Florida Reading Endorsement Alignment Matrix for UF Literacy Matrix

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

FOUNDATIONAL READING SKILL: **COMPREHENSION**

Competency 1: Foundations of Reading Instruction

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

Course Number and Name of Course	Required Course Reading(s)	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
Comprehension Foundations	HO: Aspects of Language HO: Text Selection	1.A.1	**Understand** that building oral and written language facilitates comprehension.	**Comprehension Foundations- Try -It Out Activity** will address the following indicators: 1.A.1, 1.A.5, 1.A.6, 1.A.7, 1.A.8 After completing the Comprehension Foundations module including required readings, teachers will refer to the guidelines outlined in the module and select a range of texts (e.g. literary, informational, digital, domain specific) in order to plan an oral language and writing activity to support comprehension of each text. The plan will include methods for using explicit instruction to build on students' background knowledge, ability to make inferences, and ability to self-monitor. Teachers will plan questions around the following cognitive targets: locate and recall, integrate and interpret, and critique and evaluate. Finally, included in the plan will be a description of how they will explain the various forms and functions of texts.	Comprehension Foundations Post Assessment Big Picture Foundations Post Assessment

	HO: Establishing a Motivating and Engaging Literacy Classroom Add HO: Constructing Meaning from a Variety of Texts			*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.	
Big Picture Foundations		1.A.2*	**Understand** the importance of learning syntax, semantics, pragmatics, vocabulary and text structures required for comprehension of formal written language of school, often called "academic language."	**Big Pic Foundations Try-it Out Activity** will address the following indicators:1.A.2, 1.A.3, 1.A.4, 1.A.9, 1.B.1, 1.B.2, 1.B.3, 1.B.4, 1.B.5, 1.F.4, 1.G.1, 1.G.3, 1.G.4, 1.G.5, 2.G.5, 4.1 After completing the Big Picture Foundations module including readings, participants will select a text that they plan to use for a read-aloud and evaluate the following impacts on comprehension: academic language demands of the domain specific text/vocabulary as it relates to each of the reading components, phonology, syntax, semantics, pragmatics, vocabulary, text structure, genre, and plan to scaffold to increase reading comprehension. Participants will address various reader characteristics such as motivation, engagement, and English Language Leaners' home/cultural and linguistic background and build on social and oral language through differentiated instruction. Participants will plan to model and incorporate comprehension monitoring strategies (e.g. self-correcting), oral, and written activities to bolster reading comprehension in the context of an information intensive classroom environment. A description of how the text selected takes sociocultural, sociopolitical and psychological variable to differentiate reading instruction for all students will be included. *Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.	
		1.A.3	**Understand** the impact of text upon reading comprehension (e.g., genre, readability, coherence, text structure and text complexity).		
		1.A.4	**Understand** how the interaction of reader characteristics, motivation, purpose of reading, and text elements impacts comprehension and student engagement.		
	HO: Elements of Reading Comprehension				
		1.A.5	**Identify** cognitive targets (e.g., locate/recall,		

2

Comprehension Foundations	HO: Considerations for English Language Learners HO: The Role of Assessment		integrate/interpret, critique/evaluate) and the role of cognitive development in the construction of meaning of literary and informational texts.	**Comprehension Foundations- Try -It Out Activity** will address the following indicators: 1.A.1, 1.A.5, 1.A.6, 1.A.7, 1.A.8 After completing the Comprehension Foundations module including required readings, teachers will refer to the guidelines outlined in the module and select a range of texts (e.g. literary, informational, digital, domain specific) in order to plan an oral language and writing activity to support comprehension of each text. The plan will include methods for using explicit instruction to build on students' background knowledge, ability to make inferences, and ability to self-monitor. Teachers will plan questions around the following cognitive targets: locate and recall, integrate and interpret, and critique and evaluate. Finally, included in the plan will be a description of how they will explain the various forms and functions of texts. *Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.
		1.A.6	**Understand** reading as a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes.	
Comprehension Foundations		1.A.7	**Understand** the reading demands posed by domain specific texts.	
Comprehension Foundations		1.A.8	**Understand** that effective comprehension processes rely on well-developed language, strong inference making, background knowledge, comprehension monitoring and self-correcting.	
Big Picture Foundations		1.A.9	**Understand** how English language learners' linguistic and cultural background will influence their comprehension.	**Big Pic Foundations Try-it Out Activity** will address the following indicators:1.A.2, 1.A.3, 1.A.4, 1.A.9, 1.B.1, 1.B.2, 1.B.3, 1.B.4, 1.B.5, 1.F.4, 1.G.1, 1.G.3, 1.G.4, 1.G.5, 2.G.5, 4.1 After completing the Big Picture Foundations module including readings, participants will select a text that they plan to use for a read-aloud and evaluate the following impacts on comprehension: academic language demands of the domain specific text/vocabulary as it relates to each of the reading components, phonology,

