

**From:** Lee, Laurie  
**Sent time:** Wednesday, November 16, 2011 4:28:51 PM  
**To:** Cari Miller (Cari@excelined.org) <Cari@excelined.org>  
**Subject:** RE: Educator Prep Institutes (EPI)  
**Attachments:** New Reading Endorsement rule.pdf 6A-6-054 Revised Intervention Rule.pdf

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Cari,

I've attached the new reading endorsement rule. The course code directory indicates the certification needed for each course provided. We incorporated the names of the reading intervention courses in the Reading Intervention rule, and the teachers of those courses are delineated in the course code directory as needing to be reading certified or endorsed. Also statute 1011.62 addresses other teachers who teach reading in their content areas: **The plan format shall be developed with input from school district personnel, including teachers and principals, and shall allow courses in core, career, and alternative programs that deliver intensive reading remediation through integrated curricula, provided that the teacher is deemed highly qualified to teach reading or working toward that status.**

Please let me know if you need anything else – sorry it took some time to get this to you ☺

Laurie Lee  
Middle School Reading Specialist  
Just Read, Florida!  
325 West Gaines Street  
Tallahassee, FL 32399  
850-245-0503

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**From:** Cari Miller (Cari@excelined.org) [mailto:Cari@excelined.org]  
**Sent:** Wednesday, November 16, 2011 12:43 PM  
**To:** Lee, Laurie  
**Subject:** RE: Educator Prep Institutes (EPI)

Sorry to bug you to death today. Can you send me the Reading Endorsement Rule and the Statute and Rule that requires secondary teachers to be endorsed to be reading teachers?

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**From:** Lee, Laurie [mailto:Laurie.Lee@fldoe.org]  
**Sent:** Wednesday, November 16, 2011 12:09 PM  
**To:** Cari Miller (Cari@excelined.org); Smith, Kevin  
**Subject:** RE: Educator Prep Institutes (EPI)

Cari,

I'm not sure exactly what you're looking for...I can tell you that the EPI's send folios to the Bureau of Educator Recruitment, Development, and Retention (Tonya Jones & Eileen McDaniel) and then they are forwarded to us for review. If an institution provides Reading Endorsement courses solely to a district to use for inservice points and not college credit, then those folios are sent directly to us. If they are using the courses as part of the EPI program then they go to Tonya & Eileen and then to us. We will be working with colleges and universities as well as EPI programs to provide guidance as they update their Reading Endorsement courses to incorporate the new competencies and indicators. Do you have any specific questions?

And believe me...we know that the Reading Endorsement page needs updated. It's on the list! Maybe it will be one of those things we can take care of between Christmas and New Years....

Thanks for all of your work and have a great afternoon!

Laurie Lee  
Middle School Reading Specialist  
Just Read, Florida!  
325 West Gaines Street  
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850-245-0503

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**From:** Cari Miller (Cari@excelined.org) [mailto:Cari@excelined.org]  
**Sent:** Wednesday, November 16, 2011 11:54 AM  
**To:** Lee, Laurie; Smith, Kevin  
**Subject:** Educator Prep Institutes (EPI)

Hi Both,

Can you all send information on our work with the Educator Prep Institutes (EPI) and the Reading Endorsement? It may be in Bo's folders or if you have more current info on this that would be great!

Also, time to update the Reading Endorsement website: <http://www.justreadflorida.com/nre.asp>. Sorry, I'm a JRF'er at heart!!!!!!!!!!!!

Sincerely,  
Cari Miller  
State Initiatives  
Foundation for Excellence in Education  
[Cari@excelined.org](mailto:Cari@excelined.org)  
850-491-8556

**STATE BOARD OF EDUCATION**  
**Action Item**  
September 20, 2011

**SUBJECT:** Approval of Amendment to Rule 6A-4.0163, Reading Endorsement Competencies

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**PROPOSED BOARD ACTION**

For Approval

**AUTHORITY FOR STATE BOARD ACTION**

1001.02(2), 1012.55(1), Florida Statutes

**EXECUTIVE SUMMARY**

Statutory language requiring the Reading Endorsement was originally developed in 2002 and Board approved in 2008. The Reading Endorsement Competencies have been revised based upon the findings of the Report of the National Literacy Panel on Language-Minority Children and Youth, The Rand Report on Reading Comprehension and findings of the National Early Literacy Panel.

