FLORIDA READING ENDORSEMENT MATRIX
Beacon Educator 2023

Guiding Principles

This matrix is aligned to the Florida Reading Endorsement Competencies and indicators adopted by the State Board of Education in July 2022 pursuant to 6A-4.0163, Florida Administrative Code. Accordingly, this matrix is aligned with evidence- and research-based instruction and intervention strategies grounded in the Science of Reading. The competencies and indicators address and integrate Florida's six components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension), four types of assessment (screening, progress monitoring, diagnostic, summative), core instruction for all students (Tier 1), targeted interventions for students in need of supplemental support (Tier 2), and intensive interventions for students substantially below grade level in reading (Tier 3). The competencies address identification of the characteristics of conditions such as dyslexia, implementation of evidence-based classroom instruction and interventions, including evidence-based reading instruction, interventions specifically for students with characteristics of dyslexia, and effective progress monitoring. Evidence-based reading instruction and intervention includes the use of intentional, explicit, systematic, sequential, differentiated and scaffolded, multisensory approaches to reading instruction to develop phonological and phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Teachers will apply their knowledge of the Reading Endorsement Competency Performance Indicators to support standards-aligned instruction in reading and writing. 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 and utilized for effective instructional decision making.

Teachers will document proficiency of the indicators for each competency through formative and summative assignments and summative assessments. Teachers will be able to maintain their summative assignments in an electronic portfolio. Teachers are also encouraged to use the courses' "internal notes feature." The internal notes feature allows teachers to make digital notes about key elements during their learning. Teachers are able to print the notes to include in their electronic portfolio.

Formative assessments address individual or multiple indicators and allow teachers to reflect on the course content in specific sections to confirm their understanding prior to moving forward in the chapter and course. The formative assessments are designed to measure understanding of critical content. The formative assessments contain case studies for teachers to reflect and apply their learning. Teachers will receive immediate affirmative or corrective feedback on all formative assessments.

The curriculum study assignments in each course are application-based summative assessments that address multiple indicators within each competency. Teachers will respond to case studies that address multiple indicators and/or design and implement assessments and/or instruction using classroom-based components. The course facilitator will provide immediate affirmative or corrective feedback to the teacher to solidify the teacher's understanding of the content on the curriculum study assignments. Teachers are required to make adjustments based on the feedback and demonstrate mastery on the curriculum study assignments.

Each competency/course contains a final summative assessment for a total of five unique summative assessments. Teachers will demonstrate mastery on the summative assessment in order to satisfy the requirements for each competency/course.

Competency 1 Introduction

Competency 1 encompasses the reading process with a focus on developing emergent literacy skills and progressing through the phases of word reading, resulting in comprehension as the final outcome. Teachers will develop substantive understanding of six components of reading as a process: oral language, phonological awareness, phonics, fluency, vocabulary and comprehension. The total inventory of Performance Indicators (A-G) satisfies Competency 1. (60 In-service hours)

Competency 1: *Foundations of Reading Instruction*			
Performance Indicator A: Oral Language			
Course Number & Course Name	**Indicator Code with Specific Indicator Language**	**Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment**	**Summative Assessment**
Reading 1: Foundations of Instruction	**1.A.1** Understand how the students' development of **oral language** (i.e., **phonology**, **morphology**, **syntax**, **semantics** and **pragmatics**) relates to language **comprehension**.	**Required Course Reading(s):** *Chapter 3, Language Development*: teachers will read evidence- and research-based content about: ● the components of oral language (1.A.1, 1.A.2); ● the characteristics of each component and how they support language comprehension (1.A.1, 1.A.2, 1.A.3, 1.A.4, 1.A.5); ● informal and formal assessments and data (1.A.6, 1.A.7, 1.A.8); ● the importance of explicit, systematic and evidence-based differentiated and scaffolded multisensory instruction to meet the needs of all learners (1.A.1-1.A.8); and ● *Writing to Read: Evidence for How Writing Can Improve Reading* https://media.carnegie.org/filer_public/9d/e2/9de20604-a055-42da-bc00-77da949b29d7/ccny_report_2010_writing.pdf (1.A.1-1.A.8) ● *Oral Language Impairments and Dyslexia* https://dyslexiaida.org/oral-language-impairments-and-dyslexia-2/ **Curriculum Study Assignment(s) at Indicator Level:** The teacher will complete a graphic organizer to:	Teachers will participate in a cumulative exam assessing foundations of reading instruction.
	1.A.2 Understand the differences between social and **academic language**.		
	1.A.3 Understand that writing enhances the development of **oral language**.		
	1.A.4 Understand that the variation in students' **oral language** exposure and development requires **differentiated** instruction, including **evidence-based** practices for students with		

	reading difficulties and characteristics of **dyslexia**.	• identify characteristics of each oral language component and how they support language and reading comprehension (1.A.1, 1.A.2, 1.A.3, 1.A.4, 1.A.5);
	1.A.5 Understand the importance of providing and documenting extended discussion in discerning **text** meaning and interpretation.	• demonstrate an understanding of the importance of intentional, explicit and systematic instruction of oral language, where it occurs in an activity, and how it impacts comprehension (1.A.1, 1.A.2, 1.A.3, 1.A.4, 1.A.5);
	1.A.6 Understand the distinguishing characteristics of students with reading difficulties, including students with **dyslexia**, and how they affect **oral language** development.	• demonstrate and understand how to use formal and informal assessment data to support the needs of all students when asked to identify barriers to student performance (1.A.6, 1.A.7, 1.A.8);
		• determine if a student's response indicates normal language development or a barrier to language development (1.A.1, 1.A.4, 1.A.6, 1.A.7, 1.A.8); and
	1.A.7 Recognize the importance of English learners' home languages and their significance in learning to read English.	• identify how to differentiate and scaffold instruction to support the needs of all students based on information about their ELL status, language development progress, and the academic language requirements of the text and task (1.A.1 - 1.A.8).
	1.A.8 Understand the role of **oral language informal** and **formal assessment**, including documentation of results to inform instruction determined by individual student strengths and needs.	**Formative Assessment at Indicator Level:** The teacher will respond to questions and case studies. Teachers will be required to: • identify students' use of language skills (1.A.1, 1.A.2, 1.A.6, 1.A.7, 1.A.8); • determine the difference between expressive and receptive language in skills and students' responses (1.A.1, 1.A.4, 1.A.6, 1.A.7, 1.A.8); • distinguish the difference between phonemes and graphemes (1.A.1, 1.A.2, 1.A.3); • distinguish the differences between pragmatics, syntax, morphology, and semantics (1.A.1, 1.A.3, 1.A.4, 1.A.5); • identify the significance between social and academic language (1.A.1, 1.A.2, 1.A.5); and • identify normal language development and barriers to normal language development (1.A.6, 1.A.7, 1.A.8).

Competency 1: *Foundations of Reading Instruction*			
Performance Indicator B: Phonological Awareness			
Course Number & Course Name	**Indicator Code with Specific Indicator Language**	**Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment**	**Summative Assessment**
Reading 1: Foundations of Instruction	**1.B.1** Understand the differences between **phonological awareness** (e.g., words, **syllables**, **rimes**) and **phonemic awareness** (**phonemes**) and that they develop independently from one another. **1.B.2** Understand the role and importance of **phonemic awareness** in the development of **phonic decoding** skills that lead to independent reading capacity. **1.B.3** Understand **evidence-based** and **multisensory practices** to develop students' **phonemic awareness** (e.g., **Elkonin boxes** or magnetic letters). **1.B.4** Understand how variations in **phonology** across dialects and speech patterns can affect **phonemic awareness** as it relates to language development and reading (e.g., phonological processing, **body-coda**,	**Required Course Reading(s):** *Chapter 4, Phonological Awareness*: teachers will read evidence- and research-based content about ● oral language development (1.B.1, 1.B.2) ; ● the language/reading connection (1.B.2, 1.B.4, 1.B.6, 1.B.7); ● the phonological awareness continuum (1.B.1, 1.B.2, 1.B.3); ● informal and formal phonological awareness assessments and data (1.B.7, 1.B.9); ● the early writing continuum (1.B.5, 1.B.6, 1.B.7); ● English phonemes and aspects of dialects (regional and social) (1.B.4, 1.B.5, 1.B.8); ● the importance of explicit, systematic, and evidence-based differentiated and scaffolded multisensory instruction to meet the needs of all learners (1.B.1 - 1.B.9); ● *Phonological and Phonemic Awareness* https://www.readingrockets.org/helping/target/phonologicalphonemic; and ● *Phonological Instruction for Older Students* https://www.readingrockets.org/article/phonological-instruction-older-students. **Curriculum Study Assignment(s) at Indicator Level:** Teachers will be presented with case studies. Teachers will be required to analyze the case studies and respond to the following:	Teachers will participate in a cumulative exam assessing foundations of reading instruction.

phonemic analysis and synthesis).	● use assessment data to recognize phonological awareness strengths and needs for all students (regular education, ELL status, students with dyslexia or other reading difficulties) and identify challenges to reading achievement (1.B.4, 1.B.5, 1.B.7, 1.B.9);	

1.B.5 Understand how variations in **phonology** across dialects and speech patterns affect written and **oral language** (e.g., speech and language disorders, language and dialect differences).

1.B.6 Understand that **evidence-based phonics** instruction improves **phonemic awareness** and results in enhanced **encoding** and **decoding** skills.

1.B.7 Understand the distinguishing characteristics of students with reading difficulties, including students with **dyslexia** and how they affect **phonemic awareness**.

1.B.8 Understand **evidence-based** practices for teaching **phonemic awareness** to English learners.

1.B.9 Understand the role of **phonological awareness informal** and **formal assessment**, including documentation of results, to inform instructional decisions to meet individual student strengths and needs.

- use the phonological awareness continuum to identify the correct level to begin instruction (1.B.1, 1.B.2, 1.B.3, 1.B.9);
- use the early writing continuum to identify the correct state of writing in which a student is performing and describe the correlation to phonological awareness development (1.B.5, 1.B.6, 1.B.7);
- describe how differences in dialect affect student phonological awareness development (1.B.4, 1.B.5, 1.B.8);
- describe challenges students (regular education, ELLs, students with dyslexia or other reading difficulties) may face with sound production with phonological awareness development in English (1.B.3, 1.B.4, 1.B.5, 1.B.7, 1.B.8); and
- use formal and informal language assessment outcomes to accurately determine areas of need and design phonological awareness activities to meet student needs (1.B.1 - 1.B.9).

Formative Assessment at Indicator Level:
The teacher will respond to questions and case studies.
Teachers will be required to:
- identify and understand stages of the phonological awareness continuum (1.B.1, 1.B.2, 1.B.3, 1.B.9);
- identify how phonemic awareness differs from phonological awareness (1.B.1, 1.B.2, 1.B.3, 1.B.9);
- identify how learning activities support students' phonological and phonemic awareness development (1.B.1, 1.B.2, 1.B.3, 1.B.4, 1.B.6);
- explain how students' dialect, first language, language development, and developmental challenges may impact

		oral language, reading, and writing (1.B.3, 1.B.4, 1.B.5, 1.B.6, 1.B.7, 1.B.8); ● identify the characteristics of students with normal and delayed phonological and phonemic awareness skills (1.B.3, 1.B.4, 1.B.5, 1.B.7, 1.B.8); and ● identify activities to support the strengths and needs of all students (1.B.2, 1.B.3, 1.B.6, 1.B.7, 1.B.8, 1.B.9).	

Competency 1: *Foundations of Reading Instruction*			
Performance Indicator C: Phonics			
Course Number & Course Name	**Indicator Code with Specific Indicator Language**	**Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment**	**Summative Assessment**
Reading 1: Foundations of Instruction	**1.C.1** Understand the structure of English **orthography** and the patterns and rules that inform the teaching of single and multisyllabic regular word and irregular word reading. **1.C.2** Understand **grapheme**-**phoneme** patterns and how they relate to spelling and written expression. **1.C.3** Understand **structural analysis** and **morphology** of words. **1.C.4** Understand that **evidence-based** spelling and writing practices can enhance	**Required Course Reading(s):** *Chapter 5, Phonics*: teachers will read evidence- and research-based content about: ● phonics concepts, terminology, and rules (1.C.1); ● types of phonemes (consonant, vowel, consonant blend, digraphs, vowel combination, r-controlled vowel) (1.C.1, 1.C.2); ● the alphabetic principle and mapping phonemes to graphemes (1.C.1, 1.C.2); ● blending and segmenting, structural analysis, and morphology (1.C.3, 1.C.4); ● early, intermediate, and adolescent phonics instruction (1.C.1, 1.C.2, 1.C.3, 1.C.4, 1.C.5); ● informal and formal assessments and data (1.C.5, 1.C.6, 1.C.7); ● the importance of explicit, systematic, and evidence-based differentiated and scaffolded multisensory instruction to meet the needs of all learners (1.C.1-1.C.7); and	Teachers will participate in a cumulative exam assessing foundations of reading instruction.

phonics instruction and connect reading and writing (e.g., **Elkonin boxes**, spelling of Greek and Latin roots and **affixes**).	● *Spelling and Dyslexia* https://www.readingrockets.org/article/spelling-and-dyslexia (1.C.1-1.C.7).
1.C.5 Understand the distinguishing characteristics of students with reading difficulties, including students with **dyslexia**, and how they affect **phonics** development.	**Curriculum Study Assignment(s) at Indicator Level:** Teachers will be presented with case studies. Teachers will be required to analyze the case studies and respond to the following: ● use assessment data to recognize phonics strengths and needs for all students (regular education, ELL status, students with dyslexia or other reading difficulties) and identify challenges to reading achievement (1.C.5, 1.C.6, 1.C.7);
1.C.6 Understand an English learner's home language as a foundation and strength to support the development of **phonics** in English.	● identify the level of phonics error and level of phonics rules mastered and not yet mastered (1.C.1, 1.C.2, 1.C.3, 1.C.4, 1.C.7); ● understand and communicate the connections among oral language, phonics, reading, and writing (1.C.1, 1.C.2, 1.C.3, 1.C.4); and
1.C.7 Understand the role of **phonics informal** and **formal assessment**, including documentation of results, to inform instruction to meet individual student strengths and needs.	● recommend instruction to address students' specific needs (1.C.1-1.C.7). **Formative Assessment at Indicator Level:** The teacher will respond to questions and case studies. Teachers will be required to: ● identify phonics rules and patterns that impact encoding and decoding (1.C.1, 1.C.2, 1.C.3, 1.C.4, 1.C.7); ● explain the connection between oral language, reading, and writing(1.C.1, 1.C.2, 1.C.3, 1.C.4); ● explain the importance of explicit and systematic phonics instruction (1.C.4, 1.C.5, 1.C.6); ● identify evidence-based activities that enhance learning for all students (1.C.4, 1.C.5, 1.C.6, 1.C.7); ● identify word parts using structural analysis and morphological (1.C.1, 1.C.2, 1.C.3); and

		• identify students' strengths and needs using assessment data (1.C.5, 1.C.6, 1.C.7).	

Competency 1: *Foundations of Reading Instruction*			
Performance Indicator D: Fluency			
Course Number & Course Name	**Indicator Code with Specific Indicator Language**	**Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment**	**Summative Assessment**
Reading 1: Foundations of Instruction	**1.D.1** Understand that the components of reading **fluency** are **accuracy**, **rate** and **prosody** which impact reading **comprehension**. **1.D.2** Understand that effective readers adjust their reading **rate** to accommodate the kinds of **texts** they are reading and their purpose for reading to facilitate **comprehension**. **1.D.3** Understand how **automaticity** in word-level skills and oral reading **fluency** in connected **text** impact reading **comprehension**. **1.D.4** Understand that independent readers activate their **background knowledge**, **self-monitor** and self-correct (i.e., **metacognition**) to enhance **fluency**	**Required Course Reading(s):** *Chapter 6, Fluency*: teachers will read evidence- and research-based content about: • the components of fluency (1.D.1, 1.D.7); • reader characteristics and how they impact fluent reading (1.D.2, 1.D.6, 1.D.7); • impact of fluency (oral and silent) on oral language, reading, writing, and comprehension (1.D.1, 1.D.2, 1.D.3, 1.D.4, 1.D.5); • fluency assessments and data (1.D.5, 1.D.6, 1.D.7); • the importance of text genres and text levels (1.D.1, 1.D.2, 1.D.3, 1.D.4, 1.D.5); • the importance of explicit, systematic, and evidence-based differentiated and scaffolded multisensory instruction to meet the needs of all learners (1.D.1-1.D.7); • *What is Reading Fluency? And why is it Important?* https://mylearningspringboard.com/what-is-reading-fluency-and-why-is-it-important/; and • *Fluency (and struggling readers)* https://www.readingrockets.org/helping/target/fluency. **Curriculum Study Assignment(s) at Indicator Level:**	Teachers will participate in a cumulative exam assessing foundations of reading instruction.

as a bridge to **comprehension** of **text**.

