

Florida Reading Endorsement Alignment Matrix

Beacon Educator

Note: Full bibliography on file with Florida Department of Education

Competency 1

Reading Endorsement Guiding Principle: Teachers will understand and teach reading as an ongoing strategic process resulting in students comprehending diverse text. Teachers will understand how writing, listening, and speaking support the teaching of reading, and how family involvement supports student achievement in reading. Teachers will understand that all students have instructional needs and apply the systematic problem solving process: use data to accurately identify a problem, analyze the problem to determine why it is occurring, design and implement instruction/interventions, and evaluate the effectiveness of instruction/interventions. Teachers will understand that the problem solving process is recursive and ongoing, utilized for effective instructional decision making.

Competency 1: Foundations in Reading Instruction

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

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
[Enter district course number]	Reading 1: Foundations of Instruction	1.A.1	Performance Indicator A: Comprehension Understand that building oral and written language facilitates comprehension.	Read Chapter Three: Language system; connection between language, reading, and writing Activities: <ul style="list-style-type: none"> Study and read integration between spoken and written language Access and read external articles Complete interactive formative assessments/read feedback 	Multiple Choice Quiz
		1.A.2	Understand the importance of learning syntax, semantics, pragmatics, vocabulary, and required for comprehension of formal written language of school, often called “academic language.”	Read Chapter Three: Language system components – phonology, morphology, syntax, semantics, and pragmatics; Syntactic function – clauses, phrases, word order, punctuation, and sentence length; academic language vs. social language Activities: <ul style="list-style-type: none"> Complete interactive formative assessments /read feedback Access and read external articles 	Multiple Choice Quiz

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
		1.A.3	Understand the impact of text upon reading comprehension (e.g., genre, readability, coherence, text structure, and text complexity).	<p>Read Chapter Eight: Six major components; integration of components; impact on comprehension; text (complexity, impact of word difficulty, sentence length, influential factors; model for measuring); genre; text structures; text features</p> <p>Activities:</p> <ul style="list-style-type: none"> • Complete interactive formative assessments /read feedback. • Access and read external articles. 	Describe the impact of genre, text features, structure, and complexity on a given text.
		1.A.4	Understand how the interaction of reader characteristics, motivation, purpose of reading, and text elements impacts comprehension and student engagement.	<p>Read Chapter Eight: Understanding the reader and task component of text complexity; reader characteristics (knowledge and experiences, cognitive capabilities; motivation and engagement</p> <p>Activities:</p> <ul style="list-style-type: none"> • Complete interactive formative assessments /read feedback. • Access and read external articles. 	Describe the impact of genre, text features, structure, complexity, reader characteristics, and motivation/engagement with a given text.
		1.A.5	Identify cognitive targets (e.g., locate/recall; integrate/interpret; critique/evaluate) and the role of cognitive development in the construction of meaning of literary and informational texts.	<p>Read Chapter Two: Cognitive task levels; Bloom’s Taxonomy; Webb’s Depth of Knowledge</p> <p>Activities:</p> <ul style="list-style-type: none"> • Complete interactive formative assessments /read feedback. • Access and read external articles. 	For each of a variety of classroom literary task scenarios, identify and record the cognitive targets and type of text each aligns with in the construction of meaning. Justify choices
		1.A.6	Understand reading as a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes.	<p>Read Chapter One: Reading process, comprehension process; reading and purpose; text purpose</p> <p>Activities:</p> <ul style="list-style-type: none"> • Study and read text purpose chart for key concepts and examples • Read about information-intensive environments. 	Explain in writing why it is important to teach students that not all texts are read in the same way.

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
		1.A.7	Understand the reading demands posed by domain specific texts.	<p>Read Chapter Nine: Demands posed by academic vocabulary in domain specific text; challenges of domain specific texts; comprehension processes</p> <p>Activities</p> <ul style="list-style-type: none"> • Complete interactive formative assessments/read feedback • Access and read external articles 	Given a domain specific passage, identify the reading demands and describe how comprehension processes can be used to monitor comprehension and self-correct for understanding.
		1.A.8	Understand that effective comprehension processes rely on well-developed language, strong inference making, background knowledge, comprehension monitoring and self-correcting.	<p>Read Chapter Nine: Comprehension processes (making connections to prior knowledge, generating questions, creating visual mental images, making inferences, determining importance, synthesizing, monitoring reading, and applying fix-up strategies</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Complete interactive formative assessments/read feedback 	Given a domain specific passage, identify the reading demands and describe how comprehension processes can be used to monitor comprehension and self-correct for understanding.
		1.A.9	Understand how English language learners' linguistic and cultural background will influence their comprehension.	<p>Read Chapter Two: Cognitive Task Levels; Bloom's Taxonomy; Webb's Depth of Knowledge; obstacles for learning to read English/supportive alternatives for ELLs</p> <p>Activities:</p> <ul style="list-style-type: none"> • Complete interactive formative assessments /read feedback. • Access and read external articles. 	Given a scenario of an ELL who has difficulty understanding course content, identify obstacles that influence comprehension.
		1.A.10	Understand the role of formal and informal assessment of comprehension in making instructional decisions to meet individual student needs.	<p>Read Chapter Nine: Comprehension Processes; using formal and informal assessments</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Complete interactive formative assessments/read feedback 	Using assessment data from a given scenario, describe how the data can be used to make instructional decisions.

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
		1.B.1	Performance Indicator B: Oral Language Understand how the students' development of phonology, syntax, semantics, and pragmatics relates to comprehending written language.	Read Chapter Three: Language system components (phonology, morphology, syntax, semantics, and pragmatics); Syntactic function (clauses, phrases, word order, punctuation, sentence length); academic language vs. social language Activities: <ul style="list-style-type: none"> • Complete interactive formative assessments /read feedback • Access and read external articles 	Multiple Choice Quiz
		1.B.2	Understand the differences between social and academic language.	Read Chapter Three: Academic language vs. social language Activities: <ul style="list-style-type: none"> • Complete interactive formative assessments/read feedback • Access and read external articles 	Multiple Choice Quiz
		1.B.3	Understand that writing enhances the development of oral language.	Read Chapter Three: Receptive and expressive language; oral language development; importance of writing; spoken and written language chart Activities: <ul style="list-style-type: none"> • Complete interactive formative assessments/read feedback • Access and read external articles 	Multiple Choice Quiz
		1.B.4	Understand that the variation in students' oral language exposure and development requires differentiated instruction.	Read Chapter Three: Oral language development; language/reading connection; causes of language problems; Matthew effect; oral language instruction; need for differentiated instruction Activities: <ul style="list-style-type: none"> • Complete interactive formative assessments/read feedback • Access and read external articles • View video clip 	Multiple Choice Quiz

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
		1.B.5	Recognize the importance of English language learners' home languages, and their significance for learning to read English.	<p>Read Chapter Two: Cognitive task levels; Bloom's Taxonomy; Webb's Depth of Knowledge; stages of reading development; reading instruction for ELLs</p> <p>Activities:</p> <ul style="list-style-type: none"> • Complete interactive formative assessments/read feedback • Access and read external articles • View video clip 	Given a scenario of an ELL who has difficulty understanding course content, identify obstacles that influence comprehension.
		1.B.6	Understand the role of formal and informal oral language assessment to make instructional decisions to meet individual student needs.	<p>Read Chapter Three: Oral language development; language/reading connection; informal and formal assessment</p> <p>Activities:</p> <ul style="list-style-type: none"> • Complete interactive formative assessments/read feedback • Access and read external articles • View video clip 	Multiple Choice Quiz
		1.C.1	<p>Performance Indicator C: Phonological Awareness Understand phonology as it relates to language development and reading achievement (e.g., phonological processing, phonemic awareness skills, phonemic analysis and synthesis).</p>	<p>Read Chapter Four: 'Phon' words defined and investigated; phonological awareness continuum of skills (word awareness, rhyme awareness, syllable awareness, onset-rime awareness, phonemic awareness)</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Complete interactive formative assessments/read feedback 	Using assessment data, recognize phonological awareness difficulties in an ELL and identify challenges to reading achievement.
		1.C.2	Recognize the phonological continuum beginning with sensitivity to large and concrete units of sound (i.e., words & syllables) and progressing to small and abstract units of sound (onset-rimes and phonemes).	<p>Read Chapter Four: 'Phon' words defined and investigated ; Phonological Awareness Continuum (word awareness, rhyme awareness, syllable awareness, onset-rime awareness, phonemic awareness)</p> <p>Activities</p> <ul style="list-style-type: none"> • Access and read external articles • Complete interactive formative assessments/read feedback • View video clip 	Use the phonological awareness continuum to identify the correct level in which to begin instruction.

