and areas that could be further implemented to ensure all students develop appropriate phonological awareness including appropriate adaptations for English Learners and those with language differences/dialects.	
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<p>Read and Watch</p> <p>Unit 3, Session 3 (p. 181-187) <i>How Can Ehri's Phases Guide Instruction?</i> (textbook and online)</p> <p>Unit 3, Session 4 (p. 189-200) <i>How Should Instruction Begin?</i> (textbook and online)</p> <p>Unit 3, Session 5 (p. 201-208) <i>What Kind of Practice Is Necessary?</i> (textbook and online)</p> <p>Unit 3, Session 6 (p. 209-214) <i>How Can Spelling Be Taught Using Dictation?</i> (textbook and online)</p> <p>LETRS Unit 3: Teaching Beginning Phonics, Word Recognition, and Spelling</p>	5.5	<p>Demonstrate research-based instructional practices for developing phonics skills and word recognition. ★</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> • Explain explicit, systematic teaching of phonics and word recognition skills and the critical nature of multisensory instructional practices. • Identify research-based instructional practices used for developing phonics and word recognition skills (Unit 3: Session 4). • Review Ehri's Phases in order to identify a student's phase of development in order to guide decisions about the targets of instruction (Unit 3: Session 3). • Identify student spelling errors that are evidence of orthographic/phonics errors. Describe how to correct those errors based upon the principles of English spelling. <p>Formative Assessment:</p> <p>Create, teach, and reflect upon a series (n= 5 days) of phonics lessons that are appropriate to the students being taught. Lessons should be taught whole group and include:</p> <ul style="list-style-type: none"> • Evidence of appropriate progression of phonics skill development • Follow the explicit instruction 	<p>Create, teach, and reflect on a series (n=5) of small group (including case study students) instruction lessons to meet the specific needs of this small group of students that include all of the elements of explicit, systematic teaching of phonics skills. These lessons should be focused on the reteaching of phonics skills to a small group with common skill deficits as evidenced by assessment (e.g. Phonics and Word-Reading Survey; Analysis of Spelling; Writing Samples: Basic spelling or Advanced Spelling Screener) and within the same Ehri's phase of Development. Submit the lesson plans including appropriate adaptations for English Learners and a reflection of the instructional experience and the students' response to the lesson including constructive feedback on how to improve the lesson and instructional next steps.</p>
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				<p>model (I Do, We Do, You Do)</p> <ul style="list-style-type: none">• All of the elements, instructional routines, and techniques within the General Phonics Lesson Plan template.• Review present instructional practices for developing students' phonics based upon the Hourglass Figure (Unit 2: Session 1) Determine areas of strength and areas that could be further implemented to ensure all students develop appropriate phonics skills including appropriate adaptations for English Learners and those with language differences/dialects.	
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<p>Read and Watch</p> <p>Unit 4, Session 6 (p. 289-307) <i>How Can Reading Fluency Be Built?</i> (textbook and online)</p> <p>LETRS Unit 4: Advanced Decoding, Spelling, and Word Recognition</p>	5.6	<p>Demonstrate research-based instructional practices for developing reading fluency and reading endurance. ★</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> • Explain explicit, systematic teaching of fluency skills and the critical nature of multisensory instructional practices. • Identify research-based instructional practices used for developing fluency skills (Unit 4: Session 6). • Explain the relationship between oral reading fluency and reading comprehension and the use of oral reading fluency as a predictor for later reading comprehension. • Describe the fluency needs of 3 students using collected data from a fluency measure (e.g. oral reading fluency, letter naming, automatic word recognition). Determine if the student needs fluency-building instruction in the speed, accuracy, and/or prosody (expression) skill area. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Create, teach, and reflect upon a series (n= 5 days) of fluency-building lessons that are appropriate to the students being taught. Lessons should be taught whole group and include: <ul style="list-style-type: none"> • Evidence of appropriate progression of fluency 	<p>Create, teach, and reflect on a series (n=5) of small group (including case study students) instruction lessons that meet the specific needs of this small group of students and include all of the elements of explicit, systematic teaching of fluency skills. These lessons should be focused on fluency-building activities addressing a common skill need of the group as evidenced by assessment (e.g. letter naming fluency, word recognition, oral reading fluency). Submit the lesson plans including appropriate adaptations for English Learners and a reflection of the instructional experience and the students' response to the lesson including constructive feedback on how to improve the lesson and instructional next steps.</p>
