FLORIDA READING ENDORSEMENT MATRIX
2022

Updated January 23, 2023
Updated March 31, 2023
Revised July 6, 2023

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.

Form FREMatrix
Incorporated in Rule 6A-4.0163
Effective August 2022

FLORIDA READING ENDORSEMENT MATRIX
2022

Table of Contents

Florida Reading Endorsement Matrix Instructions for Completion 1-2

Sample Florida Reading Endorsement Matrix 3-8

Competency 1: *Foundations of Reading Instruction* 9-41

Competency 2: *Application of Evidence-based Instructional Practices* 42-77

Competency 3: *Foundations and Applications of Assessment* 78-87

Competency 4: *Foundations and Applications of Differentiated Instruction* 87-99

Competency 5: *Demonstration of Accomplishment* 100-110

Form FREMatrix
Incorporated in Rule 6A-4.0163
Effective August 2022

FLORIDA READING ENDORSEMENT MATRIX
2022

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
• 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
• 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
• 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. • 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.

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 *Foundations of Reading Instruction*			
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.

Sample Competency 2 *Application of Evidence-based Instructional Practices*			
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.	Required Course Reading(s): Sample: Read chapter 3 of xxx by xxx. 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. 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.	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: • 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 • 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 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.

Sample Competency 1

Foundations of Reading Instruction			
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: https://ies.ed.gov/ncee/edlabs/regions/appalachia/blogs/pdf/CoachingMemo_508.pdf Sample: View the video Reading Rockets: Elkonin Sound Boxes (small group) https://youtu.be/Pzg5jRy1PwE Curriculum Study Assignment at Indicator Level: Sample: Teacher candidates will participate in mock evidence-based phonemic awareness activities using Elkonin boxes. Formative Assessment at Indicator Level Sample: The teacher candidate will write a paragraph summarizing how evidence-based and multisensory practices develop students' phonemic awareness.	Sample: Teacher candidates will write a 500 word essay explaining phonological awareness foundations of reading. The essay will include information about: • 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 how they affect phonemic awareness • Evidence-based practices for teaching phonemic awareness to English learners • The role of phonological awareness informal and formal assessment

Sample Competency 2

Application of Evidence-based Instructional Practices			
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).	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 Sample: View the video Reading Rockets: Elkonin Sound Boxes (small group) https://youtu.be/Pzg5jRy1PwE Curriculum Study Assignment at Indicator Level: Sample: Conduct research to find another example of a multisensory approach to teaching phonemic awareness. Formative Assessment at Indicator Level Sample: The teacher candidate will write a lesson plan that teaches the multisensory approach from their research.	Sample: The teacher candidate will create a phonological awareness unit that includes: • Explicit, systematic and sequential evidence-based instructional practices for phonemic awareness • Multisensory activities • Addresses how variations in phonology across dialects affect the development of phonemic awareness and written and oral language • 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

FLORIDA READING ENDORSEMENT MATRIX
2022

Competency 1 Introduction

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

Competency 1 *Foundations of Reading Instruction*			
Performance Indicator A: Oral Language			
Course Number & Name of Course	Indicator Code with Specific Indicator Language	Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment	Summative Assessment
Competency 1: Indicator A	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): Language: Word Decoding and Understanding of Syntax and Semantics" Pages 1-3 of "The Critical Role of Oral Language in Reading Instruction and Assessment" Elizabeth Brookehttps://www.lexialearning.com/sites/default/files/resources/Oral%20Language%20WP.pdf Curriculum Study Assignment at Indicator Level: While reading the articles, participants will compile notes in their journaling graphic organizers Formative Assessment at Indicator Level: Summarize how oral language, syntax, semantics, and pragmatics influence language comprehension.	Identify text where syntax, semantics, pragmatics, vocabulary, or text structure may impede comprehension. Make a 5-column table labeled Syntax, Semantics, Pragmatics, Vocabulary, and Text Structure. Explain how you will scaffold instruction for each column so language comprehension will improve Select an article that complements instructional
	1.A.2 Understand the differences between social and academic	Required Course Reading(s): Academic Language by PACT "8 Strategies for Teaching Academic Language" Todd Finley https://www.edutopia.org/blog/8-strategies-teaching-academic-language-	

	language.	todd-finley_ "Differences of Social and Academic Language" from "Social and Academic Language Acquisition: Differences and Characteristics" https://study.com/academy/lesson/social-academic-language-acquisition-differences-characteristics.htm Curriculum Study Assignment at Indicator Level: Construct a Venn diagram or Multi-Flow Map that compares social and academic language characteristics. Share diagrams in pair conversations and summarize the findings to another pair. Formative Assessment at Indicator Level: Select an excerpt of text that is primarily composed of social language (article, literature (ELA), comic strip) and rewrite it using academic language	focus and write a Guiding Question for each of the cognitive targets. ● Review the questions with the students before they read the article. ● Allow time for student pairs to answer the Guiding Questions. Summarize student success in correctly answering the questions
	1.A.3 Understand that writing enhances the development of oral language.	Required Course Reading(s): "Literacy-Rich Environments"- The Access Center, http://www.readingrockets.org/article/literacy-rich-environments Curriculum Study Assignment at Indicator Level – Select one writing activity and explain how it encourages oral language development. Formative Assessment at Indicator Level: : Summarize how oral language, writing, and an information intensive environment impact reading development.	
	1.A.4 Understand that the variation in students' oral language exposure and development requires differentiated	Required Course Reading(s): "Eight Ways to Differentiate Speaking Activities" https://extemporeapp.com/blog/eight-ways-to-differentiate-your-speaking-activities Curriculum Study Assignment at Indicator Level: Plan and teach one speaking activity that enhances oral language proficiency Formative Assessment at Indicator Level: Develop and explain 3 Role Play scenarios based on a current instructional focus for students. Create a short	

	instruction, including evidence-based practices for students with reading difficulties and characteristics of dyslexia.	evaluation tool that assesses student growth in understanding of the topic after the role play activity is presented.	
	1.A.5 Understand the importance of providing and documenting extended discussion in discerning text meaning and interpretation.	Required Course Reading(s): "What did Abigail Mean?" —Gwynne Ellen Ash https://www.academia.edu/10914471/What_Did_Abigail_Mean_Literal_Inferential_and_Critical_Comprehension_Instruction_for_Adolescent_Readers Curriculum Study Assignment at Indicator Level: Using the information in the article, write a literal, inferential, and critical question on a topic that the class is currently studying. Formative Assessment at Indicator Level: Explain how small group discussions on an Essential Question based on a current chapter or unit of study can increase student motivation and engagement in the activities associated with the chapter or unit	
	1.A.6 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect oral language development.	Required Course Reading(s): "Oral Language Impairments and Dyslexia" https://dyslexiaida.org/oral-language-impairments-and-dyslexia/ Curriculum Study Assignment at Indicator Level: Draw a poster that depicts impairments that causes reading difficulty for students Formative Assessment at Indicator Level: Use the above poster to participate in a discussion about the information. Then develop an intervention for one of the impairments.	

	1.A.7 Recognize the importance of English learners' home languages and their significance in learning to read English.	Required Course Reading(s): "The Home Language: An English Language Learner's Most Valuable Resource" - Fred Genesee https://www.colorincolorado.org/article/home-language-english-language-learners-most-valuable-resource Connect Students' Background Knowledge to Content in the ELL Classroom" —Kristina Robertson http://www.colorincolorado.org/article/connect-students-background-knowledge-content-ell-classroom Curriculum Study Assignment at Indicator Level: Summarize why Home Language and Background Knowledge are important tools for English Language Learners. Formative Assessment at Indicator Level: Go to the following site on Background Knowledge: Instructional Resources: Instructional Activities - The Cognitive Foundations of Learning to Read: A Framework (sedl.org) Read the short paper on background knowledge, select two activities from the short paper, and describe how they could be implemented in a small group setting.	

	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.	Required Course Reading(s): Taxonomy of Literacy Assessments" sections indicated below from "Types of Literacy Assessment: Principles, Procedures, and Applications" Formal Assessment, informal assessment, formative assessment, summative assessment" https://courses.lumenlearning.com/literacypractice/chapter/5-types-of-literacy-assessment-principles-procedures-and-applications/ Curriculum Study Assignment at Indicator Level: Discuss how an informal diagnostic assessment such as a reading inventory or observation checklists while students are engaged during instruction help teachers better understand the student's problem-solving and other thinking skills. Formative Assessment at Indicator Level: Develop a progress monitoring tool that tracks student growth and needs in oral language activities.	

Competency 1 *Foundations of Reading Instruction*			
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
Competency 1: Indicator B	1.B.1 Understand the differences between phonological awareness (e.g., words, syllables, rimes) and phonemic awareness (phonemes) and that they develop independently from one another.	Required Course Reading(s): "Phonological and Phonemic Awareness" http://www.readingrockets.org/helping/target/phonologicalphonemic Curriculum Study Assignment at Indicator Level: Write a letter to parents that describes 3 strategies they can use to help their children improve phonological and phonemic awareness problems. Formative Assessment at Indicator Level: Read Brief Survey of Language Knowledge and Comprehensive Survey of Language Knowledge Use the Answer Key provided to score and evaluate your strengths and weaknesses in language knowledge.	Teacher candidates will prepare a 2-session preplanning professional development for the faculty explaining the phonological awareness foundations of reading. The session will include information about: • 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
	1.B.2 Understand the role and importance of phonemic awareness in the development of phonic decoding skills that lead to independent reading capacity.	Required Course Reading(s): The Key to Literacy: Phonemic Awareness and Phonicshttps://www.reading.com/blog/the-key-to-literacy-phonemic-awareness-and-phonics/ Curriculum Study Assignment at Indicator Level: Use your notes to create a chart that depicts the relationship between phonemic awareness and phonics Formative Assessment at Indicator Level: Describe how elements of phonemic awareness and phonics work together to help students become	

		independent readers?	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 how they affect phonemic awareness • Evidence-based practices for teaching phonemic awareness to English learners • The role of phonological
	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): "Why Multisensory Learning is an Effective Strategy for Teaching Students How to Read?" https://www.waterford.org/education/why-multisensory-learning-is-an-effective-strategy-for-teaching-students-how-to-read/ Curriculum Study Assignment at Indicator Level: Based on the brain's point of view, why is multisensory learning so effective Formative Assessment at Indicator Level: Write a multisensory intervention lesson for a phonemic awareness issue. Describe the multisensory activity	
	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).	Required Course Reading(s): "__Required Course Reading(s): 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 "Importance of Students' Home Languages (First Languages)" https://www.youtube.com/watch?v=a1J-ftbFaMc How Phonology Affects Language Learning: Linguistics Phonology Language Variation https://www.brighthubeducation.com/language-learning-tips/76062-phonological-differences-and-second-language-acquisition/ Curriculum Study Assignment at Indicator Level: Summarize from the articles what the research states about the importance of home language in learning to read English? Explain the relationship between phonological awareness and phonemic awareness and how the three aspects of both help students to read efficiently. Provide an instructional example that demonstrates this relationship.	

		Formative Assessment at Indicator Level: Choose one option for using home language in the classroom that most appealed to you and explain how you will implement it.		awareness informal and formal assessment
	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).	Required Course Reading(s): Phonetics and Phonology of English as a Second Language Essay https://ivypanda.com/essays/phonetics-and-phonology-of-english-as-a-second-languag "Oral Language Development and ELLs: 5 Challenges and Solution" https://www.colorincolorado.org/article/oral-language-development-and-ells-5-challenges-and-solutions Curriculum Study Assignment at Indicator Level: Take notes on the five scenarios. Formative Assessment at Indicator Level: Select one scenario that can be adapted for your own classroom. Using curriculum study notes, write a lesson based on the scenario and teach to an individual or small group in your class		
	1.B.6 Understand that evidence-based phonics instruction improves phonemic awareness and results in enhanced encoding and decoding skills.	Required Course Reading(s): "Learn the difference between decoding and encoding as well as why both techniques are crucial for improving reading skills: Decoding vs. encoding in reading" https://speechify.com/blog/decoding-versus-encoding-reading/?landing_url=https%3A%2F%2Fspeechify.com%2Fblog%2Fdecoding-versus-encoding-reading%2F "Phonics And Phonemic Awareness | Are They the Same?" https://mrswillskindergarten.com/phonics-and-phonemic-awareness/ Curriculum Study Assignment at Indicator Level: Explain how phonics instruction improves phonemic awareness		

		Formative Assessment at Indicator Level: Create a mind map that demonstrates the relationships between phonology, phonics instruction, phonemic awareness, encoding, and decoding.			
	1.B.7 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia and how they affect phonemic awareness.	Required Course Reading(s): "Oral Language Impairments and Dyslexia" https://dyslexiaida.org/oral-language-impairments-and-dyslexia Curriculum Study Assignment at Indicator Level: Based on the article, make a list of the ways that oral language impairment is related to other reading disabilities. Formative Assessment at Indicator Level: Design a lesson around a phonemic awareness task that incorporates a strategy that is suitable for dyslexic students.			
	1.B.8 Understand evidence-based practices for teaching phonemic awareness to English learners.	Required Course Reading(s): "What Does Research Tell Us About Teaching Reading to English Language Learners?" —Suzanne Irujo http://www.readingrockets.org/article/what-does-research-tell-us-about-teaching-reading-english-language-learners Curriculum Study Assignment at Indicator Level: Summarize the three aspects of phonological awareness when learning to read in a second language that are important for teachers of ELLs to remember and incorporate into their instruction: Formative Assessment at Indicator Level: The article indicated that many of the components of phonics instruction need to be modified to meet the needs of ELLs. Select one component of phonics instruction and thoroughly explain how it can be modified.			
	1.B.9 Understand the role of phonological awareness informal	Required Course Reading(s): "Phonological Awareness Survey "Phonological Awareness Assessment" http://www.readingrockets.org/article/phonological-awareness-assessment			

	and formal assessment, including documentation of results, to inform instructional decisions to meet individual student strengths and needs.	Curriculum Study Assignment at Indicator Level: Review the "Phonological Awareness Survey and Phonological Awareness Assessment" http://www.readingrockets.org/article/phonological-awareness-assessment. Summarize how they are similar or different from each other in a 2-column chart. Click or tap here to enter text.Formative Assessment at Indicator Level: Develop a lesson for a small-group intervention session that incorporates the assessment data from 1 of the phonological awareness subtests	

Competency 1 *Foundations of Reading Instruction*			
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
Competency 1: Indicator C	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): "THE ROLE OF ORTHOGRAPHIC MAPPING IN LEARNING TO READ" https://keystoliteracy.com/blog/the-role-of-orthographic-mapping-in-learning-to-read/ Curriculum Study Assignment at Indicator Level: " *Every word has three forms – its sounds (phonemes), its orthography (spelling), and its meaning.* Orthographic mapping *is the process that all successful readers use to become fluent readers."* What is Orthographic Mapping and how does it support learning and retaining new words? Provide an example of Orthographic Mapping	At your grade level, what helps you determine whether your students need phonics instruction? Describe one strategy from this Competency 1 section on Phonics that you can use or already use to improve students' phonics skills.