In March 2010 a committee comprised of educators representing higher education, ELL, ESE, professional development and reading offices from across Florida gathered to begin revising the reading endorsement based on a summary of research provided by the framers. The following types of revisions were made:

**Competencies 1: Foundations of Reading Instruction, and 2: Application of Research-Based Instructional Practices**

- Increased emphasis on oral language
- Clarifying the alphabetic principle within the endorsement
- Inclusion of accuracy, speed, and prosody when referencing fluency
- Reflection the interaction of text, reader, and activity/purpose as a definition of comprehension
- Emphasis of writing as a means to facilitate comprehension
- Infused assessment throughout

**Competency 2: Application of Research-Based Instructional Practices**

- Increased the level of application using words such as "apply," "create," and "use"

**Competency 3: Foundations of Assessment**

- Increased emphasis on the purposes of the various types of assessments

**Previous Competencies 4: Foundations of Differentiation, and 5: Application of Differentiated Instruction**, were combined to create a new Competency 4 since the two competencies were often taught together. All content was retained from both competencies. The new title is **Foundations and Applications of Differentiated Instruction**

- Increased emphasis on using data to inform instruction

**Previous Competency 6:**

Updated to reflect the changes above and changed the number to **“Competency 5: Demonstration of Accomplishment”**

\*The committee made the decision to revise the endorsement so that individual groups such as ELL and ESE are not specifically referenced or noted, rather reference is made to “all” students with the understanding that “all” students incorporates the groups mentioned specifically in the past.

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**Supporting Documentation Included:** Proposed Rule 6A-4.0163, Reading Endorsement Competencies and Reading Endorsement Competencies 2011

**Facilitator/Presenter:** Dr. Michael Grego, Interim Chancellor, PreK-12 Public Schools

6A-4.0163 Reading Endorsement Competencies. The competencies and indicators required for approval of educator preparation programs pursuant to Rule 6A-5.066, F.A.C., and for district in-service add-on programs pursuant to Section 1012.575, F.S., for certification in the Reading Endorsement, are contained in the publication, Reading Endorsement Competencies 2011, (<http://www.flrules.org/Gateway/reference.asp?No=Ref-00556>) which is hereby incorporated by reference and made a part of this rule. Copies of the Reading Endorsement Competencies 2011 may be obtained by contacting Just Read, Florida!, Department of Education, 325 West Gaines Street, Room 501 1548, Tallahassee, Florida 32399, or from the website at <http://www.justreadflorida.com/endorsement/>. The standards set forth in the Reading Endorsement Competencies 2011 shall be incorporated into all teacher preparation programs and district in-service add-on programs no later than August 1, 2012.

Rulemaking Specific Authority 1001.02(2), ~~1001.215~~, 1012.55(1) FS. Law Implemented 1001.215, 1012.55(1) FS. History—New 5-19-08, Amended



## READING ENDORSEMENT COMPETENCIES 2011

**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.

### **6A-6.054 K-12 Student Reading Intervention Requirements.**

#### **(1) Elementary Assessment, Curriculum, and Instruction.**

(a) Pursuant to Section 1008.25, F.S., any elementary student who exhibits a substantial deficiency in reading based upon locally determined assessments, statewide assessments, or through teacher observations must be given intensive reading instruction immediately following the identification of the reading deficiency. For elementary students not participating in the statewide reading assessment, substantial deficiency in reading must be defined by the district school board. For students required to participate in the statewide assessment, a substantial deficiency in reading is defined by scoring Level 1 or Level 2 on the Florida Comprehensive Assessment Test (FCAT) in Reading. Students who exhibit a substantial deficiency in reading must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction.

(b) Immediate intensive intervention must be provided daily for all students who have been identified with a reading deficiency. This intervention must be in addition to or as an extension of the ninety (90) minute reading block in a smaller group size setting or one on one. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied.

