

**ESOL ENDORSEMENT TO READING ENDORSEMENT CROSSWALK**  
*(ANALYSIS OF ESOL Endorsement Standards/Indicators as Compared to Reading Endorsement Competencies & Specific Indicators)*

Competency Correlations		Competency Descriptions	Inservice Recommendations		Recommended Inservice Credit
ESOL (Standards/Indicators)	Reading Endorsement (Specific Indicators)	Reading Endorsement Competency & Specific Indicators	<i>Inservice training needs to include a focus on each of the following items:</i>		<ul style="list-style-type: none"> <li>■ None</li> <li>■ Partial</li> <li>■ Full</li> </ul>
			ESOL – to merit inservice points toward the reading endorsement	Reading Endorsement – to ensure quality of training	
		<b>COMPETENCY 1: Foundations in Language &amp; Cognition</b> (60 total inservice credits)			23 credits
<b>11.3</b>	<b>1.A.1</b>	Identify and apply basic concepts of phonology as they relate to language development and reading performance (e.g., phonological processing, inventory of phonemes, phonemic awareness skills, phonemic analysis)	<ul style="list-style-type: none"> <li>■ Identify &amp; apply basic concepts of phonology as they relate to reading performance</li> <li>■ Phonemic awareness continuum of development (i.e., substitution, blending, segmentation, etc.)</li> </ul>		Partial
<b>4.2</b> <b>11.1-2</b>	<b>1.A.2</b>	Distinguish both phonological and phonemic differences in language and their applications in written and oral discourse patterns (e.g., language and dialect differences)	Applicable of basic oral patterns as it relates to language patterns of various specific texts		Partial
None Identified	1.B.1	Identify structural patterns of words as they relate to reading development and reading performance (e.g., inventory of orthographic representations, syllable conventions, spellings of prefixes, root words, affixes)			None
<b>10.5</b>	<b>1.B.2</b>	Apply structural analysis to words (e.g., orthographic analysis, spelling morphologies, advanced phonics skills)	Structural analysis of written word patterns in various specific texts		Partial
None Identified	1.C.1	Identify the principals of reading fluency as they relate to reading development			None
None Identified	1.C.2	Understands the role of reading fluency in development of the reading process			None
<b>10.5</b> <b>10.6</b> <b>10.8</b>	<b>1.D.1</b>	Identify and apply principles of English morphology as they relate to language acquisition (e.g., identify meanings of morphemes, inflectional and derivational morphemes, morphemic analysis)	<ul style="list-style-type: none"> <li>■ Identify broad scope of morphemic meanings</li> <li>■ Apply broad scope of morphemic meanings to morphemic analysis</li> </ul>		Partial
<b>10.4</b> <b>10.7</b>	<b>1.D.2</b>	Identify principals of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language, etc.)			Full
<b>10.9</b> <b>10.11</b>	<b>1.E.1</b>	Identify principals of syntactic function as they relate to language acquisition and reading development (e.g., phrase structure, types of sentences, sentence manipulations)	Principles of syntactic function as it relates to reading development		Partial