		Formative Assessment at Indicator Level: Create a chart that depicts the relationship between alphabetic languages and orthographic and phonological units.	Describe another strategy from Competency 1 section on Phonics that you can use to improve struggling or dyslexic students' phonics skills. Describe one strategy that you feel teachers should include in their phonics instruction. [Make specific references to information in Competency 1 section on Phonics
	1.C.2 Understand grapheme-phoneme patterns and how they relate to spelling and written expression.	Required Course Reading(s): Pages 6-16 of "A Closer Look at the Five Essential Components of Reading Instruction: A Review of Scientifically Based Research for Teachers" https://files.eric.ed.gov/fulltext/ED512569.pdf "Phonics and Word Recognition Instruction in Early Reading Programs: Guidelines for Children with Reading Disabilities" http://www.readingrockets.org/article/phonics-and-word-recognition-instruction-early-reading-programs-guidelines-accessibility Curriculum Study Assignment at Indicator Level: *After reading pages 6-16, complete a 3-2-1 for that section 3 ideas that are new to you about grapheme-morpheme patterns 2 spelling relationships cited in the section, 1 most important point* Formative Assessment at Indicator Level: Phonemic awareness is an understanding that spoken words are made up of separate units of sound that are blended together when words are pronounced. Use the information from "Phonological Awareness, Phonemic Awareness and Phonics: What You Need to Know" and "Explaining Phonics Instruction" to create a flowchart that shows how phonics instruction builds upon phonemic awareness.	
	1.C.3 Understand structural analysis and morphology of words.	Required Course Reading(s): "Using Structural Analysis to Determine Meaning of Words" https://study.com/academy/lesson/using-structural-analysis-to-determine-the-meaning-of-words.html "What Should Morphology Instruction Look Like?" https://www.readingrockets.org/blogs/shanahan-literacy/what-should-	

		morphology-instruction-look What Is Structural Analysis in Reading? https://study.com/learn/lesson/structural-analysis-reading.html Curriculum Study Assignment at Indicator Level: Based on these articles, what is the relationship between structural analysis and Morphology? Formative Assessment at Indicator Level: Make a list of multi-sensory techniques that teachers could use with their students to accelerate the learning of structural analysis	
	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).	Required Course Reading(s): "How Spelling Supports Reading" https://www.readingrockets.org/article/how-spelling-supports-reading "Spelling and Dyslexia" https://www.readingrockets.org/article/spelling-and-dyslexia "6 Instructional Strategies" http://www.riroadmap.com/strategies-for-teaching-phonics Curriculum Study Assignment at Indicator Level: *"Writing is not reading, but writing can help students develop their phonics skills. If you recall from the continuum of phonics skills, most of the skills include "recognizing and writing…"* Use the article to explain in detail how writing can enhance phonics skills Formative Assessment at Indicator Level: : Create a graphic that depicts a specific writing activity that integrates a phonics element into the activity	
	1.C.5 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how	Required Course Reading(s):" Early Signs of a Reading Difficulty" https://www.readingrockets.org/article/early-signs-reading-difficulty Curriculum Study Assignment at Indicator Level: Formative Assessment at Indicator Level:. Describe the learning commonalities of struggling readers and dyslexic struggling readers.	

	they affect phonics development.	Formative Assessment at Indicator Level *" Decoding is the ability to recognize the words on a printed page. Language comprehension involves the skills and processes needed to understand language. The two components of reading comprehension work together in an interdependent balance; both are necessary, and inefficiency in one of the components can lead to overall reading failure."* Read this quotation and review your notes on the article. Then, describe an example of intensive intervention on the two components of reading comprehension that is necessary for struggling and dyslexic readers	
	1.C.6 Understand an English learner's home language as a foundation and strength to support the development of phonics in English.	Required Course Reading(s): The Home Language: An English Language Learner's Most Valuable Resource: Home Language in the Classroom https://www.colorincolorado.org/article/home-language-english-language-learners-most-valuable-resource Curriculum Study Assignment at Indicator Level: "There is undeniable and growing evidence that the home language of ELLs is of considerable benefit to their overall academic success." Summarize the evidence for this statement. Formative Assessment at Indicator Level: Complete 3-2-1 graphic. *3 statements that display my understanding of why home language helps development of phonics in English 2 activities that teachers can use to enhance English Language Learner phonics 1 one way my students are affected if they lack phonics skills*	

	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.	Required Course Reading(s): "Informal Assessment" http://www.readingrockets.org/teaching/reading-basics/assessment "Types of Informal Classroom-Based Assessment" http://www.readingrockets.org/article/types-informal-classroom-based-assessmen Curriculum Study Assignment at Indicator Level: Explain why teachers give and document both formal and informal phonics assessments to their students. Formative Assessment at Indicator Level: Make a simple assessment schedule for the first month of school. How would a teacher use the information to establish phonics instruction and small group intervention instruction?	

Competency 1 *Foundations of Reading Instruction*			
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
Competency 1: Indicator D	*1.D.1 Understand that the components of reading fluency are accuracy, rate and prosody which impact reading*	Required Course Reading(s): "Common Questions About Fluency https://www.scholastic.com/teachers/articles/teaching-content/common-questions-about-fluency/ Curriculum Study Assignment at Indicator Level: Create a 3-column chart and record how reading accuracy, prosody, rate, and endurance each impact reading comprehension	Prepare a reading fluency program that includes instruction and practice on • techniques for improving and adjusting reading

	comprehension.	Formative Assessment at Indicator Level: Select and describe an intervention strategy that will strengthen each component	rate • techniques for increasing reading accuracy • techniques for building comprehension accountability Include a sample individualized student task card that documents reading rate improvement and comprehension accountability Provide examples of self accountability checklists or rubrics Describe specific intervention support for students with diagnosed reading difficulties
	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.	Required Course Reading(s): "How Important is Reading Rate?" http://www.readingrockets.org/blogs/shanahan-literacy/how-important-reading-rate Curriculum Study Assignment at Indicator Level: Summarize the author's thoughts about what causes slow reading rates in texts. Formative Assessment at Indicator Level: Author statement: "If you want kids to read faster, try building up their decoding ability and vocabularies, and teaching them comprehension strategies with sufficiently challenging texts." Describe three strategies that would improve student reading rates.
	1.D.3 Understand how automaticity in word-level skills and oral reading fluency in connected text impact reading comprehension.	Required Course Reading(s): "Reading Fluency: A Bridge from Decoding to Comprehension" http://edtechpartners.com/wp-content/uploads/2013/10/Fluency_Research.pdf Curriculum Study Assignment at Indicator Level: Explain the Automaticity Theory of Reading Fluency Formative Assessment at Indicator Level: Reread the sections on "Instructional Approaches that improve reading fluency" and "Reading fluency interventions" Select 2 activities and explain how you will include them in your instruction
	1.D.4 Understand that independent readers activate their background	Required Course Reading(s): "Reading Fluency in the Middle and Secondary Grades" https://files.eric.ed.gov/fulltext/EJ1053599.pdf "Building Background Knowledge" https://www.readingrockets.org/article/building-background-knowledge

	knowledge, self-monitor and self-correct (i.e., metacognition) to enhance fluency as a bridge to comprehension of text.	Curriculum Study Assignment at Indicator Level: Take notes on the readings using a Circle Map. Then share and discuss circle maps in pairs. Formative Assessment at Indicator Level: Illustrate the interrelationship of background knowledge, self-monitor, self-correct that creates a bridge to text comprehension.	
	1.D.5 Understand that reading fluency and reading endurance requires daily practice with support and corrective feedback to increase accuracy, rate and prosody.	Required Course Reading(s): Reading Fluency dyslexiahelp.umich.edu/professionals/dyslexia-school/reading-fluency Curriculum Study Assignment at Indicator Level: Explain how poor reading fluency can affect dyslexic students Formative Assessment at Indicator Level: Prepare fluency support activities for parents of students who need additional work on fluency skill building.	
	1.D.6 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect fluency	Required Course Reading(s): "Dyslexia and Reading Instruction" https://www.sess.ie/dyslexia-section/dyslexia-and-reading-instruction Curriculum Study Assignment at Indicator Level: Based on the article, make a chart of the distinguishing characteristics of students with reading difficulties. Formative Assessment at Indicator Level: Go the section of the article that focuses on" Continuous Prose Reading Skills" and make an independent fluency center for the classroom. List the materials that would be needed for	

	development and reading endurance.	the fluency center.	
	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.	Required Course Reading(s): "Understanding and Assessing Fluency" http://readingrockets.org/article/understanding-and-assessing-fluency Curriculum Study Assignment at Indicator Level: Describe a change that you will make in your instructional planning to accommodate fluency practice. Formative Assessment at Indicator Level: List the types of information that can be accessed through informal and formal fluency assessments.	

Competency 1 *Foundations of Reading Instruction*			
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
Competency 1: Indicator E	1.E.1 Understand the role and impact of receptive and expressive vocabulary on reading comprehension.	Required Course Reading(s): "Moving Words from the Receptive to the Expressive Lexicon Assists in Vocabulary Development Among Students "http://www.georgialiteracy.org/detail/92/all--true/vobid--279/ Curriculum Study Assignment at Indicator Level: Explain the difference between expressive and receptive language Formative Assessment at Indicator Level: Follow steps 1-3 in "Moving Words from the Receptive to the Expressive Lexicon Assists in Vocabulary Development Among Students" to create a receptive/expressive transfer with a textbook or literature (ELA) excerpt	• "Teachers should keep four factors in mind when they consider strategies to teach vocabulary: (1) the students they are teaching, (2) the nature of the words they decide to teach, (3) their instructional purposes in teaching each of those words, and (4) the strategies they employ to teach the words (Flanigan & Greenwood, 2007)." Review Vocabulary
	1.E.2 Understand morphology (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis) and contextual analysis as it relates to	Required Course Reading(s): Teaching Morphology to Improve Literacy" https://www.uwo.ca/fhs/lwm/teaching/dld2_2017_18/Zeh_Morphological-Awareness.pdf Curriculum Study Assignment at Indicator Level: Complete a 4-column chart that describes how morphemic analysis enhances instruction in vocabulary, comprehension, spelling, and phonological awareness Formative Assessment at Indicator Level: Morphology is "the study of the structure and forms of words, including derivation, inflection, and compounding" (*Unlocking Literacy: Effective Decoding and Spelling Instruction*). Make a list of affixes and Latin roots that will be added to your regular vocabulary instruction.	

	vocabulary development.		Indicators 1E1-1E.6 Then develop a vocabulary instructional plan that incorporates the indicators into a semester schedule for vocabulary.
	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.).	Required Course Reading(s): "Teaching Vocabulary Across the Curriculum" https://education.illinoisstate.edu/downloads/casei/AV-4-2a%20%20article%20%20teaching%20vocabulary%20across%20the%20curric.pdf Curriculum Study Assignment at Indicator Level: Select and describe three strategies that have proven to be instructionally effective Formative Assessment at Indicator Level: Semantic misunderstandings occur when people give different meanings to the same words or phrases. Draw a concept map that summarizes the research on vocabulary growth and development from "Teaching Vocabulary Across the Curriculum."	
	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.	Required Course Reading(s): Pages 1-15 of "Narrowing the Language Gap: The Case for Explicit Vocabulary Instruction" https://nicole-kaye.squarespace.com/s/_Scholast-Vocab-KK-KF-copy.pdf Curriculum Study Assignment at Indicator Level: Summarize the author's thoughts about what does and does not work in vocabulary instruction Formative Assessment at Indicator Level: "Narrowing the Language Gap: The Case for Explicit Vocabulary Instruction" Use the "Guidelines for Choosing Words to Teach" (page 10) to select 5 domain specific vocabulary words from a current reading assignment. Follow the "Instructional Steps" (pages 5-7) to teach these words to the class	

	1.E.5 Understand how to apply evidence-based reading and writing practices to enhance vocabulary.	Required Course Reading(s): Reading, Writing, and the Importance of Vocabulary Curriculum Study Assignment at Indicator Level: Based on this article, list the ways that reading and writing practices strengthen vocabulary development Formative Assessment at Indicator Level*: "What we must remember is that simple activities can enhance vocabulary opportunities and can be done daily."* Select a reading or writing activity and explain how it can be integrated into vocabulary instruction.	
	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.	Required Course Reading(s): 10 Ways to Use Technology to Build Vocabulary https://www.readingrockets.org/article/10-ways-use-technology-build-vocabulary Curriculum Study Assignment at Indicator Level: the author suggests that the evoking of learning potential is possible when technology and media are part of the instructional mix. Explain the meaning of Evoc and how it supports enhancing vocabulary when reading. Formative Assessment at Indicator Level: Select and describe two Evoc strategies that support the growth of vocabulary development in students.	
	1.E.7 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect vocabulary	Required Course Reading(s): "Vocabulary" http://dyslexiahelp.umich.edu/professionals/dyslexia-school/vocabulary# Curriculum Study Assignment at Indicator Level: Summarize the Impact of dyslexia on vocabulary acquisition Formative Assessment at Indicator Level: Go the section of the article that focuses on" Multi-Sensory Instruction and make an independent vocabulary center for the classroom. List the materials that would be needed for the center.	

	development.		
	1.E.8 Understand instructional practices that develop authentic uses of English to assist English learners in learning academic vocabulary and content (e.g., cognates).	Required Course Reading(s): "Academic Language and ELLs: What Teachers Need to Know" https://www.colorincolorado.org/article/academic-language-and-ells-what-teachers-need-know Begin reading this article at Section 3: "What is your role?" Continue reading to the end of the article. Curriculum Study Assignment at Indicator Level: Describe the different kinds of academic language needed for all students to fully participate in classroom activities and assignments Formative Assessment at Indicator Level: Select a text excerpt to review orally as a small group. Develop a short lesson for students that will help them become comfortable talking in the group about the main points of the lesson.	
	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.	Required Course Reading(s): "Classroom Vocabulary Assessment for Content Areas" http://www.readingrockets.org/article/classroom-vocabulary-assessment-content-areas "Informal Assessments for Vocabulary Development" http://blresources.benchmarkeducation.com/*pdfs*/InfrmlAssess_VocabDvlpmnt.pdf Curriculum Study Assignment at Indicator Level: Summarize pages 7-9 of "Informal Assessments for Vocabulary Development" to explain how to manage and document informal vocabulary assessment for making instructional decisions Formative Assessment at Indicator Level:. Use "Classroom Vocabulary Assessment for Content Areas" as a resource to prepare an informal vocabulary assessment that emphasizes usage application and precision of use.	
Competency 1			

Foundations of Reading Instruction			
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
Competency 1: Indicator F	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 30-39 of "A Closer Look at the Five Essential Components of Reading Instruction" https://files.eric.ed.gov/fulltext/ED512569.pdf Curriculum Study Assignment at Indicator Level: Summarize how oral language and written language experience influence comprehension. Formative Assessment at Indicator Level: Select a text excerpt and develop three sentence starters that students will use to engage in a thoughtful discussion on the text topic.	• Use a chapter multiple-choice assessment as an informal formative assessment of comprehension growth. • Compare the results of the assessment with a previous chapter multiple-choice assessment. • Chart the improvement or lack of improvement for each standard. • Choose a fix-up strategy to use in re-teaching the standards that did not improve.
	1.F.2 Understand evidence-based comprehension practices (e.g., student question generation, summarizing, extended text discussion).	Required Course Reading(s): "What Every Teacher Needs to Know About Comprehension" Laura Pardo 11/04 RT #18-03-163 Pardo (teched-resources.org) Curriculum Study Assignment at Indicator Level: Student small groups will discuss a text by generating questions from it and then developing a big idea statement to share with the class • Formative Assessment at Indicator Level: Using "What Every Teacher Needs to Know About Comprehension," create 1 large graphic organizer or 4 individual graphic organizers that capture the essential message expressed in the following text sections: 1. "How Comprehension Works" 2. "The Reader" and Teachers Support Readers"	

		3. "The Text" and "Teachers Support Texts" **4.** "The Transaction" and "Teachers Support Transaction	Select an article and a content-area text excerpt. ● Evaluate the text demands for the following: ○ Tier 3 Vocabulary ○ Sentence Structure ○ Abstract Text Concepts ● Select 3 intervention strategies and explain how they will help students comprehend both texts. ● Summarize the similarities and differences of the reading demands of the article and the content-area text.
	1.F.3 Understand the varying demands of text on readers' comprehension, including the demands of domain-specific texts.	Required Course Reading(s): "The Importance of Deep Reading" The Importance of Deep Reading (ascd.org) Curriculum Study Assignment at Indicator Level: what are sophisticated processes that encourage deep reading and enhance comprehension? Formative Assessment at Indicator Level: Prepare a list of activities for distracted readers that will encourage deep reading comprehension.	
	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.	Required Course Reading(s): "Comprehension Instruction in Content Area Classes" http://msuresourcesforteaching.pbworks.com/f/Neufeld_2005.pdf ● Curriculum Study Assignment at Indicator Level: What are the thinking processes that are involved in the comprehension process How can the following thinking processes be helpful for preparing a lesson that involves small group/pair discussion on a text excerpt word-level processes (ability to identify words quickly, accurately, and effortlessly ● knowledge of the meanings of keywords ● comprehension strategies that readers consciously use ● readers' general knowledge of the world and specific knowledge of the topic about which they are reading Formative Assessment at Indicator Level: . Select one of the strategies highlighted in the article for small groups to use as they discuss/analyze a text excerptor poem/song lyrics	

