

**Beacon Educator**  
**Reading Endorsement Program**  
**Master Matrix**

Fla. Reading Endorsement Indicator	Method of Competency Demonstration	Learner Activities
<b>Competency 1: Foundations in Language &amp; Cognition</b>		
1.A.1 – 1.F.5	<ul style="list-style-type: none"> <li>Formative assessments in the form of interactive activities</li> <li>Summative assessments as described for each indicator</li> </ul>	Participate in readings and discussions on <ul style="list-style-type: none"> <li>Concepts related to phonemic awareness, phonics, fluency, vocabulary and comprehension</li> <li>Strategies that develop phonemic awareness, fluency, vocabulary and comprehension</li> <li>Specific linguistic differences in articulations, vocabulary, and syntax across cultures and languages; their impact on student reading development</li> <li>Interdependence of the major reading components and the impact of each on student reading development</li> <li>Discussion board topics</li> </ul>
1.A.1 1.A.2 PA	<ul style="list-style-type: none"> <li>Plan appropriate phonemic awareness activities for a case study student</li> </ul>	<ul style="list-style-type: none"> <li>Analyze audio/video clip of phonemic activities</li> <li>Analyze student writing for clues to PA</li> <li>Match PA activities with specific PA skill</li> <li>Gather information from various resources</li> </ul>
1.B.1 1.B.2  Phonics	<ul style="list-style-type: none"> <li>Select appropriate phonics strategies/activities for LEP student and struggling reader</li> </ul>	<ul style="list-style-type: none"> <li>Review and apply phonics rules</li> <li>Print charts of letter-sound correspondences</li> <li>Study and print selected lists of word families, onset/rime lists, affixes</li> <li>Contrast phonemic awareness and phonics</li> <li>Complete a variety of formative assessments in the form of interactive activities.</li> <li>Gather information from various resources</li> <li>Word family lists</li> </ul>
1.C.1 1.C.2 Fluency	<ul style="list-style-type: none"> <li>Describe of fluency elements</li> <li>Analyze running record</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the elements of fluency</li> <li>Describe relationship between fluency elements</li> <li>Examine a running record</li> <li>Calculate reading rates</li> <li>Gather information from various resources</li> </ul>
1.D. 1 1.D.2 Vocabulary	<ul style="list-style-type: none"> <li>Identifying vocabulary to be taught</li> </ul>	<ul style="list-style-type: none"> <li>Discuss criteria for selecting vocabulary words</li> <li>Create word list from text selection</li> <li>Do morphological analysis of selected words</li> </ul>

Fla. Reading Endorsement Indicator	Method of Competency Demonstration	Learner Activities
1.E.1 1.E.2 1.E.3 1.E.4  Comprehension	<ul style="list-style-type: none"> <li>• Describe impact of syntax on comprehension</li> <li>• Chart: Text purpose</li> <li>• Describe reading process</li> <li>• Plan for use of comprehension strategies for LEP students and struggling readers</li> <li>• Integrate cognitive questioning in comprehension instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss impact of syntax changes on sample sentences</li> <li>• Complete chart showing text purpose</li> <li>• Describe how lesson makes multiple connections for comprehension</li> <li>• Identify stage of reading process and cognitive requirements of lesson tasks</li> <li>• Model drawing inferences from text</li> <li>• Create graphic organizer of text structures (narrative &amp; expository)</li> <li>• Gather information from various resources</li> </ul>
1.F.1 1.F.2 1.F.3 1.F.4 1.F.5  Integration	<ul style="list-style-type: none"> <li>• Analyze text for cognitive academic language</li> <li>• Plan activity for integrating reading and writing</li> <li>• Describe literacy-rich classrooms</li> <li>• Describe interdependence of phonemic awareness, phonics, fluency, and vocabulary, as well as their affect on comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze text for cognitive demand</li> <li>• Discuss syntactic variability</li> <li>• Review charts on language differences</li> <li>• Review 5 components of reading</li> <li>• Create graphic organizer: how components impact fluency</li> <li>• Create graphic organizer: how components impact comprehension</li> <li>• Review and discuss lessons using Socratic Seminars</li> <li>• Review and describe lessons using writing to learn</li> <li>• Contrast images and descriptions of classrooms for use of print to enhance reading development</li> <li>• Gather information from various resources</li> </ul>
<b>Competency 2: Research-Based Practice</b>		
2.A – 2.F.4	<ul style="list-style-type: none"> <li>• Formative assessments in the form of interactive activities</li> <li>• Summative assessments as described for each indicator</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in readings and discussions, and view videos, on researched-based practices for explicit, systematic instruction in               <ul style="list-style-type: none"> <li>▪ Phonemic awareness</li> <li>▪ Phonics</li> <li>▪ Fluency</li> <li>▪ Vocabulary</li> <li>▪ Comprehension</li> <li>▪ Integration of the major reading components</li> </ul> </li> <li>• Post on discussion board</li> </ul>
2.A, 2.F.1	<ul style="list-style-type: none"> <li>• Identify explicit, systematic instructional plans for scaffolding development of phonemic awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Explore research-based findings for phonemic awareness instruction</li> <li>• Review various phonemic awareness strategies and activities</li> <li>• View videos of various phonemic awareness strategies and activities in the classroom setting</li> <li>• Complete a variety of formative assessments in the form of interactive activities.</li> <li>• Gather information from various resources</li> </ul>