				syntax, semantics, pragmatics, vocabulary, text structure, genre, and plan to scaffold to increase reading comprehension. Participants will address various reader characteristics such as motivation, engagement, and English Language Leaners' home/cultural and linguistic background and build on social and oral language through differentiated instruction. Participants will plan to model and incorporate comprehension monitoring strategies (e.g. self-correcting), oral, and written activities to bolster reading comprehension in the context of an information intensive classroom environment. A description of how the text selected takes sociocultural, sociopolitical and psychological variable to differentiate reading instruction for all students will be included. *Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.	
Big Picture Foundations		1.A.10	**Understand** the role of formal and informal assessment of comprehension in making instructional decisions to meet individual student needs.	**Big Pic Assessment Try-it Out Activity 1** will address the following indicators: 1.A.10, 1.B.6, 1.C.6, 1.D.5, 1.E.5, 1.F.6, 1.G.6, 2.A.9, 2.B.5, 2.G.6, 3.2, 3.3, 3.9, 3.10, 3.11 After completing the Big Picture Assessment module including readings, participants will identify assessments that they currently use or have access to (district or reading curriculum) for each area (comprehension, oral language, phonological awareness, phonics, fluency, vocabulary, and writing) and identify the type of assessment (formal/informal, norm-referenced/criterion referenced) and how results are used to guide instruction for individual student needs. Additionally, participants will describe how they triangulate data from appropriate reading assessments to guide instruction. Then, participants will plan to	

| | | | | provide appropriate accommodations for select students (ELL, students with IEPs or 504 Plans). Specifically, participants will identify interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners.

*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback. | |

FOUNDATIONAL READING SKILL: **ORAL LANGUAGE**

Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
Big Picture Foundations Vocabulary Foundations	HO: Aspects of Language	1.B.1	**Understand** how the students' development of phonology, syntax, semantics and pragmatics relates to comprehending written language.	**Big Pic Foundations Try-it Out Activity** will address the following indicators:1.A.2, 1.A.3, 1.A.4, 1.A.9, 1.B.1, 1.B.2, 1.B.3, 1.B.4, 1.B.5, 1.F.4, 1.G.1, 1.G.3, 1.G.4, 1.G.5, 2.G.5, 4.1 After completing the Big Picture Foundations module including readings, participants will select a text that they plan to use for a read-aloud and evaluate the following impacts on comprehension: academic language demands of the domain specific text/vocabulary as it relates to each of the reading components, phonology, syntax, semantics, pragmatics, vocabulary, text structure, genre, and plan to scaffold to increase reading comprehension. Participants will address various reader characteristics such as motivation, engagement, and English Language Leaners' home/cultural and linguistic background and build on social and oral language through differentiated instruction.	Vocabulary Foundations Post Assessment Big Picture Foundations Post Assessment
		1.B.4	**Understand** that the variation in students' oral language exposure and development requires differentiated instruction.		
Big Picture Foundations		1.B.2	**Understand** the differences between social and academic language.		

Vocabulary Foundations	HO: Considerations for English Language Learners HO: The Role of Assessment	1.B.3	**Understand** that writing enhances the development of oral language.	Participants will plan to model and incorporate comprehension monitoring strategies (e.g. self-correcting), oral, and written activities to bolster reading comprehension in the context of an information intensive classroom environment. A description of how the text selected takes sociocultural, sociopolitical and psychological variable to differentiate reading instruction for all students will be included. *Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.	
		1.B.5	**Recognize** the importance of English language learners' home languages, and their significance for learning to read English.	**Big Pic Foundations Try-it Out Activity** will address the following indicators:1.A.2, 1.A.3, 1.A.4, 1.A.9, 1.B.1, 1.B.2, 1.B.3, 1.B.4, 1.B.5, 1.F.4, 1.G.1, 1.G.3, 1.G.4, 1.G.5, 2.G.5, 4.1 After completing the Big Picture Foundations module including readings, participants will select a text that they plan to use for a read-aloud and evaluate the following impacts on comprehension: academic language demands of the domain specific text/vocabulary as it relates to each of the reading components, phonology, syntax, semantics, pragmatics, vocabulary, text structure, genre, and plan to scaffold to increase reading comprehension. Participants will address various reader characteristics such as motivation, engagement, and English Language Leaners' home/cultural and linguistic background and build on social and oral language through differentiated instruction. Participants will plan to model and incorporate comprehension monitoring strategies (e.g. self-correcting), oral, and written activities to bolster reading comprehension in the context of an information intensive classroom environment. A description of how the text selected takes sociocultural, sociopolitical and psychological	

				variable to differentiate reading instruction for all students will be included. *Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.	
Big Picture Foundations		1.B.6	**Understand** the role of formal and informal oral language assessment to make instructional decisions to meet individual student needs.	**Big Pic Assessment Try-it Out Activity 1** will address the following indicators: 1.A.10, 1.B.6, 1.C.6, 1.D.5, 1.E.5, 1.F.6, 1.G.6, 2.A.9, 2.B.5, 2.G.6, 3.2, 3.3, 3.9, 3.10, 3.11 After completing the Big Picture Assessment module including readings, participants will identify assessments that they currently use or have access to (district or reading curriculum) for each area (comprehension, oral language, phonological awareness, phonics, fluency, vocabulary, and writing) and identify the type of assessment (formal/informal, norm-referenced/criterion referenced) and how results are used to guide instruction for individual student needs. Additionally, participants will describe how they triangulate data from appropriate reading assessments to guide instruction. Then, participants will plan to provide appropriate accommodations for select students (ELL, students with IEPs or 504 Plans). Specifically, participants will identify interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners. *Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.	

