Reading Endorsement

Guiding Principle: Teachers will understand and teach reading as an ongoing strategic process resulting in students comprehending diverse text. Teachers will understand how writing, listening, and speaking support the teaching of reading, and how family involvement supports student achievement in reading. Teachers will understand that all students have instructional needs and apply the systematic problem solving process: use data to accurately identify a problem, analyze the problem to determine why it is occurring, design and implement instruction/interventions, and evaluate the effectiveness of instruction/interventions. Teachers will understand that the problem solving process is recursive and ongoing, utilized for effective instructional decision making.

Competency 1: Foundations of Reading Instruction – 60 In-service Hours
Teachers will develop substantive understanding of six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary. The total inventory of Performance Indicators (A-G) satisfies Competency 1.

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

Performance Indicator C: Phonological Awareness
1.C.1 Understand phonology as it relates to language development and reading achievement (e.g., phonological processing, phonemic awareness skills, phonemic analysis and synthesis).
1.C.2 Recognize the phonological continuum beginning with sensitivity to large and concrete units of sound (i.e., words & syllables) and progressing to small and abstract units of sound (onset-rimes and phonemes).
1.C.3 Understand that writing, in conjunction with phonological awareness, enhances reading development.
1.C.4 Distinguish both phonological and phonemic differences in language and their applications in written and oral discourse patterns (e.g., language & dialect differences).
1.C.5 Understand how similarities and differences in sound production between English and other languages affect English language learners’ reading development in English.
1.C.6 Understand the role of formal and informal phonological awareness assessment to make instructional decisions to meet individual student needs.

Performance Indicator D: Phonics
1.D.1 Understand that phonological units (words, syllables, onset-rimes, and phonemes) map onto orthographic units (words, rimes, letters) in alphabetic languages.
1.D.2 Understand sound-spelling patterns and phonics (grapheme-phoneme correspondence rules).
1.D.3 Understand structural analysis of words.
1.D.4 Understand that both oral language and writing can be used to enhance phonics instruction. 1.D.5 Understand the role of formal and informal phonics assessment to make instructional decisions to meet individual student needs.
Performance Indicator E: Fluency
1.E.1 Understand that the components of reading fluency are accuracy, expression, and rate which impact reading endurance and comprehension.
1.E.2 Understand that effective readers demonstrate flexibility by adjusting their reading rate to accommodate the kinds of texts they are reading in order to facilitate comprehension.
1.E.3 Understand the relationships among fluency, word recognition, and comprehension.
1.E.4 Understand that both oral language and writing enhance fluency instruction.
1.E.5 Understand the role of formal and informal fluency assessment to make instructional decisions to meet individual student needs.

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

Performance Indicator G: Integration of the reading components
1.G.1 Identify language characteristics related to social and academic language.
1.G.2 Identify phonemic, semantic, and syntactic variability between English and other languages.
1.G.3 Understand the interdependence between each of the reading components and their effect upon reading as a process for native speakers of English and English language learners.
1.G.4 Understand the impact of oral language, writing, and an information intensive environment upon reading development.
1.G.5 Understand the importance of comprehension monitoring and self-correcting to increase reading proficiency.
1.G.6 Understand the role of formal and informal reading assessment to make instructional decisions to meet individual student needs.
**Competency 2: Application of Research-Based Instructional Practices -- 60 In-service Hours**

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.

The total inventory of Performance Indicators (A-G) satisfies Competency 2.

**Performance Indicator A: Comprehension**

2.A.1 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.).

2.A.2 Use both oral language and writing experiences to enhance comprehension.

2.A.3 Apply appropriate instructional practices determined by the student’s strengths and needs, text structure, and the reading demands of domain specific text.

2.A.4 Provide opportunities for student extended text discussion to enhance comprehension, promote motivation and student engagement.

2.A.5 Select narrative or informational print or digital texts that are appropriate to the comprehension instruction to be provided.

