

FLORIDA READING ENDORSEMENT MATRIX 2022

Guiding Principles

The Florida Reading Endorsement Competencies are aligned with evidence-based instructional and intervention strategies grounded in the science of reading. 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 and interventions specifically for students with characteristics of dyslexia, and effective progress monitoring. The elements of Florida’s Formula for Success are integrated throughout the Reading Endorsement Competencies by focusing on 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).

Teachers will understand and deliver evidence-based reading instruction and interventions specifically designed for students with reading difficulties, including students with characteristics of dyslexia. Evidence-based reading instruction and intervention includes the use of explicit, systematic and sequential approaches to reading instruction developing phonological and phonemic awareness, decoding, and implementing multisensory intervention strategies. Teachers will teach reading as an ongoing strategic process resulting in students comprehending diverse text.

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, utilized for effective instructional decision making.

A comprehensive glossary is included. The glossary terms are identified throughout the Reading Endorsement Competencies with bold text.

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Instructions for Completion

The Florida Reading Endorsement Matrix provides a means for school districts, institutions of higher education and other entities that provide reading endorsement courses to document the alignment of their coursework to the competencies and indicators adopted by the State Board of Education in July 2022 pursuant to 6A-4.0163, Florida Administrative Code. Below are step-by-step directions for completing the fillable matrix. Note that all items in the directions **must** be addressed to adequately complete the Reading Endorsement Matrix.

Column 1: Course Number & Name of Course
<ul style="list-style-type: none">• Provide the course number and the name of the course used to satisfy a corresponding indicator.• Districts will provide the component number for district-approved in-service offerings.• More than one course may be used. Indicators in a competency can be satisfied in the same course; however, this is not required.
Column 2: Indicator Code with Specific Indicator Language
<ul style="list-style-type: none">• The Reading Endorsement indicator codes and specific indicator language are listed in the second column. These should not be modified.
Column 3: Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment
<ul style="list-style-type: none">• The curriculum study assignment(s) at the indicator level with built-in formative assessment used to satisfy the indicator must be described in the third column of the matrix.• Assignments should state specific activities that will be accomplished by the teacher/teacher candidate rather than simply restating the indicator.• One assignment may cover multiple indicators, but it must be clear how the teacher/teacher candidate will be asked to demonstrate mastery of each indicator covered by the assignment.• Within Competencies 2-4, if the indicator reflects that there should be application by the teacher/teacher candidate (through the use of verbs such as apply, model, provide, etc.), the description should include how this will be accomplished. It is highly recommended that application-based activities are implemented with students, but not required. These activities can also be accomplished through tasks such as peer modeling, recording a lesson or applying the knowledge to a lesson plan or case study.

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- The curriculum study assignment(s) **should include required course reading(s)** that will help build an understanding of the corresponding indicators in each section. This should include the title of any required reading resources, author, chapter and links used, as applicable. Any links that are included should be active.
- The curriculum study assignment(s) used to satisfy the indicator **must be described**. The description should be thorough and complete and align with the indicator. It should be **clear** to those reviewing the matrix from afar that the assignment completed by the teacher/teacher candidate will lead to accomplishment of knowledge and/or skills needed to master the indicator.
- Competency 5 **requires** that teachers/teacher candidates work with students in the field. It is a culminating experience and may be infused into an internship. This competency **may not** be infused into courses where teachers/teacher candidates are working to meet other reading competencies and indicators.
- Specify if referring to students in the field or teacher candidates. **Refrain** from using the word "students" when referring to teacher candidates.
- Provide a **built-in formative assessment** which **correlates to each curriculum study assignment**. The formative assessment serves to validate that the teacher/teacher candidate has met the indicator. The assessment does not need to be lengthy or formal but should correlate directly to the indicator and provide clear evidence that the indicator has been met.
- Examples of formative assessments might include written tests, quizzes, written summaries, lesson plans, exit tickets, notes from small group discussion, etc.

Column 4: Summative Assessment(s)

- **Provide a description** of the summative assessment(s) that will be used to validate that the teacher/teacher candidate has met each competency.
- Each of the Competencies 1-5 **should have a unique summative assessment** producing five total assessments.

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Sample Florida Reading Endorsement Matrix

The following sample Reading Endorsement Matrix for Competencies 1 and 2 with Performance Indicators Oral Language and Phonological Awareness is provided, as an example only, to support understanding of types of information and level of detail needed for the matrix completion.

Sample Competency 1			
<i>Foundations of Reading Instruction</i>			
Performance Indicator A: Oral Language			
Course Number & Name of Course	Indicator Code with Specific Indicator Language	Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment	Summative Assessment
Click or tap here to enter text.	1.A.2 Understand the differences between social and academic language .	Required Course Reading(s): Sample: Read chapter 3 of xxx by xxx. Curriculum Study Assignment at Indicator Level: Sample: While reading chapter 3, teacher candidates will take notes using a “T Chart” graphic organizer, comparing social and academic language, then participate in a discussion with peers regarding their learning. Formative Assessment at Indicator Level: Sample: Teacher candidates will write a summary paragraph explaining the differences between social and academic language.	Sample: Teacher candidates will participate in a cumulative exam assessing oral language foundations of reading instruction. The exam will require teacher candidates to respond to multiple choice, true or false and open response questions.

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Sample Competency 2			
<i>Application of Evidence-based Instructional Practices</i>			
Performance Indicator A: Oral Language			
Course Number & Name of Course	Indicator Code with Specific Indicator Language	Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment	Summative Assessment
Click or tap here to enter text.	2.A.2 Create an environment where students practice appropriate social and academic language to discuss diverse texts .	<p>Required Course Reading(s): Sample: Read chapter 3 of xxx by xxx.</p> <p>Curriculum Study Assignment at Indicator Level: Sample: Teacher candidates will choose 8 diverse texts. For each text, teacher candidates will develop one sentence stem using social language and one sentence stem using academic language to discuss each diverse text.</p> <p>Formative Assessment at Indicator Level: Sample: Teacher candidates will create a small group reading center for students to practice appropriate social and academic language to discuss diverse texts.</p>	<p>Sample: Teacher candidates will create an oral language project to implement with students, which applies evidence-based instructional practices. The oral language project will document understanding of:</p> <ul style="list-style-type: none"> • Applying intentional, explicit, systematic and sequential instructional practices for scaffolding • Creating an environment where students practice appropriate social and academic language to discuss diverse text • Incorporating word building and writing experiences • Providing and documenting opportunities for extended discussion in discerning text meaning and interpretation

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			<ul style="list-style-type: none"> • Applying an English learner’s home language proficiency and scaffold discussions to facilitate the comprehension of text. • Administering and documenting appropriate informal and formal assessments <p>The oral language project should include differentiated instruction, including evidence-based practices for students with reading difficulties and characteristics of dyslexia, based on their strengths and needs.</p>
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Sample Competency 1			
<i>Foundations of Reading Instruction</i>			
Performance Indicator B: Phonological Awareness			
Course Number & Name of Course	Indicator Code with Specific Indicator Language	Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment	Summative Assessment
Click or tap here to enter text.	1.B.3 Understand evidence-based and multisensory practices to develop students’ phonemic awareness (e.g., Elkonin boxes or magnetic letters).	Required Course Reading(s): Sample: Read the article: Evidence-Based Practices for Teaching Phonological and Phonemic Awareness:	Sample: Teacher candidates will write a 500 word essay explaining phonological awareness foundations of

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Incorporated in Rule 6A-4.0163
Effective August 2022

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		<p>https://ies.ed.gov/ncee/edlabs/regions/appalachia/blogs/pdf/CoachingMemo_508.pdf</p> <p>Sample: View the video Reading Rockets: Elkonin Sound Boxes (small group) https://youtu.be/Pzg5jRy1PwE</p> <p>Curriculum Study Assignment at Indicator Level: Sample: Teacher candidates will participate in mock evidence-based phonemic awareness activities using Elkonin boxes.</p> <p>Formative Assessment at Indicator Level Sample: The teacher candidate will write a paragraph summarizing how evidence-based and multisensory practices develop students' phonemic awareness.</p>	<p>reading. The essay will include information about:</p> <ul style="list-style-type: none"> • The differences between phonological awareness and phonemic awareness • The importance of phonemic awareness in the development of phonic decoding skills • Evidence-based and multisensory practices • Information on how variations in phonology across dialects and speech patterns can affect phonemic awareness as it relates to language development, reading and written and oral language • Understanding that evidence-based phonics instruction improves phonemic awareness and results in enhanced encoding and decoding skills • Understanding the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and
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			<p>how they affect phonemic awareness</p> <ul style="list-style-type: none"> • Evidence-based practices for teaching phonemic awareness to English learners • The role of phonological awareness informal and formal assessment
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Sample Competency 2			
<i>Application of Evidence-based Instructional Practices</i>			
Performance Indicator B: Phonological Awareness			
Course Number & Name of Course	Indicator Code with Specific Indicator Language	Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment	Summative Assessment
Click or tap here to enter text.	2.B.3 Provide opportunities using evidence-based and multisensory practices for students to develop phonemic awareness (e.g., Elkonin boxes or magnetic letters).	<p>Required Course Reading(s): Sample: Read the article: Evidence-Based Practices for Teaching Phonological and Phonemic Awareness: https://ies.ed.gov/ncee/edlabs/regions/appalachia/blogs/pdf/CoachingMemo_508.pdf</p> <p>Sample: View the video Reading Rockets: Elkonin Sound Boxes (small group) https://youtu.be/Pzg5jRy1PwE</p>	<p>Sample: The teacher candidate will create a phonological awareness unit that includes:</p> <ul style="list-style-type: none"> • Explicit, systematic and sequential evidence-based instructional practices for phonemic awareness • Multisensory activities • Addresses how variations in phonology across dialects affect the development of

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		<p>Curriculum Study Assignment at Indicator Level: Sample: Conduct research to find another example of a multisensory approach to teaching phonemic awareness.</p> <p>Formative Assessment at Indicator Level Sample: The teacher candidate will write a lesson plan that teaches the multisensory approach from their research.</p>	<p>phonemic awareness and written and oral language</p> <ul style="list-style-type: none"> • Strategies for enhancing encoding and decoding • Instructional practices for students with reading difficulties, including students with dyslexia and English Language Learners • Formal and informal phonological assessments
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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			
<i>Foundations of Reading Instruction</i>			
Performance Indicator A: Oral Language			
Course Number & Name of Course	Indicator Code with Specific Indicator Language	Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment	Summative Assessment
01-013-006	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) : Pages 9-11 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3 rd Grade Curriculum Study Assignment at Indicator Level: : In small groups, teachers will review Example 1.4 and 1.5 on complex grammatical structures and elements of linguistic structure. Teachers discuss how to explicitly engage students in developing narrative language skills. Formative Assessment at Indicator Level: Teachers complete Activity 4 on page 4 of the Foundational Skills to Support Reading for	CULMINATING PROJECT FOR COMPETENCY 1 & 2: Teachers will develop a series of at least five lessons as a culminating activity for Competencies 1 & 2. Using the appropriate grade level standards, the teacher will develop lessons that incorporate evidence-based instructional practices that promote comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary. The lessons

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		<p>Understanding in Kindergarten Through 3rd Grade PLC participants guide and provide examples of text with complex grammatical structures and specific linguistic structures.</p>	<p>will contain activities that are differentiated and address the needs of struggling readers including students with dyslexia, English learners, students working on grade level, and those working above grade levels. They will include multisensory approaches. The teacher should describe how data was analyzed to ascertain the needs of students. The lessons will be conducted in the classroom and teachers will submit their lessons along with a reflection sheet to their facilitator after they deliver the lessons in the classroom. In addition, teachers will make a presentation of their lessons during the last session of the course.</p>
<p>1.A.2 Understand the differences between social and academic language.</p>	<p>Required Course Reading(s): Pages 7-8 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade Curriculum Study Assignment at Indicator Level: Teachers review Example 1.1 on page 7 and discuss how social and academic language differ. They also discuss inferential language, narrative language, and academic vocabulary. Formative Assessment at Indicator Level: Teachers chart ideas to create an environment where students can practice social and academic language and discuss diverse texts. Teachers also share resources for diverse texts and titles. In small groups, teachers will describe and discuss the characteristics of an environment that provides opportunities for students to practice social and academic language</p>		
<p>1.A.3 Understand that writing enhances the development of oral language.</p>	<p>Required Course Reading(s): Teachers read pages 11-12 in the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade (Part 3 of Recommendation 1) on teaching academic</p>		

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		<p>vocabulary in the context of other reading activities.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss how writing can be used to develop academic vocabulary and oral language</p> <p>Formative Assessment at Indicator Level: Teachers work in small groups to brainstorm writing experiences to enhance oral language</p>	
	<p>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.</p>	<p>Required Course Reading(s): Pages 9-11 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</p> <p>Curriculum Study Assignment at Indicator Level: Teachers review Example 1.1 on page 7 and discuss how social and academic language differ. They also discuss inferential language, narrative language, and academic vocabulary and how to differentiate instruction accounting for a student’s individual oral language development.</p> <p>Formative Assessment at Indicator Level: Teachers complete Activity 4 on page 4 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade PLC participants guide and provide examples of text with complex grammatical structures and specific linguistic structures.</p>	

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	<p>1.A.5 Understand the importance of providing and documenting extended discussion in discerning text meaning and interpretation.</p>	<p>Required Course Reading(s): Pages 21-25 of the Improving Adolescent Literacy: Effective Classroom and Intervention Practices Curriculum Study Assignment at Indicator Level: In small groups, discuss how to facilitate an extended text discussion in the classroom. Share out in whole group. Formative Assessment at Indicator Level: : In small groups, teachers will create an outline of an extended text discussion based on one of their texts. They will include a format for the discussion, generate potential questions, follow-up questions, and reflect how the discussion will conclude.</p>	
	<p>1.A.6 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect oral language development.</p>	<p>Required Course Reading(s): International Dyslexia Association Fact Sheet – Oral Language Impairments and Dyslexia Curriculum Study Assignment at Indicator Level: Teachers will discuss the fact sheet with a partner. Formative Assessment at Indicator Level: Click or tap here to enter text. Partners will work together to create a summary or infographic of the fact sheet. They will share their summaries in small groups.</p>	
	<p>1.A.7 Recognize the importance of English learners’ home languages and their significance in learning to read English.</p>	<p>Required Course Reading(s): Pages 2-3 of the Teaching Academic Content and Literacy to English Learners in Elementary and Middle School practice guide and pgs. 18-21 (Part 3 of Recommendation 1)</p>	

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		<p>Curriculum Study Assignment at Indicator Level: Discuss the significance of a students' home language for learning</p> <p>Formative Assessment at Indicator Level: Teachers work in small groups to develop an activity that will build vocabulary based on a students' home language.</p>	
	<p>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.</p>	<p>Required Course Reading(s): Assessment section of Reading 101:A Guide to Teaching Reading and Writing and discuss the Overview of Informal Assessments at Reading 101: A Guide to Teaching Reading and Writing</p> <p>Curriculum Study Assignment at Indicator Level: Teachers review the assessments available in their district and discuss how they use the data to drive instruction.</p> <p>Formative Assessment at Indicator Level: Teachers create a list of assessments they use that target oral language development.</p>	
<p>Competency 1 <i>Foundations of Reading Instruction</i></p>			
<p>Performance Indicator B: Phonological Awareness</p>			
Course Number & Name of Course	Indicator Code with Specific Indicator Language	Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment	Summative Assessment
Click or tap here to enter text.	<p>1.B.1 Understand the differences between phonological awareness (e.g., words, syllables, rimes) and phonemic</p>	<p>Required Course Reading(s): Teachers read pages 14-15 in the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice</p>	<p>CULMINATING PROJECT FOR COMPETENCY 1 & 2: Teachers will develop a series of at least five lessons as a culminating</p>

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	<p>awareness (phonemes) and that they develop independently from one another.</p>	<p>guide regarding the development of awareness of the segments of sounds in speech and how they link to letters (Recommendation 2). Curriculum Study Assignment at Indicator Level: Teachers discuss in small groups the implications of the research that supports Recommendation 2 and overview the 17 studies referenced in the practice guide and the importance of explicit instruction for struggling readers, especially those who are dyslexic. Formative Assessment at Indicator Level: Teachers share out a summary of their discussion in whole group.</p>	<p>activity for Competencies 1 & 2. Using the appropriate grade level standards, the teacher will develop lessons that incorporate evidence-based instructional practices that promote comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary. The lessons will contain activities that are differentiated and address the needs of struggling readers including students with dyslexia, English learners, students working on grade level, and those working above grade levels. They will include multisensory approaches. The teacher should describe how data was analyzed to ascertain the needs of students. The lessons will be conducted in the classroom and teachers will submit their lessons along with a reflection sheet to their facilitator after they deliver the lessons in the classroom. In addition, teachers will make a presentation of their lessons</p>
	<p>1.B.2 Understand the role and importance of phonemic awareness in the development of phonic decoding skills that lead to independent reading capacity.</p>	<p>Required Course Reading(s): Pages 16-18 in the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide Curriculum Study Assignment at Indicator Level: In small groups teachers discuss what they know about teaching students to recognize and manipulate segments of sounds in speech and how that relates to phonics. Teachers watch video #10 from the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide PLC Formative Assessment at Indicator Level: Teachers complete the video reflection guide</p>	

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		<p>and record what students learned, lesson delivery, materials/resources, student engagement, and teacher feedback. Teachers discuss their notes following the video.</p>	<p>during the last session of the course.</p>
	<p>1.B.3 Understand evidence-based and multisensory practices to develop students’ phonemic awareness (e.g., Elkonin boxes or magnetic letters).</p>	<p>Required Course Reading(s): Pages 16-18 in the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide Curriculum Study Assignment at Indicator Level: Teachers discuss the following questions: Why is it important to teach phonological awareness? What is the sequence of instruction in phonological awareness skills and what are some multi-sensory activities that can be used to support these skills? What are Elkonin sound boxes and how are they used to support instruction in phonemic awareness. Teachers watch video #11 from the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide PLC on compound words and record what they learned that confirms or contradicts what they already knew about teaching the specific skill. They discuss the use of multi-sensory practices that are used. Teachers watch video #12 from the PLC on syllables and complete the video reflection guide and record what students learned, lesson delivery, materials/resources, student</p>	

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		<p>engagement, and teacher feedback. Teachers discuss their notes and multi-sensory practices they saw following the video. Teachers watch video #13 from the PLC on rhyming and record what they learned that confirms or contradicts what they already knew about teaching the specific skill.</p> <p>Formative Assessment at Indicator Level: Notes from the video reflection guides.3.0</p>	
	<p>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, phonemic analysis and synthesis).</p>	<p>Required Course Reading(s): Pages 4 and 5 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade that explain how the recommendations included pertain to English learners.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss how the information they have learned from the practice guide can be applied in the classroom in teaching English learners and those with variations in dialects and speech patterns.</p> <p>Formative Assessment at Indicator Level: Teachers will include instructional strategies in their lesson plans for addressing phonology with English learners.</p>	
	<p>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).</p>	<p>Required Course Reading(s): Pages 4 and 5 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade that explain how the</p>	

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		<p>recommendations included pertain to English learners.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss how the information they have learned from the practice guide can be applied in the classroom in teaching students with speech and language disorders, and language and dialect differences.</p> <p>Formative Assessment at Indicator Level: Teachers will include instructional strategies in their lesson plans for addressing phonology with students who have speech and language disorders, and language and dialect differences.</p>	
	<p>1.B.6 Understand that evidence-based phonics instruction improves phonemic awareness and results in enhanced encoding and decoding skills.</p>	<p>Required Course Reading(s): Reading Rockets – Phonics Instruction: The Value of a Multi-sensory approach</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss how multi-sensory approaches can address phonics skills and at the same time improve phonemic awareness since multiple senses are being used in instruction.</p> <p>Formative Assessment at Indicator Level: Teachers choose an activity from the reading to incorporate in their classes and develop a short plan of how they would implement the activity.</p>	