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
		1.C.3	Understand that writing, in conjunction with phonological awareness, enhances reading development.	<p>Read Chapter Four: 'Phon' words defined and investigated ; phonological awareness continuum; early writing continuum;</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Complete interactive formative assessments/read feedback 	Using the early writing continuum, identify the correct state of writing in which a student is performing and describe the correlation to phonological awareness development.
		1.C.4	Distinguish both phonological and phonemic differences in language and their applications in written and oral discourse patterns (e.g., language & dialect differences).	<p>Read Chapter Four: Oral language development and reading; phonological awareness continuum; English phonemes; aspects of dialect; regional/social dialects with examples</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Complete interactive formative assessments/read feedback • View consonant and vowel sounds videos 	Describe how differences in dialect effect student phonological awareness development.
		1.C.5	Understand how similarities and differences in sound production between English and other languages affect English language learners' reading development in English.	<p>Read Chapter Four: Oral language development and reading; phonological awareness continuum; English phonemes; differences in ELLs acquisition of English; use of standard English</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Complete interactive formative assessments/read feedback • View consonant and vowel sounds videos 	Describe challenges with sound production an ELL may encounter with phonological awareness development in English.
		1.C.6	Understand the role of formal and informal phonological awareness assessment to make instructional decisions to meet individual student needs.	<p>Read Chapter Four: 'Phon' words defined and investigated; phonological awareness continuum; formal and informal assessment</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Complete interactive formative assessments/read feedback 	After using formal & informal language assessment outcomes to accurately determine areas of need, participants design instructional language activities for a case study student
		1.D.1	Performance Indicator D: Phonics Understand that phonological units (words, syllables, onset-rimes, and phonemes) map onto orthographic units (words, rimes, letters) in alphabetic languages.	<p>Read Chapter Five: Common phonics terms; alphabetic principle; mapping letters to sounds</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Complete interactive formative assessments/read feedback 	Given sample assessment results for three different students, identify the types of phonics errors made by each student (word, syllables, onset-rime, phoneme-grapheme connection, structural analysis).

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
		1.D.2	Understand sound-spelling patterns and phonics (grapheme-phoneme correspondence rules).	<p>Read Chapter Five: Phonics basic concepts & terminology; sequence of instruction; kinds of sounds (consonant, vowel, consonant blend, digraphs, vowel combination, r-controlled vowel); phonics rules; alphabetic principle; spelling; syllabication; onset-rime</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Complete interactive formative assessments/read feedback 	Given sample assessment results for three different students, identify the types of phonics errors made by each student (word, syllables, onset-rime, phoneme-grapheme connection, structural analysis).
		1.D.3	Understand structural analysis of words.	<p>Read Chapter Five: Understanding structural analysis; morphemes and their meaning (root, base, prefix, suffix); phonics instruction early & intermediate</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Complete interactive formative assessments/read feedback 	Given sample assessment results for three different students, identify the types of phonics errors made by each student (word, syllables, onset-rime, phoneme-grapheme connection, structural analysis).
		1.D.4	Understand that both oral language and writing can be used to enhance phonics instruction.	<p>Read Chapter Five: Phonics basic concepts & terminology; moving from phonemic awareness to phonics; alphabetic principle; spelling; mapping sounds to letters; blending</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Complete interactive formative assessments/read feedback 	Given sample assessment results for three different students, identify the types of phonics errors made by each student (word, syllables, onset-rime, phoneme-grapheme connection, structural analysis).
		1.D.5	Understand the role of formal and informal phonics assessment to make instructional decisions to meet individual student needs.	<p>Read Chapter Five: Phonics basic concepts & terminology; moving from phonemic awareness to phonics; spelling; phonics rules; alphabetic principle; informal and formal phonics assessment.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Complete interactive formative assessments/read feedback 	Given sample assessment results for three different students, identify the types of phonics errors made by each student (word, syllables, onset-rime, phoneme-grapheme connection, structural analysis).

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
		1.E.1	Performance Indicator E: Fluency Understand that the components of reading fluency are accuracy, expression, and rate, which impact reading endurance and comprehension.	Read Chapter Six: Components of fluency (accuracy, rate, prosody, comprehension); explicit instruction for fluency; instructional strategies Activities: <ul style="list-style-type: none"> • Access and read external articles • Complete interactive formative assessments/read feedback • View video clip 	Given a description of a student's fluency skills, identify areas of concern and their effects on comprehension.
		1.E.2	Understand that effective readers demonstrate flexibility by adjusting their reading rate to accommodate the kinds of texts they are reading in order to facilitate comprehension.	Read Chapter Six: Components of fluency (automaticity, rate, prosody, comprehension); explicit instruction for fluency; influences on fluent reading; fluency and comprehension Activities: <ul style="list-style-type: none"> • Access and read external articles • Complete interactive formative assessments/read feedback 	Given a description of a student's fluency skills, identify areas of concern and their effects on comprehension.
		1.E.3	Understand the relationships among fluency, word recognition, and comprehension.	Read Chapter Six: Components of fluency (automaticity, rate, prosody, comprehension); explicit instruction for fluency; influences on fluent reading Activities: <ul style="list-style-type: none"> • Access and read external articles. • Complete interactive formative assessments/read feedback. • View video clip. 	Given a description of a student's fluency skills, identify areas of concern and their effects on word recognition and comprehension.
		1.E.4	Understand that both oral language and writing enhance fluency instruction.	Read Chapter Six: Components of fluency (automaticity, rate, prosody, comprehension); explicit instruction for fluency; fluency and writing Activities: <ul style="list-style-type: none"> • Access and read external articles • Complete interactive formative assessments/read feedback 	Given a description of a student's fluency skills, identify areas of concern and their effects on comprehension.

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
		1.E.5	Understand the role of formal and informal fluency assessment to make instructional decisions to meet individual student needs.	<p>Read Chapter Six: Methods of measuring fluency (running records, diagnosing, calculating accuracy rate); appropriate text (levels/difficulty); oral reading rate; silent reading rate;</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Download/View running record examples • Complete interactive formative assessments/read feedback 	Given a description of a student's fluency skills, identify areas of concern and their effects on comprehension.
		1.F.1	<p>Performance Indicator F: Vocabulary Understand the goal of receptive and expressive vocabulary instruction is the application of a student's understanding of word meanings to multiple oral and written contexts.</p>	<p>Read Chapter Seven: Levels of word knowledge; expressive and receptive vocabulary; vocabulary and ELLs; tiered words; domain specific vocabulary</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive formative assessments/read feedback 	Explain how reading can improve expressive and receptive vocabulary including the connection between listening, speaking, reading, and writing.
		1.F.2	Understand morphology as it relates to vocabulary development (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis).	<p>Read Chapter Seven: Levels of knowledge; understanding morphology- morphemes, inflectional and derivational morphemes, morphemic analysis</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external resources (affixes chart w/ meanings & examples; root words for English vocabulary) • Access and read external articles • Engage in interactive formative assessments/read feedback 	From academic text, choose words that can be taught using morphemic analysis. Explain your instructional approach to teach the selected words.
		1.F.3	Identify principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language, etc.).	<p>Read Chapter Seven: Understanding semantic; cognates/false cognates; types of figurative language; comprehending figurative language</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external resources • Engage in interactive module 	From academic text, choose words that can be taught using semantics. Explain your instructional approach to teach the selected words.