2.A.6 Provide comprehension instruction that supports students’ ability to read multiple print and digital texts and to synthesize information within, across and beyond those texts.

2.A.7 Scaffold discussions to facilitate the comprehension of text and higher order thinking skills for students with varying English proficiency levels.

2.A.8 Model a variety of strategic activities students can use to foster comprehension monitoring and self-correcting.

2.A.9 Recognize, describe, and incorporate appropriate comprehension assessments to guide instruction.

**Performance Indicator B: Oral Language**

2.B.1 Apply intentional, explicit, and systematic instructional practices for scaffolding development of oral/aural language skills (e.g., language experience approach, Socratic questioning).

2.B.2 Create an environment where students practice appropriate social and academic language to discuss diverse texts.

2.B.3 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.

2.B.4 Use writing experiences to enhance oral language (e.g., interactive writing, student to teacher sentence dictation).

2.B.5 Recognize, describe, and incorporate appropriate oral language assessments to guide instruction.
Performance Indicator C: Phonological Awareness
2.C.1 Apply intentional, explicit, systematic instructional practices to scaffold development of phonological awareness. (e.g., blending and segmenting syllables, onset-rimes, and phonemes).
2.C.2 Provide opportunities for students to use oral/aural language to enhance phonological awareness (e.g., rhyming and alliteration).
2.C.3 Understand and apply knowledge of how variations in phonology across languages affect English language learners’ reading and writing development.
2.C.4 Use writing experiences, in conjunction with phonological instruction, to enhance reading achievement (e.g., Elkonin boxes or magnetic letters, individual response whiteboards).
2.C.5 Recognize, describe, and incorporate appropriate phonological awareness assessments to guide instruction.

Performance Indicator: D: Phonics
2.D.1 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.
2.D.2 Recognize and apply an English language learner’s home language as a foundation and strength to support the development of phonics in English.
2.D.3 Use oral/aural language and writing experiences to enhance phonics instruction (e.g., sentence strip words, phrases, and pocket charts).
2.D.4 Recognize, describe, and incorporate appropriate phonics assessments to guide instruction.

Performance Indicator E: Fluency
2.E.1 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.).
2.E.2 Use oral/aural language and writing experiences to enhance fluency (e.g., poetry charts, song lyrics).
2.E.3 Recognize, describe, and incorporate appropriate fluency assessments to guide instruction.

Performance Indicator F: Vocabulary
2.F.1 Apply intentional, explicit, systematic instructional practices to scaffold vocabulary and concept development (e.g., shared reading, semantic mapping, etc.).
2.F.2 Provide for continual integration, repetition, and meaningful use of domain specific vocabulary to address the demands of academic language.
2.F.3 Incorporate vocabulary instruction through analogies (e.g., cognates, Greek and Latin roots).
2.F.4 Provide an environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary.
2.F.5 Incorporate instructional practices that develop authentic uses of English to assist English language learners in learning academic vocabulary and content.
2.F.6 Use oral/aural language and writing experiences to enhance vocabulary (e.g., interactive word walls, word sorts, word charts for secondary).
2.F.7 Use multiple methods of vocabulary instruction (e.g. multiple contexts, examples and non-examples, elaborations, etc.).
2.F.8 Recognize, describe, and incorporate appropriate vocabulary assessments to guide instruction.

**Performance Indicator G: Integration of the reading components**
2.G.1 Apply comprehensive instructional practices, including writing experiences, that integrate the reading components.
2.G.2 Identify instructional practices to develop students’ metacognitive skills in reading (e.g., text coding such as INSERT, two column notes).
2.G.3 Use resources and research-based practices that create information intensive environments (e.g., diverse classroom libraries, inquiry reading).
2.G.4 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).
2.G.5 Demonstrate understanding of similarities and differences between home language and second language reading development.
2.G.6 Triangulate data from appropriate reading assessments to guide instruction.

**Competency 3: Foundations of Assessment -- 60 In-service hours**
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.