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	<p>1.B.7 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia and how they affect phonemic awareness.</p>	<p>Required Course Reading(s): Defining and Understanding Dyslexia: Past, Present, and Future by Snowling, Hulme, and Nation. 2020 Curriculum Study Assignment at Indicator Level: Teachers read the article and discuss the section Putting Learning into the Definition of Dyslexia and the Phonological Deficit Hypothesis. Teachers summarize this section in small groups. Formative Assessment at Indicator Level: Summaries developed in small groups.</p>	
	<p>1.B.8 Understand evidence-based practices for teaching phonemic awareness to English learners.</p>	<p>Required Course Reading(s): Pages 4 and 5 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide that explain how the recommendations included pertain to English learners. Curriculum Study Assignment at Indicator Level: Teachers discuss how the information they have learned from the practice guide can be applied in the classroom in teaching English learners. Formative Assessment at Indicator Level: Teachers will include instructional strategies in their lesson plans for addressing phonology with English learners.</p>	
	<p>1.B.9 Understand the role of phonological awareness informal and formal assessment, including documentation of results, to inform instructional decisions</p>	<p>Required Course Reading(s): Click or tap here to enter text. Pages 11-16 of the Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier</p>	

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	to meet individual student strengths and needs.	Intervention in the Primary Grades practice guide. Curriculum Study Assignment at Indicator Level: Teachers discuss Table 3 on page 13 in small groups as well as assessments they use in their classrooms. Formative Assessment at Indicator Level: Teachers create a list of assessments they use that target phonological awareness.	
Competency 1			
<i>Foundations of Reading Instruction</i>			
Performance Indicator C: Phonics			
Course Number & Name of Course	Indicator Code with Specific Indicator Language	Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment	Summative Assessment
Click or tap here to enter text.	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.	Required Course Reading(s): Pages 22-31 in the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3 rd Grade practice guide focusing on how-to steps for teaching recommendation 3. Curriculum Study Assignment at Indicator Level: Review Example 3.3 on consonant, vowel, and syllable construction patterns on page 25 and discuss. Teachers watch video #12 from the foundational reading skills practice guide PLC on syllables and complete the video reflection guide and record what students learned, lesson delivery,	CULMINATING PROJECT FOR COMPETENCY 1 & 2: Teachers will develop a series of at least five lessons as a culminating activity for Competencies 1 & 2. Using the appropriate grade level standards, the teacher will develop lessons that incorporate evidence-based instructional practices that promote comprehension, oral language, phonological awareness, phonics, fluency,

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		<p>materials/resources, student engagement, and teacher feedback. Formative Assessment at Indicator Level: Completed video reflection guide and notes</p>	<p>and vocabulary. The lessons will contain activities that are differentiated and address the needs of struggling readers including students with dyslexia, English learners, students working on grade level, and those working above grade levels. They will include multisensory approaches. The teacher should describe how data was analyzed to ascertain the needs of students. The lessons will be conducted in the classroom and teachers will submit their lessons along with a reflection sheet to their facilitator after they deliver the lessons in the classroom. In addition, teachers will make a presentation of their lessons during the last session of the course.</p>
<p>1.C.2 Understand grapheme-phoneme patterns and how they relate to spelling and written expression.</p>	<p>Required Course Reading(s): Pages 22-31 in the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide focusing on how-to steps for teaching recommendation 3. Curriculum Study Assignment at Indicator Level: Review Example 3.3 on consonant, vowel, and syllable construction patterns on page 25 and discuss. Teachers watch video #12 from the foundational reading skills practice guide PLC on syllables and complete the video reflection guide and record what students learned, lesson delivery, materials/resources, student engagement, and teacher feedback. Formative Assessment at Indicator Level: Completed video reflection guide and notes</p>		
<p>1.C.3 Understand structural analysis and morphology of words.</p>	<p>Required Course Reading(s): Pages 25-27 in the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide Curriculum Study Assignment at Indicator Level: Teachers practice strategies on manipulating word parts and word-analysis strategies in Examples 3.5 and 3.6 on page 27 of the practice guide.</p>		

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		<p>Formative Assessment at Indicator Level: Teachers create a summary describing how they incorporate word-analysis strategies, including structural analysis and morphology into their instruction.</p>	
	<p>1.C.4 Understand that evidence-based spelling and writing practices can enhance phonics instruction and connect reading and writing (e.g., Elkonin boxes, spelling of Greek and Latin roots and affixes).</p>	<p>Required Course Reading(s): Videos 21-23 from the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide PLC, which address blending by sounding out and chunking, building words with sound boxes, and vowel pattern sorts.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers complete video viewing guides for the videos and discuss the importance of oral language in these activities and other methods to use language and writing to enhance phonics instruction.</p> <p>Formative Assessment at Indicator Level: Completed video viewing guides.</p>	
	<p>1.C.5 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect phonics development.</p>	<p>Required Course Reading(s): Defining and Understanding Dyslexia: Past, Present, and Future by Snowling, Hulme, and Nation. 2020</p> <p>Curriculum Study Assignment at Indicator Level: Defining and Understanding Dyslexia: Past, Present, and Future by Snowling, Hulme, and Nation. 2020</p> <p>Formative Assessment at Indicator Level: Summaries developed in small groups</p>	

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	<p>1.C.6 Understand an English learner’s home language as a foundation and strength to support the development of phonics in English.</p>	<p>Required Course Reading(s): “Unlocking the Research on English Learners” by Claude Goldenberg, Education Digest 2014 Curriculum Study Assignment at Indicator Level: Teachers discuss in small groups how the article addresses how learning to read in their home language can assist instruction in English. Formative Assessment at Indicator Level: Teachers summarize their discussion and share out in whole group.</p>	
	<p>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.</p>	<p>Required Course Reading(s): Pages 11-15 of the Assisting Students Struggling with Reading: Response to Intervention (Rtl) and Multi-Tier Intervention in the Primary Grades which addresses recommendation 1. Curriculum Study Assignment at Indicator Level: Teachers review Table 3 on page 13 – Recommended Target Areas for Early Screening and Progress Monitoring. Teachers discuss each type of assessment and share the ones they use and how they use the data. Formative Assessment at Indicator Level: Teachers share anonymous data from their assessments with one another in small groups and reflect how the data could be used to guide instruction.</p>	

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Competency 1			
<i>Foundations of Reading Instruction</i>			
Performance Indicator D: Fluency			
Course Number & Name of Course	Indicator Code with Specific Indicator Language	Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment	Summative Assessment
Click or tap here to enter text.	1.D.1 Understand that the components of reading fluency are accuracy, rate and prosody which impact reading comprehension .	<p>Required Course Reading(s): Pages 32-37 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide on Recommendation 4 which addresses ensuring each student reads connected text every day to support reading accuracy fluency, and comprehension.</p> <p>Curriculum Study Assignment at Indicator Level: : Teachers discuss the how-to steps to implementing the recommendation including modeling strategies, scaffold, and provide feedback to support student reading accurately and with efficient word identification; teaching students to self-monitor their understanding of the text and to self-correct word-reading errors; provide opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression. Teachers view videos 32 and 33 from the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide PLC addressing word reading strategies</p>	CULMINATING PROJECT FOR COMPETENCY 1 & 2: Teachers will develop a series of at least five lessons as a culminating activity for Competencies 1 & 2. Using the appropriate grade level standards, the teacher will develop lessons that incorporate evidence-based instructional practices that promote comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary. The lessons will contain activities that are differentiated and address the needs of struggling readers including students with dyslexia, English learners, students working on grade level, and those working above grade levels. They will include multisensory approaches. The

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		<p>and The Fix-It Game and complete the video viewing guides for both videos.</p> <p>Formative Assessment at Indicator Level: In small groups, teachers share plans to implement an activity to enhance fluency and share with the whole group. Completed video viewing guides</p>	<p>teacher should describe how data was analyzed to ascertain the needs of students. The lessons will be conducted in the classroom and teachers will submit their lessons along with a reflection sheet to their facilitator after they deliver the lessons in the classroom. In addition, teachers will make a presentation of their lessons during the last session of the course.</p>
	<p>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.</p>	<p>Required Course Reading(s): Pages 32-37 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide on Recommendation 4 which addresses ensuring each student reads connected text every day to support reading accuracy fluency, and comprehension.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss the how-to steps to implementing the recommendation including modeling strategies, scaffold, and provide feedback to support student reading accurately and with efficient word identification; teaching students to self-monitor their understanding of the text and to self-correct word-reading errors; provide opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression.</p> <p>Formative Assessment at Indicator Level: : In small groups, teachers share plans to implement an activity to enhance fluency and share with the whole group.</p>	

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	<p>1.D.3 Understand how automaticity in word-level skills and oral reading fluency in connected text impact reading comprehension.</p>	<p>Required Course Reading(s): Pages 32-37 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide on Recommendation 4 which addresses ensuring each student reads connected text every day to support reading accuracy fluency, and comprehension. Click or tap here to enter text.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss the how-to steps to implementing the recommendation including modeling strategies, scaffold, and provide feedback to support student reading accurately and with efficient word identification; teaching students to self-monitor their understanding of the text and to self-correct word-reading errors; provide opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression.</p> <p>Formative Assessment at Indicator Level: In small groups, teachers share plans to implement an activity to enhance fluency and share with the whole group.</p>	
	<p>1.D.4 Understand that independent readers activate their background knowledge, self-monitor and self-correct (i.e., metacognition) to enhance fluency as a bridge to comprehension of text.</p>	<p>Required Course Reading(s): https://www.readingrockets.org/article/instruction-metacognitive-strategies-enhances-reading-comprehension-and-vocabulary https://www.edutopia.org/article/teaching-students-read-metacognitively/</p>	

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		<p>Curriculum Study Assignment at Indicator Level: Ask teachers to read a technical text. First they read individually, then the facilitator reads it to them. They are then allowed to talk in small groups and are to write a paraphrase of the text. They share their paraphrases with the whole group. Teachers then chart the strategies they employed to comprehend the text.</p> <p>Formative Assessment at Indicator Level: Paraphrases of text and charts</p>	
	<p>1.D.5 Understand that reading fluency and reading endurance requires daily practice with support and corrective feedback to increase accuracy, rate and prosody.</p>	<p>Required Course Reading(s): ages 32-37 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide on Recommendation 4 which addresses ensuring each student reads connected text every day to support reading accuracy fluency, and comprehension.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss the how-to steps to implementing the recommendation including modeling strategies, scaffold, and provide feedback to support student reading accurately and with efficient word identification; teaching students to self-monitor their understanding of the text and to self-correct word-reading errors; provide opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression. Teachers view videos 32 and 33 from the Foundational Skills</p>	

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		<p>to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide PLC addressing word reading strategies and The Fix-It Game and complete the video viewing guides for both videos</p> <p>Formative Assessment at Indicator Level: Completed video viewing guides and notes from discussion</p>	
	<p>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.</p>	<p>Required Course Reading(s): Defining and Understanding Dyslexia: Past, Present, and Future by Snowling, Hulme, and Nation. 2020</p> <p>Curriculum Study Assignment at Indicator Level: Teachers read the article and discuss the section Putting Learning into the Definition of Dyslexia and the Phonological Deficit Hypothesis. Teachers summarize this section in small groups.</p> <p>Formative Assessment at Indicator Level: Summaries developed in small groups</p>	
	<p>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.</p>	<p>Required Course Reading(s): Pages 11-16 of the Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades practice guide.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers review Table 3 on page 13 and discuss the fluency assessments noted in the table.</p> <p>Formative Assessment at Indicator Level: Teachers review anonymous fluency data</p>	

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		from their classrooms in small groups and discuss how the data should drive instruction.	
Competency 1			
<i>Foundations of Reading Instruction</i>			
Performance Indicator E: Vocabulary			
Course Number & Name of Course	Indicator Code with Specific Indicator Language	Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment	Summative Assessment
Click or tap here to enter text.	1.E.1 Understand the role and impact of receptive and expressive vocabulary on reading comprehension .	<p>Required Course Reading(s): Pages 11-12 in Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide regarding teaching academic vocabulary in the context of other reading activities.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss in small groups Example 1.6 on academic vocabulary instruction on page 12 and share vocabulary activities they have used in their classrooms. They also discuss challenges they face in teaching vocabulary.</p> <p>Formative Assessment at Indicator Level: Groups provide a summary of their discussion to the whole group.</p>	CULMINATING PROJECT FOR COMPETENCY 1 & 2: Teachers will develop a series of at least five lessons as a culminating activity for Competencies 1 & 2. Using the appropriate grade level standards, the teacher will develop lessons that incorporate evidence-based instructional practices that promote comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary. The lessons will contain activities that are differentiated and address the needs of struggling readers including students with dyslexia, English learners,
	1.E.2 Understand morphology (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis) and	Required Course Reading(s): Pages 11-15 of the Adolescent Literacy Practice guide on	

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	<p>contextual analysis as it relates to vocabulary development.</p>	<p>Recommendation 1 – Explicit vocabulary instruction. Curriculum Study Assignment at Indicator Level: Teachers discuss contextual analysis and how to use morphology to help students become independent vocabulary learners. Formative Assessment at Indicator Level: Using a Greek or Latin root, develop a web template for students to fill in words using that root</p>	<p>students working on grade level, and those working above grade levels. They will include multisensory approaches. The teacher should describe how data was analyzed to ascertain the needs of students. The lessons will be conducted in the classroom and teachers will submit their lessons along with a reflection sheet to their facilitator after they deliver the lessons in the classroom. In addition, teachers will make a presentation of their lessons during the last session of the course.</p>
	<p>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.).</p>	<p>Required Course Reading(s): Table D.4 on page 65 in Appendix D of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide, especially the last column which reflects studies/interventions that relate to teaching academic vocabulary. Curriculum Study Assignment at Indicator Level: : Discuss in small groups specific examples of vocabulary instruction reflected in the studies. Formative Assessment at Indicator Level: Summary of small group discussion</p>	
	<p>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.</p>	<p>Required Course Reading(s): Pages 11-12 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide. Curriculum Study Assignment at Indicator Level: Teachers discuss strategies they have used to integrate vocabulary instruction</p>	

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		<p>targeting multiple meaning words and domain-specific vocabulary into their lessons.</p> <p>Formative Assessment at Indicator Level: Teachers plan how to teach vocabulary more explicitly, targeting multiple meaning words and domain-specific vocabulary.</p>	
	<p>1.E.5 Understand how to apply evidence-based reading and writing practices to enhance vocabulary.</p>	<p>Required Course Reading(s): Pages 11-12 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide. Pages 11-15 of the Improving Adolescent Literacy: Effective Classroom and Intervention Practices practice guide.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss reading and writing practices that can be used to enhance vocabulary instruction.</p> <p>Formative Assessment at Indicator Level: Teachers describe a writing activity that could be used to enhance vocabulary instruction</p>	
	<p>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.</p>	<p>Required Course Reading(s): Teachers read page 11-12 in the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide regarding teaching academic vocabulary in the context of other reading activities Teachers read pages 11-15 of the Improving Adolescent Literacy: Effective Classroom and Intervention practice guide on</p>	

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		<p>Recommendation 1 – Explicit vocabulary instruction.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss readings</p> <p>Formative Assessment at Indicator Level: Teachers create a plan for use in classroom</p>	
	<p>1.E.7 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect vocabulary development.</p>	<p>Required Course Reading(s): Teachers read this article from the Texas Center for Learning Disabilities and consider how the evidence-based strategies could be used in their classrooms: https://www.texasldcenter.org/teachers-corner/five-research-based-ways-to-teach-vocabulary</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss reading.</p> <p>Formative Assessment at Indicator Level: Teachers create a list of assessment to use.</p>	
	<p>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).</p>	<p>Required Course Reading(s): Pages 13-30 of the Teaching Academic Content and Literacy to English Learners in Elementary and Middle School.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss the four how-to steps for implementing Recommendation 1 described on pages 13-30 of the practice guide.</p> <p>Formative Assessment at Indicator Level: Teachers create a plan to teach vocabulary</p>	

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		words in an upcoming lesson using multiple modalities (writing, speaking, listening)	
	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.	<p>Required Course Reading(s): Assessment section of Reading 101:A Guide to Teaching Reading and Writing and Overview of Informal Assessments at Reading 101: A Guide to Teaching Reading and Writing.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers will discuss vocabulary assessments they have used in their classroom</p> <p>Formative Assessment at Indicator Level: Create a list of the vocabulary assessments used in their school or classroom and how describe how the data is used to drive instruction.</p>	
Competency 1			
<i>Foundations of Reading Instruction</i>			
Performance Indicator F: Comprehension			
Course Number & Name of Course	Indicator Code with Specific Indicator Language	Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment	Summative Assessment
Click or tap here to enter text.	1.F.1 Understand that evidence-based oral language and written experiences (i.e., language experiences , dictation, summary writing) facilitate comprehension .	Required Course Reading(s): Pages 7-9 in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade; Pages 23-29 in the Improving Reading Comprehension in Kindergarten through 3rd Grade practice guide (Improving	CULMINATING PROJECT FOR COMPETENCY 1 & 2: Teachers will develop a series of at least five lessons as a culminating activity for Competencies 1 & 2. Using the appropriate grade

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		<p>Comprehension); Pages 21-25 in the Adolescent Literacy Practice Guide addressing Recommendation 3: Provide opportunities for extended discussion of text meaning and interpretation</p> <p>Curriculum Study Assignment at Indicator Level: Teachers review Example 1.3 on page 9 of the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade which recounts a conversation between a teacher and students to enhance oral language skills and thus facilitate comprehension. Teachers discuss the importance of including oral language and written experiences in reading instruction</p> <p>Formative Assessment at Indicator Level: Teachers develop questions based on a short text that could be used to facilitate a discussion or be used as writing prompts to enhance comprehension.</p>	<p>level standards, the teacher will develop lessons that incorporate evidence-based instructional practices that promote comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary. The lessons will contain activities that are differentiated and address the needs of struggling readers including students with dyslexia, English learners, students working on grade level, and those working above grade levels. They will include multisensory approaches. The teacher should describe how data was analyzed to ascertain the needs of students. The lessons will be conducted in the classroom and teachers will submit their lessons along with a reflection sheet to their facilitator after they deliver the lessons in the classroom. In addition, teachers will make a presentation of their lessons during the last session of the course.</p>
	<p>1.F.2 Understand evidence-based comprehension practices (e.g., student question generation, summarizing, extended text discussion).</p>	<p>Required Course Reading(s): Appendix D pages 50-53 in the Improving Reading Comprehension in Kindergarten Through 3rd Grade practice guide regarding rationale for evidence rating for Recommendation 1 – Teach students how to use reading comprehension strategies.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss in small groups how they activate prior knowledge, encourage</p>	

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		<p>inference making, and teach summarizing in their classroom. They also discuss how they use the gradual release model.</p> <p>Formative Assessment at Indicator Level: Teachers summarize their discussion for the whole group.</p>	
	<p>1.F.3 Understand the varying demands of text on readers’ comprehension, including the demands of domain-specific texts.</p>	<p>Required Course Reading(s): Pages 6-13 of the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade practice guide carefully review Examples 1.1 on academic language skills, Example 1.4 on complex grammatical and 1.5 on elements of linguistic structure.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers carefully review Examples 1.1 on academic language skills, Example 1.4 on complex grammatical and 1.5 on elements of linguistic structure.</p> <p>Formative Assessment at Indicator Level: Small groups discuss the examples in the chart and develop additional examples on chart paper. Small group share out.</p>	
	<p>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.</p>	<p>Required Course Reading(s): Pages 30-32 in the Improving Reading Comprehension in Kindergarten Through 3rd Grade practice guide and pages 16-20 in the Improving Adolescent Literacy: Effective Classroom and Intervention Practices practice guide on selecting texts purposefully to support comprehension development</p>	