FOUNDATIONAL READING SKILL: **PHONOLOGICAL AWARENESS**

UF Literacy Matrix in Collaboration with Monroe County

Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
Phonological Awareness Foundations		1.C.1	**Understand** phonology as it relates to language development and reading achievement (e.g., phonological processing, phonemic awareness skills, phonemic analysis and synthesis).	**PA Foundations- Try -It Out Activity** will address the following indicators: 1.C.1, 1.C.2, 1.C.3, 1.C.4, 1.C.5, 1.G.2 After completing the Big Picture Foundations module including readings, participants will create a plan to display their understanding of phonology as it relates to language development and reading achievement. The plan will include writing in conjunction with appropriate multisensory instruction to provide students with opportunities to increase oral/aural language to bolster phonological awareness. Teachers will refer to the phonological continuum to provide a rationale for the level and skill of phonological awareness they will target. Teachers will identify similarities and differences in sound production as well as phonological, phonemic awareness, semantics, and syntactic variability in English and a language they select. Next, participants will identify how such factors impact English Language Learners' reading development, written and oral discourse patterns. *Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.	Phonological Awareness Foundations Post Assessment Big Picture Foundations Post Assessment
		1.C.2	**Recognize** the phonological continuum beginning with sensitivity to large and concrete units of sound (i.e., words and syllables) and progressing to small and abstract units of sound (onset-rimes and phonemes).		
Phonological Awareness Foundations		1.C.3	**Understand** that writing, in conjunction with phonological awareness, enhances reading development.		
Phonological Awareness Foundations		1.C.4	**Distinguish** both phonological and phonemic differences in language and their applications in written and oral discourse patterns		

	HO: Considerations for English Language Learners		(e.g., language and dialect differences).		
		1.C.5	**Understand** how similarities and differences in sound production between English and other languages affect English language learners' reading development in English.		
Big Picture Foundations	HO: The Role of Assessment	1.C.6	**Understand** the role of formal and informal phonological awareness assessment to make instructional decisions to meet individual student needs.	**Big Pic Assessment Try-it Out Activity 1** will address the following indicators: 1.A.10, 1.B.6, 1.C.6, 1.D.5, 1.E.5, 1.F.6, 1.G.6, 2.A.9, 2.B.5, 2.G.6, 3.2, 3.3, 3.9, 3.10, 3.11 After completing the Big Picture Assessment module including readings, participants will identify assessments that they currently use or have access to (district or reading curriculum) for each area (comprehension, oral language, phonological awareness, phonics, fluency, vocabulary, and writing) and identify the type of assessment (formal/informal, norm-referenced/criterion referenced) and how results are used to guide instruction for individual student needs. Additionally, participants will describe how they triangulate data from appropriate reading assessments to guide instruction. Then, participants will plan to provide appropriate accommodations for select students (ELL, students with IEPs or 504 Plans). Specifically, participants will identify interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners. *Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.	

FOUNDATIONAL READING SKILL: **PHONICS**					
Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
Decoding, II Foundations		1.D.1	**Understand** that phonological units (words, syllables, onset-rimes and phonemes) map onto orthographic units (words, rimes, letters) in alphabetic languages.	**Decoding, II Foundations Try-it Out Activity** will address the following indicators: 1.D.1, 1.D.3 After completing the Decoding, II Foundations module including readings, participants will demonstrate their understanding of the structural analysis of words by matching phonological units (words, syllables, onset-rimes, and phonemes) to corresponding orthographic units (words, rimes, letters). *Try -it out activity addresses specific indicators. Participants will submit the completed activity to the facilitator and receive feedback.	Decoding, I Foundations Post Assessment Decoding, II Foundations Post Assessment Big Picture Foundations Post Assessment
Decoding, I Foundations	HO: The Role of Assessment	1.D.2	**Understand** sound-spelling patterns and phonics (grapheme-phoneme correspondence rules).	**Decoding, I Foundations Try-it Out Activity** will address the following indicators: 1.D.2, 1.D.4 After completing the Decoding, I Foundations module including readings, participants will understand sound-spelling patterns and phonics (grapheme-phoneme correspondence rules). Participants will make a plan that demonstrates their understanding of how oral language and writing can be used to enhance phonics instruction. Participants will identity a students' level of development according to Ehri's Phases of word reading to assist in the development of the plan to provide research-based phonics instruction. *Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.	

Decoding, II Foundations		1.D.3	**Understand** structural analysis of words.	**Decoding, II Foundations Try-it Out Activity** will address the following indicators: 1.D.1, 1.D.3 After completing the Decoding, II Foundations module including readings, participants will demonstrate their understanding of the structural analysis of words by matching phonological units (words, syllables, onset-rimes, and phonemes) to corresponding orthographic units (words, rimes, letters). *Try -it out activity addresses specific indicators. Participants will submit the completed activity to the facilitator and receive feedback.	
Decoding, I Foundations Decoding, II Foundations		1.D.4	**Understand** that both oral language and writing can be used to enhance phonics instruction.	**Decoding, I Foundations Try-it Out Activity** will address the following indicators: 1.D.2, 1.D.4 After completing the Decoding, I Foundations module including readings, participants will understand sound-spelling patterns and phonics (grapheme-phoneme correspondence rules). Participants will make a plan that demonstrates their understanding of how oral language and writing can be used to enhance phonics instruction. Participants will identity a students' level of development according to Ehri's Phases of word reading to assist in the development of the plan to provide research-based phonics instruction. *Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.	
Big Picture Foundations		1.D.5	**Understand** the role of formal and informal phonics assessment to make instructional decisions to meet individual student needs.	**Big Pic Assessment Try-it Out Activity 1** will address the following indicators: 1.A.10, 1.B.6, 1.C.6, 1.D.5, 1.E.5, 1.F.6, 1.G.6, 2.A.9, 2.B.5, 2.G.6, 3.2, 3.3, 3.9, 3.10, 3.11 After completing the Big Picture Assessment module including readings, participants will identify assessments that they currently use or	

| | | | | have access to (district or reading curriculum) for each area (comprehension, oral language, phonological awareness, phonics, fluency, vocabulary, and writing) and identify the type of assessment (formal/informal, norm-referenced/criterion referenced) and how results are used to guide instruction for individual student needs. Additionally, participants will describe how they triangulate data from appropriate reading assessments to guide instruction. Then, participants will plan to provide appropriate accommodations for select students (ELL, students with IEPs or 504 Plans). Specifically, participants will identify interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners.