#### **(2) Middle School Assessment, Curriculum, and Instruction.**

(a) Pursuant to Section 1003.4156, F.S., middle school students who score at Level 1 on FCAT Reading are required to complete an intensive reading course. Those students who score at Level 2 must be placed in an intensive reading course or a content area reading intervention course.

(b) Middle school students who score at Level 1 or Level 2 on FCAT Reading and have intervention needs in the areas of decoding and/or text reading efficiency must have extended time for reading intervention. This extended time may include, but is not limited to, students reading on a regular basis before and afterschool with teacher support, or for students two or more years below grade level a double block of reading to accelerate foundational reading skills. The teacher must have the Reading Endorsement or Certification in Reading (Grades K-12). Teachers of sixth grade students may be certified in Elementary Education. In addition, these students must be served by teachers with evidence of success, as determined by the district. Classroom infrastructure (class size, materials, etc.) must be adequate to implement the intervention course. This intervention course should include on a daily basis:

1. Whole group explicit instruction;
2. Small group differentiated instruction;
3. Independent reading practice, utilizing classroom library materials, monitored by the teacher;
4. Integration of Next Generation Sunshine State Standard (NGSSS) benchmarks specific to the subject area if blocked with the intensive reading course (biology, world history, etc.);
5. A focus on informational text at a ratio matching FCAT; and
6. Opportunities for accelerated achievement in order to facilitate efficient reading and deeper understanding of grade level texts.

(c) Districts must establish criteria beyond FCAT for placing students into different levels of intensity for reading intervention classes to meet individual instructional needs of students. Districts must determine if students have an instructional need in decoding and text reading efficiency through the use of assessments and must identify benchmark criteria for placement of students requiring additional instructional time in reading intervention. Examples include data from screenings, progress monitoring and diagnostic assessments already in use in the district, as well as teacher recommendation. Schools must diagnose specific reading deficiencies of students scoring at Level 1 and Level 2 on FCAT Reading.

(d) Districts may serve Level 2 students who do not need instruction in decoding and text reading efficiency in content area classes through a content area reading intervention. Teachers of these classes must complete the one hundred fifty (150) hour Content Area Reading Professional Development (CAR-PD) package, have the Reading Endorsement or Certification in Reading (Grades K-12), or complete the Next Generation Content Area Reading Professional Development (NGCAR-PD). In addition, these students must be served by teachers with evidence of success, as determined by the district. Classroom infrastructure (class size, materials, etc.) must be adequate to implement the content area reading intervention course. This intervention course should include on a daily basis:

1. Whole group explicit instruction;
2. Small group differentiated instruction;
3. Independent reading practice, utilizing classroom library materials, monitored by the teacher;
4. Integration of NGSSS benchmarks specific to the subject area (biology, world history, etc.);

5. A focus on informational text at a ratio matching FCAT; and

6. Opportunities for accelerated achievement in order to facilitate deep understanding of reading of grade level texts.

(e) Schools must progress monitor students scoring at Level 1 and 2 on FCAT Reading a minimum of three (3) times per year. This includes a baseline, midyear, and an end of the year assessment.

(f) End-of-year assessments should be used to determine specific areas of student reading difficulty and reading intervention placement.

(g) One of the following courses as listed in the Course Code Directory incorporated in Rule 6A-1.09441, F.A.C., must be used to provide reading intervention to all middle school Level 1 students and those Level 2 students not being served through a content area reading intervention course (all courses require Reading Endorsement or Certification in Reading (Grades K-12):

1. 1000000 M/J INTENSIVE LANGUAGE ARTS
2. 1000010 M/J INTENSIVE READING
3. 1000020 M/J INTENSIVE READING & CAREER PLANNING
4. 1002181 M/J DEVELOPMENTAL LANGUAGE ARTS THROUGH ESOL (Reading)
5. 7810020 READING: 6-8

(3) High School Assessment, Curriculum, and Instruction.