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		<p>Curriculum Study Assignment at Indicator Level: Teachers develop and share lists of sources of print and digital texts and discuss how they select texts for instruction.</p> <p>Formative Assessment at Indicator Level: Teacher-developed lists of sources of print and digital texts for a variety of purposes</p>	
	<p>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.</p>	<p>Required Course Reading(s): Pages 26-30 of the Improving Adolescent Literacy: Effective Classroom and intervention Practices practice guide on recommendation 4 related to student motivation and engagement</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss how they consider reader characteristics when planning instruction in reading.</p> <p>Formative Assessment at Indicator Level: Teachers brainstorm how to better consider reader characteristics when they plan for instruction and share out.</p>	
	<p>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.</p>	<p>Required Course Reading(s): Pages 32-37 in the Improving Reading Comprehension in Kindergarten Through 3rd Grade practice guide on Recommendation 4, which addresses ensuring each student reads connected text every day to support reading accuracy fluency, and comprehension.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss the how-to steps to implementing the recommendation including</p>	

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		<p>modeling strategies, scaffold, and provide feedback to support student reading accurately and with efficient word identification; teaching students to self-monitor their understanding of the text and to self-correct word-reading errors; provide opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression.</p> <p>Formative Assessment at Indicator Level: In small groups, teachers share plans to implement an activity to enhance fluency and comprehension and share with the whole group</p>	
	<p>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.</p>	<p>Required Course Reading(s): Pages 24-25 in the Improving Reading Comprehension in Kindergarten Through 3rd Grade practice guide practice guide on using discussion to help students meet cognitive targets.</p> <p>Curriculum Study Assignment at Indicator Level: In small groups, teachers review Table 7, which is a description of NAEP categories of comprehension and discuss.</p> <p>Formative Assessment at Indicator Level: Teachers summarize their small group discussion in the whole group</p>	
	<p>1.F.8 Understand that reading is a process of constructing meaning from a wide variety of print and digital texts and for a</p>	<p>Required Course Reading(s): Pages 30-32 in the Improving Reading Comprehension in Kindergarten Through 3rd Grade practice guide and pages 16-20 in the Improving</p>	

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	<p>variety of purposes, utilizing a variety of methods (i.e., active reading).</p>	<p>Adolescent Literacy: Effective Classroom and Intervention Practices practice guide on selecting texts purposefully to support comprehension development Curriculum Study Assignment at Indicator Level: Teachers develop and share lists of sources of print and digital texts and discuss how they select texts for instruction. . Formative Assessment at Indicator Level: Teacher-developed lists of sources of print and digital texts for a variety of purposes.</p>	
	<p>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.</p>	<p>Required Course Reading(s): Pages 50-53 (Appendix D) in the Improving Reading Comprehension in Kindergarten Through 3rd Grade practice guide regarding rationale for evidence rating for Recommendation 1 – Teach students how to use reading comprehension strategies. Curriculum Study Assignment at Indicator Level: In small groups, teachers discuss how they activate prior knowledge, encourage inference making, and teach summarizing in their classroom. They also discuss how they use the gradual release model. Formative Assessment at Indicator Level: Small groups summarize their discussion for the whole group.</p>	
	<p>1.F.10 Understand evidence-based practices to improve reading comprehension for students, including</p>	<p>Required Course Reading(s): Pages 5-9 in the Improving Reading Comprehension in Kindergarten Through 3rd Grade practice</p>	

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	<p>those with characteristics of reading difficulties and dyslexia, based on their strengths and needs.</p>	<p>guide and pages 4-10 in the Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Defining and Understanding Dyslexia: Past, Present, and Future by Snowling, Hulme, and Nation. 2020 Curriculum Study Assignment at Indicator Level: Discuss evidence-based practices that can be used to enhance comprehension of students in grades K-3 and grades 4 and up. Summarize the article by Snowling, Hulmn, and Nation. Formative Assessment at Indicator Level: List of similarities and differences in evidence-based practices to improve comprehension in the primary grades versus grades 4 and up. Summaries of article by Snowling, Hulmn, and Nation.</p>	
	<p>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.</p>	<p>Required Course Reading(s): Pages 31-45 of the Teaching Academic Content in Literacy to English Learners in Elementary and Middle School practice guide, addressing recommendation 2, Curriculum Study Assignment at Indicator Level: Teachers discuss the importance of using linguistic and cultural background to help facilitate comprehension skills. Teachers review strategies presented in the practice guide to help facilitate comprehension. Formative Assessment at Indicator Level: Teachers summarize how they consider</p>	

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		linguistic and cultural backgrounds of students when they plan for comprehension instruction.	
	1.F.12 Understand the role of comprehension informal and formal assessments , including documentation of results, to inform instruction to meet individual student strengths and needs.	<p>Required Course Reading(s): Pages 10-18 of the Using Student Achievement Data to Support Instructional Decision-Making practice guide which addresses using data in an ongoing cycle of instructional improvement.</p> <p>Curriculum Study Assignment at Indicator Level: In small groups, teachers discuss the data they use to make decisions and how they analyze that data.</p> <p>Formative Assessment at Indicator Level: Teachers summarize for the whole group the types of data they use to drive instruction and how they consider the strengths and needs of students</p>	
Competency 1			
<i>Foundations of Reading Instruction</i>			
Performance Indicator G: Integration of Reading Components			
Course Number & Name of Course	Indicator Code with Specific Indicator Language	Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment	Summative Assessment
Click or tap here to enter text.	1.G.1 Identify phonemic, semantic and syntactic variability between English and other languages.	Required Course Reading(s): “Unlocking the Research on English Learners” by Claude Goldenberg in the February 2014 issue of the Education Digest	CULMINATING PROJECT FOR COMPETENCY 1 & 2: Teachers will develop a series of at least five lessons as a culminating activity for Competencies 1 & 2.

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		<p>Curriculum Study Assignment at Indicator Level: Teachers discuss in small groups how learning to read in their home language can assist instruction in English</p> <p>Formative Assessment at Indicator Level: Teachers summarize their small group discussions with the whole group.</p>	<p>Using the appropriate grade level standards, the teacher will develop lessons that incorporate evidence-based instructional practices that promote comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary. The lessons will contain activities that are differentiated and address the needs of struggling readers including students with dyslexia, English learners, students working on grade level, and those working above grade levels. They will include multisensory approaches. The teacher should describe how data was analyzed to ascertain the needs of students. The lessons will be conducted in the classroom and teachers will submit their lessons along with a reflection sheet to their facilitator after they deliver the lessons in the classroom. In addition, teachers will make a presentation of their lessons</p>
<p>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).</p>	<p>Required Course Reading(s): Pages 12-13 of the Improving Reading Comprehension in Kindergarten Through 3rd Grade</p> <p>Curriculum Study Assignment at Indicator Level: Teachers review Tables 3 and 4 detailing specific strategies for improving comprehension including those addressing self-monitoring and self-correcting. They note the strategies they think will be most helpful in their classroom</p> <p>Formative Assessment at Indicator Level: Notes from discussion</p>		
<p>1.G.3 Understand the interdependence among the reading components and their effect upon reading as a process for all students.</p>	<p>Required Course Reading(s): Recent lesson plans from participants</p> <p>Curriculum Study Assignment at Indicator Level: Teachers review recent lesson plans to reflect upon how they can ensure that they have integrated instructional practices. Teachers plan for integration of reading components in subsequent lessons</p> <p>Formative Assessment at Indicator Level: Lesson plans that demonstrate integration of reading components</p>		

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			during the last session of the course.
	<p>1.G.4 Understand how oral language and an information intensive environment impact-reading and writing development.</p>	<p>Required Course Reading(s): Pages 30-38 of the Improving Reading Comprehension in Kindergarten Through 3rd Grade practice guide</p> <p>Curriculum Study Assignment at Indicator Level: Recommendations 4 & 5 on selecting texts purposefully to support comprehension and establishing an engaging and motivating context in which to teach reading comprehension. Teachers discuss the composition of their classroom libraries and create a list of titles that would be high interest to students and add to the diversity of the library. In small groups, teachers discuss how to integrate oral language and writing into comprehension instruction.</p> <p>Formative Assessment at Indicator Level: Teachers use the B.E.S.T. standards sample book lists and other research-based resources to select text for upcoming instruction</p>	
	<p>1.G.5 Understand evidence-based practices for selecting literature and domain specific print and digital text appropriate to students’ age, interests and reading proficiency.</p>	<p>Required Course Reading(s): “Select texts purposefully to support comprehension development” – an article from Nebraska reads that summarizes Recommendation 4 from the Improving Reading Comprehension in Kindergarten Through 3rd Grade practice</p>	

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		<p>guide. View Choosing the Right Text – a Doing What Works interview with Dr. Nell Duke</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss the article and the video in small groups</p> <p>Formative Assessment at Indicator Level: Teachers use the B.E.S.T. standards sample book lists and other research-based resources to select text for upcoming instruction</p>	
	<p>1.G.6 Understand the relationships among decoding, automatic word recognition, fluency and comprehension.</p>	<p>Required Course Reading(s): “Fostering Literacy Development in English Language Learners” by Karen Ford at the Colorin Colorado!</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss the article in small groups and make connections to students whose native language is English</p> <p>Formative Assessment at Indicator Level: Teachers choose one article from the “resources to read” and summarize for members of their small group.</p>	
	<p>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.</p>	<p>Required Course Reading(s): Pages 10-16 in the Improving Reading Comprehension in Kindergarten Through 3rd Grade practice guide. Video 33 from the Professional Learning Communities Facilitator's Guide for the What Works Clearinghouse Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten through</p>	

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		<p>3rd Grade (foundational reading skills practice guide PLC) (The Fix-It Game) Curriculum Study Assignment at Indicator Level: Teachers discuss Recommendation 1 from the Improving Reading Comprehension in Kindergarten Through 3rd Grade practice guide and complete the video viewing guides for Video 33 Formative Assessment at Indicator Level: Completed video viewing guides</p>	
	<p>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.</p>	<p>Required Course Reading(s): “Dyslexia in the Classroom – What Every Teacher Needs to Know” from the International Dyslexia Association Curriculum Study Assignment at Indicator Level: : Teachers identify three salient points from the article Formative Assessment at Indicator Level: Teachers share out the salient points from the article</p>	
	<p>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.</p>	<p>Required Course Reading(s): K-3 Teacher Guides for Supporting Family Involvement in Foundational Reading Skills by the Institute of Education Sciences Curriculum Study Assignment at Indicator Level: Teachers review the teacher guides and discuss how they might use them to promote family involvement in literacy Formative Assessment at Indicator Level: Teachers choose an activity that they will</p>	

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		provide to families to engage their child in literacy at home	
	<p>1.G.10 Understand how to communicate (orally and in writing) the meaning of reading assessment data with students, caregivers and other teachers.</p>	<p>Required Course Reading(s): the Assessment section of Reading 101:A Guide to Teaching Reading and Writing and discuss the Overview of Informal Assessments at Reading 101: A Guide to Teaching Reading and Writing. The infographic Assessment Terms Used in Reading</p> <p>Curriculum Study Assignment at Indicator Level: : Teachers read the article and review the infographic. They review the assessments available in their district and discuss how they use the data to drive instruction and communicate results with students. They take notes from the discussion that they will share out.</p> <p>Formative Assessment at Indicator Level: Notes from discussion</p>	
	<p>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.</p>	<p>Required Course Reading(s): the Assessment section of Reading 101:A Guide to Teaching Reading and Writing and discuss the Overview of Informal Assessments at Reading 101: A Guide to Teaching Reading and Writing. The infographic Assessment Terms Used in Reading</p> <p>Curriculum Study Assignment at Indicator Level: Teachers read the article and review the infographic. They review the assessments</p>	

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		available in their district and discuss how they use the data to drive instruction and communicate results with students. They take notes from the discussion that they will share out. Formative Assessment at Indicator Level: Notes from discussion	
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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			
<i>Applications of Evidence-based Instructional Practices</i>			
Performance Indicator A: Oral Language			
Course Number & Name of Course	Indicator Code with Specific Indicator Language	Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment	Summative Assessment
01-013-007	2.A.1 Apply intentional, explicit , systematic and sequential instructional practices for scaffolding development of oral/ aural language skills.	<p>Required Course Reading(s): Pages 9-11 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide.</p> <p>Curriculum Study Assignment at Indicator Level: Complete activity 4 on page 4 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide. PLC participants activities and provide examples of text with complex grammatical structures and specific linguistic structures.</p> <p>Formative Assessment at Indicator Level: Teachers will develop a dialogic reading lesson using a read-aloud for their classroom. They will detail how they intend to scaffold oral language</p>	CULMINATING PROJECT FOR COMPETENCY 1 & 2: Teachers will develop a series of at least five lessons as a culminating activity for Competencies 1 & 2. Using the appropriate grade level standards, the teacher will develop lessons that incorporate evidence-based instructional practices that promote comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary. The lessons will contain activities that are differentiated and address the

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		<p>for students who need to improve their oral language skills. The teachers will share their lessons with one another in small groups and implement them in the classroom.</p>	<p>needs of struggling readers including students with dyslexia, English learners, students working on grade level, and those working above grade levels. They will include multisensory approaches. The teacher should describe how data was analyzed to ascertain the needs of students. The lessons will be conducted in the classroom and teachers will submit their lessons along with a reflection sheet to their facilitator after they deliver the lessons in the classroom. In addition, teachers will make a presentation of their lessons during the last session of the course.</p>
	<p>2.A.2 Create an environment where students practice appropriate social and academic language to discuss diverse texts.</p>	<p>Required Course Reading(s):) Pages 7-8 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide. Curriculum Study Assignment at Indicator Level: Teachers discuss how social and academic language differ. They also discuss inferential language, narrative language, and academic vocabulary. Teachers chart ideas to create an environment where students can practice social and academic language and discuss diverse texts. Formative Assessment at Indicator Level: Teachers will share resources for diverse texts and titles. They will create an environment for students to practice social and academic language and share what that environment looks like in their small groups.</p>	
	<p>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).</p>	<p>Required Course Reading(s): Click or tap here to enter text. Pages 11-12 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide. Curriculum Study Assignment at Indicator Level: Teachers will discuss how word building</p>	

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		<p>and writing can be used to develop academic vocabulary and oral language. Teachers work in small groups to brainstorm writing experiences to enhance oral language.</p> <p>Formative Assessment at Indicator Level: Teachers will select a word building activity or writing experience to implement in their classroom to enhance oral language and use it in their classroom.</p>	
	<p>2.A.4 Differentiate instruction to account for variation in students’ oral language exposure and development, including evidence-based practices for students with reading difficulties and characteristics of dyslexia.</p>	<p>Required Course Reading(s): International Dyslexia Association Fact Sheet – Oral Language Impairments and Dyslexia</p> <p>Curriculum Study Assignment at Indicator Level: Teachers will discuss the fact sheet and how this informs differentiation</p> <p>Formative Assessment at Indicator Level: Teachers will create a plan that includes differentiation for all students</p>	
	<p>2.A.5 Provide and document opportunities for extended discussion in discerning text meaning and interpretation.</p>	<p>Required Course Reading(s): Pages 21-25 of the Improving Adolescent Literacy: Effective Classroom and Intervention Practices practice guide.</p> <p>Curriculum Study Assignment at Indicator Level: In small groups, discuss how to facilitate an extended text discussion in the classroom. Share out in whole group.</p> <p>Formative Assessment at Indicator Level: Teachers will conduct an extended text</p>	

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		discussion in their classrooms and write a short reflection to share at their next session	
	<p>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.</p>	<p>Required Course Reading(s): Massachusetts Department of Education document Literacy Block: Oral Language – Evidence-Based Early Learning</p> <p>Curriculum Study Assignment at Indicator Level: Teachers will discuss the document in small groups and what evidence-based practices could be used to develop oral language in students that need to improve their skills.</p> <p>Formative Assessment at Indicator Level: Teachers will implement explicit vocabulary instruction in a lesson in their classroom and write a short reflection on their experience</p>	
	<p>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.</p>	<p>Required Course Reading(s): Teachers read pgs. 2-3 regarding the scope of the Teaching Academic Content and Literacy to English Learners in Elementary and Middle School practice guide and pgs. 18-21 (Part 3 of Recommendation 1) regarding teaching academic vocabulary in depth using multiple modalities.</p> <p>Curriculum Study Assignment at Indicator Level: : Teachers work in small groups to develop an activity that will build vocabulary based on a students’ home language</p> <p>Formative Assessment at Indicator Level: Teachers conduct the activity they develop in their classrooms.</p>	

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	<p>2.A.8 Administer and document appropriate oral language informal and formal assessments to inform instruction determined by individual student strengths and needs.</p>	<p>Required Course Reading(s): Teachers review the Assessment section of Reading 101:A Guide to Teaching Reading and Writing and discuss the Overview of Informal Assessments at Reading 101: A Guide to Teaching Reading and Writing Curriculum Study Assignment at Indicator Level: Teachers also review the assessments available in their district and discuss how they use the data to drive instruction.</p> <p>Formative Assessment at Indicator Level: Teachers use assessment data in their classrooms to develop small groups and to inform instruction.</p>	
<p>Competency 2 <i>Application of Evidence-based Instructional Practices</i></p>			
<p>Performance Indicator B: Phonological Awareness</p>			
Course Number & Name of Course	Indicator Code with Specific Indicator Language	Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment	Summative Assessment
<p>Click or tap here to enter text.</p>	<p>2.B.1 Apply explicit, systematic and sequential evidence-based practices in phonological awareness and phonemic awareness.</p>	<p>Required Course Reading(s): Teachers review How-to-Step 1 on pages 15-18 in the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide.</p> <p>Curriculum Study Assignment at Indicator Level: The following questions are discussed: Why is it important to teach phonological awareness? What is the sequence of instruction in phonological awareness skills and what are some activities that support these skills? What</p>	<p>CULMINATING PROJECT FOR COMPETENCY 1 & 2: Teachers will develop a series of at least five lessons as a culminating activity for Competencies 1 & 2. Using the appropriate grade level standards, the teacher will develop lessons that incorporate evidence-based instructional practices that promote</p>

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		<p>are Elkonin sound boxes and how are they used to support the instruction in phonemic awareness? Teachers watch video #10 from the foundational reading skills practice guide PLC on sentence segmentation and complete the video reflection guide and record what students learned, lesson delivery, materials/resources, student engagement, and teacher feedback. Teachers discuss their notes following the video. Teachers watch video #11 from the foundational reading skills practice guide PLC on compound words and record what they learned that confirms or contradicts what they already knew about teaching the specific skill. Teachers watch video #12 from the foundational reading skills practice guide PLC on syllables and complete the video reflection guide and record what students learned, lesson delivery, materials/resources, student engagement, and teacher feedback. Teachers discuss their notes following the video. Teachers watch video #13 from the foundational reading skills practice guide PLC on rhyming and record what they learned that confirms or contradicts what they already knew about teaching the specific skill. Teachers watch video #14 from the foundational reading skills practice guide PLC on onset and rime and record what they learned that confirms or contradicts what they already knew about teaching the specific skill</p>	<p>comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary. The lessons will contain activities that are differentiated and address the needs of struggling readers including students with dyslexia, English learners, students working on grade level, and those working above grade levels. They will include multisensory approaches. The teacher should describe how data was analyzed to ascertain the needs of students. The lessons will be conducted in the classroom and teachers will submit their lessons along with a reflection sheet to their facilitator after they deliver the lessons in the classroom. In addition, teachers will make a presentation of their lessons during the last session of the course.</p>
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		<p>Formative Assessment at Indicator Level: Teachers will work to develop lesson plans that incorporate what they have learned and implement them in the classroom. Teachers also explore the National Center on Improving Literacy website to access resources for students who may be dyslexic.</p>	
	<p>2.B.2 Apply evidence-based phonemic awareness instruction for the development of phonic decoding skills that lead to independent reading capacity.</p>	<p>Required Course Reading(s): Teachers review How-to-Step 1 on pages 15-18 in the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide. Curriculum Study Assignment at Indicator Level: Teachers watch video #10 from the foundational reading skills practice guide PLC on sentence segmentation and complete the video reflection guide and record what students learned, lesson delivery, materials/resources, student engagement, and teacher feedback. Teachers discuss their notes following the video. Teachers watch video #11 from the foundational reading skills practice guide PLC on compound words and record what they learned that confirms or contradicts what they already knew about teaching the specific skill. Teachers watch video #12 from the foundational reading skills practice guide PLC on syllables and complete the video reflection guide and record what students learned, lesson delivery, materials/resources, student engagement, and</p>	