*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback. | |

FOUNDATIONAL READING SKILL: **FLUENCY**

Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
Fluency Foundations	HO: Fluency Components	1.E.1	**Understand** that the components of reading fluency are accuracy, expression and rate which impact reading endurance and comprehension.	**Fluency Foundations Try-it Out Activity** will address the following indicators: 1.E.1, 1.E.2, 1.E.3, 1.E.4 After completing the Fluency Foundations module including readings, participants will demonstrate understanding of the components of reading fluency (accuracy, expression, and rate) and the impact on reading endurance and comprehension by matching fluency terms to their corresponding definitions. Participants will make a plan to the demonstrate understanding	Fluency Foundations Post Assessment Big Picture Foundations Post Assessment
		1.E.2	**Understand** that effective readers demonstrate flexibility by adjusting their		

			reading rate to accommodate the kinds of texts they are reading in order to facilitate comprehension.	of the relationships among fluency, word recognition, comprehension, oral language, and writing. Teachers will select texts of varying complexities. Participants will administer selected texts to effective readers and note the readers' adjustments in reading rate that correspond to each text.
		1.E.3	**Understand** the relationships among fluency, word recognition and comprehension.	*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.
Fluency Foundations		1.E.4	**Understand** that both oral language and writing enhance fluency instruction.	
Big Picture Foundations	HO: The Role of Assessment	1.E.5	**Understand** the role of formal and informal fluency assessment to make instructional decisions to meet individual student needs.	**Big Pic Assessment Try-it Out Activity 1** will address the following indicators: 1.A.10, 1.B.6, 1.C.6, 1.D.5, 1.E.5, 1.F.6, 1.G.6, 2.A.9, 2.B.5, 2.G.6, 3.2, 3.3, 3.9, 3.10, 3.11 After completing the Big Picture Assessment module including readings, participants will identify assessments that they currently use or have access to (district or reading curriculum) for each area (comprehension, oral language, phonological awareness, phonics, fluency, vocabulary, and writing) and identify the type of assessment (formal/informal, norm-referenced/criterion referenced) and how results are used to guide instruction for individual student needs. Additionally, participants will describe how they triangulate data from appropriate reading assessments to guide instruction. Then, participants will plan to provide appropriate accommodations for select students (ELL, students with IEPs or 504 Plans). Specifically, participants will identify interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners.

| | | | | *Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback. | |

FOUNDATIONAL READING SKILL: **VOCABULARY**

Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
Vocabulary Foundations	HO: Forms of Vocabulary	1.F.1	**Understand** the goal of receptive and expressive vocabulary instruction is the application of a student's understanding of word meanings to multiple oral and written contexts.	**Vocabulary Foundations Try-it Out Activity** will address the following indicators: 1.F.1, 1.F.2, 1.F.3, 1.F.5 After completing the Vocabulary Foundations module including required readings, teachers will understand that the goal of receptive and expressive vocabulary instruction is the application of a student's understanding of word meanings to multiple oral and written contexts. Teachers will plan a lesson that incorporates morphemic analysis, principles of semantics, and a writing component to display understanding of morphology as it relates to vocabulary development.	Vocabulary Foundations Post Assessment Decoding, II Foundations Post Assessment Big Picture Foundations Post Assessment
Vocabulary Foundations Decoding, II Foundations		1.F.2	**Understand** morphology as it relates to vocabulary development (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis).		
Vocabulary Foundations	HO: Principles of Semantics HO: Aspects of Language	1.F.3	**Identify** principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language, etc.).	*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.	
Big Picture Foundations		1.F.4	**Understand** the domain specific vocabulary demands of academic language.	**Big Pic Foundations Try-it Out Activity** will address the following indicators:1.A.2, 1.A.3, 1.A.4, 1.A.9, 1.B.1, 1.B.2, 1.B.3, 1.B.4,	

| Vocabulary Foundations | HO: The Role of Assessment | 1.F.5 | **Understand** that writing can be used to enhance vocabulary instruction. | 1.B.5, 1.F.4, 1.G.1, 1.G.3, 1.G.4, 1.G.5, 2.G.5, 4.1
After completing the Big Picture Foundations module including readings, participants will select a text that they plan to use for a read-aloud and evaluate the following impacts on comprehension: academic language demands of the domain specific text/vocabulary as it relates to each of the reading components, phonology, syntax, semantics, pragmatics, vocabulary, text structure, genre, and plan to scaffold to increase reading comprehension. Participants will address various reader characteristics such as motivation, engagement, and English Language Leaners' home/cultural and linguistic background and build on social and oral language through differentiated instruction. Participants will plan to model and incorporate comprehension monitoring strategies (e.g. self- correcting), oral, and written activities to bolster reading comprehension in the context of an information intensive classroom environment. A description of how the text selected takes sociocultural, sociopolitical and psychological variable to differentiate reading instruction for all students will be included.
*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback. | |
| Big Picture Foundations | | 1.F.6 | **Understand** the role of formal and informal vocabulary assessment to make instructional decisions | **Big Pic Assessment Try-it Out Activity 1** will address the following indicators: 1.A.10, 1.B.6, 1.C.6, 1.D.5, 1.E.5, 1.F.6, 1.G.6, 2.A.9, 2.B.5, 2.G.6, 3.2, 3.3, 3.9, 3.10, 3.11 | |

| | | | to meet individual student needs. | After completing the Big Picture Assessment module including readings, participants will identify assessments that they currently use or have access to (district or reading curriculum) for each area (comprehension, oral language, phonological awareness, phonics, fluency, vocabulary, and writing) and identify the type of assessment (formal/informal, norm-referenced/criterion referenced) and how results are used to guide instruction for individual student needs. Additionally, participants will describe how they triangulate data from appropriate reading assessments to guide instruction. Then, participants will plan to provide appropriate accommodations for select students (ELL, students with IEPs or 504 Plans). Specifically, participants will identify interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners.

