

SAMPLE RESOURCES

Reading Endorsement - Teachers of Students on Access Points

COMPETENCIES 1 & 2: Foundations of Reading Instruction and Application of Research-based Instructional Practices			
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.			
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.			
Examples of Resources: Required Readings, Videos, Articles, etc.	Indicator Code	Specific Indicator	Examples of Curriculum Study Assignments
Foundational Reading Skill: COMPREHENSION			
<u>Expressive and Receptive Language</u> (6:31 minute video) Dr. Adel Najdowkiw, Center for Autism and Related Disabilities <u>Language-based Learning Disability: What to Know</u> Patricia W. Newhall, LDOnline	1.A.1	Understand that building oral and written language facilitates comprehension.	
<u>Five Tips for Helping Nonverbal Children with Autism Learn to Read</u> Dr. Charlotte DiStefano, Autism Speaks	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.).	After reading <u>Five Tips for Helping Nonverbal Children with Autism Learn to Read</u> , pick one of the activities to practice with a student in the classroom. Write a reflection about the effectiveness of the strategy with the child.

<p><u>Methods for Increasing the Intensity of Reading Instruction for Students with Disabilities</u> Jill H. Allor, Tammi M. Champlin, Diane B. Gifford, and Patricia G. Mathes, Southern Methodist University</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>After reading, <u>Methods for Increasing the Intensity of Reading Instruction for Students with Disabilities</u>, use the information to write a plan of instruction for a comprehension lesson for an identified student(s).</p>
<p><u>An Introduction to LASSIs</u> Webinar, National Center and State Collaborative Diane Browder, Ph.D. and Caryn Allison, M.Ed.</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>After viewing the webinars, <u>Introduction to LASSI</u> and <u>LASSI, Part 2</u>, select a LASSI on comprehension skills for your grade level and complete the unit with one or more students. Show evidence of planning for students’ identified mode of communication.</p>
<p><u>What Research Tells Us About Reading, Comprehension, and Comprehension Instruction</u> Texas Education Agency</p>	1.A.2	<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><u>Writing Instruction for Students with Significant Cognitive Disabilities</u> (2:31 minute video) Dr. Janet Sturm</p>	2.A.2	<p>Use both oral language and writing experiences to enhance comprehension. ★</p>	
	1.A.3	<p>Understand the impact of text upon reading comprehension (e.g., genre, readability, coherence, text structure, and text complexity).</p>	

<p><u>Autism Q&A: Introduction to Alternative and Augmentative Communication</u> Fleming, H. & Hendricks, D. (2014). Virginia Commonwealth University Autism Center for Excellence.</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>After reading the article <u>Autism Q &A: Introduction to Alternative and Augmentative Communication</u>, select a student in your class who uses one (or more) of the modes of communication described in the article and create a lesson that incorporates the use of that mode, paired with vocabulary instruction or another reading task. If you do not have a student who currently utilizes one of the described modes, select another student who would likely benefit from one of these multisensory approaches. Allow the student to select from a choice of two or more augmentative forms of communication for at least three reading activities. Report on whether or not you believe it is/was beneficial to the student.</p>
<p><u>Research-Based Practices for Creating Access to the General Curriculum in Reading and Literacy for Students with Significant Intellectual Disabilities</u> Chapter 10: Comprehension, pp. 97-107 Karen Erickson, Ph.D., Gretchen Hanser, Ph.D., Penelope Hatch, Ph.D., Eric Sanders, M.S./CCC-SLP, 2009.</p>	1.A.4	<p>Understand how the interaction of reader characteristics, motivation, purpose of reading, and text elements impacts comprehension and student engagement.</p>	
<p><u>Participating in Discussions (with pauses)</u> (24:17 minute video - Begin at 6:12 minutes) Dynamic Learning Maps</p>	2.A.4	<p>Select narrative or informational print or digital texts that are appropriate to the comprehension instruction to be provided.</p>	
<p><u>Comprehension Development: Cognitive Targets</u> <u>Aligning Instruction to Grade Level</u></p>	1.A.5	<p>Identify cognitive targets (e.g., locate/recall; integrate/interpret; critique/evaluate) and the role of cognitive development in the</p>	<p>After reading the information in <u>Comprehension Development: Cognitive Targets</u> and viewing the video, <u>Aligning Instruction to Grade Level Standards for Students with Significant Cognitive Disabilities</u>,</p>

<p><u>Standards for Students with Significant Cognitive Disabilities</u></p>		<p>construction of meaning of literary and informational texts.</p>	<p>consider how the idea of cognitive targets plays out in the lesson. Record evidence from the video to support your answer to the following question: When do learners shift from Locate & Recall to Integrate & Interpret? What does that shift look like instructionally?</p>
<p><u>Language Arts Content: Reading Informational Texts</u> National Center and State Collaborative</p>	<p>2.A.5</p>	<p>Provide opportunities for student extended text discussion to enhance comprehension, promote motivation and student engagement.</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>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><u>Access Point Project</u></p>	<p>1.A.7</p>	<p>Understand the reading demands posed by domain specific texts.</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><u>Research-Based Practices for Creating Access to the General Curriculum in Reading and Literacy for Students with Significant Intellectual Disabilities</u> Chapter 10: Comprehension, pp. 97-107</p>	<p>1.A.8</p>	<p>Understand that effective comprehension processes rely on well-developed language, strong inference making, background knowledge, comprehension monitoring and self-correcting.</p>	