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		<p>teacher feedback. Teachers discuss their notes following the video. Teachers watch video #13 from the foundational reading skills practice guide PLC on rhyming and record what they learned that confirms or contradicts what they already knew about teaching the specific skill. Teachers watch video #14 from the foundational reading skills practice guide PLC on onset and rime and record what they learned that confirms or contradicts what they already knew about teaching the specific skill</p> <p>Formative Assessment at Indicator Level: Teachers will work to develop lesson plans that incorporate what they have learned about phonemic awareness instruction for the development of phonic decoding skills and implement them in the classroom. Teachers also explore the National Center on Improving Literacy to access resources for students who may be dyslexic.</p>	
	<p>2.B.3 Provide opportunities using evidence-based and multisensory practices for students to develop phonemic awareness (e.g., Elkonin boxes or magnetic letters).</p>	<p>Required Course Reading(s): Teachers read pages 18-19 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide. Teachers watch video #15 from the foundational reading skills practice guide PLC on phonemes linked to letters and complete the video reflection guide and record what students learned, lesson delivery, materials/resources,</p>	

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		<p>student engagement, and teacher feedback. Teachers discuss their notes following the video.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers take notes on the video reflection guide and record what students learned, lesson delivery, materials/resources, student engagement, and teacher feedback. Teachers discuss their notes following the video</p> <p>Formative Assessment at Indicator Level: Teachers will work to develop lesson plans that incorporate what they have learned about multi-sensory instruction for the development of phonemic awareness and implement them in the classroom. Teachers also explore the National Center on Improving Literacy website to access resources for students who may be dyslexic.</p>	
	<p>2.B.4 Apply knowledge of how variations in phonology across dialects and speech patterns affect the development of phonemic awareness.</p>	<p>Required Course Reading(s): Teachers read pages 4 and 5 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers should discuss how the information they have learned from the practice guide can be applied in the classroom in teaching English learners.</p> <p>Formative Assessment at Indicator Level: Teachers will include instructional strategies in their lesson plans for addressing phonology with English learners.</p>	

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	<p>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).</p>	<p>Required Course Reading(s): Teachers read pages 4 and 5 of the Kindergarten Through 3rd Grade practice guide.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers should discuss how the information they have learned from the practice guide can be applied in the classroom in teaching English learners.</p> <p>Formative Assessment at Indicator Level: Teachers will include instructional strategies in their lesson plans for addressing oral language with English learners.</p>	
	<p>2.B.6 Provide evidence-based phonics instruction to improve phonemic awareness and enhance encoding and decoding skills.</p>	<p>Required Course Reading(s): Teachers review Table D.6 on page 77 in Appendix D of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide. Teachers read the Educator Training Initiatives Brief on Structured Literacy</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss how the studies in the table address the how-to-steps in Recommendation 3 of the practice guide. Teachers discuss the elements of effective instruction and the importance of these for at-risk students.</p> <p>Formative Assessment at Indicator Level: Teachers will work collaborate to develop lesson plans that incorporate what they have learned and implement them in the classroom.</p>	

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	<p>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.</p>	<p>Required Course Reading(s): Teachers read pages 19-23 and pages 26-30 of the Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades practice guide Curriculum Study Assignment at Indicator Level: Working in pairs or small groups, teachers will use scenario data and identify areas of strengths and how they will build upon these Formative Assessment at Indicator Level: Teachers write a reflection that conveys the evidence-based practices they use with students having reading difficulties to improve phonemic awareness. Teachers are to bring samples of student work and lesson planning that incorporates these practices within their classroom settings.</p>	
	<p>2.B.8 Apply evidence-based practices for teaching phonemic awareness to English learners.</p>	<p>Required Course Reading(s): Teachers read pages 4 and 5 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide. Curriculum Study Assignment at Indicator Level: Teachers should discuss how the information they have learned from the practice guide can be applied in the classroom in teaching English learners. Formative Assessment at Indicator Level: Teachers will include instructional strategies in their lesson plans for addressing oral language with English learners.</p>	

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	<p>2.B.9 Administer and document appropriate phonological awareness informal and formal assessments to inform instruction to meet individual student strengths and needs.</p>	<p>Required Course Reading(s): Teachers read pages 11-16 of the Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades practice guide</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss Table 3 on page 13 in small groups. Time is then allowed for small groups to share out to the whole group.</p> <p>Formative Assessment at Indicator Level: Teachers discuss the assessments that are used in their classroom and how they use the data to make decisions.</p>	
<p>Competency 2 <i>Application of Evidence-based Instructional Practices</i></p>			
<p>Performance Indicator C: Phonics</p>			
Course Number & Name of Course	Indicator Code with Specific Indicator Language	Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment	Summative Assessment

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<p>Click or tap here to enter text.</p>	<p>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.</p>	<p>Required Course Reading(s): Teachers review Table D.6 on page 77 in Appendix D of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide. Teachers read the Educator Training Initiatives Brief on Structured Literacy Curriculum Study Assignment at Indicator Level: The group discusses how the studies in the table address the how-to-steps in Recommendation 3 of the practice guide. They also discuss the elements of effective instruction and the importance of these for at-risk students. Formative Assessment at Indicator Level: Teachers will work collaborate to develop lesson plans that incorporate what they have learned and implement them in the classroom.</p>	<p>CULMINATING PROJECT FOR COMPETENCY 1 & 2: Teachers will develop a series of at least five lessons as a culminating activity for Competencies 1 & 2. Using the appropriate grade level standards, the teacher will develop lessons that incorporate evidence-based instructional practices that promote comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary. The lessons will contain activities that are differentiated and address the needs of struggling readers including students with dyslexia, English learners, students working on grade level, and those working above grade levels. They will include multisensory approaches. The teacher should describe how data was analyzed to ascertain the needs of students. The lessons will be conducted in the classroom and teachers will submit their lessons along with a reflection sheet to their</p>
	<p>2.C.2 Apply evidence-based instruction in grapheme-phoneme patterns in spelling and written expression.</p>	<p>Required Course Reading(s): Teachers review Table D.6 on page 77 in Appendix D of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide. Teachers read the Educator Training Initiatives Brief on Structured Literacy. Teachers read pages 22-31 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide. Curriculum Study Assignment at Indicator Level: Teachers watch video #11 from the foundational reading skills practice guide PLC on</p>	

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		<p>compound words and record what they learned that confirms or contradicts what they already knew about teaching the specific skill</p> <p>Formative Assessment at Indicator Level: Teachers will work collaborate to develop lesson plans that incorporate what they have learned and implement them in the classroom.</p>	<p>facilitator after they deliver the lessons in the classroom. In addition, teachers will make a presentation of their lessons during the last session of the course.</p>
	<p>2.C.3 Apply evidence-based instruction in structural analysis and morphology of words.</p>	<p>Required Course Reading(s): Teachers read pages 26-31 in the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide. (Recommendation 3) regarding decoding words, analyzing word parts, and writing and recognizing words.</p> <p>Curriculum Study Assignment at Indicator Level: : Teachers discuss their reading in small groups.</p> <p>Formative Assessment at Indicator Level: Teachers will work collaborate to develop lesson plans that incorporate what they have learned and implement them in the classroom.</p>	
	<p>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).</p>	<p>Required Course Reading(s): Teachers read pages 25-27 in the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers review how-to steps 2 and 3 on instructing students in common spelling patterns and teaching students to read common word parts</p>	

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		<p>Formative Assessment at Indicator Level: Teachers practice strategies on manipulating word parts and word-analysis strategies in Examples 3.5 and 3.6 on page 27 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide.</p>	
	<p>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.</p>	<p>Required Course Reading(s): Teachers read pages 19-23 and pages 26-30 of the Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades practice guide Curriculum Study Assignment at Indicator Level: Teachers discuss the recommendations and how-to steps. Formative Assessment at Indicator Level: Teachers write a reflection that conveys the evidence-based practices they use with students having reading difficulties to improve phonics development. These reflections are based on application of Activities 20-32 of the Professional Learning Communities Participants Activities and Prepare to Share sessions using these activities as well as other evidence supported strategies..</p>	
	<p>2.C.6 Apply an English learner’s home language as a foundation and strength to support the development of phonics in English.</p>	<p>Required Course Reading(s): Teachers read the article “Unlocking the Research on English Learners” by Claude Goldenberg in the February 2014 issue of the Education Digest.</p>	

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		<p>Curriculum Study Assignment at Indicator Level: Teachers discuss how learning to read in their home language can assist instruction in English.</p> <p>Formative Assessment at Indicator Level: Teachers write a reflection based on classroom artifacts or developed lesson specifically addressing how they use/plan to use an English learner’s knowledge of their home language to support the development of phonics in English.</p>	
	<p>2.C.7 Administer and document appropriate phonics informal and formal assessments to inform instruction to meet individual student strengths and needs.</p>	<p>Required Course Reading(s): Teachers read pages 11-15 - Recommendation 1 of the Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades. Review Table 3 on page 13 – Recommended Target Areas for Early Screening and Progress Monitoring.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss each type of assessment and share the ones they use and how they use the data.</p> <p>Formative Assessment at Indicator Level: Teachers share data from their assessments with one another in small groups and reflect how the data could be used to guide instruction.</p>	
<p>Competency 2 <i>Application of Evidence-based Instructional Practices</i></p>			
<p>Performance Indicator D: Fluency</p>			

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Course Number & Name of Course	Indicator Code with Specific Indicator Language	Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment	Summative Assessment
<p>Click or tap here to enter text.</p>	<p>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).</p>	<p>Required Course Reading(s): Teachers read pages 32-37 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide (Recommendation 4) on ensuring that each student reads connected text every day to support reading accuracy fluency, and comprehension. Teachers view videos 32 and 33 from the PLC addressing word reading strategies and The Fix-It Game and complete the video viewing guides for both videos.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss the how-to steps to implementing the recommendation including modeling strategies, scaffold, and provide feedback to support student reading accurately and with efficient word identification; teaching students to self-monitor their understanding of the text and to self-correct word-reading errors; provide opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression.</p> <p>Formative Assessment at Indicator Level: In small groups, teachers share plans to implement an activity to enhance fluency and share with the whole group. They develop a plan to provide students opportunities for oral reading</p>	<p>CULMINATING PROJECT FOR COMPETENCY 1 & 2: Teachers will develop a series of at least five lessons as a culminating activity for Competencies 1 & 2. Using the appropriate grade level standards, the teacher will develop lessons that incorporate evidence-based instructional practices that promote comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary. The lessons will contain activities that are differentiated and address the needs of struggling readers including students with dyslexia, English learners, students working on grade level, and those working above grade levels. They will include multisensory approaches. The teacher should describe how data was analyzed to ascertain the needs of students. The lessons will be conducted in the</p>

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	<p>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.</p>	<p>with feedback. Teachers implement their plan in the classroom and prepare to report back to the group during the next session of the course.</p> <p>Required Course Reading(s): Teachers read pages 32-37 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide (Recommendation 4) on ensuring that each student reads connected text every day to support reading accuracy fluency, and comprehension.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers read a text that is complex for them (technical, medical, etc.) and chart out what they did to help themselves comprehend the text. They discuss the importance of adjusting reading rate according to the text and purpose for reading.</p> <p>Formative Assessment at Indicator Level: Teachers document what they do in the classroom to teach students to adjust their reading rate.</p>	<p>classroom and teachers will submit their lessons along with a reflection sheet to their facilitator after they deliver the lessons in the classroom. In addition, teachers will make a presentation of their lessons during the last session of the course.</p>
	<p>2.D.3 Apply evidence-based practices to develop automaticity in word-level skills and oral reading fluency in connected text.</p>	<p>Required Course Reading(s): Teachers read the activities on page 36 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide to help students improve their fluency.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers choose to implement one or more of them, including activities that use oral</p>	

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		<p>language and writing experiences, in upcoming reading lessons.</p> <p>Formative Assessment at Indicator Level: Teachers document implementation of the activity in their lesson plans.</p>	
	<p>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.</p>	<p>Required Course Reading(s): Teachers read pages 32-37 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide (Recommendation 4) on ensuring that each student reads connected text every day to support reading accuracy fluency, and comprehension.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers read a text that is complex for them (technical, medical, etc.) and chart out what they did to help themselves comprehend the text. They discuss the importance of helping students access their background knowledge, self-monitor, and self-correct to aid comprehension.</p> <p>Formative Assessment at Indicator Level: Teachers document what they do in the classroom to teach students to adjust their reading rate.</p>	
	<p>2.D.5 Provide daily opportunities for readers to practice reading, with support and corrective feedback, to increase accuracy, rate, prosody and reading endurance.</p>	<p>Required Course Reading(s): Teachers read pages 32-37 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide (Recommendation 4) on ensuring that each</p>	

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		<p>student reads connected text every day to support reading accuracy fluency, and comprehension.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss how they schedule daily opportunities for students to practice reading with support and corrective feedback.</p> <p>Formative Assessment at Indicator Level: Teachers create a schedule that reflects daily opportunities for their students to practice reading with support and corrective feedback.</p>	
	<p>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.</p>	<p>Required Course Reading(s): Teachers read the activities on page 36 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide to help students improve their fluency.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss how these activities could be used to help students with characteristics of reading difficulties, including students with dyslexia, to improve fluency and reading endurance.</p> <p>Formative Assessment at Indicator Level: Teachers conduct an activity with a student with reading difficulties and write a reflection.</p>	
	<p>2.D.7 Administer and document fluency informal and formal assessments to inform instruction to meet individual student strengths and needs.</p>	<p>Required Course Reading(s): Teachers read pages 11-16 of the Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades</p>	

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		<p>practice guide. Teachers review Table 3 on page 13</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss the reading and the Table.</p> <p>Formative Assessment at Indicator Level: Teachers review fluency data from their classrooms in small groups and discuss how the data should drive instruction.</p>	
Competency 2			
<i>Application of Evidence-based Instructional Practices</i>			
Performance Indicator E: Vocabulary			
Course Number & Name of Course	Indicator Code with Specific Indicator Language	Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment	Summative Assessment
Click or tap here to enter text.	2.E.1 Apply evidence-based instruction in receptive and expressive vocabulary to enhance reading comprehension .	<p>Required Course Reading(s): Teachers read page 11-12 in the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide regarding teaching academic vocabulary in the context of other reading activities Teachers read pages 11-15 of the Improving Adolescent Literacy: Effective Classroom and Intervention practice guide on Recommendation 1 – Explicit vocabulary instruction.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss Example 1.6 on Academic vocabulary instruction on page 12 of the and share vocabulary activities they have</p>	<p>CULMINATING PROJECT FOR COMPETENCY 1 & 2: Teachers will develop a series of at least five lessons as a culminating activity for Competencies 1 & 2. Using the appropriate grade level standards, the teacher will develop lessons that incorporate evidence-based instructional practices that promote comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary. The lessons will</p>

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		<p>used in their classrooms. They also discuss challenges they face in teaching vocabulary.</p> <p>Formative Assessment at Indicator Level: Teachers select a brief text and select two-three academic vocabulary words to explicitly teach to students. Teachers complete the lesson plan template in the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide PLC and teach the vocabulary lesson in the classroom. They share their lesson and experience in the next session.</p>	<p>contain activities that are differentiated and address the needs of struggling readers including students with dyslexia, English learners, students working on grade level, and those working above grade levels. They will include multisensory approaches. The teacher should describe how data was analyzed to ascertain the needs of students. The</p>
	<p>2.E.2 Incorporate evidence-based vocabulary instruction in morphology (e.g., Greek and Latin roots and affixes) and contextual analysis.</p>	<p>Required Course Reading(s): Teachers view Video 8 from the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide practice guide PLC on morphology.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers answer several questions related to the video such as What is morphology? What are some examples? At which grade level should teachers model morphology, and how might you incorporate teaching morphology to enhance students’ academic vocabulary?</p> <p>Formative Assessment at Indicator Level: Teachers incorporate instruction in morphology into their instruction and write a reflection documenting how they are doing so.</p>	<p>lessons will be conducted in the classroom and teachers will submit their lessons along with a reflection sheet to their facilitator after they deliver the lessons in the classroom. In addition, teachers will make a presentation of their lessons during the last session of the course.</p>

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	<p>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.).</p>	<p>Required Course Reading(s): Teachers read page 11-12 in the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide regarding teaching academic vocabulary in the context of other reading activities Teachers read pages 11-15 of the Improving Adolescent Literacy: Effective Classroom and Intervention practice guide on Recommendation 1 – Explicit vocabulary instruction.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss the how-to steps for teaching vocabulary in the Adolescent Literacy: Effective Classroom and Intervention practice guide.</p> <p>Formative Assessment at Indicator Level: Teachers select a brief text and select two-three academic vocabulary words to explicitly teach to students. Teachers complete the lesson plan template in the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide PLC and teach the vocabulary lesson in the classroom. They share their lesson and experience in the next session.</p>	
	<p>2.E.4 Provide explicit instruction in basic and sophisticated vocabulary, high-frequency multiple meaning words and domain-specific vocabulary.</p>	<p>Required Course Reading(s): Teachers read page 11-12 in the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide regarding teaching academic vocabulary in the context of</p>	

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		<p>other reading activities Teachers read pages 11-15 of the Improving Adolescent Literacy: Effective Classroom and Intervention practice guide on Recommendation 1 – Explicit vocabulary instruction.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss the reading</p> <p>Formative Assessment at Indicator Level: Teachers integrate vocabulary instruction into their lessons and share with the group in subsequent sessions how they have done so</p>	
	<p>2.E.5 Apply evidence-based reading and writing practices to enhance vocabulary.</p>	<p>Required Course Reading(s): Teachers read page 11-12 in the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide regarding teaching academic vocabulary in the context of other reading activities Teachers read pages 11-15 of the Improving Adolescent Literacy: Effective Classroom and Intervention practice guide on Recommendation 1 – Explicit vocabulary instruction.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss the reading and how writing can be used to enhance vocabulary</p> <p>Formative Assessment at Indicator Level: Teachers conduct a writing lesson in their classroom with an emphasis on vocabulary and write a reflection on the lesson.</p>	
	<p>2.E.6 Provide a classroom learning environment that supports wide</p>	<p>Required Course Reading(s): Teachers read page 11-12 in the Foundational Skills to Support</p>	

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	<p>reading of print and digital texts, both informational and literary, to enhance vocabulary.</p>	<p>Reading for Understanding in Kindergarten Through 3rd Grade practice guide regarding teaching academic vocabulary in the context of other reading activities Teachers read pages 11-15 of the Improving Adolescent Literacy: Effective Classroom and Intervention practice guide on Recommendation 1 – Explicit vocabulary instruction.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss the reading and their own classroom environment. They describe how their learning environment supports vocabulary development.</p> <p>Formative Assessment at Indicator Level: Teachers take photos of reading areas, classroom libraries etc. that they will share with other participants.</p>	
	<p>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.</p>	<p>Required Course Reading(s): Teachers read this article from the Texas Center for Learning Disabilities and consider how the evidence-based strategies could be used in their classrooms: https://www.texasldcenter.org/teachers-corner/five-research-based-ways-to-teach-vocabulary</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss the reading.</p> <p>Formative Assessment at Indicator Level: Teachers create a lesson using one or more of the vocabulary strategies noted in the article.</p>	

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	<p>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).</p>	<p>Required Course Reading(s): Teachers read page 13-30 in the Teaching Academic Content and Literacy to English Learners in Elementary and Middle School practice guide regarding teaching academic vocabulary (Recommendation 1). Curriculum Study Assignment at Indicator Level: In small groups, teachers discuss the reading and the activities that are presented in the practice guide Formative Assessment at Indicator Level: Teachers choose an activity to implement in their classroom and share with the whole group in an upcoming session.</p>	
	<p>2.E.9 Administer and document appropriate vocabulary informal and formal assessments to inform instruction to meet individual student strengths and needs.</p>	<p>Required Course Reading(s): Teachers review the Assessment section of Reading 101:A Guide to Teaching Reading and Writing and discuss the Overview of Informal Assessments at Reading 101: A Guide to Teaching Reading and Writing. Teachers also review the assessments available in their district and discuss how they use the data to drive instruction. Curriculum Study Assignment at Indicator Level: Teachers discuss how they assess vocabulary learning in their classrooms. Formative Assessment at Indicator Level: Teachers review data from vocabulary assessments in their classroom and plan for upcoming instruction based on the data.</p>	
Competency 2			