1.D.5 Understand that reading **fluency** and reading endurance requires daily practice with support and **corrective feedback** to increase **accuracy**, **rate** and **prosody**.

1.D.6 Understand the distinguishing characteristics of students with reading difficulties, including students with **dyslexia**, and how they affect **fluency** development and reading endurance.

1.D.7 Understand the role of **fluency informal** and **formal assessments**, including documentation of results, to inform instruction to meet individual student strengths and needs.

Teachers will be presented with case studies. Teachers will be required to analyze the case studies and respond to the following:

- use assessment data to recognize strengths and needs for all students (regular education, ELL status, students with dyslexia or other reading difficulties) and identify challenges to reading achievement (1.D.5, 1.D.6, 1.D.7);
- identify students' strengths and needs in the components of fluency (1.D.5, 1.D.6, 1.D.7);
- identify the area of concern based on the students' characteristics and data (1.D.5, 1.D.6, 1.D.7);
- understand and communicate the connection among oral language, fluency, phonics, reading, writing, and comprehension (1.D.1, 1.D.2, 1.D.3, 1.D.4, 1.D.5); and
- use assessment data to recommend instruction to address students' specific needs (1.D.1-1.D.7).

Formative Assessment at Indicator Level:
The teacher will respond to questions and case studies. Teachers will be required to:
- identify the different components of fluency and their impact on comprehension (1.D.1, 1.D.2, 1.D.3);
- use assessment data to identify students strengths, needs, and areas for instruction (1.D.5, 1.D.6, 1.D.7);
- explain the difference between fluent readers and disfluent readers (1.D.2, 1.D.4, 1.D.5, 1.D.6, 1.D.7); and
- identify how oral language, reading, and writing, impact fluency (1.D.1, 1.D.2, 1.D.3, 1.D.5).

Competency 1: *Foundations of Reading Instruction*			
Performance Indicator E: Vocabulary			
Course Number & Course Name	**Indicator Code with Specific Indicator Language**	**Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment**	**Summative Assessment**
Reading 1: Foundations of Instruction	**1.E.1** Understand the role and impact of **receptive** and **expressive vocabulary** on reading **comprehension**.	**Required Course Reading(s):** *Chapter 7, Vocabulary*: teachers will read evidence- and research-based content about: ● the impact that vocabulary has on the reading process (1.E.1, 1.E.5); ● the effects of oral language and wide reading on the levels of word knowledge and vocabulary development (expressive and receptive) (1.E.1, 1.E.3, 1.E.4, 1.E.5, 1.E.6); ● how students learn vocabulary (indirect and direct instruction; social and academic aspects; prior knowledge; background) (1.E.2, 1.E.3, 1.E.4); ● the impact of students' characteristics on vocabulary development (1.E.7, 1.E.8, 1.E.9); ● impact of text complexity (literary and informational texts) and academic vocabulary (tiered words, domain-specific vocabulary in literary and informational texts; morphology, semantics, and syntax)(1.E.2, 1.E.3, 1.E.4, 1.E.5, 1.E.6); ● reading and writing to foster vocabulary development and increase word consciousness (1.E.1, 1.E.5, 1.E.6); ● formal and informal assessments and data (1.E.7, 1.E.8, 1.E.9); ● the importance of explicit, systematic, and evidence-based differentiated and scaffolded multisensory instruction to meet the needs of all learners (1.E.1-1.E.9); ● *Selecting and Using Academic Vocabulary in Instruction* https://achievethecore.org/content/upload/Selecting%20an	Teachers will participate in a cumulative exam assessing foundations of reading instruction.
	1.E.2 Understand **morphology** (e.g., **morphemes**, **inflectional** and **derivational morphemes**, **morphemic analysis**) and **contextual analysis** as it relates to **vocabulary** development.		
	1.E.3 Identify intentional **explicit**, **systematic** and **sequential evidence-based** practices for **vocabulary** development and **scaffolding** concept development (e.g., **figurative language**, **dialogic reading**, **semantic mapping**, etc.).		
	1.E.4 Understand the importance of teaching basic and sophisticated **vocabulary**, high-frequency **multiple meaning words** and the		

	particular demands of **domain-specific vocabulary**.	d%20Using%20Academic%20Vocabulary%20in%20Instruction.pdf	
	1.E.5 Understand how to apply **evidence-based** reading and writing practices to enhance **vocabulary**.	● *What are the Different Types of Context Clues?* https://www.readingvine.com/what-are-the-different-types-of-context-clues/.	

particular demands of **domain-specific vocabulary**.

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● *What are the Different Types of Context Clues?* https://www.readingvine.com/what-are-the-different-types-of-context-clues/.

1.E.5 Understand how to apply **evidence-based** reading and writing practices to enhance **vocabulary**.

1.E.6 Understand how to provide a classroom learning environment that supports wide reading of print and **digital texts**, both informational and literary, to enhance **vocabulary**.

1.E.7 Understand the distinguishing characteristics of students with reading difficulties, including students with **dyslexia,** and how they affect **vocabulary** development.

1.E.8 Understand instructional practices that develop authentic uses of English to assist English learners in learning **academic vocabulary** and content (e.g., **cognates**).

1.E.9 Understand the role of **vocabulary informal** and **formal assessment**, including documentation of results, to inform instruction to meet individual student strengths and needs.

Curriculum Study Assignment(s) at Indicator Level:
Teachers will be presented with case studies. Teachers will be required to analyze the case studies and respond to the following:
● explain how wide reading improves expressive and receptive language (1.E.1, 1.E.3, 1.E.4, 1.E.5, 1.E.6);
● understand and explain the connection among listening, speaking, reading, writing, and vocabulary development (1.E.1, 1.E.2, 1.E.3, 1.E.4, 1.E.5, 1.E.6);
● identify academic vocabulary from texts for direct instruction using morphemic analysis and semantics and explain the instructional approach used to teach the selected words (1.E.3, 1.E.4, 1.E.7, 1.E.8, 1.E.9);
● apply knowledge and understanding of the demands of domain-specific vocabulary to select appropriate words for a lesson based on students' developmental needs (1.E.3, 1.E.4, 1.E.5, 1.E.6, 1.E.7, 1.E.8, 1.E.9); and
● identify and implement instruction based on students' prior knowledge and text complexity when given an excerpt of academic text and students' characteristics (1.E.1-1.E.9).

Formative Assessment at Indicator Level:
The teacher will respond to questions and case studies. Teachers will be required to:
● explain the difference between expressive and receptive language and their impact on encoding and decoding (1.E.1, 1.E.4, 1.E.5);
● explain the connection between oral language, reading, writing, and vocabulary development (1.E.1, 1.E.2, 1.E.3, 1.E.4, 1.E.5, 1.E.6);

| | | identify vocabulary words from texts that impact text complexity and students' comprehension (1.E.2, 1.E.3, 1.E.4, 1.E.5, 1.E.6, 1.E.7, 1.E.8, 1.E.9); use structural analysis and morphology to identify challenging vocabulary words (1.E.1, 1.E.2, 1.E.4); identify how to use evidence-based practices for vocabulary instruction to improve comprehension (1.E.3, 1.E.4, 1.E.5, 1.E.7, 1.E.8, 1.E.9); and explain how the classroom environment supports vocabulary development and comprehension (1.E.1, 1.E.5, 1.E.6). | |

Competency 1: *Foundations of Reading Instruction*			
Performance Indicator F: Comprehension			
Course Number & Course Name	**Indicator Code with Specific Indicator Language**	**Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment**	**Summative Assessment**
Reading 1: Foundations of Instruction	**1.F.1** Understand that **evidence-based oral language** and written experiences (i.e., **language experiences**, dictation, summary writing) facilitate **comprehension**. **1.F.2** Understand **evidence-based comprehension** practices (e.g., student question generation, summarizing, extended **text** discussion). **1.F.3** Understand the varying demands of **text** on readers' **comprehension**, including the	**Required Course Reading(s)**: Teachers will read the following chapters and documents to gain an understanding of the impact that student characteristics, oral language experiences, learning activities, and text types have on students' comprehension: ***Chapter 1, The Reading Process***; ***Chapter 2, Cognition and Comprehension;*** ***Chapter 8, Comprehension, Part 1;*** ***Chapter 9, Comprehension, Part 2:*** *Report of the National Reading Panel: Findings and Determinations by Topic Areas* (reading components) https://www.nichd.nih.gov/publications/pubs/nrp/findings and - Glossary (PDF) for reference during course readings; *Florida's B.E.S.T. Standards: English Language Arts, Appendix*	Teachers will participate in a cumulative exam assessing foundations of reading instruction.

demands of domain-specific **texts**.

1.F.4 Understand how to provide daily purposeful opportunities for all students to read a wide variety of **texts**, with discussion and feedback, to sufficiently build students' capacity for **comprehension.**

1.F.5 Understand how the interaction of reader characteristics (**background knowledge**, interests, strengths and needs), motivation, **text complexity** and purpose of reading, impacts **comprehension** and student engagement.

1.F.6 Understand the importance of planning, providing and documenting daily opportunities for reading connected **text** with **corrective feedback** to support **accuracy**, **fluency**, reading endurance and **comprehension**.

1.F.7 Understand **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**.

B (See Text Complexity; Text Complexity Rubric Qualitative; Text Complexity Rubric Quantitative)
https://www.fldoe.org/core/fileparse.php/7539/urlt/elabeststandardsfinal.pdf

- *Strategies for Supporting Struggling Readers*
https://achievethecore.org/peersandpedagogy/wp-content/uploads/2016/08/Supports-for-Struggling-Readers-Resource.pdf; and

- *Seven Rules of Engagment: What's Most Important to Know About Motivation to Read*
http://www.readinghalloffame.org/sites/default/files/final_pdf_of_ms_10.1002_trtr.01024.pdf.

Teachers will read evidence- and research-based content to gain an understanding of:

- reading instruction terminology (1.F.1);
- reading components (phonemic awareness, phonics, fluency, vocabulary, and comprehension) (1.F.1);
- the components of oral language, the characteristics of each component, and how they support comprehension (1.F.1);
- the reading process and the complex integration that leads to comprehension (1.F.2, 1.F.4, 1.F.5, 1.F.8);
- factors that influence comprehension (student characteristics and risk factors, types of instruction and learning tasks, text complexity and purpose) (1.F.3, 1.F.5, 1.F.6);
- the demands of academic language and text complexity and how differentiation and scaffolding support and enhance students' learning with complex text and higher-order thinking processes (1.F.6, 1.F.7, 1.F.8, 1.F.9, 1.F.10, 1.F.11, 1.F.12);
- the importance of explicit, systematic and evidence-based differentiated and scaffolded multisensory instruction to meet the needs of all learners (1.F.1 - 1.F.12);
- the importance of daily opportunities for students to engage with a variety of texts, text levels, guided, collaborative, and

1.F.8 Understand that reading is a process of constructing meaning from a wide variety of print and **digital texts** and for a variety of purposes, utilizing a variety of methods (i.e., **active reading**).

1.F.9 Understand that effective **comprehension** relies on using well developed language, multiple **higher order thinking** processes (i.e., making inferences, activating **background knowledge**) and self-correction to monitor **comprehension**.

1.F.10 Understand **evidence-based** practices to improve reading **comprehension** for students, including those with characteristics of reading difficulties and **dyslexia**, based on their strengths and needs.

1.F.11 Understand how English learners' linguistic and cultural background will influence their **comprehension**, including English learners with characteristics of reading difficulties and **dyslexia**.

1.F.12 Understand the role of **comprehension informal** and **formal assessments**, including documentation of results, to

independent multisensory activities (1.F.2, 1.F.4, 1.F.8, 1.F.10);
● how to provide frequent corrective feedback and facilitate students' ability to monitor and self-correct reading and comprehension (1.F.4, 1.F.5, 1.F.6, 1.F.9); and
● the use of formal and informal comprehension assessments and data to identify the strengths and needs of all students and inform instruction (1.F.2, 1.F.10, 1.F.11, 1.F.12).

Curriculum Study Assignment(s) at Indicator Level:
Teachers will be presented with case studies. Teachers will be required to analyze the case studies and respond to the following:
● identify the text purpose and reading demands of texts (1.F.3, 1.F.7);
● identify challenges that students may face as they read texts and complete tasks (1.F.4, 1.F.7);
● explain the importance of teaching students that readers approach different texts in different ways based on the type of text and purpose for reading (literary vs. informational; entertainment vs. academic) (1.F.3, 1.F.4, 1.F.5, 1.F.6, 1.F.7, 1.F.8, 1.F.9);
● reflect on the impact the text, reader, and activity have on comprehension (1.F.2, 1.F.3, 1.F.5, 1.F.6, 1.F.7, 1.F.8, 1.F.9, 1.F.10, 1.F.11);
● determine and justify next steps for instruction based on data and students' characteristics (1.F.2, 1.F.3, 1.F.5, 1.F.10, 1.F.11, 1.F.12);
● describe the impact of genre, text features, structure, complexity, reader characteristics, and motivation/engagement with a given text (1.F.4, 1.F.5, 1.F.6, 1.F.7, 1.F.8, 1.F.9, 1.F.10, 1.F.11, 1.F.12) ;
● explain how oral language, writing, and an information intensive classroom impact reading comprehension (1.F.1, 1.F.2, 1.F.4, 1.F.8, 1.F.9);
● given a domain-specific passage, identify the reading demands and describe how comprehension processes can be

inform instruction to meet individual student strengths and needs.	used to monitor comprehension and self-correct for understanding (1.F.2, 1.F.4, 1.F.5, 1.F.6, 1.F.7, 1.F.8, 1.F.9, 1.F.10, 1.F.11, 1.F.12); ● describe how assessment data can be used to make instructional decisions (1.F.2, 1.F.4, 1.F.5, 1.F.6, 1.F.7, 1.F.8, 1.F.9, 1.F.10, 1.F.11, 1.F.12); and ● identify ways that proficient readers engage with complex texts to complete various learning activities (1.F.1, 1.F.2, 1.F.3, 1.F.5, 1.F.7, 1.F.8, 1.F.10, 1.F.11). **Formative Assessment at Indicator Level:** The teacher will respond to questions and case studies. Teachers will be required to: ● reflect on why reading for leisure or pleasure is different from reading for academic requirements (1.F.5, 1.F.7); ● identify ways that academic language and text complexity impact students' comprehension (1.F.7, 1.F.8, 1.F.9); ● recognize examples of expressive and receptive language (1.F.1, 1.F.2); ● identify examples of the reading components and oral language components (1.F.1, 1.F.2); ● use Bloom's Taxonomy and Webb's DOK to identify the stage or level of a given task (1.F.3, 1.F.7, 1.F.8, 1.F.9); ● identify appropriate types of texts for learning activities (1.F.4, 1.F.5, 1.F.6, 1.F.7, 1.F.8, 1.F.9, 1.F.10, 1.F.11, 1.F.12); ● reflect on the reading needs of ELL students (1.F.1, 1.F.6, 1.F.10, 1.F.11, 1.F.12); ● reflect on the impact that oral language, writing activities, text complexity, and students' monitoring and self-correcting have on comprehension (1.F.1, 1.F.2, 1.F.5, 1.F.7, 1.F.8, 1.F.9, 1.F.10, 1.F.11).	