Karen Erickson, Ph.D., Gretchen Hanser, Ph.D., Penelope Hatch, Ph.D., Eric Sanders, M.S./CCC-SLP, 2009.			
<u>Strategies to Increase Success for AAC Users including Students with ASD</u> Musselwhite, 2008	2.A.8	Model a variety of strategic activities students can use to foster comprehension monitoring and self-correcting. ★	
<u>How Students Acquire Social and Academic Language</u> Chapter Two, "Getting Started with English Language Learners" Judie Haynes <u>English Language Learners: The Impact of Language and Socio-Cultural Factors on Learning</u> Lori Navarrete, Nevada State College. Silvana M.R. Watson, Old Dominion University (Revised August 2013)	1.A.9	Understand how English language learners' linguistic and cultural background will influence their comprehension.	
	2.A.9	Recognize, describe, and incorporate appropriate comprehension assessments to guide instruction. ★	
<u>Florida Standards Alternate Assessment</u> Florida Department of Education	1.A.10	Understand the role of formal and informal assessment of comprehension in making instructional decisions to meet individual student needs.	
Foundational Reading Skill: ORAL LANGUAGE			
<u>The Critical Role of Oral Language in Reading Instruction and Assessment</u> White Paper by Lexia	1.B.1	Understand how the students' development of phonology, syntax, semantics, and pragmatics relates to comprehending written 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). ★	
	1.B.2	Understand the differences between social and academic language.	
<p><u>Overcoming Common Misunderstandings About Students With Disabilities Who Are English Language Learners</u> Gregory A. Cheatham, PhD Juliet E. Hart Barnett, PhD</p> <p><u>Explaining BICS and CALP</u> Judy Haynes</p>	2.B.2	Create an environment where students practice appropriate social and academic language to discuss diverse texts.	<p>Example 1: After reading, <u>Overcoming Common Misunderstandings About Students With Disabilities Who Are English Language Learners</u>, select two suggestions in the article to implement in the classroom. Reflect on how the implementation required students to distinguish between social and academic language and choose which is appropriate.</p> <p>Example 2: Demonstrate for students how to engage in a BLOG style activity, providing guidance on what would be considered appropriate social versus academic language.</p> <p>Example 3: Create an activity for students to sort words or pictures of words/language into what are considered social words and what are academic words. Include an opportunity for students to creatively make use of the sorted words.</p> <p>Example 4: Construct a lesson regarding the different types of social language, including emojis and chat abbreviations such as LOL. Utilize the students' preferred method of communication to ensure understanding of the language constructs.</p>

<p><u>Literacy Instruction for Students With Multiple and Severe Disabilities Who Use Augmentative/Alternative Communication</u></p>	<p>1.B.3</p>	<p>Understand that writing enhances the development of oral language.</p>	<p>After reading pages 18-20 of <u>Literacy Instruction for Students With Multiple and Severe Disabilities Who Use Augmentative/Alternative Communication</u>, write a reflection to demonstrate the link between the development of written expression and oral language.</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>Utilize a word from a student's home language to provide a foundation for a vocabulary-based activity. Reflect on how the student's understanding in his/her home language supported the building of their understanding.</p>
<p><u>Language-Based Learning Disability: What to Know</u> Patricia W. Newhall</p>	<p>1.B.4</p>	<p>Understand that the variation in students' oral language exposure and development requires differentiated instruction.</p>	<p>Identify students with communication needs (e.g., nonverbal, limited verbal expression, language needs), especially how their communication and expression could be impacted by a differentiated approach.</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><u>The Critical Role of Oral Language in Reading Instruction and Assessment</u> Elizabeth Brooke, Ph.D., CCC-SLP</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>2.B.5</p>	<p>Recognize, describe, and incorporate appropriate oral language assessments to guide instruction. ★</p>	
<p><u>The Critical Role of Oral Language in Reading Instruction and Assessment</u> Elizabeth Brooke, Ph.D., CCC-SLP</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>	

Foundational Reading Skill - PHONOLOGICAL AWARENESS

<p><u>Successful Strategies: Memory, Phonological Awareness and Beginning Phonics for students with Down Syndrome/Related Disabilities</u> (30 minute video) Down Syndrome Research Foundation</p>	<p>1.C.1</p>	<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><u>Project Core: Alphabet Knowledge and Phonological Awareness Module</u></p>	<p>2.C.1</p>	<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>Using the information from the <u>Project Core: Alphabet Knowledge and Phonological Awareness Module</u> :</p> <ul style="list-style-type: none"> ● identify four components of alphabet and phonological awareness instruction to support the development of symbolic communication. ● describe four instructional activities associated with alphabet and phonological awareness. ● identify the two elements of instruction that will help them plan and evaluate their own lessons.
<p><u>Literacy Instruction for Individuals with Autism, Cerebral Palsy, Down Syndrome, and other Disorders</u> Janice Light & David McNaughten Penn State</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>Develop a phonological awareness lesson in which letter-sound correspondence is taught following the described method. Follow the gradual release of responsibility approach of model, guided practice, independent practice and offer more than one way for students to demonstrate mastery/knowledge.</p>
	<p>2.C.2</p>	<p>Provide opportunities for students to use oral/aural language to enhance phonological awareness (e.g., rhyming and alliteration).</p>	

	1.C.3	Understand that writing, in conjunction with phonological awareness, enhances reading development.	
	2.C.3	Understand and apply knowledge of how variations in phonology across languages affect English language learners' reading and writing 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).	
	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).	
	1.C.5	Understand how similarities and differences in sound production between English and other languages affect English language learners' reading development in English.	
	2.C.5	Recognize, describe, and incorporate appropriate phonological awareness assessments to guide instruction.	
<u>Literacy Instruction for Individuals with Autism, Cerebral Palsy, Down Syndrome, and other Disorders</u> Janice Light & David McNaughten from Penn State	1.C.6	Understand the role of formal and informal phonological awareness assessment to make instructional decisions to meet individual student needs.	After reviewing <u>Literacy Instruction for Individuals with Autism, Cerebral Palsy, Down Syndrome, and other Disorders</u> and <u>Pre-Literacy Skills - Phonological Awareness</u> , use OPM and developmental checklists to create and deliver a

<p><u>Pre-Literacy Skills - Phonological Awareness</u> VoxLingue</p>			<p>multisensory phonological awareness lesson that incorporates student’s identified mode of communication (i.e., pointing, using an AAC device, verbalizing with the use of visual supports from a field of one, two, or three options, eye gaze, partner assisted scanning).</p>
<p>FOUNDATIONAL READING SKILL: PHONICS</p>			
<p><u>Successful Strategies: Memory, Phonological Awareness and Beginning Phonics for students with Down Syndrome/Related Disabilities</u> (30 minute video) Down Syndrome Research Foundation</p> <p><u>Lines of Practice Low Strategic Group</u> (10 minute video) Peoria Unified C&I</p>	<p>1.D.1</p>	<p>Understand that phonological units (words, syllables, onset-rimes, and phonemes) map onto orthographic units (words, rimes, letters) in alphabetic languages.</p>	
<p><u>Phonics Continuum</u> Literacy Companion Weebly</p>	<p>2.D.1</p>	<p>Apply intentional, explicit, systematic instructional practices for scaffolding phonics development on a continuum from the individual phoneme-grapheme level through the multisyllabic word level.</p>	<p>Example 1: Develop a phonics lesson that incorporates phonological awareness concepts in the beginning of the lesson, incorporating a student’s identified mode of communication (i.e., pointing, using an AAC device, verbalizing with the use of visual supports from a field of one, two, or three options, eye gaze, partner assisted scanning).</p> <p>Example 2: Create 3 sequential activities that scaffold to build a student’s phonics abilities and describe the process in which activities are sequenced to help students progress towards the next developmental stage.</p> <p>Example 3: Select a phonics concept (e.,g., CVC, CVC with blends) and create a multisensory lesson</p>