*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback. | |

FOUNDATIONAL READING SKILL: **INTEGRATION OF THE READING COMPONENTS**

Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
Big Picture Foundations	HO: Aspects of Language HO: Considerations	1.G.1	**Identify** language characteristics related to social and academic language	**Big Pic Foundations Try-it Out Activity** will address the following indicators:1.A.2, 1.A.3, 1.A.4, 1.A.9, 1.B.1, 1.B.2, 1.B.3, 1.B.4, 1.B.5, 1.F.4, 1.G.1, 1.G.3, 1.G.4, 1.G.5, 2.G.5, 4.1 After completing the Big Picture Foundations module including readings,	Big Picture Foundations Post Assessment

	for English Language Learners		participants will select a text that they plan to use for a read-aloud and evaluate the following impacts on comprehension: academic language demands of the domain specific text/vocabulary as it relates to each of the reading components, phonology, syntax, semantics, pragmatics, vocabulary, text structure, genre, and plan to scaffold to increase reading comprehension. Participants will address various reader characteristics such as motivation, engagement, and English Language Leaners' home/cultural and linguistic background and build on social and oral language through differentiated instruction. Participants will plan to model and incorporate comprehension monitoring strategies (e.g. self- correcting), oral, and written activities to bolster reading comprehension in the context of an information intensive classroom environment. A description of how the text selected takes sociocultural, sociopolitical and psychological variable to differentiate reading instruction for all students will be included. *Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.	
	HO: The Role of Assessment			
Big Picture Foundations		1.G.2	**Identify** phonemic, semantic, and syntactic variability between English and other languages.	**PA Foundations- Try -It Out Activity** will address the following indicators: 1.C.1, 1.C.2, 1.C.3, 1.C.4, 1.C.5, 1.G.2 After completing the Big Picture Foundations module including readings, participants will

			create a plan to display their understanding of phonology as it relates to language development and reading achievement. The plan will include writing in conjunction with appropriate multisensory instruction to provide students with opportunities to increase oral/aural language to bolster phonological awareness. Teachers will refer to the phonological continuum to provide a rationale for the level and skill of phonological awareness they will target. Teachers will identify similarities and differences in sound production as well as phonological, phonemic awareness, semantics, and syntactic variability in English and a language they select. Next, participants will identify how such factors impact English Language Learners' reading development, written and oral discourse patterns. *Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.	
		1.G.3	**Understand** the interdependence between each of the reading components and their effect upon reading as a process for native speakers of English and English language learners.	**Big Pic Foundations Try-it Out Activity** will address the following indicators:1.A.2, 1.A.3, 1.A.4, 1.A.9, 1.B.1, 1.B.2, 1.B.3, 1.B.4, 1.B.5, 1.F.4, 1.G.1, 1.G.3, 1.G.4, 1.G.5, 2.G.5, 4.1 After completing the Big Picture Foundations module including readings, participants will select a text that they plan to use for a read-aloud and evaluate the following impacts on comprehension: academic language demands of the domain specific text/vocabulary as it relates to each of the reading components, phonology, syntax, semantics, pragmatics, vocabulary, text structure, genre, and plan	
Big Picture Foundations		1.G.4	**Understand** the impact of oral language, writing and an information intensive environment upon reading development.		

Big Picture Foundations		1.G.5	**Understand** the importance of comprehension monitoring and self-correcting to increase reading proficiency.	to scaffold to increase reading comprehension. Participants will address various reader characteristics such as motivation, engagement, and English Language Leaners' home/cultural and linguistic background and build on social and oral language through differentiated instruction. Participants will plan to model and incorporate comprehension monitoring strategies (e.g. self- correcting), oral, and written activities to bolster reading comprehension in the context of an information intensive classroom environment. A description of how the text selected takes sociocultural, sociopolitical and psychological variable to differentiate reading instruction for all students will be included. *Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.	
Big Picture Foundations		1.G.6	**Understand** the role of formal and informal reading assessment to make instructional decisions to meet individual student needs.	**Big Pic Assessment Try-it Out Activity 1** will address the following indicators: 1.A.10, 1.B.6, 1.C.6, 1.D.5, 1.E.5, 1.F.6, 1.G.6, 2.A.9, 2.B.5, 2.G.6, 3.2, 3.3, 3.9, 3.10, 3.11 After completing the Big Picture Assessment module including readings, participants will identify assessments that they currently use or have access to (district or reading curriculum) for each area (comprehension, oral language, phonological awareness, phonics, fluency, vocabulary, and writing) and identify the type of assessment (formal/informal, norm-referenced/criterion referenced) and how results	

				are used to guide instruction for individual student needs. Additionally, participants will describe how they triangulate data from appropriate reading assessments to guide instruction. Then, participants will plan to provide appropriate accommodations for select students (ELL, students with IEPs or 504 Plans). Specifically, participants will identify interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners. *Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.	