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
		1.F.4	Understand the domain specific vocabulary demands of academic language.	<p>Read Chapter Seven: Levels of word knowledge; tiered words; academic vocabulary; recognizing domain specific vocabulary</p> <p>Activities:</p> <ul style="list-style-type: none"> Engage in interactive formative assessments/read feedback. Access and read external resources. 	Apply knowledge and understanding of the demands of domain specific vocabulary to select appropriate words for a vocabulary lesson.
		1.F.5	Understand that writing can be used to enhance vocabulary instruction.	<p>Read Chapter Seven: Levels of word knowledge; fostering vocab development; writing to increase work consciousness</p> <p>Activities:</p> <ul style="list-style-type: none"> Engage in interactive formative assessments/read feedback. Access and read external resources. 	Explain how the listening, speaking, reading, and writing connection improves vocabulary.
		1.F.6	Understand the role of formal and informal vocabulary assessment to make instructional decisions to meet individual student needs.	<p>Read Chapter Seven: Levels of Word Knowledge; word selection: academic vocabulary; fostering vocab development; establishing prior knowledge; formal and informal vocabulary assessments</p> <p>Activities:</p> <ul style="list-style-type: none"> Engage in interactive formative assessments/read feedback. Access and read external resources. 	Given an excerpt of academic text, and with the intent of making appropriate instructional decisions, explain how student prior knowledge of vocabulary words will be determined for the purpose of choosing which words to teach.
		1.G.1	<p>Performance Indicator G: Integration of the reading components Identify language characteristics related to social and academic language.</p>	<p>Read Chapter Ten: Social language, cognitive academic language and comparisons of the two; demands of cognitive academic language; BICS & CALP; language variability</p> <p>Activities:</p> <ul style="list-style-type: none"> Engage in interactive formative assessments/read feedback. Access and read external resources. 	Using information from a given scenario, identify the type of language difficulties an ELL is experiencing.

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
		1.G.2	Identify phonemic, semantic, and syntactic variability between English and other languages.	<p>Read Chapter Ten: Language variability (phonetic, semantic, syntactic, morphological); cognates/false cognates</p> <p>Activities:</p> <ul style="list-style-type: none"> Engage in interactive formative assessment/read feedback Access/read/download resources 	Using information from a given scenario, identify the types of variability errors that are causing difficulty for an ELL.
		1.G.3	Understand the interdependence between each of the reading components and their effect upon reading as a process for native speakers of English and English language learners	<p>Read Chapter Ten: Six major components; integration of components; barriers to reading development (ELLs, dyslexia, poverty, struggling adolescents)</p> <p>Activities:</p> <ul style="list-style-type: none"> Access and read external articles Engage in interactive formative assessment Read formative assessment feedback 	Using information from a given scenario, consider the interdependence of the reading components and discuss their effect on an ELL.
		1.G.4	Understand the impact of oral language, writing, and an information intensive environment upon reading development.	<p>Read Chapter Nine: Oral language and writing; the context (learning environment)</p> <p>Activities:</p> <ul style="list-style-type: none"> Engage in interactive formative assessment/read feedback Access/read/download resources 	Explain how oral language, writing, and an information intensive classroom impact reading comprehension.
		1.G.5	Understand the importance of comprehension monitoring and self-correcting to increase reading proficiency.	<p>Read Chapter Nine: Comprehension processes (making connections to prior knowledge, generating questions, creating visual mental images, making inferences, determining importance, synthesizing, monitoring reading, and applying fix-up strategies)</p> <p>Activities:</p> <ul style="list-style-type: none"> Access and read external articles Complete interactive formative assessments/read feedback 	Given a domain specific passage, identify the reading demands and describe how comprehension processes can be used to monitor comprehension and self-correct for understanding.
		1.G.6	Understand the role of formal and informal reading assessment to make instructional decisions to meet individual student needs.	<p>Read Chapter Ten: Six major components; integration of components; role of assessment in the reading process</p> <p>Activities:</p> <ul style="list-style-type: none"> Access and read external articles Complete interactive formative assessments/read feedback 	Using information from a given scenario, describe how formal and informal reading assessments can be used to make instructional decisions for a student.

Florida Reading Endorsement Alignment Matrix Competency 2

Competency 2: Foundations of Research-Based Practices (and Evidence-Based Practices)

Teachers will scaffold student learning by applying the principles of research and evidence-based reading instruction and integrating the six components of reading. Teachers will engage in the systematic problem solving process.

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
[Enter district course number]	Reading 2: Research-Based Practices	2.A.1	Performance Indicator A: Comprehension Apply intentional, explicit, and systematic instructional practices for scaffolding development of higher order thinking, comprehension skills, comprehension monitoring and self-correcting (e.g., reciprocal teaching, “think aloud,” etc.).	Read Chapter Three: Integration of Reading Components; levels of comprehension; during and after comprehension strategies; Bloom’s Taxonomy; scaffolding; gradual release of responsibility; modeling through think alouds; monitoring and self-correcting while reading complex text; reciprocal teaching; Activities: <ul style="list-style-type: none"> • Access and read external articles • Complete interactive formative assessments/read feedback • Access & view video clips 	Using a self-selected strategy, describe how the gradual release of responsibility model can be used to provide intentional, explicit, and systematic instruction of the strategy. Using a self-selected strategy, explain how it can be used to promote higher order thinking and comprehension monitoring and self-correcting.
		2.A.2	Use both oral language and writing experiences to enhance comprehension.	Read Chapter Four: Collaborative conversations; structuring discussion; sentence frames; teacher conversational moves; writing to improve comprehension Activities: <ul style="list-style-type: none"> • Access and read external articles • Complete interactive formative assessments/read feedback • Access & view video clips 	Using self-selected text, describe how text-dependent discussion and a writing experience will be used as part of a close reading activity to increase comprehension.

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
		2.A.3	Apply appropriate instructional practices determined by the student’s strengths and needs, text structure, and the reading demands of domain specific text.	<p>Read Chapter Two: Comprehension strategies; shifts in literacy teaching; stages of reading – before, during, after; text complexity; pre-assessment; connecting to prior knowledge; selecting text; text structure; digital text features; student motivation; disciplinary literacy reading</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Complete interactive formative assessments/read feedback • Access & view video clips 	Identify text structure within a specific text and provide a written response to prompted questions.
		2.A.4	Provide opportunities for student extended text discussion to enhance comprehension, promote motivation and student engagement.	<p>Read Chapter Four: Collaborative conversations; structuring discussion; sentence frames; teacher conversational moves; reciprocal teaching; jigsaw</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Complete interactive formative assessments/read feedback • Access & view video clips 	Using self-selected text, describe how text-dependent discussion and a writing experience will be used as part of a close reading activity to increase comprehension.
		2.A.5	Select narrative or informational print or digital texts that are appropriate to the comprehension instruction to be provided.	<p>Read Chapter Two: Comprehension strategies; shifts in literacy teaching; stages of reading – before, during, after; text complexity; pre-reading strategies (connecting to prior knowledge, previewing, making predictions, understanding the purpose); selecting text; text structure; digital text features; student motivation; disciplinary literacy reading</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Complete interactive formative assessments/read feedback • Access & view video clips 	Identify and describe how a pre-reading strategy (activating prior knowledge, previewing and identifying text structure, making predictions, understand the purpose of a text) may be modeled using a selected text.