**Performance Indicators**
3.1 Understand and apply measurement concepts and characteristics of reading assessments.
3.2 Understand the purposes of various informal assessments (e.g., informal reading inventories, analyzing writing samples) including an emphasis on matching reader to text.
3.3 Understand the purpose of various formal assessments including the differences between norm-referenced and criterion-referenced assessments and how to interpret data reports.
3.4 Understand the meaning of test reliability, validity, and standard error of measurement and describe major types of derived scores from standardized tests.
3.5 Demonstrate knowledge of the characteristics, administration, and interpretation of both quantitative and qualitative instructional assessments (to include each of the following: screening, progress monitoring, diagnosis and outcome measures).
3.6 Analyze data to identify trends that indicate adequate progress in student reading development.
3.7 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).
3.8 Identify appropriate criteria for selecting materials to include in portfolios for monitoring student progress over time.
3.9 Identify interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners.
3.10 Identify appropriate assessments and accommodations for monitoring reading progress of all students.
3.11 Identify and implement appropriate and allowable accommodations as specified in the Individual Education Plan or 504 Plan when assessing students with disabilities in the area of reading.

**Competency 4: Foundations and Applications of Differentiated Instruction -- 60 In-service hours**
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.

**Performance Indicators**
4.1 Understand and apply knowledge of socio-cultural, socio-political and psychological variables to differentiate reading instruction for all students.
4.2 Understand the stages of English language acquisition for English language learners and differentiate reading instruction for students at different levels of English language proficiency.
4.3 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.
4.4 Identify factors impeding student reading development in each of the reading components or the integration of these components.
4.5 Recognize how characteristics of both language and cognitive development impact reading proficiency.
4.6 Recognize the characteristics of proficient readers to more effectively differentiate instruction.
4.7 Compare language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities.
4.8 Select and use developmentally appropriate materials that address sociocultural and linguistic differences.
4.9 Plan for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups.
4.10 Differentiate reading instruction for English language learners with various levels of first language literacy.
4.11 Scaffold instruction for students having difficulty in each of the components of reading.
4.12 Implement a classroom level plan for monitoring student reading progress and differentiating instruction.
4.13 Monitor student progress and use data to differentiate instruction for all students.
4.14 Implement research-based practices in comprehension, oral language, phonological awareness, phonics, fluency and vocabulary to differentiate instruction for all students.
4.15 Implement research-based instructional practices for developing students’ higher order thinking.
4.16 Implement research-based instructional practices for developing students’ ability to read critically.
4.17 Implement research-based instructional practices using writing to develop students’ comprehension of text.
4.18 Implement appropriate and allowable instructional accommodations as specified in the Individual Education Plan or 504 Plan when differentiating instruction for students with disabilities.
4.19 Modify assessment and instruction for students with significant cognitive disabilities while maintaining high expectations for achievement that reflect appropriate levels of access to general education instruction.

**Competency 5: Demonstration of Accomplishment -- 60 In-service Hours**

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.

**Performance Indicators**

5.1 Use assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning.
5.2 Demonstrate research-based instructional practices for facilitating reading comprehension.
5.3 Demonstrate research-based instructional practices for developing oral/aural language development.
5.4 Demonstrate research-based instructional practices for developing students’ phonological awareness.
5.5 Demonstrate research-based instructional practices for developing phonics skills and word recognition.
5.6 Demonstrate research-based instructional practices for developing reading fluency and reading endurance.
5.7 Demonstrate research-based instructional practices for developing both academic and domain specific vocabulary.
5.8 Demonstrate research-based instructional practices to facilitate students’ monitoring and self-correcting in reading.
5.9 Demonstrate research-based comprehension instructional practices for developing students’ higher order thinking to enhance comprehension.
5.10 Demonstrate research-based instructional practices for developing students’ ability to read critically.
5.11 Demonstrate differentiation of instruction for all students utilizing increasingly complex print and digital text.
5.12 Demonstrate skill in assessment and instruction with English language learners from diverse backgrounds and at varying English proficiency levels.
5.13 Create an information intensive environment that includes print and digital text.
5.14 Use a variety of instructional practices to motivate and engage students in reading.
5.15 Demonstrate intentional, explicit, systematic writing instruction as it relates to the ability to read written language.
New Reading Endorsement