			that follows UDL principles and incorporates a student's identified mode of communication.
	1.D.2	Understand sound-spelling patterns and phonics (grapheme-phoneme correspondence rules).	
	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.	
	1.D.3	Understand structural analysis of words.	
	2.D.3	Use oral/aural language and writing experiences to enhance phonics instruction (e.g., sentence strip words, phrases, and pocket charts).	Identify activities in which phonics can be accessed through multiple means (oral/aural/writing/print) and how they focus on the same learning target.
<u>Literacy Instruction for Students with Multiple and Severe Disabilities Who Use Augmentative/Alternative Communication</u> Ann-Marie Orlando, University of FL Andrea Ruppert, University of Wisconsin-Madison CEEDAR Document No. IC-16, August 2016	1.D.4	Understand that both oral language and writing can be used to enhance phonics instruction.	
<u>Phonics Inventory</u> National Center on Intensive Intervention at AIR	2.D.4	Recognize , describe, and incorporate appropriate phonics assessments to guide instruction. ★	Identify or create an appropriate assessment based on the student's identified mode of communication (i.e., pointing, using an AAC device, verbalizing with the use of visual supports from a field of one, two, or three options, eye gaze, partner assisted scanning, or an assistive communication device) and describe where instruction on the phonics

			continuum should begin and or progress. For instance, if a student is non-verbal, the teacher may present three different letters. The teacher will ask the student to touch the letter that makes the ____ sound. The student will then choose the appropriate letter that corresponds to the sound.
	1.D.5	Understand the role of formal and informal phonics assessment to make instructional decisions to meet individual student needs.	
Foundational Reading Skill: FLUENCY			
<u>Research-Based Practices for Creating Access to the General Curriculum in Reading and Literacy for Students with Significant Intellectual Disabilities.</u> Chapter 11: Fluency 111-115 Karen Erickson, Ph.D., Gretchen Hanser, Ph.D., Penelope Hatch, Ph.D., Eric Sanders, M.S./CCC-SLP, 2009.	1.E.1	Understand that the components of reading fluency are accuracy, expression, and rate which impact reading endurance and comprehension.	
	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.).	
	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.	

<u>How Autistic Speech Patterns Can Affect Communication</u> Rody, Lisa J, 2018	2.E.2	Use oral/aural language and writing experiences to enhance fluency (e.g., poetry charts, song lyrics).	
	1.E.3	Understand the relationships among fluency, word recognition, and comprehension.	
	2.E.3	Recognize, describe, and incorporate appropriate fluency assessments to guide instruction.	
	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.	
Foundational Reading Skill: VOCABULARY			
<u>Project Core</u> Center for Literacy and Disabilities	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.	
<u>Vocabulary Module</u> The Iris Center at Vanderbilt University Additional Resource: <u>Dr. Beverly Tyner Word Study Lessons</u> Santa Rosa Schools	2.F.1	Apply intentional, explicit, systematic instructional practices to scaffold vocabulary and concept development (e.g., shared reading, semantic mapping, etc.).	After reviewing the <u>The Iris Center</u> vocabulary module, create an explicit, systematic vocabulary lesson. Show evidence of planning for students' mode of communication.
	1.F.2	Understand morphology as it relates to vocabulary development (e.g.,	

		morphemes, inflectional and derivational morphemes, morphemic analysis).	
<p><u>Reading Instructional Families – Vocabulary Acquisition and Use</u> National Center and State Collaborative, 2013</p> <p><u>Instructional Resource Guide: Vocabulary Content Module</u> National Center and State Collaborative, 2013</p>	2.F.2	Provide for continual integration, repetition, and meaningful use of domain specific vocabulary to address the demands of academic language.	<p>Example 1: After reviewing <u>Reading Instructional Families – Vocabulary Acquisition and Use</u>, identify a standard to teach utilizing the student’s mode of communication.</p> <p>Example 2: Review the Vocabulary Content module at <u>Instructional Resource Guide: Vocabulary Content Module</u> and complete a lesson on domain-specific vocabulary, utilizing the student’s mode of communication.</p>
	1.F.3	Identify principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language, etc.).	
<p><u>Instructional Resource Guide: Vocabulary Content Module</u> National Center and State Collaborative, 2013</p> <p><u>Curriculum Resource Guide: Vocabulary Center and State Collaborative, 2013</u></p>	2.F.3	Incorporate vocabulary instruction through analogies (e.g., cognates, Greek and Latin roots).	<p>Example 1: After reviewing the <u>Vocabulary Content Module</u>, beginning on page 12, choose an aspect of semantics that can be incorporated into a vocabulary lesson (e.g., synonyms, antonyms, figurative language). Show evidence of planning for the students’ modes of communication.</p> <p>Example 2: After reading Section 2 of the <u>Curriculum Resource Guide: Vocabulary Center and State Collaborative, 2013</u>, design an activity that focuses on morphology while showing evidence of planning for students identified mode of communication.</p>
<p><u>Literacy Instruction for Students with Intellectual and Developmental Disabilities</u> Chapter 9, “Steps to Success: Crossing</p>	1.F.4	Understand the domain specific vocabulary demands of academic language.	