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
		2.A.6	Provide comprehension instruction that supports students' ability to read multiple print and digital texts and to synthesize information within, across and beyond those texts.	<p>Read Chapter Four: Reading multiple texts, close reading; differentiated instruction; concept maps; teacher conversational moves; reciprocal teaching; jigsaw</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Complete interactive formative assessments/read feedback • Access & view video clips 	Using self-selected texts describe an activity that helps students synthesize information between two texts.
		2.A.7	Scaffold discussions to facilitate the comprehension of text and higher order thinking skills for students with varying English proficiency levels.	<p>Read Chapter Four: Collaborative conversations; structuring discussion; sentence frames; teacher conversational moves; writing to improve comprehension; language proficiency levels for ELLs; scaffolding discussions</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Complete interactive formative assessments/read feedback • Access & view video clips 	Using self-selected texts, discuss how close reading activities can be differentiated to meet ELLs needs.
		2.A.8	Model a variety of strategic activities students can use to foster comprehension monitoring and self-correcting.	<p>Read Chapter Three: Gradual release of responsibility (modeling, guided practice, independent practice); modeling through think alouds and demonstration; fix-up strategies</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Complete interactive formative assessments/read feedback • Access & view video clips 	Using a self-selected strategy, explain how it can be used to promote higher order thinking and comprehension monitoring and self-correcting.

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		2.A.9	Recognize, describe, and incorporate appropriate comprehension assessments to guide instruction.	<p>Read Chapter Four: Assessing comprehension through diagnostic (before reading), formative (during reading), and summative assessments (after reading)</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Complete interactive formative assessments/read feedback 	Using self-selected texts, describe an assessment used to guide instructional decisions during a close reading lesson.
		2.B.1	<p>Performance Indicator B: Oral Language Apply intentional, explicit, and systematic instructional practices for scaffolding development of oral/aural language skills (e.g., language experience approach, Socratic questioning).language (e.g., orthographic skills, phonetic and structural analysis: rules, patterns, and generalizations).</p>	<p>Read Chapter Five: Oral language components (phonology, morphology, syntax, semantics, pragmatics); oral language development; connecting language, reading, and writing; language-rich environments; explicit, systematic, and multisensory instruction; Socratic questioning; language experience approach</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Complete interactive formative assessments/read feedback • Access & view video clips 	Multiple Choice Quiz
		2.B.2	Create an environment where students practice appropriate social and academic language to discuss diverse texts.	<p>Read Chapter Five: Social and academic language; oral language development; connecting language, reading, and writing; language-rich environments; print-rich environment; explicit, systematic, and multisensory instruction; Socratic questioning; language experience approach</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Complete interactive formative assessments/read feedback • Access & view video clips 	Multiple Choice Quiz

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
		2.B.3	Recognize and apply an English language learner's home language proficiency as a foundation and strength to support the development of oral language in English.	<p>Read Chapter Five: Oral language components (phonology, morphology, syntax, semantics, pragmatics); oral language development; connecting language, reading, and writing; language-rich environments; explicit, systematic, and multisensory instruction; Socratic questioning; language experience approach; enhancing oral language acquisition; working with ELLs</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Complete interactive formative assessments/read feedback 	Multiple Choice Quiz
		2.B.4	Use writing experiences to enhance oral language (e.g., interactive writing, student to teacher sentence dictation).	<p>Read Chapter Five: Oral language components (phonology, morphology, syntax, semantics, pragmatics); oral language development; connecting language, reading, and writing; language-rich environments; explicit, systematic, and multisensory instruction; oral language and writing; language experience approach</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Complete interactive formative assessments/read feedback 	Multiple Choice Quiz
		2.B.5	Recognize, describe, and incorporate appropriate oral language assessments to guide instruction.	<p>Read Chapter Five: Oral language development; descriptors by age; evaluating language behaviors, structures, and speech sounds; measuring oral language</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Complete interactive formative assessments/read feedback 	Multiple Choice Quiz

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
		2.C.1	Performance Indicator C: Phonological Awareness Apply intentional, explicit, systematic instructional practices to scaffold development of phonological awareness. (e.g., blending and segmenting syllables, onset-rimes, and phonemes).	Read Chapter Six: Defining phonological awareness; structured literacy approach using an explicit, systematic, sequential approach with multisensory instruction; phonological awareness continuum Activities: <ul style="list-style-type: none"> • Access and read external articles • Complete interactive formative assessments/read feedback • Access & view video clips 	Given scenarios that describe students' phonological awareness skills, apply evidence-based practices when designing appropriate instruction.
		2.C.2	Provide opportunities for students to use oral/aural language to enhance phonological awareness (e.g., rhyming and alliteration).	Read Chapter Six: Defining phonological awareness; structured literacy approach using an explicit, systematic, sequential approach with multisensory instruction; phonological awareness continuum; rhyming skills; alliteration Activities: <ul style="list-style-type: none"> • Access and read external articles • Complete interactive formative assessments/read feedback • Access & view video clips 	Given scenarios that describe students' phonological awareness skills, apply evidence-based practices when designing appropriate instruction.
		2.C.3	Understand and apply knowledge of how variations in phonology across languages affect English language learners' reading and writing development.	Read Chapter Six: Defining phonological awareness; structured literacy approach using an explicit, systematic, sequential approach with multisensory instruction; phonological awareness continuum; early writing; ELLs Activities: <ul style="list-style-type: none"> • Access and read external articles • Complete interactive formative assessments/read feedback • Access & view video clips 	Given scenarios that describe ELLs' phonological awareness skills, apply evidence-based practices when designing appropriate instruction.

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
		2.C.4	Use writing experiences, in conjunction with phonological instruction, to enhance reading achievement (e.g., Elkonin boxes or magnetic letters, individual response whiteboards).	<p>Read Chapter Six: Defining phonological awareness; structured literacy approach using an explicit, systematic, sequential approach with multisensory instruction; phonological awareness continuum; early writing</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Complete interactive formative assessments/read feedback • Access & view video clips 	Given scenarios that describe students' phonological awareness skills, apply evidence-based practices when designing appropriate instruction.
		2.C.5	Recognize, describe, and incorporate appropriate phonological awareness assessments to guide instruction.	<p>Read Chapter Six: Defining phonological awareness; structured literacy approach using an explicit, systematic, sequential approach with multisensory instruction; phonological awareness continuum; types of assessment</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Complete interactive formative assessments/read feedback 	Given scenarios that describe students' phonological awareness skills, apply evidence-based practices when designing appropriate instruction.
		2.D.1	<p>Performance Indicator D: Phonics Apply intentional, explicit, systematic instructional practices for scaffolding phonics development on a continuum from the individual phoneme-grapheme level through the multi-syllabic word level.</p>	<p>Read Chapter Seven: Defining phonics; instructional approaches; phonics development; phonics continuum; letter-sound correspondence; common sequence of teaching phonics; mapping letters to sounds; multisensory activities</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Complete interactive formative assessments/read feedback • Access & view video clips 	Given scenarios that describe students' phonics skills, apply evidence-based practices when designing appropriate instruction.

