

Florida Reading Endorsement Alignment Matrix

Beacon Educator

Note: Full bibliography on file with Florida Department of Education

Competency 1

Reading Endorsement 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 in Language & Cognition

Teachers will develop substantive understanding of six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary.

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
[Enter district course number]	Reading 1: Foundations of Instruction	1.A.1	Performance Indicator A: Comprehension Understand that building oral and written language facilitates comprehension.	Read Session Three: (Syntactic function in oral/written language) Activities: <ul style="list-style-type: none"> Access and read external articles Complete interactive formative assessments/read feedback Bookmark external resource (Cognitive Foundations for Learning to Read, SEDL interactive 'A Framework') 	Explain how restating/rewriting a passage of formal academic language in informal social language further develops student comprehension.
		1.A.2	Understand the importance of learning syntax, semantics, pragmatics, vocabulary, and required for comprehension of formal written language of school, often called "academic language."	Read Session Three: (Syntactic function [clauses, phrases, word order, punctuation, sentence length]; Text structure for narrative text & informational text; academic language vs. social language, signal words/phrases; strategies for ELLs) Activities: <ul style="list-style-type: none"> Complete interactive formative assessments /read feedback Bookmark external resource (Cognitive Foundations 	Select a text passage in formal academic language with a type of unusual syntax. Identify and explain a strategy to facilitate student understanding of the syntax and comprehension of the passage.

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
				for Learning to Read, SEDL interactive 'A Framework') <ul style="list-style-type: none"> Examine text structure strategies Syntax Modeling Exercises 	
		1.A.3	Understand the impact of text upon reading comprehension (e.g., genre, readability, coherence, text structure, and text complexity).	Read Session Ten: Six major components; integration of components; impact on comprehension; text (complexity, impact of word difficulty, sentence length, influential factors; model for measuring) Activities: <ul style="list-style-type: none"> Complete interactive formative assessments /read feedback. Explore interactive module on reading components. Access and read external articles. Read information on text complexity. Complete interactive module on text complexity. 	Apply understanding of the impact text has on reading comprehension, by designing a literacy classroom. In the description explain in detail how/why the design addresses the impact of text on reading comprehension.
		1.A.4	Understand how the interaction of reader characteristics, motivation, purpose of reading, and text elements impacts comprehension and student engagement.	Read Session One: (Reading process, Comprehension Process; Reading and Purpose) Activities: <ul style="list-style-type: none"> Study and read Text Purpose Chart for Key Concepts and example. Access and read external articles. View video clip on free response logs. 	For each of a variety of text samples, participants record how comprehension was impacted by: <ul style="list-style-type: none"> - Personal engagement and motivation with the text -Text purpose -Demands of the text -Text elements
		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.	Read Session Two: (Cognitive Task Levels; old/new Blooms; comprehension questioning Strategies for literary & informational text) Activities: <ul style="list-style-type: none"> Study and read Hierarchy of tasks Study and read skills chart with key verbs to use in developing questions Examine comprehension questioning strategies Access and read external articles Complete interactive formative assessment/read feedback 	For each of a variety of classroom literary task scenarios, identify and record: <ul style="list-style-type: none"> Cognitive Targets Type of text each aligns with in the construction of meaning and Justify choices
		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.	Read Session One: (Reading process, Comprehension Process; Reading and Purpose; Text Purpose) Activities:	Explain in writing why it is important to teach students that all texts are not read in the same way.

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
				<ul style="list-style-type: none"> Study and read Text Purpose Chart for Key Concepts and examples Read about information-intensive environments. 	
		1.A.7	Understand the reading demands posed by domain specific texts.	<p>Read Session Five: (Glossary of terms; demands posed by academic vocabulary in domain specific text; word selection : fostering vocab development)</p> <p>Activities</p> <ul style="list-style-type: none"> Interactive Glossary of terms Access and read external articles Engage in interactive modules Engage in interactive formative assessments/read feedback 	Demonstrate understanding of the reading demands of domain specific text by selecting words from a text excerpt that are essential for students to understand in order to comprehend the passage.
		1.A.8	Understand that effective comprehension processes rely on well-developed language, strong inference making, background knowledge, comprehension monitoring and self-correcting.	<p>Read Session One: (Reading process, Comprehension Process; Pre-reading ; During reading; Post-reading; PAS, VIP, POW sequences; various instructional strategies)</p> <p>Activities:</p> <ul style="list-style-type: none"> Study and read Key Concepts Engage in interactive modules View video clips (Text marking, writing about what you read [free response log], Think Aloud) Examine instructional strategies Download handouts of instructional module content (PAS, VIP, POW sequences; text marking) Access and read external articles Complete interactive formative assessments/read feedback 	Choose an actual text excerpt. Write to explain how you would teach/model comprehension monitoring to your students using that excerpt. Use one of the comprehension sequences (pre-PAS, during- VIP, or post-reading- POW) as the framework of your instruction.
		1.A.9	Understand how English language learners' linguistic and cultural background will influence their comprehension.	<p>Read Session Two: (Cognitive Task Levels; old/new Blooms; Questioning Strategies for literary & informational text; Questioning strategies/supportive alternatives for ELLs)</p> <p>Activities:</p> <ul style="list-style-type: none"> Study and read Hierarchy of Tasks chart Study and read skills chart with key verbs to use in developing questions Examine comprehension questioning strategies Supportive techniques for questioning ELLs' Access and read external articles Complete interactive formative assessments/read 	Take linguistic and cultural factors into account. Then, write to explain ways to under gird ELLs in successfully addressing each of a variety of classroom literary tasks. The tasks represent varying Cognitive Target levels and different types of text.

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
				feedback	
		1.A.10	Understand the role of formal and informal assessment of comprehension in making instructional decisions to meet individual student needs.	<p>Read Session One: (Comprehension Process; PAS, VIP, POW comprehension sequences; student application of skills as assessment tool, student performance as assessment tool)</p> <p>Activities:</p> <ul style="list-style-type: none"> Engage in interactive modules View video clips Download handouts of instructional module content (PAS, VIP, POW comprehension sequences) 	Explain how you use anecdotal observations and student performance as assessment tools to guide instruction.
		1.B.1	Performance Indicator B: Oral Language Understand how the students' development of phonology, syntax, semantics, and pragmatics relates to comprehending written language.	<p>Read Session Three: (Syntactic function (clauses, phrases, word order, punctuation, sentence length) Text structure for narrative text & informational text; academic language vs. social language, signal words/phrases; strategies for ELLs)</p> <p>Activities:</p> <ul style="list-style-type: none"> Complete interactive formative assessments Bookmark external resource (Cognitive Foundations for Learning to Read, SEDL interactive 'A Framework') Syntax Modeling Exercises View video on Syntax, 	<p>Participants:</p> <ul style="list-style-type: none"> Select an academic passage with unusual syntax Identify the type of unusual syntax represented by the passage and explain why Identify a strategy to use to facilitate student understanding of the syntax and comprehension of the passage Explain how knowledge of this type of syntax could improve student receptive and expressive communication skills
		1.B.2	Understand the differences between social and academic language.	<p>Read Session Three: (Academic language vs. social language, strategies for ELLs)</p> <p>Activities:</p> <ul style="list-style-type: none"> Complete interactive formative assessments/read feedback Syntax Modeling Exercises 	Using a text passage written in formal academic language, participants rewrite the selection using informal social language.
		1.B.3	Understand that writing enhances the development of oral language.	<p>Read Session Six: (Oral language development; writing grapheme representation; English phonemes chart; sound articulation; consonants/vowels; alphabetic principle; phonics; phonic writing rules; history of language and writing)</p> <p>Activities:</p> <ul style="list-style-type: none"> Download glossary 	Describe a writing activity that would transition a case study student's developing phonemic awareness skills to his reading and writing proficiency.