Competency 1: *Foundations of Reading Instruction*			
Performance Indicator G: Integration of Reading Components			
Course Number & Course Name	**Indicator Code with Specific Indicator Language**	**Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment**	**Summative Assessment**
Reading 1: Foundations of Instruction	**1.G.1** Identify **phonemic**, **semantic** and **syntactic** variability between English and other languages. **1.G.2** Identify appropriate **evidence-based** practices to develop students' metacognitive skills in reading, including English learners (e.g., **text coding**, two-column notes). **1.G.3** Understand the interdependence among the reading components and their effect upon reading as a process for all students. **1.G.4** Understand how **oral language** and an information intensive environment impact reading and writing development. **1.G.5** Understand **evidence-based** practices for selecting literature and domain specific print and **digital text** appropriate to	**Required Course Reading(s):** **Chapter 10, Integration of Reading Components**: teachers will read evidence- and research-based content about: ● social language and cognitive academic language and their impact on students (BICS and CALP)(1.G.1, 1.G.2); ● demands of cognitive academic language and the impact on language development and comprehension for all students (1.G.1, 1.G.2); ● language variability (phonetic, semantic, syntactic, morphological, cognates and false cognates)(1.G.1, 1.G.2) ; ● integration of reading components and barriers to reading development (ELLs, dyslexia, poverty, struggling adolescents) (1.G.3, 1.G.4, 1.G.5, 1.G.6, 1.G.7, 1.G.8, 1.G.11); ● text complexity and student characteristics when preparing for instruction and learning (1.G.3, 1.G.7, 1.G.8, 1.G.11); ● the importance of explicit, systematic, and evidence-based differentiated and scaffolded multisensory instruction to meet the needs of all learners (1.G.1 - 1.G.11); ● how to establish and maintain ways to support caregivers or family members with their students' reading development (1.G.9, 1.G.10);	Teachers will participate in a cumulative exam assessing foundations of reading instruction.

students' age, interests and reading proficiency.

1.G.6 Understand the relationships among **decoding**, automatic word recognition, **fluency** and **comprehension**.

1.G.7 Understand intentional, **explicit**, **systematic** and **sequential evidence-based** practices for **scaffolding** the interconnection of each of the following: **graphophonemics**, **syntax**, **semantics**, **pragmatics**, **vocabulary**, **schema** and **text structures** required for **comprehension**.

1.G.8 Understand the distinguishing characteristics of students with reading difficulties, including students with **dyslexia**, and how they affect the integration of the components of reading instruction.

1.G.9 Understand how to engage and support caregivers and families in the **evidence-based** language and reading development activities for their children and adolescents.

1.G.10 Understand how to communicate (orally and in

- the role of formal and informal assessments and data in the reading process (1.G.3, 1.G.5, 1.G.8, 1.G.11);
- how to communicate assessment outcomes and instructional decisions with other teachers and students' caregivers or family members (1.G.10, 1.G.11);
- *Dyslexia in the Classroom: What Every Teacher Needs to Know* https://structuredlit.wpenginepowered.com/wp-content/uploads/2015/01/DITC-Handbook.pdf (1.G.1-1.G.11); and
- *Developing Strategic Readers and Learners* https://www.literacyworldwide.org/docs/default-source/bonus-materials/002-chapter-1.

Curriculum Study Assignment(s) at Indicator Level:
Teachers will be presented with case studies. Teachers will be required to analyze the case studies and respond to the following:
- use assessment data to recognize strengths and needs for all students (regular education, ELL status, students with dyslexia or other reading difficulties) and identify challenges to reading achievement (1.G.3, 1.G.4, 1.G.5, 1.G.6, 1.G.7, 1.G.8, 1.G.11);
- identify students' strengths and needs related to integration of the reading components (1.G.3, 1.G.4, 1.G.5, 1.G.6, 1.G.7, 1.G.8, 1.G.11);
- identify the area of concern based on students' characteristics and data (1.G.2, 1.G.3, 1.G.4, 1.G.5, 1.G.6, 1.G.7, 1.G.8, 1.G.11);
- understand and communicate the connection among oral language, fluency, phonics, reading, writing, and comprehension (1.G.1, 1.G.2, 1.G.3, 1.G.4, 1.G.5, 1.G.6, 1.G.7);

writing) the meaning of reading assessment data with students, caregivers and other teachers.

1.G.11 Understand the role of **informal** and **formal reading assessments**, including documentation of results, to make instructional decisions to address individual student strengths and needs.

- describe how formal and informal reading assessments can be used to make instructional decisions for all students (1.G.2, 1.G.3, 1.G.4, 1.G.5, 1.G.6, 1.G.7, 1.G.8, 1.G.11);
- use assessment results to determine which students may require further assessments to determine possible reading difficulties (1.G.3, 1.G.5, 1.G.8, 1.G.11);
- use assessment results to scaffold and differentiate instruction (1.G.1 - 1.G.11);
- engage with other teachers and students' caregivers or family members to support students' reading development and share assessment results (1.G.10, 1.G.11); and
- understand how students' variabilities (social, academic, cultural, etc.) and assessment results impact instruction and learning (1.G.2, 1.G.3, 1.G.4, 1.G.5, 1.G.6, 1.G.7, 1.G.8, 1.G.11).

Formative Assessment at Indicator Level:
The teacher will respond to questions and case studies. Teachers will be required to:
- identify the difference between academic language, social language, and language variability and the impact they have on students' comprehension (1.G.1, 1.G.2, 1.G.3);
- identify characteristics of students with dyslexia or students with reading difficulties (1.G.3, 1.G.8, 1.G.11);
- identify the characteristics of proficient readers at various ages (1.G.3, 1.G.8, 1.G.11);
- explain how students' assessment data informs instruction (1.G.2, 1.G.3, 1.G.4, 1.G.5, 1.G.6, 1.G.7, 1.G.8, 1.G.11);
- explain how explicit, systematic, and sequential instruction improves students' reading

		comprehension (1.G.2, 1.G.3, 1.G.4, 1.G.5, 1.G.6, 1.G.7, 1.G.8, 1.G.11); ● explain how the reading components support students' reading comprehension (1.G.3, 1.G.4, 1.G.5, 1.G.6, 1.G.7, 1.G.8, 1.G.11); and ● identify age-appropriate ways to support students' reading comprehension (1.G.2, 1.G.7, 1.G.8, 1.G.9, 1.G.10, 1.G.11).	

Competency 2 Introduction

Teachers will apply the principles of explicit, systematic and sequential evidence-based reading instruction and scaffold student learning while integrating the six components of reading. Teachers will engage in the systematic problem-solving process to identify students with reading difficulties, including identification of students with characteristics of dyslexia, provide appropriate interventions and conduct effective progress monitoring. The total inventory of Performance Indicators (A-G) satisfies Competency 2. (60 In-service hours)

Competency 2: *Applications of Evidence-based Instructional Practices*			
Performance Indicator A: Oral Language			
Course Number & Course Name	**Indicator Code with Specific Indicator Language**	**Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment**	**Summative Assessment**
Reading 2: Evidence-based Practices	**2.A.1** Apply intentional, **explicit**, **systematic** and **sequential** instructional practices for **scaffolding** development of oral/**aural** language skills.	**Required Course Reading(s):** *Chapter 1, Overview of Evidence-Based Practices:* to gain an overview of evidence-based practices for reading instruction and prepare to understand and apply course requirements, teachers will read about the:	Teachers will participate in a cumulative exam assessing applications of evidence-based instructional practices.
	2.A.2 Create an environment where students practice appropriate social and **academic language** to discuss **diverse texts**.	● meanings of and differences between research-based and evidence-based instructional practices (2.A.4); ● reading components, the reading process, and oral language development (2.A.1, 2.A.3); ● characteristics of strong readers and the characteristics of struggling readers (2.A.4, 2.A.6, 2.A.7, 2.A.8);	
	2.A.3 Use word building and writing experiences to enhance **oral language** (e.g., homophone word building and spelling, interactive writing, student to teacher sentence dictation).	● definition and examples of explicit, systematic, and sequential reading instruction (2.A.1, 2.A.4, 2.A.6, 2.A.7); ● definition and examples of differentiation, scaffolding, and multisensory learning (2.A.1, 2.A.3-2.A.7); ● *Multisensory Instruction: What You Need to Know* https://www.understood.org/en/articles/multisensory-instruction-what-you-need-to-know (2.A.1, 2.A.3, 2.A.4-2.A.8); and	
	2.A.4 Differentiate instruction to account for variation in	● *Accommodating Students with Dyslexia in All Classroom Settings*	

students' **oral language** exposure and development, including **evidence-based** practices for students with reading difficulties and characteristics of **dyslexia**.

2.A.5 Provide and document opportunities for extended discussion in discerning **text** meaning and interpretation.

2.A.6 Apply **evidence-based** practices for students with reading difficulties, including students with **dyslexia**, based on their strengths and needs to improve **oral language** development.

2.A.7 Apply an English learner's home language proficiency as a foundation and strength to support the development of **oral language** in English and **scaffold** discussions to facilitate the **comprehension** of **text** for students with varying English proficiency levels.

2.A.8 Administer and document appropriate **oral language informal** and **formal assessments** to inform instruction determined by

https://www.readingrockets.org/article/accommodating-students-dyslexia-all-classroom-settings.

Chapter 5: Oral Language Instruction: teachers will read evidence- and research-based content about:
- the oral language components (phonology, morphology, syntax, semantics, pragmatics) (2.A.1);
- oral language development and language behaviors (structures, speech sounds) (2.A.4, 2.A.6, 2.A.7, 2.A.8);
- language- and print-rich environments and the connection of oral language to reading and writing (2.A.2-2.A.7);
- multisensory instruction to enhance oral language acquisition (Socratic questioning; language experiences, discourse; collaborative conversations) (2.A.1-2.A.7);
- oral language development and how students' characteristics (social and academic background, ELL status, dyslexia or other reading difficulties, etc.) impact their language acquisition and development (2.A.4, 2.A.6-2.A.8);
- informal and formal assessments and data (2.A.8);
- the importance of intentional, explicit, systematic and evidence-based differentiated and scaffolded multisensory instruction to meet the needs of all learners (2.A.1-2.A.8); and
- *The Importance of Emphasizing Oral Language with English Learners* https://www.lexialearning.com/blog/importance-emphasizing-oral-language-english-learners.

Curriculum Study Assignment(s) at Indicator Level:
Teachers will administer and document assessment data to inform instruction. Teachers will develop a lesson to provide intentional, explicit, systematic, and sequential instruction based on students' assessment results. Teachers will submit a lesson plan that includes the lesson goal, the gradual release of responsibility model with differentiated and scaffolded practices, and formative

	individual student strengths and needs.	and summative assessments. Teachers will also submit a reflection detailing how students responded to instruction and identifying their next steps based on students' responses to formative and summative assessments. Teachers will be required to address the following items in their assignments.	
		● use assessment data to recognize oral language strengths and needs for all students (regular education, ELL status, students with dyslexia or other reading difficulties) and identify challenges to reading achievement (2.A.6-2.A.8);	
		● use the assessment data and the gradual release of responsibility model (modeling, guided practice, collaborative practice, independent practice) to identify and apply evidence-based practices that provide intentional, explicit, and systematic instruction of an oral/aural language skill (2.A.1-2.A.8);	
		● identify and apply ways to support the needs of ELLs by using proficiency in their home language to develop oral language in English (2.A.1, 2.A.4, 2.A.7, 2.A.8);	
		● support students with dyslexia or other reading difficulties (2.A.1, 2.A.4, 2.A.6, 2.A.8);	
		● include a writing experience to enhance oral language (2.A.1-2.A.5);	
		● include multisensory activities to differentiate and scaffold discussions to improve comprehension (2.A.1-2.A.7);	
		● describe the language instruction and how it addressed the strengths and needs of all students (2.A.1-2.A.8);	
		● explain how the discussions, writing experiences, and multisensory activities improved students' development and comprehension (2.A.2-2.A.7); and	
		● identify ways to revise the lesson based on students' response to instruction (2.A.4, 2.A.6-2.A.8).	
		Formative Assessment at Indicator Level: The teacher will respond to questions and case studies. Teachers will be required to:	

		- identify evidence-based oral language and comprehension practices (2.A.1); - identify oral language and reading components (2.A.1, 2.A.3); - distinguish the characteristics of strong readers and struggling readers (2.A.4, 2.A.6-2.A.8); - recognize explicit, systematic, and sequential multisensory instruction (2.A.1-2.A.7); - identify the components of oral language and how oral language development impacts reading and writing (2.A.2-2.A.7); and - distinguish the difference between academic and social language (2.A.2, 2.A.4, 2.A.6, 2.A.7).	

Competency 2: *Application of Evidence-based Instructional Practices*		
Performance Indicator B: Phonological Awareness		
Course Number & Course Name	**Indicator Code with Specific Indicator Language**	**Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment**	**Summative Assessment**

Reading 2: Evidence-based Practices	**2.B.1** Apply **explicit**, **systematic** and **sequential evidence-based** practices in **phonological awareness** and **phonemic awareness**.	**Required Course Reading(s)**: ***Chapter 1, Overview of Evidence-Based Practices:*** to gain an overview of evidence-based practices for reading instruction and prepare to understand and apply course requirements, teachers will read about the: ● meanings of and differences between research-based and evidence-based instructional practices (2.B.1-2.B.3, 2.B.6-2.B.8); ● reading components, the reading process, and oral language development (2.B.1, 2.B.2, 2.B.4, 2.B.6); ● characteristics of strong readers and the characteristics of struggling readers (2.B.1, 2.B.7-2.B.9); ● definition and examples of explicit, systematic, and sequential reading instruction (2.B.1-2.B.3, 2.B.6-2.B.8); ● definition and examples of differentiation, scaffolding, and multisensory learning (2.B.1, 2.B.3, 2.B.7-2.B.9); ● *Multisensory Instruction: What You Need to Know* https://www.understood.org/en/articles/multisensory-instruction-what-you-need-to-know (2.B.1, 2.B.5, 2.B.7-2.B.9); and ● *Accommodating Students with Dyslexia in All Classroom Settings* https://www.readingrockets.org/article/accommodating-students-dyslexia-all-classroom-settings. ***Chapter 6, Phonological Awareness Instruction***: teachers will read evidence- and research-based content about ● phonological awareness definition and terms (2.B.1, 2.B.9);	Teachers will participate in a cumulative exam assessing applications of evidence-based instructional practices.
	2.B.2 Apply **evidence-based phonemic awareness** instruction for the development of **phonic decoding** skills that lead to independent reading capacity.		
	2.B.3 Provide opportunities using **evidence-based** and **multisensory practices** for students to develop **phonemic awareness** (e.g., **Elkonin boxes** or magnetic letters).		
	2.B.4 Apply knowledge of how variations in **phonology** across dialects and speech patterns affect the development of **phonemic awareness**.		

2.B.5 Apply knowledge of how variations in **phonology** across dialects and speech patterns affect written and **oral language** (e.g., speech and language disorders, language and dialect differences).

2.B.6 Provide **evidence-based phonics** instruction to improve **phonemic awareness** and enhance **encoding** and **decoding** skills.

2.B.7 Apply **evidence-based** practices for students with characteristics of reading difficulties, including students with **dyslexia**, based on their strengths and needs to improve **phonemic awareness**.

2.B.8 Apply **evidence-based** practices for teaching **phonemic awareness** to English learners.

2.B.9 Administer and document appropriate **phonological awareness informal** and **formal assessments** to inform instruction to meet individual student strengths and needs.