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
		2.D.2	Recognize and apply an English language learner's home language as a foundation and strength to support the development of phonics in English.	<p>Read Chapter Seven: Defining phonics; instructional approaches; phonics development; phonics continuum; letter-sound correspondence; common sequence of teaching phonics; mapping letters to sounds; multisensory activities; phonics and ELLs</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Complete interactive formative assessments/read feedback • Access & view video clips 	Given scenarios that describe ELLs' phonics skills, apply evidence-based practices when designing appropriate instruction.
		2.D.3	Use oral/aural language and writing experiences to enhance phonics instruction (e.g., sentence strip words, phrases, and pocket charts).	<p>Read Chapter Seven: Defining phonics; instructional approaches; phonics development; phonics continuum; letter-sound correspondence; common sequence of teaching phonics; mapping letters to sounds; multisensory activities; shared writing</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Complete interactive formative assessments/read feedback • Access & view video clips 	Given scenarios that describe students' phonics skills, apply evidence-based practices when designing appropriate instruction.
		2.D.4	Recognize, describe, and incorporate appropriate phonics assessments to guide instruction.	<p>Read Chapter Seven: Defining phonics; instructional approaches; phonics development; phonics continuum; letter-sound correspondence; common sequence of teaching phonics; mapping letters to sounds; formal and informal phonics assessment</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Complete interactive formative assessments/read feedback 	Given scenarios that describe students' phonics skills, apply evidence-based practices for assessing skills and designing appropriate instruction.

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
		2.E.1	Performance Indicator E: Fluency Apply intentional, explicit, systematic instructional practices to scaffold accuracy, expression, rate, and reading endurance (e.g., paired reading, repeated reading, echo reading, reader’s theater, etc.).	Read Chapter Eight: Elements of fluency; difficulties with fluency; fluency and ELLs; research-based practices for fluency; measuring and assessing fluency; repeated oral reading (partner reading, choral reading, read alouds, echo reading, reader’s theater) Activities: <ul style="list-style-type: none"> • Access and read external articles • Complete interactive formative assessments/read feedback • Access & view video clips 	Using a selected fluency activity, describe how the gradual release of responsibility model can be used to provide explicit, systematic instruction of the activity.
		2.E.2	Use oral/aural language and writing experiences to enhance fluency (e.g., poetry charts, song lyrics).	Read Chapter Eight: Elements of fluency; difficulties with fluency; fluency and ELLs; research-based practices for fluency; measuring and assessing fluency; repeated oral reading (partner reading, choral reading, read alouds, echo reading, reader’s theater); writing to enhance fluency Activities: <ul style="list-style-type: none"> • Access and read external articles • Complete interactive formative assessments/read feedback • Access & view video clips 	Using a selected fluency activity, describe how the gradual release of responsibility model can be used to provide explicit, systematic instruction of the activity.
		2.E.3	Recognize, describe, and incorporate appropriate fluency assessments to guide instruction.	Read Chapter Eight: Elements of fluency; difficulties with fluency; fluency and ELLs; research-based practices for fluency; measuring and assessing fluency; repeated oral reading (partner reading, choral reading, read alouds, echo reading, reader’s theater); writing to enhance fluency; assessing fluency (oral reading fluency, running record, prosody rubric) Activities: <ul style="list-style-type: none"> • Access and read external articles • Complete interactive formative assessments/read feedback • Access & view video clips 	Given a scenario, identify appropriate assessments and use progress monitoring data to make instructional decisions.

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
		2.F.1	<p>Performance Indicator F: Vocabulary Apply intentional, explicit, systematic instructional practices to scaffold vocabulary and concept development (e.g., shared reading, semantic mapping, etc.).</p>	<p>Read Chapter Nine: Vocabulary research and development (listening, speaking, reading, writing); effective instruction and comprehension; vocabulary and ELLs; explicit vocabulary instructional routine; word learning strategies (dictionary use, morphemic analysis, contextual analysis, cognate awareness); developing effective practices in instruction; selecting vocabulary for instruction; assessing vocabulary</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Complete interactive formative assessments/read feedback • Access & view video clips 	Describe how vocabulary instruction is explicitly and systematically provided in the participant's classroom.
		2.F.2	Provide for continual integration, repetition, and meaningful use of domain specific vocabulary to address the demands of academic language.	<p>Read Chapter Nine: Word learning strategies (dictionary use, morphemic analysis, contextual analysis, cognate awareness); developing effective practices in instruction; selecting vocabulary for instruction; domain specific vocabulary</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Complete interactive formative assessments/read feedback • Access & view video clips 	Describe how vocabulary instruction is explicitly and systematically provided in the participant's classroom for the demands of academic language.
		2.F.3	Incorporate vocabulary instruction through analogies (e.g., cognates, Greek and Latin roots).	<p>Read Chapter Nine: Morphemic analysis; cognates; analogies; developing effective practices in instruction; selecting vocabulary for instruction; domain specific vocabulary</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Complete interactive formative assessments/read feedback • Access & view video clips 	Describe how vocabulary instruction includes analysis of roots, affixes, and cognates in the participant's classroom.

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
		2.F.4	Provide an environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary.	<p>Read Chapter Nine: Vocabulary research and development (listening, speaking, reading, writing); effective vocabulary instruction; developing effective practices in instruction to provide an effective environment; wide reading</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Complete interactive formative assessments/read feedback • Access & view video clips 	Describe how wide reading is used within the participant's classroom.
		2.F.5	Incorporate instructional practices that develop authentic uses of English to assist English language learners in learning academic vocabulary and content.	<p>Read Chapter Nine: Vocabulary research and development (listening, speaking, reading, writing); effective vocabulary instruction; developing effective practices in instruction to provide an effective environment; wide reading; vocabulary instruction and ELLs</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Complete interactive formative assessments/read feedback • Access & view video clips 	Describe how vocabulary instruction in the participant's classroom assists ELLs in developing English vocabulary.
		2.F.6	Use oral/aural language and writing experiences to enhance vocabulary (e.g., interactive word walls, word sorts, word charts for secondary).	<p>Read Chapter Nine: Vocabulary research and development (listening, speaking, reading, writing); effective vocabulary instruction; developing effective practices in instruction to provide an effective environment; wide reading; vocabulary instruction and ELLs; writing (word sorts, interactive word walls, graphic organizers)</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Complete interactive formative assessments/read feedback • Access & view video clips 	Describe how oral language and writing experiences are used to enhance vocabulary in the participant's classroom.

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
		2.F.7	Use multiple methods of vocabulary instruction (e.g. multiple contexts, examples and non-examples, elaborations, etc.).	<p>Read Chapter Nine: Vocabulary research and development (listening, speaking, reading, writing); indirect methods of learning vocabulary (wide reading, rich oral language experiences); direct learning of vocabulary (dictionary use, morphemic analysis, contextual analysis, cognate awareness); vocabulary and ELLs; explicit vocabulary instructional routine; developing effective practices in instruction; selecting vocabulary for instruction; assessing vocabulary</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Complete interactive formative assessments/read feedback • Access & view video clips 	Explain how use of multiple methods of teaching vocabulary assists and guides teachers in making instructional decisions.
		2.F.8	Recognize, describe, and incorporate appropriate vocabulary assessments to guide instruction.	<p>Read Chapter Nine: Vocabulary research and development (listening, speaking, reading, writing); selecting vocabulary for instruction; assessing vocabulary</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Complete interactive formative assessments/read feedback • Access & view video clips 	Explain how use of appropriate vocabulary assessments helps guide instruction.
		2.G.1	<p>Performance Indicator G: Integration of the Reading Components Apply comprehensive instructional practices, including writing experiences that integrate the reading components.</p>	<p>Read Chapter Ten: Integration of reading components. This includes: scaffolding instruction; information intense environment; reading/writing strategies; content area reading.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Complete interactive formative assessments/read feedback • Access & view video clips 	Using a self- selected activity, describe how it integrates the reading components.