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
				<ul style="list-style-type: none"> View interactive modules on oral language. View video on language acquisition. View English Phonemes chart. 	
		1.B.4	Understand that the variation in students' oral language exposure and development requires differentiated instruction.	<p>Read Session Six: (Oral language development; English phonemes; phonological awareness/phonemic awareness/phonics; Normal Phonetic Development chart; research models of the language/reading connection; need for differentiated instruction)</p> <p>Activities:</p> <ul style="list-style-type: none"> Download glossary English Phonemes chart Listen with purpose to audio of early language Access, explore, read, & bookmark external resource Access and read external articles 	Design an oral language activity for onset-rime and individual phonemes. Activities must align with a case student's stage of oral language development, be grade-level appropriate and maturity level appropriate.
		1.B.5	Recognize the importance of English language learners home languages, and their significance for learning to read English.	<p>Read Session One: (Reading Process; Comprehension Process; Pre-reading ; During reading; Post-reading; PAS, VIP, POW sequences; instructional strategies, Comprehension Process and ELLs)</p> <p>Activities:</p> <ul style="list-style-type: none"> Engage in and read interactive modules Read "The Comprehension Process & ELL Students." Watch video on comprehension strategies. 	Explain in their own words how the comprehension sequences of PAS, VIP, and POW support ELLs transition from their home language to reading English.
		1.B.6	Understand the role of formal and informal oral language assessment to make instructional decisions to meet individual student needs.	<p>Read Session Six: (Oral language development; normal phonetic development; assessing oral language development; assessing dialect differences; stages/purposes of reading; reading acquisition framework; research models of the language/reading connection; need for differentiated instruction)</p> <p>Activities:</p> <ul style="list-style-type: none"> Download glossary Phonetic Development chart Assess early language of child via audio video Access and read external articles 	Poor assessment outcomes evidence the need for further oral language assessment. To make appropriate instructional decisions, participants determine the areas of phonological awareness that should be further assessed.
		1.C.1	Performance Indicator C: Phonological Awareness Understand phonology as it relates to	<p>Read Session Seven: (‘Phon’ words defined and investigated; alphabetic principle; Phonological skills; Reading Development &</p>	Further phonological awareness instruction (in onset-rime and individual phonemes) by describing ways to use

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
			language development and reading achievement (e.g., phonological processing, phonemic awareness skills, phonemic analysis and synthesis).	Performance) Activities: <ul style="list-style-type: none"> • Access and read external articles • Complete interactive formative assessments/read feedback • Engage with interactive text 	writing for phonics and reading development.
		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).	Read Session Seven: (‘Phon’ words defined and investigated ; Phonological Awareness Continuum; English phonemes; Rhyming; Syllables; Onset-Rime; Phonemes; Phonological skills) Activities <ul style="list-style-type: none"> • Access and read external articles • Study phonological steps from least to most complex on continuum color-code chart • Complete interactive formative assessments/read feedback • Access and bookmark external resources • Engage with interactive text 	After studying all steps of the phonological continuum, participants design an activity for each of the two most complex levels.
		1.C.3	Understand that writing, in conjunction with phonological awareness, enhances reading development.	Read Session Seven: (‘Phon’ words defined and investigated ; alphabetic principle; English phonemes; Phonological skills; Reading Development & Performance; Invented Spelling) Activities: <ul style="list-style-type: none"> • Access and read external articles • Complete interactive formative assessments/read feedback • Access and bookmark external resources • Engage with interactive text • Case study • Videos (word analysis: phonemes/graphemes, syllables/vowels; Elkonin boxes) 	Describe writing activities that would extend and transition oral language skill building (in onset-rime and individual phonemes) to reading.
		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).	Read Session Six: (Oral language development and reading; English phonemes; aspects of dialect; regional/social dialects with examples; reading acquisition framework; research models of the language/reading connection) Activities: <ul style="list-style-type: none"> • Download glossary • English Phonemes chart 	Participants design a phonemic oral language activity, followed by a writing activity designed for applying student oral language skills to writing.

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
				<ul style="list-style-type: none"> Access and read external articles 	
		1.C.5	Understand how similarities and differences in sound production between English and other languages affect English language learners' reading development in English.	<p>Read Session Six: (Oral language development and reading; English phonemes; acquisition of sounds; alphabetic principle; reading acquisition framework; research models of the language/reading connection; need for differentiated instruction)</p> <p>Activities:</p> <ul style="list-style-type: none"> English Phonemes chart Access, explore, read, & bookmark external resource Access and read external articles 	Participants address the oral language needs of a case study student with reading difficulties.
		1.C.6	Understand the role of formal and informal phonological awareness assessment to make instructional decisions to meet individual student needs.	<p>Read Session Seven: (‘Phon’ words defined and investigated ; Phonological skills; Reading Development & Performance; Assessment; Instruction; Invented Spelling; instructional strategies)</p> <p>Activities:</p> <ul style="list-style-type: none"> Access and read external articles Complete interactive formative assessments/read feedback Engage with interactive text Case study 	After using formal & informal language assessment outcomes to accurately determine areas of need, participants design instructional language activities for a case study student
		1.D.1	Performance Indicator D: Phonics Understand that phonological units (words, syllables, onset-rimes, and phonemes) map onto orthographic units (words, rimes, letters) in alphabetic languages.	<p>Read Session Seven: (‘Phon’ words defined and investigated ; alphabetic principle; Rhyming; Syllables; Onset-Rime; Phonemes; Phonological skills; Assessment; Instruction; Invented Spelling; instructional strategies)</p> <p>Activities:</p> <ul style="list-style-type: none"> Access and read external articles Complete interactive formative assessments/read feedback Engage with interactive text 	Demonstrate, for instructional purposes, accurate segmentation of onsets and rimes, and individual phonemes.
		1.D.2	Understand sound-spelling patterns and phonics (grapheme-phoneme correspondence rules).	<p>Read Session Eight: (Phonics basic concepts & terminology; moving from phonemic awareness to phonics; kinds of sounds (consonant, vowel, consonant blend, digraphs, vowel combination, r-controlled vowel); Phonics rules & exceptions; alphabetic principle; syllabication; onset-rime)</p>	Justify choice of strategy to teach their class or small group of students a sound-spelling pattern and/or grapheme/phoneme rule that addresses a need.

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
				Activities: <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive instructional modules • Complete interactive formative assessments/read feedback • Access and bookmark external resources 	
		1.D.3	Understand structural analysis of words.	Read Session Eight: (Phonics basic concepts & terminology; moving from phonemic awareness to phonics; kinds of sounds (consonant, vowel, consonant blend, digraphs, vowel combination, r-controlled vowel); syllabication; onset-rime; morphemes and their meaning (root, base, prefix, suffix); phonics instruction early & intermediate) Activities: <ul style="list-style-type: none"> • Access and bookmark external resources • Engage in interactive instructional modules • Video (classifying words by patterns) • Complete interactive formative assessments/read feedback • Engage in word structural analysis activity 	Explain in their own words how a selected strategy provides practice for and enhances structural analysis of words.
		1.D.4	Understand that both oral language and writing can be used to enhance phonics instruction.	Read Session Eight: (Phonics basic concepts & terminology; moving from phonemic awareness to phonics; alphabetic principle; phonetic (inventive) spelling; phonics instructional techniques (oral & writing)) Activities: <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive instructional modules • Complete interactive formative assessments/read feedback. • Explore interactive module on running records. 	Demonstrate knowledge that both oral and written practice enhances phonics by accurately aligning a specific activity (oral or written) to the phonetic needs of their students.
		1.D.5	Understand the role of formal and informal phonics assessment to make instructional decisions to meet individual student needs.	Read Session Eight: (Phonics basic concepts & terminology; moving from phonemic awareness to phonics; phonetic (inventive) spelling; phonics rules & exceptions; alphabetic principle; using student writing to assess phonics; classifying/comparing words) Activities: <ul style="list-style-type: none"> • Study/analyze student writing sample • Access and bookmark external resources 	Use assessment outcomes to determine a phonetics need of their class or small group of students, and select an activity that strengthens the weak area. Identify and explain why another specific activity would not be appropriate for the students at this time.