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None Identified	1.E.2	Understands the impact of variations in written language of different text structures on the construction of meaning		None
8.1 8.4 9.3 9.4	1.E.3	Identify cognitive task/levels and the role of cognitive development in the construction of meaning of a variety of texts (e.g., knowledge, comprehension, application, analysis, synthesis, evaluation)	Focus on the role of cognitive development in the construction of meaning of a variety of texts	Partial
11.3 6.9	1.E.4	Understands the transactive nature of the reading process in constructing meaning from a wide variety of texts and for a variety of purposes (e.g., text connections: within texts, across texts, from text to self, from text to world)	<ul style="list-style-type: none"> <li>▪ In-depth focus on reading for a variety of purposes</li> <li>▪ Across-text use of multiple resources</li> </ul>	Partial
8.1 13.2	1.F.1	Identify language characteristics related to informal language and cognitive academic language		Full
10.8 10.11	1.F.2	Identify phonemic, semantic, and syntactic variability between English and other languages		Full
None Identified	1.F.3	Understands the interdependence between each of the major reading components and their effect upon fluency in the reading process (e.g., reading rate: phonological processing and construction of meaning)		None
None Identified	1.F.4	Understands the interdependence between each of the major reading components and their effect upon comprehension (e.g., construction of meaning; vocabulary, fluency)		None
None Identified	1.F.5	Understands the impact of dialogue, writing to learn, and print environment upon reading development		None
		<b>COMPETENCY 2: Research-Based Practices in Reading</b> (60 total inservice credits)		<b>12 credits</b>
None Identified	2A	Identify explicit, systematic instructional plans for scaffolding development of phonemic analysis of the sounds of words (e.g., phonemic blending, segmentation, etc)		None
None Identified	2B	Identify explicit, systematic instructional plans for scaffolding development from emergent through advanced phonics with words from both informal academic language (e.g., orthographic skills, phonetic and structural analysis: rules, patterns, and generalizations)		None
None Identified	2C	Identify explicit, systematic instructional plans for scaffolding fluency development and reading endurance (e.g., rereading, self-timing, independent reading material, reader's theater, etc.)		None
10.5 12.1 12.4	2D	Identify explicit, systematic instructional plans for scaffolding vocabulary and concept development (e.g., common morphological roots, morphemic analysis, system of word relationships, semantic mapping, semantic analysis, analogies, etc.)	Explicit, systematic morphemic analysis instruction	Partial
6.8-10	2E	Identify explicit, systemic instructional plans for scaffolding development of	Key multi-strategy instructional routines	Partial

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		comprehension skills and cognition (e.g., key questioning strategies such as reciprocal teaching, analysis of relevance of details, prediction; “thinkaloud” strategies, sentence manipulation, paraphrasing, etc.)	such as reciprocal teaching, relevance of details, semantic analysis, etc.	
None Identified	<b>2.F.1</b>	Identify comprehensive instructional plans that synchronize the major reading components (e.g., a lesson plan: structural analysis, morphemic analysis, reciprocal teaching, rereading, etc.)		None
<b>12.1-4</b>	<b>2.F.2</b>	Identify explicit, systematic instructional plan for scaffolding content area vocabulary development and reading skills (e.g., morphemic analysis, semantic analysis, reciprocal teaching, writing to learn, etc.)	<ul style="list-style-type: none"> <li>▪ Explicit, systematic instruction of morphological analysis</li> <li>▪ Writing to learn as written responses to reading</li> </ul>	
None identified	<b>2.F.3</b>	Identify resources and research-based practices that create both language-rich and print-rich environments (e.g., large and diverse classroom libraries; questioning the author; interactive response to authentic reading and writing tasks, etc.)		None
None identified	<b>2.F.4</b>	Identify research-rich guidelines and selection tools for choosing literature and expository text appropriate to students’ interests and independent reading proficiency		None
<b>COMPETENCY 3: Reading Assessment</b> (60 total inservice credits)				
None identified	<b>3.1</b>	Describe or recognize appropriate test formats and types of test items for assessing the major elements of reading growth: phonemic awareness, phonics, fluency, vocabulary, and reading comprehension		Partial
<b>14.5</b> <b>20.3</b>	<b>3.2</b>	Understands the role of assessment in planning instruction to meet student learning needs		ESOL language proficiency levels determined by language proficiency assessments
<b>21.1-2</b>	<b>3.3</b>	Interpret students’ formal and informal test results		Full
<b>12.1</b>	<b>3.4</b>	Identify measurement concepts and characteristics and uses of norm-referenced and criterion-referenced tests		Full
Standard 21	<b>3.5</b>	Understand the meaning test reliability and validity, and describe major types of derived scores from standardized tests	<ul style="list-style-type: none"> <li>▪ Psychometric standards for reliability and validity</li> <li>▪ Derived reading scores</li> </ul>	Partial
None identified	<b>3.6</b>	Demonstrate knowledge of the characteristics, administration, and interpretation of both quantitative and qualitative instructional assessments (to include each of the following: screening, diagnosis, progress monitoring, and outcome measures)		None
None identified	<b>3.7</b>	Analyze data to identify trends that indicate adequate progress in student reading development		None
None identified	<b>3.8</b>	Understand how to use data to differentiate instruction (grouping strategies,		None