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				<p>development (i.e. word, phrase, sentence level)</p> <ul style="list-style-type: none">• Follow the explicit instruction model (I Do, We Do, You Do)• Instruction should build endurance increasing fluency at the word level to the phrase level to the reading of full sentences. <ul style="list-style-type: none">• Lessons should include research-based fluency-building activities including at least 2 of the following based upon the skill needs of the student(s) being taught (Unit 4: Session 6):<ul style="list-style-type: none">• Alphabetic Prosody• Speed Drills• Phrase-Cued Oral Reading• Simultaneous Oral Reading• Partner Reading• Repeated Readings	
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<p>Read and Watch</p> <p>Unit 5, Session 2 (p. 13-25) <i>What Does Knowing a Word Involve?</i> (textbook and online)</p> <p>Unit 5, Session 3 (p. 27-36) <i>What Words Should Be Taught Directly?</i> (textbook and online)</p> <p>Unit 5, Session 4 (p. 37-42) <i>How Should New Words Be Introduced?</i> (textbook and online)</p> <p>Unit 5, Session 5 (p. 43-56) <i>What Kinds of Practice Are Effective?</i> (textbook and online)</p> <p>Unit 5, Session 6 (p. 57-64) <i>How Is a Language-Rich Classroom Created?</i> (textbook and online)</p> <p>LETRS Unit 5: The Mighty Word: Oral Language and Vocabulary</p>	5.7	<p>Demonstrate research-based instructional practices for developing both academic and domain-specific vocabulary. ★</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> • Explain explicit, systematic teaching of vocabulary and the critical nature of using multisensory instructional routines and practices (Unit 5: Session 4). • Identify academic and domain-specific vocabulary words within a text that are worthy of explicit instruction (Unit 5: Session 3). • Identify and practice instruction in research-based instructional practices used for develop vocabulary that are academic and domain-specific including (Unit 5: Session 5): <ul style="list-style-type: none"> ○ Multiple-meaning words ○ Classification into categories ○ Formulating definitions ○ Semantic feature analysis ○ Gradable/complementary antonyms ○ Shades of meaning • Become proficient in following an effective routine for introducing target vocabulary words. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Identify a high-quality, language-rich text for the teaching of academic (Tier 2) vocabulary. 	<p>Create, teach, and reflect on a series (n=3) of whole group (including case study students) instruction lessons that include all of the elements of explicit, systematic teaching of both academic and domain-specific vocabulary words prior to the reading of a text containing those chosen words. These lessons should be focused on the use of an instructional routine such as the “Explicit Teaching of a New Word” routine (Unit 5: Session 4) and research-based instructional practices (e.g. multiple-meaning words; formulating definitions) to reinforce depth of learning. Include appropriate adaptations for English Learners and 3 ways that the vocabulary words can be reinforced in other areas and in student writing. Submit the lesson plans and a reflection of the instructional experience and the students’ response to the lesson including constructive feedback on how to improve the lesson and instructional next steps.</p>
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				<ul style="list-style-type: none">• Using the chosen text, identify academic (Tier 2) words that are worthy of instruction using the 3-tier model for choosing vocabulary words and explain your word choices.• Identify a high-quality, text for the teaching of domain-specific (Tier 3) vocabulary words.• Using the chosen text, identify domain-specific (Tier 3) words that are worthy of instruction using the 3-tier model for choosing vocabulary words and explain your word choices.• Choose effective instructional practices to teach chosen academic and domain-specific words. Explain how these practices are the best instructional practice for these chosen words.	