	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.	Required Course Reading(s): "A Question on Text Complexity" https://www.shanahanonliteracy.com/blog/a-question-on-text-complexity#sthash.brPHBfLu.dpbs Curriculum Study Assignment at Indicator Level: What is the author's view on guided reading discussion and text complexity levels? Formative Assessment at Indicator Level: Select a topic that is associated with an assigned text chapter or article. Describe an activity that you will use to engage small groups in a discussion on the topic and how it impacts the chapter focus.	
	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	Required Course Reading(s): Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension https://cdn.education.ne.gov/wp-content/uploads/2019/03/Foundational-Skills-to-Support-Reading-Recommendation-4.pdf Curriculum Study Assignment at Indicator Level: *"Daily Reading practice - belief that students should do quick, short, daily reviews on a regular basis so that reading skills will be forced into long-term memory."* Take notes from the handout on how to carry out this recommendations and on the potential roadblocks that may exist. Formative Assessment at Indicator Level: Write a lesson that emphasizes how the chapter or unit Essential Question plays a role in capturing student interest and assist in providing a daily reading or discussion practice. Determine a discussion protocol for the chapter or unit Essential Question so students understand how it acts as a thread that connects the unit	

	endurance and comprehension.	activities together.	
	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.	Required Course Reading(s): Click or tap here to enter text. Cognitive Targets https://mrsmcleodsclassroom.wordpress.com/2013/11/10/cognitive-targets/ Selecting Instructional Strategies That Students Can Master https://www.edutopia.org/article/selecting-instructional-strategies-students-can-master Curriculum Study Assignment at Indicator Level: Click on the links for each of the critical reading skill and write a 1 sentence notation for each. How do cognitive targets effect the lessons that teachers make when introducing both fiction and informational texts? Describe two instructional tasks that will enhance cognitive growth. Formative Assessment at Indicator Level: Create and describe an independent learning center that includes learning materials for two critical reading skills. Include how the teacher participant will informally chart student growth. Select one strategy to use after read a text assignment. What cognitive target does it help develop in the students? What learning outcome do you hope to achieve by using the strategy?	
	1.F.8 Understand that reading is a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes, utilizing	Required Course Reading(s): Is Comprehension Better with Digital Text? https://www.shanahanonliteracy.com/blog/is-comprehension-better-with-digital-text#sthash.udogjX6w.dpbs Curriculum Study Assignment at Indicator Level: Summarize Shanahan's response to this question: "Do we read digitally *as well as we read paper texts?"* Formative Assessment at Indicator Level: Make a list of what Shanahan suggests teachers need to do to help students read digital texts more effectively. Then select two of the items to develop for your own classroom/lesson.	

	a variety of methods (i.e., active reading).		
	1.F.9 Understand that effective comprehension relies on using well developed language, multiple higher order thinking processes (i.e., making inferences, activating background knowledge) and self-correction to monitor comprehension.	Required Course Reading(s): Higher Order Thinking https://www.readingrockets.org/article/higher-order-thinking Curriculum Study Assignment at Indicator Level: A As students grow older, they are asked by their teachers to do more and more with the information they have stored in their brains. These types of requests require accessing higher order thinking (HOT)" After reading the article, explain how you will implement these ideas into your instructional plans. Formative Assessment at Indicator Level: . Select an article that complements your chapter or unit focus and write a guiding question or statement for three higher order thinking processes (inference, activate background knowledge or self-correction to monitor comprehension	
	1.F.10 Understand evidence-based practices to improve reading comprehension for students, including those with characteristics of	Required Course Reading(s): Reading Comprehension for Students with Dyslexia https://www.theedadvocate.org/reading-comprehension-for-students-with-dyslexia/ Dyslexia and Reading Comprehension Difficulties https://www.dyslexiaconnect.com/dyslexia-connect-blog/dyslexia-and-reading-comprehension-difficulties-dyslexia-connect/ 7 Vital Tips to Help Improve a Dyslexic Student's Writing Skills http://dyslexiahelp.umich.edu/latest/7-vital-tips-help-improve-dyslexic-student%E2%80%99s-writing-skills Curriculum Study Assignment at Indicator Level: Read and take notes on key information that	

	reading difficulties and dyslexia, based on their strengths and needs.	will help you describe how you could "devote more time to assisting children with dyslexia in identifying and understanding new words and enhancing their reading flow." Formative Assessment at Indicator Level: Create a graphic organizer or a brochure for parents that depicts how to help their children in reading comprehension and writing tasks.	
	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.	Required Course Reading(s): "English Language Learners – The Impact of Language and Socio-Cultural Factors on Learning" https://council-for-learning-disabilities.org/english-language-learners-impact-of-language-and-socio-cultural-factors-on-learning Curriculum Study Assignment at Indicator Level: Based on the article, what is the Difference Between Language Acquisition and a Language-based Learning Disability? Why is it essential that teachers learn to predict when an ELL is experiencing a learning disability? Formative Assessment at Indicator Level: Make an observational check list of behaviors that possibly indicate a learning disability that will negatively influence comprehension.	
	1.F.12 Understand the role of comprehension informal and formal assessments, including documentation of results, to inform instruction to meet individual student	Required Course Reading(s): "Taxonomy of Literacy Assessments: sections indicated below from "Types of Literacy Assessment: Principles, Procedures, and Applications": Formal Assessment, Informal Assessment, Formative Assessment, Summative Assessment" https://courses.lumenlearning.com/literacypractice/chapter/5-types-of-literacy-assessment-principles-procedures-and-applications/Informal Classroom-Based Assessment https://www.readingrockets.org/teaching/reading-basics/assessment Curriculum Study Assignment at Indicator Level: Summarize what you discovered about the difference between informal and formal comprehension assessments and how they inform instruction. Formative Assessment at Indicator Level: Use an informal or formal formative assessment to	

	strengths and needs.	determine text understanding. Chart the improvement or lack of improvement for each standard. Choose a fix-up strategy to use in re-teaching the standards that did not improve	
Competency 1 *Foundations of Reading Instruction*			
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
Competency 5: Indicator G	1.G.1 Identify phonemic, semantic and syntactic variability between English and other languages.	Required Course Reading(s): Click or tap here to enter text. "Semantic and Syntactic Patterns in the English Language Learner" https://bilinguistics.com/wp-content/uploads/2013/04/Typical-Semantics-and-Syntax-in-the-English-Language-Learner-CEU.pdf Reading Comprehension – Phonological, Syntactic, and Semantic https://www.bookofthrees.com/reading-comprehension-phonological-syntactic-and-semantic-2 Curriculum Study Assignment at Indicator Level: Create the chart below and record evidence of the differences between English and other languages. Language Variability (English – Other) Phonemic Semantic Syntax Formative Assessment at Indicator Level: Summarize how oral language, syntax, semantics, and pragmatics influence reading comprehension	• Go to "Cognitive Elements of Reading" and select 7 of the "14 Cognitive Elements of Reading" from the sidebar on the left. • Read the brief overview and select the Instructional Activities link. • Select one activity for each element that will help English Language Learners be
	1.G.2 Identify appropriate evidence-based practices to develop students'	Required Course Reading(s): "Navigating Meaning: Using Think-Alouds to Help Readers Monitor Comprehension" from *Improving Comprehension with Think-Aloud Strategies* Curriculum Study Assignment at Indicator Level: Review the "Stop, Ask, Fix Checklist" from "Navigating Meaning: Using Think-Alouds to Help Readers Monitor Comprehension." Consider how can you adapt the checklist to make it more student-friendly. Modify the checklist by	

	metacognitive skills in reading, including English learners (e.g., text coding, two-column notes).	adding columns for the students to track their progress each time they read difficult text. Model how to use the checklist with a textbook or literature (ELA) excerpt. Formative Assessment at Indicator Level: After completing Curriculum Study Assignment, create three lessons that will introduce each aspect of the check list through teacher model, guided practice, and independent practice. Using your notes as a discussion starting point, share your observations with the class about the effectiveness of the checklist. Then prompt students to share their observations with the class as well.	successful in reading text. Make a list of the 7 elements and the activity you selected for each
	1.G.3 Understand the interdependence among the reading components and their effect upon reading as a process for all students.	Required Course Reading(s): "Literacy-Rich Environments"- The Access Center"http://www.readingrockets.org/article/literacy-rich-environments Curriculum Study Assignment at Indicator Level: After reading the article, write a 3-2-1 graphic and respond to these statements: 3 points that display your understanding of the power of a literacy rich classroom, 2 activities that can enhance a literacy rich classroom, 1 positive effect a literacy rich classroom will have the students. Formative Assessment at Indicator Level: Based on the information in the Curriculum Study Assignment, write a paragraph that clarifies the interdependence among the reading components and the effect upon reading as a process.	

	1.G.4 Understand how oral language and an information intensive environment impact-reading and writing development.	Required Course Reading(s): THE ULTIMATE GUIDE TO ORAL LANGUAGE DEVELOPMENT - https://stayathomeeducator.com/the-impact-of-oral-language-development-on-reading-success Curriculum Study Assignment at Indicator Level: How does oral language impact literacy development? Formative Assessment at Indicator Level: Write an End-of-Year letter to your students' parents that provides a chart (with descriptions) of daily oral language activities that they can share with their children during the summer.	
	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.	Required Course Reading(s): Exploring Digital Literacy Practices in an Inclusive Classroom https://www.readingrockets.org/article/exploring-digital-literacy-practices-inclusive-classroom Curriculum Study Assignment at Indicator Level: How does infusing print-based literacy with the elements of digital literacy create a powerful reading environment for students? Formative Assessment at Indicator Level: Design a learning center composed of digital and print materials that support the current academic themes	
	1.G.6 Understand the relationships among decoding, automatic word recognition,	Required Course Reading(s): Supporting fluency and comprehension using practices grounded in the science of reading https://www.nwea.org/blog/2022/supporting-fluency-and-comprehension-using-practices-grounded-in-the-science-of-reading/ Curriculum Study Assignment at Indicator Level: Read and make notes on this article. Then use the notes for the Formative Assessment.	

	fluency and comprehension.	Formative Assessment at Indicator Level: Create a graphic organizer that depicts the relationship among decoding, fluency, and comprehension	
	1.G.7 Understand intentional, explicit, systematic and sequential evidence-based practices for scaffolding the interconnection of each of the following: graphophonemics, syntax, semantics, pragmatics, vocabulary, schema and text structures required for comprehension.	Required Course Reading(s):): How Scaffolding Instruction Can Improve Comprehension https://www.thoughtco.com/ways-to-scaffold-instruction-in-grades-7-12 Curriculum Study Assignment at Indicator Level: Explain how scaffolding can improve the reading processes required for proficient comprehension Formative Assessment at Indicator Level: Using the information from the article, write a lesson that demonstrates a multiple step scaffolding process for teaching a task or skill.	
	1.G.8 Understand the distinguishing characteristics of students with reading difficulties, including students	Required Course Reading(s): What Science Offers Teachers of Reading https://www.readingrockets.org/article/what-science-offers-teachers-reading Curriculum Study Assignment at Indicator Level: Read the entire article but take detailed notes on the section entitled “scientific research on reading and its educational implications.” Formative Assessment at Indicator Level: Make a concept map for one conclusion from your	

	with dyslexia, and how they affect the integration of the components of reading instruction.	notes that depicts how you will infuse the findings into your instruction.Click or tap here to enter text.	
	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.	Required Course Reading(s): Target the Problem Reading Rockets.org/helping/target Curriculum Study Assignment at Indicator Level: [You will find the following information in each section of this article: explanation of the problem and how it affects student, what the student's difficulty may look like from the parent's point of view, suggestions on what parents and their students can do to help] As you read the article, make the following marks *Very Important, !!I want to focus on this for my parents Formative Assessment at Indicator Level: : Create a resource packet of intervention strategies for parents to use with their student. Hold a meeting with parents to share the packet and to model strategies. This could become an ongoing monthly meeting for interested parents.	
	1.G.10 Understand how to communicate (orally and in writing) the meaning of reading assessment data with students,	Required Course Reading(s): (Review previously required Course Readings from 1.A – 1.F.6) Curriculum Study Assignment at Indicator Level: Review the data from an informal and formal assessment for one student. Create a list of concerns for that student. Create a check list of things that you will present to the parents in a personal meeting Formative Assessment at Indicator Level: Schedule an after-school meeting with the student's parents. Summarize the data results on a data form and provide intervention strategies for at-home practice	

	caregivers and other teachers.		
	1.G.11 Understand the role of informal and formal reading assessments, including documentation of results, to make instructional decisions to address individual student strengths and needs.	Required Course Reading(s): 1.G.6 (Review previous required Course Readings from 1.A – 1.F.6) Curriculum Study Assignment at Indicator Level: Review the data from an informal and formal assessment for one student. Create a list of concerns for that student. Formative Assessment at Indicator Level: Write a formal letter to the student's parents. ● Summarize the data results. ● Provide intervention strategies and resources to parents for each area of concern. Note: Consult school counselors, reading specialists, ESE specialists, ESOL specialists, or other faculty and staff that have formal parent letter templates or suggestions to share	

Competency 2 Introduction

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

Competency 2 *Applications of Evidence-based Instructional Practices*			
Performance Indicator A: Oral Language			
Course Number & 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.1 Apply intentional, explicit, systematic and sequential instructional practices for scaffolding development of oral/aural	Required Course Reading(s): "Key Strategies for Developing Oral Language" https://www.teachingchannel.org/blog/2014/10/29/strategies-for-developing-oral-language-ousd "14 Ways to Improve Your Students' Oral Language Skills" https://blog.brookespublishing.com/11-ways-to-improve-your-students-oral-language-skills Curriculum Study Assignment at Indicator Level: Read the articles on this topic and then make a plan to implement the instructional practices Formative Assessment at Indicator Level: Choose 3 strategies to be used to develop oral/aural language before, during and after reading a textbook or reading (ELA) assignment. ● Review the text and designate where, when, and why you will employ each of the strategies.	After administering the Expressive Language Observation, use the rubric to record and then analyze student results for the small

	language skills.	• Create a chart, like the one below, for each of the strategies. Example: Strategy #1: Read Aloud Where: Paragraphs 7-8 When: Day 2 Why: Stonehenge may be unfamiliar and impede comprehension. 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.	Required Course Reading(s): "Practical Strategies to Improve Academic Discussions in Mixed Ability Secondary Classrooms" —Kevin Feldman & Kate Kinsella https://www.ode.state.or.us/wma/teachlearn/commoncore/structuring-acad-discuss-.pdf"Socratic Seminar Sentence Starters" https://betterlesson.com/lesson/resource/2424312/socratic-seminar-sentence-starters Curriculum Study Assignment at Indicator Level: Create or reproduce protocol cards and sentence frames for small and large group discussions. Formative Assessment at Indicator Level: Draw a classroom diagram that will accommodate multiple discussion grouping options with descriptions for each option.
	2.A.3 Use word building and	Required Course Reading(s): Use Oral Language to Strengthen Opinion Writing (For Writers of All Ages!)

	writing experiences to enhance oral language (e.g., homophone word building and spelling, interactive writing, student to teacher sentence dictation).	https://twowritingteachers.org/2023/03/10/use-oral-language-to-strengthen-opinion-writing-for-writers-of-all-ages/ Curriculum Study Assignment at Indicator Level: **List and describe the activities the author includes in the article that would correct the problem in this quotation: "If they can't say it out loud, they probably can't write it down"** Formative Assessment at Indicator Level: Prepare and write the instructions for a project-based assignment that supports a content-area chapter focus, a literature (ELA), theme or a reading focus. Divide students into group. Prepare, distribute and review the project-based assignment/Discussion Rubric.	
	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	Required Course Reading(s): " Oral Language Impairments and Dyslexia" https://pa.dyslexiaida.org/about-dyslexia/fact-sheets/oral-language-impairments-and-dyslexia. Curriculum Study Assignment at Indicator Level: Describe the oral language. Impairments that are common to struggling and dyslexic readers. Formative Assessment at Indicator Level: Design an intervention for an oral language impairment that can be introduced in a small group session. Select an impairment from your list. Then review an upcoming class assignment that might be difficult for a student who struggles with oral language. How will you differentiate the assignment so the student will gain confidence and competence as she/her works on the task?	