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
				<ul style="list-style-type: none"> Engage in interactive instructional modules Engage in word structural analysis activity 	
		1.E.1	Performance Indicator E: Fluency Understand that the components of reading fluency are accuracy, expression, and rate, which impact reading endurance and comprehension.	Read Session Four: (Components of fluency (automaticity, rate, prosody, comprehension); explicit instruction for fluency; instructional strategies) Activities: <ul style="list-style-type: none"> Access and read external articles Complete interactive formative assessments/read feedback. Explore interactive module on running records. 	Multiple Choice Test
		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.	Read Session Four: (Components of fluency (automaticity, rate, prosody, comprehension); explicit instruction for fluency; instructional strategies) Activities: Access and read external articles	Multiple Choice Test
		1.E.3	Understand the relationships among fluency, word recognition, and comprehension.	Read Session Four: (Components of fluency (automaticity, rate, prosody, comprehension); explicit instruction for fluency; instructional strategies; Dolch, Fry word lists) Activities: <ul style="list-style-type: none"> Access and read external articles. Complete interactive formative assessments/read feedback. 	Multiple Choice Test
		1.E.4	Understand that both oral language and writing enhance fluency instruction.	Read Session Four: (Components of fluency (automaticity, rate, prosody, comprehension); explicit instruction for fluency (oral language development, writing); instructional strategies) Activities: <ul style="list-style-type: none"> Access and read external articles Complete interactive formative assessments/read feedback 	Multiple Choice Test
		1.E.5	Understand the role of formal and informal fluency assessment to make instructional decisions to meet individual student needs.	Read Session Four: (Methods of measuring fluency (running records, diagnosing, calculating accuracy rate); appropriate text (levels/difficulty)); oral reading rate; silent reading rate; instructional strategies)	Multiple Choice Test

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
				Activities: <ul style="list-style-type: none"> • Study oral reading rate tables for grade levels • Engage in interactive module • Download transcript of interactive module • Access and read external articles • Download/View running record examples • Complete interactive formative assessments/read feedback 	
		1.F.1	Performance Indicator F: Vocabulary 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.	Read Session Five: (Glossary of terms; Levels of Word Knowledge; fostering vocab development; instructional strategies; expressive and receptive vocabulary; vocabulary and ELLs) Activities: <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive modules • Engage in interactive formative assessments/read feedback 	Explain a follow-up oral language activity and a follow-up written activity using newly learned vocabulary words.
		1.F.2	Understand morphology as it relates to vocabulary development (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis).	Read Session Five: (Glossary of terms; morphology; word analysis; instructional strategies) Activities: <ul style="list-style-type: none"> • Interactive Glossary of terms • Access and read external resources (affixes chart w/ meanings & examples; root words for English vocabulary) • Access and read external articles • Engage in interactive modules • Engage in interactive formative assessments/read feedback 	From academic text, choose words that can be taught using morphemic analysis. Explain your instructional approach to teach the selected words.
		1.F.3	Identify principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language, etc.).	Read Session Five: (Glossary of terms; semantic variability; cognates/false cognates; instructional strategies; types of figurative language; comprehending figurative language) Activities: <ul style="list-style-type: none"> • Interactive Glossary of terms • Access and read external resources (Just Read Now instructional strategies site) • View video (Frayer model) • Engage in interactive module 	From academic text, choose words that can be taught using semantics. Explain your instructional approach to teach the selected words.
		1.F.4	Understand the domain specific vocabulary	Read Session Five:	Apply knowledge and understanding of

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
			demands of academic language.	<p>(Levels of Word Knowledge; word selection: academic vocabulary; fostering vocab development; instructional strategies)</p> <p>Activities:</p> <ul style="list-style-type: none"> Engage in interactive formative assessments/read feedback. Access and read external resources. Read about Academic & Domain Specific Vocabulary. 	the demands of domain specific vocabulary to select appropriate words for a vocabulary lesson.
		1.F.5	Understand that writing can be used to enhance vocabulary instruction.	<p>Read Session Five: (Levels of Word Knowledge; fostering vocab development; instructional strategies)</p> <p>Activities:</p> <ul style="list-style-type: none"> Engage in interactive modules View video (vocabulary lesson) 	Explain how a given writing activity enhances the vocabulary instruction described.
		1.F.6	Understand the role of formal and informal vocabulary assessment to make instructional decisions to meet individual student needs.	<p>Read Session Five: (Levels of Word Knowledge; word selection: academic vocabulary; fostering vocab development; establishing prior knowledge)</p> <p>Activities:</p> <ul style="list-style-type: none"> Interactive Glossary of terms Engage in interactive modules Read information in session. 	Given an excerpt of academic text, and with the intent of making appropriate instructional decisions, explain how student prior knowledge of vocabulary words will be determined for the purpose of choosing which words to teach.
		1.G.1	<p>Performance Indicator G: Integration of the reading components</p> <p>Identify language characteristics related to social and academic language.</p>	<p>Read Session Nine: (Language variations; social language, cognitive academic language and comparisons of the two; demands of cognitive academic language; BICS & CALPS)</p> <p>Activities:</p> <ul style="list-style-type: none"> Engage in interactive formative assessment/read feedback Access/read/download resources 	Using information from a scenario, explain to a first year coworker why an ELL's classroom performance may not indicate a learning disability. They include the difference between social and academic language acquisition and the implications this has for the student's academic success.
		1.G.2	Identify phonemic, semantic, and syntactic variability between English and other languages.	<p>Read Session Nine: (Cummins quadrants of language demands (contextual support & cognitive demand); phonemic variability; semantic variability; cognates & false cognates (cultural differences); Syntactic Variability; Morphology; six components of reading instruction & fluency)</p> <p>Activities:</p> <ul style="list-style-type: none"> Engage in interactive formative assessment/read 	For a variety of ELLs English language errors, participants identify the language structure (phonemic, semantic, or syntactic variability) that is causing difficulty and explain why the student made the error.

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
				feedback <ul style="list-style-type: none"> • Access/read/download resources 	
		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	Read Session Ten: (Six major components; integration of components; reading process effects on students (Eng. Speakers & ELLS)) Activities: <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive formative assessment • Read formative assessment feedback 	Write to explain the interdependence of the reading components and how they relate to comprehension. Include comments on the effects of the reading process for English speakers and ELLs.
		1.G.4	Understand the impact of oral language, writing, and an information intensive environment upon reading development.	Read Session Ten: (Dialogue as a developmental tool; writing as a developmental tool; reading response logs (personal, topical, analytical, stylistic); print-rich environment) Activities: <ul style="list-style-type: none"> • Access and read external articles • View video (reading-writing connection) 	Apply understanding by designing a literacy classroom. The design must reflect an information intensive environment that supports reading, writing, and oral language development. Participants also explain and justify how/why their design under girds development of these areas.
		1.G.5	Understand the importance of comprehension monitoring and self-correcting to increase reading proficiency.	Read Session One: (Reading Process; Comprehension Process; During reading VIP sequence) Activities: <ul style="list-style-type: none"> • Engage in interactive modules • View video clips. (Text marking, writing about what you read [free response log], Think Aloud) • Read procedure of various instructional strategies • Download handouts of instructional module content (PAS, VIP, POW sequences; text marking) • Access and read external articles 	Write to explain how you would emphasize to students the importance of comprehension monitoring/correcting through modeling of the self-monitoring skills in the VIP sequence.
		1.G.6	Understand the role of formal and informal reading assessment to make instructional decisions to meet individual student needs.	Read Session Ten (Six major components; integration of components; role of assessment in the reading process) Activities: <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive formative assessment • Read formative assessment feedback 	Integrate into a written response explaining the interdependency of the reading components, the role of assessment in the reading process.

Florida Reading Endorsement Alignment Matrix

Competency 2

Competency 2: Foundations of Research-Based 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.

