

## Competencies 1 and 2

*Reading Process* – 6 hours of College Credit or 120 hours of Approved Components

### Competency 1: Foundations in Language And Cognition

#### Specific Indicator A: Phonemic Awareness

**RED 6545, RED 4310\* (If RED 4310 is taken at USFSP then RED 4511 must be taken at USFSP as well)**

#### Specific Indicator A: Phonemic Awareness

- Identify and apply basic concepts of phonology as they relate to language development and reading performance (e.g. phonological processing, inventory of phonemes, phonemic awareness skills) \*
- Distinguish both phonological and phonemic differences in language and their applications in written and oral discourse patterns. (e.g. language and dialect differences)\*

#### Specific Indicator B: Phonics

**RED 6545, RED 4310\***

- Identify structural patterns in a given word (e.g., orthographic representation, syllable conventions; spellings of prefixes, root words, affixes) \*
- Apply structural analysis to words (e.g. orthographic analysis, spelling morphologies, advanced phonics skills)

#### Specific Indicator C: Fluency

**RED 6545, RED 6544, RED 4310, RED 4511**

- Identify the principles of reading fluency as they relate to reading development.
- Understands the role of reading fluency in development of the reading process.

#### Specific Indicator D: Vocabulary

**RED 6545, RED 4511\***

- Identify and apply the principles of English morphology as they relate to language acquisition (e.g. identify meanings of morphemes, inflectional and derivational morphemes, morphemic analysis)\*
- Identify principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language, etc.)

#### Specific Indicator E: Comprehension

**RED 6544, RED 4511\***

- Identify principles of syntactic function as they relate to language acquisition (e.g., phrase structure, types of sentences, sentence manipulations) \*
- Understands the impact of variations in written language of different text structures on construction of meaning.
- Identify cognitive task levels and the role of cognitive development and the construction of meaning of a variety of texts (e.g. knowledge, comprehension, application, analysis, synthesis, and evaluation)
- Understands the recursive and transactive nature of the reading process in constructing meaning from

a wide variety of texts and for a variety of purposes (e.g. text connections: within text, across text, from text to self, from self to text)

### **Specific Indicator F: Integration of the Major Reading Components**

**RED 6544, RED 4511\* (RED 6116 reinforces this)**

- Identify language characteristics related to informal language and cognitive academic language. \*
- Identify phonemic, semantic, and syntactic variability between English and other languages. \*
- Understands the interdependence between each of the major reading components and their effect upon  
fluency in the reading process (e.g., reading rate: phonological processing and construction of meaning)
- Understands the interdependence between each of the major reading components and their effect upon  
comprehension e.g. construction of meaning: vocabulary, fluency)
- Understands the impact of dialogue and print environment upon reading development.

### **Competency 2: Foundations of Researched-based Practices**

#### **Specific Indicators:**

**RED 6544, RED 4511\* (RED 6116 reinforces this)**

#### **Specific Indicators:**

- Identify explicit, systematic instructional plans for scaffolding development of phonemic analysis of the sounds of words (e.g. phonemic blending, segmentation, etc.)
- Identify explicit, systematic instructional plans for scaffolding development from emergent through advanced phonics with words from both informal and academic language (e.g. orthographic skill, phonetic and structural analysis: rules, patterns and generalizations)
- Identify explicit, systematic instructional plans for fluency development and reading endurance or stamina (e.g., rereading, self-timing, independent reading material, etc.)
- Identify explicit, systematic instructional plans for scaffolding development of comprehension skills and cognition (e.g., key questioning strategies such as summarization, clarification, evaluation of relevance and irrelevance, prediction: "think-aloud strategies, sentence manipulation, paraphrasing, etc.)
- Identify comprehensive instructional plans that synchronize the major reading components (e.g. a lesson plan: structural analysis, morphemic analysis, reciprocal teaching, rereading)
- Identify research-based guidelines and selection tools for choosing literature and expository text appropriate for students' interests and independent reading proficiency

**R**

## Competency 3

*Instructional Assessment* – 3 hours of College Credit or 60 hours of Approved Components