- the phonological awareness continuum and the early writing continuum (2.B.1, 2.B.3-2.B.5, 2.B.7-2.B.9);
- identify characteristics of dyslexia and other causes of diminished phonological processing (2.B.5, 2.B.7, 2.B.9);
- characteristics of strong readers and characteristics of readers who struggle (2.B.1, 2.B.7-2.B.9);
- the brain and encoding and decoding (2.B.2, 2.B.5, 2.B.6);
- the importance of structured literacy (2.B.1, 2.B.2, 2.B.7-2.B.9);
- informal and formal assessments and data (2.B.9);
- the importance of intentional, explicit, systematic and evidence-based differentiated and scaffolded multisensory instruction to meet the needs of all learners (2.B.1-2.B.9); and
- *Structured Literacy: An Introductory Guide (IDA)* https://app.box.com/s/mvuvhel6qaj8tghvu1nl75i0ndnlp0yz (2.B.1, 2.B.2, 2.B.7-2.B.9).

Curriculum Study Assignment(s) at Indicator Level:
Teachers will administer and document assessment data to inform instruction. Teachers will develop a lesson to provide intentional, explicit, systematic, and sequential instruction based on students' assessment results. Teachers will submit a lesson plan that includes the lesson goal, the gradual release of responsibility model with differentiated and scaffolded practices, and formative and summative assessments. Teachers will also submit a reflection detailing how students responded to instruction and identifying their next steps based on students' responses to formative and summative assessments. Teachers will be required to address the following items in their assignments.

- use assessment data to recognize phonological awareness strengths and needs for all students (regular education, ELL status, students with dyslexia or other reading difficulties) and identify challenges to reading achievement (2.B.7-2.B.9);
- design and implement an age-appropriate lesson that provides intentional, explicit, systematic phonological awareness instruction to include multisensory activities (2.B.1-2.B.9);

- incorporate oral/aural language activities and writing experiences appropriate for phonological awareness development (2.B.1, 2.B.5-2.B.9);
- provide differentiated instruction to support ELLs' reading and writing development (2.B.4, 2.B.5, 2.B.7-2.B.9);
- provide differentiated instruction for a student with dyslexia or other phonological awareness deficits (2.B.3, 2.B.7, 2.B.9);
- describe the data used and the analysis to identify students' needs based on the phonological continuum (2.B.1, 2.B.7-2.B.9);
- describe the oral/aural language and writing experience activities and how they support and enhance students' development (2.B.1, 2.B.5-2.B.9);
- explain how the lesson was differentiated for ELL students (2.B.1, 2.B.4, 2.B.5, 2.B.7-2.B.9);
- explain how the lesson was differentiated for a student with dyslexia or the characteristics of dyslexia (2.B.1, 2.B.3, 2.B.7, 2.B.9); and
- identify next steps in instruction based on students' response to instruction (2.B.1, 2.B.3, 2.B.7-2.B.9).

Formative Assessment at Indicator Level:
The teacher will respond to questions and case studies. Teachers will be required to:
- identify evidence-based oral language and comprehension practices (2.B.1, 2.B.2, 2.B.4, 2.B.6);
- identify oral language and reading components (2.B.1, 2.B.2, 2.B.4, 2.B.6);
- distinguish the characteristics of strong readers and struggling readers (2.B.1, 2.B.7-2.B.9);
- recognize explicit, systematic, and sequential multisensory instruction (2.B.1-2.B.8);
- recommend methods for implementing explicit, systematic, and sequential phonological awareness instruction with multisensory strategies (2.B.1, 2.B.3, 2.B.6-2.B.9);

		- use the phonological awareness continuum to identify the level(s) of phonological awareness a student has mastered and where they require instruction to advance their development(2.B.1, 2.B.3, 2.B.4, 2.B.7-2.B.9); - reflect on assessment results for an older student and determine whether or not instruction in phonological awareness is appropriate (2.B.1, 2.B.2, 2.B.6, 2.B.7, 2.B.9); - identify differences between the brain functions during the reading process and how the brain functions differently for students with dyslexia (2.B.1, 2.B.2, 2.B.5, 2.B.7, 2.B.9); and - identify examples of multisensory activities (2.B.1, 2.B.3, 2.B.7-2.B.9).	

Competency 2: *Application of Evidence-based Instructional Practices*			
Performance Indicator C: Phonics			
Course Number & Course Name	**Indicator Code with Specific Indicator Language**	**Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment**	**Summative Assessment**
Reading 2: Evidence-based Practices	**2.C.1** Apply **explicit**, **systematic** and **sequential evidence-based** instruction in single- and **multisyllabic word reading**, including **orthographic mapping** for regular and irregular words. **2.C.2** Apply **evidence-based** instruction in **grapheme**-**phoneme** patterns in spelling and written expression. **2.C.3** Apply **evidence-based** instruction in **structural analysis** and **morphology** of words. **2.C.4** Incorporate **evidence-based** spelling and writing practices that connect reading and writing (e.g., **Elkonin boxes**, spelling of Greek and Latin roots and **affixes**). **2.C.5** Apply **evidence-based** practices for students with reading difficulties, including students with **dyslexia**, based on their strengths and needs to improve **phonics** development.	**Required Course Reading(s):** ***Chapter 1, Overview of Evidence-Based Practices:*** to gain an overview of evidence-based practices for reading instruction and prepare to understand and apply course requirements, teachers will read about the: ● meanings of and differences between research-based and evidence-based instructional practices (2.C.1-2.C.5); ● reading components, the reading process, and oral language development (2.C.1, 2.C.2, 2.C.5, 2.C.6); ● characteristics of strong readers and the characteristics of struggling readers (2.C.1, 2.C.5-2.C.7); ● definition and examples of explicit, systematic, and sequential reading instruction (2.C.1-2.C.5); ● definition and examples of differentiation, scaffolding, and multisensory learning (2.C.1, 2.C.5-2.C.7); ● *Multisensory Instruction: What You Need to Know* https://www.understood.org/en/articles/multisensory-instruction-what-you-need-to-know (2.C.1, 2.C.5-2.C.7); and ● *Accommodating Students with Dyslexia in All Classroom Settings* https://www.readingrockets.org/article/accommodating-students-dyslexia-all-classroom-settings. ***Chapter 7, Phonics Instruction***: teachers will read evidence- and research-based content about: ● phonics concepts, terminology, and rules (2.C.1-2.C.4); ● types of phonemes (consonant, vowel, consonant blend,	Teachers will participate in a cumulative exam assessing applications of evidence-based instructional practices.

	2.C.6 Apply an English learner's home language as a foundation and strength to support the development of **phonics** in English.	digraphs, vowel combination, r-controlled vowel) (2.C.1, 2.C.3, 2.C.4);

digraphs, vowel combination, r-controlled vowel) (2.C.1, 2.C.3, 2.C.4);
- the alphabetic principle and mapping phonemes to graphemes (2.C.1, 2.C.2, 2.C.4);
- blending and segmenting, structural analysis, and morphology (2.C.1, 2.C.3, 2.C.4);
- early, intermediate, and adolescent phonics instruction (2.C.1-2.C.6);
- informal and formal assessments and data (2.C.7);
- the importance of intentional, explicit, systematic, and evidence-based differentiated and scaffolded multisensory instruction to meet the needs of all learners (2.C.1-2.C.7);
- *ILA Meeting the Challenges of Early Literacy Phonics Instruction* (2019 literacy brief) https://www.literacyworldwide.org/docs/default-source/where-we-stand/ila-meeting-challenges-early-literacy-phonics-instruction.pdf (2.C.1-2.C.7); and
- *Sound-Letter Maps* (PDF resource) http://literacyhow.org/wp-content/uploads/2020/06/Sound-Letter-Maps.pdf (2.C.1-2.C.7).

2.C.7 Administer and document appropriate **phonics informal** and **formal assessments** to inform instruction to meet individual student strengths and needs.

Curriculum Study Assignment(s) at Indicator Level:
Teachers will administer and document assessment data to inform instruction. Teachers will develop a lesson to provide intentional, explicit, systematic, and sequential instruction based on students' assessment results. Teachers will submit a lesson plan that includes the lesson goal, the gradual release of responsibility model with differentiated and scaffolded practices, and formative and summative assessments. Teachers will also submit a reflection detailing how students responded to instruction and identifying their next steps based on students' responses to formative and summative assessments. Teachers will be required to address the following items in their assignments.
- use assessment data to recognize phonics strengths and

needs for all students (regular education, ELL status, students with dyslexia or other reading difficulties) and identify challenges to reading achievement (2.C.5-2.C.7);

- design and implement an age-appropriate lesson that provides intentional, explicit, systematic phonics instruction that includes multisensory activities (2.C.1-2.C.7);
- incorporate oral/aural language activities and writing experiences appropriate for phonics development (2.C.2, 2.C.3, 2.C.4);
- provide differentiated instruction to support ELLs' development of phonics in English (2.C.1-2.C.4, 2.C.6-2.C.7);
- provide differentiated instruction for a student with dyslexia or characteristics of dyslexia (2.C.1-2.C.5, 2.C.7);
- describe the data used and the analysis to identify students' needs based on the phonics continuum (2.C.1, 2.C.5-2.C.7);
- describe the oral/aural language and writing experience activities and how they support and enhance students' development (2.C.2-2.C.4);
- explain how the lesson was differentiated for ELL students (2.C.1-2.C.4, 2.C.6-2.C.7);
- explain how the lesson was differentiated for a student with dyslexia or the characteristics of dyslexia (2.C.1-2.C.5, 2.C.7); and
- identify next steps in instruction based on students' response to instruction (2.C.4-2.C.7).

Formative Assessment at Indicator Level:
The teacher will respond to questions and case studies. Teachers will be required to:
- distinguish the characteristics of strong readers and struggling readers (2.C.1, 2.C.5-2.C.7);
- recognize explicit, systematic, and sequential multisensory instruction (2.C.1-2.C.5);
- use students' assessment data to identify the appropriate

		level on the phonics continuum to begin instruction (2.C.1, 2.C.4-2.C.7); ● reflect on why students with dyslexia or characteristics of dyslexia struggle to decode words (2.C.1, 2.C.5, 2.C.7); and ● discuss how oral language and writing instruction strengthen students' ability to learn and apply phonics skills (2.C.2-2.C.4).	

Competency 2: *Application of Evidence-based Instructional Practices*			
Performance Indicator D: Fluency			
Course Number & Course Name	**Indicator Code with Specific Indicator Language**	**Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment**	**Summative Assessment**
Reading 2: Evidence-based Practices	**2.D.1** Apply intentional, **explicit**, **systematic** and **sequential** instructional practices to develop **accuracy**, **rate** and **prosody** (e.g., **paired reading**, **repeated reading**, **echo reading**, **cued phrase reading**). **2.D.2** Teach readers to adjust their reading **rate** to accommodate the kinds of **texts** they are reading and their purpose for reading to facilitate **comprehension**. **2.D.3** Apply **evidence-based** practices to develop **automaticity** in word-level skills and oral reading **fluency** in connected **text**. **2.D.4** Teach readers explicitly how to activate their **background knowledge**, **self-monitor** and self-correct (i.e., **metacognition**) to enhance **fluency** as a bridge to **comprehension** of **text**.	**Required Course Reading(s):** ***Chapter 1, Overview of Evidence-Based Practices:*** to gain an overview of evidence-based practices for reading instruction and prepare to understand and apply course requirements, teachers will read about the: ● meanings of and differences between research-based and evidence-based instructional practices (2.D.1, 2.D.4, 2.D.6, 2.D.7); ● reading components, the reading process, and oral language development (2.D.1, 2.D.4, 2.D.5, 2.D.6); ● characteristics of strong readers and the characteristics of struggling readers (2.D.1, 2.D.4-2.D.7); ● definition and examples of explicit, systematic, and sequential reading instruction (2.D.1-2.D.6); ● definition and examples of differentiation, scaffolding, and multisensory learning (2.D.1, 2.D.4, 2.D.6, 2.D.7); ● *Multisensory Instruction: What You Need to Know* https://www.understood.org/en/articles/multisensory-instruction-what-you-need-to-know (2.D.1, 2.D.4, 2.D.6, 2.D.7); and ● *Accommodating Students with Dyslexia in All Classroom Settings* https://www.readingrockets.org/article/accommodating-students-dyslexia-all-classroom-settings. ***Chapter 8, Fluency Instruction***: teachers will read evidence- and research-based content about: ● the components of fluency (2.D.1, 2.D.5, 2.D.7);	Teachers will participate in a cumulative exam assessing applications of evidence-based instructional practices.

2.D.5 Provide daily opportunities for readers to practice reading, with support and **corrective feedback**, to increase **accuracy**, **rate**, **prosody** and reading endurance. **2.D.6** Apply **evidence-based** practices for students with characteristics of reading difficulties, including students with **dyslexia**, based on their strengths and needs to improve **fluency** development and reading endurance. **2.D.7** Administer and document **fluency informal** and **formal assessments** to inform instruction to meet individual student strengths and needs.	● research and evidence-based practices for fluency (2.D.1, 2.D.4-2.D.7); ● reader characteristics (age, grade level, academic history, ELL status, IEP, 504, dyslexia or characteristics of dyslexia, etc.) and how they impact fluent reading (2.D.1, 2.D.4-2.D.7); ● impact of fluency (oral and silent) on oral language, reading, writing, and comprehension (2.D.1, 2.D.3, 2.D.4, 2.D.6, 2.D.7); ● fluency instruction, assessments, and data (2.D.1, 2.D.6, 2.D.7); ● instructional strategies to improve and enhance students' fluency (oral and silent; repeated readings; writing, etc.) (2.D.1-2.D.7); ● the importance of text genres and text levels on students' fluency (2.D.2-2.D.5); ● the importance of intentional, explicit, systematic, and evidence-based differentiated and scaffolded multisensory instruction to meet the needs of all learners (2.D.1-2.D.7); ● *English Language Learners and the Five Essential Components of Reading Instruction* https://www.readingrockets.org/article/english-language-learners-and-five-essential-components-reading-instruction ; and ● *Reading Fluency (Dyslexia and Intervention)* http://dyslexiahelp.umich.edu/professionals/dyslexia-school/reading-fluency. **Curriculum Study Assignment(s) at Indicator Level:** Teachers will administer and document assessment data to inform instruction. Teachers will develop a lesson to provide intentional, explicit, systematic, and sequential instruction based on students' assessment results. Teachers will submit a lesson plan that includes the lesson goal, the gradual release of responsibility model with differentiated and scaffolded

practices, and formative and summative assessments. Teachers will also submit a reflection detailing how students responded to instruction and identifying their next steps based on students' responses to formative and summative assessments. Teachers will be required to address the following items in their assignments.

- use assessment data to recognize phonics strengths and needs for all students (regular education, ELL status, students with dyslexia or other reading difficulties) and identify challenges to reading achievement (2.D.6, 2.D.7);
- model a selected multisensory fluency activity (e.g., paired reading, repeated reading, echo reading, reader's theater, etc.) that includes: intentional, explicit, systematic instruction; scaffolding for accuracy, expression, rate, and reading endurance; and an oral/aural language and writing experience (2.D.1-2.D.6);
- describe the data used and the analysis to identify students' fluency strengths and needs (2.D.6, 2.D.7);
- describe the oral/aural language and writing experience activities and how they support and enhance students' development (2.D.1, 2.D.3-2.D.7);
- explain how the lesson was differentiated for ELL students (2.D.5, 2.D.6, 2.D.7);
- explain how the lesson was differentiated for a student with dyslexia or the characteristics of dyslexia (2.D.5, 2.D.6, 2.D.7); and
- identify next steps in instruction based on students' response to instruction (2.D.1, 2.D.6, 2.D.7).

Formative Assessment at Indicator Level:
The teacher will respond to questions and case studies. Teachers will be required to:
- identify evidence-based oral language and comprehension practices (2.D.1-2.D.6);

		- identify oral language and reading components (2.D.1, 2.D.3, 2.D.5, 2.D.6); - distinguish the characteristics of strong readers and struggling readers (2.D.1, 2.D.4-2.D.7); - recognize explicit, systematic, and sequential multisensory instruction (2.D.1-2.D.6); - use assessment data to determine if a student is a fluent reader (2.D.6, 2.D.7); - reflect on why students with dyslexia or characteristics of dyslexia struggle with fluency and how to address students' needs (2.D.1, 2.D.6, 2.D.7); and - identify appropriate fluency activities to improve and enhance students' fluency based on students' strengths and needs (2.D.1, 2.D.6, 2.D.7).	