The Just Read, Florida! office spearheaded the effort to revise the Reading Endorsement to incorporate new research conducted since the National Reading Panel Report. Dr. Barbara Foorman, Dr. Timothy Shanahan, and Dr. Janice Dole served as framers and reviewers for this project. These experts delineated the content of new research and provided the framework for a team of writers representative of various locations in Florida and populations impacted by the Reading Endorsement (ESE, ELL, higher education, etc.). The writers collaborated to develop the new endorsement which was approved by the State Board of Education in September 2011.

The text of the new endorsement is available at: New Reading Endorsement (PDF)

Florida District Add-on Program

Complete an approved district add-on Reading Endorsement program, obtain the district application form from your school district certification office, and submit the complete application to the district certification office with a $75.00 processing fee. New Reading Endorsement competencies and indicators were approved by the State Board of Education on September 20, 2011. These new competencies were implemented in August 2012 to comply with State Board Rule 6A-4.0163. Districts have updated their add-on plans to describe the professional development that is offered for the five Reading Endorsement competencies:

- Competency 1: Foundations of Reading Instruction
- Competency 2: Application of Research-Based Instructional Practices
- Competency 3: Foundations of Assessment
- Competency 4: Foundations and Applications of Differentiated Instruction
- Competency 5: Demonstration of Accomplishment (Culminating Practicum)

Note: If you are adding the Reading Endorsement by completion of a district add-on program, please contact your local school district certification office for directions and assistance. Do not mail an application to the Department of Education’s certification office.

Coursework in State Board Rule 6A-4.0292

Apply directly to the Bureau of Educator Certification of the Florida Department of Education, pay the $75.00 processing fee, and submit official transcript/s showing completion of the reading courses outlined in State Board Rule 6A-4.0292. You may apply online with a credit card payment. Official transcripts previously submitted to the Bureau of Educator Certification do not have to be resubmitted. Official transcripts not previously submitted should be mailed to the following address:

- Bureau of Educator Certification Florida Department of Education
  Room 201 Turlington Building
325 West Gaines Street  
Tallahassee, Florida 32399-0400

When your application is processed, if the official transcripts on file show completion of all required courses, the Bureau of Educator Certification will reissue your Florida Educator Certificate with the addition of the Reading Endorsement. If documentation of all courses is not on file, the Bureau will prepare an Official Statement of Status of Eligibility outlining course deficiencies. The Statement is valid for three years. If official transcripts of the missing courses are received before the Statement expires, the Bureau will reissue your Florida Educator Certificate with the addition of the Reading Endorsement.

For option 2 State Board Rule requires completion of **fifteen (15) semester hours** in reading coursework based upon scientifically based reading research with a focus on both the prevention and remediation of reading difficulties **to include**:

- 6 semester hours in understanding reading as a process of student engagement in both fluent decoding of words and construction of meaning;
- 3 semester hours in the administration and interpretation of instructional assessments to include screening, diagnosis, and progress monitoring with purposes of prevention, identification, and remediation of reading difficulties;
- 3 semester hours in understanding how to prescribe, differentiate instruction, and utilize appropriate strategies and materials based upon scientifically based reading research in order to address the prevention, identification, and remediation of reading difficulties in order to increase reading performance; and
- 3 semester hours in a supervised practicum to obtain practical experience in increasing the reading performance of a student(s) with the prescription and utilization of appropriate strategies and materials based upon scientifically based reading research to address the prevention, identification, and remediation of reading difficulties.

If you do not hold a valid Florida Educator Certificate, or you hold a Reading certificate from another state, please visit the [Bureau of Educator Certification’s homepage](#) for detailed information on the application process and paths to certification including reciprocity with other states.

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