

Competency 2: Foundations of Research-Based Practices - An Alignment to FOR-PD

"Understands the principles of scientifically based reading research as the foundation of comprehensive instruction that synchronizes and scaffolds each of the major components of the reading process toward student mastery."

FOR-PD has undergone an alignment to the *K-12 Reading Endorsement Competencies* and will continue to update its content to meet Florida's formula for success. The following are descriptions of how each of our lessons are aligned with *Competency 2* of the Add-On Certification.

<p>Lesson 1: Introduction to the FOR-PD Course This lesson is an introduction to the course; it is designed to help the participant learn more about the FOR-PD project and why it is important to Florida. The learner will have the opportunity to become more comfortable with the technology tools used in the course by viewing tutorials and using the tools. This lesson helps teachers meet the requirements that fall under Indicator F of Competency 2 of the K-12 Reading Endorsement requirements in Florida by helping them access resources and research-based practices through an online platform.</p>	<p>Competency 2: Foundations of Research-Based Practices Indicator F: Integration of the major reading components</p> <p>"Identify resources and research-based practices that create both language-rich and print-rich environments."</p>
<p>Lesson 2: Reading and Learning to Read This lesson helps participants improve their understanding of how learning to read is a continuous process. Florida's goal is to ensure that all educators be informed about the ongoing nature</p>	<p>Competency 2: Foundations of Research-Based Practices Indicator F: Integration of the major reading components</p> <p>"Identify explicit, systematic instructional plans for</p>

<p>of reading instruction. This lesson is designed to provide participants with a review of key research and theory on effective beginning reading instruction and the factors that affect students' reading development as a continuation of Indicator F under Competency 2 for Add-on certification.</p>	<p>scaffolding content area vocabulary development and reading skills."</p>
<p>Lesson 3: Exemplary Reading Instruction Review of the research into exemplary reading instruction and helping participants translate research-based principles into sound classroom practice is the objective of lesson 3. As FOR-PD participants, educators will learn more about key state and national reading initiatives and how they impact their professional lives. This section continues to meet Indicator F for Competency 2.</p>	<p>Competency 2: Foundations of Research-Based Practices Indicator F: Integration of the major reading components</p> <p>"Identify research-based guidelines and selection tools for choosing literature and expository text appropriate to students' interests and independent reading proficiency."</p>
<p>Lesson 4: Language and Print-Rich Environments This lesson is designed to help educators develop print-rich environments that are likely to encourage and motivate students to read and to love reading. The course provides reading participants with opportunities to explore descriptions, look at examples, visit websites, and see resources that are blueprints to making literacy-rich classrooms. This section is another part of meeting Indicator F for Competency 2.</p>	<p>Competency 2: Foundations of Research-Based Practices Indicator F: Integration of the major reading components</p> <p>"Identify resources and research-based practices that create both language-rich and print-rich environments."</p>
<p>Lesson 5: Phonemic Awareness and Phonics Research-based strategies that engage students in</p>	<p>Competency 2: Foundations of Research-Based Practices</p>

<p>phonics and phonemic awareness help them develop the skills necessary to effectively decode text. This section will give participants the necessary knowledge for identifying explicit instructional techniques and ways to scaffold student learning to meet Indicators A & B of Competency 2. Participants will also become familiar with the goals Florida Governor Jeb Bush and President George W. Bush have set for the state and the nation.</p>	<p>Indicators A and B: <i>Phonemic Awareness and Phonics</i></p> <p>"Identify explicit, systematic instructional plans for scaffolding development of phonemic analysis of the sounds of words."</p> <p>"Identify explicit, systematic instructional plans for scaffolding development from emergent through advanced phonics with words from both informal and academic language."</p>
<p>Lesson 6: Bringing Students and Text Together</p> <p>This lesson is designed to offer an array of activities to identify student interests in order to inspire student motivation, and identify key factors that will enhance student-text interactions by providing resources and strategies that will increase student achievement. Meeting students' interests is a foundational practice under Indicator F of Competency 2.</p>	<p>Competency 2: <i>Foundations of Research-Based Practices</i></p> <p>Indicator F: <i>Integration of the major reading components</i></p> <p>"Identify research-based guidelines and selection tools for choosing literature and expository text appropriate to students' interests and independent reading proficiency."</p>
<p>Lesson 7: Strengthening Vocabulary Development</p> <p>In this lesson, you will find information about teaching vocabulary, teaching students how to learn new words, and how to assess students' vocabulary development. The goal of vocabulary instruction is for students to learn how to learn new words. This</p>	<p>Competency 2: <i>Foundations of Research-Based Practices</i></p> <p>Indicator D: <i>Vocabulary</i></p> <p>"Identify explicit, systematic instructional plans for scaffolding vocabulary and concept development."</p>