Competency 2: *Application of Evidence-based Instructional Practices*			
Performance Indicator E: Vocabulary			
Course Number & Course Name	**Indicator Code with Specific Indicator Language**	**Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment**	**Summative Assessment**
Reading 2: Evidence-based Practices	**2.E.1** Apply **evidence-based** instruction in **receptive** and **expressive vocabulary** to enhance reading **comprehension**.	**Required Course Reading(s):** ***Chapter 1, Overview of Evidence-Based Practices:*** to gain an overview of evidence-based practices for reading instruction and prepare to understand and apply course requirements, teachers will read about the: ● meanings of and differences between research-based and evidence-based instructional practices (2.E.1-2.E.3, 2.E.5, 2.E.7); ● reading components, the reading process, and oral language development; ● characteristics of strong readers and the characteristics of struggling readers (2.E.1, 2.E.7-2.E.9); ● definition and examples of explicit, systematic, and sequential reading instruction (2.E.1-2.E.8); ● definition and examples of differentiation, scaffolding, and multisensory learning (2.E.3, 2.E.7, 2.E.8); ● *Multisensory Instruction: What You Need to Know* https://www.understood.org/en/articles/multisensory-instruction-what-you-need-to-know (2.E.3, 2.E.7, 2.E.8); and ● *Accommodating Students with Dyslexia in All Classroom Settings* https://www.readingrockets.org/article/accommodating-students-dyslexia-all-classroom-settings. ***Chapter 9, Vocabulary Instruction***: teachers will read evidence- and research-based content about: ● vocabulary development and instructional practices (2.E.3,	Teachers will participate in a cumulative exam assessing applications of evidence-based instructional practices.
	2.E.2 Incorporate **evidence-based vocabulary** instruction in **morphology** (e.g., Greek and Latin roots and **affixes**) and **contextual analysis**.		
	2.E.3 Apply intentional, **explicit**, **systematic** and **sequential evidence-based** practices to **vocabulary** development and **scaffolding** concept development (e.g., **figurative language**, **dialogic reading**, **semantic mapping**, etc.).		
	2.E.4 Provide **explicit** instruction in basic and sophisticated **vocabulary**, high-frequency **multiple meaning words** and **domain-specific vocabulary**.		
	2.E.5 Apply **evidence-based** reading and writing practices to enhance **vocabulary**.		

	2.E.6 Provide a classroom learning environment that supports wide reading of print and **digital texts**, both informational and literary, to enhance **vocabulary**.	2.E.5-2.E.9); - the impact that vocabulary has on the reading process (2.E.3, 2.E.5-2.E.8); - the effects of oral language and wide reading on the levels of word knowledge and vocabulary development (expressive and receptive) (2.E.1, 2.E.3, 2.E.5-2.E.8); - how students learn vocabulary (indirect and direct instruction; social and academic aspects; prior knowledge; background) (2.E.1-2.E.8); - the impact of students' characteristics on vocabulary development (2.E.3, 2.E.6, 2.E.7); - impact of text complexity (literary and informational texts) and academic vocabulary (tiered words, domain-specific vocabulary in literary and informational texts; morphology, semantics, and syntax) on students' comprehension (2.E.2, 2.E.3, 2.E.4, 2.E.7, 2.E.8); - reading and writing to foster vocabulary development and increase word consciousness (2.E.5, 2.E.6); - formal and informal assessments and data (2.E.9); - the importance of intentional, explicit, systematic, and evidence-based differentiated and scaffolded multisensory instruction to meet the needs of all learners (2.E.1-2.E.9); *Morphemes Matter: A Framework for Instruction* (article) https://dyslexialibrary.org/wp-content/uploads/file-manager/public/1/Spring%202019%20Final%20Henry%20p23-26.pdf (2.E.2, 2.E.4, 2.E.7-2.E.9); and *Vocabulary Development with ELLs* (article) https://www.readingrockets.org/article/vocabulary-development-ells (2.E.2, 2.E.4, 2.E.7-2.E.9). **Curriculum Study Assignment(s) at Indicator Level:** Teachers will administer and document assessment data to inform instruction. Teachers will develop a lesson to provide intentional, explicit, systematic, and sequential instruction based on students' assessment results. Teachers will submit a lesson plan that	
	2.E.7 Apply **evidence-based** practices for students with characteristics of reading difficulties, including students with **dyslexia,** based on their strengths and needs to improve **vocabulary** development.	
	2.E.8 Incorporate instructional practices that develop authentic uses of English to assist English learners in learning **academic vocabulary** and content (e.g., **cognates**).	
	2.E.9 Administer and document appropriate **vocabulary informal** and **formal assessments** to inform instruction to meet individual student strengths and needs.	

includes the lesson goal, the gradual release of responsibility model with differentiated and scaffolded practices, and formative and summative assessments. Teachers will also submit a reflection detailing how students responded to instruction and identifying their next steps based on students' responses to formative and summative assessments. Teachers will be required to address the following items in their assignments.

- use assessment data to recognize vocabulary strengths and needs for all students (regular education, ELL status, students with dyslexia or other reading difficulties) (2.E.7, 2.E.8, 2.E.9);
- identify challenges to reading achievement for all students (2.E.7, 2.E.8, 2.E.9);
- design and implement explicit, systematic vocabulary instruction that incorporates multisensory activities (2.E.1-2.E.8);
- describe the data used and the analysis to identify students' vocabulary strengths and needs (2.E.7, 2.E.8, 2.E.9);
- describe the oral/aural language and writing experience activities and how they support and enhance students' development (2.E.1, 2.E.3, 2.E.5-2.E.8);
- explain how the lesson was differentiated for ELL students (2.E.3, 2.E.7, 2.E.8, 2.E.9);
- explain how the lesson was differentiated for a student with dyslexia or the characteristics of dyslexia (2.E.3, 2.E.7, 2.E.8, 2.E.9);
- identify and explain the demands of academic language and text complexity (2.E.3, 2.E.4, 2.E.7, 2.E.8);
- explain how multiple methods of teaching vocabulary impact instruction and learning (expressive, receptive, cognates, morphemes, syntax, etc.) (2.E.1-2.E.8); and
- identify next steps in instruction based on students' response to instruction (2.E.1, 2.E.3, 2.E.7-2.E.9).

Formative Assessment at Indicator Level:

The teacher will respond to questions and case studies. Teachers will be required to:
- identify evidence-based oral language and comprehension practices (2.E.1-2.E.6);
- identify oral language and reading components (2.E.1, 2.E.5, 2.E.6, 2.E.9);
- distinguish the characteristics of strong readers and struggling readers (2.E.1, 2.E.7, 2.E.8, 2.E.9);
- recognize explicit, systematic, and sequential multisensory instruction (2.E.3, 2.E.7, 2.E.8);
- identify methods for teaching ELL students (2.E.3, 2.E.7, 2.E.8, 2.E.9);
- identify the appropriate tier of specific vocabulary terms (2.E.4); and
- reflect on the importance of including multisensory activities in vocabulary instruction (2.E.3, 2.E.7, 2.E.8).

Competency 2: *Application of Evidence-based Instructional Practices*			
Performance Indicator F: Comprehension			
Course Number & Course Name	**Indicator Code with Specific Indicator Language**	**Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment**	**Summative Assessment**
Reading 2: Evidence-based Practices	**2.F.1** Use both **evidence-based oral language** and writing experiences (i.e., **language experiences**, dictation, summary writing) to enhance **comprehension**.	**Required Course Reading(s):** Teachers will read the following chapters and documents to gain an understanding of the impact that student characteristics, oral language experiences, learning activities, and text types have on students' comprehension: ● *Chapter 1, Overview of Evidence-Based Practices;* ● *Chapter 2, Comprehension - Pre-Reading;* ● *Chapter 3, Comprehension - During and Post-Reading;* ● *Chapter 4, Comprehension - Beyond Strategies;*	Teachers will participate in a cumulative exam assessing applications of evidence-based instructional practices.
	2.F.2 Apply **explicit**, **systematic** and **sequential evidence-based comprehension** practices (e.g.,		

student question generation, summarizing, extended **text** discussion).

2.F.3 Apply appropriate instructional practices to improve **comprehension** in domain-specific **texts** as determined by the student's strengths and needs.

2.F.4 Provide daily purposeful opportunities for all students to read a wide variety of **texts**, with discussion and feedback, to build students' capacity for **comprehension**.

2.F.5 Use the interaction of readers' characteristics (**background knowledge**, interests, strengths and needs) along with motivation, **text complexity** and purpose for reading to impact **comprehension** and student engagement.

2.F.6 Plan, provide and document daily opportunities for reading of connected **text** with **corrective feedback** to support **accuracy**, **fluency**, reading endurance and **comprehension**.

2.F.7 Determine appropriate **cognitive targets** (e.g., locate/recall; integrate/interpret;

- *Multisensory Instruction: What You Need to Know* https://www.understood.org/en/articles/multisensory-instruction-what-you-need-to-know;
- *IES Practice Guide: Improving Reading Comprehension in Kindergarten Through 3rd Grade* https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/readingcomp_pg_092810.pdf;
- *IES Practice Guide: Improving Adolescent Literacy: Effective Classroom and Intervention Practices* https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf; and
- *Accommodating Students with Dyslexia in All Classroom Settings* https://www.readingrockets.org/article/accommodating-students-dyslexia-all-classroom-settings.

Teachers will read evidence- and research-based content to gain an understanding of:
- meanings of and differences between research-based and evidence-based instructional practices (2.F.1, 2.F.2, 2.F.9-2.F.11);
- reading components, the reading process, and oral language development (2.F.1-2.F.4);
- characteristics of strong readers and the characteristics of struggling readers (2.F.2, 2.F.10, 2.F.11, 2.F.12);
- the importance of intentional, explicit, systematic, and evidence-based differentiated and scaffolded multisensory instruction to meet the needs of all students (2.F.1-2.F.12);
- integration of reading components, student characteristics, reading proficiency, and barriers to reading development (age, grade level, ELLs, dyslexia, poverty, struggling adolescents) (2.F.2, 2.F.10, 2.F.11);
- stages of reading (before, during, after) and specific

critique/evaluate) based on reader's cognitive development in the construction of meaning of literary and informational **texts**.

2.F.8 Select from a wide variety of print and **digital texts** that are appropriate to provide **comprehension** instruction utilizing a variety of methods (i.e., **active reading**).

2.F.9 Apply intentional, **explicit**, **systematic** and **sequential evidence-based** practices for **scaffolding** development of well-developed language, **comprehension** skills (i.e., making inferences, activating **background knowledge**), **higher order thinking**, **comprehension** monitoring and self-correcting to increase understanding of **text**.

2.F.10 Apply **evidence-based** practices to improve reading **comprehension** for students, including those with characteristics of reading difficulties and **dyslexia**, based on their strengths and needs.

2.F.11 Use knowledge of English learners' linguistic and cultural background to support **comprehension**, including English

strategies to support students during those stages (2.F.2-2.F.4, 2.F.6, 2.F.9);
- purpose for instruction and considerations regarding text choice, complexity, presentation method; reading strategies, text structures and features; and student motivation and engagement (2.F.3-2.F.9);
- ways to integrate the reading components to enhance comprehension (2.F.9-2.F.12);
- levels of thinking and comprehension (Bloom's Taxonomy) related to texts and activities (2.F.4, 2.F.6, 2.F.7, 2.F.8);
- ways to develop, support, and enhance students' ability to reflect, monitor, and self-correct while reading complex texts (2.F.1, 2.F.2, 2.F.4, 2.F.6-2.F.9);
- ways to develop, support, and enhance students' ability to analyze and synthesize information while reading complex texts (2.F.4, 2.F.6, 2.F.8-2.F.11);
- the importance of oral language, structured discourse, writing experiences, and collaborative learning opportunities to support and enhance students' comprehension with various texts, text-types, and instructional expectations (2.F.1, 2.F.7-2.F.9); and
- the role of formal and informal comprehension assessments and data (diagnostic, formative, summative) to inform initial, ongoing, and future instruction and learning (2.F.10-2.F.12).

Curriculum Study Assignment(s) at Indicator Level:
Teachers will administer and document assessment data to inform instruction. Teachers will develop a lesson to provide intentional, explicit, systematic, and sequential instruction based on students' assessment results. Teachers will submit a lesson plan that includes the lesson goal, the gradual release of responsibility model with differentiated and scaffolded practices, and formative and summative

learners with characteristics of reading difficulties and **dyslexia**.

2.F.12 Administer and document appropriate **comprehension informal** and **formal assessments** to inform instruction determined by individual student strengths and needs.

assessments. Teachers will also submit a reflection detailing how students responded to instruction and identifying their next steps based on students' responses to formative and summative assessments. Teachers will be required to address the following items in their assignments.

- select a variety of texts (to include domain-specific texts) for instruction based on informal or formal assessment data (2.F.3, 2.F.8, 2.F.10-2.F.12);
- develop and implement an instructional plan using the gradual release of responsibility model for the chosen text (2.F.5-2.F.11);
- include multisensory strategies and activities based on the data to enhance and support all students' comprehension (2.F.1-2.F.12);
- include purposeful questions, discussions, and activities to develop students' higher-order thinking, self-monitoring, and comprehension (2.F.2, 2.F.3, 2.F.4, 2.F.6);
- provide multiple opportunities for students to receive immediate affirmative and corrective feedback (2.F.3, 2.F.4, 2.F.6);
- discuss the data used and the analysis to identify students' strengths and needs (2.F.10-2.F.12);
- explain their rationale for choosing the texts based on data and students' characteristics (2.F.8, 2.F.10, 2.F.11, 2.F.12);
- explain how the lesson was differentiated for ELL students (2.F.10-2.F.12);
- explain how the lesson was differentiated for a student with dyslexia or the characteristics of dyslexia (2.F.10-2.F.12);
- explain the demands of academic language and text complexity and how differentiation and scaffolding support and enhances students' learning with complex text and higher-order thinking processes (2.F.3-2.F.9);

and
- identify next steps in instruction based on students' response to instruction (2.F.1-2.F.3, 2.F.9-2.F.12).

Formative Assessment at Indicator Level:
The teacher will respond to questions and case studies.
Teachers will be required to:
- identify evidence-based oral language and comprehension practices (2.F.1-2.F.4, 2.F.9);
- identify oral language and reading components (2.F.1, 2.F.4, 2.F.9-2.F.12);
- distinguish the characteristics of strong readers and struggling readers (2.F.2, 2.F.10-2.F.12);
- identify characteristics of intentional, explicit, systematic and sequential differentiated and scaffolded multisensory instruction and activities (2.F.2, 2.F.9-2.F.11);
- identify factors to consider when selecting texts for students based on student characteristics (2.F.5, 2.F.8, 2.F.10-2.F.12);
- reflect on appropriate evidence-based instructional practices based on student characteristics, text structure, and reading demands of specific texts (2.F.3-2.F.6);
- reflect on how the gradual release of responsibility model provides opportunities for scaffolding reading instruction (2.F.2, 2.F.9-2.F.12); and
- identify and describe how specific strategies incorporate multisensory methods to enhance and support all students' comprehension of academic text (2.F.1, 2.F.2, 2.F.9-2.F.12).