	characteristics of dyslexia.		
	2.A.5 Provide and document opportunities for extended discussion in discerning text meaning and interpretation.	Required Course Reading(s): "Discussion Protocols That Engage All Students" https://www.edutopia.org/article/discussion-protocols-engage-all-students " Curriculum Study Assignment at Indicator Level: How do discussion protocols improve student discussion? After reading the first article, list and describe the discussion strategies. Put a star by your two favorite strategies. Formative Assessment at Indicator Level: As you write your lesson plans for a two-week period, mark content relevant ideas in the plans that would benefit from extended discussion. Select an appropriate discussion protocol for each idea.	
	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	Required Course Reading(s): "Key Strategies for Developing Oral Language" https://www.teachingchannel.com/blog/developing-oral-language Curriculum Study Assignment at Indicator Level: *"students shouldn't say the same thing each time; rather, they need to build on the language and ideas of previous partner(s) to improve, expand, clarify, and support their evolving answer each time they share it"* How do targeted oral language activities help teachers to plan effective small group discussions? Formative Assessment at Indicator Level: Select a discussion protocol from 2.A.5 and use it in conjunction with a class lesson. Modify the protocol to accommodate the oral language impairment and conduct the conversation with members of a small group	

	development.		
	2.A.7 Apply an English learner's home language proficiency as a foundation and strength to support the development of oral language in English and scaffold discussions to facilitate the comprehension of text for students with varying English proficiency levels.	Required Course Reading(s): "The Home Language: An English Language Learner's Most Valuable Resource" http://www.colorincolorado.org/article/home-language-english-language-learners-most-valuable-resource and Using Cognates to Develop Comprehension in English Curriculum Study Assignment at Indicator Level: Make a 3-column chart for taking notes while reading each article. Label the columns Read Aloud Student Reading Follow-Up Activities Formative Assessment at Indicator Level: Create and teach a lesson for one of the strategies included in your notes.	
	2.A.8 Administer and document appropriate oral language	Required Course Reading(s): "Section II: Oral Language" http://www.misd.net/mlpp/assessments/oralLanguage/Oral-Language-A.pdf Curriculum Study Assignment at Indicator Level: Review the "Rationale" and "Definition" sections on page 29 of "Section II: Oral Language."	

	informal and formal assessments to inform instruction determined by individual student strengths and needs.	Formative Assessment at Indicator Level: Read and follow the Assessment Guidelines for the Expressive Language Observation (page 30). Use the rubric to record the students' expressive language skills. What did you learn from this assessment? How will these results impact your instructional plans for the students?	

Competency 2 *Application of Evidence-based Instructional Practices*			
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.1 Apply explicit, systematic and sequential evidence-based practices in phonological awareness and	Required Course Reading(s): "Phonological Awareness: What It Is and How It Works" https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/reading-issues/phonological-awareness-what-it-is-and-how-it-works Curriculum Study Assignment at Indicator Level: Write three statements that display your understanding of how to integrate phonological awareness and or phonological skills into your daily lessons.	Write a short phonological assessment that includes one task for each of the following skills 1. Recognizing a word in a sentence shows the ability to segment a

	phonemic awareness.	Formative Assessment at Indicator Level: Describe and use two activities that enhances students' phonological awareness skills.	sentence 2. Recognizing a rhyme shows the ability to identify words that have the same ending sounds 3. Recognizing a syllable shows the ability to segment the words the way that they are pronounced 4. Recognizing a syllable shows the ability to blend words the way that they are pronounced 5. Understanding onset-rime shows the ability to blend the first sound in the word (onset) and the rest of the word (rime)
	2.B.2 Apply evidence-based phonemic awareness instruction for the development of phonic decoding skills that lead to independent reading capacity.	Required Course Reading(s): "Why Phonological Awareness is Important for Reading and Spelling"http://www.readingrockets.org/article/why-phonological-awareness-important-reading-and-spelling Curriculum Study Assignment at Indicator Level: After reading the article, explain how phonemic awareness instruction impact the development of phonic decoding skills. Formative Assessment at Indicator Level: Develop a learning center that emphasizes phonemic awareness practice. Prepare a progress monitoring tool to track the growth of the students who go to the center.	
	2.B.3 Provide opportunities using evidence-based and multisensory practices for students to develop phonemic awareness (e.g., Elkonin boxes or magnetic	Required Course Reading(s): " Why Multisensory Learning is an Effective Strategy for Teaching Students How To Read https://www.waterford.org/education/why-multisensory-learning-is-an-effective-strategy-for-teaching-students-how-to-read/ 8 multisensory techniques for teaching reading https://www.understood.org/en/articles/8-multisensory-techniques-for-teaching-reading Curriculum Study Assignment at Indicator Level: How do multi-sensory practices provide greater learning outcomes? Discuss an example to support your reasoning. Formative Assessment at Indicator Level: Prepare a small group multi -sensory lesson and a Learning Center multi-sensory activity for students. Write the instructions for	

	letters).	each activity.	
	2.B.4 Apply knowledge of how variations in phonology across dialects and speech patterns affect the development of phonemic awareness.	Required Course Reading(s): Fostering Literacy Development in English Language Learnershttp://www.colorincolorado.org/article/fostering-literacy-development-english-language-learners Curriculum Study Assignment at Indicator Level: Review a student's short writing assignment. Make a 2-column list of spelling and writing errors common among your ELL students. Use "Considerations When Instructing ELLs in Phonemic Awareness" as a resource and explain why Spanish-speaking students may make these errors Click or tap here to enter text. Formative Assessment at Indicator Level: Teach a lesson to your small group that addresses one of the common errors from the writing activity.	
	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	Required Course Reading(s): Considerations When Instructing ELLs in Phonemic Awareness" from "English Language Learners and the Five Essential Components of Reading Instruction" http://www.readingrockets.org/article/english-language-learners-and-five-essential-components-reading-instruction Curriculum Study Assignment at Indicator Level: How do variations in phonology across dialects and speech patterns affect written and oral language? Formative Assessment at Indicator Level: create a poster that provides considerations for instruction in the areas of phonics and phonemic awareness to use with your students	

	differences).		
	2.B.6 Provide evidence-based phonics instruction to improve phonemic awareness and enhance encoding and decoding skills.	Required Course Reading(s): Decoding and Encoding: How to Work on Spelling Skills https://readlikearockstarteaching.com/decoding-and-encoding-how-to-work-on-spelling-skills/ Phonological and Phonemic Awareness https://www.readingrockets.org/teaching/reading-basics/phonemic Curriculum Study Assignment at Indicator Level: Explain how practicing decoding and encoding together improve phonemic awareness and encoding and decoding skills? Formative Assessment at Indicator Level: Write a small group lesson that integrates phonics with a phonemic awareness activity	
	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	Required Course Reading(s): Early Reading and Writing Development http://www.getreadytoread.org/early-learning-childhood-basics/early-literacy/early-reading-and-writing-development Curriculum Study Assignment at Indicator Level: Children see and interact with print in everyday situations well before they start elementary school and parents can see their child's growing appreciation and enjoyment of print. Summarize the suggestions and activities that will improve phonemic awareness skills. Formative Assessment at Indicator Level: Develop a brochure for parents that lists and describes 5 phonemic awareness activities they can practice at home with their children.	

	phonemic awareness.		
	2.B.8 Apply evidence-based practices for teaching phonemic awareness to English learners.	Required Course Reading(s): "Phonological Awareness and Phonemic Awareness" https://www.readingresource.net/phonemicawareness.html Curriculum Study Assignment at Indicator Level: How do targeted phonemic awareness activities help students to develop competence language development? Click or tap here to enter text. Formative Assessment at Indicator Level: Design a small group intervention for a phonemic awareness problem	
	2.B.9 Administer and document appropriate phonological awareness informal and formal assessments to inform instruction to meet individual student strengths and needs.	Required Course Reading(s): "Phonological Awareness Informal Assessment for School-Aged Children"https://highlandliteracy.files.wordpress.com/2016/01/phonological-awareness-informal-assessment.pdf Pages 317-318 and 326-329 of "General Directions for Administering Words Their Way Inventories" https://mypearsontraining.com/assets/files/documents/WTW6e_Inventories_1507909154.pdf Curriculum Study Assignment at Indicator Level: Review the "Phonological Awareness Survey," the "Phonological Awareness Informal Assessment for School-Aged Children," and "Phonological Awareness Assessment." Summarize how they are similar or different from each other in a 3-column chart. Formative Assessment at Indicator Level: Develop a lesson for a small-group intervention session that incorporates the assessment data from 1 of the phonological awareness subtests.	

Competency 2 *Application of Evidence-based Instructional Practices*			
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.	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.	Required Course Reading(s): The Role Of Orthographic Mapping In Learning To Read "ORTHOGRAPHIC MAPPING: WHAT ELEMENTARY TEACHERS NEED TO KNOW IN 2023" https://jodidurgin.com/orthographic-mapping/ Curriculum Study Assignment at Indicator Level: Read articles and take notes on a 2-column organizer headed by IT SAYS I WONDER Formative Assessment at Indicator Level: Review "20 Perfect Anchor Charts to Teach Phonics and Blends." Provide students with copies of charts with the following: Short & Long Vowel Sounds, consonant Blends and Digraphs, Common Vowel Pairs, Vowel Digraphs and Diphthongs, R-Controlled Vowels. Model using the charts to decode both authentic and nonsense words.	• Record data from the Cool Tools Phonics assessment on the Competency 2 Tracking Chart. • Determine where on the phonics continuum students need intervention. • Using the required readings, develop intervention plans for phonics using the recommendations from the Competency

	2.C.2 Apply evidence-based instruction in grapheme-phoneme patterns in spelling and written expression.	Required Course Reading(s): "How Spelling Supports Reading " https://www.readingrockets.org/article/how-spelling-supports-reading "Virtual Teaching Resource Hub: Instructional Activities: Phoneme-Grapheme Correspondences" https://ufli.education.ufl.edu/resources/teaching-resources/instructional-activities/phoneme-grapheme-correspondences/ Curriculum Study Assignment at Indicator Level: Summarize the author's explanation on how spelling supports reading. Formative Assessment at Indicator Level: Participant pairs will create and post an original anchor chart for one of the following: Short & Long Vowel Sounds, consonant Blends and Digraphs, Common Vowel Pairs, Vowel Digraphs and Diphthongs, R-Controlled Vowels. Participant pairs will write a skill lesson on one of the skills on the anchor chart.	2 reading list. ● Provide phonics charts for students to use along the phonics continuum. Assess specific needs for ELL students and provide support documents like the vowel chart as needed.
	2.C.3 Apply evidence-based instruction in structural analysis and morphology of words.	Required Course Reading(s): Morphemic Analysis https://sites.google.com/site/contentarealiteracystrategies/home/knowledge-of-language-structure/phonology-and-morphology/morphemic-analysis Activities to Teach Students Structural Analysis https://www.theclassroom.com/activities-teach-students-structural-analysis-8594051.html Curriculum Study Assignment at Indicator Level: Define and then compare/contrast the terms *morphemic analysis and structural analysis*. Formative Assessment at Indicator Level: Construct a content area example following the pattern at https://sites.google.com/site/contentarealiteracystrategies/home/knowledge-of-language-structure/phonology-and-morphology/morphemic-analysis	
	2.C.4 Incorporate evidence-based spelling and writing	Required Course Reading(s): "Teaching Latin and Greek Roots With Simple Strategies" https://grammar.yourdictionary.com/for-teachers/teaching-latin-roots-for-spelling.html "Are Base Words and Root Words the Same?" https://grammar.yourdictionary.com/grammar-rules-and-tips/are-base-words-and-root-words-the-same.html	

	practices that connect reading and writing (e.g., Elkonin boxes, spelling of Greek and Latin roots and affixes).	Curriculum Study Assignment at Indicator Level: Respond to these questions: How has Latin influenced the English language? Are base words and root words have the same meaning? Formative Assessment at Indicator Level: Select one strategy from the above sources and create a lesson on Latin roots for your class.	
	2.C.5 Apply evidence-based practices for students with reading difficulties, including students with dyslexia, based on their strengths and needs to improve phonics development.	Required Course Reading(s): Early Signs of a Reading Difficulty" https://www.readingrockets.org/article/early-signs-reading-difficulty "6 Instructional Strategies" http://www.riroadmap.com/strategies-for-teaching-phonics Curriculum Study Assignment at Indicator Level: Describe the learning commonalities in phonics for struggling readers and dyslexic struggling readers. Formative Assessment at Indicator Level: Develop two phonics interventions for struggling and dyslexic readers	
	2.C.6 Apply an English learner's home language as a	Required Course Reading(s): The Home Language: An English Language Learner's Most Valuable Resource: Home Language in the Classroom https://www.colorincolorado.org/article/home-language-english-language-learners-most-valuable-resource	

	foundation and strength to support the development of phonics in English.	Curriculum Study Assignment at Indicator Level: *Carefully read the section titled "Policy and Home Language: What does the research say?" Then summarize the key points on the research* Formative Assessment at Indicator Level: Carefully read the article and then write a phonics lesson that applies the information in the section titled *Home Language in the Classroom* Click or tap here to enter text.	
	2.C.7 Administer and document appropriate phonics informal and formal assessments to inform instruction to meet individual student strengths and needs.	Required Course Reading(s): Pages 38—47 of "Cool Tools Assessment: Informal Reading Assessments" https://www.yumpu.com/en/document/read/52551151/cool-tools-reading-assessments Curriculum Study Assignment at Indicator Level: Administer the Cool Tools Phonics Survey to a group of students. Formative Assessment at Indicator Level: Review the results and then establish small intervention groups according to the student errors and student modalities	

Competency 2 *Application of Evidence-based Instructional Practices*			
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.	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).	Required Course Reading(s): "Fluency" pages 11–14 of "What Content-Area Teachers Should Know About Adolescent Literacy" https://lincs.ed.gov/publications/pdf/adolescent_literacy07.pdf Chapter 8 –" Fluency , https://meadowscenter.org/wp-content/uploads/2022/04/RTS_Ch81.pdf Curriculum Study Assignment at Indicator Level: Read the section on Fluency (pages 11-14) of "What Content-Area Teachers Should Know about Adolescent Literacy" Create a plan specifically for Content-Area teaches that will strengthen reading fluency in the students Formative Assessment at Indicator Level: Use repeated reading and partner reading routines to develop a plan that will strengthen accuracy, intonation, automaticity, and stamina while reading text assignments.	• Create a lesson that incorporates echo reading with poetry (Ex. "Funeral Blues" by W.H. Auden). • Teacher models the poem, emphasizing expressive, fluent reading. • Students then participate in echo reading of the poem. • Continue the lesson by giving students a writing template where column 1 contains the stanzas of the poem and column 2 provides a

	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.	Required Course Reading(s): "Developing Fluent Readers"
		http://www.readingrockets.org/article/developing-fluent-readers
		
		Curriculum Study Assignment at Indicator Level: Describe how to maintain fluency levels for on-level readers and for struggling readers/
		
		Formative Assessment at Indicator Level: Identify 2 fluency problems and write a lesson for each problem.
			space for students to write a stanza of their own using the same format as the poem.
			• Summarize:
			  ○ What went well?
			  ○ What could you improve?
			  ○ How could you involve your students in designing their own fluency enhancing experiences?