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<i>Application of Evidence-based Instructional Practices</i>			
Performance Indicator F: Comprehension			
Course Number & Name of Course	Indicator Code with Specific Indicator Language	Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment	Summative Assessment
Click or tap here to enter text.	2.F.1 Use both evidence-based oral language and writing experiences (i.e., language experiences , dictation, summary writing) to enhance comprehension .	<p>Required Course Reading(s): . Teachers read pages 7-8 in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade practice guide.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss how oral and written language can enhance comprehension. Teachers review Example 1.3 on page 9 of the foundational reading skills practice guide which recounts a conversation between a teacher and students to enhance oral language skills and thus facilitate comprehension. Click or tap here to enter text.</p> <p>Formative Assessment at Indicator Level: Teachers list evidence-based practices they use in their classrooms to enhance oral language and writing experiences to enhance comprehension.</p>	CULMINATING PROJECT FOR COMPETENCY 1 & 2: Teachers will develop a series of at least five lessons as a culminating activity for Competencies 1 & 2. Using the appropriate grade level standards, the teacher will develop lessons that incorporate evidence-based instructional practices that promote comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary. The lessons will contain activities that are differentiated and address the needs of struggling readers including students with dyslexia, English learners, students working on grade level, and those working above grade levels. They will include multisensory approaches. The
	2.F.2 Apply explicit, systematic and sequential evidence-based comprehension practices (e.g., student question generation, summarizing, extended text discussion).	Required Course Reading(s) : Teachers read pages 21-25 in the Improving Adolescent Literacy: Effective Classroom and Intervention Practices practice guide addressing Recommendation 3: Provide opportunities for	

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		<p>extended discussion of text meaning and interpretation.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss the text.</p> <p>Formative Assessment at Indicator Level: Teachers select a text they use in their classroom and develop questions to facilitate discussion or serve as writing prompts.</p>	<p>teacher should describe how data was analyzed to ascertain the needs of students. The lessons will be conducted in the classroom and teachers will submit their lessons along with a reflection sheet to their facilitator after they deliver the lessons in the classroom. In addition, teachers will make a presentation of their lessons during the last session of the course.</p>
	<p>2.F.3 Apply appropriate instructional practices to improve comprehension in domain-specific texts as determined by the student’s strengths and needs.</p>	<p>Required Course Reading(s): Teachers read pages 30-32 in the Improving Reading Comprehension in Kindergarten Through 3rd Grade practice or pages 16-20 in the Improving Adolescent Literacy: Effective Classroom and Intervention Practices practice guide on selecting texts purposefully to support comprehension development.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers select a domain-specific book and model a comprehension strategy for students in the classroom. They can use a strategy for a digital or printed text and should discuss with students how the strategy might differ depending on the type of text that is being used.</p> <p>Formative Assessment at Indicator Level: Teachers select a domain-specific book and model a comprehension strategy for students in the classroom. They can use a strategy for a digital or printed text and should discuss with</p>	

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		students how the strategy might differ depending on the type of text that is being used	
	<p>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.</p>	<p>Required Course Reading(s): Teachers read pages 32-37 in the Foundational Skills to Support Reading for Understanding in Kindergarten Through Third Grade practice guide.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss in small groups how they ensure that each student reads connected text every day and how they teach students to self-monitor and self-correct when reading.</p> <p>Formative Assessment at Indicator Level: Teachers watch Video 33 from the Professional Learning Communities Facilitator's Guide for the What Works Clearinghouse Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade (foundational reading skills practice guide PLC) (The Fix-It Game) and complete the video viewing guide. After viewing the video, teachers discuss which words presented opportunities for the teacher to model, scaffold, and provide feedback to support accurate and efficient word identification.</p>	
	<p>2.F.5 Use the interaction of readers’ characteristics (background knowledge, interests, strengths and needs) along with-motivation, text</p>	<p>Required Course Reading(s): Teachers read Appendix D pages 50-53 regarding rationale for evidence rating for Recommendation 1 – Teach students how to use reading comprehension strategies in the Improving Reading</p>	

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	<p>complexity and purpose for reading to impact comprehension and student engagement.</p>	<p>Comprehension in Kindergarten Through 3rd Grade practice guide. Teachers read pages 26-30 in the Improving Adolescent Literacy: Effective Classroom and Intervention Practices practice guide. Curriculum Study Assignment at Indicator Level: Teachers discuss how engage students, activate prior knowledge, encourage inference making, and teach summarizing in their classroom. They also discuss how they use the gradual release model. Formative Assessment at Indicator Level: Teachers write a reflection sharing how they intentionally incorporate these practices in their classroom.</p>	
	<p>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.</p>	<p>Required Course Reading(s): Teachers read pages 32-27 in the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide Curriculum Study Assignment at Indicator Level: Teachers discuss in small groups how they ensure that each student reads connected text every day and how they teach students to self-monitor and self-correct when reading. Teachers watch Video 33 from the Professional Learning Communities Facilitator's Guide for the What Works Clearinghouse Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade (foundational reading skills practice guide</p>	

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		<p>PLC) (The Fix-It Game) and complete the video viewing guide</p> <p>Formative Assessment at Indicator Level: Teachers develop a schedule to ensure students have opportunities to read connected text every day with corrective feedback.</p>	
	<p>2.F.7 Determine appropriate cognitive targets (e.g., locate/recall; integrate/interpret; critique/evaluate) based on reader’s cognitive development in the construction of meaning of literary and informational texts.</p>	<p>Required Course Reading(s): Teachers read pages 24-25 in the Improving Reading Comprehension in Kindergarten through 3rd Grade practice guide on using discussion to help students meet cognitive targets. Review Table 7 which is a description of NAEP categories of comprehension and discuss.</p> <p>Curriculum Study Assignment at Indicator Level: Discuss the reading above.</p> <p>Formative Assessment at Indicator Level: Teachers summarize the reading and explain orally how they establish cognitive targets in their classrooms</p>	
	<p>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).</p>	<p>Required Course Reading(s): Teachers read pages 30-32 in the Improving Reading Comprehension for Kindergarten Through 3rd Grade practice or pages 16-20 in the Improving Adolescent Literacy: Effective Classroom and Intervention Practices practice guide on selecting texts purposefully to support comprehension development.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss the reading.</p>	

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		<p>Formative Assessment at Indicator Level: Teachers develop and share lists of sources of digital texts and discuss how they select texts for instruction.</p>	
	<p>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.</p>	<p>Required Course Reading(s): Teachers read Appendix D pages 50-53 regarding rationale for evidence rating for Recommendation 1 – Teach students how to use reading comprehension strategies in the Improving Reading Comprehension for Kindergarten Through 3rd Grade practice guide</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss in small groups how they ensure that each student reads connected text every day and how they teach students to self-monitor and self-correct when reading. Teachers watch Video 33 from the Professional Learning Communities Facilitator's Guide for the What Works Clearinghouse Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade (foundational reading skills practice guide PLC) (The Fix-It Game) and complete the video viewing guide. After viewing the video, teachers discuss which words presented opportunities for the teacher to model, scaffold, and provide feedback to support accurate and efficient word identification.</p> <p>Formative Assessment at Indicator Level: Teachers model comprehension strategies for</p>	

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		students and help them understand when to apply the strategies.	
	<p>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.</p>	<p>Required Course Reading(s): Teachers review pages 20-67(Recommendation 3) in the Providing Reading Interventions for Students in Grades 4-9.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers jigsaw the text – some read pages 20-36; others pages 37-46; and others read pages 47-67.</p> <p>Formative Assessment at Indicator Level: Using artifacts based on evidence-based small or whole group lessons used within their classrooms, teachers will share evidence-based practices they implement in their classrooms and discuss determination of strengths and needs of students represented with these artifacts..</p>	
	<p>2.F.11 Use knowledge of English learners’ linguistic and cultural background to support comprehension, including English learners with characteristics of reading difficulties and dyslexia.</p>	<p>Required Course Reading(s): Teachers read pages 31-45 (Recommendation 2) of Teaching Academic Content in Literacy to English Learners in Elementary and Middle School. Teachers discuss the importance of using linguistic and cultural background to help facilitate comprehension skills. Teachers review strategies presented in the practice guide to help facilitate comprehension.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss the importance of using</p>	

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		<p>linguistic and cultural background to help facilitate comprehension skills. Teachers review strategies presented in the practice guide to help facilitate comprehension.</p> <p>Formative Assessment at Indicator Level: Teachers will develop a lesson plan to enhance text discussions based on Recommendation 3 (pgs. 23-29) of the Improving Reading Comprehension in Kindergarten Through 3rd Grade practice guide. They will then conduct the lesson in their classrooms.</p>	
	<p>2.F.12 Administer and document appropriate comprehension informal and formal assessments to inform instruction determined by individual student strengths and needs.</p>	<p>Required Course Reading(s): Teachers read pages 10-18- Recommendation 1 from the Using Student Achievement Data to Support Instructional Decision Making, which addresses using data in an ongoing cycle of instructional improvement. Teachers discuss the data they use to make decisions and how they analyze that data. Teachers read How to Analyze or Assess Reading Comprehension and discuss.</p> <p>Curriculum Study Assignment at Indicator Level: : Teachers also review the assessments available in their district and discuss how they use the data to drive instruction.</p> <p>Formative Assessment at Indicator Level: Teachers also review the assessments available in their district and discuss how they use the data to drive instruction.</p>	
Competency 2			

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<i>Application of Evidence-based Instructional Practices</i>			
Performance Indicator G: Integration of Reading Components			
Course Number & Name of Course	Indicator Code with Specific Indicator Language	Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment	Summative Assessment
Click or tap here to enter text.	2.G.1 Apply the knowledge of phonemic, semantic and syntactic variability between English and other languages to inform instruction.	<p>Required Course Reading(s): Required Course Reading(s): Teachers read the article “Fostering Literacy Development in English Language Learners” by Karen Ford at the Colorin Colorado! Website.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss the article in small groups. choose one article from the “resources to read” and summarize for members of their small group.</p> <p>Formative Assessment at Indicator Level: Teachers will be given language scenarios that include specific examples of variability within languages and will develop and when applicable deliver lesson. Upper-level teachers can engage their classroom students in this activity to increase their metacognitive level to this variability.</p>	CULMINATING PROJECT FOR COMPETENCY 1 & 2: Teachers will develop a series of at least five lessons as a culminating activity for Competencies 1 & 2. Using the appropriate grade level standards, the teacher will develop lessons that incorporate evidence-based instructional practices that promote comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary. The lessons will contain activities that are differentiated and address the needs of struggling readers including students with dyslexia, English learners, students working on grade level, and those working above grade levels. They will include multisensory approaches. The teacher should describe how
	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).	<p>Required Course Reading(s): Teachers review Tables 3 and 4 on pages 12-13 of the Improving Reading Comprehension in Kindergarten Through 3rd Grade practice guide detailing specific strategies for improving students’ metacognitive skills in reading including English</p>	

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		<p>learners.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss the reading in small group.</p> <p>Formative Assessment at Indicator Level: Teachers share artifacts and plans that demonstrate the integration of one of the evidence-based practices in their reading.</p>	<p>data was analyzed to ascertain the needs of students. The lessons will be conducted in the classroom and teachers will submit their lessons along with a reflection sheet to their facilitator after they deliver the lessons in the classroom. In addition, teachers will make a presentation of their lessons during the last session of the course.</p>
	<p>2.G.3 Apply the knowledge of the interdependence among the reading components and their effect upon reading as a process for all students.</p>	<p>Required Course Reading(s): https://www.weareteachers.com/scarboroughs-rope/</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss the article and how applying this knowledge of interdependence among the reading components and their effect as a process for all students enhances their reading instruction.</p> <p>Formative Assessment at Indicator Level: Teachers review recent lesson plans to reflect upon how they can ensure that they have integrated instructional practices. Teachers plan for integration of reading components in subsequent lessons and document how they have accomplished this integration.</p>	
	<p>2.G.4 Use oral language and an information intensive environment to impact reading and writing development.</p>	<p>Required Course Reading(s): After teachers read pages 7-8 of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide, they review Example 1.1 on page 7. discuss how social and academic language differ. They also</p>	

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		<p>discuss inferential language, narrative language, and academic vocabulary. Teachers chart ideas to create an environment where students can practice social and academic language and discuss diverse texts.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss how social and academic language differ. They also discuss inferential language, narrative language, and academic vocabulary. Teachers chart ideas to create an environment where students can practice social and academic language and discuss diverse texts.</p> <p>Formative Assessment at Indicator Level: Teachers share artifacts and lesson plans that demonstrate an information intense environment designed to impact reading and writing development.</p>	
	<p>2.G.5 Use evidence-based practices for selecting literature and domain specific print and digital text appropriate to students’ age, interests and reading proficiency.</p>	<p>Required Course Reading(s): Teachers review pgs. 30-38 in the Improving Reading Comprehension in Kindergarten Through 3rd Grade practice guide – Recommendations 4 & 5 on selecting texts purposefully to support comprehension and establishing an engaging and motivating context in which to teach reading comprehension.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss the composition of their classroom libraries and create a list of titles that</p>	

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		<p>would be high interest to students and add to the diversity of the library</p> <p>Formative Assessment at Indicator Level: Teachers use the B.E.S.T. standards sample book lists and other research-based resources to select text and create an information intensive environment.</p>	
	<p>2.G.6 Apply knowledge of the relationships among decoding, automatic word recognition, fluency and comprehension in reading instruction.</p>	<p>Required Course Reading(s): Teachers read page two of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd grade practice guide.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss how all of the recommendations work together to help develop readers with strong foundational and comprehension skills.</p> <p>Formative Assessment at Indicator Level: Teachers create a graphic depicting how the components of reading work together to foster comprehension.</p>	
	<p>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.</p>	<p>Required Course Reading(s): Teachers read page two of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd grade practice guide and pages 17-22 of the Improving Reading Comprehension in Kindergarten Through 3rd Grade practice guide .</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss the reading.</p> <p>Formative Assessment at Indicator Level: Using the FLDOE Practice Profile as a tool to establish</p>	

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		<p>common language and provide specific feedback, teachers will be observed at their school site, teaching a lesson designed to support comprehension by interconnecting graphophonemics, syntax, semantics, pragmatics, vocabulary schema and text structures. These artifacts will be shared in small groups</p>	
	<p>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.</p>	<p>Required Course Reading(s): Teachers read pages 1-3 of the Providing Reading Interventions for Students in Grades 4-9 practice guide and skim through the recommendations in the document. Curriculum Study Assignment at Indicator Level: Teachers discuss examples of evidence-based practices they find in the practice guide integrating the components of reading. Formative Assessment at Indicator Level: Teachers select an evidence-based practice to implement in their classroom and write a reflection.</p>	
	<p>2.G.9 Engage and support caregivers and families in evidence-based language and reading development activities for their children and adolescents.</p>	<p>Required Course Reading(s): Teachers review one of the Supporting Family Involvement in Foundational Reading Skills teacher guides for Kindergarten, first, second or third grade Curriculum Study Assignment at Indicator Level: : Teachers select a video from the teacher-guide and explore the activity depicted in the video</p>	

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		<p>Formative Assessment at Indicator Level: Teachers prepare the materials for one of the family activities and use it to engage families of students in their classrooms. Click or tap here to enter text.</p>	
	<p>2.G.10 Communicate (orally and in writing) the meaning of reading assessment data with students, caregivers and other teachers.</p>	<p>Required Course Reading(s): Teachers read the article How to Share Data with Families from ASCD. Curriculum Study Assignment at Indicator Level: Teachers discuss the article why it is important to share data with families and how it can be beneficial Formative Assessment at Indicator Level: Teachers create a schedule of times during the school year when they will intentionally meet with families to share their student’s data.</p>	
	<p>2.G.11 Triangulate documented data from appropriate informal and formal reading assessments to inform instruction to address individual student strengths and needs.</p>	<p>Required Course Reading(s): Teachers review the Assessment section of Reading 101:A Guide to Teaching Reading and Writing and discuss the Overview of Informal Assessments at Reading 101: A Guide to Teaching Reading and Writing. They will collect data with assessments used in their classrooms, triangulate that data, and use it to drive instruction. Curriculum Study Assignment at Indicator Level: Teachers also review the assessments available in their district and discuss how they use the data to drive instruction.</p>	

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		Formative Assessment at Indicator Level: Teachers collect data with assessments used in their classrooms, triangulate that data, and use it to drive instruction	
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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 <i>Foundations and Applications of Assessments</i>			
Course Number & Name of Course	Indicator Code with Specific Indicator Language	Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment	Summative Assessment
01-013-008	3.1 Understand and apply measurement concepts and characteristics of reading assessments to identify students' strengths and needs.	<p>Required Course Reading(s): Reading Rockets: The Simple View of Reading; The Access Center: Improving Outcomes for All students K-8 (2005), Early Learning Assessments: A Guiding Tool for Instruction, The Access Center, Washington D.C. University of Florida Literacy Initiative: Introduction to Reading Assessment https://www.youtube.com/watch?v=gXVutdz5NG0; IES/WWC Using Student Achievement Data to Support Instructional Decision Making.</p> <p>Reading 101 is a service of WETA/ Reading Rockets in collaboration with the Center for Effective Reading Instruction and The International Dyslexia Association. Reading 101 is made possible in part by grants from The National Education Association and the LD Network. Overview of Informal Assessments at Reading 101: A Guide to Teaching Reading and Writing. https://sedl.org/reading/rad/database.html , this provides a data base of assessments and purpose</p> <p>Curriculum Study Assignment at Indicator Level: Participants will engage in discussions on topic of using reading assessments to identify students' strengths and need. They will understand and apply measurement concepts to identify strengths and needs of students. In small groups and</p>	Teachers will administer a series of assessments including a norm-referenced, standardized test of reading (e.g., Woodcock-Johnson), informal reading inventory (e.g., Qualitative Reading Inventory), and a series of curriculum-based measures (i.e., writing progress monitoring assessment) that assess the five areas of reading (phonological awareness, phonics, fluency, vocabulary and

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		<p>pairs they will practice administration of a variety of assessments and use the student data packets to discuss and plan in a supported setting.</p> <p>Formative Assessment at Indicator Level: Teachers gain understanding and apply concepts using provided students scenario, actively engage in administering and interpretation of data from assessments. This knowledge within their classrooms and shared through written reflections and discussions throughout sessions and in summative assessment.</p>	<p>comprehension). In addition to formal and informal assessments of reading achievement, teachers will also interview the child or administer a survey (e.g., attitudes toward reading) to provide a more holistic understanding of the child’s reading development. After administering and scoring the assessments, teachers will analyze and synthesize findings into a report that includes: (1) a description of the child’s current reading performance, (2) interpretation of the administered assessments, (3) instructional recommendations that includes methods for differentiating</p>
	<p>3.2 Administer formative and summative assessments, including screening, progress monitoring, diagnostic and outcome measures and understand their purposes and functions.</p>	<p>Required Course Reading(s) : IES/WWC Using Student Achievement Data to Support Instructional Decision Making; University of Florida Literacy Initiative: Introduction to Reading Assessment https://www.youtube.com/watch?v=gXVutdz5NG0; Reading 101 is a service of WETA/ Reading Rockets in collaboration with the Center for Effective Reading Instruction and The International Dyslexia Association. Reading 101 is made possible in part by grants from The National Education Association and the LD Network. Overview of Informal Assessments at Reading 101: A Guide to Teaching Reading and Writing. https://sedl.org/reading/rad/database.html , this provides a data base of assessments and purpose</p> <p>Curriculum Study Assignment at Indicator Level: Participants will engage in the administration of several different assessment types and gain knowledge of the classification types of assessment and purposes and how to administer given assessments. Practice will be given for practice in small groups, and pairs.</p> <p>Formative Assessment at Indicator Level: Given a list of assessments and purposes participants will complete a closed sort determining specific classification of assessment types and their functions. Additionally, participants will practice within their classrooms giving and interpreting a variety of assessments.</p>	<p>comprehension). In addition to formal and informal assessments of reading achievement, teachers will also interview the child or administer a survey (e.g., attitudes toward reading) to provide a more holistic understanding of the child’s reading development. After administering and scoring the assessments, teachers will analyze and synthesize findings into a report that includes: (1) a description of the child’s current reading performance, (2) interpretation of the administered assessments, (3) instructional recommendations that includes methods for differentiating</p>