Competency 2: *Application of Evidence-based Instructional Practices*			
Performance Indicator G: Integration of Reading Components			
Course Number & Course Name	**Indicator Code with Specific Indicator Language**	**Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment**	**Summative Assessment**
Reading 2: Evidence-based Practices	**2.G.1** Apply the knowledge of **phonemic**, **semantic** and **syntactic** variability between English and other languages to inform instruction.	**Required Course Reading(s):** Teachers will read the following chapters and documents to gain an understanding of the impact that student characteristics, oral language experiences, learning activities, and text types have on students' comprehension:	Teachers will participate in a cumulative exam assessing applications of evidence-based instructional practices.
	2.G.2 Employ appropriate **evidence-based** practices to develop students' metacognitive skills in reading, including English learners (e.g., **text coding**, two-column notes).	● *Chapter 1, Overview of Evidence-Based Practices;* ● *Chapter 10, Integration of Reading Components;* ● *Multisensory Instruction: What You Need to Know* https://www.understood.org/en/articles/multisensory-instruction-what-you-need-to-know;	
	2.G.3 Apply the knowledge of the interdependence among the reading components and their effect upon reading as a process for all students.	● *English Language Learners and the Five Essential Components of Reading Instruction* (article) https://www.readingrockets.org/article/english-language-learners-and-five-essential-components-reading-instruction; and ● *Accommodating Students with Dyslexia in All Classroom Settings* https://www.readingrockets.org/article/accommodating-students-dyslexia-all-classroom-settings.	
	2.G.4 Use **oral language** and an information intensive environment to impact reading and writing development.	Teachers will read evidence- and research-based content to gain an understanding of:	
	2.G.5 Use **evidence-based** practices for selecting literature and domain specific print and **digital text** appropriate to students' age,	● the demands of cognitive academic language and the impact on language development and comprehension for all students (2.G.1-2.G.5, 2.G.8, 2.G.11);	

interests and reading proficiency.

2.G.6 Apply knowledge of the relationships among **decoding**, automatic word recognition, **fluency** and **comprehension** in reading instruction.

2.G.7 Apply intentional, **explicit**, **systematic** and **sequential evidence-based** practices for **scaffolding** the interconnection of each of the following: **graphophonemics**, **syntax**, **semantics**, **pragmatics**, **vocabulary**, **schema** and **text structures** required for **comprehension**.

2.G.8 Apply **evidence-based** practices for students with characteristics of reading difficulties, including students with **dyslexia**, based on their strengths and needs to integrate the components of reading.

2.G.9 Engage and support caregivers and families in **evidence-based** language and reading development activities for their children and adolescents.

2.G.10 Communicate (orally and in writing) the meaning of reading assessment data with students, caregivers and other teachers.

- language variability (phonetic, semantic, syntactic, morphological, cognates and false cognates) for instructional considerations (2.G.1, 2.G.2, 2.G.7);
- integration of reading components and barriers to reading development (ELLs, dyslexia, poverty, struggling adolescents) (2.G.1-2.G.3, 2.G.7, 2.G.11);
- text complexity and student characteristics when preparing for instruction and learning (2.G.2, 2.G.3, 2.G.5, 2.G.8, 2.G.11);
- the importance of intentional, explicit, systematic, and evidence-based differentiated and scaffolded multisensory instruction to meet the needs of all learners (2.G.1-2.G.11);
- how to establish and maintain ways to support caregivers or family members with their students' reading development (2.G.1, 2.G.2, 2.G.8-2.G.11);
- the role of formal and informal assessments and data in the reading process (2.G.1, 2.G.8, 2.G.11); and
- how to communicate assessment outcomes and instructional decisions with other teachers and students' caregivers or family members (2.G.9-2.G.11).

Curriculum Study Assignment(s) at Indicator Level:
Teachers will administer and document assessment data to inform instruction. Teachers will develop a lesson to provide intentional, explicit, systematic, and sequential instruction based on students' assessment results. Teachers will submit a lesson plan that includes the lesson goal, the gradual release of responsibility model with differentiated and scaffolded practices, and formative and summative assessments. Teachers will also submit a reflection detailing how students responded to instruction and identifying their next steps based on students' responses to formative and summative assessments. Teachers will be required to address the following items in their assignments.

	2.G.11 Triangulate documented data from appropriate informal and formal reading assessments to inform instruction to address individual student strengths and needs.	- use assessment data to recognize areas of strength and need for all students (regular education, ELL status, students with dyslexia or other reading difficulties) and identify challenges to reading achievement (2.G.1, 2.G.8, 2.G.11); - select an activity/strategy that integrates the reading components (based on data and students' strengths and needs) to provide explicit, systematic and multisensory instruction (2.G.1-2.G.11); - discuss the data used and the analysis to identify students' strengths and needs (2.G.8-2.G.11); - identify the oral/aural language and writing experience activities and how they support and enhance students' development (2.G.1, 2.G.3, 2.G.4, 2.G.8, 2.G.11); - explain how students' self-selected texts were incorporated in the lesson and are appropriate to support comprehension (2.G.3-2.G.5); - explain how the lesson was differentiated for ELL students to include a description of how the students' home language impacts reading development in English (2.G.1, 2.G.2, 2.G.4, 2.G.5, 2.G.9-2.G.11); - explain how the lesson was differentiated for a student with dyslexia or the characteristics of dyslexia (2.G.2, 2.G.4, 2.G.5, 2.G.8-2.G.11); - identify the demands of academic language and text complexity within texts (2.G.2, 2.G.3, 2.G.5, 2.G.8, 2.G.11); - explain how an information-intensive environment that is both language-rich and print-rich was created (2.G.3, 2.G.4, 2.G.5); - explain how multiple methods of teaching vocabulary impact instruction and learning (expressive, receptive, cognates, morphemes, syntax, etc.) (2.G.3, 2.G.4, 2.G.6, 2.G.7); - explain how the classroom environment allows	

		students to practice social and academic language as they discuss diverse texts (2.G.4, 2.G.5, 2.G.7); ● identify next steps in instruction based on students' response to instruction (2.G.3, 2.G.9-2.G.11); and ● describe how students' progress is communicated to caregivers or family members (2.G.9-2.G.11). **Formative Assessment at Indicator Level:** The teacher will respond to questions and case studies. Teachers will be required to: ● identify evidence-based oral language and comprehension practices and reading components (2.G.1, 2.G.3, 2.G.4, 2.G.8, 2.G.11); ● distinguish the characteristics of strong readers and struggling readers (2.G.3, 2.G.8, 2.G.11); ● recognize explicit, systematic, and sequential multisensory instruction (2.G.1-2.G.8); ● use data to evaluate students' performance and make instructional decisions (2.G.9-2.G.11); ● explore the importance of a print-rich environment (2.G.3-2.G.5); ● understand how domain-specific texts and content-literacy impact comprehension (2.G.2, 2.G.3, 2.G.5, 2.G.8, 2.G.11).	

Competency 3 Introduction

Teachers will understand how to select and administer appropriate assessments and analyze data to inform reading instruction to meet the needs of all students. Teachers will engage in the systematic problem-solving process to identify characteristics of conditions such as dyslexia, provide appropriate interventions and conduct effective progress monitoring. (60 In-service hours)

Competency 3: *Foundations and Applications of Assessments*			
Course Number & Course Name	**Indicator Code with Specific Indicator Language**	**Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment**	**Summative Assessment**
Reading 3: Assessment	**3.1** Understand and apply measurement concepts and characteristics of reading assessments to identify students' strengths and needs. **3.2** Administer **formative** and **summative assessments**, including **screening**, **progress monitoring**, **diagnostic** and **outcome measures** and understand their purposes and functions. **3.3** Administer various **informal reading assessments** across each component of reading development and understand their purposes and functions.	**Required Course Reading(s):** Teachers will read the following chapters and documents to gain an understanding of the reading assessment framework and how assessments and data support instruction and learning: ● ***Chapter 1, Assessment Framework***; ● ***Chapter 2, Formal Assessments***; ● ***Chapter 3, Informal Assessments***; ● ***Chapter 4, Screening and Outcome Measures;*** ● ***Chapter 5, Diagnostic Assessments;*** ● ***Chapter 6, Progress Monitoring Assessments;*** ● ***Chapter 7, MTSS and RtI: An Overview;*** ● ***Chapter 8, RtI in the Classroom;*** ● ***Chapter 9, Applied Reading Assessments;*** ● *Dyslexia Assessment: What is it and how can it Help?* https://dyslexiaida.org/dyslexia-assessment-what-is-it-and-how-can-it-help-2/; ● *Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades* (IES Practice Guide) https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf; and ● *Providing Reading Interventions for Students in Grades 4-9* https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC-SummaryReadingInterven4-9.pdf.	Teachers will participate in a cumulative exam assessing foundations and applications of assessment.

Teachers will read evidence- and research-based content about:
- the components and benefits of a comprehensive assessment framework (3.1-3.3);
- assessment terminology and assessment purposes (3.2);
- assessment limitations and cautions (3.1, 3.2);
- student characteristics (age, grade level, academic history, ELL status, IEP or 504 status, dyslexia, etc.) (3.1);
- how to use assessment data to recognize areas of strength and need for all students (regular education, ELL status, students with dyslexia or other reading difficulties) and identify challenges to reading achievement (3.1);
- how to administer various types of assessments across all reading components based on student characteristics, strengths, and needs (3.2, 3.3); and
- how to interpret assessment data related to reading components (3.1).

Curriculum Study Assignment(s) at Indicator Level:
Teachers will be required to:
- select appropriate types of assessments to administer to students based on their strengths and needs and explain why the assessments were chosen (3.1-3.3);
- administer different types of assessments (formative, summative, screening, progress monitoring, diagnostic, outcome measures) to a student or groups of students and explain how the assessments were administered (3.1-3.3); and
- analyze the assessment data, identify students' strengths and needs, identify if adjustments need to be made (materials, intensity, etc.) and identify instruction to meet the needs of all students (3.1).

Formative Assessment at Indicator Level:
Teachers will respond to questions and case studies. Teachers will be required to:
- use assessment data to recognize areas of strength and need for all students (regular education, ELL status, students with

dyslexia or other reading difficulties) and identify challenges to reading achievement (3.1);
● use assessment data to select an activity/strategy specific to the students' area of need (3.2, 3.3).

3.4 Understand the purposes of various **formal reading assessments** administered by school-based educators, including the differences between **norm-referenced** and **criterion-referenced assessments** and how to interpret data reports.	**Required Course Reading(s)**: Teachers will read the following chapters to gain an understanding of the reading assessment framework and how assessments and data support instruction and learning: ● ***Chapter 1, Assessment Framework***; and ● ***Chapter 2, Formal Assessments***. Teachers will read evidence- and research-based content about: ● the components and benefits of a comprehensive assessment framework (3.4); ● assessment terminology and assessment purposes (3.4, 3.5); ● assessment limitations and cautions (3.4, 3.5); ● the characteristics of: formal assessments; screening, progress monitoring, diagnostic, and outcome measures; and formative and summative assessments (3.4); ● Norm-referenced and criterion-referenced assessments: characteristics, score types, and data (3.4, 3.5); ● assessment reliability and validity (3.5); ● the teacher's role in assessments (3.4, 3.5); and ● how to provide other teachers, students, and students' caregivers or family members with information about students' assessment results and progress (3.4, 3.5). **Curriculum Study Assignment(s) at Indicator Level:** The teacher will respond to questions and case studies. Teachers will be required to: ● interpret formal assessment data for a specific student (3.4); ● discuss the results of norm-referenced and criterion-referenced assessments (3.4, 3.5); ● interpret the student's percentile, stanine, grade-equivalent,	
3.5 Understand the meaning of **test reliability**, **validity** and **standard error of measurement** and describe major types of derived scores from **standardized reading tests**.		

and percentage scores (3.5);
- and explain how to communicate the assessment data to other teachers, the student, and the student's caregivers or family (3.4).

Formative Assessment at Indicator Level:
- identify differences between criterion-referenced and norm-referenced assessments (3.4);
- recognize characteristics of valid and reliable assessments (3.5);
- reflect on the appropriate use of various norm-referenced and criterion-referenced scores (3.4); and
- explain ways to communicate assessment information to others (3.4, 3.5).

3.6 Demonstrate knowledge of the characteristics, administration and interpretation of both quantitative and qualitative reading assessments, including for use in **triangulating data** and planning instruction.	**Required Course Reading(s):** Teachers will read the following chapters and documents to gain an understanding of the reading assessment framework and how assessments and data support instruction and learning: ● ***Chapter 2, Formal Assessments***; ● ***Chapter 3, Informal Assessments***; ● ***Chapter 4, Screening and Outcome Measures***; ● ***Chapter 5, Diagnostic Assessments***; ● ***Chapter 6, Progress Monitoring Assessments***; ● ***Chapter 7, MTSS and RtI: An Overview***; ● ***Chapter 8, RtI in the Classroom***; ● ***Chapter 9, Applied Reading Assessments***;	
3.7 Identify through assessments the distinguishing characteristics of students who have a substantial deficiency in reading, including those who exhibit the characteristics of **dyslexia**.	● *Dyslexia Assessment: What is it and how can it Help?* https://dyslexiaida.org/dyslexia-assessment-what-is-it-and-how-can-it-help-2/; ● *Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades* (IES Practice Guide) https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf; and	
3.8 Understand how reading disabilities, including	● *Providing Reading Interventions for Students in Grades 4-9*	

	dyslexia, vary in presentation and degree and know when to refer a student for additional assessment.	https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC-SummaryReadingInterven4-9.pdf.

Teachers will read evidence- and research-based content about:
- the components and benefits of a comprehensive assessment framework (3.6);
- assessment terminology and assessment purposes (3.6-3.8);
- assessment limitations and cautions (3.6-3.9);
- student characteristics (age, grade level, academic history, ELL status, IEP or 504 status, dyslexia, etc.) (3.6-3.9);
- how to use assessment data to recognize areas of strength and need for all students (regular education, ELL status, students with dyslexia or other reading difficulties) and identify challenges to reading achievement (3.6-3.9);
- how to administer various types of assessments across all reading components based on student characteristics, strengths, and needs (3.6, 3.8, 3.9);
- how to interpret assessment data related to reading components and how to make instructional decisions based on student data and characteristics (3.6, 3.8, 3.9); and
- how to provide other teachers, students, and students' caregivers or family members with information about students' assessment results and progress (3.6-3.9).

3.9 Know how to read and interpret standardized reading **diagnostic** test results administered by psychologists, speech-language professionals and educational evaluators.

Curriculum Study Assignment(s) at Indicator Level:
Teachers will be required to analyze case studies and:
- triangulate and analyze assessment data (formal and informal) for all students (3.6, 3.7, 3.9);
- determine if students' progress monitoring results identify positive, questionable, or poor response to initial instruction and interventions (3.7-3.9);
- determine and justify next steps for instruction based on data and students' characteristics (Should instruction continue, intensify, or change? Why or why not?) (3.6, 3.9); and

	● identify students for additional assessments based on data and justify the assessment and reasons for the chosen assessment (3.6, 3.8, 3.9). **Formative Assessment at Indicator Level:** Teachers will be required to: ● reflect on the purpose of progress monitoring (3.6); ● use specific data to determine if further assessment is necessary, and if so, what type of assessment (3.6-3.8); ● identify the benefits of administering an informal reading inventory (3.6-3.8); ● recognize characteristics of curriculum-based assessments, performance-based assessments, and running records (3.6-3.8); ● identify ways to provide intensive intervention for a specific student based on student characteristics, data, previous instruction, and current interventions (3.6-3.8); and ● recognize possible interpretive difficulties for a student (3.7-3.9).	
3.10 Understand how to document and use data within a **systematic problem-solving process** to **differentiate** instruction, intensify intervention and meet the needs of all students, including those who exhibit the characteristics of reading difficulties and **dyslexia**. **3.11** Analyze data to identify trends that indicate adequate progress in student reading development.	**Required Course Reading(s):** Teachers will read the following chapters and documents to gain an understanding of the reading assessment framework and how assessments and data support instruction and learning: ● ***Chapter 6, Progress Monitoring Assessments;*** ● ***Chapter 7, MTSS and RtI: An Overview;*** ● ***Chapter 8, RtI in the Classroom;*** ● ***Chapter 9, Applied Reading Assessments;*** ● *Dyslexia Assessment: What is it and how can it Help?* https://dyslexiaida.org/dyslexia-assessment-what-is-it-and-how-can-it-help-2/; ● *Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades* (IES Practice Guide) https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf; and	

| | **3.12** Identify appropriate assessments and **accommodations** for **progress monitoring** all students. | ● *Providing Reading Interventions for Students in Grades 4-9* https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC-SummaryReadingInterven4-9.pdf.