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None identified	<b>3.9</b>	intensity of instruction: ii vs. iii) Understand how to interpret data with application of instruction that matches students with appropriate level of intensity of intervention (in whole class, small group, on-to-one), with appropriate curricular materials, and with appropriate strategies			None
<b>21.2</b>	<b>3.10</b>	Identify appropriate criteria for selecting materials to include in portfolios for monitoring student progress over time	Criteria specific to reading for selection of portfolio materials for monitoring student reading progress		
<b>4.4</b> <b>19.1</b>	<b>3.11</b>	Identify interpretive issues that may arise when English language tests are used to assess reading growth in LEP students	Identify appropriate issues and methods for assessing reading growth of LEP students		
None identified	<b>3.12</b>	Identify reading assessment techniques appropriate for diagnosing and monitoring reading progress of LEP students and students with disabilities in the area of reading			None
		<b>COMPETENCY 4: Foundations in Differentiation</b> (30 total inservice points)			<b>12 credits</b>
<b>6.7</b> <b>8.1</b>	<b>4.1</b>	Identify the characteristics of both language and cognitive development and their impact on reading proficiency	Expand training to stress the impact of cognitive development on reading proficiency	Cultural aspects that impact student reading proficiency Partial	Partial
<b>5.2</b> <b>9.2-3</b>	<b>4.2</b>	Compare language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities	Stages of reading development (i.e., syllable juncture, derivational, etc.)		Partial
<b>25.1</b>	<b>4.3</b>	Identify language acquisition characteristics of learners from mainstream, students with exceptional needs, and diverse populations	Focus on characteristics of language acquisition of students with exceptionalities and exceptional LEP students	Partial ESOL language proficiency levels	Partial
<b>25.1</b>	<b>4.4</b>	Identify stages of reading development for diverse learners, including mainstream students, LEP students, and students with disabilities in reading	Stress stages of reading development of mainstream students exceptional students and exceptional LEP students		Partial
None identified	<b>4.5</b>	Identify common difficulties in development of each of the major reading components			None
<b>6.4</b> <b>6.8-9</b>	<b>4.6</b>	Understands specific appropriate reading instructional accommodations for students with exceptional needs and LEP students	<ul style="list-style-type: none"> <li>▪ Accommodations for major reading components to also include phonemic awareness, phonics, and fluency</li> <li>▪ Accommodation components for exceptional students and exceptional LEP students</li> </ul>		Partial
<b>8.4</b> <b>9.3</b>	<b>4.7</b>	Identify principles of differentiating instruction for all students in mainstream classes, including students with disabilities in reading, and LEP students	<ul style="list-style-type: none"> <li>▪ Principles of differentiation for major reading components to also include</li> </ul>	Principals of differentiation as applied to LEP students	Partial

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13.2-3 24.1			phonemic awareness, phonics and fluency <ul style="list-style-type: none"> <li>▪ Principles of differentiation as applied to exceptional students and exceptional LEP students</li> </ul>		
None identified	4.8	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			None
4.2-4 15.2-5 16.2-3 17.2	4.9	Select appropriate materials that address cultural and linguistic differences			Full
None identified	4.10	Identify structures and procedures for monitoring student reading programs			None
		<b>COMPETENCY 5: Application of Differentiation</b> (30 total inservice credits)			<b>10 credits</b>
None identified	5.1	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)			None
11.2-3 11.5 13.7	5.2	Apply research-based practices and materials for preventing and accelerating both language and literacy development	Apply research-based materials and assessment practices to prevent reading difficulties and accelerate literacy development in context of working directly with students	Awareness of reliable and valid assessment results for students with whom reading endorsement candidate is working	Partial
None identified	5.3	Identify techniques for scaffolding instruction for children having difficulty in each of the five major components of reading growth			None
None identified	5.4	Apply research-based instructional practices for developing students' phonemic awareness			None
None identified	5.5	Apply research-based instructional practices for developing students' phonics skills and word recognition			None
None identified	5.6	Apply research-based instructional practices for developing students' reading fluency, automaticity, and reading endurance			None
6.9 10.6 11.3 Standard 12	5.7	Apply research-based instructional practices for developing both general and specialized content area vocabulary	Apply explicit, systematic morphemic analysis of content-specific vocabulary that goes beyond general morphemic awareness in context of working directly with students	Awareness of reliable and valid vocabulary assessment results for students with whom reading endorsement candidate is working	Partial
6.6-10 9.6	5.8	Apply research-based instructional practices for developing students' critical thinking skills	Apply explicit, systematic approach to instruction in cognitive tasks for critical	Awareness of reliable and valid assessment results for students with	Partial