<p>comes under Indicator D of <i>Foundations of Research-Based Practices in Competency 2</i> .</p>	
<p>Lesson 8: Scaffolding Students' Comprehension and Guiding Students Toward Independence in Reading</p> <p>This lesson refers to the Indicators C & D of the <i>Competency 2</i> instructional components of Florida's formula (i.e., fluency and comprehension) for effective reading instruction. Fluency is the ability to read a text accurately and quickly. Fluency is important because it provides a bridge between word recognition and comprehension. Comprehension is the ultimate goal of reading-we read for the purpose of understanding.</p>	<p>Competency 2: <i>Foundations of Research-Based Practices</i></p> <p>Indicators C and E: <i>Fluency and Comprehension</i></p> <p>"Identify explicit, systematic instructional plans for scaffolding fluency development and reading endurance."</p> <p>"Identify explicit, systematic instructional plans for scaffolding development of comprehension skills and cognition."</p>
<p>Lesson 9: Integrating Reading and Writing Across the Curriculum</p> <p>While educators have supported integrating the language arts for many years, recent research has given us a better understanding of these processes and helped us to know more about how and why they develop together. Under the <i>Foundations of Research-Based Practices in Competency 2</i> participants are asked to refer to scientifically-based reading research in all areas of the course content.</p>	<p>Competency 2: <i>Foundations of Research-Based Practices</i></p> <p>Indicator F: <i>Integration of the major reading components</i></p> <p>"Identify comprehensive instructional plans that synchronize the major reading components."</p>
<p>Lesson 10: Teaching for Understanding in Content Areas</p>	<p>Competency 2: <i>Foundations of Research-Based Practices</i></p>

<p>This lesson is designed to offer an overview of the research base and history of content area reading, identify key factors that will make students successful readers in content area subjects, and provide resources and strategies that will increase student achievement by activating their prior knowledge and improving their thinking skills.</p> <p>Florida's formula and Foundations of Research-Based Practices in Competency 2 for effective reading instruction becomes particularly important in the content areas.</p>	<p>Indicator F: <i>Integration of the major reading components</i></p> <p>"Identify explicit, systematic instructional plans for scaffolding content area vocabulary development and reading skills."</p>
<p>Lesson 11: Literacy Instruction and Non-native Speakers of English</p> <p>In this lesson we will familiarize and assist teachers of all content areas and grade levels in their teaching of ESOL students. We will address the particular strengths, weaknesses, and challenges brought by ESOL students to the classroom. We will propose and discuss both general and specific guidelines for teaching students of diverse cultural and linguistic backgrounds. In this lesson, we will address many issues that relate to Florida's formula and Foundations of Research-Based Practices in Competency 2 for effective reading instruction.</p>	<p>Competency 2: <i>Foundations of Research-Based Practices</i></p> <p>Indicator F: <i>Integration of the major reading components</i></p> <p>"Identify resources and research-based practices that create both language-rich and print-rich environments."</p>
<p>Lesson 12: Instruction for Struggling Readers</p>	<p>Competency 2: <i>Foundations of Research-Based Practices</i></p>

<p>The ideas and activities presented in this lesson are designed to familiarize you with strategies that support literacy learning for readers who struggle when reading. These students do not apply or have not learned those reading strategies which allow full engagement in the reading task. Readers who struggle with making meaning from text are found in all grades, at all ages, and in all content.</p> <p>Foundations of Research-Based Practices in Competency 2 and Florida's formula for effective reading instruction applies to struggling readers in the areas of planning, delivery and assessment of instruction.</p>	<p>Indicator F: <i>Integration of the major reading components</i></p> <p>"Identify comprehensive instructional plans that synchronize the major reading components."</p>
<p>Lesson 13: Assessment</p> <p>Assessment informs the teacher about what to plan for instruction. Assessing students' reading development and using data to plan for instruction is a complex, involved, and ongoing process. Effective teachers base their instruction on students' needs. Thus, being knowledgeable about each student's needs and progress is an important part of effective literacy instruction. Foundations of Research-Based Practices in Competency 2 and Florida's formula for effective reading instruction include three types of assessment to guide instruction.</p>	<p>Competency 2: <i>Foundations of Research-Based Practices</i></p> <p>Indicator F: <i>Integration of the major reading components</i></p> <p>"Identify comprehensive instructional plans that synchronize the major reading components."</p>
<p>Lesson 14: Becoming an Effective Literacy Leader</p>	<p>Competency 2: <i>Foundations of Research-Based Practices</i></p>

In this lesson we discuss research-supported strategies for implementing effective school-wide literacy improvement programs. Although the role of the teacher as an informed practitioner and a literacy leader is not explicitly stated in ***Foundations of Research-Based Practices in Competency 2*** or **Florida's formula** for effective reading, implementing the instructional components effectively, assessing on an ongoing basis, and providing students with the support they need to succeed, are definitely practices of an effective teacher who can create a print and language-rich environment.

Indicator F: *Integration of the major reading components*

"Identify resources and research-based practices that create both language-rich and print-rich environments."