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<p>Read and Watch</p> <p>Unit 7, Session 2 (p. 162-164) <i>What Comprehension Strategies Can Be Used during and after Reading?</i> (textbook and online)</p> <p>LETRS Unit 7: Text-Driven Comprehension Instruction</p>	5.8	<p>Demonstrate research-based instructional practices to facilitate students’ monitoring and self-correcting in reading. ★</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> • Identify research-based instructional practices in building metacognition to facilitate self-monitoring behaviors (the ability to notice errors) (Unit 7: Session 2) and self-correcting strategies (the ability to fix errors) readers can use to create meaning as they read. • Explain how to encourage the building of habits of comprehension self-monitoring and self-correcting strategies during reading and listening (Unit 7: Session 2). <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Utilize periodic checks for understanding (e.g. “thumbs up/down”; on a scale from one to five, how confident are you in your understanding; identify what is causing confusion) to determine which students may be having difficulty comprehending during a whole group lesson. • Identify students, including case study students, who may not understand at the word and/or sentence level; show difficulty in recognizing how a series of sentences is connected and/or may have difficulty with retell or following a logical flow and meaning of the whole. 	<p>Create, teach, and reflect on a series (n=5) of small group (including case study students) instruction lessons that include all of the elements of explicit, systematic teaching of comprehension monitoring and self-correction skills.</p> <p>These lessons should be focused on identified students, including case study students, who may not understand at the word and/or sentence level; show difficulty in recognizing how a series of sentences is connected and/or may have difficulty with retell or following a logical flow and meaning of the whole. Lessons should include:</p> <ul style="list-style-type: none"> ○ Verbally modeling of metacognitive strategies and thought processes during recognition of mental incoherence ○ The offering of a “repair strategy” at the appropriate level of comprehension failure (e.g. individual words; sentence; series of connected
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				<ul style="list-style-type: none"> • Create, teach, and reflect upon a series (n= 5 days) of comprehension monitoring building lessons that are appropriate to the students being taught. Lessons should be taught whole group and include: <ul style="list-style-type: none"> ○ Verbal modeling of the comprehension thought process during <i>reading</i>. ○ Verbal modeling of the comprehension thought process during <i>listening</i>. ○ Modeling of recognition of mental incoherence and the implementation of a fix-up or repair strategy (Unit 7: Session 2). 	<p>sentences; logical flow and meaning of the whole).</p> <ul style="list-style-type: none"> ○ Practice opportunities for students to apply self-monitoring and self-correction strategies at the word, sentence, series of sentences, and whole passage level. ○ Evidence of student use of the self-monitoring and self-correction strategies to build better understanding of text. <p>Submit the lesson plans including appropriate adaptations for English Learners and a reflection of the instructional experience and the students' response to the lesson including constructive feedback on how to improve the lesson and instructional next steps.</p>
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<p>Read and Watch</p> <p>Unit 6, Session 1 (p. 71-83) <i>What Is the Goal of Reading Comprehension Instruction?</i> (textbook and online)</p> <p>Unit 6, Session 5 (p. 121-130) <i>How Are Ideas Tied Together in Text?</i> (textbook and online)</p> <p>LETRS Unit 6: Digging for Meaning: Understanding Reading Comprehension</p> <p>Unit 7, Session 2 (p. 171-174) <i>What Comprehension Strategies Can Be Used during and after Reading?</i> (textbook and online)</p> <p>Unit 7, Session 3 (p. 177-189) <i>How Should Comprehension Be Mediated Through Questioning?</i> (textbook and online)</p> <p>Unit 7, Session 4 (p. 191-201)</p>	5.9	<p>Demonstrate research-based comprehension instructional practices for developing students' higher-order thinking to enhance comprehension. ★</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> • Explain explicit, systematic teaching of research-based instructional practices (e.g. summarization, question generation, collaborative conversations,) in building high order thinking skills during and after reading to enhance and advance comprehension (Unit 7: Session 2-3). • Describe how teaching students to generate questions, fully participate in collaborative conversations, and to summarize a passage helps students process at increasingly higher levels. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Identify a high-quality text that can be used for demonstration of instruction in higher-order thinking instructional practices. Explain your choice and rationale. • Create, teach, and reflect on an explicit, systematic whole group lesson utilizing your chosen book to engage students in higher-order thinking instructional practices (e.g. summarization, question generation, collaborative conversations). 	<p>Create, teach, and reflect upon a series (n= 5 days) of lessons that promote the use of higher-order thinking to enhance comprehension in complex text to meet the specific needs of this small group of students (including case study students). Lessons may include a focus on:</p> <ul style="list-style-type: none"> ○ Making a summary ○ Collaborative conversations ○ Question generation at various cognition levels of questioning ○ Other research-based after reading activities (Unit 7: Session 4) <p>Submit the lesson plans including appropriate adaptations for English Learners and a reflection of the instructional experience and the students' response to the lesson including constructive feedback on how to improve the lesson and instructional next steps.</p>
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	<p><i>What Should Students Do after Reading a Text?</i> (textbook and online)</p> <p>LETRS Unit 7: Text-Driven Comprehension Instruction</p>				