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
[Enter district course number]	Reading 2: Foundations of Research-Based Practices	2.A.1	<p>Performance Indicator A: Comprehension</p> <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>Read Session Ten: Integration of Reading Components; scaffolding; information intense environment; reading/writing strategies; content area reading.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive modules • Engage in interactive formative assessment • Read formative assessment feedback • View videos (differentiating content; differentiating process; selecting text) 	<p>Session Ten: Ex. 9</p> <p>Identify a reading strategy. Explain how this strategy can be used to scaffold development of higher order thinking skills and how it will help develop students' metacognitive skills in reading.</p>
		2.A.2	<p>Use both oral language and writing experiences to enhance comprehension.</p>	<p>Read Session Four: Post-reading comprehension instruction; adolescent literacy; assessing comprehension (discussion, writing, summarizing, retelling, answering questions); reading/writing connection</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • View videos of post reading strategies being implemented • Engage in interactive modules • Engage in interactive formative assessment • Read formative assessment feedback 	<p>Course Log Exercise 3:</p> <p>Considering the two texts for which the pre- and during reading instruction was planned in the previous two exercises, now address the post-reading instruction. Build upon previous instruction to further facilitate comprehension. Use writing activities and oral language at varying levels of English proficiency. Address how student performance provides assessment data that guides instruction.</p> <p>Review the following <i>post-reading</i> strategies from Session Four.</p> <ul style="list-style-type: none"> • Sketch to Stretch Strategy • Intra-Act Reading Strategy • Concept Maps • It Says - I Say • Two-Column Notes <p>1. Identify and briefly explain a strategy that would lend itself to using a writing experience to enhance</p>

					<p>comprehension of the two chosen texts.</p> <ol style="list-style-type: none"> Identify a strategy that would lend itself to using oral language and tell how it would enhance comprehension for ELL students as well as proficient speakers of English. Identify and briefly explain how a strategy from this session could be used as an assessment to guide instruction.
		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.	<p>Read Session Two - Pre-reading: (Comprehension research/development; NRP categories of comprehension instruction (7); levels of comprehension/demands of text; what is pre-reading; connecting to prior knowledge; selecting text; student motivation; six instructional strategies & how each affects comprehension, how to implement each, & additional resources for each)</p> <p>Activities:</p> <ul style="list-style-type: none"> Access and read external articles Read procedures of various instructional strategies Access & view videos of strategies being implemented Engage in interactive formative assessment Read formative assessment feedback 	<p>Course Log Exercise One:</p> <p>Choose a specific reading selection (text), either narrative or informational, that you will teach to your students. Note: You will use the same text for Course Log exercises 1 through 3. Preview exercises 2 and 3 for additional requirements prior to making your selection.</p> <p>The goal in exercises 1-3 is to plan appropriate instruction for the domain specific text selected, based on the strengths and needs of readers.</p> <ol style="list-style-type: none"> Briefly describe your text selection, including the specific domain and whether it is narrative or informational. Explain/describe the reading demands of the selected text for your specific readers, based on their strengths and needs. Select two pre-reading strategies presented in Session Two (see below) that are appropriate for teaching your selected text. Describe how you would use the two strategies to teach your selected text. <ul style="list-style-type: none"> Story Impressions Problematic Situation Guided Imagery Anticipation Guides Recognizing Typographical Aids Identifying Text Structure
		2.A.4	Provide opportunities for student extended text discussion to enhance comprehension, promote motivation and student engagement.	<p>Read Session Three - Comprehension Instruction: During-reading: (Comprehension instructional methods (cooperative learning, question answering, question generation, summarization; multiple-strategy teaching); close reading; the strategic reader during reading; during-reading strategies that utilize text discussion (how each affects</p>	<p>Course Log Exercise #2:</p> <p>Consider the text you selected in Exercise #1. Now, choose a second, supplemental text from a different source that in some way corresponds to the first text. Perhaps this second text will be from a different viewpoint, support the original text, be a summary of the original text, or be a different version of the same story/content, etc.</p>

			<p>comprehension, how to implement each, & additional resources for each) Summarizing, DR-TA, Three-Level Guide, Reciprocal Teaching)</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive modules • Read procedures of various instructional strategies • View videos of strategies being implemented • Engage in interactive formative assessment • Read formative assessment feedback 	<p>Your goal is to plan appropriate instruction for the domain specific text you chose, based on the strengths and needs of your readers; to help students read and synthesize information within, across, and beyond these two texts; and, to discuss which strategies provide opportunities for student extended text discussion. Instruction of the strategies should build upon the vocabulary, concepts, etc. that were presented in the pre-reading stage of instruction (Exercise 1).</p> <ol style="list-style-type: none"> 1. Briefly describe your second text selection, including the specific domain and whether it is narrative or informational. 2. Explain how the second text selection relates to the text in Exercise 1. 3. Select two <i>during</i> reading strategies presented in Session Three (see below) that are appropriate for teaching both texts. Describe how you would use the two strategies to teach your selected texts. <ul style="list-style-type: none"> ○ Summarizing ○ Directed Reading-Thinking Activity (DR-TA) ○ Three-level Guide Strategy ○ Predict-Locate-Add-Note (PLAN) Strategy ○ Reciprocal Teaching Strategy 4. Identify which strategies listed above provide opportunities for student extended text discussion to enhance comprehension, promote motivation and student engagement. Briefly describe how the strategies provide these opportunities.
		2.A.5	<p>Select narrative or informational print or digital texts that are appropriate to the comprehension instruction to be provided.</p> <p>Read Session Two - Pre-reading: (Comprehension research/development; NRP categories of comprehension instruction (7); levels of comprehension/demands of text; what is pre-reading; instructional strategies & their purpose)</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive modules • Read step-by-step procedures of various instructional strategies • Access & view videos of strategies being implemented • Engage in interactive formative assessment • Read formative assessment feedback 	<p>Course Log Exercise Ex 1:</p> <p>Choose a specific reading selection (text), either narrative or informational, that you will teach to your students. Note: You will use the same text for Course Log exercises 1 through 3. Preview exercises 2 and 3 for additional requirements prior to making your selection.</p> <p>The goal in exercises 1-3 is to plan appropriate instruction for the domain specific text selected, based on the strengths and needs of readers.</p> <ol style="list-style-type: none"> 1. Briefly describe your text selection, including the specific domain and whether it is narrative or informational. 2. Explain/describe the reading demands of the selected text for your specific readers, based on their strengths

					<p>and needs.</p> <p>3. Select two pre-reading strategies presented in Session Two (see below) that are appropriate for teaching your selected text. Describe how you would use the two strategies to teach your selected text.</p> <ul style="list-style-type: none"> • Story Impressions • Problematic Situation • Guided Imagery • Anticipation Guides • Recognizing Typographical Aids • Identifying Text Structure
		2.A.6	<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>Read Session Three - Comprehension Instruction: During-reading: (Strategy use & differentiation; comprehension instructional methods (8) (comprehension monitoring, cooperative learning, graphic & semantic organizers, story structure, question answering, question generation, summarization, multiple-strategy teaching); close reading; the strategic reader during reading; six during-reading strategies (how each affects comprehension, how to implement each, & additional resources for each)</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive modules • Read step-by-step procedures of various instructional strategies • Access & view videos of strategies being implemented • Engage in interactive formative assessment • Read formative assessment feedback 	<p>Course Log Exercise #2</p> <p>Prompt:</p> <p>Consider the text you selected in Exercise #1. Now, choose a second, supplemental text from a different source that in some way corresponds to the first text. Perhaps this second text will be from a different viewpoint, support the original text, be a summary of the original text, or be a different version of the same story/content, etc.</p> <p>Your goal is to plan appropriate instruction for the domain specific text you chose, based on the strengths and needs of your readers; to help students read and synthesize information within, across, and beyond these two texts; and, to discuss which strategies provide opportunities for student extended text discussion. Instruction of the strategies should build upon the vocabulary, concepts, etc. that were presented in the pre-reading stage of instruction (Exercise 1).</p> <ol style="list-style-type: none"> 1. Briefly describe your second text selection, including the specific domain and whether it is narrative or informational. 2. Explain how the second text selection relates to the text in Exercise 1. 3. Select two <i>during</i> reading strategies presented in Session Three (see below) that are appropriate for teaching both texts. Describe how you would use the two strategies to teach your selected texts. <ul style="list-style-type: none"> ○ Summarizing ○ Directed Reading-Thinking Activity (DR-TA) ○ Three-level Guide Strategy