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	<p>3.3 Administer various informal reading assessments across each component of reading development and understand their purposes and functions.</p>	<p>Required Course Reading(s): Reading Rockets: Informal Reading Assessments; Reading 101 is a service of WETA/ Reading Rockets in collaboration with the Center for Effective Reading Instruction and The International Dyslexia Association. Reading 101 is made possible in part by grants from The National Education Association and the LD Network. Overview of Informal Assessments at Reading 101: A Guide to Teaching Reading and Writing. https://sedl.org/reading/rad/database.html , this provides a data base of assessments and purpose; Teachers also review the assessments available in their district and bring samples with administration guides.</p> <p>Curriculum Study Assignment at Indicator Level: Using free and purchased informal assessments participants will engage in the administration and scoring of informal reading assessments and discuss their function and how the results inform the strengths and needs of students.</p> <p>Formative Assessment at Indicator Level: Teachers will determine informal assessment to use for which purpose and how this information informs instruction and interventions. They will be given several informal assessments to choose from and will practice giving these within their classrooms. A reflection will be written and shared during the following session.</p>	<p>instruction based on learner needs, and (4) future plans for monitoring progress</p>
	<p>3.4 Understand the purposes of various formal reading assessments administered by school-based educators, including the differences between norm-referenced and criterion-referenced</p>	<p>Required Course Reading(s): IES/WWC Using Student Achievement Data to Support Instructional Decision Making; Institute of Education Sciences (IES) Regional Educational Laboratory Southeast at Florida State University: Reliability and Validity https://www.youtube.com/watch?v=L-ofOlsul4U; Reading 101 is a service of WETA/ Reading Rockets in collaboration with the Center for Effective Reading Instruction and The International Dyslexia Association. Reading 101 is made possible in part by grants from The National Education Association and the LD Network. Overview of Informal Assessments at Reading 101: A Guide to Teaching</p>	

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	<p>assessments and how to interpret data reports.</p>	<p>Reading and Writing. https://sedl.org/reading/rad/database.html , this provides a data base of assessments and purpose</p> <p>Curriculum Study Assignment at Indicator Level: Instructor will lead participants through data information and how to interpret data reports form these assessment types using the student data packet. Participants will work in small groups and pairs to understand the differences within assessment types and purposes as well as how to interpret reports. They will work in pairs and small groups administering different types of assessments and interpreting data reports available to them.</p> <p>Formative Assessment at Indicator Level: When given formal reading assessment data, participants will be able to interpret data reports and inform instructional decisions based on this data.</p>	
	<p>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.</p>	<p>Required Course Reading(s): Institute of Education Sciences (IES) Regional Educational Laboratory Southeast at Florida State University: Reliability and Validity https://www.youtube.com/watch?v=L-ofOlsuI4U; IES/WWC Using Student Achievement Data to Support Instructional Decision Making;</p> <p>Curriculum Study Assignment at Indicator Level: Instructor will guide participants through reading and interpreting reliability, validity and standard error of measurement on given measures.</p> <p>Formative Assessment at Indicator Level: Participants will discuss the impact that certain testing conditions may have on the outcome of data and how to ensure the measures are given in a reliable way to ensure validity and keep the standard error of measurement true.</p>	
	<p>3.6 Demonstrate knowledge of the characteristics, administration and interpretation of both</p>	<p>Required Course Reading(s): IES/WWC Using Student Achievement Data to Support Instructional Decision Making; IES/WWC: Assisting Students Struggling with Reading: Response to intervention and Multi-Tier Intervention in Primary Grades; Reading 101 is a service of WETA/ Reading Rockets in collaboration with the Center for Effective Reading Instruction and The International Dyslexia Association. Reading 101 is</p>	

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	<p>quantitative and qualitative reading assessments, including for use in triangulating data and planning instruction.</p>	<p>made possible in part by grants from The National Education Association and the LD Network. Overview of Informal Assessments at Reading 101: A Guide to Teaching Reading and Writing. https://sedl.org/reading/rad/database.html , this provides a data base of assessments and purpose</p> <p>Curriculum Study Assignment at Indicator Level: Participants will engage in the interpretation of quantitative and qualitative reading assessments and discuss implications for instructional planning.</p> <p>Formative Assessment at Indicator Level: Participants will be given data sets for them to analyze that include normed, criterion, informal, and qualitative data sets as well as information about the student for them to plan for instruction individually, then discuss within groups. Additionally, they will engage in a charting activity that delineates the differences between quantitative and qualitative reading assessments and share with the group.</p>	
	<p>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.</p>	<p>Required Course Reading(s): Participants read article, The critical Role of Instructional Response for Identifying Dyslexia and Other Learning Disabilities, Jeremy Mickiak, and Jack M. Fletcher. Just the Facts . . . information provided by the International DYSLEXIA Association. IES/WWC: Assisting Students Struggling with Reading: Response to intervention and Multi-Tier Intervention in Primary Grades; IES/WWC Using Student Achievement Data to Support Instructional Decision Making. Reading 101 is a service of WETA/ Reading Rockets in collaboration with the Center for Effective Reading Instruction and The International Dyslexia Association. Reading 101 is made possible in part by grants from The National Education Association and the LD Network. Overview of Informal Assessments at Reading 101: A Guide to Teaching Reading and Writing. https://sedl.org/reading/rad/database.html , this provides a data base of assessments and purpose</p>	

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		<p>Curriculum Study Assignment at Indicator Level: Participants will jig saw readings and as a group we will create a chart of perceptions vs. realities pertaining to these specific characteristics.</p> <p>Formative Assessment at Indicator Level: Using case studies, teachers will interpret the results and explain the consistency of the student’s performance with the characteristics of dyslexia.</p>	
	<p>3.8 Understand how reading disabilities, including dyslexia, vary in presentation and degree and know when to refer a student for additional assessment.</p>	<p>Required Course Reading(s): Participants read article, The critical Role of Instructional Response for Identifying Dyslexia and Other Learning Disabilities, Jeremy Mickiak, and Jack M. Fletcher. Just the Facts . . . information provided by the International DYSLEXIA Association.</p> <p>Curriculum Study Assignment at Indicator Level: Teachers discuss article and fact sheet</p> <p>Formative Assessment at Indicator Level: Using MTSS case studies of 3 different children teaches will analyze the provided data and indicate which student(s) present characteristics consistent with dyslexia and need further evaluation.</p>	
	<p>3.9 Know how to read and interpret standardized reading diagnostic test results administered by psychologists, speech-language professionals and educational evaluators.</p>	<p>Required Course Reading(s): How to Interpret standardized scores: https://nces.ed.gov/nationsreportcard/reading/interpret_results.aspx;</p> <p>Curriculum Study Assignment at Indicator Level: Participants will engage in analysis of case study activities and discuss interpretation of their findings of this report. Participants will interview staff at their school site to determine process, assessments used and instructional supports provided for students, parents, and educators to assist in the reading, understanding and implications of these findings.</p> <p>Formative Assessment at Indicator Level: Using the case study scenario, they will write a short synopsis of the finding, implications for instruction, supports that would be offered if this student were assessed at their school site and share with group during the next session.</p>	
	<p>3.10 Understand how to document and use data within a systematic</p>	<p>Required Course Reading(s) IES/WWC: Assisting Students Struggling with Reading: Response to intervention and Multi-Tier Intervention in Primary</p>	

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	<p>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.</p>	<p>Grades; IES/WWC Using Student Achievement Data to Support Instructional Decision Making. IRIS Center Module: The Response-to-Intervention Approach https://iris.peabody.vanderbilt.edu/module/rti01/cresource/q1/p02/#contentand Curriculum Study Assignment at Indicator Level: Working in groups or pairs participants will determine instructional changes that need to be made based on the information within the case study activity. Specifically, participants need to make a clear correlation to data used to determine these instructional changes and how they might be monitored for progress. They are to be specific in determining the assessments used and next steps based on their process for their school site. Formative Assessment at Indicator Level: Using the information from the paired or small group activity, participants will write a short explanation using data sources from the scenario to support these instructional changes and how they will be monitored for effective results. Additionally, they are to include what the next step would be at their school site if the student does not show progress.</p>	
	<p>3.11 Analyze data to identify trends that indicate adequate progress in student reading development.</p>	<p>Required Course Reading(s): https://www.readingrockets.org/article/student-progress-monitoring-what-means-your-child; IES/WWC Using Student Achievement Data to Support Instructional Decision Making; IES/WWC: Assisting Students Struggling with Reading: Response to intervention and Multi-Tier Intervention in Primary Grades; Curriculum Study Assignment at Indicator Level: Using case study and data provided participants will discuss trends indicated by information and how to progress monitor students' progress. Formative Assessment at Indicator Level: Participants will create a list of progress monitoring tools and what they might monitor for use within classrooms.</p>	

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	<p>3.12 Identify appropriate assessments and accommodations for progress monitoring all students.</p>	<p>Required Course Reading(s): Bureau of Exceptional Education and Student Services (BEES), Division of Public Schools, Florida Department of Education, http://fldoe.org/academics/exceptionalstudent-edu/bees-resources/presentations-pubs; https://www.readingrockets.org/article/student-progress-monitoring-what-means-your-child; Brown, J. E., Sanford, A. (2011). RTI for English Language Learners: Appropriately Screening and Progress Monitoring to Improve Instructional Outcomes. National Center on Response to Intervention; https://mtss4success.org/resource/rti-english-language-learners-appropriately-using-screening-and-progress-monitoring-tools. Curriculum Study Assignment at Indicator Level: Participants will interview MTSS representative at their school site to determine what progress monitoring assessments are used and how accommodations are given and the impact of these. Formative Assessment at Indicator Level: Participants will share this information with the group during the next session.</p>	
	<p>3.13 Identify, select and administer language-appropriate assessments in reading to students who are English learners.</p>	<p>Required Course Reading(s): https://www.colorincolorado.org/school-support/assessment-english-language-learners; multitude of resources and articles available at this site to assist learners. Brown, J. E., Sanford, A. (2011). RTI for English Language Learners: Appropriately Screening and Progress Monitoring to Improve Instructional Outcomes. National Center on Response to Intervention. https://mtss4success.org/resource/rti-english-language-learners-appropriately-using-screening-and-progress-monitoring-tools. Curriculum Study Assignment at Indicator Level: Participants will interview school level staff responsible for administering the appropriate assessments in reading to students who are English learners and the process for determining levels of support and eligibility. Formative Assessment at Indicator Level: Participants will report back the following session on the assessment used and procedure that is followed</p>	

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		<p>for this within their school sites. Participants will engage in the administration of the WIDA assessment if possible.</p>	
	<p>3.14 Understand how to analyze and interpret assessment results and make modifications to an assessment administered in English to an English learner.</p>	<p>Required Course Reading(s): https://www.colorincolorado.org/school-support/assessment-english-language-learners; multitude of resources and articles available at this site to assist learners. Brown, J. E., Sanford, A. (2011). RTI for English Language Learners: Appropriately Screening and Progress Monitoring to Improve Instructional Outcomes. National Center on Response to Intervention. https://mtss4success.org/resource/rti-english-language-learners-appropriately-using-screening-and-progress-monitoring-tools. Curriculum Study Assignment at Indicator Level: Participants will discuss the information provided in the article and what might be the impact on the reliability and validity of an assessment to an English Learner. Formative Assessment at Indicator Level: Participants will consider this information when assessing English Learners.</p>	
	<p>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.</p>	<p>Required Course Reading(s): Bureau of Exceptional Education and Student Services (BEES), Division of Public Schools, Florida Department of Education, http://fldoe.org/academics/exceptionalstudent-edu/beess-resources/presentations-pubs; Intervention Central website and articles; Lessons and Sample Materials from the National Center for Intensive Intervention: https://intensiveintervention.org; University of Florida Literacy Initiative an Introduction to Dyslexia: https://www.youtube.com/watch?v=VwCmQ6xuTRE&t=4s Curriculum Study Assignment at Indicator Level: Participants will combine the information from the article with district requirements and guidelines when assessing students with IEP or 504 plans in the area of reading. Formative Assessment at Indicator Level: Participants will discuss the impact these requirements may have on the reliability and validity as well</p>	

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		as the impact these accommodations have when informing instructional decisions.	
	3.16 Understand how to review assessment results with caregivers and families and share strategies for supporting reading development for students.	<p>Required Course Reading(s): IES/WWC: Assisting Students Struggling with Reading: Response to intervention and Multi-Tier Intervention in Primary Grades Additional resource guide: https://fcrr.org/resources/supporting-family-involvement-foundational-reading-skills and https://www.fldoe.org/academics/standards/just-read-fl/families/</p> <p>Curriculum Study Assignment at Indicator Level: Participants will review various on-line resources and sites provided to help educators inform parents in how to support their children in the area of reading.</p> <p>Formative Assessment at Indicator Level: Teachers will reference these resources in culminating project.</p>	

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 <i>Foundations and Applications of Differentiated Instruction</i>			
Course Number & Name of Course	Indicator Code with Specific Indicator Language	Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment	Summative Assessment

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01-013-009	<p>4.1 Differentiate evidence-based reading instruction in oral language, phonological awareness, phonics, fluency, vocabulary and comprehension, ranging from enrichment practices to intensifying interventions.</p>	<p>Required Course Reading(s): Intensive Interventions Defined: https://intensiveintervention.org/data-based-individualization ; Taxonomy of Intervention Intensity: https://fcr.org/sites/g/files/upcbnu2836/files/media/PDFs/reading-endorsement/comp4/Taxonmy%20of%20Intervention%20Intensity.pdf; Reis, S.M., Renzulli, S.J., & Renzulli, J.S. (2021). Enrichment and gifted education pedagogy to develop talents, gifts and creative productivity. <i>Education Sciences</i>, 11, 615.; Vaughn, S., Gersten, R., Dimino, J., Taylor, M. J., Newman-Gonchar, R., Krowka, S., Kieffer, M. J., McKeown, M., Reed, D., Sanchez, M., St. Martin, K., Wexler, J., Morgan, S., Yañez, A., & Jayanthi, M. (2022). Providing Reading Interventions for Students in Grades 4–9 (WWC, 2007). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from https://whatworks.ed.gov/ Curriculum Study Assignment at Indicator Level: Teachers will analyze videos to identify evidence-based practices and methods used to differentiate (e.g., make instruction more explicit, create additional opportunities for practice, affirmative and corrective feedback, opportunities for skill transfer, etc.) for ELLs, students performing below expected levels, and children with identified disabilities. Teachers will use tools from sites on differentiation to guide their critiques including National Center for Improving Literacy - https://improvingliteracy.org/ and The National Center on Intensive Intervention - https://intensiveintervention.org/ Formative Assessment at Indicator Level: Throughout the course, teachers will share and reflect on lessons they created and implemented to include methods to differentiate for a variety of learners (i.e., ELL, learners with dyslexia and other reading disabilities, learners with 504 plans). They will reflect on the evidence-based practices incorporated in their lessons (i.e.,</p>	<p>This assignment will occur in stages. Teachers will design and administer a series of four lessons to address essential components of reading instruction with learners in your classroom setting. Two lessons will target word recognition and fluency, and two will address vocabulary and comprehension. Word Recognition and Fluency Lessons Both lessons will focus on word recognition and fluency at the individual word level or in connected text. Word recognition may include letter/sound correspondence, sight word instruction (i.e., high frequency words that are decodable and/or irregular), phonics instruction,</p>
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		<p>multisensory materials, multiple opportunities to apply a new skill, opportunities to build comprehension through higher order thinking, building background knowledge, and writing). They will explain how they will continue to monitor progress to inform their planning. .</p>	<p>and/or multisyllabic word instruction. Fluency instruction may include reading rate, accuracy and/or prosody of connected text or rate and accuracy of individual word reading.</p>
	<p>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.</p>	<p>Required Course Reading(s): Sanford, A. (2011). RTI for English Language Learners: Appropriately Screening and Progress Monitoring to Improve Instructional Outcomes. National Center on Response to Intervention. https://mtss4success.org/resource/rti-english-language-learners-appropriately-using-screening-and-progress-monitoring-tools; website: https://www.colorincolorado.org/ell-basics/ell-resources-grade Curriculum Study Assignment at Indicator Level: Working in pairs (small group) participants will be assigned sections in guide and websites to report back information and how they would use this. Formative Assessment at Indicator Level: Using case study data of an ELL, teachers will explain the second language acquisition of English language learners using current theories and identify evidence-based practices to facilitate reading development based on the presented characteristics</p>	<p>Vocabulary and Comprehension Lessons Both lessons will focus on vocabulary and comprehension instruction. Instruction may include text being read aloud (listening comprehension) or students reading text orally or silently. This lesson will center around one text. That text will be used to select specific target vocabulary and to teach a comprehension strategy or lead a discussion to ensure comprehension (i.e.,</p>
	<p>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.</p>	<p>Required Course Reading(s): Brown, J. E., Sanford, A. (2011). RTI for English Language Learners: Appropriately Screening and Progress Monitoring to Improve Instructional Outcomes. National Center on Response to Intervention. https://mtss4success.org/resource/rti-english-language-learners-appropriately-using-screening-and-progress-monitoring-tools Curriculum Study Assignment at Indicator Level: : Teachers will watch videos from IRIS module on 2nd language acquisition. Discuss methods for differentiation for a learner based on social and academic language presented: https://iris.peabody.vanderbilt.edu/module/ell/cresource/q1/p02/#content; Formative Assessment at Indicator Level: Using case study data of an ELL, teachers will explain the second language acquisition of English language</p>	<p>comprehension) or students reading text orally or silently. This lesson will center around one text. That text will be used to select specific target vocabulary and to teach a comprehension strategy or lead a discussion to ensure comprehension (i.e.,</p>

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		<p>learners using current theories and identify evidence-based practices to facilitate reading development based on the presented characteristics.</p>	<p>interactive discussion about text including Socratic seminars or questioning the author, etc.). Selected instructional practices must be designed to (1) develop higher order thinking (e.g., inference making, integration of information) and (2) conceptual understanding of words that goes beyond labeling a word (e.g., relationships between words/concepts; function of words).</p>
	<p>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.</p>	<p>Required Course Reading(s): Catts, H.W., Adlof, S.M., & Weismer, S. E. (2006). Language deficits in poor comprehenders: A case for the Simple View of Reading. <i>Journal of Speech, Language, and Hearing Research</i>, 49, 278-293. Brown, J. E., Sanford, A. (2011). RTI for English Language Learners: Appropriately Screening and Progress Monitoring to Improve Instructional Outcomes. National Center on Response to Intervention. https://mtss4success.org/resource/rti-english-language-learners-appropriately-using-screening-and-progress-monitoring-tools;</p> <p>Curriculum Study Assignment at Indicator Level: Using Scarborough’s Reading Rope and Simple View of Reading, participants will use scenario provided with student data and information to discuss implications these two elements have when informing instruction., Watch a video identifying factors that impact reading development and discuss in the terms of the Simple View of Reading. https://institute.aimpa.org/resources/teachable-moments/teachablemomentdisplay/~board/institute-trainings/post/dr-louise-spear-swerling</p> <p>Formative Assessment at Indicator Level: Click or tap here to enter text. Using case study data assessing each of the reading components, teachers will identify the language, cognitive and developmental skills of learners and how these skills impact reading performance. Teachers will make research-based instructional recommendations based on provided data including: oral language skills, phonological/ phonemic awareness, phonics, fluency, vocabulary and comprehension.</p>	<p>Lesson Plan Reflections Reflection 1: A 2-page double spaced reflection on the first word recognition and fluency lesson and the first vocabulary and comprehension lesson. In the reflection include the following: 1. A research-based rationale for the</p>
	<p>4.5 Recognize how characteristics of both language and cognitive development impact</p>	<p>Required Course Reading(s): Adlof, S.M., & Weismer, S. E. (2006). Language deficits in poor comprehenders: A case for the Simple View of Reading. <i>Journal of Speech, Language, and Hearing Research</i>, 49, 278-293</p>	<p>In the reflection include the following: 1. A research-based rationale for the</p>