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	<p>Read and Watch</p> <p>Unit 6, Session 1 (p. 71-83) <i>What Is the Goal of Reading Comprehension Instruction?</i> (textbook and online)</p> <p>Unit 6, Session 3 (p. 93-102) <i>How Can Students Be Prepared for Reading?</i> (textbook and online)</p> <p>Unit 6, Session 4 (p. 105-120) <i>How Does Sentence Structure Affect Comprehension?</i> (textbook and online)</p> <p>Unit 6, Session 5 (p. 121-130) <i>How Are Ideas Tied Together in Text?</i> (textbook and online)</p> <p>Unit 6, Session 6 (p. 131-138) <i>How Does Text Structure Affect Comprehension?</i> (textbook and online)</p>	<p>5.10</p>	<p>Demonstrate research-based instructional practices for developing students' ability to read critically. ★</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> Describe the process of reading critically and the higher order thinking's skills required to do so. Explain explicit, systematic teaching of research-based instructional practices (e.g. question generation, querying) in developing the ability to read critically during and after reading to enhance and advance comprehension (Unit 7: Session 4). Describe the difference between questioning (including various cognitive levels) and querying and the effect each has on reading critically and comprehension. <p>Formative Assessment:</p> <ul style="list-style-type: none"> Identify a high-quality text that can be used for demonstration of instruction in reading critically (narrative or informational) Explain your choice and rationale. Create, teach, and reflect on an explicit, systematic whole group lesson utilizing your chosen text (above) to engage students in learning how to read critically (e.g. read/reread for various purposes; analyze, interpret, predict, evaluate) (Unit 7: Session 4). 	<p>Create, teach, and reflect upon a series (n= 5 days) of lessons that promote the use of instructional practices focused on reading critically to enhance comprehension in complex text to a small group (including case study students). Lessons may include a focus on:</p> <ul style="list-style-type: none"> Reading/rereading for various purposes Responding to text in a variety of ways Building enduring understandings (Unit 7: Session 4) from narrative/informational text Other research-based after reading activities (Unit 7: Session 4) <p>Submit a Comprehension Planning Checklist (Unit 7: Session 3) showing before, during and after reading activities that support reading critically to meet the specific needs of this small group of students. Lesson plans should include appropriate adaptations for English Learners and a reflection of the instructional experience</p>
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	<p>LETRS Unit 6: Digging for Meaning: Understanding Reading Comprehension</p> <p>Unit 7, Session 2 (p. 157-175) <i>Which Comprehension Strategies Can Be Used during and after Reading?</i> (textbook and online)</p> <p>Unit 7, Session 3 (p. 177-189) <i>How Should Comprehension Be Mediated Through Questioning?</i> (textbook and online)</p> <p>Unit 7, Session 4 (p. 191-201) <i>What Should Students Do after Reading a Text?</i> (textbook and online)</p> <p>LETRS Unit 7: Text-Driven Comprehension Instruction</p>				<p>and the students' response to the lesson including constructive feedback on how to improve the lesson and instructional next steps.</p>
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	<p>Read and Watch</p> <p>Unit 1, Session 8 (p. 75-78) <i>How Can Assessments Be Used to Differentiate Instruction</i> (textbook and online)</p> <p>LETRS Unit 1: The Challenge of Learning to Read</p>	5.11	<p>Demonstrate differentiation of instruction for all students utilizing increasingly complex print and digital text. ★</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> • Identify criteria for determining text complexity (i.e. quantitative, qualitative, reader/text factors) in both print and digital media (Unit 6: Session 4). • Learn how to “read” a digital text in both making meaning of it and how to appropriately engage with it (e.g. decision to click on a link or not; recognize when they have strayed from the topic). • Identify the differences between complex print and digital text and the challenges presented to students by each type. • Describe close reading or other research-based instructional practices that differentiate and support students in accessing and understanding complex and digital text. • Learn ways to offer multiple opportunities for students to learn concepts, to offer various grouping designs to meet student needs, and to support learning in an intentional and systematic manner . 	<p>Create, teach, and reflect upon a lesson that focuses on helping students (including case study students) navigate complex text. Identify specific needs of case study students who may require differentiated instruction in order to utilize complex text. Explain the process of how this was determined and types of specific needs of each student. Submit the lesson plan including appropriate adaptations for English Learners and a reflection of the instructional experience and the students’ response to the lesson including constructive feedback on how to improve the lesson and instructional next steps.</p>
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				<p>Formative Assessment:</p> <ul style="list-style-type: none">• Choose a passage from a grade level ELA or content area textbook. Using the criteria for determining complexity of text (above), identify text features that may create difficulty for students.• Choose a passage from a digital text media. Identify the features (e.g. hyperlinks, embedded images, embedded videos) of digital media that may create difficulty for students. Determine if these features are engaging or distracting to the reader and support your answers.• Using a complex text in print and one in a digital form, identify those areas that may affect students' reading comprehension and/or ability to gain meaning from the text. Connect these identified areas with supportive instructional practices to guide students through interpreting and making meaning of the text.	