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
		2.G.2	Identify instructional practices to develop students' metacognitive skills in reading (e.g., text coding such as INSERT, two column notes).	<p>Read Chapter Three: Bloom's taxonomy; analyzing and synthesizing through text-coding and two column notes; Gradual release of responsibility (modeling, guided practice, independent practice); modeling through think alouds and demonstration</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive formative assessment • Read formative assessment feedback 	Using a self-selected activity, describe how it can be used to scaffold development of metacognitive skills in reading.
		2.G.3	Use resources and research-based practices that create information intensive environments (e.g., diverse classroom libraries, inquiry reading).	<p>Read Chapter Ten: Integration of Reading Components, including scaffolding instruction; information intense environment; reading/writing strategies; content area reading.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Complete interactive formative assessments/read feedback • Access & view video clips 	Describe how to create an information intensive environment that is language-rich and print-rich within a classroom.
		2.G.4	Use research-based guidelines for selecting literature and domain specific print and digital text appropriate to students' age, interests and reading proficiency (e.g., young adult literature, informational texts).	<p>Read Chapter Ten: Integration of Reading Components, including scaffolding instruction; information intense environment; types of print; digital text; reading/writing strategies; content area reading.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Complete interactive formative assessments/read feedback 	Justify the use of self-selected literature and text describing how it is appropriate for a specific group of students.
		2.G.5	Demonstrate understanding of similarities and differences between home language and second language reading development.	<p>Read Chapter Ten: Integration of Reading Components, including scaffolding instruction; information intense environment; reading/writing strategies; content area reading; literacy and cultural diversity development.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Complete interactive formative assessments/read feedback 	Using a self-selected activity, describe how it could be adapted for ELL students.

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
		2.G.6	Triangulate data from appropriate reading assessments to guide instruction.	<p>Read Chapter Ten: Integration of Reading Components, including scaffolding instruction; information intense environment; reading/writing strategies; content area reading; triangulating data</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive formative assessment • Read formative assessment feedback • Explore interactive module on three types of data 	Using information from a specific scenario, triangulate the data and describe the instructional goals that would be appropriate for the student.

Florida Reading Endorsement Alignment Matrix Competency #3

Competency 3: Foundations of Assessment

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.

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
[Enter district course number]	Reading 3: Assessment	3.1	Performance Indicators (3.1) Understand and apply measurement concepts and characteristics of reading assessments.	<p>Read Chapter One: Purposes of assessment; characteristics of screening, progress monitoring, diagnostics, and outcome measures; formative and summative assessments; norm-referenced and criterion-referenced assessments; reliability and validity.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive modules • Engage in interactive formative • Assessment • Read formative assessment feedback 	Using a given scenario, provide written responses to questions pertaining to assessment data.
		3.2	(3.2) Understand the purposes of various informal assessments (e.g., informal reading inventories, analyzing writing samples) including an emphasis on matching reader to text.	<p>Read Chapter Four: What are informal reading inventories; examples of (3); identifying independent, instructional, and frustration reading levels; running records; finding accuracy, error, and self-correction rates; curriculum based assessment vs. curriculum based measurement; performance-based assessment; readability formulas; lexiles; degrees of reading power; cloze reading procedure.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in formative assessment • Read formative assessment feedback 	Using standardized assessment data from multiple students develop an assessment plan of informal assessments appropriate for each student.

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
		3.3	(3.3, 3.4) Understand the purpose of various formal assessments including the differences between norm-referenced and criterion-referenced assessments and how to interpret data reports.	<p>Read Chapter Two: Formal Assessment: Uses of; Norm-referenced Tests: types of scores (raw score, percentile, stanine, scale score, grade equivalent); normal curve equivalent; standard error of measurement; Criterion referenced Tests: achievement and performance levels, scale scores; common terms associated with CRTs; understanding teacher's role; explaining scores to parents.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive modules • Engage in interactive formative assessment • Read formative assessment feedback 	Using a given scenario, provide written responses to questions pertaining to assessment data.
		3.4	(3.5) Understand the meaning of test reliability, validity, and standard error of measurement and describe major types of derived scores from standardized tests.	<p>Read Chapter One: Defining reliability and validity; characteristics of; characteristics of norm-referenced and criterion-referenced tests and scores.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive modules • Engage in interactive formative assessment • Read formative assessment feedback 	Using assessment data from multiple students, provide written responses to questions pertaining to those results.
		3.5	(3.6) Demonstrate knowledge of the characteristics, administration, and interpretation of both quantitative and qualitative instructional assessments (to include each of the following: screening, progress monitoring, diagnosis and outcome measures).	<p>Read Chapter Three: Types of assessment: examples of; determining appropriateness of use of each; uses for older students</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive formative assessment • Read formative assessment feedback • Engage in interactive modules 	Using standardized assessment data from multiple students, determine those in need of further assessment and describe a plan for assessing them.
		3.6	(3.7) Analyze data to identify trends that indicate adequate progress in student reading development.	<p>Read Chapter Five: Response to Intervention (RtI); progress monitoring; curriculum-based measurements; graphing progress; determining poor, adequate, and good response to intervention</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive module 	Using the data from a student's response to intervention, summarize the results and provide suggestions for further instruction.

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
		3.7	(3.8, 3.9) Understand how to use data within a systematic problem solving process to differentiate instruction, intensify intervention and meet the needs of all students. (e.g., grouping practices, appropriate curriculum materials).	<p>Read Chapter Six: Problem solving process using RtI (4 steps); ways to intensify instruction (7); how to differentiate instruction to meet student need; systematic and explicit instruction; grouping using multiple data sources; choosing appropriate intervention materials for struggling readers</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive module • Engage in interactive formative assessment • Read formative assessment feedback 	Given multiple scenarios, provide written responses to questions regarding the problem solving process.
		3.8	(3.10) Identify appropriate criteria for selecting materials to include in portfolios for monitoring student progress over time.	<p>Read Chapter Eight: What is a portfolio; Learning/Process, Assessment/Documentation, and Showcase Portfolios; advantages and disadvantages; questions to consider when selecting artifacts; evaluating portfolios</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive formative assessment • Read formative assessment feedback 	Multiple Choice Quiz
		3.9	(3.11) Identify interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners.	<p>Read Chapter Seven: Interpreting Standardized assessments for ELLs; concerns when using assessments in English with ELLs: sound system may be different; number of cognates, difficulties with academic language; questions to consider when selecting assessments; appropriate accommodations; types of authentic assessment.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive formative assessments • Read formative assessment feedback • Engage in interactive modules 	Given a scenario about an ELL student, respond to questions regarding appropriate assessment and accommodations for that student.

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
		3.10	(3.12) Identify appropriate assessments and accommodations for monitoring reading progress of all students.	<p>Read Chapter Three: Types of assessment: Examples of; determining appropriateness of use of each; uses for older students</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive formative assessment • Read formative assessment feedback • Engage in interactive modules 	Using standardized assessment data from multiple students, determine those in need of further assessment and describe a plan for assessing them.
		3.11	Identify and implement appropriate and allowable accommodations as specified in the Individual Education Plan or 504 Plan when assessing students with disabilities in the area of reading.	<p>Read Chapter Nine: IDEA and NCLB requirements; disability categories; accommodations vs. modifications; presentation, response, setting, and timing/scheduling accommodations; examples of; allowable accommodations for standardized assessments</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive modules 	Given multiple scenarios, identify appropriate accommodations for each student.

Florida Reading Endorsement Alignment Matrix Competency #4

Competency 4: Foundations of Differentiation

Teachers will have a broad knowledge of students from differing profiles in order to understand and apply research-based instructional practices by differentiating process, product, and context. Teachers will engage in the systematic problem solving process.