(a) Pursuant to Section 1003.428, F.S., high school students who score at Level 1 on FCAT Reading are required to complete an intensive reading course. Those students who score at Level 2 must be placed in an intensive reading course or a content area reading intervention course.

(b) High school students who score at Level 1 or Level 2 on FCAT Reading and who have intervention needs in the areas of decoding and/or text reading efficiency must have extended time for reading intervention. This extended time may include, but is not limited to, students reading on a regular basis before and afterschool with teacher support, or for students two or more years below grade level a double block of reading to accelerate foundational reading skills. The teacher must have the Reading Endorsement or Certification in Reading (Grades K-12). In addition, these students must be served by teachers with evidence of success, as determined by the district. Classroom infrastructure (class size, materials, etc.) must be adequate to implement the intervention course. This reading intervention course should include on a daily basis:

1. Whole group explicit instruction;
2. Small group differentiated instruction;
3. Independent reading practice, utilizing classroom library materials, monitored by the teacher;
4. Integration of NGSSS benchmarks specific to the subject area if blocked with the intensive reading course (biology, world history, etc.);
5. A focus on informational text at a ratio matching FCAT; and
6. Opportunities for accelerated achievement in order to facilitate efficient reading and deeper understanding of grade level texts.

(c) Districts must establish criteria beyond FCAT for placing students into different levels of intensity for reading intervention classes to meet individual instructional needs of students. Districts must determine if students have an instructional need in decoding and text reading efficiency through the use of assessments and identify benchmark criteria for placement of students requiring additional instructional time in reading intervention. Examples include data from screenings, progress monitoring and diagnostic assessments already in use in the district, as well as teacher recommendation. Schools must diagnose specific reading deficiencies of students scoring at Level 1 and Level 2 on FCAT Reading.

(d) Districts may serve Level 2 students who do not need instruction in decoding and text reading efficiency in content area classes through a content area reading intervention. Teachers of these classes must complete the 150 hour Content Area Reading Professional Development (CAR-PD) package, have the Reading Endorsement or Certification in Reading (Grades K-12), or complete the Next Generation Content Area Reading Professional Development (NGCAR-PD). In addition, these students must be served by teachers with evidence of success, as determined by the district. Classroom infrastructure (class size, materials, etc.) should be adequate to implement the content area reading intervention course. This intervention course should include on a daily basis:

1. Whole group explicit instruction;
2. Small group differentiated instruction;
3. Independent reading practice, utilizing classroom library materials, monitored by the teacher;

4. Integration of NGSSS benchmarks specific to the subject area (biology, world history, etc.);

5. A focus on informational text at a ratio matching FCAT; and

6. Opportunities for accelerated achievement in order to facilitate deep understanding of reading of grade level texts.

(e) Passing scores on FCAT and concordant scores on other assessments may not be used to exempt students from required intervention. In lieu of the provisions listed above, students in grades 11 and 12 who have met the graduation requirement with a Level 2 score on FCAT Reading may be served through reading courses, content area courses without a specific professional development requirement, or before or after school.

(f) Schools must progress monitor students scoring at Level 1 and 2 on FCAT Reading a minimum of three (3) times per year. This includes a baseline, midyear, and an end of the year assessment.

(g) End-of-year assessments should be used to determine specific areas of student reading difficulty and reading intervention placement.

(h) One of the following courses as listed in the Course Code Directory incorporated in Rule 6A-1.09441, F.A.C., must be used to provide reading intervention to all high school Level 1 students and those Level 2 students not being served through a content area reading intervention course (all courses require Reading Endorsement or Certification in Reading (Grades K-12):

1. 1000400 INTENSIVE LANGUAGE ARTS
2. 1000410 INTENSIVE READING
3. 7910100 READING: 9-12
4. 1002381 DEVELOPMENTAL LANGUAGE ARTS THROUGH ESOL (Reading)
5. 7910400 LIFE SKILLS READING: 9-12

*Rulemaking Authority 1001.02(2), 1003.4156, 1003.428, 1008.25 FS. Law Implemented 1001.215, 1008.25, 1003.4156, 1003.428 FS. History—New 5-19-08, Amended 4-21-11.*