	2.D.3 Apply evidence-based practices to develop automaticity in word-level skills and oral reading fluency in connected text.	Required Course Reading(s): "Poetry: A Feast to Form Fluent Readers" http://www.readwritethink.org/classroom-resources/lesson-plans/poetry-feast-form-fluent-22.html?tab=4#tabs Curriculum Study Assignment at Indicator Level: Review the tabs in this article and write down information that you will adapt for task in the Formative Assessment Formative Assessment at Indicator Level: Use the information in the guide in the article to write your own *Build Fluency with Poetry* lesson	
	2.D.4 Teach readers explicitly how to activate their background knowledge, self-monitor and self-correct (i.e., metacognition) to enhance fluency as a bridge to comprehension of text.	Required Course Reading(s): Intervention Central: Phrase-Cued Text Lessons https://www.interventioncentral.org/academic-interventions/reading-comprehension/phrase-cued-text-lessons Phrase-Cued Text Generator https://www.interventioncentral.org/rti2/phrase_cues/ Curriculum Study Assignment at Indicator Level: Describe Phrase-Cued reading and explain how it enhances fluent reading Formative Assessment at Indicator Level: Follow the instructions at https://www.interventioncentral.org to develop a fluency lesson and text for your class.	
	2.D.5 Provide daily opportunities for readers to practice reading, with	Required Course Reading(s): Fluency: In Practice https://www.readingrockets.org/teaching/reading101-	

	support and corrective feedback, to increase accuracy, rate, prosody and reading endurance.	course/modules/fluency/fluency-practice Curriculum Study Assignment at Indicator Level: Either take sectional notes (9 sections) or copy this thorough article and highlight it for future reference. Formative Assessment at Indicator Level: Select one activity to discuss and model to a small group of students followed by student practice.	
	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.	Required Course Reading(s): My Middle School Requires Fluency Instruction: Help! https://www.shanahanonliteracy.com/blog/my-middle-school-requires-fluency-instruction-help#sthash.WaPluIQ4.dpbs Curriculum Study Assignment at Indicator Level: Summarize the author's concerns about fluency and suggestions for the students. Formative Assessment at Indicator Level: Distribute a Fluency Graph to students. Teach students how to set goals and self- monitor their fluency rate at regular intervals with repeated reading of text from your text excerpt, from informational article, or from teacher-selected poetry and song lyrics	

	2.D.7 Administer and document fluency informal and formal assessments to inform instruction to meet individual student strengths and needs.	Required Course Reading(s): Screening, Diagnosing, and Progress Monitoring for Fluency: The Details"http://www.readingrockets.org/article/screening-diagnosing-and-progress-monitoring-fluency-details Curriculum Study Assignment at Indicator Level: Administer a screening fluency assessment to the small group chosen for classroom study to assess fluency rates. Analyze the results of WCPM using Hasbrouck & Tindal's 2017 table. Formative Assessment at Indicator Level www.interventioncentral.org Go to and select the Reading Fluency Passage Generator from the list of featured Tools to create fluency probe on your current text ● Continue to create and administer fluency probes to your intervention group to build up fluency on grade level passages. ● Teach students to track their own fluency data on student Fluency Graph (see Appendix).	

Competency 2 *Application of Evidence-based Instructional Practices*			
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.	Required Course Reading(s): 21 STRATEGIES TO HELP STUDENTS WHO SUFFER FROM EXPRESSIVE LANGUAGE DISORDER https://www.theedadvocate.org/21-strategies-to-help-students-who-suffer-from-expressive-language-disorder/ Receptive Language Disorder Strategies to Improve Speechhttps://online.maryville.edu/blog/receptive-language-disorder-strategies/ Curriculum Study Assignment at Indicator Level: What is the difference between expressive and receptive vocabulary and how do each impact reading comprehension? Formative Assessment at Indicator Level: After reviewing each strategy, select one to develop into a lesson for a student or small group of students who need additional support.	• Administer a vocabulary assessment associated with a text assignment as a pretest. • Create ongoing discussion that familiarize students with the text vocabulary • Re-administer the original vocabulary assessment as a post-test. • Analyze data and list the specific problems: context, multi syllable problems, synonym or
	2.E.2 Incorporate evidence-based vocabulary instruction in morphology (e.g., Greek and Latin roots and	Required Course Reading(s): What Should Morphology Instruction Look Like? https://www.readingrockets.org/blogs/shanahan-literacy/what-should-morphology-instruction-look#USING MORPHOLOGY TO TEACH VOCABULARY https://keystoliteracy.com/blog/using-morphology-to-teach-vocabulary/ Curriculum Study Assignment at Indicator Level: Distinguish between morphology, structural analysis, and the study of Latin roots. Formative Assessment at Indicator Level: Based on your reading of the two articles, outline	

	affixes) and contextual analysis.	a lesson and a small group follow-up session using the techniques found in the articles	antonym misunderstandings, multiple meanings, etc.
	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 , etc.).	Required Course Reading(s): What is dialogic reading? https://www.cambridge.org/elt/blog/2019/04/18/dialogic-reading/ How to Use Semantic Maps for Teaching Vocabulary https://vocabularyluau.com/how-to-use-semantic-maps-for-teaching-vocabulary/ Curriculum Study Assignment at Indicator Level: Based on reading these articles, how would you use Dialogic Reading and semantic maps in your vocabulary instruction? Formative Assessment at Indicator Level: Outline an introductory lesson for one of these to use with your class	
	2.E.4 Provide explicit instruction in basic and sophisticated vocabulary, high-frequency multiple	Required Course Reading(s): Five Research-Based Ways to Teach Vocabulary https://www.texasldcenter.org/teachers-corner/five-research-based-ways-to-teach-vocabulary Curriculum Study Assignment at Indicator Level: Many tips are offered in this article. Make a list with a short description of 4 that you will use in class.	

	meaning words and domain-specific vocabulary.	Formative Assessment at Indicator Level: create a vocabulary study center in your classroom with a list of activities that students can access to help strengthen their vocabulary bases.	
	2.E.5 Apply evidence-based reading and writing practices to enhance vocabulary.	Required Course Reading(s): Building Word Consciousness: Vocabulary Instruction in AAC https://praacticalaac.org/strategy/building-word-consciousness-vocabulary-instruction-in-aac Curriculum Study Assignment at Indicator Level: Summarize the main point of the article and then explain how reading and writing practices can be integrated with it. Formative Assessment at Indicator Level: From the article: There are many ways to create a strong word-learning environment. Select one from the reading and prepare a class activity that requires both reading and writing to complete it.	
	2.E.6 Provide a classroom learning environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary.	Required Course Reading(s): Best Practices for Digital Reading https://www.infohio.org/images/ZOO_DOCS/toolkit/BestPracticesForReadingDigitalText.pdf How Should Reading Be Taught in a Digital Era? https://www.edweek.org/teaching-learning/how-should-reading-be-taught-in-a-digital-era/2016/11 Curriculum Study Assignment at Indicator Level: Write a brief explanation of the main points in "Best Practices for Digital Reading" Formative Assessment at Indicator Level: Prepare a lesson that begins with reading a section of a digital text on a specific topic online and then have the students move to small groups to prepare a print response (art related, graphic organizer, journal, news article, comic strip etc.	
	2.E.7 Apply evidence-based	Required Course Reading(s): Marzano's Six Step Process (Why should we use it?) https://serben.weebly.com/marzanos-six-step-process.html Steps to Making New Words Go From Unknown to Acquired http://blog.tesol.org/6-steps-	

	practices for students with characteristics of reading difficulties, including students with dyslexia, based on their strengths and needs to improve vocabulary development.	to-making-new-words-go-from-unknown-to-acquired/ Curriculum Study Assignment at Indicator Level: After reading the articles about Marzano's 6 Step Approach, explain how you would modify it for a class that includes a student with dyslexia. Formative Assessment at Indicator Level: Prepare your Marzano modification and add it to your lesson plan to use with students.	

	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).	Required Course Reading(s): Click or tap here to enter text. "Tips for Educators of ELLs: Teaching Vocabulary in Grades 4-12" http://www.colorincolorado.org/article/tips-educators-ells-teaching-vocabulary-grades-4-12 Curriculum Study Assignment at Indicator Level: Create a graphic organizer that can be used to take notes on the article Formative Assessment at Indicator Level: After reading the article, apply the information to your classroom by preparing an extended discussion lesson that incorporates the best ideas from the articles.	
	2.E.9 Administer and document appropriate vocabulary informal and formal assessments to inform instruction to meet individual student strengths and needs.	Required Course Reading(s): "Classroom Vocabulary Assessment for Content Areas" http://www.readingrockets.org/article/classroom-vocabulary-assessment-content-areas Curriculum Study Assignment at Indicator Level: Select and take notes on one informal assessment that you will administer to your students. Formative Assessment at Indicator Level: Create learning center intervention mini practices for students who need additional work after taking the assessment.	

Competency 2 *Application of Evidence-based Instructional Practices*			
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
	2.F.1 Use both evidence-based oral language and writing experiences (i.e., language experiences, dictation, summary writing) to enhance comprehension	Required Course Reading(s): The Role of Early Oral Language in Reading Comprehension + Click the Link for Additional Information The Role of Early oral Language in Literacy Development https://www.readingrockets.org/blogs/shanahan-literacy/role-early-oral-language-reading-comprehension Curriculum Study Assignment at Indicator Level: Explain why Dr. Shanahan was motivated to explore the role of early oral language in reading comprehension. Formative Assessment at Indicator Level: Prepare an opening lesson for a new textbook chapter or literature (ELA) piece that incorporates the Read-Think--Discuss *S*trategy. The purpose of this opening activity is to develop additional background knowledge on the topic.	After viewing the most current District reading data for one of your students, consider how you will adjust instruction to accommodate his/her needs. Provide an intervention
	2.F.2 Apply explicit, systematic and sequential evidence-based comprehension practices (e.g., student question	Required Course Reading(s): Reading Comprehension Strategies for English Language Learners Reading Comprehension Strategies for English Language Learners | Colorín Colorado (colorincolorado.org) Curriculum Study Assignment at Indicator Level: Select and summarize one of the ways to check comprehension frequently. Formative Assessment at Indicator Level: Develop a short list of higher-level thinking questions for a text excerpt or story. Explain how to transfer this responsibility to the students .	

	generation, summarizing, extended text discussion).		plan that list the tasks that will target the student need.
	2.F.3 Apply appropriate instructional practices to improve comprehension in domain-specific texts as determined by the student's strengths and needs.	Required Course Reading(s): What Is Effective Comprehension Instruction? https://www.readingrockets.org/article/what-effective-comprehension-instruction Key Comprehension Strategies to Teach, Key Comprehension Strategies to Teach | Reading Rockets Curriculum Study Assignment at Indicator Level: Based on the articles, explain how teacher modeling enhances explicit and intensive instruction. Formative Assessment at Indicator Level: Develop an instructional plan that depicts the unique instructional differences between narrative and informational text.	
	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.	Required Course Reading(s "Extending the Silence," John McCarthy https://www.edutopia.org/article/extending-silence Curriculum Study Assignment at Indicator Level: Based on the article, how does Think Time lead to meaningful discussion? Formative Assessment at Indicator Level: Incorporate a project-based assignment based on current text or short story readings into small group discussion sessions.	

	2.F.5 Use the interaction of readers' characteristics (background knowledge, interests, strengths and needs) along with motivation, text complexity and purpose for reading to impact comprehension and student engagement.	Required Course Reading(s): Revisiting Comprehension: The Role of Text Complexity, Background Knowledge, and Deeper Comprehension Linda Dorn, PhD, https://ara8.wildapricot.org/resources/Pictures/ARA%20Keynote%20Handout.pdf Curriculum Study Assignment at Indicator Level: Read the PowerPoint presentation and answer the following questions: What is comprehension? 2.What is the role of experience in making meaning for something new? What is the role of the text in activating the reader's background knowledge for constructing meaning? How can teachers create the conditions to activate, clarify, and extend meanings? Formative Assessment at Indicator Level: Review your answers to the four question. Select a text excerpt or an article for a lesson that incorporates what you learned from this information.	
	2.F.6 Plan, provide and document daily opportunities for reading of connected text with corrective feedback to support accuracy,	Required Course Readings Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension https://cdn.education.ne.gov/wp-content/uploads/2019/03/Foundational-Skills-to-Support-Reading-Recommendation-4.pdf Curriculum Study Assignment at Indicator Level: Based on the document, summarize the roadblocks to reading with accuracy, fluency, comprehension and endurance. Formative Assessment at Indicator Level: Select two roadblocks and develop an intervention for correcting them.	

	fluency, reading endurance and comprehension.		
	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.	Required Course Reading(s): "Comprehension Instruction in Content Area Classes, Paul Neufield "http://msuresourcesforteaching.pbworks.com/f/Neufeld_2005.pdf Curriculum Study Assignment at Indicator Level: Based on the article, summarize the "strategies that are worth teaching" Formative Assessment at Indicator Level: Guide students in the reading of a textbook section or literature (ELA) piece using both the suggested comprehension strategies and fix-up strategies for comprehension.	
	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).	Required Course Reading(s): The Case for Multiple Texts, www.ascd.org/publications/educational-leadership/feb17/vol74/num05/The-Case-for-Multiple-Texts.aspx Curriculum Study Assignment at Indicator Level: How do students grasp more information, think more critically, and learn to synthesize when they read many texts on one topic? Formative Assessment at Indicator Level: Choose a nonfiction or informational article that supports your current instructional focus as the anchor text for this activity. Select a speech, an image or a poem to supplement the nonfiction or informational article. Post a guiding or essential question that provides the "thread" and connects the texts to each other.	

	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.	Required Course Reading(s):): " Explicit Teaching and Modeling Evidence-Based Instructional Practices #3 https://education.ky.gov/curriculum/standards/kyacadstand/Documents/EBIP_3_Explicit_Teaching_and_Modeling.pdf Curriculum Study Assignment at Indicator Level: Summarize the author's thoughts on the need for competent explicit teaching, scaffolding, and modeling practices. Formative Assessment at Indicator Level: Choose one of the following practices (explicit teaching, scaffolding, modeling practice) and develop a teacher self-help document that • explain the changes that will inprove your own teaching • one example from the text that you will implement • Short lesson outline that applies the example	
	2.F.10 Apply evidence-based practices to improve reading	Required Course Reading(s): Dyslexia in Schools: Understanding and Teaching Students with Dyslexia, https://www.waterford.org/education/dyslexia-in-schools/# Curriculum Study Assignment at Indicator Level: Summarize the key points of this article Formative Assessment at Indicator Level: *"Try engaging all of the student's senses when teaching them to read, like giving them magnet letters to put together words. Multisensory activities are shown to significantly help students with*	

	comprehension for students, including those with characteristics of reading difficulties and dyslexia, based on their strengths and needs.	*dyslexia develop literacy"* Develop a lesson that provides a multisensory activity that will help your struggling student understand the text.	
	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.	Required Course Reading(s): Foundations of Culturally and Linguistically Responsive Teaching (2022). Blaha, K. ~~https://www.edutopia.org/article/foundations-culturally-and-linguistically-responsive-teaching~~ Curriculum Study Assignment at Indicator Level: What does culturally and linguistically responsive teaching mean and how can teachers make this happen in their classrooms? Formative Assessment at Indicator Level: Find out what background knowledge your students have on a particular topic related to your lesson. Use the information in the article to ask a question that student pairs will discuss. Discuss one way that your English learners will engage with an upcoming lesson and demonstrate their understanding of the topic. Include • lesson topic • the specific strategy/task/activity the students will use • how students will demonstrate understanding of the topic	
	2.F.12 Administer and document appropriate comprehension informal and formal assessments	Required Course Reading(s): 7 Reading Comprehension Assessments that Take Five Minutes or Less, https://litinfocus.com/7-reading-comprehension-assessment-activities-and-strategies-for-teachers/ Curriculum Study Assignment at Indicator Level: Make a list of assessment activities for use with students and explain why they are useful tools for informal progress monitoring. Formative Assessment at Indicator Level: Develop a lesson that includes the use of one of the reading comprehension assessments.	

	to inform instruction determined by individual student strengths and needs.		