					<ul style="list-style-type: none"> ○ Predict-Locate-Add-Note (PLAN) Strategy ○ Reciprocal Teaching Strategy <p>4. Identify which strategies listed above provide opportunities for student extended text discussion to enhance comprehension, promote motivation and student engagement. Briefly describe how the strategies provide these opportunities.</p>
		2.A.7	Scaffold discussions to facilitate the comprehension of text and higher order thinking skills for students with varying English proficiency levels.	<p>Read Session Four: Post-reading comprehension instruction; six research-based post-reading strategies appropriate for ELLs and mainstream students</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Access & view videos of strategies being implemented • Engage in interactive modules • Engage in interactive formative assessment • Read formative assessment feedback 	<p>Course Log Ex 3</p> <p>Considering the two texts for which the pre- and during reading instruction was planned in the previous two exercises, now address the post-reading instruction. Build upon previous instruction to further facilitate comprehension. Use writing activities and oral language at varying levels of English proficiency. Address how student performance provides assessment data that guides instruction.</p> <p>Review the following <i>post-reading</i> strategies from Session Four.</p> <ul style="list-style-type: none"> • Sketch to Stretch Strategy • Intra-Act Reading Strategy • Concept Maps • It Says - I Say • Two-Column Notes <ol style="list-style-type: none"> 1. Identify and briefly explain a strategy that would lend itself to using a writing experience to enhance comprehension of the two chosen texts. 2. Identify a strategy that would lend itself to using oral language and tell how it would enhance comprehension for ELL students as well as proficient speakers of English. 3. Identify and briefly explain how a strategy from this session could be used as an assessment to guide instruction.
		2.A.8	Model a variety of strategic activities students can use to foster comprehension monitoring and self-correcting.	<p>Read Session Three: During reading comprehension instruction; strategy use and differentiation; comprehension instructional methods; close reading; during-reading strategies</p> <p>Activities:</p> <ul style="list-style-type: none"> • Read step-by-step procedures of various instructional strategies 	<p>Course Log Exercise #3:</p> <p>Consider the text you selected in Exercise #1. Now, choose a second, supplemental text from a different source that in some way corresponds to the first text. Perhaps this second text will be from a different viewpoint, support the original text, be a summary of the original text, or be a different version of the same story/content, etc.</p>

			<ul style="list-style-type: none"> • Access & view videos of strategies being implemented • Access and read external articles • Engage in interactive modules • Engage in interactive formative assessment • Read formative assessment feedback 	<p>Your goal is to plan appropriate instruction for the domain specific text you chose, based on the strengths and needs of your readers; to help students read and synthesize information within, across, and beyond these two texts; and, to discuss which strategies provide opportunities for student extended text discussion. Instruction of the strategies should build upon the vocabulary, concepts, etc. that were presented in the pre-reading stage of instruction (Exercise 1).</p> <ol style="list-style-type: none"> 1. Briefly describe your second text selection, including the specific domain and whether it is narrative or informational. 2. Explain how the second text selection relates to the text in Exercise 1. 3. Select two <i>during</i> reading strategies presented in Session Three (see below) that are appropriate for teaching both texts. Describe how you would use the two strategies to teach your selected texts. <ul style="list-style-type: none"> ○ Summarizing ○ Directed Reading-Thinking Activity (DR-TA) ○ Three-level Guide Strategy ○ Predict-Locate-Add-Note (PLAN) Strategy ○ Reciprocal Teaching Strategy 4. Identify which strategies listed above provide opportunities for student extended text discussion to enhance comprehension, promote motivation and student engagement. Briefly describe how the strategies provide these opportunities.
		2.A.9	<p>Recognize, describe, and incorporate appropriate comprehension assessments to guide instruction.</p> <p>Read Session Four: Post-reading comprehension instruction; adolescent literacy; assessing comprehension (observation, anecdotal records, discussion, writing, summarizing, retelling, answering questions, cloze tasks)</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive modules • Engage in interactive formative assessment • Read formative assessment feedback 	<p>Course Log Exercise # 3:</p> <p>Considering the two texts for which the pre- and during reading instruction was planned in the previous two exercises, now address the post-reading instruction. Build upon previous instruction to further facilitate comprehension. Use writing activities and oral language at varying levels of English proficiency. Address how student performance provides assessment data that guides instruction.</p> <p>Review the following <i>post-reading</i> strategies from Session Four.</p> <ul style="list-style-type: none"> • Sketch to Stretch Strategy • Intra-Act Reading Strategy

					<ul style="list-style-type: none"> • Concept Maps • It Says - I Say • Two-Column Notes <ol style="list-style-type: none"> 1. Identify and briefly explain a strategy that would lend itself to using a writing experience to enhance comprehension of the two chosen texts. 2. Identify a strategy that would lend itself to using oral language and tell how it would enhance comprehension for ELL students as well as proficient speakers of English. 3. Identify and briefly explain how a strategy from this session could be used as an assessment to guide instruction.
		2.B.1	<p>Performance Indicator B: Oral Language Apply intentional, explicit, and systematic instructional practices for scaffolding development of oral/aural language skills (e.g., language experience approach, Socratic questioning).</p>	<p>Read Session Five: Oral Language: influences of; instruction; a catalyst for reading & vocabulary development; language behaviors/structures/sounds; descriptors by age; Oral Language and: literacy, writing, content reading, and cultural diversity; pragmatics; semantics; semantic variability; semantic feature analysis; strategies for oral language development (Socratic Seminars, Think-Pair-Share, Say Something, Seed Discussion)</p> <p>Activities:</p> <ul style="list-style-type: none"> • Engage in interactive modules • Access and read external articles • Engage in interactive formative assessment • Read formative assessment feedback • Read step-by-step procedures of various instructional strategies • Access & view videos of strategies being implemented 	<p>Course Log Exercise # 4:</p> <p>Multiple Choice Test</p>
		2.B.2	<p>Create an environment where students practice appropriate social and academic language to discuss diverse texts.</p>	<p>Read Session Five: Oral Language: influences of; instruction; a catalyst for reading & vocabulary development; language behaviors/structures/sounds; descriptors by age; Oral Language and: literacy, writing, content reading, and cultural diversity; pragmatics; semantics; semantic variability; semantic feature analysis; creating a literacy environment</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles 	<p>Course Log Exercise #4</p> <p>Multiple Choice Test</p>

				<ul style="list-style-type: none"> Engage in interactive formative assessment Read formative assessment feedback 	
		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.	<p>Read Session Five: Oral Language: influences of; instruction; Oral Language and: literacy, writing, content reading, and cultural diversity; pragmatics; semantics; semantic variability; semantic feature analysis; creating a literacy environment</p> <p>Activities:</p> <ul style="list-style-type: none"> Engage in interactive modules Access and read external articles Engage in interactive formative assessment Read formative assessment feedback Read step-by-step procedures of various instructional strategies Access & view videos of strategies being implemented 	<p>Course Log Exercise #4</p> <p>Multiple Choice Test</p>
		2.B.4	Use writing experiences to enhance oral language (e.g., interactive writing, student to teacher sentence dictation).	<p>Read Session Five: Oral Language: influences of; instruction; Oral Language and: literacy, writing, content reading; pragmatics; semantics; semantic variability; semantic feature analysis; creating a literacy environment</p> <p>Activities:</p> <ul style="list-style-type: none"> Engage in interactive modules Access and read external articles Engage in interactive formative assessment Read formative assessment feedback Read step-by-step procedures of various instructional strategies Access & view videos of strategies being implemented 	<p>Course Log Exercise #4</p> <p>Multiple Choice Test</p>
		2.B.5	Recognize, describe, and incorporate appropriate oral language assessments to guide instruction.	<p>Read Session Five: Oral Language: influences of; instruction; measuring; assessing; descriptors by age; strategies for oral language development</p> <p>Activities:</p> <ul style="list-style-type: none"> Engage in interactive modules Access and read external articles Engage in interactive formative assessment Read formative assessment feedback Read step-by-step procedures of various instructional strategies Access & view videos of strategies being 	<p>Course Log Exercise #4</p> <p>Multiple Choice Test</p>