the Bridge Between Literacy Research and Practice” Lumen Learning			
	2.F.4	Provide an environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary.	
<u>Supporting Early Writers</u> Janet Strum, Praactical AAC	1.F.5	Understand that writing can be used to enhance vocabulary instruction.	
	2.F.5	Incorporate instructional practices that develop authentic uses of English to assist English language learners in learning academic vocabulary and content.	
	1.F.6	Understand the role of formal and informal vocabulary assessment to make instructional decisions to meet individual student needs.	
<u>Tar Heel Reader</u>	2.F.6	Use oral/aural language and writing experiences to enhance vocabulary (e.g., interactive word walls, word sorts, word charts for secondary).	Review <u>Tar Heel Reader</u> and <u>Sherlock Center on Disabilities at Rhode Island College</u> websites and select one of the following options: <ul style="list-style-type: none"> • Take pictures of your classroom environment to show evidence of supporting a wide range of print and digital texts that fosters the use of authentic English to assist ELLs • Write a brief description of how you would differentiate the reading materials in your classroom to accommodate different learning modalities.
<u>Dr. Beverly Tyner Word Study Lessons</u>	2.F.7	Use multiple methods of vocabulary instruction (e.g. multiple contexts, examples and non-examples,	After reviewing <u>Dr. Beverly Tyner Word Study Lessons</u> , <u>Using Semantic Maps to Make Meaning</u> , and Chapter 9 of <u>Literacy Instruction for Students</u>

<p><u>Using Semantic Maps to Make Meaning</u> Vocabulary.com <u>Literacy Instruction for Students with Intellectual and Developmental Disabilities</u> Chapter 9, “Steps to Success: Crossing the Bridge Between Literacy Research and Practice” Lumen Learning</p>		<p>elaborations, etc.).</p>	<p><u>with Intellectual and Developmental Disabilities</u>, design a vocabulary lesson that uses one of the strategies discussed in the readings. Show evidence of planning for students’ identified modes of communication.</p>
	2.F.8	<p>Recognize, describe, and incorporate appropriate vocabulary assessments to guide instruction.</p>	
Foundational Reading Skill: INTEGRATION OF THE READING COMPONENTS			
	1.G.1	<p>Identify language characteristics related to social and academic language.</p>	
	2.G.1	<p>Apply comprehensive instructional practices, including writing experiences that integrates the reading components.</p>	<p>Design a lesson that includes two or more of the reading components and a writing task. Show evidence of planning for students’ identified modes of communication.</p>
	1.G.2	<p>Identify phonemic, semantic, and syntactic variability between English and other languages.</p>	
	2.G.2	<p>Identify instructional practices to develop students’ metacognitive skills in reading (e.g., text coding such as INSERT, two column notes).</p>	
<p><u>The “Unnatural” Process of Reading Points to Why It Can Be So Difficult</u> (webinar video)</p>	1.G.3	<p>Understand the interdependence between each of the reading components and their effect upon</p>	

Dr. Vera Blau-McCandliss		reading as a process for native speakers of English and English language learners.	
<u>Choosing the Right Text</u> Dr. Nell Duke <u>Assistive Technology for Reading</u> Understood.org	2.G.3	Use resources and research-based practices that create information intensive environments (e.g., diverse classroom libraries, inquiry reading).	After reviewing , <u>Choosing the Right Text</u> and <u>Assistive Technology for Reading</u> , select a text based on the criteria outlined by Dr. Duke and pair that text with an appropriate assistive technology tool for one or more students.
	1.G.4	Understand the impact of oral language, writing, and an information intensive environment upon reading development.	
<u>Choosing the Right Text</u> Dr. Nell Duke <u>Assistive Technology for Reading</u> Understood.org	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).	After reviewing , <u>Choosing the Right Text</u> and <u>Assistive Technology for Reading</u> , select a text based on the criteria outlined by Dr. Duke and pair that text with an appropriate assistive technology tool for one or more students.
<u>Curriculum Resource Guide: Reading Literary Texts</u> National Center and State Collaborative, 2014 <u>Curriculum Resource: Reading Informational Text</u> National Center and State Collaborative, 2013 <u>Curriculum Resource: Writing</u> National Center and State Collaborative, 2014	1.G.5	Understand the importance of comprehension monitoring and self-correcting to increase reading proficiency.	After reviewing <u>Curriculum Resource Guide: Reading Literary Texts</u> , <u>Curriculum Resource: Reading Informational Text</u> , and <u>Curriculum Resource: Writing</u> , select a metacognitive strategy that can be used to enhance reading comprehension and promote self-correcting strategies
	2.G.5	Demonstrate understanding of similarities and differences between	

		home language and second language reading development.	
Instructional Resource Guide Access Point Project National Center and State Collaborative, 2017	1.G.6	Understand the role of formal and informal reading assessment to make instructional decisions to meet individual student needs.	After reviewing the Instructional Resource Guide , identify an appropriate mode of communication for one or more students and adapt a reading assessment to fit the selected mode of communication.
	2.G.6	Triangulate data from appropriate reading assessments to guide instruction.	

COMPETENCY 3: Foundations of Assessment

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.

Examples of Resources: Required Readings, Videos, Articles, etc.	Indicator Code	Specific Indicator	Examples of Curriculum Study Assignments
Classroom Assessment University of South Florida	3.1	Understand and apply measurement concepts and characteristics of reading assessments.	
Classroom Assessment University of South Florida	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.	After reviewing formal assessments the district administers, create a similar document identifying informal progress monitoring assessments you give, the frequency, and how you use the data.
Assessment Planning Resource Guide for Individual Educational Plan (IEP)	3.3	Understand the purpose of various formal assessments including the	After reading the Assessment Planning Resource Guide for Individual Educational Plan (IEP) Teams ,