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*ESOL Endorsement to Reading Endorsement Crosswalk*

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<b>Standard 12</b>			thinking in context of working directly with students	whom reading endorsement candidate is working	
<b>6.6-12</b>	<b>5.9</b>	Apply research-based instructional practices for facilitating reading comprehension	Apply research-based practices in context of working directly with students	Awareness of reliable and valid comprehensive assessment results for students with whom reading endorsement candidate is working	Partial
<b>5.1-3 6.5 Standard 8</b>	<b>5.10</b>	Apply knowledge of language to instruction in working with LEP students that are at different levels of oral proficiency	Apply knowledge and practices in context of working directly with LEP students	Knowledge of ESOL language proficiency levels for students with whom reading endorsement candidate is working	Partial
None identified	<b>5.11</b>	Identify instructional strategies to facilitate students' meta-cognitive skills in reading			None
None identified	<b>5.12</b>	Identify reliable and valid assessment procedures to validate instructional applications			None
None identified	<b>5.13</b>	Identify and set goals for instruction and student learning based on assessment results to monitor student			None
		<b>COMPETENCY 6: Supervised Reading Practicum</b> (60 total inservice points)		<ul style="list-style-type: none"> <li>▪ Reliable, valid &amp; complete assessment structure that serves to:</li> <li>▪ Screen, progress monitor, and diagnose</li> <li>▪ Provide practicum documentation</li> <li>▪ Provide evidence of increases in student reading development</li> </ul>	<b>0 credits</b>
None identified	<b>6.1</b>	Applies knowledge of language development, literacy development, and assessment to instructional practices			None
None identified	<b>6.2</b>	Demonstrate knowledge of research-based instructional practices for developing students' phonemic awareness			None
None identified	<b>6.3</b>	Demonstrate knowledge of research-based instructional practices for developing phonics skills and word recognition			None
None identified	<b>6.4</b>	Demonstrate knowledge of research-based instructional practices for developing reading fluency, automaticity, and reading endurance			None
None identified	<b>6.5</b>	Demonstrate knowledge of research-based practices for developing both general and specialized content area vocabulary			None
None identified	<b>6.6</b>	Demonstrate knowledge of research-based instructional practices for facilitating reading comprehension			None
None identified	<b>6.7</b>	Demonstrate knowledge of instruction to facilitate students' meta-cognitive efficiency in reading			None
None identified	<b>6.8</b>	Demonstrate knowledge of research-based instructional practices for developing critical thinking and content area reading skills			None

Competency Correlations		Competency Descriptions	Inservice Recommendations		Recommended Inservice Credit
None identified	<b>6.9</b>	Demonstrate knowledge of goal setting and monitoring of student progress with appropriate instructional application that promotes increases in student learning trends in reading over time			None
None identified	<b>6.10</b>	Demonstrate knowledge of differentiating instruction for all students in mainstream classes, including students with disabilities in reading, and LEP students			None
None identified	<b>6.11</b>	Demonstrate instructional skill in working with LEP students that are at different levels of oral proficiency			None
None identified	<b>6.12</b>	Demonstrate knowledge of creating both language-rich and print-rich environments			None