Teachers will read evidence- and research-based content about:
● assessment terminology, purposes, limitations and cautions (3.10);
● student characteristics (age, grade level, academic history, ELL status, IEP or 504 status, dyslexia, etc.) (3.10-3.12);
● how to use assessment data to recognize areas of strength and need for all students (regular education, ELL status, students with dyslexia or other reading difficulties) and identify challenges to reading achievement (3.10-3.12);
● how to interpret assessment data related to reading components (3.10-3.12);
● how to make instructional decisions based on student data and characteristics (3.10, 3.11); and
● how to provide other teachers, students, and students' caregivers or family members with information about students' assessment results and progress (3.10, 3.11).

Curriculum Study Assignment(s) at Indicator Level:
Teachers will be required to analyze case studies and:
● triangulate and analyze assessment data (formal and informal) for all students (3.10);
● determine if students' progress monitoring results identify positive, questionable, or poor response to initial instruction and interventions (3.10-3.12);
● determine and justify next steps for instruction based on data and students' characteristics (Should instruction continue, intensify, or change? Why or why not?) (3.10-3.11);
● identify students for additional assessments based on data and justify the assessment and reasons for the chosen assessment (3.10, 3.12); and | |

● identify allowable assessment accommodations for students based on individual student characteristics (3.12).

Formative Assessment at Indicator Level:
Teachers will be required to:
- reflect on the purpose of progress monitoring (3.10, 3.12);
- use specific data to determine if further assessment is necessary, and if so, what type of assessment (3.10-3.12);
- identify the benefits of administering an informal reading inventory (3.12);
- recognize characteristics of curriculum-based assessments, performance-based assessments, and running records (3.12);
- identify ways to provide intensive intervention for a specific student based on student characteristics, data, previous instruction, and current interventions (3.10, 3.11);
- identify appropriate accommodations (instruction and assessment) for ELL students based on data, student performance, and student characteristics; and
- identify appropriate accommodations for students with dyslexia or characteristics of dyslexia based on data, previous instruction, and current interventions (3.10, 3.11).

3.13 Identify, select and administer language-appropriate assessments in reading to students who are English learners.	**Required Course Reading(s):** Teachers will read the following chapters and documents to gain an understanding of the reading assessment framework and how assessments and data support instruction and learning: ● ***Chapter 2, Formal Assessments***; ● ***Chapter 3, Informal Assessments***; ● ***Chapter 4, Screening and Outcome Measures***; ● ***Chapter 5, Diagnostic Assessments***; ● ***Chapter 6, Progress Monitoring Assessments***; ● ***Chapter 7, MTSS and RtI: An Overview***; ● ***Chapter 8, RtI in the Classroom***; ● ***Chapter 9, Applied Reading Assessments***; ● *Dyslexia Assessment: What is it and how can it Help?*	
3.14 Understand how to analyze and interpret assessment results and make **modifications** to an assessment administered in English to an English learner.		

3.15 Identify and implement appropriate and allowable **accommodations** as specified in the **Individual Educational Plan** or **504 Plan** when assessing students with disabilities in the area of reading.

3.16 Understand how to review assessment results with caregivers and families and share strategies for supporting reading development for students.

https://dyslexiaida.org/dyslexia-assessment-what-is-it-and-how-can-it-help-2/;
- *Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades* (IES Practice Guide) https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf; and
- *Providing Reading Interventions for Students in Grades 4-9* https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC-SummaryReadingInterven4-9.pdf.

Teachers will read evidence- and research-based content about:
- the components and benefits of a comprehensive assessment framework (3.16);
- assessment terminology and assessment purposes;
- assessment limitations and cautions (3.16);
- student characteristics (age, grade level, academic history, ELL status, IEP or 504 status, dyslexia, etc.) (3.13-3.16);
- how to use assessment data to recognize areas of strength and need for all students (regular education, ELL status, students with dyslexia or other reading difficulties) and identify challenges to reading achievement (3.14-3.16);
- how to administer various types of assessments across all reading components based on student characteristics, strengths, and needs (3.15, 3.16);
- how to interpret assessment data related to reading components how to make instructional decisions based on student data and characteristics (3.14, 3.16); and
- how to provide other teachers, students, and students' caregivers or family members with information about students' assessment results and progress (3.16).

Curriculum Study Assignment(s) at Indicator Level:
Teachers will be required to analyze case studies and:

- triangulate and analyze assessment data (formal and informal) for all students (3.14-3.16);
- determine if students' progress monitoring results identify positive, questionable, or poor response to initial instruction and interventions (3.13, 3.16);
- determine and justify next steps for instruction based on data and students' characteristics (Should instruction continue, intensify, or change? Why or why not?) (3.13, 3.16);
- identify students for additional assessments based on data and justify the assessment and reasons for the chosen assessment (3.13-3.16);
- identify allowable assessment accommodations for students based on individual student characteristics (3.14, 3.15); and
- provide other teachers, students, and students' caregivers or family members with suggestions for learning activities and information about students' assessments and progress (3.16).

Formative Assessment at Indicator Level:
Teachers will be required to:
- reflect on the purpose of progress monitoring (3.16);
- use specific data to determine if further assessment is necessary, and if so, what type of assessment (3.13-3.16);
- identify the benefits of administering an informal reading inventory (3.13-3.16);
- recognize characteristics of curriculum-based assessments, performance-based assessments, and running records (3.13-3.15);
- identify appropriate modifications or accommodations (instruction and assessment) for students based on student characteristics (3.13-3.16); and
- recognize possible interpretive difficulties for students (3.13-3.15).
- identify appropriate accommodations for students with dyslexia or characteristics of dyslexia based on data, previous instruction, and current interventions.

Competency 4 Introduction

Teachers will have a broad knowledge of students from differing profiles in order to understand and apply evidence-based instructional practices by differentiating process, product and context. Teachers will engage in the systematic problem-solving process to identify characteristics of conditions such as dyslexia, provide appropriate interventions and conduct effective progress monitoring.
(60 In-service hours)

Competency 4: *Foundations and Applications of Differentiated Instruction*			
Course Number & Course Name	**Indicator Code with Specific Indicator Language**	**Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment**	**Summative Assessment**
Reading 4: Differentiated Instruction	**4.1 Differentiate evidence-based** reading instruction in **oral language**, **phonological awareness**, **phonics**, **fluency**, **vocabulary** and **comprehension**, ranging from enrichment practices to **intensifying interventions**. **4.2** Understand the stages of English acquisition for English learners and **differentiate evidence-based** reading instruction for students at different levels of English proficiency. **4.3** Understand and apply current theories of second language acquisition to **differentiate** reading instruction for English learners of diverse backgrounds and various levels of prior education.	**Required Course Readings:** Teachers will read the following chapters to gain an understanding of the components of reading, developmental stages of language, and student characteristics that impact instruction: ● *Chapter 1, Language Development and the Reading Process;* ● *Chapter 2, Developmental Stages of Language, Cognition, and Reading;* ● *Chapter 3, Components of Differentiation;* ● *Chapter 4, Reading Difficulties and Proficiency;* ● *What are Piaget's Stages of Development and how are They Used?* https://www.healthline.com/health/piaget-stages-of-development; ● *Speech and Language Developmental Milestones* https://www.nidcd.nih.gov/health/speech-and-language; and ● *Key Elements of Differentiated Instruction* https://pdo.ascd.org/LMSCourses/PD11OC115M/media/DI-Intro_M4_Reading_Key_Elements.pdf. Teachers will read evidence- and research-based content to gain an understanding of: ● the demands of cognitive academic language and the impact on language development and comprehension for all students (4.2, 4.4);	Teachers will participate in a cumulative exam assessing foundations and applications of differentiated instruction.

4.4 Identify factors impeding student reading development in each of the reading components or the integration of these components based on **informal** and **formal assessments**.	● Piaget's Stages of Cognitive Development and Bloom's Taxonomy (4.5-4.7); ● language acquisition and language variability (phonetic, semantic, syntactic, morphological, cognates and false cognates) (4.2, 4.4); ● integration of reading components, student characteristics, reading proficiency, and barriers to reading development (ELLs, dyslexia, poverty, struggling adolescents) (4.1-4.3, 4.6, 4.7, 4.11, 4.12); ● informal and formal assessments and data (4.4); ● the difference and distinction between instructional accommodations and modifications (4.1, 4.4, 4.6, 4.7, 4.18); ● ways to differentiate instruction (content, process, product) (4.1-4.3); ● differentiated instruction and learning to support and enhance students' reading development and level of proficiency (4.1-4.7, 4.11, 4.12); ● text complexity and student characteristics when preparing for instruction and learning (4.5-4.7, 4.11, 4.12); and ● the importance of intentional, explicit, systematic, and evidence-based differentiated and scaffolded multisensory instruction to meet the needs of all learners (4.1-4.7).	
4.5 Recognize how characteristics of both language and cognitive development impact reading proficiency to **differentiate** instruction.		
4.6 Recognize the characteristics of competent and skilled readers to **differentiate** instruction more effectively.		
4.7 Compare language, reading and cognitive development of different age groups (primary, intermediate, secondary levels) and abilities to inform **differentiated** instruction.	**Curriculum Study Assignment(s) at Indicator Level:** Teachers will respond to questions and case studies. Teachers will be required to: ● identify the need for teachers to understand the stages of cognitive development (4.2, 4.4); ● compare the variability of the stages of reading development based on student characteristics and text complexity to provide differentiated instruction (4.5-4.7); ● understand student characteristics (home environment, age, grade level, academic history, ELL status, IEP or 504 status, dyslexia, etc.) (4.2-4.4, 4.11, 4.12); ● analyze informal and formal assessment data (4.4); ● identify the lesson goal and objectives and formative	

assessments (4.1, 4.4, 4.7);
- use the gradual release of responsibility model (modeling, guided practice, collaborative practice, independent practice) to design and implement a lesson with accommodations or modifications (based on students' characteristics, IEP, etc.) (4.1-4.7, 4.11, 4.12, 4.18);
- identify the students, their learning characteristics, and instructional need for each reading component (4.1, 4.4, 4.7, 4.11, 4.12);
- explain ELLs' stage of English language acquisition and variables that impact their reading development in English (4.1-4.4); and
- identify the accommodations, why they were used for differentiated instruction, and how they enhance and improve students' writing and comprehension (4.1, 4.4, 4.7, 4.18).

Formative Assessment at Indicator Level:
Teachers will respond to questions and case studies. Teachers will be required to:
- identify why some students may struggle with language development, acquisition, and comprehension (4.2, 4.3, 4.6, 4.7);
- identify how social and academic language impact language development and acquisition (4.2, 4.3, 4.6, 4.7);
- identify the cognitive demands of academic language and the impact on comprehension (4.5-4.7);
- compare various stages of language, cognition, and reading development (4.2, 4.4);
- explain how text complexity and students' characteristics impact comprehension (4.5-4.7);
- identify the components of evidence-based, differentiated, scaffolded, and multisensory instruction and when they are used within a lesson (4.1-4.3, 4.6, 4.7);
- identify how informal and formal assessment data inform differentiated instruction for all students (4.4);
- recognize the characteristics of proficient readers and the stages of language acquisition (4.1, 4.2); and

		● identify the differences between accommodations and modifications and when to incorporate them based on students' needs (4.1, 4.4, 4.7, 4.18).	
	4.8 Select and use developmentally appropriate **multisensory** materials that address students' strengths and needs in order to **differentiate** instruction.	**Required Course Reading(s)**: Teachers will read the following chapters and documents to gain an understanding of the components of reading and differentiated instruction: ● *Chapter 5, Reading Critically;* ● *Chapter 6, Writing for Comprehension;* ● *Chapter 7, Implementing Reading Instruction;* ● *Chapter 8, Oral Language, Phonological Awareness, Phonics;* ● *Chapter 9, Fluency and Comprehension;* ● *Chapter 10, Vocabulary and Comprehension;* ● Sample lesson plans for early elementary, upper elementary, and secondary instruction and learning; ● *FCRR Student Center Activities Aligned to Florida's B.E.S.T. Standards: English Language Arts* https://fcrr.org/best-alignment; ● *Depth of Knowledge: What Does it Mean for Teachers and Students?* https://my-ecoach.com/project.php?id=9812; and ● *On Target: Strategies to Help Struggling Readers Grades 4-12* https://www.dr-hatfield.com/EDUC536/docs/strattohelpstrugreaders.pdf. Teachers will read evidence- and research-based content to gain an understanding of: ● integration of reading components, student characteristics, reading proficiency, and barriers to reading development (age, grade level, ELLs, dyslexia, poverty, struggling adolescents) (4.1-4.3, 4.6, 4.7, 4.11, 4.12); ● informal and formal assessments and data (diagnostic, formative, progress monitoring, and summative) (4.1, 4.4, 4.14); ● the difference and distinction between instructional accommodations and modifications (4.18);	
	4.9 Plan for **differentiated** instruction that utilizes increasingly complex **text**, embeds assessment, includes **scaffolding** and provides re-teaching when necessary for individuals and small groups.		
	4.10 Differentiate reading instruction for English learners across various levels of literacy development in their first language.		
	4.11 Implement **evidence-based intervention practices** for students with substantial reading difficulties, including those who exhibit the characteristics of **dyslexia**.		
	4.12 Scaffold instruction and intensify interventions for students with identified reading deficiencies and characteristics of **dyslexia** in each of the components of reading.		

	4.13 Implement a classroom level plan for monitoring student reading progress and **differentiating** instruction for all students, including students with identified reading deficiencies and those with characteristics of **dyslexia**.	● text complexity and student characteristics when preparing for instruction and learning (4.5-4.7, 4.11, 4.12); ● writing instruction, strategies, and activities that enhance and support students' reading comprehension (4.17); ● ways to differentiate instruction (content, process, product) to support and enhance students' reading development and level of proficiency (4.8, 4.9, 4.12); and ● the importance of intentional, explicit, systematic and evidence-based differentiated and scaffolded multisensory instruction to meet the needs of all learners (4.8-4.18).
	4.14 Monitor student progress and use data to **differentiate** instruction for all students, including students with identified reading deficiencies and those with characteristics of **dyslexia**.	**Curriculum Study Assignment(s) at Indicator Level:** To address the indicators, teachers will be required to use the gradual release of responsibility model (modeling, guided practice, collaborative practice, independent practice) to design and implement lesson plans. The lesson plans and instruction should: ● use assessment data to recognize areas of strength and need for all students (regular education, ELL status, students with dyslexia or other reading difficulties) and identify challenges to reading achievement (4.4, 4.12-4.14);
	4.15 Implement **evidence-based** practices for developing students' **higher order thinking** as part of **differentiated** instruction.	● identify the lesson goal and objectives (4.9-4.11); ● identify the formative and progress monitoring assessments used for each reading component (4.13, 4.14);
	4.16 Implement **evidence-based** practices for developing students' **background knowledge** as needed through **differentiated** instruction, enhancing the ability to read critically.	● identify the students, their learning characteristics, and instructional need for each reading component (4.9, 4.12, 4.15-4.17); ● identify the steps for explicit, systematic, differentiated and scaffolded multisensory instruction (4.9-4.17); and
	4.17 Implement **evidence-based differentiated** instructional practices using writing to develop students' **comprehension** of **text**.	● identify the accommodations used for differentiated instruction based on student characteristics (age, grade level, academic history, ELL status, IEP or 504 status, dyslexia, etc.) (4.9-4.18).
	4.18 Implement appropriate and allowable instructional **accommodations**, including	Teachers will also complete a written reflection about the lessons that describe: ● the data used and the analysis to identify students' strengths

	use of technology, as specified in the **Individual Educational Plan** or **504 Plan** when **differentiating** reading instruction for students with disabilities, including students with characteristics of **dyslexia**.	and needs (4.4, 4.13, 4.14); ● the oral/aural language and writing experience activities and how they support and enhance students' development (4.1-4.3, 4.8, 4.17); ● how the lesson was differentiated for ELL students (4.2, 4.3, 4.10); ● how the lesson was differentiated for a student with dyslexia or the characteristics of dyslexia (4.11, 4.13, 4.14, 4.18); ● the demands of academic language and text complexity and how differentiation and scaffolding supports and enhances students' learning with complex text and higher-order thinking processes (4.5-4.7, 4.11, 4.12, 4.17); ● how multiple methods of teaching and multisensory activities impact instruction and learning (4.1, 4.8, 4.9, 4.12); ● identify why the accommodations were used and how they enhance and improve students' comprehension (4.1, 4.9-4.18); and ● next steps in instruction based on students' response to instruction (4.1, 4.12-4.14). **Formative Assessment at Indicator Level:** Teachers will respond to questions and case studies. Teachers will be required to: ● identify and explain ways to engage students with complex text, higher-order thinking, and writing to improve comprehension 4.5-4.7, 4.11, 4.12, 4.17; ● identify the stages of explicit and systematic instruction (4.11, 4.12, 4.13); ● identify and explain why a lesson plan is more explicit than another (4.9-4.17); ● explain ways to make instruction more explicit (4.9-4.17); ● explain how students' characteristics and assessment data inform instructional decisions across all reading components 4.1, 4.4, 4.8, 4.13, 4.14); and ● identify explicit and systematic writing instruction and how the accommodations and differentiation used improve	

		comprehension for all students (4.1, 4.9-18).	