<p><u>Teams</u> Access Point Project</p>		<p>differences between norm-referenced and criterion-referenced assessments and how to interpret data reports.</p>	<p>explain the purpose of the FSAA. Trace the process of determining if the student will be assessed using the Performance Tasks or the Datafolio.</p>
<p><u>Classroom Assessment</u> University of South Florida</p>	<p>3.4</p>	<p>Understand the meaning of test reliability, validity and standard error of measurement, and describe the major types of derived scores from standardized tests.</p>	
	<p>3.5</p>	<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, diagnosis and outcome measures).</p>	<p>After reviewing state resources on quantitative and qualitative assessments, brainstorm different assessments that can be used for progress monitoring, diagnosis, and outcome measures. How do they differ for ESE students? ELLs? Which ones could be adapted to use with students with disabilities?</p>
<p><u>Part 2: Teaching and Collecting Data</u> (webinar) Dr. Jacqui Farmer.Kearns</p> <p><u>What Should Educators Avoid Doing When Collecting Progress Monitoring Data?</u> National Center on Intensive Intervention</p>	<p>3.6</p>	<p>Analyze data to identify trends that indicate adequate progress in student reading development.</p>	<p>After watching <u>Part 2: Teaching and Collecting Data</u> and the video, <u>What Should Educators Avoid Doing When Collecting Progress Monitoring Data</u>, select three students and design a plan for progress monitoring. Describe trends you notice and determine if they are making adequate progress towards curricular and IEP goals. Analyze their data for regression and recoupment after a significant instructional break.</p>
<p><u>What is Data-Driven Decision Making?</u> Montgomery Schools</p> <p><u>Intensive Intervention and Special</u></p>	<p>3.7</p>	<p>Understand how to use data within a systematic problem-solving process to differentiate instruction, intensify intervention and meet the needs of all</p>	<p>After reading <u>What is Data-Driven Decision Making?</u> and utilizing the resources on the <u>Intensive Intervention and Special Education</u> website, analyze students' formal and informal data to create</p>

<p><u>Education</u> National Center of Intensive Intervention</p>		<p>students (e.g., grouping practices, appropriate curriculum materials).</p>	<p>appropriate small groups for direct interventions based upon assessment data. Explain how you will differentiate the instruction for any student with significant cognitive disabilities.</p>
	<p>3.8</p>	<p>Identify appropriate criteria for selecting materials to include in portfolios for monitoring student progress over time.</p>	<p>Identify artifacts that would be appropriate for a portfolio to monitor a child’s progress. Explain the selection criteria and the criteria that will be accepted as proof of mastery.</p>
	<p>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><u>10 Research-Based Tips for Enhancing Literacy Instruction for Students With Intellectual Disability</u> Christopher J. Lemons Jill H. Allor Stephanie Al Otaiba Lauren M. LeJeune Vanderbilt University, 2016</p> <p><u>UDL Guidelines</u> CAST</p>	<p>3.10</p>	<p>Identify appropriate assessments and accommodations for monitoring reading progress of all students.</p>	
<p><u>Accommodations: Assisting Students with Disabilities</u> Florida Department of Education, Fourth Edition, 2018</p>	<p>3.11</p>	<p>Identify and implement appropriate and allowable accommodations as specified in the Individual Educational Plan or 504 Plan when assessing students with disabilities in the area of reading.</p>	<p>Example 1: After reading <u>Accommodations: Assisting Students with Disabilities</u>, study a sample student’s IEP and answer the following questions:</p> <ul style="list-style-type: none"> ● What do you learn about the student from Special Considerations and Performance Data? ● How do the measurable annual goals guide the teacher’s instruction and progress

<p><u>The Difference Between Accommodations and Modifications</u> Understood.org</p> <p><u>UDL Guidelines</u> CAST</p>			<p>monitoring?,</p> <ul style="list-style-type: none"> • How do the Classroom Accommodations prepare the student for summative assessment? • Are the Classroom Accommodations and the Testing Accommodations aligned? Why or why not? <p>Example 2: After reading the chart, <u>UDL Guidelines</u> and viewing the video, <u>The Difference Between Accommodations and Modifications</u>, sort instructional and assessment adaptations into accommodations and modifications. Then given an IEP, identify which would be appropriate and allowable for the student.</p>
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COMPETENCY 4: Foundations and Applications of Differentiated Instruction

Competency 4: Foundations and Applications of Differentiated Instruction

Teachers will have a broad knowledge of students from differing profiles in order to understand and apply research-based instructional practices by differentiating process, product, and context. Teachers will engage in the systematic problem solving process.

Examples of Resources: Required Readings, Videos, Articles, etc.	Indicator Code	Specific Indicator	Examples of Curriculum Study Assignments
<p><u>Chapter 1: So you (Might) Want to Lead for Differentiation?</u> Leading for Differentiation Carol Ann Tomlinson Michel Murphy</p> <p><u>Principles of Instructional Planning</u> Learning for All</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>After reading <u>Chapter 1. So You (Might) Want to Lead for Differentiation</u>, create a culturally and ethnically inclusive story/book list and describe how you would use the text selection to differentiate reading instruction for the students in your class.</p>
<p><u>Stages of Second Language Acquisition</u> Judie Haynes</p>	4.2	<p>Understand the stages of English</p>	<p>Read <u>Stages of Second Language Acquisition</u> and <u>English Language Learners</u> and <u>UDL Fact Sheet</u> to</p>

<p>Everything ESL</p> <p>English Language Learners and UDL Fact Sheet</p> <p>National Universal Design for Learning Task Force</p> <p>A Framework for Understanding English Learners With Disabilities: Triple the Work</p> <p>Altella Brief #5</p>		<p>language acquisition for English language learners and differentiate reading instruction for students at different levels of English language proficiency.</p>	<p>understand the stages of English language acquisition and the learning needs of English learners with Significant Cognitive Disabilities. Based upon sample class data, group students in the class. Consider proficiency levels and skill deficiencies of the students when doing so. Then design a Tiered Lesson that incorporates the three principles of UDL (presentation, action/expression, and engagement) to meet the needs of all the students.</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>Feelings, Nothing More than Feelings: Sensory Integration in the Classroom</p> <p>Ann Stensaas, M.S., OTR/L</p> <p>Factors Associated with Reading Problems</p> <p>Chapter Two: Reading Problems: Assessment and Teaching Strategies</p> <p>My Education Lab</p>	4.4	<p>Identify factors impeding student reading development in each of the reading components or the integration of these components.</p>	<p>After reviewing Feelings, Nothing More than Feelings: Sensory Integration in the Classroom and Factors Associated with Reading Problems, utilize a variety of data collection methods to determine student learning styles, identify areas to promote sensory integration and support academic needs.</p>
<p>Cognitive and Linguistic Factors in Reading Acquisition</p> <p>Pieter Reitsma Linda S. Siegel Ludo Verhoeven</p> <p>Reading and Writing, 2010</p>	4.5	<p>Recognize how characteristics of both language and cognitive development impact reading proficiency.</p>	<p>After reading Cognitive and Linguistic Factors in Reading Acquisition, use a student's profile or IEP to identify how the language and/or cognitive development impacts the student's reading proficiency.</p>