### Competency 3: Foundations of Assessment

**RED 6540, RED 4310\* plus RED 4511\***

#### Specific Indicators:

- Interpret students' formal and informal test results. **R**
- Identify measurement concepts and characteristics and uses of norm-referenced and criterion-referenced tests. **R**
- Demonstrate knowledge of the characteristics, administration, and interpretation of both quantitative and qualitative instructional assessments (to include each of the following: screening, diagnosis, progress monitoring, and outcome measures).
- Analyze data to identify trends that indicate adequate progress in student reading development.
- Understand how to use data to differentiate instruction (grouping strategies, intensity of instruction: ii vs. iii).
- Understand how to match kids with appropriate level of intensity of intervention (in whole class, small group, one-to-one), with appropriate curricular materials, and with appropriate strategies.
- Identify appropriate criteria for selecting materials to include in portfolios for monitoring student progress over time. **R**
- Identify reading assessment techniques appropriate for diagnosing and monitoring reading progress of LEP students. \*

## Competencies 4 and 5

*Differentiating Instruction* – 3 hours of College Credit or 60 hours of Approved Components

### Competency 4: Foundations of Differentiation

#### RED 6116

- Identify the characteristics of both language and cognitive
- Compare language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities. \*
- Identify language acquisition characteristics of learners from mainstream, exceptional, and diverse populations.
- Identify common difficulties in development of each of the major reading components. for word recognition and comprehension in contrast to those strategies used by beginning and/or struggling readers. **R**
- Identify stages of reading development for diverse learners, including mainstream students, LEP students, and students with disabilities.
- Understands specific appropriate reading instructional accommodations for exceptional learners and LEP students.
- Identify principles of differentiating instruction for all students in mainstreamed classes, for all students in mainstream classes, including exceptional learners and LEP students. \*
- Select appropriate materials that address cultural and linguistic differences. \*
- Identify structures and procedures for monitoring student reading progress.

## Competency 5: Application of Differentiated Instruction

### RED 6116

- Demonstrate knowledge of scientifically based reading research in each of the major reading components as it applies to reading instruction (e.g., phonemic awareness, phonics, vocabulary, fluency, comprehension).
- Identify research-based practices and materials for preventing and accelerating both language and literacy development. **R**
- Identify research-based instructional practices for developing students' phonemic awareness.
- Identify research-based instructional practices for developing students' phonics skills and word recognition. **R**
- Identify research-based instructional practices for developing students' reading fluency, automaticity, and reading endurance.
- Identify research-based instructional practices for developing both meaningful and specialized content area vocabulary. **R**
- Identify research-based instructional practices for developing students' critical thinking skills (e.g., reciprocal teaching, questioning the author). **R**
- Identify research-based instructional practices for facilitating reading comprehension (effective use of graphic organizers, etc.) **R**
- Identify instructional strategies to facilitate students' meta-cognition. **R**
- Identify reliable and valid assessment procedures to validate instructional applications.
- Identify and set goals for instruction and student learning based on assessment results to monitor student progress.

## Competency 6

*Practicum* – 3 hours of College Credit or 60 hours of Approved Components

### Competency 6: Demonstration of Accomplishment

#### RED 6846

##### Specific Indicators:

- Apply knowledge of language and literacy development to instructional practices. **R**
- Demonstrate knowledge of research-based instructional practices for developing students' phonemic awareness.
- Demonstrate knowledge of research-based instructional practices for developing phonics skills and word recognition. **R**
- Demonstrate knowledge of research-based instructional practices for developing reading fluency, automaticity reading endurance.
- Developing both meaningful and specialized content area vocabulary. **R**
- Demonstrate knowledge of research-based instructional practices for developing critical thinking skills (e.g., reciprocal teaching, questioning the author). **R**
- Demonstrate knowledge of research-based instructional practices for facilitating reading comprehension (effective use of graphic organizers, etc.) **R**
- Demonstrate knowledge of instruction to facilitate students' metacognition. **R**
- Demonstrate knowledge of goal setting and monitoring of student progress with appropriate instructional application that promotes in student learning trends in reading over time.
- Demonstrate knowledge of differentiating instruction for all students in mainstreamed classes, including exceptional learners and LEP students\*
- Demonstrate knowledge of creating both language-rich and print-rich environments.