FOUNDATIONAL READING SKILL: **COMPREHENSION**

Competency 2: Application of Research-Based Instructional Practices

Teachers will scaffold student learning by applying the principles of research-based reading instruction and integrating the six components of reading.

Teachers will engage in the systematic problem solving process.

Course Number and Name of Course	Required Course Reading(s)	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
Comprehension Instruction	HO: Comprehension Strategies	2.A.2	**Use** both oral language and writing experiences to enhance comprehension. ★	**Comprehension Instruction Try-it Out Activity** will address the following indicators: 2.A.1, 2.A.2, 2.A.3, 2.A.4, 2.A.5, 2.A.6, 2.A.7, 2.A.8, 2.A.9, 2.G.2 After completing the Comprehension Instruction module including required readings, participants will apply intentional, explicit, and systematic instructional practices for scaffolding development of higher order thinking,	Comprehension Instruction Post Assessment Big Picture Foundations Post Assessment
		2.A.4	**Provide** opportunities for student extended text discussion to enhance comprehension, promote		

			motivation and student engagement.
Comprehension Instruction		2.A.5	**Select** narrative or informational print or digital texts that are appropriate to the comprehension instruction to be provided.
		2.A.6	**Provide** comprehension instruction that supports students' ability to read multiple print and digital texts and to synthesize information within, across and beyond those texts. ★
Comprehension Instruction		2.A.3	**Apply** appropriate instructional practices determined by the student's strengths and needs, text structure, and the reading demands of domain specific text. ★
		2.A.1	**Apply** intentional, explicit, and systematic instructional practices for scaffolding development of higher order thinking, comprehension skills, comprehension monitoring and self-correcting (e.g., reciprocal teaching, "think aloud," etc.). ★

comprehension skills, metacognitive skills, comprehension monitoring and self-correcting. The plan will include attention to oral/aural language and writing experiences to enhance comprehension. Instructional practices will take into account students' strengths and areas of growth, text structure, and reading demands of domain specific text. Further, multisensory instructional activities should support students' ability to read a variety of texts (e.g. print/digital, narrative/informational) and to synthesize information within, across and beyond those texts. Participants will plan to engage students in discussions based on appropriate texts that will enhance comprehension, promote motivation, and student engagement with an intentional plan to include higher order thinking skills for students with different levels of proficiency in English. Finally, teachers will provide a rationale for the assessment(s) used to guide instruction and support individual needs.

*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.

		2.A.8	**Model** a <u>variety</u> of strategic activities students can use to foster comprehension monitoring and self-correcting. ★		
Comprehension Instruction		2.A.7	**Scaffold** discussions to facilitate the comprehension of text and higher order thinking skills for students with varying English proficiency levels.		
Big Picture Foundations Comprehension Instruction	HO: The Role of Assessment	2.A.9	**Recognize, describe, and incorporate** appropriate comprehension assessments <u>to guide instruction</u>. ★	**Big Pic Assessment Try-it Out Activity 1** will address the following indicators: 1.A.10, 1.B.6, 1.C.6, 1.D.5, 1.E.5, 1.F.6, 1.G.6, 2.A.9, 2.B.5, 2.G.6, 3.2, 3.3, 3.9, 3.10, 3.11 After completing the Big Picture Assessment module including readings, participants will identify assessments that they currently use or have access to (district or reading curriculum) for each area (comprehension, oral language, phonological awareness, phonics, fluency, vocabulary, and writing) and identify the type of assessment (formal/informal, norm-referenced/criterion referenced) and how results are used to guide instruction for individual student needs. Additionally, participants will describe how they triangulate data from appropriate reading assessments to guide instruction. Then, participants will plan to provide appropriate accommodations for select students (ELL, students with IEPs or 504 Plans). Specifically, participants will identify interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners. *Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the	

				completed activity to the facilitator and receive feedback.	

FOUNDATIONAL READING SKILL: **ORAL LANGUAGE**

Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
Big Picture Instruction		2.B.1	**Apply** intentional, explicit, and systematic instructional practices for scaffolding development of oral/aural language skills (e.g., language experience approach, Socratic questioning). ★	**Big Picture Instruction Try-it Out Activity** will address the following indicators: 2.B.1, 2.B.2, 2.B.3, 2.B.4, 2.G.3, 2.G.4 After completing the Big Picture Instruction module including required readings, participants will apply intentional, explicit, and systematic instructional practices, including writing experiences, for scaffolding development of oral/aural language skills in an information intensive environment where students practice appropriate social and academic language to discuss diverse texts (e.g. domain specific print, digital text, literary/informational, varying interest and reading levels). Teachers will discuss how they will build on English language learner's home language to support development of oral language in English. Finally, teachers will provide a rationale for the assessment(s) used to guide instruction and support individual needs. *Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.	Big Picture Instruction Post Assessment
Big Picture Instruction		2.B.2	**Create** an environment where students practice appropriate social and academic language to discuss diverse texts.		
Big Picture Instruction		2.B.4	**Use** writing experiences to enhance oral language (e.g., interactive writing, student to teacher sentence dictation). ★		

Big Picture Instruction		2.B.3*	**Recognize and apply** an English language learner's home language proficiency as a foundation and strength to support the development of oral language in English. ★		
Big Picture Instruction Big Picture Foundations	HO: The Role of Assessment	2.B.5	**Recognize, describe, and incorporate** appropriate oral language assessments <u>to guide instruction</u>. ★	**Big Pic Assessment Try-it Out Activity 1** will address the following indicators: 1.A.10, 1.B.6, 1.C.6, 1.D.5, 1.E.5, 1.F.6, 1.G.6, 2.A.9, 2.B.5, 2.G.6, 3.2, 3.3, 3.9, 3.10, 3.11 After completing the Big Picture Assessment module including readings, participants will identify assessments that they currently use or have access to (district or reading curriculum) for each area (comprehension, oral language, phonological awareness, phonics, fluency, vocabulary, and writing) and identify the type of assessment (formal/informal, norm-referenced/criterion referenced) and how results are used to guide instruction for individual student needs. Additionally, participants will describe how they triangulate data from appropriate reading assessments to guide instruction. Then, participants will plan to provide appropriate accommodations for select students (ELL, students with IEPs or 504 Plans). Specifically, participants will identify interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners. *Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.	