<p><u>Characteristics of a Struggling Reader vs. a Strong Reader</u></p>	4.6	<p>Recognize the characteristics of proficient readers to more effectively differentiate instruction.</p>	<p>After reviewing the characteristics <u>of a Struggling Reader vs. a Strong Reader</u>, identify areas of weakness for a struggling reader and set goals appropriate for the student to meet in order to become a stronger reader.</p>
<p><u>Stages of Second Language Acquisition</u> Judie Haynes Everything ESL</p> <p><u>Piaget’s Four Stages of Cognitive Development</u> Kendra Cherry Very Well Mind</p>	4.7	<p>Compare language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities.</p>	<p>After reading <u>Stages of Second Language Acquisition</u> and <u>Piaget’s Four Stages of Cognitive Development</u>, select four students and identify at which stages the students are performing. Create a graphic/visual that compares language, cognitive, and reading acquisition.</p>
<p><u>Scaffolding Literacy Instruction for English Language Learners</u> (video) EL Education</p>	4.8	<p>Select and use developmentally appropriate materials that address sociocultural and linguistic differences.</p>	
<p><u>Literacy Boxes: Differentiating in Kindergarten with Portable Literacy Centers</u> Dr. Elizabeth Lilly</p> <p>Additional Resource: <u>Writing Instruction for Students with Significant Cognitive Disabilities</u> (2:30 minute video) Dr. Janet Sturm</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>After reading <u>Literacy Boxes: Differentiating in Kindergarten with Portable Literacy Centers</u>, set up differentiated learning centers with multiple ways of responding to allow students of varying abilities to demonstrate knowledge.</p>
<p><u>Dual Language Learners and English Learners with Disabilities</u> Chapter 10, “Promoting the Educational Success of Children and Youth Learning English: Promising the Future” The National Academies Press</p>	4.10	<p>Differentiate reading instruction for English language learners with various levels of first language literacy.</p>	

<p><u>Principles of Instructional Planning</u> Learning for All</p>			
<p><u>UDL Ideas</u> Assistive Technology - Universal Design for Learning</p> <p><u>Scaffolded Reading Experience Lesson Plan (video)</u> Dr. Andy Johnson Department of Special Education, Minnesota State University</p>	4.11	<p>Scaffold instruction for students having difficulty in each of the components of reading.</p>	<p>After reviewing the <u>UDL Ideas</u> site and viewing the video <u>Scaffolded Reading Experience Lesson Plan (video)</u>, develop a lesson plan including scaffolded instruction for a specific group of students, incorporating the students' identified mode of communication.</p>
<p><u>Progress Monitoring Toolbox: Reading</u> Orleans/Niagara Board of Cooperative Educational Services</p> <p><u>Progress Monitoring Resources for IND/ELL</u> Center on Response to Intervention</p>	4.12	<p>Implement a classroom level plan for monitoring student reading progress and differentiating instruction.</p>	<p>Example 1: After reviewing <u>Progress Monitoring Toolbox: Reading</u>, utilize one of the progress monitoring templates in order to track differentiated instruction and students' progress towards their goal(s). Reflect on the effectiveness of the strategy.</p> <p>Example 2: After reviewing the resources on the <u>Progress Monitoring Resources for IND/ELL</u> site, locate a software that will allow for the creation of customized interactive lessons and activities where students can respond in ways that are accessible to them. Software should track student response data. Based upon the tracking, reflect on the students' progress and any changes you may make.</p>
	4.13	<p>Monitor student progress and use data to differentiate instruction for all students.</p>	<p>Select a progress monitoring tool appropriate for the student you are working with and show how you use the data to differentiate instruction for the student.</p>
<p><u>The Universal Design for Learning Guidelines Graphic Organizer</u> CAST</p>	4.14	<p>Implement research-based practices in comprehension, oral language, phonological awareness, phonics,</p>	<p>Example 1: Using <u>The Universal Design for Learning Guidelines Graphic Organizer</u>, plan and implement a lesson with researched-based practices that</p>

<p><u>The Universal Design for Learning Guidelines - Template</u> CAST</p>		<p>fluency and vocabulary to differentiate instruction for all students.</p>	<p>differentiate instruction for all students in the classroom.</p> <p>Example 2: Refer to the <u>The Universal Design for Learning Guidelines - Template</u>, implement a variety of reading strategies in order to differentiate instruction for students performing at different levels of reading and independence. Describe the effectiveness of the strategies on the students' achievement.</p>
<p><u>ICEL - Key Domains of Learning</u> PS/RtI Technology & Learning Connections Project, University of South Florida</p>	4.15	<p>Implement research-based instructional practices for developing students' higher order thinking.</p>	<p>After reviewing research-based questioning strategies, create and implement a lesson using a particular questioning technique, practice sessions, and feedback to students in order to cultivate higher order thinking.</p>
<p><u>TCLD Sample Lesson Plans, Grades 1–5</u> Beginning Reading Instruction: Components and Features of a Research-Based Reading Program Texas Center for Learning Disabilities</p>	4.16	<p>Implement research-based instructional practices for developing students' ability to read critically.</p>	<p>After reviewing the <u>TCLD Sample Lesson Plans, Grades 1–5</u> site, plan instruction for struggling readers based on research-based interventions. Identify the students' current levels and provide intensive instruction to target the problem areas.</p>
<p><u>Alternative Pencils</u></p>	4.17	<p>Implement research-based instructional practices using writing to develop students' comprehension of text.</p>	<p>Select a high interest story for a student. After reading <u>Alternative Pencils</u>, ask students to respond in writing to a comprehension question, utilizing illustrations from the text to trigger memory.. Measure writing progress with the Developmental Writing Scale.</p>
<p><u>Classroom Strategies, Tips, and Tools</u> Dyslexia in the Classroom: What Every Teacher Needs to Know International Dyslexia Association</p>	4.18	<p>Implement appropriate and allowable instructional accommodations as specified in the Individual Educational Plan or 504 Plan when differentiating instruction for students with disabilities.</p>	<p>Working in groups of three, participants each read about one type of accommodation (materials, interactive instruction, or student performance) discussed in <u>Classroom Strategies, Tips, and Tools</u>. Given data for a sample student classified as a student with a significant cognitive disability, groups discuss the student's strengths and challenges. Based on the conversation, make</p>

			recommendations for allowable accommodations.
<u>Examining Reading Skills of Students with Intellectual Disabilities</u> Courtney Taylor Notables, 2015 Vanderbilt Kennedy Center	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.	After reading <u>Examining Reading Skills of Students with Intellectual Disabilities</u> , select or create an ELA assessment and make modifications, ensuring alignment between Florida standards and access points.