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<p>Read and Watch</p> <p>Unit 1, Session 6 (p. 53-60) <i>What Are the Major Types of Reading Difficulties?</i> (textbook and online)</p> <p>LETRS Unit 1: The Challenge of Learning to Read</p> <p>Unit 2, Session 6 (p. 125-138) <i>What About Dialects, Language Differences, and Allophonic Variations?</i> (textbook and online)</p> <p>LETRS Unit 2: The Speech Sounds of English</p> <p>Unit 5, Session 4 (p. 40-41) <i>How Should New Words Be Introduced?</i> (textbook and online)</p> <p>LETRS Unit 5: The Mighty Word: Oral Language and Vocabulary</p> <p>Unit 7, Session 6 (p. 217-224)</p>	<p>5.12</p>	<p>Demonstrate skill in assessment and instruction with English language learners from diverse backgrounds and at varying English proficiency levels. ★</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> • Connect with a ESL/ESOL teacher within your setting in order to discuss the instructional needs of students who are learning English. • Become familiar with assessments appropriate for English language Acquisition (e.g. ACCESS/WIDA). • Identify instructional practices that support ELL students within the classroom setting. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Interview an ESL teacher to build understanding of the process of teaching students who are English language learners and how students from diverse language backgrounds acquire English. Reflect on your findings and how you can integrate ELL supports into your classroom instruction. • Analyze the findings from a test of English Language Proficiency (i.e., ACCESS/WIDA) in order to become familiar with English learning needs and to offer instructional recommendations. Review your instructional recommendations with the ESL teacher. 	<p>Create, teach, and reflect upon a lesson for students who are English Language Learners within the general classroom setting. The lesson should include evidence of direct language teaching and differentiated instruction that support oral language and direct instruction in the structures and use of English Language vocabulary or syntax. Describe the extra support and instructional accommodations that benefitted students during the above lesson. Submit the lesson plan and a reflection of the instructional experience and the students' response to the lesson including the instructional benefits of your connection to the ESL teacher. Offer constructive feedback on how to improve the lesson and instructional next steps.</p>
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	<i>How Can Instruction Be Adapted for Special Populations?</i> (textbook and online) LETRS Unit 7: Text-Driven Comprehension Instruction				
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<p>Read and Watch</p> <p>Unit 7, Session 2 (p. 157-175) <i>What Comprehension Strategies Can Be Used during and after Reading?</i> (textbook and online)</p> <p>Unit 7, Session 3 (p. 177-189) <i>How Should Comprehension Be Mediated through Questioning?</i> (textbook and online)</p> <p>LETRS Unit 7: Text-Driven Comprehension Instruction</p>	<p>5.13</p>	<p>Create an information-intensive environment that includes print and digital text.</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> • Define the characteristics of an information-intensive environment that includes print and digital text. • Determine the needs of a classroom in order to build a more information-intensive environment. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Create and utilize a checklist to evaluate the present levels of information intensive opportunities for students within two classroom settings at two different grade levels. The checklist can include: <ul style="list-style-type: none"> ○ Social and academic language ○ Diverse texts ○ Both print and digital resources ○ A variety of books, subjects, and means of reading and researching ○ Student engagement with peers engaging in conversation about text ○ Student-edited displays ○ Interactive vocabulary walls and other interactive • Interpret findings from a classroom review to offer recommendations to increase the level of information intensity within two classrooms at two different grade levels. 	<p>Create a report of findings from a classroom review of two classrooms at two grade levels with recommendations in which to increase the information-intensive nature of the environment. Work within the present confines and materials available within each of the classrooms (e.g. books, media, tables, activity centers) to organize and build a more information-intensive environment. These may include building peer-discussion centers; interactive vocabulary walls; student-edited displays and other areas that allow development of language skills, diverse texts and reading materials (print and digital) as well as other opportunities to engage with peer groups. The report should offer evidence of the creation of a rich information-intensive environment both by description of the process and by photo evidence.</p>