				implemented	
		2.C.1	Performance Indicator C: Phonological Awareness Apply intentional, explicit, systematic instructional practices to scaffold development of phonological awareness. (e.g., blending and segmenting syllables, onset-rimes, and phonemes).	Read Session Eight: what is phonological awareness; phonological skills; phoneme awareness; NRP findings and implications; phoneme awareness and writing, phoneme awareness and ELLs, instructional strategies Activities: <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive formative assessment • Read formative assessment feedback • Read step-by-step procedures of various instructional strategies • Access & view videos of strategies being implemented 	Course Log Exercise #7 Part 1 In this session, higher order thinking was applied to discern meaningful differences in six phonological strategies/activities. List the six strategies/activities presented in this session in the order they should be systematically used with students for phonological awareness instruction. Provide a brief justification for the placement of each strategy/activity.
		2.C.2	Provide opportunities for students to use oral/aural language to enhance phonological awareness (e.g., rhyming and alliteration).	Read Session Eight: what is phonological awareness; phoneme awareness; pure phonological instruction; instructional strategies Activities: <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive formative assessment • Read formative assessment feedback • Read step-by-step procedures of various instructional strategies • Access & view videos of strategies being implemented 	Course Log Exercise #7 Part 2 1. Using one of the listed activities from Part 1, demonstrate how writing can be used in conjunction with it to enhance instruction of the phonological concept it teaches. 2. Using one of the listed activities from Part 1, explain at least one way to vary that activity so as to address different phonological levels of ELLs. 3. Using one of the listed activities from Part 1, describe how it provides for students to use oral language to enhance phonological awareness. 4. Select one of the activities from Part 1 and explain how you could use it to incorporate appropriate phonological awareness assessments to guide your instruction.
		2.C.3	Understand and apply knowledge of how variations in phonology across languages affect English language learners' reading and writing development.	Read Session Eight: what is phonological awareness; phoneme awareness; phoneme awareness and ELLs; phoneme awareness and writing Activities: <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive formative assessment • Read formative assessment feedback • Read step-by-step procedures of various instructional strategies 	Course Log Exercise #7 Part 2 1. Using one of the listed activities from Part 1, demonstrate how writing can be used in conjunction with it to enhance instruction of the phonological concept it teaches. 2. Using one of the listed activities from Part 1, explain at least one way to vary that activity so as to address different phonological levels of ELLs. 3. Using one of the listed activities from Part 1, describe how it provides for students to use oral language to

					enhance phonological awareness. Select one of the activities from Part 1 and explain how you could use it to incorporate appropriate phonological awareness assessments to guide your instruction.
		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).	<p>Read Session Eight: phoneme awareness; NRP findings and implications; phoneme awareness and writing, instructional strategies</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive formative assessment • Read formative assessment feedback • Read step-by-step procedures of various instructional strategies 	<p>Course Log Exercise #7</p> <p>Part 2</p> <ol style="list-style-type: none"> 4. Using one of the listed activities from Part 1, demonstrate how writing can be used in conjunction with it to enhance instruction of the phonological concept it teaches. 5. Using one of the listed activities from Part 1, explain at least one way to vary that activity so as to address different phonological levels of ELLs. 6. Using one of the listed activities from Part 1, describe how it provides for students to use oral language to enhance phonological awareness. <p>Select one of the activities from Part 1 and explain how you could use it to incorporate appropriate phonological awareness assessments to guide your instruction.</p>
		2.C.5	Recognize, describe, and incorporate appropriate phonological awareness assessments to guide instruction.	<p>Read Session Eight: what is phonological awareness; phoneme awareness; progression of phonological skills; NRP findings and implications; instructional strategies</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive formative assessment • Read formative assessment feedback • Read step-by-step procedures of various instructional strategies 	<p>Course Log Exercise #7</p> <p>Part 2</p> <ol style="list-style-type: none"> 7. Using one of the listed activities from Part 1, demonstrate how writing can be used in conjunction with it to enhance instruction of the phonological concept it teaches. 8. Using one of the listed activities from Part 1, explain at least one way to vary that activity so as to address different phonological levels of ELLs. 9. Using one of the listed activities from Part 1, describe how it provides for students to use oral language to enhance phonological awareness. <p>Select one of the activities from Part 1 and explain how you could use it to incorporate appropriate phonological awareness assessments to guide your instruction.</p>
		2.D.1	<p>Performance Indicator D: Phonics</p> <p>Apply intentional, explicit, systematic instructional</p>	<p>Read Session Seven: Alphabetic Principle; phonics and struggling adolescents; phonics continuum based on Common Core Standards; NRP’s findings and research-based practices for</p>	<p>Course Log Exercise #6</p> <p>In the scenario below you are asked to be a mentor for a new grade level teacher. Your response may be based on any grade level you wish, however, if an upper grade is chosen,</p>

			<p>practices for scaffolding phonics development on a continuum from the individual phoneme-grapheme level through the multi-syllabic word level.</p>	<p>phonics; phonics instructional approaches; five stages of phonics development; instructional strategies for the different stages.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive modules • Explore several instructional strategies • Engage in interactive formative assessment • Read formative assessment feedback 	<p>descriptions and examples must reflect explicit, systematic instructional practices for a student who is experiencing difficulty in phonics. Suggested activities must appropriately reflect the age and grade level of students.</p> <p>Read the scenario. Respond to items 1- 5 below.</p> <p>You are the mentor for a new grade level teacher. He/She has never taught phonics before and is nervous about how to teach it. To help, you decide on several ways to apply and share your knowledge with this teacher. Review the five actions (below) you decided to share and explain each.</p> <ol style="list-style-type: none"> 1. Create a continuum (outline) showing the scaffolding of phonics development from the individual phoneme-grapheme level through the multi-syllabic word level. 2. Provide one example of an oral language activity he/she can use that would enhance phonics instruction. Briefly explain how and/or why this oral activity supports phonics development. 3. Provide one example of a writing activity that supports phonics development. Explain how and/or why this writing activity supports the development of phonics. 4. Briefly explain why cognates can help ELL students learn phonics. 5. Identify and describe two different ways that assessment of students' growth in phonics can be observed, and how to use those assessments to guide further instruction.
		2.D.2	<p>Recognize and apply an English language learner's home language as a foundation and strength to support the development of phonics in English.</p>	<p>Read Session Seven: Alphabetic Principle; phonics and struggling adolescents; phonics instructional approaches; phonics and ELLs; five stages of phonics development; instructional strategies for the different stages.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive modules • Read procedures of various instructional strategies • Engage in interactive formative assessment • Read formative assessment feedback 	<p>Course Log Exercise #6</p> <p>In the scenario below you are asked to be a mentor for a new grade level teacher. Your response may be based on any grade level you wish, however, if an upper grade is chosen, descriptions and examples must reflect explicit, systematic instructional practices for a student who is experiencing difficulty in phonics. Suggested activities must appropriately reflect the age and grade level of students.</p> <p>Read the scenario. Respond to items 1- 5 below.</p> <p>You are the mentor for a new grade level teacher. He/She has never taught phonics before and is nervous about how to teach it. To help, you decide on several ways to apply and share your knowledge with this teacher. Review the five actions (below) you decided to share and explain each.</p>

					<p>5. Briefly explain why cognates can help ELL students learn phonics.</p> <p>Identify and describe two different ways that assessment of students' growth in phonics can be observed, and how to use those assessments to guide further instruction.</p>
		2.D.3	Use oral/aural language and writing experiences to enhance phonics instruction (e.g., sentence strip words, phrases, and pocket charts).	<p>Read Session Seven: Alphabetic Principle; phonics and struggling adolescents; phonics continuum based on Common Core Standards; NRP's findings and research-based practices for phonics; phonics instructional approaches; instructional strategies for the different stages.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive modules (The Phonics Continuum) • Read procedures of various instructional strategies • Engage in interactive formative assessment • Read formative assessment feedback 	<p>Course Log Exercise #6</p> <p>Provide one example of an oral language activity he/she can use that would enhance phonics instruction. Explain how/why.</p> <p>Provide one example of a writing activity that supports phonics development. Explain how and/or why this writing activity supports the development of phonics.</p>
		2.D.4	Recognize, describe, and incorporate appropriate phonics assessments to guide instruction.	<p>Read Session Seven: phonics instructional approaches; assessing phonics; five stages of phonics development; instructional strategies for the different stages.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive modules • Read procedures of various instructional strategies • Engage in interactive formative assessment • Read formative assessment feedback 	<p>Course Log Exercise #6</p> <p>Identify and describe two different ways that assessment of students' growth in phonics can be observed, and how to use those assessments to guide further instruction.</p>
		2.E.1	<p>Performance Indicator E: Fluency</p> <p>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.).</p>	<p>Read Session Nine: Elements of fluency; difficulties with fluency; fluency and ELLs; research-based practices for fluency; NRP findings and implications; measuring and assessing fluency; six research-based instructional strategies; choral reading and ELLs</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive modules • Engage in interactive formative assessment 	<p>Course Log Exercise #8</p> <p>Apply your skills at scaffolding research-based, explicit, systematic instruction by correctly ordering the instructional strategies for fluency presented in Session Nine. It is expected that your reasoning be insightful and reflective of higher order thinking. The ordering process must be two-fold. Decisions must be based on the aspects of fluency (automaticity, rate, and prosody), as well as the delivery method of research-based instruction (modeling, guided practice, and application). State your rationale for the placement of each</p>