Competency 2 *Application of Evidence-based Instructional Practices*			
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.	Required Course Reading(s): 3 Ways To Help Students Learn Semantics, https://www.ilovelanguages.com/how-to-teach-semantics-to-english-language-learners/ Curriculum Study Assignment at Indicator Level: Explain why semantics is important for ELL students. Formative Assessment at Indicator Level: Use the examples in the article to prepare a lesson that helps students understand how words and sentences are linked and how this knowledge impacts accurate comprehension.	Observation Calendar Create an Observation Calendar to track and observe students in your class or small group at least 2 times
	2.G.2 Employ appropriate evidence-based	Required Course Reading(s): Click or tap here to enter text. 13 Examples Of Metacognitive Strategies https://helpfulprofessor.com/metacognitive-strategies/	

	practices to develop students' metacognitive skills in reading, including English learners (e.g., text coding, two-column notes).	Curriculum Study Assignment at Indicator Level: Describe the components of a metacognitive teaching framework. List each metacognitive strategy and write a one-sentence statement about it. Place a check mark by the five strategies that most resonate with you. Formative Assessment at Indicator Level: Use your knowledge gained from the article to design, describe, and teach a strategy lesson that encourages student independence Use what you learned from the article to write and teach a lesson. Include a "check for understanding" that students will complete after the lesson.	in a 1-month period to capture observational notes. Create either a checklist of specifics you are looking for *or* write anecdotal notes on student proficiency at the time. Conversation Checklist Create a Conversation Checklist to rate motivation, engagement, and language abilities on a Likert Scale from 1-5. Note: Speak to each student in
	2.G.3 Apply the knowledge of the interdependence among the reading components and their effect upon reading as a process for all students.	Required Course Reading(s): Literacy-Rich Environments" www.readingrockets.org/article/literacy-rich-environments The Five Pillars of Reading] Breaking Down the Elements of Successful Literacy Instruction https://blog.edmentum.com/five-pillars-reading-breaking-down-elements-successful-literacy-instruction How does reading work? https://www.nichd.nih.gov/health/topics/reading/conditioninfo/workCurriculum Study Assignment at Indicator Level: How do the classroom materials create an information intensive environment? Explain how each reading component supports the other components in a lesson.Formative Assessment at Indicator Level: Write a lesson that demonstrates the interdependence of the components of reading	
	2.G.4 Use oral language and an information intensive environment to impact reading and writing development.	Required Course Reading(s): THE ULTIMATE GUIDE TO ORAL LANGUAGE DEVELOPMENT https://stayathomeeducator.com/the-impact-of-oral-language-development-on-reading-success Young Children's Oral Language Development https://www.readingrockets.org/article/young-children-s-oral-language-development Curriculum Study Assignment at Indicator Level: Read both articles and make notecards on the information that will most help you incorporate oral language into your lessons. Formative Assessment at Indicator Level: Write a 3-day lesson outline that emphasizes oral language practices as part of the instruction.	

	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.	Required Course Reading(s): Five things to consider when choosing texts for the classroom https://www.theliteracyvillage.com/blog/five-things-to#:~:text Select texts purposefully to support comprehension development https://files.eric.ed.gov/fulltext/ED597128.pdf Curriculum Study Assignment at Indicator Level: take notes on both articles. Put a star by the notes that you will definitely use when you have a chance to select text. Formative Assessment at Indicator Level: practice using the tips for text selection by actually using this process to pick out a book that you would like to use in your class.	your class or small group at least 2 times during the month.
	2.G.6 Apply knowledge of the relationships among decoding, automatic word recognition, fluency and comprehension in	Required Course Reading(s): "The Simple View of Reading https://www.readingrockets.org/article/simple-view-reading Curriculum Study Assignment at Indicator Level: Describe the Simple View of Reading. What are the important findings about the Simple View of Reading? Formative Assessment at Indicator Level How can you implement the ideas of the simple view of reading into your instructional planning?	

	reading instruction.		
	2.G.7 Apply intentional, explicit, systematic and sequential evidence-based practices for scaffolding the interconnection of each of the following: graphophonemics, syntax, semantics, pragmatics, vocabulary, schema and text structures required for comprehension.	Required Course Reading(s): Cognitive Elements of Readinghttps://sedl.org/reading/framework/elements.html Curriculum Study Assignment at Indicator Level: Explain the interconnection of syntax, semantics, pragmatics, vocabulary, schema and text structures and its effect on comprehension. Formative Assessment at Indicator Level: Make a bulletin Board presentation for a parents night meeting that portrays the interconnections of the elements of the reading process. Then demonstrate the interactive nature of the components of reading by modeling a short lesson.	
	2.G.8 Apply evidence-based practices for students with characteristics of reading difficulties, including students with dyslexia,	Required Course Reading(s): Learning Disabilities in Basic Reading Skills https://www.verywellfamily.com/learning-disabilities-in-basic-reading-2162447 Curriculum Study Assignment at Indicator Level: Write three statements that display your understanding of learning disabilities in basic reading skills Formative Assessment at Indicator Level: Select and describe two practices that enhance reading instruction for	

	based on their strengths and needs to integrate the components of reading.	struggling readers. Create and model a mini lesson that demonstrates the concept of component integration	
	2.G.9 Engage and support caregivers and families in evidence-based language and reading development activities for their children and adolescents.	Required Course Reading(s): Activities to Improve Reading Skills at Home or School https://www.verywellfamily.com/strategies-to-improve-reading-skills-at-home-or-school-2162262 Curriculum Study Assignment at Indicator Level: List and describe three or more activities for parents to use with their children. Formative Assessment at Indicator Level: Outline a list of activities and choose one activity to model for a Parent Night meeting	
	2.G.10 Communicate (orally and in writing) the meaning of reading assessment data with students, caregivers and other teachers.	Required Course Reading(s): Sharing Assessment Results with Parents https://www.illuminateed.com/blog/2020/01/sharing-assessment-results-with-parents-families/ Curriculum Study Assignment at Indicator Level: Summarize the key points of the article. Formative Assessment at Indicator Level: Make an outline of a letter about a student's assessment result to send to parents or to use in a phone call with the parents. Include at least two recommendations on how the parent can assist his son/daughter at home.	

	2.G.11 Triangulate documented data from appropriate informal and formal reading assessments to inform instruction to address individual student strengths and needs.	Required Course Reading(s): "Triangulation in Assessment" https://sites.educ.ualberta.ca/staff/olenka.bilash/Best%20of%20Bilash/Triangulation.html Curriculum Study Assignment at Indicator Level: Conversation Checklist: Create a Conversation Checklist to rate motivation, engagement, and language abilities on a Likert Scale from 1-5. Observation Calendar Create an Observation Calendar to track and observe each student in your class or small group at least 2 times in a 1-month period to capture observational notes. Formative Assessment at Indicator Level: Create a Data Triangulation Form to triangulate the data, observations, and conversations to determine student performance in your classroom.	

FLORIDA READING ENDORSEMENT MATRIX
2022

Competency 3 Introduction

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

Competency 3 *Foundations and Applications of Assessments*			
Course Number & Name of Course	Indicator Code with Specific Indicator Language	Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment	Summative Assessment
Competency 3	3.1 Understand and apply measurement concepts and characteristics of reading assessments to identify students' strengths and needs.	Required Course Reading(s): "Formal vs. Informal Assessments" https://www.scholastic.com/teachers/articles/teaching-content/formal-vs-informal-assessments/ Curriculum Study Assignment at Indicator Level: Explain how formal and informal reading assessments differ from each other. Describe how the test results from both types of assessment present a fuller picture of students' strengths and weaknesses. Formative Assessment at Indicator Level: Review student data for one of your classes and select 1 student to observe for 4 days. Examine characteristics of the selected student's reading behavior over 4 days. Suggested reading assessments: fix-up strategy usage, silent reading behaviors, vocabulary usage, word attack application, writing responses, oral reading fluency, reading rate, comprehension skills, etc.	Summative Student Diagnostic Study Conduct a Diagnostic Study on a student who experiences reading struggles in your class. Read "Screening for Reading Problems in Grades 4 Through 12" in preparation for your Diagnostic

		• Write an anecdotal record (see Appendix) each day to record your observations. • Review the 4 anecdotal records for strengths and weaknesses. • Summarize your conclusions about the student's reading strengths and weaknesses	Study. Prepare for the study by completing the following steps: ●Summarize in a chart the current formal and informal district, state, and teacher data for the student (screening, diagnostic, progress monitoring, and teacher-made assessments). ●Analyze the current school data and your anecdotal records to determine the student's reading instructional needs and the assessments you will use to gather
	3.2 Administer formative and summative assessments, including screening, progress monitoring, diagnostic and outcome measures and understand their purposes and functions.	Required Course Reading(s): Read "Types of Literacy Assessment: Principles, Procedures, and Applications " https://courses.lumenlearning.com/literacypractice/chapter/5-types-of-literacy-assessment-principles-procedures-and-applications/ Curriculum Study Assignment at Indicator Level: Read "How, Where, and When Do We Assess Reading?" and list the reading instruction goals and priorities for your student. Summarize Timothy Shanahan response about matching texts to students . Formative Assessment at Indicator Level: The participant will create for each student a data folder (digital or print) that is divided into Formative and Summative assessment. Individual diagnostic and screening data can be accessed from the school's data system. Participants will administer assessments within the context of their instructional focus and in their classroom. The participant will also need to create an ongoing data form for each student	
	3.3 Administer various informal reading assessments across each component of reading development and understand their purposes and	Required Course Reading(s): "Overview of Informal Reading Assessments" http://www.readingrockets.org/pdfs/assessments_overview.pdf Curriculum Study Assignment at Indicator Level After reviewing "A Critical Analysis of Eight Informal Reading Inventories," construct a PowerPoint slide series that summarizes the results of the analysis of the following sections: ○ Reading Comprehension ○ Vocabulary ○ Phonemic Awareness ○ Phonics	

	functions.	○ Fluency Formative Assessment at Indicator Level: The participant will create for each student a data folder (digital or print) that is divided into Formative and Summative assessment. Individual diagnostic and screening data can be accessed from the school's data system. Participants will administer assessments within the context of their instructional focus and in their classroom. The participant will also need to create an ongoing data form for each student	further diagnostic information about his/her reading instructional needs. ●Create a Progress Monitoring form for recording quantitative and qualitative results of each assessment. (see Appendix for sample Progress Monitoring Form). ●Develop an assessment schedule to administer each assessment over the course of Competency 3 ●Maintain an observational summary of each diagnostic session.
	3.4 Understand the purposes of various formal reading assessments administered by school-based educators, including the differences between norm-referenced and criterion-referenced assessments and how to interpret data reports.	Required Course Reading(s): "Formal vs. Informal Assessments" https://www.scholastic.com/teachers/articles/teaching-content/formal-vs-informal-assessments/ "What's the difference? Criterion-referenced vs. Norm-referenced tests" https://www.renaissance.com/2018/07/11/blog-criterion-referenced-tests-norm-referenced-tests/ Curriculum Study Assignment at Indicator Level: Participant Notebook - keep all notes and examples from the articles in a notebook that will become a source for the Summative assessment. Formative Assessment at Indicator Level: How does the purpose of formal assessments differ from informal assessments? Explain the difference between norm-referenced and criterion-referenced assessments	
	3.5 Understand the meaning of test reliability,	Required Course Reading(s): "Reliability and Validity" http://assessment.tki.org.nz/Evidence-for-learning/Working-with-data/Concepts/Reliability-and-validity	

	validity and standard error of measurement and describe major types of derived scores from standardized reading tests.	"Interpreting Test Scores: Making Sense of the Numbers" Interpreting Test Scores: Making Sense of the Numbers - ppt download Curriculum Study Assignment at Indicator Level: Participant Notebook - keep all notes and examples from the articles in a notebook that will become a source for the Summative assessment. Formative Assessment at Indicator Level: Write an example of a norm-referenced and a criterion-referenced interpretation. As you write your examples, keep these points in mind: Criterion –the example refers to a well-defined domain and the teacher can tell what students can and cannot do relative to the domain. Example: Kate is given a list of 10 unknown words. She accurately uses the Vowel Sound Recognition strategy to correctly say the words—using the correct vowel sounds in all 10 words. Explanation: This an example of a criterion-referenced interpretation because it tells what the student can do.	Administer the following types of assessments: ●Phonics Assessment ●Comprehension assessment: Teacher-made and commercial (Informal Reading Inventory such as Qualitative Reading Inventory or Burns and Roe Reading Inventory, (Suggested Resource: "Qualitative Reading Inventory-6" —Lauren Leslie and Joanne Schudt Caldwell) ●Teacher made LAFS.RI. standard assessment ●Fluency probe
	3.6 Demonstrate knowledge of the characteristics, administration and interpretation of both quantitative and qualitative reading assessments, including for use in triangulating data and planning instruction.	Required Course Reading(s): "Triangulation in Assessment" https://sites.educ.ualberta.ca/staff/olenka.bilash/Best%20of%20Bilash/Triangulation.html Curriculum Study Assignment at Indicator Level: Participant Notebook - keep all notes and examples from the articles in a notebook that will become a source for the Summative assessment. Formative Assessment at Indicator Level: Construct a graphic of formal and informal reading assessments (examples: QRI=6, Gates MacGinitie, FAIR, DAR, Stanford Diagnostic Test, DIBELS-6). Provide the following information for each assessment: ○ Reliability ○ Validity ○ Purpose (screening, progress monitoring, diagnosis and outcome measures) Describe the type of derived score for each	

	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.	Required Course Reading(s): Overview-Dyslexia https://www.mayoclinic.org/diseases-conditions/dyslexia/symptoms-causes/syc-20353552 Types of Reading Disability https://www.readingrockets.org/article/types-reading-disability Curriculum Study Assignment at Indicator Level: Describe the procedure you will use to link the in-class screening and progress monitoring assessment results of a struggling student to information on the characteristics of a reading deficiency. What school resources (guidance office) will you consult to guide your preparation for speaking with the student's parents? Formative Assessment at Indicator Level: Construct a graphic of formal and informal reading assessments (examples: QRI=6, Gates MacGinitie, FAIR, DAR, Stanford Diagnostic Test, DIBELS-6). Provide the following information for each assessment:	● Vocabulary assessment: teacher-made Analyze Data ●Interpret and summarize quantitative and qualitative data results. ●Record and analyze assessment results after each diagnostic session. (For example, if the school data indicated a phonics related problem, what diagnostic information did you acquire, what specific phonics element(s) need intervention and how will you monitor progress
	3.8 Understand how reading disabilities, including dyslexia, vary in presentation and degree and know when to refer a student for additional assessment.	Required Course Reading(s): Reading disabilities: Overview https://www.aboutkidshealth.ca/Article?contentid=3859&language=English 10 Tips for Talking with Parents about Student Reading Difficulties https://cli.org/2015/01/15/10-tips-for-talking-with-parents-about-student-reading-difficulties/ Curriculum Study Assignment at Indicator Level: Click or tap here to enter text. Using the information from the readings, how will you know when a student exhibits a possible reading disability that should be referred to the appropriate specialist? Give an example of clues that a reading difficulty has progressed to a more serious event. Formative Assessment at Indicator Level: Using the tips in the articles, write a letter to the parents about the concerns you have for their child.	