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	<p>reading proficiency to differentiate instruction.</p>	<p>APM Reports: Hard to Read https://www.apmreports.org/episode/2017/09/11/hard-to-read Curriculum Study Assignment at Indicator Level: Using this article along with the Simple View of Reading and Reading Rope, participants will discuss the direct tie between these components and comprehension of text. Formative Assessment at Indicator Level: Participants will create a flow chart indicating how a deficiency in one of these areas impacts reading proficiency and the impact this would have when differentiating instruction.</p>	<p>instructional procedures selected. 2. Data collected from the progress monitoring assessments. Respond to the following questions: 1. To what extent did students meet the identified objectives? 2. Based on the progress monitoring data, how will you differentiate instruction in your next pair of lessons? Reflection 2: A 2-page double spaced reflection on the second word recognition and fluency lesson and the second vocabulary and comprehension lesson. In the reflection include the following: 1. A research-based rationale for the instructional procedures selected. 2. Data collected from the</p>
	<p>4.6 Recognize the characteristics of competent and skilled readers to differentiate instruction more effectively.</p>	<p>Required Course Reading(s): The Simple View of Reading; https://www.readingrockets.org/article/simple-view-reading article and video series Curriculum Study Assignment at Indicator Level: Participants engage in the learning discussion using these resources to articulate how this “view” identifies characteristics of “skilled readers” and how the implication this has when differentiating instruction. Formative Assessment at Indicator Level: Using provided scenario and Reading Rope graphic from article, participants will list the areas that the student is demonstrating skill or competence and the implication this has when planning for differentiation.</p>	
	<p>4.7 Compare language, reading and cognitive development of different age groups (primary, intermediate, secondary levels) and abilities to inform differentiated instruction.</p>	<p>Required Course Reading(s): Castle, A., Rastle, K., & Nation, K. (2018). Ending the reading wars: Reading acquisition from novice to expert. Psychological Science in Public Interest, 19, 5-51. Honig, B., Diamond, L., & Gutlohn, L. (2018). CORE: Teaching reading sourcebook (Updated 3rd ed.) Curriculum Study Assignment at Indicator Level: Participants will engage in readings and discussions focused on developmental levels and continuums for learning. Teachers will view videos of reading development at different stages and compare language, cognitive and reading acquisition of the represented age groups. https://www.greatschools.org/gk/category/milestones-subjects/reading/</p>	

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		<p>Formative Assessment at Indicator Level: Using case study data assessing each of the reading components, teachers will identify the language, cognitive and developmental skills of learners and how these skills impact reading performance. Teachers will make research-based instructional recommendations based on provided data including: oral language skills, phonological/ phonemic awareness, phonics, fluency, vocabulary and comprehension.</p>	<p>progress monitoring assessments. Respond to the following questions: 1. To what extent did students meet the identified objectives? 2. Based on the progress monitoring data, how will you differentiate instruction in your future lessons?</p>
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	<p>4.8 Select and use developmentally appropriate multisensory materials that address students’ strengths and needs in order to differentiate instruction.</p>	<p>Required Course Reading(s): What is Multi-Sensory Instruction: https://www.understood.org/en/articles/multisensory-instruction-what-you-need-to-know and related articles on teaching implications</p> <p>Curriculum Study Assignment at Indicator Level: Teachers will analyze videos to identify evidence-based practices and methods used to differentiate (e.g., make instruction more explicit, create additional opportunities for practice, affirmative and corrective feedback, opportunities for skill transfer, etc.) for ELLs, students performing below expected levels, and children with identified disabilities. Teachers will use tools from sites on differentiation to guide their critiques including National Center for Improving Literacy - https://improvingliteracy.org/ and The National Center on Intensive Intervention - https://intensiveintervention.org/</p> <p>Formative Assessment at Indicator Level: Throughout the course, teachers will share and reflect on lessons they created and implemented to include methods to differentiate for a variety of learners (i.e., ELL, learners with dyslexia and other reading disabilities, learners with 504 plans). They will reflect on the evidence-based practices incorporated in their lessons (i.e., multisensory materials, multiple opportunities to apply a new skill, opportunities to build comprehension through higher order thinking, building background knowledge, and writing). They will explain how they will continue to</p>	
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		<p>monitor progress to inform their planning. Click or tap here to enter text.</p>	
	<p>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.</p>	<p>Required Course Reading(s) : Vaughn, S., Gersten, R., Dimino, J., Taylor, M. J., Newman-Gonchar, R., Krowka, S., Kieffer, M. J., McKeown, M., Reed, D., Sanchez, M., St. Martin, K., Wexler, J., Morgan, S., Yañez, A., & Jayanthi, M. (2022). Providing Reading Interventions for Students in Grades 4–9. Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from https://whatworks.ed.gov/</p> <p>Curriculum Study Assignment at Indicator Level: Teachers will watch a video documenting on how to plan for differentiation based on data: https://dwwlibrary.wested.org/resources/360 Teachers will identify assessments they can use in their classrooms to plan to differentiate instruction.</p> <p>Formative Assessment at Indicator Level: Teachers will design a plan to assess students in their classroom to plan lessons addressing the components of reading</p>	
	<p>4.10 Differentiate reading instruction for English learners across various levels of literacy development in their first language.</p>	<p>Required Course Reading(s): Brown, J. E., Sanford, A. (2011). RTI for English Language Learners: Appropriately Screening and Progress Monitoring to Improve Instructional Outcomes. National Center on Response to Intervention. https://mtss4success.org/resource/rti-english-language-learners-appropriately-using-screening-and-progress-monitoring-tools; https://www.colorincolorado.org/ell-basics/ell-resources-grade</p>	

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		<p>Curriculum Study Assignment at Indicator Level: Teachers will analyze videos to identify evidence-based practices and methods used to differentiate (e.g., make instruction more explicit, create additional opportunities for practice, affirmative and corrective feedback, opportunities for skill transfer, etc.) for ELLs, students performing below expected levels, and children with identified disabilities. Teachers will use tools from sites on differentiation to guide their critiques including National Center for Improving Literacy - https://improvingliteracy.org/ and The National Center on Intensive Intervention - https://intensiveintervention.org/</p> <p>Formative Assessment at Indicator Level: Using case study data of an ELL, teachers will explain the second language acquisition of English language learners using current theories and identify evidence-based practices to facilitate reading development based on the presented characteristics.</p>	
	<p>4.11 Implement evidence-based intervention practices for students with substantial reading difficulties, including those who exhibit the characteristics of dyslexia.</p>	<p>Required Course Reading(s): Snowling, M. J., Hulme, C., & Nation, K. (2020). Defining and understanding dyslexia: Past, present and future. <i>Oxford Review of Education</i>, 46, 501-513; Vaughn, S., Gersten, R., Dimino, J., Taylor, M. J., Newman-Gonchar, R., Krowka, S., Kieffer, M. J., McKeown, M., Reed, D., Sanchez, M., St. Martin, K., Wexler, J., Morgan, S., Yañez, A., & Jayanthi, M. (2022). <i>Providing Reading Interventions for Students in Grades 4–9</i>. Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education.</p>	

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		<p>Retrieved from https://whatworks.ed.gov/Reports; Hard to Read https://www.apmreports.org/episode/2017/09/11/hard-to-read</p> <p>Curriculum Study Assignment at Indicator Level: Teachers will analyze videos to identify evidence-based practices and methods used to differentiate (e.g., make instruction more explicit, create additional opportunities for practice, affirmative and corrective feedback, opportunities for skill transfer, etc.) for ELLs, students performing below expected levels, and children with identified disabilities. Teachers will use tools from sites on differentiation to guide their critiques including National Center for Improving Literacy - https://improvingliteracy.org/ and The National Center on Intensive Intervention - https://intensiveintervention.org/</p> <p>Formative Assessment at Indicator Level: Throughout the course, teachers will share and reflect on lessons they created and implemented to include methods to differentiate for a variety of learners (i.e., ELL, learners with dyslexia and other reading disabilities, learners with 504 plans). They will reflect on the evidence-based practices incorporated in their lessons (i.e., multisensory materials, multiple opportunities to apply a new skill, opportunities to build comprehension through higher order thinking, building background knowledge, and writing). They will explain how they will continue to monitor progress to inform their planning.</p>	
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	<p>4.12 Scaffold instruction and intensify interventions for students with identified reading deficiencies and characteristics of dyslexia in each of the components of reading.</p>	<p>Required Course Reading(s): Vaughn, S., Gersten, R., Dimino, J., Taylor, M. J., Newman-Gonchar, R., Krowka, S., Kieffer, M. J., McKeown, M., Reed, D., Sanchez, M., St. Martin, K., Wexler, J., Morgan, S., Yañez, A., & Jayanthi, M. (2022). Providing Reading Interventions for Students in Grades 4–9. Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from https://whatworks.ed.gov/Reports; Hard to Read https://www.apmreports.org/episode/2017/09/11/hard-to-read; APM Reports: Hard to Read https://www.apmreports.org/episode/2017/09/11/hard-to-read</p> <p>Curriculum Study Assignment at Indicator Level: Teachers will watch clips from the National Center on Improving Literacy Tutorial on Reading Instruction for Students with Dyslexia: https://improvingliteracy.org/kit/reading-instruction-students-dyslexia Teachers will explain methods for differentiation for this population of learners for all components of reading.</p> <p>Formative Assessment at Indicator Level: Click or tap here to enter text. Throughout the course, teachers will share and reflect on lessons they created and implemented to include methods to differentiate for a variety of learners (i.e., ELL, learners with dyslexia and other reading disabilities, learners with 504 plans). They will reflect on the evidence-based practices incorporated in their lessons (i.e., multisensory materials, multiple</p>	
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		<p>opportunities to apply a new skill, opportunities to build comprehension through higher order thinking, building background knowledge, and writing). They will explain how they will continue to monitor progress to inform their planning.</p>	
	<p>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.</p>	<p>Required Course Reading(s): Snowling, M. J., Hulme, C., & Nation, K. (2020). Defining and understanding dyslexia: Past, present and future. <i>Oxford Review of Education</i>, 46, 501-513.; IRIS Module: Intensive Intervention (Part 2): Collecting and Analyzing Data for Data-Based Individualization; APM Reports: https://www.apmreports.org/episode/2017/09/11/hard-to-read Hard to Read</p> <p>Curriculum Study Assignment at Indicator Level: Teachers will watch clips from the National Center on Improving Literacy Tutorial on Reading Instruction for Students with Dyslexia: https://improvingliteracy.org/kit/reading-instruction-students-dyslexia Teachers will explain methods for differentiation for this population of learners for all components of reading</p> <p>Formative Assessment at Indicator Level: Throughout the course, teachers will share and reflect on lessons they created and implemented to include methods to differentiate for a variety of learners (i.e., ELL, learners with dyslexia and other reading disabilities, learners with 504 plans). They will reflect on the evidence-based practices incorporated in their lessons (i.e., multisensory materials, multiple opportunities to apply a new skill, opportunities to build comprehension through higher</p>	

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		<p>order thinking, building background knowledge, and writing). They will explain how they will continue to monitor progress to inform their planning.</p>	
	<p>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.</p>	<p>Required Course Reading(s): Snowling, M. J., Hulme, C., & Nation, K. (2020). Defining and understanding dyslexia: Past, present and future. <i>Oxford Review of Education</i>, 46, 501-513.; IRIS Module: Intensive Intervention (Part 2): Collecting and Analyzing Data for Data-Based Individualization; APM Reports: Hard to Read https://www.apmreports.org/episode/2017/09/11/hard-to-read</p> <p>Curriculum Study Assignment at Indicator Level: Teachers will watch a video documenting on how to plan for differentiation based on data: https://dwwlibrary.wested.org/resources/360 Teachers will identify assessments they can use in their classrooms to plan to differentiate instruction.</p> <p>Formative Assessment at Indicator Level: Teachers will share and reflect on lessons they implemented Throughout the course, teachers will share and reflect on lessons they created and implemented to include methods to differentiate for a variety of learners (i.e., ELL, learners with dyslexia and other reading disabilities, learners with 504 plans). They will reflect on the evidence-based practices incorporated in their lessons (i.e., multisensory materials, multiple opportunities to apply a new skill, opportunities to build comprehension through higher order thinking, building background knowledge, and writing). They will explain how they will continue to monitor progress to inform their planning.</p>	

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	<p>4.15 Implement evidence-based practices for developing students’ higher order thinking as part of differentiated instruction.</p>	<p>Required Course Reading(s): Vaughn, S., Gersten, R., Dimino, J., Taylor, M. J., Newman-Gonchar, R., Krowka, S., Kieffer, M. J., McKeown, M., Reed, D., Sanchez, M., St. Martin, K., Wexler, J., Morgan, S., Yañez, A., & Jayanthi, M. (2022). Providing Reading Interventions for Students in Grades 4–9. Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from https://whatworks.ed.gov/Reports; Hard to Read https://www.apmreports.org/episode/2017/09/11/hard-to-read; APM Reports: Hard to Read https://www.apmreports.org/episode/2017/09/11/hard-to-read</p> <p>Curriculum Study Assignment at Indicator Level: Teachers will analyze videos to identify evidence-based practices and methods used to differentiate (e.g., make instruction more explicit, create additional opportunities for practice, affirmative and corrective feedback, opportunities for skill transfer, etc.) for ELLs, students performing below expected levels, and children with identified disabilities. Teachers will use tools from sites on differentiation to guide their critiques including National Center for Improving Literacy - https://improvingliteracy.org/ and The National Center on Intensive Intervention - https://intensiveintervention.org/</p> <p>Formative Assessment at Indicator Level: Throughout the course, teachers will share and reflect on lessons they created and implemented to include methods to</p>	
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		<p>differentiate for a variety of learners (i.e., ELL, learners with dyslexia and other reading disabilities, learners with 504 plans). They will reflect on the evidence-based practices incorporated in their lessons (i.e., multisensory materials, multiple opportunities to apply a new skill, opportunities to build comprehension through higher order thinking, building background knowledge, and writing). They will explain how they will continue to monitor progress to inform their planning.</p>	
	<p>4.16 Implement evidence-based practices for developing students’ background knowledge as needed through differentiated instruction, enhancing the ability to read critically.</p>	<p>Required Course Reading(s): Vaughn, S., Gersten, R., Dimino, J., Taylor, M. J., Newman-Gonchar, R., Krowka, S., Kieffer, M. J., McKeown, M., Reed, D., Sanchez, M., St. Martin, K., Wexler, J., Morgan, S., Yañez, A., & Jayanthi, M. (2022). Providing Reading Interventions for Students in Grades 4–9. Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from https://whatworks.ed.gov/Reports; Hard to Read https://www.apmreports.org/episode/2017/09/11/hard-to-read; APM Reports: Hard to Read https://www.apmreports.org/episode/2017/09/11/hard-to-readClick or tap here to enter text.</p> <p>Curriculum Study Assignment at Indicator Level: Teacher will watch a video on the importance of and how to build background knowledge from the AIM institute: https://institute.aimpa.org/resources/pathways-to-practice/pathways-to-practice-resources/background-knowledge Teachers will discuss how they can</p>	

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		<p>incorporate strategies to build background knowledge in their lessons.</p> <p>Formative Assessment at Indicator Level: Throughout the course, teachers will share and reflect on lessons they created and implemented to include methods to differentiate for a variety of learners (i.e., ELL, learners with dyslexia and other reading disabilities, learners with 504 plans). They will reflect on the evidence-based practices incorporated in their lessons (i.e., multisensory materials, multiple opportunities to apply a new skill, opportunities to build comprehension through higher order thinking, building background knowledge, and writing). They will explain how they will continue to monitor progress to inform their planning.</p>	
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	<p>4.17 Implement evidence-based differentiated instructional practices using writing to develop students’ comprehension of text.</p>	<p>Required Course Reading(s): Vaughn, S., Gersten, R., Dimino, J., Taylor, M. J., Newman-Gonchar, R., Krowka, S., Kieffer, M. J., McKeown, M., Reed, D., Sanchez, M., St. Martin, K., Wexler, J., Morgan, S., Yañez, A., & Jayanthi, M. (2022). Providing Reading Interventions for Students in Grades 4–9. Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from https://whatworks.ed.gov/Reports; Hard to Read https://www.apmreports.org/episode/2017/09/11/hard-to-read; APM Reports: Hard to Read https://www.apmreports.org/episode/2017/09/11/hard-to-read</p> <p>Curriculum Study Assignment at Indicator Level: Teachers will watch a video on the importance of incorporating writing: https://institute.aimpa.org/resources/teachable-moments/teachablemomentdisplay/~board/institute-trainings/post/dr-charlie-w-haynes Teachers will reflect on ways they can incorporate writing in their lessons.</p> <p>Formative Assessment at Indicator Level: <small>Click or tap here to enter text.</small> Throughout the course, teachers will share and reflect on lessons they created and implemented to include methods to differentiate for a variety of learners (i.e., ELL, learners with dyslexia and other reading disabilities, learners with 504 plans). They will reflect on the evidence-based practices incorporated in their lessons (i.e., multisensory materials, multiple opportunities to apply a new skill, opportunities to build</p>	
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		<p>comprehension through higher order thinking, building background knowledge, and writing). They will explain how they will continue to monitor progress to inform their planning.</p>	
	<p>4.18 Implement appropriate and allowable instructional accommodations, including 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.</p>	<p>Required Course Reading(s): Bureau of Exceptional Education and Student Services (BEESS), Division of Public Schools, Florida Department of Education, http://fldoe.org/academics/exceptionalstudent-edu/beess-resources/presentations-pubs Click or tap here to enter text.</p> <p>Curriculum Study Assignment at Indicator Level: While implementing one or more lessons, participants are to plan and provide allowable accommodations to students that have an IEP or 504 plan. Instructional plan is to outline these accommodations and any additional supports or materials needed while teaching.</p> <p>Formative Assessment at Indicator Level: Click or tap here to enter text. Throughout the course, teachers will share and reflect on lessons they created and implemented to include methods to differentiate for a variety of learners (i.e., ELL, learners with dyslexia and other reading disabilities, learners with 504 plans). They will reflect on the evidence-based practices incorporated in their lessons (i.e., multisensory materials, multiple opportunities to apply a new skill, opportunities to build comprehension through higher order thinking, building background knowledge, and writing). They will explain how they will continue to monitor progress to inform their planning.</p>	

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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 <i>Demonstration of Accomplishment</i>			
Course Number & Name of Course	Indicator Code with Specific Indicator Language	Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment	Summative Assessment
01-013-010	5.1 Demonstrate ability to administer and integrate assessment, instruction, intervention and differentiation across the components in reading in a comprehensive instructional program.	<p>Required Course Reading(s): Click or tap here to enter text.CEEDAR Center (2020). Improving Instruction, Accessibility, and Outcomes Online Module. Retrieved from https://ceedar.education.ufl.edu/mtssudldi-professional-development-module/</p> <p>Curriculum Study Assignment at Indicator Level: Candidates will review how to administer pre- and post-test assessments and how to use the data to inform instruction and differentiation; they will review how to administer ongoing progress monitoring assessments, including, but not limited to, using curriculum-based measures. After candidates have reviewed administration procedures, they will practice a round of pre-assessment implementation with peers before formal assessment administration in the field.</p> <p>Formative Assessment at Indicator Level: Candidates will reflect on their sample data analysis and pre-assessment</p>	<p>Summary of Culminating Project- <u>Data-Based Instructional Plan (DIP)</u></p> <p>This is a culminating, multicomponent assignment. To complete this assignment, participants will complete the following:</p> <p><i>DIP Part A) Class-Level Data Collection</i></p> <p>Participants will collect class-level progress-monitoring data to assess all 5 areas of reading using tools</p>