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	<p>Read and Watch</p> <p>Unit 5, Session 6 (p. 57-67) <i>How Is a Language-Rich Classroom Created?</i> (textbook and online)</p>	<p>5.14</p>	<p>Use a variety of instructional practices to motivate and engage students in reading. ★</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> • Identify instructional practices that are motivating and engaging for students such as: <ul style="list-style-type: none"> ○ Think-pair-share ○ Partnering ○ Book clubs ○ Errorless learning ○ Read-alouds ○ Other engagement strategies • Identify a holistic rubric that can be utilized to determine level of engagement and motivation during various instructional practices. <p>Formative Assessment:</p> <ul style="list-style-type: none"> • With permission, visit 2 classrooms at different grade levels in order to monitor level of engagement and motivation. Using a holistic rubric, determine what types of activities were most motivating and most engaging for students. • Review several types of instructional practices that can be used to motivate and engage students at various grade levels. Research when and at what grade level these practices may be best utilized. Create a document of these motivating/engaging instructional practices and distribute them within your school setting. Ask for teachers to implement 1 or 2 and offer feedback. 	<p>Create, teach, and reflect upon a lesson (include case study students), that utilizes two engagement strategies to motivate students in reading. Collect evidence to support the use of specific practices that engage and motivate all students with a specific focus on case study students. Report on the findings of the instructional practices evaluated and recommendations to increase engagement and motivation of all students. Submit the lesson plan including appropriate adaptations for English Learners and a reflection of the instructional experience and the students' response to the lesson including constructive feedback on how to improve the lesson and instructional next steps.</p>
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<p>Read and Watch</p> <p>Unit 8, Session 1 (p. 231-246) <i>Why Is Writing So Challenging?</i> (textbook and online)</p> <p>Unit 8, Session 2 (p. 249-264) <i>How Should Teachers Prepare Students for Writing?</i> (textbook and online)</p> <p>Unit 8, Session 3 (p. 267-279) <i>How Can Students Gain Competence in Building Sentences?</i> (textbook and online)</p> <p>Unit 8, Session 4 (p. 281-294) <i>How Can Narrative Composition Be Supported?</i> (textbook and online)</p> <p>Unit 8, Session 5 (p. 297-313) <i>How Should Informational and Opinion Writing Be Taught?</i> (textbook and online)</p>	5.15	<p>Demonstrate intentional, explicit, systematic writing instruction as it relates to the ability to read written language. ★</p>	<p>Curriculum Study Assignment:</p> <ul style="list-style-type: none"> • Identify research-based, intentional, explicit, systematic instructional practices in the teaching of writing (Unit 8: Session 1). • Review the reasons why writing is so difficult for many students and how those difficulties can be overcome. • Identify appropriate instructional practices for creating skilled writers by building skills to develop sentence writing, punctuation, and sentence complexity. • Review writing curriculum, scope and sequence, and instructional practices that are aligned with research-based practices. • Review various assessments of writing utilized within your setting (e.g. standardized, curriculum-based, developmental checklists). Identify the intention and use of each of the assessments. • Review present practices in writing instruction to determine level of alignment with effective writing instruction recommendations including: <ul style="list-style-type: none"> ○ Providing daily time for students to write. ○ Teaching students to use the 	<p>Create, teach, and reflect on a series of lessons (n = 5) engaging students (including case study students) in the writing process using the <i>Framework for Integrated Comprehensive Writing Instruction</i> (including both foundation skills and composition) as a guide (Unit 8: Session 2). Lessons can be on narrative, informational, or opinion writing. Report on the findings from the writing process series of lessons with specific focus on the case study student. Show artifacts from each step of the process (e.g., student drafts, edits, final published piece) and what evidence these artifacts show. Submit the lesson plans including appropriate adaptations for English Learners and a reflection of the instructional experience and the students' response to the lesson including constructive feedback on how to improve the lesson and instructional next steps.</p>
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	<p>Unit 8, Session 6 (p. 315-324) <i>How Can Student Writing Progress Be Assessed?</i> (textbook and online)</p> <p>LETRS Unit 8: The Reading-Writing Connection</p>			<p>writing process for a variety of purposes.</p> <ul style="list-style-type: none"> ○ Teaching students to become fluent with handwriting, spelling, sentence construction, typing, and word processing. ○ Developing narrative, informational and opinion writing skills ○ Creating an engaged community of writers. <p>Formative Assessment:</p> <ul style="list-style-type: none"> ● Offer curriculum-based writing assessments (Unit 8: Session 6) to case study students and/or... <ul style="list-style-type: none"> ○ a student in the early stages of print development by using an Early Literacy Checklist (Unit 8: Session 6), and; ○ a student beyond the early stages (gr. 1-2) by using a 3 minute writing prompt. Acquire scores for total words written (TWW); correctly spelled words (CSW); and correct word sequences (CWS), as appropriate. ● Analyze findings and Identify the writing strengths and needs for each student (including all case study students). 	
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