

**PDA-ESE Differentiating Reading Instruction for Students:
*Making It Explicit***

SDE Component No: **Max. Points: 60**

ENDS **Min. Points: 60**

Target Group:

Developed by the Florida DOE (BEES), this module is designed to provide an opportunity for educators to learn how to differentiate reading instruction to meet the needs of all students especially those experiencing reading difficulties. This population includes students with identified disabilities or students who are English Language Learners. This component is intended to be completed in its entirety using a combination of face-to-face group learning experiences with online study. Therefore, no partial credit will be granted.

This professional development opportunity, when led by an approved facilitator, utilizing face-to-face group meetings with online study and completed in its entirety, satisfies the requirements of competency 4 and 5 of the Florida Reading Endorsement, as approved by the Just Read, Florida! office.

General Objective:

To provide an opportunity for participants to learn the foundations of differentiation and apply principles of differentiation to instruction by acquiring knowledge of effective, research-based instructional methodology to prevent reading difficulties and promote acceleration of reading progress for struggling students, including students with disabilities and from diverse populations.

Specific Objectives:

1. Identify the characteristics of both language and cognitive development and their impact on reading proficiency.
2. Compare language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities.
3. Identify language acquisition characteristics of learners from mainstream, students with exceptional needs, and diverse populations.

4. Identify stages of reading development for diverse learners, including mainstream students, LEP students, and students with disabilities in reading.
5. Identify common difficulties in development of each of the major reading components.
6. Understand specific appropriate reading instructional accommodations for students with exceptional needs and LEP students.
7. Identify principles of differentiating instruction for all students in mainstream classes, including students with disabilities in reading, and LEP students.
8. Identify strategies effective and more skilled readers use for word recognition and comprehension in contrast to those strategies used by beginning and/or struggling readers.
9. Select appropriate materials that address cultural and linguistic differences.
10. Identify structures and procedures for monitoring student reading progress
11. Apply knowledge of scientifically based reading research in each of the major reading components as it applies to reading instruction (phonemic awareness, phonics, vocabulary, fluency, comprehension)
12. Apply research-based practices and materials for preventing and accelerating both language and literacy development
13. Identify techniques for scaffolding instruction for children having difficulty in each of the five major components of reading growth
14. Apply research-based instructional practices for developing students' phonemic awareness.
15. Apply research-based instructional practices for developing students' phonics skills and word recognition.
16. Apply research-based instructional practices for developing students' reading fluency, automaticity, and reading endurance.
17. Apply research-based instructional practices for developing both general and specialized content area vocabulary
18. Apply research-based instructional practices for developing students' critical thinking skills
19. Apply research-based instructional practices for facilitating reading comprehension
20. Apply knowledge of language to instruction in working with LEP students that are at different levels of oral proficiency.
21. Identify instructional strategies to facilitate students' metacognitive skills in reading.
22. Identify reliable and valid assessment procedures to validate instructional applications.
23. Identify and set goals for instruction and student learning based on assessment results to monitor student progress

Description of Activities:

Participants will achieve mastery of the objectives by participating in group meetings with a qualified facilitator and completing the online module, in its entirety, which includes the following directed activities, referenced within the module, and appropriate to the various areas of content:

1. Review all module content and related professional articles, and participate in group discussion and activities related to the content.
2. Complete multiple choice, true-false, matching and fill-in-the-blank "check your understanding" quizzes as directed.
3. Complete an initial teacher self-assessment, reflection and action plan
4. Complete a final teacher self-assessment, reflection and action plan
5. Complete a classroom based action research investigation and case study examining phonemic awareness, phonics or advanced word identification instruction in a core, remedial or intervention reading program
6. Complete a classroom based action research investigation and case study on assessing and building fluency
7. Complete a classroom based action research investigation and case study on explicit vocabulary instruction
8. Complete a classroom based action research investigation and case study on explicit instruction of a comprehension strategy

Evaluation:

Participants will create and maintain an electronic portfolio consisting of all specified assessment tasks, which will be reviewed for satisfactory completion according to task specific scoring guidelines provided within the module. Participants must complete the five "check your understanding" quizzes with 80% accuracy.

Follow-Up Strategies:

- Participants are provided access to additional professional development offerings that build upon the content of this component.
- Participants completing this component are surveyed to determine use of the knowledge, skills gained and the impact of the component on job performance and student learning gains.

- Individuals successfully completing the activities identified in this component may let other educators observe them as they implement the knowledge and skills gained.