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
[Enter district course number]	Reading 4: Differentiated Instruction	4.1	Performance Indicators *2.3.d. Understand and apply knowledge of socio-cultural, socio-political and psychological variables to differentiate reading instruction for all students.	Read Chapter One: Socio-political variables – National numbers, academic trends, immigration myths and realities; Socio-Cultural Variables – surface culture, deep culture, characteristics Activities: <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive modules 	Given a scenario about an ELL student, identify the student’s appropriate state of English language acquisition, what socio-cultural, socio-political and psychological variables are relevant and accommodations appropriate for reading instruction.
		4.2	Understand the stages of English language acquisition for English language learners and differentiate reading instruction for students at different levels of English language proficiency.	Read Chapter One: Phonology, vocabulary & semantics, syntax & grammar, pragmatics & sociolinguistics; oral and written language; dialect acquisition. Activities: <ul style="list-style-type: none"> • Engage in interactive formative assessment • Read formative assessment feedback • Access and view video 	Given a scenario about an ELL student, identify the student’s appropriate state of English language acquisition, what socio-cultural, socio-political and psychological variables are relevant and accommodations appropriate for reading instruction.
		4.3	2.2.a Understand and apply current theories of second language acquisition to differentiate instruction for English language learners of diverse backgrounds and various levels of prior education.	Read Chapter One: Second language acquisition stages; basic interpersonal communication skills; cognitive academic language proficiency; Common Underlying Proficiency; Framework for Second Language Acquisition; impact on reading. Activities: <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive modules • Engage in interactive formative assessment • Read formative assessment feedback 	Given a scenario about an ELL student, identify the student’s appropriate state of English language acquisition, what socio-cultural, socio-political and psychological variables are relevant and accommodations appropriate for reading instruction.

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
		4.4	(4.5) Identify factors impeding student reading development in each of the reading components or the integration of these components.	<p>Read Chapter Four: Reading process; essential reading components; development toward reading proficiency; difficulties in oral language, phonological awareness, phonics, vocabulary, fluency, comprehension; what is reading proficiency; strategies proficient readers use; differentiated instruction.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive modules • Engage in formative assessment • Read formative assessment feedback 	Provide a written response identifying common difficulties found in components of reading and areas of development that may be causing the problem.
		4.5	(4.1, 4.3) Recognize how characteristics of both language and cognitive development impact reading proficiency.	<p>Read Chapter Two: Piaget’s Stages of Cognitive Development, Bloom’s taxonomy; stages of language acquisition; comparing language and cognitive development; components of reading, stages of reading development; comparing language, cognitive and reading development.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive modules • Engage in interactive formative assessment • Read formative assessment feedback 	Multiple Choice Quiz
		4.6	(4.8) Recognize the characteristics of proficient readers to more effectively differentiate instruction.	<p>Read Chapter Four: Reading process; essential reading components; development toward reading proficiency; difficulties in oral language, phonological awareness, phonics, vocabulary, fluency, comprehension; what is reading proficiency; strategies proficient readers use; differentiated instruction.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive modules • Engage in formative assessment • Read formative assessment feedback 	Provide a written response identifying a strategy used by proficient readers and how accommodations are made for struggling student.

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
		4.7	(4.2) Compare language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities.	<p>Read Chapter Two: Piaget’s Stages of Cognitive Development, Bloom’s taxonomy; stages of language acquisition; comparing language and cognitive development; components of reading, stages of reading development; comparing language, cognitive and reading development.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive modules • Engage in interactive formative assessment • Read formative assessment feedback 	Multiple Choice Quiz
		4.8	(4.9) Select and use developmentally appropriate materials that address sociocultural and linguistic differences.	<p>Read Chapter Three: What is differentiated instruction; accommodating content, process, product; attend to student differences – readiness, interest, learning profile; equity and equality; tiered instruction; selecting resources; materials for ELL students and students with language disabilities; materials for students with significant cognitive disabilities.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive modules • View videos • Engage in interactive formative assessment • Read formative assessment feedback 	Given a scenario with two ELL students identify appropriate materials to address cultural and linguistic differences; appropriate accommodations and assessment.
		4.9	Plan for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups.	<p>Read Chapter Seven, Eight, Nine, Ten: Explicit instruction, examples of; formative assessments; differentiating instruction</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles 	Lesson plans demonstrating appropriate differentiated instruction and progress monitoring in each of the essential reading components.

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
		4.10	(5.10) Differentiate reading instruction for English language learners with various levels of first language literacy.	<p>Read Chapter Three: What is differentiated instruction; accommodating content, process, product; attend to student differences – readiness, interest, learning profile; equity and equality; tiered instruction; selecting resources; materials for ELL students an students with language disabilities; materials for students with significant cognitive disabilities.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive modules • View videos • Engage in interactive formative assessment • Read formative assessment feedback 	Given a scenario with two ELL students, identify appropriate materials to address cultural and linguistic differences; appropriate accommodations and assessment.
		4.11	(5.3) Scaffold instruction for students having difficulty in each of the components of reading.	<p>Read Chapters Seven, Eight, Nine: Explicit instruction; modeling, guided practice, independent practice; integrating instruction in the essential components of reading.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles 	Lesson plans identifying appropriate scaffolding in each of the essential components of reading.
		4.12	(4.10) Implement a classroom level plan for monitoring student reading progress and differentiating instruction.	<p>Read Chapter Three: What is differentiated instruction; accommodating and differentiating for content, process, product; principles of differentiated instruction; planning; attend to student differences – readiness, interest, learning profile; equity and equality; progress monitoring; tiered instruction; reading workshop; selecting resources; materials for ELL students an students with language disabilities; materials for students with significant cognitive disabilities.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive modules • View videos • Engage in interactive formative assessment • Read formative assessment feedback 	Lesson plans demonstrating appropriate differentiated instruction and progress monitoring in each of the essential reading components.

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
		4.13	(4.10) Monitor student progress and use data to differentiate instruction for all students.	<p>Read Chapter Three: What is differentiated instruction; accommodating and differentiating for content, process, product; principles of differentiated instruction; planning; attend to student differences – readiness, interest, learning profile; equity and equality; progress monitoring; tiered instruction; reading workshop; selecting resources; materials for ELL students and students with language disabilities; materials for students with significant cognitive disabilities.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive modules • View videos • Engage in interactive formative assessment • Read formative assessment feedback 	Lesson plans describing assessment needs and how data is used to differentiate instruction.
		4.14	(5.4, 5.5, 5.6, 5.7, 5.9) Implement research-based practices in comprehension, oral language, phonological awareness, phonics, fluency and vocabulary to differentiate instruction for all students.	<p>Read Chapters Seven, Eight, Nine, Ten: Explicit instruction; modeling, guided practice, independent practice; integrating instruction in the essential components of reading.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles 	Lesson plans demonstrating appropriate differentiated instruction and progress monitoring in each of the essential reading components.
		4.15	(5.8) Implement research-based instructional practices for developing students' higher order thinking.	<p>Read Chapter Five: Reading critically; metacognition; critical thinking; Bloom's Taxonomy; close reading; text complexity; Depth of Knowledge</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive modules • Engage in interactive formative assessment • Read formative assessment feedback 	Given a scenario, identify how higher order thinking is demonstrated and enhanced.
		4.16	(5.8) Implement research-based instructional practices for developing students' ability to read critically.	<p>Read Chapter Five: Reading critically; metacognition; critical thinking; Bloom's Taxonomy; close reading; text complexity; Depth of Knowledge</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive modules • Engage in interactive formative assessment • Read formative assessment feedback 	Given a scenario, identify how reading critically is demonstrated and enhanced.