				<ul style="list-style-type: none"> • Read formative assessment feedback • Read step-by-step procedures of various instructional strategies • Access & view videos of strategies being implemented 	<p>strategy. Review the following fluency strategies addressed in Session Nine.</p> <ul style="list-style-type: none"> • Partner Reading • Choral Reading • Read-aloud • Echo Reading • Reader's Theater • Repeated Oral Reading
		2.E.2	Use oral/aural language and writing experiences to enhance fluency (e.g., poetry charts, song lyrics).	<p>Read Session Nine: Elements of fluency; difficulties with fluency; fluency and ELLs; research-based practices for fluency; NRP findings and implications; measuring and assessing fluency; six research-based instructional strategies; choral reading and ELLs;</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive modules • Engage in interactive formative assessment • Read formative assessment feedback • Read step-by-step procedures of various instructional strategies • Access & view videos of strategies being implemented • Explore case study dealing with prosody. 	<p>Course Log Exercise #8</p> <p>Oral language activities must be included with the scaffolded fluency instruction afforded by the selected activities.</p> <p>Briefly describe one writing activity to use that would enhance fluency development.</p>
		2.E.3	Recognize, describe, and incorporate appropriate fluency assessments to guide instruction.	<p>Read Session Nine: Elements of fluency; difficulties with fluency; fluency and ELLs; research-based practices for fluency; NRP findings and implications; measuring and assessing fluency; six research-based instructional strategies; choral reading and ELLs;</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive modules • Engage in interactive formative assessment • Read formative assessment feedback • Read step-by-step procedures of various instructional strategies • Access & view videos of strategies being implemented 	<p>Course Log Exercise #8: Apply your skills at scaffolding research-based, explicit, systematic instruction by correctly ordering the instructional strategies for fluency presented in Session Nine. It is expected that your reasoning be insightful and reflective of higher order thinking. The ordering process must be two-fold. Decisions must be based on the aspects of fluency (automaticity, rate, and prosody), as well as the delivery method of research-based instruction (modeling, guided practice, and application). State your rationale for the placement of each strategy.</p> <p>For the strategy you selected, describe a fluency assessment that could be used to guide instruction.</p>

		2.F.1	<p>Performance Indicator F: Vocabulary Apply intentional, explicit, systematic instructional practices to scaffold vocabulary and concept development (e.g., shared reading, semantic mapping, etc.).</p>	<p>Read Session Six: Vocabulary research and development (listening, speaking, reading, writing); effective instruction and comprehension; vocabulary and ELLs; developing effective practices in instruction; selecting vocabulary for instruction; assessing vocab; categories of vocab instruction (word associations, categorizing, visual imaging, analyzing, contextualizing, word analysis, wide reading, referencing, interactive word walls); pre-, during- and after reading vocabulary strategies</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive formative assessment • Read formative assessment feedback • Access & view videos of strategies being implemented • Read procedures of various instructional strategies 	<p>Course Log Exercise #5</p> <p><i>A classroom that applies intentional, explicit, systematic instruction in vocabulary is multi-faceted. Think about the various ways your classroom can successfully support, or will support, rich vocabulary development.</i></p> <ol style="list-style-type: none"> 1. Wide reading of print and various texts, including digital text. 2. Continual, repetitious, and meaningful use of domain specific vocabulary. 3. Oral language and writing experiences that enhance vocabulary. 4. Learning vocabulary through analysis of roots, affixes, and cognates. 5. Assistance for ELLs in developing English vocabulary.
		2.F.2	<p>Provide for continual integration, repetition, and meaningful use of domain specific vocabulary to address the demands of academic language.</p>	<p>Read Session Six: Development of vocabulary through listening, speaking, reading & writing; effective instruction and comprehension; developing effective practices in instruction; selecting vocabulary for instruction</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive formative assessment • Read formative assessment feedback 	<p>Course Log Exercise #5</p> <p>A classroom that applies intentional, explicit, systematic instruction in vocabulary is multi-faceted. Think about the various ways your classroom can successfully support rich vocabulary development. Explain how, in your classroom, you provide, or will provide, for students opportunities to experience the following.</p> <ol style="list-style-type: none"> 1. Wide reading of print and various texts, including digital text. 2. Continual, repetitious, and meaningful use of domain specific vocabulary. 3. Oral language and writing experiences that enhance vocabulary. 4. Learning vocabulary through analysis of roots, affixes, and cognates. 5. Assistance for ELLs in developing English vocabulary.
		2.F.3	<p>Incorporate vocabulary instruction through analogies (e.g., cognates, Greek and Latin roots).</p>	<p>Read Session Six: Vocabulary instruction and comprehension; vocabulary and ELLs; developing effective practices in instruction; selecting vocabulary for instruction; categories of vocab instruction (word associations, categorizing, visual imaging, analyzing, contextualizing, word analysis, wide reading, referencing, interactive</p>	<p>Course Log Exercise #5</p> <p>A classroom that applies intentional, explicit, systematic instruction in vocabulary is multi-faceted. Think about the various ways your classroom can successfully support rich vocabulary development. Explain how, in your classroom, you provide, or will provide, for students opportunities to</p>

			<p>word walls); pre-, during- and after reading vocabulary strategies</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive formative assessment • Read formative assessment feedback • Access & view videos of strategies being implemented • Read procedures of various instructional strategies 	<p>experience the following.</p> <ol style="list-style-type: none"> 1. Wide reading of print and various texts, including digital text. 2. Continual, repetitious, and meaningful use of domain specific vocabulary. 3. Oral language and writing experiences that enhance vocabulary. 4. Learning vocabulary through analysis of roots, affixes, and cognates. 5. Assistance for ELLs in developing English vocabulary. 	
		2.F.4	<p>Provide an environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary.</p>	<p>Read Session Six: Vocabulary research and development (listening, speaking, reading, writing); effective instruction and comprehension; developing effective practices in instruction to provide an effective environment; categories of vocab instruction (word associations, categorizing, visual imaging, analyzing, contextualizing, word analysis, wide reading, referencing, interactive word walls); pre-, during- and after reading vocabulary strategies</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive formative assessment • Read formative assessment feedback • Read procedures of various instructional strategies • Access & view videos of strategies being implemented 	<p>Course Log Exercise #5</p> <p>Part 1</p> <p>A classroom that applies intentional, explicit, systematic instruction in vocabulary is multi-faceted. Think about the various ways your classroom can successfully support rich vocabulary development. Explain how, in your classroom, you provide, or will provide, for students opportunities to experience the following.</p> <ol style="list-style-type: none"> 1. Wide reading of print and various texts, including digital text. 2. Continual, repetitious, and meaningful use of domain specific vocabulary. 3. Oral language and writing experiences that enhance vocabulary. 4. Learning vocabulary through analysis of roots, affixes, and cognates. 5. Assistance for ELLs in developing English vocabulary.
		2.F.5	<p>Incorporate instructional practices that develop authentic uses of English to assist English language learners in learning academic vocabulary and content.</p>	<p>Read Session Six: Vocabulary research and development (listening, speaking, reading, writing); effective instruction and comprehension; vocabulary and ELLs; developing effective practices in instruction; categories of vocab instruction (word associations, categorizing, visual imaging, analyzing, contextualizing, word analysis, wide reading, referencing, interactive word walls); pre-, during- and after reading vocabulary strategies</p>	<p>Course Log Exercise #5</p> <p>Prompt:</p> <p>Part 1</p> <p>A classroom that applies intentional, explicit, systematic instruction in vocabulary is multi-faceted. Think about the various ways your classroom can successfully support rich vocabulary development. Explain how, in your classroom, you provide, or will provide, for students opportunities to</p>