FOUNDATIONAL READING SKILL: **PHONOLOGICAL AWARENESS**

UF Literacy Matrix in Collaboration with Monroe County

Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
Phonological Awareness Instruction		2.C.1	**Apply** intentional, explicit, systematic instructional practices to scaffold development of phonological awareness (e.g., blending and segmenting syllables, onset-rimes and phonemes). ★	**Phonological Awareness Instruction Try-it Out Activity** will address the following indicators: 2.C.1, 2.C.2, 2.C.3, 2.C.4, 2.C.5 After completing the Phonological Awareness Instruction module including required readings, participants will make a plan to apply intentional, explicit, systematic instructional practices to scaffold development of phonological awareness by providing opportunities for students to use oral/aural language to enhance phonological awareness. Activities should include multisensory instructional strategies. The plan will incorporate writing experiences, in conjunction with phonological instruction, to enhance reading achievement with attention to applying knowledge of how variations in phonology across languages impact English Language learners' reading and writing development. Finally, teachers will provide a rationale for the assessment(s) used to guide instruction and support individual needs. *Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.	Phonological Awareness Instruction Post Assessment
Phonological Awareness Instruction		2.C.2	**Provide** opportunities for students to use oral/aural language to enhance phonological awareness (e.g., rhyming and alliteration). ★		
Phonological Awareness Instruction		2.C.4	**Use** writing experiences, in conjunction with phonological instruction, to enhance reading achievement (e.g., Elkonin boxes or magnetic letters, individual response whiteboards). ★		

| Phonological Awareness Instruction | | 2.C.3 | **Understand** and **apply** knowledge of how variations in phonology across languages affect English language learners' reading and writing development. ★ | | |
| Phonological Awareness Instruction | | 2.C.5 | **Recognize, describe, and incorporate** appropriate phonological awareness assessments to guide instruction. ★ | | |

FOUNDATIONAL READING SKILL: **PHONICS**

Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
Decoding, Part I Instruction Decoding, Part II Instruction		2.D.1	**Apply** intentional, explicit, systematic instructional practices for scaffolding phonics development on a continuum from the individual phoneme-grapheme level through the multi-syllabic word level. ★	**Decoding, I Instruction Try-it Out Activity** will address the following indicators: 2.D.1, 2.D.2, 2.D.3, 2.D.4 After completing the Decoding, I Instruction module including required readings, participants will make a plan to apply intentional, explicit, systematic instructional practices for scaffolding phonics development on a continuum from the individual phoneme-grapheme level through the multi-syllabic word level. The plan will incorporate multisensory oral/aural language and writing experiences to enhance phonics instruction. Teachers will discuss how they will build on English language learner's home language to support development of phonics in English. Finally, teachers will provide a rationale	Decoding, Part I Instruction Post Assessment Decoding, Part II Instruction Post Assessment
Decoding, Part I Instruction Decoding, Part II Instruction		2.D.2	**Recognize and apply** an English language learner's home language as a foundation and strength to		

Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
			support the development of phonics in English. ★	for the assessment(s) used to guide instruction and support individual needs. *Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.	
Decoding, Part I Instruction Decoding, Part II Instruction		2.D.3	**Use** oral/aural language and writing experiences to enhance phonics instruction (e.g., sentence strip words, phrases and pocket charts). ★		
Decoding, Part I Instruction Decoding, Part II Instruction		2.D.4	**Recognize, describe, and incorporate** appropriate phonics assessments to guide instruction. ★		

FOUNDATIONAL READING SKILL: **FLUENCY**

Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
Fluency Instruction		2.E.1	**Apply** intentional, explicit, systematic instructional practices to scaffold accuracy, expression, rate, and reading endurance (e.g., paired reading, repeated reading, echo reading, reader's theater, etc.). ★	**Fluency Instruction Try-it Out Activity** will address the following indicators: 2.E.1, 2.E.2, 2.E.3 After completing the Fluency Instruction module including required readings, participants will apply intentional, explicit, systematic instructional practices to scaffold accuracy, expression, rate, and reading endurance. The plan will include attention to oral/aural language and writing experiences to enhance fluency and a plan to support students with diverse educational histories. Finally, teachers will provide a rationale for the assessment(s) used to guide instruction and support individual needs.	Fluency Instruction Post Assessment
Fluency Instruction		2.E.2	**Use** oral/aural language and writing experiences to enhance fluency (e.g., poetry charts, song lyrics). ★		

| Fluency Instruction | | 2.E.3 | **Recognize, describe, and incorporate** appropriate fluency assessments to guide instruction. ★ | *Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback. | |