COMPETENCY 5: Demonstration of Accomplishment

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.

Examples of Resources: Required Readings, Videos, Articles, etc.	Indicator Code	Specific Indicator	Examples of Curriculum Study Assignments
	5.1	Use assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning.	Utilizing the, FSAA-PT, Datafolio, teacher-created assessments, district assessments and student portfolio, analyze the data in order to determine learning goals for students based on the six components of the reading process. Once the goals have been implemented, monitor the student's progress through daily activities utilizing the student's mode of communication, (assistive technology, communication boards, PECS, eye gaze and/or gestural communication) and make adjustments to facilitate academic gains.
	5.2	Demonstrate research-based instructional practices for facilitating reading comprehension.	

<p><u>Language-Based Learning Disability: What to Know</u></p> <p>Patricia W. Newhal LD Online</p>	5.3	Demonstrate research-based instructional practices for developing oral/aural language development.	After reading <u>Language-Based Learning Disability: What to Know</u> , develop a lesson for developing oral/aural language incorporating a student’s mode of communication (i.e., pointing, using an AAC device, verbalizing with the use of visual supports from a field of one, two or three options, eye gaze, partner assisted scanning). Include explicit, systematic multisensory strategies
<p><u>The Development of Phonological Skills</u></p> <p>Louisa Moats, Carol Tolman</p>	5.4	Demonstrate research-based instructional practices for developing students’ phonological awareness.	After reading <u>The Development of Phonological Skills</u> , develop an explicit, systematic, multisensory plan for phonological awareness lessons, incorporating the student’s identified mode of communication (i.e., pointing, using an AAC device, verbalizing with the use of visual supports from a field of one, two, or three options,eye gaze; partner-assisted scanning) and performance data. The plan should be based upon the Phonological Awareness Continuum.
<p><u>Word Work Strategies to Develop Decoding Skills for Beginning Readers</u></p> <p>Roxanne Hudson, Ph.D Florida Center for Reading Research</p> <p><u>Phonics Developmental Continuum</u></p>	5.5	Demonstrate research-based instructional practices for developing phonics skills and word recognition.	After reviewing the FCRR PowerPoint, <u>Word Work Strategies to Develop Decoding Skills for Beginning Readers</u> and the <u>Phonics Developmental Continuum</u> , select a small group of students and determine where they are on the phonics continuum. Develop an explicit, systematic, multisensory phonics/word study lesson, based on research-based practices.After teaching the lesson, reflect on the effectiveness of the practices for these students and what you might need to change the next time.
<p><u>Research-Based Practices for Creating Access to the General Curriculum in</u></p>	5.6	Demonstrate research-based instructional practices for developing	After reading Chapter 11 of <u>Research-Based Practices for Creating Access to the General Curriculum in Reading and Literacy for Students</u>

<p><u>Reading and Literacy for Students with Significant Intellectual Disabilities</u> Chapter 11: Fluency, pp. 111-114 Karen Erickson, Ph.D., Gretchen Hanser, Ph.D., Penelope Hatch, Ph.D., Eric Sanders, M.S./CCC-SLP Center for Literacy and Disability Studies, University of North Carolina, Chapel Hill</p>		<p>reading fluency and reading endurance.</p>	<p><u>with Significant Intellectual Disabilities</u>, select a student with an intellectual disability. If the student's disability is unspecified or a less severe level, select a research-based practice to improve the child's oral reading and/or reading endurance. Audio or video-tape practicing the strategy with the student. If the child has a severe intellectual disability, including being nonverbal, develop and implement a measure of silent reading fluency.</p>
<p><u>Vocabulary</u> What Components Comprise High Quality Reading Instruction? IRIS Center</p>	<p>5.7</p>	<p>Demonstrate research-based instructional practices for developing both academic and domain specific vocabulary.</p>	<p>After reading the information on <u>Vocabulary</u>, choose a piece of appropriately complex text, identify Tier 2 words to directly teach. After teaching the lesson, reflect on the effectiveness of vocabulary instruction, including how you planned for students' identified mode of communication.</p>
	<p>5.8</p>	<p>Demonstrate research-based instructional practices to facilitate students' monitoring and self-correcting in reading.</p>	<p>Example 1: Write a description of conferring with a student as an instructional practice to facilitate the student's monitoring and self-correcting while reading. The case study will identify students' modes of communication (i.e., pointing; using an AAC device; verbalizing with the use of visual supports from a field of one, two, or three options; eye gaze; partner-assisted scanning). While the students read, the teacher observes and provides support for their growth in independent reading.</p> <p>Example 2: Videotape a lesson modeling the process of think-alouds for students as a means to help them clarify information and comprehend the skill of self-monitoring before, during and after reading. Verbalize aloud while reading a selection orally. Verbalizations include describing things the teacher is doing while reading to monitor the</p>

			reader's comprehension. The purpose of the think-aloud strategy is to model for students how skilled readers construct meaning from a text.
	5.9	Demonstrate research-based comprehension instructional practices for developing students' higher order thinking to enhance comprehension.	Design a lesson based on students' proficiency levels. Lessons may incorporate the use of read aloud, shared reading and/or guided reading instructional approaches and must incorporate a student's mode of communication, based on student's readiness levels. Through the use of print and digital authentic texts (use of a traditional book, adapted book, one sentence books, one word per page books, communication boards with visual and/or text, interactive e-books) provide opportunities for students to listen, read critically and use thinking skills to enhance comprehension. Use a variety of motivational techniques, such as, "first/then", high interest topics, hands on activities and manipulatives.
	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.	Design an assessment that gauges English language learners' progress by monitoring their current proficiency levels. The assessment should incorporate visual aids, such as objects or picture exchange, and use the student's native language.