				<p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive formative assessment • Read formative assessment feedback • Read procedures of various instructional strategies Access & view videos of strategies being implemented 	<p>experience the following.</p> <ol style="list-style-type: none"> 1. Wide reading of print and various texts, including digital text. 2. Continual, repetitious, and meaningful use of domain specific vocabulary. 3. Oral language and writing experiences that enhance vocabulary. 4. Learning vocabulary through analysis of roots, affixes, and cognates. 5. Assistance for ELLs in developing English vocabulary
		2.F.6	Use oral/aural language and writing experiences to enhance vocabulary (e.g., interactive word walls, word sorts, word charts for secondary).	<p>Read Session Six: Vocabulary research and development (listening, speaking, reading, writing); effective instruction and comprehension; developing effective practices in instruction; categories of vocab instruction (word associations, categorizing, visual imaging, analyzing, contextualizing, word analysis, wide reading, referencing, interactive word walls)</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive formative assessment • Read formative assessment feedback 	<p>Course Log Exercise #5</p> <p>Part 1</p> <p>A classroom that applies intentional, explicit, systematic instruction in vocabulary is multi-faceted. Think about the various ways your classroom can successfully support rich vocabulary development. Explain how, in your classroom, you provide, or will provide, for students opportunities to experience the following.</p> <ol style="list-style-type: none"> 1. Wide reading of print and various texts, including digital text. 2. Continual, repetitious, and meaningful use of domain specific vocabulary. 3. Oral language and writing experiences that enhance vocabulary. 4. Learning vocabulary through analysis of roots, affixes, and cognates. 5. Assistance for ELLs in developing English vocabulary
		2.F.7	Use multiple methods of vocabulary instruction (e.g. multiple contexts, examples and non-examples, elaborations, etc.).	<p>Read Session Six: Vocabulary research and development (listening, speaking, reading, writing); effective instruction; developing effective practices in instruction; selecting vocabulary for instruction; categories of vocabulary instruction (multiple contexts, examples, non-examples); pre-, during- and after reading vocabulary strategies</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive formative assessment 	<p>Course Log Exercise #5</p> <p>Part 2</p> <ol style="list-style-type: none"> 1. Briefly explain how use of these multiple methods of teaching vocabulary assists and guides you in making instructional decisions.

				<ul style="list-style-type: none"> • Read formative assessment feedback • Read procedures of various instructional strategies Access & view videos of strategies being implemented 	
		2.F.8	Recognize, describe, and incorporate appropriate vocabulary assessments to guide instruction.	<p>Read Session Six: Vocabulary research and development (listening, speaking, reading, writing); selecting vocabulary for instruction; assessing vocabulary</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive formative assessment • View videos • Read formative assessment feedback 	<p>Course Log Exercise #5:</p> <p>Part 2</p> <p>1. Briefly explain how you incorporate appropriate vocabulary assessments to help you guide instruction.</p>
		2.G.1	<p>Performance Indicator G: Integration of the Reading Components</p> <p>Apply comprehensive instructional practices, including writing experiences that integrate the reading components.</p>	<p>Read Session Ten: Integration of Reading Components. This includes: scaffolding instruction; information intense environment; reading/writing strategies; content area reading.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive formative assessment • Read formative assessment feedback 	<p>Course Log Exercise #9:</p> <p>Identify a reading strategy.</p> <p>Describe a writing experience that could be used with selected strategy to integrate the reading components.</p>
		2.G.2	Identify instructional practices to develop students' metacognitive skills in reading (e.g., text coding such as INSERT, two column notes).	<p>Read Session Ten: Integration of Reading Components. This includes: scaffolding instruction; information intense environment; reading/writing strategies; content area reading.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive formative assessment • Read formative assessment feedback 	<p>Course Log Exercise #9:</p> <p>Select a reading strategy. Explain how this strategy can be used to scaffold development of higher order thinking skills and how it will help develop students' metacognitive skills in reading.</p>
		2.G.3	Use resources and research-based practices that create information intensive environments (e.g., diverse classroom libraries, inquiry reading).	<p>Read Session Ten: Integration of Reading Components. This includes: scaffolding instruction; information intense environment; reading/writing strategies; content area reading.</p> <p>Activities:</p> <ul style="list-style-type: none"> • View video • Access and read external articles • Explore interactive module on Balanced Literacy • Engage in interactive formative assessment 	<p>Course Log Exercise #10:</p> <p>Describe how you would create an information intensive environment that is both language-rich and print-rich. Your descriptions must include the following.</p> <ul style="list-style-type: none"> • Identify at least three areas in the classroom where print (e.g. models, rules, vocabulary, sight words, schedule, etc.) will be displayed for group reference. • What are at least two technology resources that will be available to students that encourage literacy • How will you encourage discussion between students,

				<ul style="list-style-type: none"> Read formative assessment feedback 	and between students and yourself?
		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).	<p>Read Session Ten: Integration of Reading Components. This includes: scaffolding instruction; information intense environment; reading/writing strategies; content area reading.</p> <p>Activities:</p> <ul style="list-style-type: none"> Access and read external articles Engage in interactive formative assessment Read formative assessment feedback 	<p>Course Log Exercise #9: Select one topic or unit of study you normally teach in your class. In the response box below, complete the following:</p> <ol style="list-style-type: none"> Identify the topic selected and the grade level of students who will receive the instruction. Locate at least one textbook, one trade book, one electronic text, and one other type text that you may use when teaching the topic you identified. For each text <ol style="list-style-type: none"> State the title of the text. State the type of text. State the resource used to locate the text (Google, Amazon, school library, etc.). Write a brief justification statement telling why the text is appropriate (interest, reading proficiency, etc.). Identify at least one text on the identified topic that is appropriate for an ELL student. <ul style="list-style-type: none"> State the title of the text. State the type of text. State the resources used to locate the text (Google, Amazon, school library, etc.) Write a brief justification statement telling the language of the text and why the text is appropriate for an ELL student.
		2.G.5	Demonstrate understanding of similarities and differences between home language and second language reading development.	<p>Read Session Ten: Integration of Reading Components. This includes: scaffolding instruction; information intense environment; reading/writing strategies; content area reading.</p> <p>Activities:</p> <ul style="list-style-type: none"> Access and read external articles Engage in interactive formative assessment Read formative assessment feedback 	<p>Course Log Exercise #9: Identify a reading strategy from this course. Explain how that strategy could be adapted for ELL students.</p>
		2.G.6	Triangulate data from appropriate reading assessments to guide instruction.	<p>Read Session Ten: Integration of Reading Components. This includes: scaffolding instruction; information intense environment; reading/writing strategies; content area reading.</p> <p>Activities:</p>	<p>Course Log Exercise #10: Scenario Triangulating Data</p> <p>George is a new student in Ms. Lopez's fifth grade class. It is early April and this is the third school George has attended this year. In the area of reading, George is able to easily</p>

				<ul style="list-style-type: none"> • Access and read external articles • Engage in interactive formative assessment • Read formative assessment feedback • Explore interactive module on three types of data 	<p>decode unfamiliar words and reads with good expression. However, in the area of comprehension, George has difficulty answering questions that require reasoning and total understanding of the story. George also has difficulty identifying the main components of a story. George's teacher, Ms. Lopez, states that although he enjoys reading and does not seem to be frustrated, he will not ask for help when needed, thus his reading grade is beginning to suffer.</p> <p>Looking at George's assessments, he scored in the 90th percentile on school-wide fluency assessments. His last state test showed that his comprehension was below grade level, with inferences being the lowest score. In classroom teacher-made assessments, he scores at the independent level in fluency but demonstrates problems with comprehension.</p> <p>As she ponders possible strategies to assist George, she realizes many of her students could benefit from the strategies. After looking at all of the data, Ms. Lopez creates the following instructional goals to help George improve.</p> <ul style="list-style-type: none"> • Given a reading passage on his instructional level, George will answer inferential and evaluative comprehension questions. • Given a reading passage on his instructional level, George will recall the main story elements. <p>For each choice below (1-3), indicate whether or not the choices would meet the instructional goals for George. Briefly justify your reasoning for each choice based on course content.</p> <ol style="list-style-type: none"> 1. Contact parents and ask them to listen to George read aloud each night and ask him questions about what he read. 2. Use graphic organizers (story maps, PLAN strategy, word webs) and the Directed Reading-Thinking strategy to help with comprehension. 3. Use Reader's Theater and Word Sort strategies.
--	--	--	--	--	--