	3.9 Know how to read and interpret standardized reading diagnostic test results administered by psychologists, speech-language professionals and educational evaluators.	Required Course Reading(s): "Screening, Diagnosing, and Progress Monitoring for Fluency: The Details" https://www.readingrockets.org/article/screening-diagnosing-and-progress-monitoring-fluency-details Curriculum Study Assignment at Indicator Level: Create a study guide for this article and respond to each point that you put in the guide. Formative Assessment at Indicator Level: : Review the readings on diagnostic assessment results. Then read the diagnostic reading results from your students' data folder. Take two column notes on the results:	during the intervention sessions?) ●Prepare a list of recommendations for the student's other teachers and for the parents to implement. ●Write a Diagnostic Letter to the parents that summarizes the results of the diagnostic sessions (see Appendix for sample Diagnostic Letter).
	3.10 Understand how to document and use data within a systematic problem-solving process to differentiate instruction, intensify intervention and meet the needs of all students, including those who exhibit the characteristics of	Required Course Reading(s): " Documenting Methods and Describing Data" https://libguides.brown.edu/DataManagement/documenting Curriculum Study Assignment at Indicator Level: Create a study guide for this article and respond to each point that you put in the guide. Formative Assessment at Indicator Level: Select a student and review all his/her data assessments . Prepare a plan that provides differentiation instructional plan that includes intervention time with the student. Make a 2-column form for the student. Column 1 - Describe a class lesson focus Column 2 – describe an intervention strategy that will support the lesson focus. Meet with the student to teach the intervention.	

	reading difficulties and dyslexia.		
	3.11 Analyze data to identify trends that indicate adequate progress in student reading development.	Required Course Reading(s) Assessing Reading Progress: How to Make the Grade https://www.bjupress.com/articles/assessing-reading-progress.php Curriculum Study Assignment at Indicator Level: Create a study guide for this article and respond to each point that you put in the guide. Formative Assessment at Indicator Level ● Review your district's Comprehensive Reading Plan. ● Record your response to the following questions/statements: ○ What is the district reading goals for the current school year? ○ What specific school-based progress monitoring tools and data will be used and collected by the district to determine if students are progressing toward district goals? ○ How often will student progress monitoring data be collected and reviewed by the district? ○ Summarize District Assessment Decision Tree for one of the following grade levels: K-5, 6-8, 9-10. Explain how the district plan has supported and enhanced your instruction.	
	3.12 Identify appropriate assessments and accommodations for progress monitoring all students.	Required Course Reading(s): Appendix B (pages 47-59) of "ACCOMMODATIONS: Assisting Students with Disabilities"http://www.fldoe.org/core/fileparse.php/7690/urlt/0070069-accomm-educator.pdf Curriculum Study Assignment at Indicator Level Create a study guide for this article and respond to each point that you put in the guide. **Formative Assessment at Indicator Level:** Choose a student who needs learning support. Create a chart that will include information for supporting the student in your classroom: ● What instructional or assessment task is difficult for the student to do	

		independently? • Choose an accommodation that will assist the student in accessing necessary instructional information so she/he can demonstrate successful performance of a task. • Explain how you will implement the accommodation in a classroom setting. • Explain how you will monitor the accommodation. • Explain how you will evaluate the success of the accommodation.	
	3.13 Identify, select and administer language-appropriate assessments in reading to students who are English learners.	Required Course Reading(s Required Course Readings: Best Practice for ELLs: Screening https://www.readingrockets.org/article/best-practice-ells-screening Curriculum Study Assignment at Indicator Level: Create a study guide for this article and respond to each point that you put in the guide. Formative Assessment at Indicator Level Review the language assessment used at your school. Ask to be on the team that will administer the assessment to the ELLs	
	3.14 Understand how to analyze and interpret assessment results and make modifications to an assessment administered in English to an English learner.	Required Course Reading(s): Fair And Square Assessments for ELLs, Fair And Square Assessments for ELLs (ascd.org) Curriculum Study Assignment at Indicator Level: Describe the three strategies that provide equity in interpreting assessment results for ELL students. Formative Assessment at Indicator Level: Develop a plan that anticipates interpretive issues that might arise for your ELL students as they compete assignments and formative/summative assessments in English. • Make a chart that lists accommodations and modifications for ELL students. • Analyze the reading data to determine specific accommodations and modifications that each student will need during a classroom assessment or while	

		working on a classroom activity. • Examine how you will verbalize or write directions for each activity. • Review the elements of each task to ensure that students understand what they must produce for an acceptable grade. • Review the outcome product and presentation requirements.	
	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.	Required Course Reading(s): " Fair And Square Assessments for ELLs https://www.ascd.org/el/articles/fair-and-square-assessments-for-ells Curriculum Study Assignment at Indicator Level Create a study guide for this article and respond to each point that you put in the guide Formative Assessment at Indicator Level: . Make a chart that lists appropriate and allowable accommodations for assessing students with reading disabilities. • Gather data from the following assessments to determine your IEP and 504 Plan students' proficiency in reading comprehension, discussion, and writing: ○ Reading and Understanding the Text: textbook excerpt or ELA literature piece ○ Discussion: Textbook guiding question discussion. ○ Writing: extended response writing activity based on textbook focus. • Analyze the reading data of these students and then describe specific accommodations and modifications you will use with them when they read, discuss, and write.	
	3.16 Understand how to review assessment results with caregivers and families and share strategies	Required Course Reading(s): " Parents' Guide to Standardized Testing" https://www.readingrockets.org/article/parents-guide-standardized-testing Curriculum Study Assignment at Indicator Level: Create a study guide for this article and make a comment for each point that you put in the guide Formative Assessment at Indicator Level: Write a brochure for your students' parents that	

	for supporting reading development for students.	explain how to review the assessment results of their children. Also, create a Strategy Form that lists 4 strategies with a step-by-step teaching sequence that will support their children. Finally, plan a parent's night that will be devoted to the teacher explaining the value of each strategy and modeling them for the parents. Conclude the meeting with parent pairs doing the strategies.	

Competency 4 Introduction

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

Competency 4 *Foundations and Applications of Differentiated Instruction*			
Course Number & 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.	4.1 Differentiate evidence-based reading instruction in oral language, phonological	Required Course Reading(s): "What Is Differentiated Instruction?" http://www.readingrockets.org/article/what-differentiated-instruction Differentiated Instruction: 7 Key Principles and How-Tos,https://blog.brookespublishing.com/differentiated-instruction-7-key-principles-and-how-tos	Summative Assessment Develop a 5-day instructional tutoring series that includes the following information: 1. Participant details: grade

	awareness, phonics, fluency, vocabulary and comprehension, ranging from enrichment practices to intensifying interventions.	Curriculum Study Assignment at Indicator Level: Explain the meaning of differentiated instruction and how it can become a part of your lesson planning. Formative Assessment at Indicator Level: Design a differentiation document that will list enrichment and intervention ideas for oral language, phonological awareness, phonics, fluency, and vocabulary	level, session time length, instructional focus 2. Assessment data that specifies the standard/benchmarks that need additional instruction. 3. Detailed intervention lessons that target e specific assessment need (use Competency 4 lesson plan template) 4. Progress monitoring data chart with post-lesson formative assessment details 5. Teacher observation journal that provides a short summary of
	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.	Required Course Reading(s): "Chapter 2: "The Stages of Second Language Acquisition" from *Classroom Instruction that Works with English Language Learners Participant's Workbook* http://www.ascd.org/publications/books/108053/chapters/The-Stages-of-Second-Language-Acquisition.aspx 8 Powerful Habits to Build a Multicultural Classroom Curriculum Study Assignment at Indicator Level: Create a journal where notes from each reading will be written and used to complete the summative assessments Formative Assessment at Indicator Level: Write a 3-day lesson plan that incorporates instruction for students of differing language proficiency levels. Select developmentally appropriate strategies that will enhance the belief in the activity	
	4.3 Understand and apply current theories	Required Course Reading(s): How to Provide a Multicultural Education Language Acquisition: An Overview Curriculum Study Assignment at Indicator Level: Create a journal for notes from each reading	

	of second language acquisition to differentiate reading instruction for English learners of diverse backgrounds and various levels of prior education.	that that will be used to complete the Formative Assessment. Formative Assessment at Indicator Level: Create a unit or lesson plan template that specifies differentiation activities (content, process, or product) for daily class lessons for English Language Learners	student engagement in the lesson and difficulties or advancement that were noted 6. post-lesson progress monitoring and "checks for understanding" details will guide the differentiation process 7. Titles of instructional materials, texts, and instructional videos
	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.	Required Course Reading(s): "Factors Associated with Reading Problems" p. 19-37 from *Reading Problems: Assessment and Teaching Strategies*https://www.pearsonhighered.com/assets/samplechapter/0/1/3/2/0132837803.pdf Factors That Affect Reading Development"https://www.scribd.com/document/259267454/Factors-That-Affect-Reading-Development Curriculum Study Assignment at Indicator Level: Create a journal where notes from each reading will be written and used to complete the summative assessments Formative Assessment at Indicator Level: Construct a chart that identifies factors that could impede student reading development in each of the reading components. You will use this chart as you implement your summative action research plan.	

	4.5 Recognize how characteristics of both language and cognitive development impact reading proficiency to differentiate instruction.	Required Course Reading(s): "Characteristics of Proficient Readers"—Adapted from Irvin, 1990, p. 29http://classroom.jc-schools.net/read/proficient.htm Curriculum Study Assignment at Indicator Level: Create a journal where notes from each reading will be written and used to complete the summative assessments Formative Assessment at Indicator Level: Construct a graphic that depicts the impact of language and cognitive developmental factors on reading. You will use this graphic as you implement your summative action research plan.	
	4.6 Recognize the characteristics of competent and skilled readers to differentiate instruction more effectively.	Required Course Reading(s): Chall on Stages of Reading Development Curriculum Study Assignment at Indicator Level: Create a journal where notes from each reading will be written and used to complete the summative assessments Formative Assessment at Indicator Level: Construct a chart that depicts the characteristics of proficient readers. Include a column that describes a differentiation activity for each characteristic. You will use this chart as you implement your summative action research plan.	
	4.7 Compare language, reading and cognitive development of different age	Required Course Reading(s): The 4 Stages of Cognitive Development" —Kendra Cherry https://www.verywellmind.com/piagets-stages-of-cognitive-development-2795457 "Stages of Literacy Development" https://www.theliteracybug.com/stages-of-literacy Curriculum Study Assignment at Indicator Level: Create a journal where notes from each reading will be written and used to complete the summative assessments	

	groups (primary, intermediate, secondary levels) and abilities to inform differentiated instruction.	Formative Assessment at Indicator Level: Construct a chart that compares language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities. You will use this chart as you implement your summative action research plan.	

	4.8 Select and use developmentally appropriate multisensory materials that address students' strengths and needs in order to differentiate instruction.	Required Course Reading(s): "Multicultural Education in Your Classroom 8 Powerful Habits to Build a Multicultural Classroom "Multisensory Vocabulary Instruction: Guidelines and Activitieshttp://www.readingrockets.org/article/multisensory-vocabulary-instruction-guidelines-and-activities Curriculum Study Assignment at Indicator Level: Create a journal where notes from each reading will be written and used to complete the summative assessments Formative Assessment at Indicator Level: Write a 3-day lesson plan that uses multi-sensory activities and modify the activities so they integrate visual, auditory, tactile, and kinesthetic learning elements. Select developmentally appropriate strategies that provide instructional differentiation according to student interest and preferred learning style. Example: Conduct a Circle Chat that provides exploration of the project during the planning portion of the lesson. Resource: "Increase Student Interaction with 'Think-Pair-Shares' and 'Circle Chats'"	
	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.	Required Course Reading(s): Differentiation Strategies: A Teacher's Guide https://www.structural-learning.com/post/differentiation-strategies-a-teachers-guide Curriculum Study Assignment at Indicator Level: What are the first steps a teacher takes to make a differentiation plan. Organize the information in the article into reading sections	

		for notetaking. Formative Assessment at Indicator Level: Use the information in the article to begin making your own master differentiation chart. Explain how you will introduce varieties of complex text/articles, allow for different forms of assessment, variety of reteaching tasks that accommodate different learning styles	
	4.10 Differentiate reading instruction for English learners across various levels of literacy development in their first language.	Required Course Reading(s): __ 4 Quick Steps for Differentiating Reading with ELLs https://kid-inspired.com/reading-comprehension-strategies-for-english-language-learners Curriculum Study Assignment at Indicator Level: Make a graphic organizer where you will the key points from the article+ implementation ideas that you have for each. Formative Assessment at Indicator Level: Make a 4-column planning guide for differentiating instruction: Breaking up text Reading to decode Sorting by ability Accessing background knowledge on a subject. Write your ideas in the appropriate column	
	4.11 Implement evidence-based intervention practices for students with substantial reading difficulties, including those who exhibit the characteristics of dyslexia.	Required Course Reading(s): Required Course Reading(s): Best Practices in Planning Interventions for Students with Reading Problems https://www.readingrockets.org/article/best-practices-planning-interventions-students-reading-problems Curriculum Study Assignment at Indicator Level: This is a detailed and informative article that you will need to preview.	

		After your preview, select the information that is most relevant to you and take notes that you can use in your own teaching practice. Formative Assessment at Indicator Level: Construct a chart that depicts examples of instructional scaffolds for each of the components of reading.	
	4.12 Scaffold instruction and intensify interventions for students with identified reading deficiencies and characteristics of dyslexia in each of the components of reading.	Required Course Reading(s): How to Scaffold Texts for Struggling Readers in Actively Learn" https://www.activelylearn.com/post/how-to-scaffold-texts-for-struggling-readers-in-actively-learn 6 Scaffolding Strategies to Use with Your Students http://www.edutopia.org/blog/scaffolding-lessons-six-strategies-rebecca-alber Curriculum Study Assignment at Indicator Level: Explain the differences and commonalities and differences between scaffolding and differentiating instruction. Then summarize what you learned about scaffolding instruction. Formative Assessment at Indicator Level: Select one severely struggling student in your class. Then make a master plan for an upcoming instructional series where you will anticipate this student's need for interventions for reading the text, being a participant in a discussion group, needing help with vocabulary issues, and having a system for gathering notes on a text (visual, graphic, sticky notes etc)	
	4.13 Implement a classroom level plan for monitoring student reading progress and differentiating instruction for all	Required Course Reading(s): Continuously Monitoring to Improve Reading Instruction Curriculum Study Assignment at Indicator Level: Create a	

	students, including students with identified reading deficiencies and those with characteristics of dyslexia.	journal where notes from each reading will be written and used to complete the summative assessments Formative Assessment at Indicator Level: Create a classroom progress monitoring document for recording student instructional progress. Describe the kinds of assessments and student work that will be included in the plan. You will use this document as you implement your summative action research plan.	
	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.	Required Course Reading(s): How to Structure Data Collection for Individual Students Curriculum Study Assignment at Indicator Level: Create a journal where notes from each reading will be written and used to complete the summative assessments Formative Assessment at Indicator Level: Create a classroom progress monitoring document for recording student instructional progress. Describe the kinds of assessments and student work that will be included in the plan. You will use this document as you implement your summative action research plan.	
	4.15 Implement evidence-based practices for developing students' higher order thinking as part of differentiated instruction.	Required Course Reading(s): 30 Strategies for Enhancing Higher Order Thinking" —Alice Thomashttp://ueatexas.com/pdf/30strategies.pdf How to Increase Higher Order Thinking, https://www.readingrockets.org/article/how-increase-higher-order-thinking	

		Curriculum Study Assignment at Indicator Level: What is higher order thinking and how can higher order thinking practices be included in differentiated instruction? How does answering a student's question encourage higher order thinking? How can a teacher use response to a question to elevate the student' thinking? Formative Assessment at Indicator Level: Use the information in the articles to develop a higher order thinking plan for instruction. You will use your plan to enhance every area of your instruction, including differentiation activities. The plan should include the following considerations: your response to a question, HOT strategies to accompany each part of your lesson sequence, actively teaching students about metacognition within the lesson, variety of ways to assess understanding, creative ways to present knowledge.	
	4.16 Implement evidence-based practices for developing students' background knowledge as needed through differentiated instruction, enhancing the ability to read critically.	Required Course Reading(s): Building Background Knowledge https://www.readingrockets.org/article/building-background-knowledge Curriculum Study Assignment at Indicator Level: What does background knowledge mean and how can it be incorporated into differentiated classroom practice? What does the teacher need to do in her/his lessons to enhance background knowledge? Formative Assessment at Indicator Level: Click or tap here to enter text. Use the information in the articles to develop a plan for building background knowledge for instructional topics. You will use your plan to enhance every area of your instruction, including differentiation activities. The plan should include the following considerations: different ways to	

		study a topic (multi-media and virtual field trips), multi meaning vocabulary study, text/article sets for a topic, collaborative teams to extend knowledge	

	4.17 Implement evidence-based differentiated instructional practices using writing to develop students' comprehension of text.	Required Course Reading(s): "Reading-Writing Connection" https://classplayground.com/reading-writing-connection/ The Relationship Between Reading and Writing https://www.k12reader.com/the-relationship-between-reading-and-writing/ Curriculum Study Assignment at Indicator Level: Click or tap here to enter text. Brainstorm a list of ways to use some form of writing in your lessons to improve reading and listening comprehension. Formative Assessment at Indicator Level: Construct a 2-day writing activity that includes the following: type of writing activity, how the writing activity will support the lesson concepts, how writing will develop text comprehension.	
	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	Required Course Reading(s): "Accommodating Students with Dyslexia" https://www.edutopia.org/article/accommodating-students-dyslexia? How to differentiate instruction & reading tasks to support struggling students	

	instruction for students with disabilities, including students with characteristics of dyslexia.	https://www.differentiatedteaching.com/differentiate-reading-for-struggling-students Curriculum Study Assignment at Indicator Level: Read the two articles and make a list that describes different techniques for differentiating reading instruction for students with reading disabilities. Put a check mark by the ones that you plan to implement into your instruction. Formative Assessment at Indicator Level: Describe specific accommodations and modifications you will use to address difficulty reacting to text beyond an explicit/literal level of understanding.	