Fla. Reading Endorsement Indicator	Method of Competency Demonstration	Learner Activities
2.B, 2.F.1	<ul style="list-style-type: none"> <li>Identify explicit, systematic instructional plans for scaffolding development of phonics</li> <li>Identify how phonemic awareness instruction scaffolds to phonics instruction</li> </ul>	<ul style="list-style-type: none"> <li>Explore research-based findings for phonics instruction</li> <li>Review various phonics strategies and activities</li> <li>View videos of various phonics strategies and activities in the classroom setting</li> <li>Complete a variety of formative assessments in the form of interactive activities</li> <li>Gather information from various resources</li> </ul>
2.C, 2.F.1	<ul style="list-style-type: none"> <li>Identify explicit, systematic instructional plans for scaffolding development of fluency</li> <li>Identify how phonemic awareness and phonics instruction scaffolds to fluency instruction</li> </ul>	<ul style="list-style-type: none"> <li>Explore research-based findings for fluency instruction</li> <li>Review various fluency strategies and activities</li> <li>View videos of various fluency strategies and activities in the classroom setting</li> <li>Complete a variety of formative assessments in the form of interactive activities</li> <li>Gather information from various resources</li> </ul>
2.D, 2.F.1	<ul style="list-style-type: none"> <li>Identify explicit, systematic instructional plans for scaffolding development of vocabulary</li> <li>Identify how vocabulary instruction scaffolds to comprehension instruction</li> </ul>	<ul style="list-style-type: none"> <li>Explore research-based findings for vocabulary instruction</li> <li>Review various vocabulary strategies and activities</li> <li>View videos of various vocabulary strategies and activities in the classroom setting</li> <li>Complete a variety of formative assessments in the form of interactive activities</li> <li>Gather information from various resources</li> </ul>
2.E, 2.F.1	<ul style="list-style-type: none"> <li>Identify explicit, systematic instructional plans for scaffolding development of comprehension</li> <li>Identify how to scaffold before, during, and after reading strategies instruction</li> </ul>	<ul style="list-style-type: none"> <li>Explore research-based findings for comprehension instruction</li> <li>Review various comprehension strategies and activities</li> <li>View videos of various before, during, and after reading strategies and activities in the classroom setting</li> <li>Complete a variety of formative assessments in the form of interactive activities</li> <li>Gather information from various resources</li> </ul>
2.F.2	<ul style="list-style-type: none"> <li>Identify explicit, systematic instructional plans for synchronizing vocabulary development and content area reading</li> </ul>	<ul style="list-style-type: none"> <li>Explore research-based practices for developing vocabulary in the content area</li> <li>Review various strategies for incorporating reading in the content area</li> <li>View videos of reading in the content area instruction</li> <li>Complete a variety of formative assessments in the form of interactive activities</li> <li>Gather information from various resources</li> </ul>
2.F.3, 2.F.4	<ul style="list-style-type: none"> <li>Identify tools for choosing literature and expository text appropriate for differentiated instruction within the class setting.</li> </ul>	<ul style="list-style-type: none"> <li>Review research-based practices for differentiated instruction</li> <li>Explore various tools for choosing texts appropriate to students' interests and independent reading proficiency</li> <li>Complete a guided practice of locating appropriate texts</li> <li>Complete various formative assessments in the form of interactive activities</li> </ul>