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		<p>administration with peers through small group discussion and a written reflection summary. Upon receiving feedback from their small group discussion and/or written feedback, candidates implement their own round of assessment in the K – 12 classrooms, as part of their data-based instructional plan requirements. Click or tap here to enter text.</p>	<p>appropriate for their practicum setting (K-12). The plan will include initial assessment of the whole class (e.g., most recent benchmark data and WIDA proficiency report). Candidates are expected to gather <i>all student data and information</i>.</p>
	<p>5.2 Use assessment and data analysis to monitor student progress and inform instruction over time to ensure an increase in learning for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.</p>	<p>Required Course Reading(s): Recommendations 1 & 2: Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides/. Petscher, Y., Fien, H., Stanley, C., Gearin, B., Gaab, N., Fletcher, J.M., & Johnson, E. (2019). Screening for Dyslexia. Washington, DC: U.S. Department of Education, Office of Elementary and Secondary Education, Office of Special Education Programs, National Center on Improving Literacy. Retrieved from improvingliteracy.org. Curriculum Study Assignment at Indicator Level: Candidates will analyze sample benchmark data, as well as sample progress monitoring data and their corresponding scores before analyzing assessment data collected from the students in the K – 12 classrooms to inform instruction. Formative Assessment at Indicator Level: : Candidates will reflect upon their sample data analysis through small group discussion and a written reflection summary. Upon receiving feedback from their small group discussion and/or written</p>	<p><i>DIP Part B) Ongoing Instruction and Assessment Plan for Below Expectation Students and/or English Language Learners</i> Participants will create an Ongoing Instruction and Assessment Plan to include ongoing progress monitoring for students who are found to be performing below expectations (e.g., DIBELS, AIMSWEB, easyCBM based upon area of need). To accomplish this task, participants will become familiar with curriculum-based screening measures (e.g., DIBELS, AIMSWeb,</p>

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		<p>feedback, candidates analyze their own data collected from the K – 12 classroom in their data-based instructional plan.</p>	<p>easyCBM) and informal reading inventories (e.g., Qualitative Reading Inventory, Analytical Reading Inventory, or Basic Reading Inventory). Teacher candidates will identify methods to support ELLs and students with identified disabilities in their progress-monitoring plan to ensure testing accurately assesses reading skills.</p> <p>a. Using class-level data, participants identified groups of students who require additional instruction/support.</p> <p>b. the participant administered various pre-assessments (targeting skills found within the five main pillars of reading instruction) in order to identify specific area(s) of need for the students.</p> <p>c. pre-assessments have been completed, the</p>
<p>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.</p>	<p>Required Course Reading(s): Recommendation 2: Integrate oral and written English language instruction.</p> <p>Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., & Newman-Gonchar, R. (2014). Teaching academic content and literacy to English learners in elementary and middle school (NCEE 2014-4012). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: http://ies.ed.gov/ncee/wwc/publications_reviews.aspx</p> <p>Curriculum Study Assignment at Indicator Level: Through collaborative conversations, candidates will identify evidence-based instructional practices for developing oral/aural language (e.g., authentic talk, structured debates, repeated readings, oral language fluency development activities) appropriate for use in their K-12 classrooms.</p> <p>Formative Assessment at Indicator Level: Candidates will design and implement a lesson that focuses on building students’ oral/aural language and includes adaptations for ELLs and learners with identified reading deficiencies and those with characteristics of dyslexia.</p>		
<p>5.4 Demonstrate evidence-based practices for developing students’ phonological awareness and</p>	<p>Required Course Reading(s): Recommendation 2: Develop awareness of the segments of sounds in speech...</p> <p>Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L.,</p>		

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	<p>phonemic awareness for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.</p>	<p>Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: http://whatworks.ed.gov.</p> <p>Recommendation 4: Provide small-group instructional intervention to students struggling in areas of literacy...</p> <p>Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., & Newman-Gonchar, R. (2014). Teaching academic content and literacy to English learners in elementary and middle school (NCEE 2014-4012). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website:</p> <p>Curriculum Study Assignment at Indicator Level: Through collaborative conversations, candidates will identify evidence-based instructional practices for developing phonological awareness (e.g., Elkonin boxes, syllable clapping, tapping sounds, LIPs Program) appropriate for use in their K-12 classrooms.</p> <p>Formative Assessment at Indicator Level: Candidates will design and implement a lesson that includes intentional explicit, systematic, and sequential writing instruction for developing phonological awareness, as well as adaptations for ELLs and learners with identified reading deficiencies and those with characteristics of dyslexia.</p>	<p>participants are using the class-level data and pre-test results to identify methods and instructional recommendations to support ELL and students with identified disabilities in their progress-monitoring plan to ensure that testing accurately assesses reading skills.</p> <p><i>DIP Part C) Implementation Plan for Target Students</i> Participants will submit their instructional lesson plan draft and they are expected to provide a minimum of 5-8 lessons to the target student in order to gather sufficient information to complete the Data Based Instructional Plan assignment. It is likely that the participant will provide more instruction over the course of the semester.</p>
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	<p>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.</p>	<p>Required Course Reading(s): Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words</p> <p>Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: http://whatworks.ed.gov.</p> <p>Recommendation 1: Build students’ decoding skills so they can read complex multisyllabic words</p> <p>Vaughn, S., Gersten, R., Dimino, J., Taylor, M. J., Newman-Gonchar, R., Krowka, S., Kieffer, M. J., McKeown, M., Reed, D., Sanchez, M., St. Martin, K., Wexler, J., Morgan, S., Yañez, A., & Jayanthi, M. (2022). Providing Reading Interventions for Students in Grades 4–9 (WWC 2022007). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from https://whatworks.ed.gov/</p> <p>Curriculum Study Assignment at Indicator Level: Through collaborative conversations, candidates will identify evidence-based instructional practices for developing phonics skills (e.g., tactile letters, letter tiles, sky writing, phonics phones, and phonics programs) appropriate for use in their K-12 classrooms.</p>	<p>Lessons will incorporate a plan for ongoing progress monitoring and data based instructional decisions. Teacher candidates will submit a final reflection on the implementation of their plan and identify any changes they would make to support all learners including ELLs and students with identified disabilities. Teacher candidates will reflect on accommodations for learners in the practicum setting with 504 plans and/or IEPs.</p> <p><i>DIP Part D) Report on Final Results Techniques for Data Analysis</i></p> <p>Participants will discuss post-test assessment results and determine the learning gains and skills mastered by each student. Teacher candidates will discuss the further instructional recommendations and subsequent instructional</p>
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		<p>Formative Assessment at Indicator Level: Click or tap here to enter text. Candidates will design and implement a lesson that includes intentional explicit, systematic, and sequential writing instruction to improve decoding skills, as well as adaptations for ELLs and learners with identified reading deficiencies and those with characteristics of dyslexia.</p>	<p>needs and potential additional interventions.</p>
	<p>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.</p>	<p>Required Course Reading(s): Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.</p> <p> Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: http://whatworks.ed.gov.</p> <p>Recommendation 2: Provide purposeful fluency-building activities...</p> <p>Vaughn, S., Gersten, R., Dimino, J., Taylor, M. J., Newman-Gonchar, R., Krowka, S., Kieffer, M. J., McKeown, M., Reed, D., Sanchez, M., St. Martin, K., Wexler, J., Morgan, S., Yañez, A., & Jayanthi, M. (2022). Providing Reading Interventions for Students in Grades 4–9 (WWC 2022007). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S.</p>	

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		<p>Department of Education. Retrieved from https://whatworks.ed.gov/</p> <p>Curriculum Study Assignment at Indicator Level: Through collaborative conversations, candidates will identify evidence-based instructional practices for developing fluency and reading endurance (e.g., repeated reading, readers theatre) appropriate for use in their K-12 classrooms.</p> <p>Formative Assessment at Indicator Level: Candidates will design and implement a lesson that targets instructional strategies for building reading fluency and includes adaptations for ELLs and learners with identified reading deficiencies and those with characteristics of dyslexia.</p>	
	<p>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.</p>	<p>Required Course Reading(s): Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.</p> <p style="padding-left: 40px;">Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: http://whatworks.ed.gov.</p> <p>Recommendation 1: Teach a set of academic vocabulary words intensively across...</p> <p>Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., & Newman-Gonchar, R. (2014). Teaching</p>	

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		<p>academic content and literacy to English learners in elementary and middle school (NCEE 2014-4012). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: http://ies.ed.gov/ncee/wwc/publications_reviews.aspx</p> <p>Curriculum Study Assignment at Indicator Level: Through collaborative conversations, candidates will identify evidence-based instructional practices for developing both academic and domain-specific vocabulary (e.g., semantic gradients, semantic maps, semantic feature maps) in reading appropriate for use in their K-12 classrooms.</p> <p>Formative Assessment at Indicator Level: Candidates will design and implement a lesson that demonstrates development in academic and domain-specific vocabulary and includes adaptations for ELLs and learners with identified reading deficiencies and those with characteristics of dyslexia.</p>	
	<p>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.</p>	<p>Required Course Reading(s): Recommendation 3: Routinely use a set of comprehension-building practices... Vaughn, S., Gersten, R., Dimino, J., Taylor, M. J., Newman-Gonchar, R., Krowka, S., Kieffer, M. J., McKeown, M., Reed, D., Sanchez, M., St. Martin, K., Wexler, J., Morgan, S., Yañez, A., & Jayanthi, M. (2022). Providing Reading Interventions for Students in Grades 4–9 (WWC 2022007). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from https://whatworks.ed.gov/</p> <p>Curriculum Study Assignment at Indicator Level: Through collaborative conversations, candidates will identify evidence-</p>	

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		<p>based instructional practices for facilitating reading comprehension (e.g., predicting, summarizing, questioning, integrating, making inferences) in reading appropriate for use in their K - 12 classrooms.</p> <p>Formative Assessment at Indicator Level: Through collaborative conversations, candidates will identify evidence-based instructional practices for facilitating reading comprehension (e.g., predicting, summarizing, questioning, integrating, making inferences) in reading appropriate for use in their K - 12 classrooms.</p>	
	<p>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.</p>	<p>Required Course Reading(s): Recommendation 3: Routinely use a set of comprehension-building practices... Vaughn, S., Gersten, R., Dimino, J., Taylor, M. J., Newman-Gonchar, R., Krowka, S., Kieffer, M. J., McKeown, M., Reed, D., Sanchez, M., St. Martin, K., Wexler, J., Morgan, S., Yañez, A., & Jayanthi, M. (2022). Providing Reading Interventions for Students in Grades 4–9 (WWC 2022007). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from https://whatworks.ed.gov/</p> <p>Curriculum Study Assignment at Indicator Level: Through collaborative conversations, candidates will identify evidence-based instructional practices for developing students’ higher order thinking to enhance comprehension (e.g., integrating, making inferences, making causal connections, semantic relationships) in reading appropriate for use in their K – 12 classrooms.</p>	

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		<p>Formative Assessment at Indicator Level: Candidates will design and implement a lesson that targets developing higher order thinking skills within comprehension and includes adaptations for ELLs and learners with identified reading deficiencies and those with characteristics of dyslexia. Click or tap here to enter text.</p>	
	<p>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.</p>	<p>Required Course Reading(s): Recommendation 3: Routinely use a set of comprehension-building practices... Vaughn, S., Gersten, R., Dimino, J., Taylor, M. J., Newman-Gonchar, R., Krowka, S., Kieffer, M. J., McKeown, M., Reed, D., Sanchez, M., St. Martin, K., Wexler, J., Morgan, S., Yañez, A., & Jayanthi, M. (2022). Providing Reading Interventions for Students in Grades 4–9 (WWC 2022007). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from https://whatworks.ed.gov/</p> <p>Curriculum Study Assignment at Indicator Level: Through collaborative conversations, candidates will identify evidence-based instructional practices for developing students’ ability to monitor and self-correct (e.g., fix-up strategies, rereading, SMART strategy) in reading appropriate for use in their K – 12 classrooms.</p> <p>Formative Assessment at Indicator Level: Candidates will design and implement a lesson that targets students’ abilities to monitor their reading, as well as includes adaptations for ELLs and learners with identified reading deficiencies and those with characteristics of dyslexia.</p>	
	<p>5.11 Demonstrate evidence-based practices for developing all students’</p>	<p>Required Course Reading(s): Recommendation 3: Routinely use a set of comprehension-building practices...</p>	

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	<p>background knowledge to enhance the ability to read critically, including students with characteristics of reading difficulties and dyslexia.</p>	<p>Vaughn, S., Gersten, R., Dimino, J., Taylor, M. J., Newman-Gonchar, R., Krowka, S., Kieffer, M. J., McKeown, M., Reed, D., Sanchez, M., St. Martin, K., Wexler, J., Morgan, S., Yañez, A., & Jayanthi, M. (2022). Providing Reading Interventions for Students in Grades 4–9 (WWC 2022007). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from https://whatworks.ed.gov/</p> <p>Curriculum Study Assignment at Indicator Level: Candidates will identify evidence-based instructional practices for developing all students’ background knowledge to enhance the ability to read critically (e.g., perspective taking, questioning the author) within their K-12 classrooms.</p> <p>Formative Assessment at Indicator Level: Click or tap here to enter text. Candidates will design and implement a lesson that includes targeted instruction for developing students’ background knowledge, as well as adaptations for ELLs and learners with identified reading deficiencies and those with characteristics of dyslexia</p>	
	<p>5.12 Demonstrate differentiation of instruction for all students utilizing increasingly complex text.</p>	<p>Required Course Reading(s): Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide; Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades practice guide; Improving Adolescent Literacy: Effective Classroom and Intervention practice guide</p> <p>Curriculum Study Assignment at Indicator Level: Through collaborative conversation and given a variety of complex texts, candidates will identify methods to differentiate instruction to support learner integration of information from these texts.</p>	

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		<p>Formative Assessment at Indicator Level: Click or tap here to enter text. Candidates will identify adaptations to support ELLs and learners with identified reading deficiencies and those with characteristics of dyslexia within each of the lesson plans designed and implemented within the data-based instructional plan.</p>	
	<p>5.13 Demonstrate skill in utilizing assessment data and instruction with English learners from diverse backgrounds and at varying English proficiency levels.</p>	<p>Required Course Reading(s): IES/WWC Using Student Achievement Data to Support Instructional Decision Making; IES/Teaching Academic Content in Literacy to English Learners in Elementary and Middle School practice guide; Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide; Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades practice guide; Improving Adolescent Literacy: Effective Classroom and Intervention practice guide</p> <p>Curriculum Study Assignment at Indicator Level: : In addition to analyzing reading benchmark scores and pre-assessment data, candidates will review English language proficiency scores for multilingual learners. After interpreting students’ scores, candidates will determine what additional language scaffolds and supports are needed and how they should be embedded into the targeted areas of reading instruction for each of the lesson plans designed and implemented within the data-based instructional plan. Click or tap here to enter text.</p> <p>Formative Assessment at Indicator Level: Candidates will embed language scaffolds and supports into each lesson plan designed and implemented within the data-based instructional plan Click or tap here to enter text.</p>	

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	<p>5.14 Create an information intensive environment that includes print, non-print, multimedia and digital texts.</p>	<p>Required Course Reading(s): Suggested resources for creating intensive environment: - Literacy-Rich Environment https://www.readingrockets.org/article/literacy-rich-environments - Using Multimedia to Support Reading Instruction https://www.readingrockets.org/article/using-multimedia-support-reading-instruction</p> <p>Curriculum Study Assignment at Indicator Level: Through collaborative conversations, candidates will identify a variety of print, non-print, multimedia and digital texts that plan to use within one, or more, of the lesson plans designed and implemented for their data-based instructional plan.</p> <p>Formative Assessment at Indicator Level: Candidates will implement a variety of print, non-print, multimedia, and digital texts within one, or more, of the lesson plans designed and implemented within the data-based instructional plan.</p>	
	<p>5.15 Use a variety of instructional practices to provide relevant and purposeful instruction to students in reading.</p>	<p>Required Course Reading(s): Suggested resources for viewing instructional practices: Reference IES Practice Guides found within this competency Suggested online source to access student activities: Florida Center for Reading Research: Student Center Activities; retrieved from https://fcrr.org/student-center-activities</p> <p>Curriculum Study Assignment at Indicator Level: Candidates will identify instructional practices for use in their practicum placements (K-12) to motivate and engage all students in reading through small group discussion and/or written reflection.</p> <p>Formative Assessment at Indicator Level: Candidates will identify and reflect on the benefits of implementing at least one instructional practice they plan to employ for each area of</p>	

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		<p>reading (i.e., oral language, phonological awareness, phonics, vocabulary, fluency, comprehension) in their data-based instructional plan through a small group discussion and written reflection. Considering the feedback given during the small group discussion and/or written reflection, candidates will then implement each strategy in their data-based instructional plan.</p>	
	<p>5.16 Demonstrate the ability to engage and support caregivers and families in their children and adolescents’ reading development.</p>	<p>Required Course Reading(s): Reading Is Fundamental (RIF) organization articles for parents on creating literacy-rich environments in the home entitled, Creating a Reading Environment at Home and Providing a Literacy-Rich Home Environment. IES/ Supporting Family Involvement in Foundational Reading Skills teacher guides for Kindergarten, first, second and third grade. Video and other supports provided; IES/Teaching Academic Content in Literacy to English Learners in Elementary and Middle School practice guide. HLP4: Use multiple sources of information to develop a comprehensive understanding of a student’s strengths and needs.</p> <p style="padding-left: 40px;">McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017, January). High-leverage practices in special education. Arlington, VA: Council for Exceptional Children & CEEDAR Center.</p> <p>Curriculum Study Assignment at Indicator Level: After one round of progress monitoring with their K – 12 targeted group of students, candidates will create a progress report for two of the students (i.e., a student who is an English language learner and a learner identified with a reading deficiency or one with characteristics of dyslexia) to share with each student’s</p>	

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		<p>caregiver. This progress report will include, but is not limited to, the following: Results from the preassessments, summaries of the implemented lessons, data from the progress monitoring, future targeted lessons, suggestions for how caregivers can support students' reading development, etc.</p> <p>Formative Assessment at Indicator Level: The progress report will be scored according to a predetermined assessment measure (i.e., analytic or holistic rubric, checklist, etc.).</p>	
	<p>5.17 Demonstrate the ability to communicate (orally and in writing) the meaning of reading assessment data with students, caregivers, teachers and teacher leaders.</p>	<p>Required Course Reading(s): HLP5: Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs (pp. 45 – 47) McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017, January). High-leverage practices in special education. Arlington, VA: Council for Exceptional Children & CEEDAR Center.</p> <p>Curriculum Study Assignment at Indicator Level: Candidates will prepare a case study report on two students from the K – 12 setting (i.e., a student who is an English language learner and a learner identified with a reading deficiency or one with characteristics of dyslexia). Upon preparing the report, candidates will participate in a mock parent/teacher conference, where they will deliver the assessment results to students and their caregivers.</p> <p>Click or tap here to enter text.Formative Assessment at Indicator Level: Using an informal assessment measure (e.g., checklist, rubric, anecdotal notes, etc.) to guide observation, candidates'</p>	

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		<p>peers will observe mock parent/teacher conferences and provide feedback to the candidate(s) upon completion of the conference.</p>	
	<p>5.18 Demonstrate intentional explicit, systematic and sequential writing instruction to improve decoding skills.</p>	<p>Required Course Reading(s): Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., & Newman-Gonchar, R. (2014). Teaching academic content and literacy to English learners in elementary and middle school (NCEE 2014-4012). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: http://ies.ed.gov/ncee/wwc/publications_reviews.aspx</p> <p>Curriculum Study Assignment at Indicator Level: Using data collected from preassessments and progress monitoring measures, participants will identify evidence-based instructional practices, that include systematic writing strategies for developing decoding skills (e.g., in a phonological and/or phonics lesson) appropriate for use in their K-12 classrooms</p> <p>Formative Assessment at Indicator Level: Candidates will design and implement a lesson plan that includes intentional explicit, systematic, and sequential writing instruction to improve decoding skills, as well as adaptations for ELLs and learners with identified reading deficiencies and those with characteristics of dyslexia.</p>	