Competency 5 Introduction

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

Competency 5 *Demonstration of Accomplishment*			
Course Number & 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.	5.1 Demonstrate ability to administer and integrate assessment, instruction, intervention and differentiation across the components in reading in a comprehensive instructional program.	Required Course Reading(s):" How to Structure Data Collection for Individual Students Curriculum Study Assignment at Indicator Level: Create a journal where notes from each reading will be written and used to complete "Demonstration of Accomplishment" action plans, lesson plans, videos and video reflections Formative Assessment at Indicator Level: Administer and then gather assessment data from one class and provide a detailed analysis with instructional implications.	Summative 1 – Demonstration of Accomplishment Through this online practicum, participants will demonstrate research-based instructional practices for all components of reading. During the course, participants will submit three (3) video-recorded lessons in a digital format to fulfill the requirements of this online practicum. Participants will demonstrate accomplishment in reading instruction by developing
	5.2 Use assessment and data analysis to monitor student progress and	Required Course Reading(s): "Classroom Progress-Monitoring Methods Checklist" http://www.jimwrightonline.com/mixed_files	

	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.	/west_deptford/wright_Data_Collection_in_the_Classroom_Handout.pd Curriculum Study Assignment at Indicator Level: Create a journal where notes from each reading will be written and used to complete "Demonstration of Accomplishment" action plans, lesson plans, videos and video reflections Formative Assessment at Indicator Level: Gather assessment data from one class and provide a detailed analysis with instructional implications	action plans, writing detailed lesson plans, video recording lessons, and producing detailed analysis and lesson reflection. Instructions for each are below: Action Plans Participants will demonstrate accomplishment in effective reading instruction at one of the following levels: • Elementary School [Grades K-5] • Middle School [Grades 6-8] • High School [Grades 9-12] Participants will develop and submit three plans of action to address specific components of reading. Each action plan must include research-based instructional practices and assessment data used to gather instruction. The action plan must be submitted prior to video recording the lesson. The course facilitator will review and approve your
	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.	Required Course Reading(s): "Teacher Practices that Impact Reading Motivation" http://www.readingrockets.org/article/teacher-practices-impact-reading-motivation . Curriculum Study Assignment at Indicator Level: Create a journal where notes from each reading will be written and used to complete "Demonstration of Accomplishment" action plans, lesson plans, videos and video reflections Formative Assessment at Indicator Level: Prepare a class assignment that requires small student groups to conduct a discussion with another small group on a topic that relates to the • current area of study. • Example: For instance, your class is studying immigration issues involving children. Each small group will focus on one aspect of the issue using a selected discussion format, such as an opinion continuum, or defend and justify, or paraphrase passport. • Each group will select or be assigned a different oral instructional practice for this assignment. • Teacher will informally evaluate student's command of oral language using an observation matrix such as SOLOM • Record results of observation in individual progress monitoring folders	

			action plan or contact you via email if a revision is necessary. Submitting the action plan is an important step in the video recording process because it gives the facilitator a chance to review your plans and give feedback and/or suggestions before time is wasted recording a lesson that does not meet the standard/expectations. Lesson Plans • Participants will create a detailed lesson plan for each of the three chosen areas. • The lesson should be designed and facilitated for small group or whole group instruction (based on the assessment data submitted with the action plan). • Important note: A small group is NOT a pair (two students).
	5.4 Demonstrate evidence-based practices for developing students' phonological awareness and phonemic awareness for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.	Required Course Reading(s): "Phonological Instruction for Older Students" http://readingrockets.org/article/phonological-instruction-older-studentsClick or tap here to enter text. Curriculum Study Assignment at Indicator Level: Create a journal where notes from each reading will be written and used to complete "Demonstration of Accomplishment" action plans, lesson plans, videos and video reflections Formative Assessment at Indicator Level: Develop an activity that combines daily phonological awareness review with current vocabulary words. Select Phonological Awareness activities that are differentiated to enhance and accommodate struggling, disabled and ELL learners.	
	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.	Required Course Reading(s): "Phonics Instruction: the Value of a Multi-sensory Approach" - Center for Effective Reading Instruction, International Dyslexia Association Curriculum Study Assignment at Indicator Level: Create a journal where notes from each reading will be written and used to complete "Demonstration of Accomplishment" action plans, lesson plans, videos and video reflections Formative Assessment at Indicator Level: Write a brief multi-sensory lesson that demonstrates how phonics instruction builds upon phonemic awareness.	

	5.6 Demonstrate evidence-based practices for developing reading fluency and reading endurance for all students, including students identified with reading deficiencies and those with characteristics of dyslexia.	Required Course Reading(s): "How to Improve Text Fluency in the Middle Schools and High Schools" https://www.shanahanonliteracy.com/blog/how-to-improve-text-fluency-in-the-middle-schools-and-high-schools#sthash.6gUflugW.dpbs Curriculum Study Assignment at Indicator Level: Create a journal where notes from each reading will be written and used to complete "Demonstration of Accomplishment" action plans, lesson plans, videos and video reflections • Formative Assessment at Indicator Level: Develop a plan that incorporates repeated readings and partner reading routines to strengthen reading accuracy, automaticity, intonation, and stamina. • Distribute the Fluency Graph or other self-checking form to students. • Teach students how to set goals and self- monitor their fluency rate at regular intervals with repeated reading of text • Develop a class schedule for students to monitor and evaluate their growth in reading fluency	• Lesson plans must include the specific benchmark addressed, instructional strategies used, step-by-step lesson description, and the end of lesson evaluation procedure. • Indicate on the plan (preferably by highlighting) the segment of the lesson that is reflected in the 15-minute video. • Click the links below for the lesson plan template and rubric. These will also be provided within the course modules. Video • Participants will digitally record each lesson to be submitted with the lesson plan. • Only a 15 minute segment will be
	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.	Required Course Reading(s): Pages 1-15 of "Narrowing the Language Gap: The Case for Explicit Vocabulary Instruction" https://nicole-kaye.squarespace.com/s/_Scholast-Vocab-KK-KF-copy.pdf Curriculum Study Assignment at Indicator Level: Create a journal where notes from each reading will be written and used to complete "Demonstration of Accomplishment" action plans, lesson plans, videos and video reflections Formative Assessment at Indicator Level: Gather assessment data for one class and provide a detailed analysis with instructional implications. Record vocabulary quiz data on a progress monitoring document. • Analyze and list the type of vocabulary errors made on the	

		quizzes (direct definition, usage, context clues, or multi-syllable affix errors) • Add a vocabulary building component to your class learning center that provides differentiated vocabulary instruction and application to enhance and accommodate on-level, struggling, disabled, and ELL learners. • List activities that will improve students' vocabulary skills when they are at the learning center • Review data regularly via individual conference and small group intervention. • Record notes on the progress monitoring document for each meeting.	evaluated, so the participant has the choice to either record and submit only a desired segment or submit the entire lesson and indicate which segment of the video should be viewed for evaluation. • *Submitting your video:* You will be emailed a link to upload your video file. This link actually goes to a folder in the Schultz Center's ShareFile account. You do not need to have an account to be able to upload your video. Simply follow the directions contained in the email to upload your file. Please note that your video file should be a .wmv, .mp4, or .mov.
	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.	Required Course Reading(s): "Motivating Reluctant Readers" https://www.educationworld.com/a_curr/strategy/strategy051.shtml Curriculum Study Assignment at Indicator Level: Create a journal where notes from each reading will be written and used to complete "Demonstration of Accomplishment" action plans, lesson plans, videos and video reflections Formative Assessment at Indicator Level: Select comprehension practices that will develop competence in the following: *Staying-connected -to- text- while reading* strategy Summarizing key points of reading Analyzing and interpreting the text Develop a lesson(s) for each practice that provides teacher modeling, guided practice, and student independent practice	

	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.	Required Course Reading(s): "How to Increase Higher Order Thinking" - Alice Thomas, Glenda Thorne, http://www.readingrockets.org/article/how-increase-higher-order-thinking Curriculum Study Assignment at Indicator Level: Create a journal where notes from each reading will be written and used to complete "Demonstration of Accomplishment" action plans, lesson plans, videos and video reflections Formative Assessment at Indicator Level: develop a 3-lesson series whose focus is on building critical reading and critical thinking skills. Answer these questions: 1. What is my instructional focus for this standard lesson series? 2. What print or digital text or other media will I use? 3. What is the instructional expectation I have for my students. 4. What critical reading comprehension skills do my students need to participate in high level conversations on the topic? 5. What critical reading comprehension skills do my students need to participate in high level conversations on the topic? 6. What writing opportunities will I have for students to demonstrate their critical thinking skills? Select a print and digital text for the lessons Create a rubric to assess the higher order thinking and critical reading skills	• Try to save your video file with your name as a part of the title. Including your name or part of your name as a part of the file name will help the instructor match your video from Sharefile with your submissions in Bboard. Video Analysis • Participants will write a reflection on the recorded lesson. • The reflection will include an evaluation of the instructional practices used, the level of student encouragement,
	5.10 Demonstrate evidence-based practices to facilitate students' monitoring and self-correcting in reading for all	Required Course Reading(s): "Navigating Meaning: Using Think-Alouds to Help Readers Monitor Comprehension" https://www.nwp.org/cs/public/print/resource/495 Demonstrate research-based instructional practices to facilitate students' monitoring and self correcting in reading. https://readingcapstonekj.weebly.com/58-students-monitoring-and-	

	students, including students with identified reading deficiencies and those with characteristics of dyslexia.	self-correcting.html Curriculum Study Assignment at Indicator Level: Create a journal where notes from each reading will be written and used to complete "Demonstration of Accomplishment" action plans, lesson plans, videos and video reflections Formative Assessment at Indicator Level: Model a lesson that emphasizes how to monitor and self -correct while reading.	
	5.11 Demonstrate evidence-based practices for developing all students' background knowledge to enhance the ability to read critically, including students with characteristics of reading difficulties and dyslexia.	Required Course Reading(s): The Importance of Background Knowledge in Understanding Text https://www.teachhub.com/teaching-strategies/2021/08/the-importance-of-background-knowledge-in-understanding-text/ Why Background Knowledge is Crucial for Literacy https://www.educationnext.org/background-knowledge-doug-lemov-reading-reconsidered-excerpt/ Curriculum Study Assignment at Indicator Level: Explain how to add background knowledge activities into reading/literacy lessons. Formative Assessment at Indicator Level: Choose a nonfiction or informational article that supports your current instructional focus as the anchor text for this activity. Select a speech, an image, a video clip, or a poem to supplement the nonfiction or informational article. ● Post a guiding or essential question that provides the "thread" and connects the texts to each other. ● Draw a mind map that illustrates the connections across the texts	

	5.12 Demonstrate differentiation of instruction for all students utilizing increasingly complex text.	Required Course Read Readings "What Is Differentiated Instruction?" https://www.readingrockets.org/article/what-differentiated-instruction Curriculum Study Assignment at Indicator Level: Create a journal where notes from each reading will be written and used to complete "Demonstration of Accomplishment" action plans, lesson plans, videos and video reflections Formative Assessment at Indicator Level: Prepare a class assignment that requires small student groups to conduct a discussion with another small group on a topic that relates to the current area of study Each small group will focus on one aspect of the issue using a selected discussion format, such as an opinion continuum, or defend and justify, or paraphrase passport. Each group will select or be assigned a different oral instructional practice for this assignment. The teacher will informally evaluate student's command of the presentation or discussion	
	5.13 Demonstrate skill in utilizing assessment data and instruction with English learners from diverse backgrounds and at varying English proficiency levels.	Required Course Reading(s): 6 Ways to Incorporate Diversity in the Classroom English Language Acquisition Supports Curriculum Study Assignment at Indicator Level: Create a journal where notes from each reading will be written and used to complete "Demonstration of Accomplishment" action plans, lesson plans, videos and video reflections Formative Assessment at Indicator Level: Gather assessment data from one class and provide detailed analysis with instructional implications. Record language proficiency data on a progress monitoring document. • Add a component to your class learning center that provides	

		differentiated practice and application to enhance the proficiency of ELL learners. • List activities that will improve students' language proficiency levels based on the progress monitoring document.	
	5.14 Create an information intensive environment that includes print, non-print, multimedia and digital texts.	Required Course Reading(s): " "Technology and Digital Media in the Classroom: A Guide for Educators" https://www.waterford.org/education/technology-in-the-classroom/ Curriculum Study Assignment at Indicator Level: Create a journal where notes from each reading will be written and used to complete "Demonstration of Accomplishment" action plans, lesson plans, videos and video reflections Formative Assessment at Indicator Level: Select a topic that can be integrated into your curriculum and create a multimedia project for small groups in your class. Make a plan of the tasks, text and digital materials, and artwork that students will use for the project. Determine the length of the project and class time allocation (meetings that are daily or once a week etc.)	
	5.15 Use a variety of instructional practices to provide relevant and purposeful instruction to students in reading.	Required Course Reading(s):" Best Practice for RTI: Small Group Instruction for Students Making Minimal Progress" https://www.readingrockets.org/article/best-practice-rti-small-group-instruction-students-making-minimal-progress-tier-3#:~:t Curriculum Study Assignment at Indicator Level: Create a journal where notes from each reading will be written and used to complete "Demonstration of Accomplishment" action plans, lesson plans, videos and video reflections	

		Formative Assessment at Indicator Level: Make a list of small but targeted set of reading skills for a small group in your class. Then Implement with the group instruction that is focused on one of the skills .	
	5.16 Demonstrate the ability to engage and support caregivers and families in their children and adolescents' reading development.	Required Course Reading(s): "Reading 101: A Guide for Parents" "https://www.readingrockets.org/reading-101-guide-parents Curriculum Study Assignment at Indicator Level: Create a journal where notes from each reading will be written and used to complete "Demonstration of Accomplishment" action plans, lesson plans, videos and video reflections Formative Assessment at Indicator Level: Click or tap here to enter text.Your principal has asked you to create a handout or flyer based on what you learned about engagement/engaging strategies. Prepare this handout to share with the families of your students using one of the following titles: *Five Learning Strategies to Engage Our Students* or *Five Tips for Engaging Our Students*	
	5.17 Demonstrate the ability to communicate (orally and in writing) the meaning of reading assessment data with students, caregivers, teachers and teacher leaders.	Required Course Reading(s): "Using Data: Engaging Students" https://eleducation.org/resources/using-data-engaging-students Curriculum Study Assignment at Indicator Level: Create a journal where notes from each reading will be written and used to complete "Demonstration of Accomplishment" action plans, lesson plans, videos and video reflections Formative Assessment at Indicator Level: Select one of the ideas from the article to develop into a lesson about understanding reading assessment data for students.	

	5.18 Demonstrate intentional explicit, systematic and sequential writing instruction to improve decoding skills.	Required Course Reading(s): "Reading-Writing Connection" https://classplayground.com/reading-writing-connection/ How to Teach Decoding Strategies to Struggling Readers https://learningattheprimarypond.com/blog/how-to-teach-decoding-strategies-to-struggling-readers/ Curriculum Study Assignment at Indicator Level: How does early writing support the development and practice of early phonics skills used to read? Formative Assessment at Indicator Level: Choose a book that is a favorite of your students and then implement the activity found at the end of the article "The Reading-Writing Connection." Make modifications to Steps 1-4 that are suitable for your students' decoding and writing needs.	