Fla. Reading Endorsement Indicator	Method of Competency Demonstration	Learner Activities
<b>Competency 3: Foundations of Assessment</b>		
3.1 – 3.12	<ul style="list-style-type: none"> <li>Formative assessments in the form of interactive activities</li> <li>Summative assessments as described for each indicator</li> </ul>	Participate in readings and discussions on <ul style="list-style-type: none"> <li>Different types of assessments</li> <li>Psychometric standards for reliability and validity</li> <li>The role of assessment in planning and validating instruction</li> <li>Appropriate use of instructional reading assessments</li> <li>Discussion board topics</li> </ul>
3.1	<ul style="list-style-type: none"> <li>Examine, analyze, and describe assessments of the essential components of reading</li> </ul>	<ul style="list-style-type: none"> <li>Describe or recognize test formats/types of test items for PA (see DIBELS and CT of Phonological Processing)</li> <li>Describe or recognize test formats/types of test items phonics &amp; fluency (see TOWRE, DIBELS, DAR)</li> <li>Describe or recognize test formats/types of test items for vocabulary and comprehension (see TOWK &amp; SAT9)</li> </ul>
3.2	<ul style="list-style-type: none"> <li>Create data-supported plans for assessment and instruction</li> </ul>	<ul style="list-style-type: none"> <li>Review student data.</li> <li>Identify assessments to drive instructional plan.</li> <li>Practice interpreting data</li> <li>Review IRI data, identify strengths &amp; weaknesses, create instructional plan</li> </ul>
3.3	<ul style="list-style-type: none"> <li>Analysis of student data: running record and NRT</li> </ul>	<ul style="list-style-type: none"> <li>Conduct and analyze running record</li> <li>Select, administer, and score fluency passage</li> <li>Review and analyze NRT data on 3 students</li> <li>Analyze student test data</li> </ul>
3.4	<ul style="list-style-type: none"> <li>Analysis assessment data for NRT and CRT</li> <li>Compare test types</li> </ul>	<ul style="list-style-type: none"> <li>Study of FCAT and data provided.</li> <li>Identify key issues for each audience.</li> <li>Compare NRT and CRT samples</li> <li>Compare reading inventory and standardized test</li> </ul>
3.5	<ul style="list-style-type: none"> <li>Describe assessment issues</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on key issues</li> <li>Discuss reliability and validity</li> <li>Identify derived scores</li> </ul>
3.6	<ul style="list-style-type: none"> <li>Analyze Florida's assessment plan</li> <li>Describe IRI process and use</li> </ul>	<ul style="list-style-type: none"> <li>Review Florida's Recommended Assessment Plan and analyze assessment types</li> <li>Compare school's assessment plan with state recommendation</li> <li>Study IRI process and describe appropriate use</li> </ul>

Fla. Reading Endorsement Indicator	Method of Competency Demonstration	Learner Activities
3.7	<ul style="list-style-type: none"> <li>Describe mass screening data and trends</li> <li>Summarize assessment and instruction connections</li> </ul>	<ul style="list-style-type: none"> <li>Analyze mass screening data.</li> <li>Analyze data on individual student. Identify trends over time.</li> <li>Review fictitious data, identify specific area of need and select appropriate assessment tool</li> <li>Review Fla's assessment plan, identify the types of assessment used, explain how each connects to instruction</li> </ul>
3.8	<ul style="list-style-type: none"> <li>Use assessment data to form intervention groups</li> </ul>	<ul style="list-style-type: none"> <li>Analyze ii and iii, identify how you could improve in each</li> <li>Identify a strategy for each level of iii support needed</li> <li>Analyze data on fictitious class, identify support level needed for each, form appropriate groups</li> </ul>
3.9	<ul style="list-style-type: none"> <li>Describe subgroups and appropriate instructional plans</li> </ul>	<ul style="list-style-type: none"> <li>Further analyze data to form subgroups</li> <li>Compare personal practices with suggested interventions</li> <li>Create a brief instructional plan that addresses the needs of the struggling readers</li> </ul>
3.10	<ul style="list-style-type: none"> <li>Written description of portfolio items for different purposes</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast portfolios for monitoring and portfolios for promotion</li> <li>Identify criteria for selecting portfolio items, including both formal and informal assessments</li> </ul>
3.11	<ul style="list-style-type: none"> <li>Plan for appropriate accommodations as determined by assessment data</li> </ul>	<ul style="list-style-type: none"> <li>Review accommodations for LEP students</li> <li>Select accommodations for fictitious student</li> </ul>
3.12	<ul style="list-style-type: none"> <li>Plan for appropriate assessment techniques for various student populations</li> </ul>	<ul style="list-style-type: none"> <li>Review assessment techniques for LEP students and struggling readers</li> <li>Select assessment techniques for fictitious student</li> </ul>