			Consider the use of translated books, translation apps, peer supports, and picture vocabulary infused curriculum to support the students.
	5.13	Create an information intensive environment that includes print and digital text.	
<u>Academic Diversity: Ways to Motivate and Engage Students with Learning Disabilities</u> Beverly Weiser, PhD Center for Learning Disabilities	5.14	Use a variety of instructional practices to motivate and engage students in reading.	After reading <u>Academic Diversity: Ways to Motivate and Engage Students with Learning Disabilities</u> , administer an interest survey to your students. Based upon the survey results, personal observation, and information from parents/guardians; identify topics, modes of learning, and a variety of media to keep instruction engaging and motivating for the students. Reflect upon the effectiveness of the practices.
	5.15	Demonstrate intentional, explicit, systematic writing instruction as it relates to the ability to read written language.	Design a writing lesson based on students' proficiency levels, in which students respond to a text (short passages read to the student, shared readings, guided readings, etc.) using a variety of techniques. Describe any writing tools utilized in the lesson and explain how the students' mode of communication was incorporated.

Appendix of Resources for Students on Access Points

These resources provide research and information useful to aid in selecting readings and creating participant assignments:

Teaching Literacy to Students With Significant Cognitive Disabilities

Karena Cooper-Duffy ! Pamela Szedia ! Glenda Hyer

Emergent Literacy: Students with Significant Cognitive Disabilities

Literacy for All

A Guide to Effective Instruction for Students with a Significant Cognitive Disability as Aligned with the Danielson Framework, and

A Guide to Effective Instruction for Students with a Significant Cognitive Disability as Aligned with the Marzano Framework

Florida Diagnostic Research Learning Systems

Evidence-Based Practices for Students With Severe Disabilities

Diane M. Browder, Leah Wood, Julie Thompson, University of North Carolina at Charlotte

Cecelia Ribuffo, University of Florida

CEEDAR Document No. IC-3 August 2014

Literacy for Students with Severe Disabilities

Diane Browder, Susan Gibbs, Lynn Ahlgrim-Delzell

University of North Carolina at Charlotte

Ginevra R. Courtade

West Virginia University

Maryann Mraz, Claudia Flowers

University of North Carolina at Charlotte

Competency/ Reading Component

Appendix Resource

Foundations of Reading Instruction/Comprehension

Used Shared Stories and Individual Response Modes to Promote Comprehension and

Literacy for Students with Multiple Severe Disabilities

Diane M. Browder, Angela Lee, and Pam Mims

University of North Carolina at Charlotte

Foundations of Reading Instruction/Comprehension	<u>Speech and language Developmental Milestones (2004)</u> Early Intervention Kit:Activities book. LinguiSystems, Inc.
Foundations of Reading Instruction/Comprehension /	<u>Tar Heel Reader - Adapted Texts</u> University of North Carolina
Foundations of Reading Instruction/Oral Language	<u>Communication Bill of Rights</u> National Joint Committee for the Communication Needs of Persons With Severe Disabilities
Foundations of Reading Instruction/Oral Language	<u>Assessment Strategies: Tools that support nonverbal students with multiple disabilities,acquiring literacy skills</u> Jamie Creeden St. John Fisher College
Foundations of Reading Instruction/Phonological Awareness	<u>Access Points for Phonological Awareness – See pg. 6</u> Access point Project
Foundations of Reading Instruction/Phonological Awareness	<u>Literacy for Students with Severe Disabilities</u> , p.7-8 Table 2, p. 276 Diane Browder, Susan Gibbs, Lynn Ahlgrim-Dezell University of North Carolina at Charlotte Genevra R. Courtade West Virginia University Maryann Mraz, Claudia Flowers University of North Carolina at Charlotte
Foundations of Reading Instruction/Phonological Awareness	<u>English Language Learners and the Five Essential Components of Reading Instruction</u>
Foundations of Reading Instruction/Phonological Awareness	<u>The Role of Language and Communication in the Education of with English Learners with Significant Cognitive Disabilities</u> ALTELLA Brief No. 7
Foundations of Reading Instruction/Phonological Awareness	<u>10 Research Based Tips for Enhancing Literacy Instruction for Student with an Intellectual Disability</u> Teaching Exceptional Children, Vol. 49, No. 1, pp. 18–30. Copyright 2016
Foundations of Reading Instruction/Phonological Awareness	<u>Literacy for All In conversation with Dr. Caroline Musselwhite</u> Engaging all Learners
Foundations of Reading Instruction/Phonological Awareness	<u>Instructional Planning for Literacy</u> Learning for All

Foundations of Reading Instruction/Vocabulary	Research and Interventions in Literacy Do2Learn Website
All Areas	Interest Inventories for Unmotivated Readers Arleen P. Mariotti
Foundations of Assessment	Student-Level Data-Based Individualization Implementation Checklists National Center on Intensive Intervention
Foundations of Assessment	ACCESS for ELLs Florida Standards Alternate Assessment FSA Datafolio 2018-2019 FL FSA Accommodation Guide Final Accommodations: Assisting Students with Disabilities Florida Department of Education
Foundations of Assessment	Developmental Writing Scale (DWS) Janet Sturm
Foundations of Assessment	MAZE (modified) - How To: Assess Reading Comprehension With CBM: Maze Passages MAZE Online Passage Generator Intervention Central
Foundations of Assessment	Designing from the Ground Floor:Alternate Assessments or Alternate Achievement Standards - Access and Alignment to Grade-Level Content for Students with the Most Significant Cognitive Disabilities
Foundations of Assessment	Identification, Assessment, and Instruction of English Language Learners with Learning Difficulties in the Elementary and Intermediate Grades
All Areas	Access to Florida Standards Access Point Project
Foundations and Application of Differentiated Instruction	Universal Design for Learning DIY Template The UDL Project
Foundations and Application of Differentiated Instruction	How to Increase Higher Order Thinking Alice Thomas and Glenda Thorne
Foundations and Application of Differentiated Instruction	20 Differentiated Reading Instruction Strategies and Examples Prodigy
Foundations and Application of Differentiated Instruction	Florida Center for Reading Research (FCRR)

	<u>Differentiated Reading Instruction: Small Group Alternative Lesson Structures for All Students</u> Florida Center for Reading Research
Foundations of Assessment	<u>Identification, Assessment, and Instruction of English Language Learners with Learning Difficulties in the Elementary and Intermediate Grades</u> Vicki Adelson, Esther Geva, and Christie Fraser University of Toronto