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
		4.17	Implement research-based instructional practices using writing to develop students' comprehension of text.	<p>Read Chapter Six: Common core writing standards; comprehension instruction; writing for a purpose; writing activities – learning log, dialogue journal, explanation and process, reading reflection, free response reading log, perspective log.</p> <p>Activities:</p> <ul style="list-style-type: none"> ● Access and read external articles ● Engage in interactive modules ● View Video ● Engage in interactive formative assessment ● Read formative assessment feedback 	Lesson plan detailing one writing strategy discussed in the chapter.
		4.18	(4.6) Implement appropriate and allowable instructional accommodations as specified in the Individual Education Plan or 504 Plan when differentiating instruction for students with disabilities.	<p>Read Chapter Three: What is differentiated instruction; accommodating and differentiating for content, process, product; principles of differentiated instruction; planning; attend to student differences – readiness, interest, learning profile; equity and equality; progress monitoring; tiered instruction; reading workshop; selecting resources; materials for ELL students and students with language disabilities; materials for students with significant cognitive disabilities.</p> <p>Activities:</p> <ul style="list-style-type: none"> ● Access and read external articles ● Engage in interactive modules ● View videos ● Engage in interactive formative assessment ● Read formative assessment feedback 	Lesson plans identifying how instruction is differentiated based on accommodations in use for students with disabilities.

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
		4.19	Modify assessment and instruction for students with significant cognitive disabilities while maintaining high expectations for achievement that reflect appropriate levels of access to general education instruction.	<p>Read Chapter Three: What is differentiated instruction; accommodating and differentiating for content, process, product; principles of differentiated instruction; planning; attend to student differences – readiness, interest, learning profile; equity and equality; progress monitoring; tiered instruction; reading workshop; selecting resources; materials for ELL students and students with language disabilities; materials for students with significant cognitive disabilities.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive modules • View videos • Engage in interactive formative assessment • Read formative assessment feedback 	Lesson plan identifying how instruction and assessments are modified based on the needs of student.

Florida Reading Endorsement Alignment Matrix Competency #5

Competency 5: Demonstration of Accomplishment

Teachers will, through a culminating practicum, demonstrate knowledge of the components of reading, as well as assessments and data analysis, to implement a comprehensive research-based reading plan of instruction for all students. Teachers will engage in the systematic problem solving process.

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
[Enter district course number]	Reading 5: Demonstration of Accomplishment	5.1	Performance Indicators: (6.9, 5.12) Use assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning.	Read Chapter One: Research-based instructional practices for differentiating instruction, reading critically, metacognition, writing instruction, motivation and engagement; assessment procedures – formative assessment, progress monitoring; research-based instructional practices for ELLs. Activities: <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive modules • Engage in interactive formative feedback • Read formative assessment feedback 	Demonstration through lesson plans and video
		5.2	(6.6) Demonstrate research-based instructional practices for facilitating reading comprehension.	Read Chapter Two: Research-based instructional practices for Essential components of reading, student monitoring and self-correction, motivation and engagement. Activities: <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive modules • Engage in interactive formative feedback • Read formative assessment feedback 	Demonstration through lesson plans and video
		5.3	Demonstrate research-based instructional practices for developing oral/aural language development.	Read Chapter Two: Research-based instructional practices for Essential components of reading, student monitoring and self-correction, motivation and engagement. Activities: <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive modules • Engage in interactive formative feedback • Read formative assessment feedback 	Demonstration through lesson plans and video

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
		5.4	(6.2) Demonstrate research-based instructional practices for developing students' phonological awareness.	<p>Read Chapter Two: Research-based instructional practices for Essential components of reading, student monitoring and self-correction, motivation and engagement.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive modules • Engage in interactive formative feedback • Read formative assessment feedback 	Demonstration through lesson plans and video
		5.5	(6.3) Demonstrate research-based instructional practices for developing phonics skills and word recognition.	<p>Read Chapter Two: Research-based instructional practices for Essential components of reading, student monitoring and self-correction, motivation and engagement.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive modules • Engage in interactive formative feedback • Read formative assessment feedback 	Demonstration through lesson plans and video
		5.6	(6.4) Demonstrate research-based instructional practices for developing reading fluency and reading endurance.	<p>Read Chapter Two: Research-based instructional practices for Essential components of reading, student monitoring and self-correction, motivation and engagement.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive modules • Engage in interactive formative feedback • Read formative assessment feedback 	Demonstration through lesson plans and video
		5.7	(6.5) Demonstrate research-based instructional practices for developing both academic and domain specific vocabulary.	<p>Read Chapter Two: Research-based instructional practices for Essential components of reading, student monitoring and self-correction, motivation and engagement.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive modules • Engage in interactive formative feedback • Read formative assessment feedback 	Demonstration through lesson plans and video

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
		5.8	(6.7) Demonstrate research-based instructional practices to facilitate students' monitoring and self-correcting in reading.	<p>Read Chapter Two: Research-based instructional practices for Essential components of reading, student monitoring and self-correction, motivation and engagement.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive modules • Engage in interactive formative feedback • Read formative assessment feedback 	Demonstration through lesson plans and video
		5.9	(6.8) Demonstrate research-based comprehension instructional practices for developing students' higher order thinking to enhance comprehension.	<p>Read Chapter One: Research-based instructional practices for differentiating instruction, reading critically, metacognition, writing instruction, motivation and engagement; assessment procedures – formative assessment, progress monitoring; research-based instructional practices for ELLs.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive modules • Engage in interactive formative feedback • Read formative assessment feedback 	Demonstration through lesson plans and video
		5.10	(6.8) Demonstrate research-based instructional practices for developing students' ability to read critically.	<p>Read Chapter One: Research-based instructional practices for differentiating instruction, reading critically, metacognition, writing instruction, motivation and engagement; assessment procedures – formative assessment, progress monitoring; research-based instructional practices for ELLs.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive modules • Engage in interactive formative feedback • Read formative assessment feedback 	Demonstration through lesson plans and video

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
		5.11	(6.10) Demonstrate differentiation of instruction for all students utilizing increasingly complex print and digital text.	<p>Read Chapter One: Research-based instructional practices for differentiating instruction, reading critically, metacognition, writing instruction, motivation and engagement; assessment procedures – formative assessment, progress monitoring; research-based instructional practices for ELLs.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive modules • Engage in interactive formative feedback • Read formative assessment feedback 	Demonstration through lesson plans and video
		5.12	(6.11) *4.1.c.Demonstrate skill in assessment and instruction with English language learners from diverse backgrounds and at varying English proficiency levels.	<p>Read Chapter One: Research-based instructional practices for differentiating instruction, reading critically, metacognition, writing instruction, motivation and engagement; assessment procedures – formative assessment, progress monitoring; research-based instructional practices for ELLs.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive modules • Engage in interactive formative feedback • Read formative assessment feedback 	Demonstration through lesson plans and video
		5.13	(6.12) Create an information intensive environment that includes print and digital text.	<p>Read Chapter One: Research-based instructional practices for differentiating instruction, reading critically, metacognition, writing instruction, motivation and engagement; assessment procedures – formative assessment, progress monitoring; research-based instructional practices for ELLs.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive modules • Engage in interactive formative feedback • Read formative assessment feedback 	Demonstration through lesson plans and video

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
		5.14	Use a variety of instructional practices to motivate and engage students in reading.	<p>Read Chapter Two: Research-based instructional practices for Essential components of reading, student monitoring and self-correction, motivation and engagement.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive modules • Engage in interactive formative feedback • Read formative assessment feedback 	Demonstration through lesson plans and video
		5.15	Demonstrate intentional, explicit, systematic writing instruction as it relates to the ability to read written language.	<p>Read Chapter One: Research-based instructional practices for differentiating instruction, reading critically, metacognition, writing instruction, motivation and engagement; assessment procedures – formative assessment, progress monitoring; research-based instructional practices for ELLs.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access and read external articles • Engage in interactive modules • Engage in interactive formative feedback • Read formative assessment feedback 	Demonstration through lesson plans and video