Fla. Reading Endorsement Indicator	Method of Competency Demonstration	Learner Activities
<b>Competency 4: Foundations of Differentiated Instruction</b>		
4.1 – 4.11	<ul style="list-style-type: none"> <li>Formative assessments in the form of interactive activities</li> <li>Summative assessments as described for each indicator</li> </ul>	Participate in readings and discussions on <ul style="list-style-type: none"> <li>Different student reading profiles across the grade levels</li> <li>Flexible grouping for differentiated instruction</li> <li>Diverse student populations and instructional accommodations</li> <li>Post on discussion board</li> </ul>
4.1 – 4.3	<ul style="list-style-type: none"> <li>Chart language, cognitive, and reading development</li> <li>Identify language, cognitive, reading stages of development in case study students</li> </ul>	<ul style="list-style-type: none"> <li>Observe reading instruction with LEP, ESE, and/or language deficient students</li> <li>Discuss unique and common needs of each group</li> <li>Compare needs of special students and those of mainstream.</li> <li>Analyze student data to identify specific needs of selected students</li> </ul>
4.4	<ul style="list-style-type: none"> <li>Describe reading stages of case study student</li> </ul>	<ul style="list-style-type: none"> <li>Examine stages of reading development.</li> <li>Identify differences between stages according to various models</li> </ul>
4.5, 4.6	<ul style="list-style-type: none"> <li>Identify common problems in each of the major reading components</li> <li>Describe effective reading strategies for overcoming identified problems in the reading components</li> </ul>	<ul style="list-style-type: none"> <li>Review each of the five major components.</li> <li>Discuss common problems for each component</li> <li>Identify and practice reading strategies used by effective readers</li> <li>Research potential strategies for addressing identified problems</li> </ul>
4.7	<ul style="list-style-type: none"> <li>Identify and describe principles of differentiated instruction</li> </ul>	<ul style="list-style-type: none"> <li>Clarify definitions for key terms (e.g., accommodation, differentiation, scaffold)</li> <li>Identify accommodations to content, process, and product</li> <li>View videos of accommodations being used in the class setting</li> </ul>
4.8, 4.9	<ul style="list-style-type: none"> <li>Describe appropriate accommodations and materials used to meet the needs of the targeted students</li> </ul>	<ul style="list-style-type: none"> <li>Analyze lesson plan and observe modeling of differentiation in practice</li> <li>Identify targeted accommodations provided in plan and modeling</li> <li>Identify materials addressing cultural and linguistic differences</li> </ul>
4.10	<ul style="list-style-type: none"> <li>Identify structures and procedures including accommodations for monitoring student reading progress</li> </ul>	<ul style="list-style-type: none"> <li>Compare monitoring procedures               <ul style="list-style-type: none"> <li>Required by state</li> <li>Required by district, and</li> <li>Suggested by research</li> </ul> </li> <li>Develop or adapt structures or procedures for monitoring</li> </ul>

Fla. Reading Endorsement Indicator	Method of Competency Demonstration	Learner Activities
<b>Competency 5: Application of Differentiated Instruction</b>		
5.1 – 5.13	<ul style="list-style-type: none"> <li>• Lesson plans submissions that include the following:               <ul style="list-style-type: none"> <li>▪ Each of the five reading components</li> <li>▪ Description of case study students (assessment data, intervention plans, monitoring plans)</li> <li>▪ Description of scaffolding for instruction in critical thinking, working with LEP students, metacognition, and language and literacy development</li> <li>▪ Description of reliable and valid assessments</li> <li>▪ Formative assessments in the form of interactive activities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Participate in readings and discussions on differentiated instruction</li> <li>• Select at least one student (LEP or language deficient) to use for a case study               <ul style="list-style-type: none"> <li>▪ Analyze assessment data on the student</li> <li>▪ Identify appropriate interventions for the student</li> <li>▪ Develop a plan for monitoring the student</li> </ul> </li> <li>• Review lesson plan components</li> <li>• View videos of lesson plan components being used in the classroom setting</li> <li>• Complete a variety of formative assessments in the form of interactive activities</li> <li>• Gather information from various resources</li> </ul>
<b>Competency 6: Demonstration of Accomplishment</b>		
6.1 – 6.12	<ul style="list-style-type: none"> <li>• Lesson plans submissions</li> <li>• Implementation of lesson plans in the class setting</li> <li>• Action research project</li> <li>• Self-reflection of implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Review, plan and implement research-based practices in reading instruction, including phonics, phonemic awareness, fluency, vocabulary, and comprehension</li> <li>• Review, plan and implement elements of differentiated instruction</li> <li>• Review, plan and implement effective teaching techniques</li> <li>• Explore procedures for completing the supervised practicum</li> <li>• Complete a variety of formative assessments in the form of interactive activities</li> </ul>