Competency 5 Introduction

Teachers will, through a culminating practicum, demonstrate knowledge of the components of reading, as well as assessments and data analysis, to implement a comprehensive evidence-based reading plan of instruction for all students. Teachers will engage in the systematic problem-solving process to identify characteristics of conditions such as dyslexia, provide appropriate interventions and conduct effective progress monitoring. (60 In-service hours)

Competency 5: *Demonstration of Accomplishment*			
Course Number & Course Name	**Indicator Code with Specific Indicator Language**	**Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment**	**Summative Assessment**
Reading 5: Demonstration of Accomplishment	**Required Course Readings:** ***Chapter 1, Introduction and Submission Guidelines***: teachers will read about: ● requirements for the practicum; ● requirements for lesson plan formats and integration of oral language and the reading components; ● Sample lesson plans for early elementary, upper elementary, and secondary instruction and learning; ● requirements for teachers' self-reflections based on implementation of the lesson plans; and ● overview of requirements for the lesson videos and video submissions. ● NOTE: This chapter is for informational purposes only and does not address competency indicators. ***Chapter 6, Video Package***: teachers will read about: ● requirements for implementation of the lesson plans; and ● requirements for the lesson videos and video submissions. ● NOTE: This chapter is for informational purposes only and does not address competency indicators.		
	5.1 Demonstrate ability to administer and integrate assessment, instruction, intervention and **differentiation** across the components in reading in a comprehensive instructional program. **5.2** Use assessment and data analysis to monitor student progress and inform instruction over time to ensure an increase	**Required Course Readings:** *FCRR Student Center Activities Aligned to Florida's B.E.S.T. Standards: English Language Arts* https://fcrr.org/best-alignment;(5.1-5.18) ***Chapter 2, Planning Instruction***: teachers will read evidence- and research-based content about: ● the essential nature and integration of the reading components and oral language (5.1, 5.3,5.15); ● the use of assessments and data analysis to guide instruction and learning and progress monitoring for all students (5.1,	Teachers will participate in a cumulative exam assessing their knowledge of the integration of the reading components and how students' characteristics and performance inform instruction.

	in learning for all students, including students with identified reading deficiencies and those with characteristics of **dyslexia**.	5.2, 5.13, 5.17); ● the importance of instructional practices to facilitate self-monitoring, self-correcting, higher-order thinking, and ability to read critically for all students (5.8-5.12); ● the gradual release of responsibility model to provide intentional, explicit, and systematic instruction (5.1, 5.2, 5.8, 5.12, 5.15); ● explicit, systematic, differentiated, scaffolded, and multisensory instruction to meet the needs of all students (5.1, 5.2, 5.8, 5.12, 5.15); ● How to Increase Higher-order Thinking https://www.readingrockets.org/article/how-increase-higher-order-thinking; and ● What is Explicit Instruction? https://www.understood.org/en/articles/what-is-explicit-instruction.
	5.3 Demonstrate **evidence-based** practices for developing oral/**aural** language development for all students, including students with identified reading deficiencies and those with characteristics of **dyslexia**.	
	5.4 Demonstrate **evidence-based** practices for developing students' **phonological awareness** and **phonemic awareness** for all students, including students with identified reading deficiencies and those with characteristics of **dyslexia**.	***Chapter 3, Oral Language, Phonological Awareness, Phonics***: teachers will read evidence- and research-based content about: ● the components of oral language, phonological awareness, and phonics (5.1, 5.3-5.6, 5.8, 5.15); ● the characteristics of each component and how they support language comprehension and reading comprehension for all students (5.1, 5.3-5.6, 5.8, 5.15); ● integration of reading components, student characteristics, reading proficiency, and barriers to reading development (age, grade level, ELLs, dyslexia, poverty, struggling adolescents) (5.1-5.6, 5.14, 5.15);
	5.5 Demonstrate **evidence-based** practices for developing **phonics** skills and word recognition for all students, including students with identified reading deficiencies and those with characteristics of **dyslexia**.	● how information- and print-rich learning environments support and enhance students' acquisition and application of oral language and the reading components (5.1, 5.3-5.6, 5.14, 5.15); ● informal and formal assessments and data (diagnostic, progress monitoring, formative, summative) (5.2, 5.13, 5.17); ● how to provide teachers, students, and students' caregivers and families with information about assessment data and

students' progress in reading achievement and development (5.2, 5.13, 5.17);
- intentional, explicit, systematic, differentiated, scaffolded, and multisensory instruction to meet the needs of all students (5.1, 5.2, 5.8, 5.12, 5.15); and
- *When Older Students Can't Read* https://www.adlit.org/topics/about-teaching-reading/when-older-students-cant-read.

Curriculum Study Assignment(s) at Indicator Level:
Teachers will be required to design and implement instructional plans that incorporate research- and evidence-based instructional practices in oral language, phonological awareness, and phonics to support comprehension. The plans must:
- utilize an information-intensive environment that includes appropriate complex print and digital text (5.12, 5.14);
- include assessment and data analysis to monitor student progress and guide instruction (5.2, 5.13, 5.17);
- include a variety of research- and evidence-based instructional practices to motivate and engage students in reading (5.1-5.6, 5.8);
- include opportunities for students to monitor and self-correct (5.10);
- provide intentional, explicit, systematic, and sequential step-by-step instruction and incorporate multisensory instruction and interventions to support all students (5.1-5.6, 5.14, 5.15); and
- identify how instruction is differentiated and scaffolded to support the needs of all students (5.1, 5.2, 5.12, 5.13, 5.16, 5.17).

Teachers will also complete a written reflection for each instructional plan that describes:
- the data used and the analysis to identify students' strengths and needs (5.1, 5.2, 5.13, 5.17);
- the lesson goal and objectives based on the students' data

(5.1, 5.2, 5.13);
- the formative assessment used for monitoring student progress (5.1, 5.2, 5.13);
- the oral/aural language, phonological, and phonics activities and materials included in the lesson and how they support and enhance students' development and support reading comprehension development (5.1-5.6, 5.8, 5.13-5.15);
- how the lesson was differentiated for all students (5.1-5.5, 5.12, 5.16, 5.17);
- student characteristics that impact instruction and learning (5.1-5.6, 5.8, 5.13, 5.15);
- how multiple methods of teaching and multisensory activities impact instruction and learning (5.1-5.6, 5.13-5.15);
- why the accommodations were used and how they enhance and improve students' oral language, phonological awareness, and phonics skills (5.1, 5.2, 5.13, 5.15-5.17);
- how students monitored and self-corrected during the lesson (5.10);
- next steps in instruction based on students' response (formative and progress monitoring data) to instruction (5.1, 5.2, 5.13, 5.16, 5.17);
- ways to revise the lesson to improve students' learning (5.1, 5.2, 5.13, 5.15); and
- ways to communicate students' assessment results, reading progress, and reading development with teachers, students, and students' caregivers or families (5.1, 5.2, 5.13, 5.16, 5.17).

Formative Assessment at Indicator Level:
Teachers will respond to questions and case studies. Teachers will be required to:
- explain the influence of student characteristics, cognitive development, language development, and stages of reading on instruction and learning (5.1-5.6, 5.8, 5.13, 5.15);
- identify the various reading components and how integration supports students' development and comprehension (5.1-5.6, 5.8);

		- identify various components of explicit and systematic instruction and explain where they occur in a lesson (5.1-5.6, 5.14, 5.15); - identify where differentiation and scaffolding occur in a lesson and how it supports all students (5.1-5.5, 5.13, 5.17); - explain how the learning environment supports student learning (5.1, 5.3-5.6, 5.14, 5.15); and - identify ways to communicate student progress with students, caregivers, and teachers (5.1, 5.2, 5.13, 5.16, 5.17).
	5.6 Demonstrate **evidence-based** practices for developing reading **fluency** and reading endurance for all students, including students identified with reading deficiencies and those with characteristics of **dyslexia**.	**Required Course Readings:** *FCRR Student Center Activities Aligned to Florida's B.E.S.T. Standards: English Language Arts* https://fcrr.org/best-alignment;(5.1-5.18) ***Chapter 4, Fluency and Comprehension***; ***Chapter 5, Vocabulary and Comprehension***; *Student Motivation and Engagement in Literacy Learning* https://www.adlit.org/topics/motivation-and-engagement/student-motivation-and-engagement-literacy-learning; *Seven Strategies to Teach Students Text Comprehension* https://www.readingrockets.org/article/seven-strategies-teach-students-text-comprehension; *Effective Vocabulary Instruction* https://keystoliteracy.com/wp-content/uploads/2012/08/effective-vocabulary-instruction.pdf; *Reading Comprehension Strategies for English Language Learners* https://www.colorincolorado.org/article/reading-comprehension-strategies-english-language-learners; and *Dyslexia in the Classroom: What Every Teacher Needs to Know* https://structuredlit.wpenginepowered.com/wp-content/uploads/2015/01/DITC-Handbook.pdf Teachers will read evidence- and research-based content about: - integration of reading components, student characteristics, reading proficiency, and barriers to reading development
	5.7 Demonstrate **evidence-based** practices for developing both **academic** and **domain-specific vocabulary** for all students, including students with identified reading deficiencies and those with characteristics of **dyslexia**.	
	5.8 Demonstrate **evidence-based** practices for facilitating reading **comprehension** for all students, including students with identified reading deficiencies and those with characteristics of **dyslexia**.	

5.9 Demonstrate **evidence-based comprehension** practices for developing students' **higher order thinking** to enhance **comprehension** for all students, including students with identified reading deficiencies and those with characteristics of **dyslexia**.

5.10 Demonstrate **evidence-based** practices to facilitate students' monitoring and self-correcting in reading for all students, including students with identified reading deficiencies and those with characteristics of **dyslexia**.

5.11 Demonstrate **evidence-based** practices for developing all students' **background knowledge** to enhance the ability to read critically, including students with characteristics of reading difficulties and **dyslexia**.

5.12 Demonstrate **differentiation** of instruction for all students utilizing increasingly complex **text**.

5.13 Demonstrate skill in utilizing assessment data and instruction with English learners from diverse backgrounds and at varying English proficiency levels.

(age, grade level, ELLs, dyslexia, poverty, struggling adolescents) (5.1, 5.2, 5.6-5.8, 5.12-5.15, 5.18);
- the influence of student characteristics, cognitive development, language development, and stages of reading on instruction and learning (5.1-5.15, 5.18);
- informal and formal assessments and data (diagnostic, formative, progress monitoring, and summative) (5.1, 5.2, 5.13, 5.17);
- elements of fluency and their impact on comprehension (5.3-5.8, 5.12, 5.13);
- elements of vocabulary development, knowledge, and instruction and their impact on comprehension (5.3-5.13);
- the difference and distinction between instructional accommodations and modifications (5.1, 5.2, 5.13, 5.16, 5.17);
- text complexity and student characteristics when preparing for instruction and learning (5.1, 5.2, 5.6-5.8, 5.12-5.15, 5.18);
- writing instruction, strategies, and activities that enhance and support students' reading development and comprehension (5.5-5.9, 5.15, 5.18);
- differentiated instruction and learning to support and enhance students' reading development and level of proficiency (5.1, 5.2, 5.13, 5.15-5.17); and
- the importance of intentional, explicit, systematic, sequential, and evidence-based differentiated and scaffolded multisensory instruction to meet the needs of all learners (5.1-5.18).

Curriculum Study Assignment(s) at Indicator Level:
Teachers will be required to design and implement instructional plans that incorporate research- and evidence-based instructional practices. Each instructional plan must:
- utilize an information-intensive environment that includes appropriate complex print and digital text (5.12, 5.14);
- include assessment and data analysis to monitor student progress and guide instruction for fluency, vocabulary, and comprehension (5.1, 5.2, 5.13, 5.16, 5.17);

	5.14 Create an information intensive environment that includes print, non-print, **multimedia** and **digital texts**.	● include a variety of research- and evidence-based instructional practices to motivate and engage students in reading (5.1, 5.2, 5.6-15, 5.18);
	5.15 Use a variety of instructional practices to provide relevant and purposeful instruction to students in reading.	● include opportunities for students to monitor and self-correct (5.10, 5.14, 5.15); ● provide intentional, explicit, systematic, and sequential step-by-step instruction and incorporate multisensory instruction and interventions to support all students (integrated reading components)(5.1, 5.2, 5.5-5.15, 5.18); and
	5.16 Demonstrate the ability to engage and support caregivers and families in their children and adolescents' reading development.	● identify how instruction is differentiated and scaffolded to support the needs of all students (5.1, 5.2, 5.5-5.15, 5.18). Teachers will also complete a written reflection for each instructional plan that describes:
	5.17 Demonstrate the ability to communicate (orally and in writing) the meaning of reading assessment data with students, caregivers, teachers and teacher leaders.	● the data used and the analysis to identify students' strengths and needs (5.1, 5.2, 5.13, 5.16, 5.17); ● the lesson goals and objectives based on the students' data (5.1, 5.2, 5.13, 5.16, 5.17); ● the formative assessments used for monitoring student progress (5.1, 5.2, 5.13);
	5.18 Demonstrate intentional **explicit**, **systematic** and **sequential** writing instruction to improve **decoding** skills.	● the activities and materials included in the lesson and how they support and enhance students' development and integrate the reading components (5.1, 5.2, 5.6-5.15, 5.18); ● how the lesson was differentiated and/or scaffolded for all students (5.1, 5.2, 5.6-5.15, 5.18); ● student characteristics that impact instruction and learning (5.1, 5.2, 5.6-5.8, 5.12-5.15); ● how multiple methods of teaching and multisensory activities impact instruction and learning (5.6-5.15, 5.18); ● how students monitored and self-corrected during the lesson (5.10, 5.14, 5.15); ● next steps in instruction based on students' response (formative and progress monitoring data) to instruction (5.1, 5.2, 5.13, 5.15-5.17); ● ways to revise the lesson to improve students' learning (5.1, 5.2, 5.13, 5.15-5.17); and

		● ways to communicate students' assessment results, reading progress, and reading development with teachers, students, and students' caregivers or families (5.16, 5.17). **Formative Assessment at Indicator Level:** Teachers will respond to questions and case studies. Teachers will be required to: ● explain the influence of student characteristics, cognitive development, language development, and stages of reading on instruction and learning (5.1, 5.2, 5.6-5.8, 5.12-5.15); ● identify the various reading components and how integration supports students' development and comprehension (5.1, 5.2, 5.13, 5.15); ● identify various components of explicit and systematic instruction and explain where they occur in a lesson (5.6-5.12, 5.15); ● identify where differentiation and scaffolding occur in a lesson and how it supports all students (5.1, 5.2, 5.13, 5.15-5.17); ● explain how the learning environment supports student learning (5.12, 5.14); and ● identify ways to communicate student progress with students, caregivers, and teachers (5.13, 5.16, 5.17).	