FOUNDATIONAL READING SKILL: **VOCABULARY**

Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
Vocabulary Instruction		2.F.1	**Apply** intentional, explicit, systematic instructional practices to scaffold vocabulary and concept development (e.g., shared reading, semantic mapping, etc.). ★	**Vocabulary Instruction Try-it Out Activity** will address the following indicators: 2.F.1, 2.F.2, 2.F.3, 2.F.4, 2.F.5, 2.F.6, 2.F.7, 2.F.8 After completing the Vocabulary Instruction module including required readings, participants will make a plan to apply intentional, explicit, systematic instructional practices to scaffold vocabulary and concept development that utilizes multiple methods of vocabulary instruction. Instruction should incorporate the use of analogies and allow for integration, repetition, and meaningful use of domain specific vocabulary to address the demands of academic language. The plan will include attention to oral/aural language and writing experiences in an environment that supports wide reading of various texts (e.g. print/digital, informational/literary) to enhance vocabulary development. Multisensory and instructional practices should develop authentic uses of English to assist English language learners in learning academic vocabulary and content. Finally, teachers will provide a rationale for the	Vocabulary Instruction Post Assessment
Vocabulary Instruction		2.F.4	**Provide an environment** that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary.		
Vocabulary Instruction		2.F.5*	**Incorporate** instructional practices that develop authentic uses of English to assist English language learners in learning academic vocabulary and content. ★		

Vocabulary Instruction		2.F.7	**Use** multiple methods of vocabulary instruction (e.g. multiple contexts, examples and non-examples, elaborations, etc.). ★	assessment(s) used to guide instruction and support individual needs. *Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.	
Vocabulary Instruction		2.F.3	**Incorporate** vocabulary instruction through analogies (e.g., cognates, Greek and Latin roots). ★		
Vocabulary Instruction		2.F.2	**Provide** for continual integration, repetition, and meaningful use of domain specific vocabulary to address the demands of academic language.		
Vocabulary Instruction		2.F.6	**Use** oral/aural language and writing experiences to enhance vocabulary (e.g., interactive word walls, word sorts, word charts for secondary). ★		
Vocabulary Instruction		2.F.8	**Recognize, describe, and incorporate** appropriate vocabulary assessments to guide instruction. ★		

FOUNDATIONAL READING SKILL: **INTEGRATION OF THE READING COMPONENTS**

Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment

Big Picture Instruction		2.G.5	**Demonstrate** understanding of similarities and differences between home language and second language reading development.	**Big Pic Foundations Try-it Out Activity** will address the following indicators:1.A.2, 1.A.3, 1.A.4, 1.A.9, 1.B.1, 1.B.2, 1.B.3, 1.B.4, 1.B.5, 1.F.4, 1.G.1, 1.G.3, 1.G.4, 1.G.5, 2.G.5, 4.1 After completing the Big Picture Foundations module including readings, participants will select a text that they plan to use for a read-aloud and evaluate the following impacts on comprehension: academic language demands of the domain specific text/vocabulary as it relates to each of the reading components, phonology, syntax, semantics, pragmatics, vocabulary, text structure, genre, and plan to scaffold to increase reading comprehension. Participants will address various reader characteristics such as motivation, engagement, and English Language Leaners' home/cultural and linguistic background and build on social and oral language through differentiated instruction. Participants will plan to model and incorporate comprehension monitoring strategies (e.g. self- correcting), oral, and written activities to bolster reading comprehension in the context of an information intensive classroom environment. A description of how the text selected takes sociocultural, sociopolitical and psychological variable to differentiate reading instruction for all students will be included. *Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will	Big Picture Instruction Post Assessment
	HO: Selecting Texts for Instruction				

				submit the completed activity to the facilitator and receive feedback.	
Big Picture Instruction		2.G.1	**Apply** comprehensive instructional practices, including writing experiences that integrates the reading components. ★	**Big Picture Practicum** will address the following indicators: 2.G.1, 3.1, 4.12, 5.1, 5.12, 5.13 In the Big Picture Practicum participants will apply comprehensive instructional practices, including writing experiences, that integrate the reading components with a focus on building on and developing oral/aural language development in an information intensive environment. Multisensory instructional practices to motivate and engage students will be included. Participants will apply measurement concepts and characteristics of reading assessments and implement a classroom level plan that uses targeted assessments to monitor student progress and guide differentiated instruction to increase student learning. Specifically, teachers will apply knowledge of assessing and providing subsequent instruction to English Language Learners with varying levels of English proficiency. *Practicum activities address specific indicators as teachers work with students to implement their plans in a cycle of assess, plan, teach, re-assess, and reflect. Participants will submit the completed activity to the facilitator and receive feedback.	
Big Picture Instruction		2.G.3	**Use** resources and research-based practices that create information intensive environments (e.g., diverse classroom libraries, inquiry reading).	**Big Picture Instruction Try-it Out Activity** will address the following indicators: 2.B.1, 2.B.2, 2.B.3, 2.B.4, 2.G.3, 2.G.4 After completing the Big Picture Instruction module including required readings, participants will apply intentional, explicit, and systematic instructional practices, including writing experiences, for scaffolding development of oral/aural language skills in an information intensive environment where students practice appropriate social and academic language to	
		2.G.4	**Use** research-based guidelines for selecting literature and domain		

| | | | specific print and digital text appropriate to students' age, interests and reading proficiency (e.g., young adult literature, informational texts). | discuss diverse texts (e.g. domain specific print, digital text, literary/informational, varying interest and reading levels). Teachers will discuss how they will build on English language learner's home language to support development of oral language in English. Finally, teachers will provide a rationale for the assessment(s) used to guide instruction and support individual needs.

*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback. | |

COMPETENCY 3: **FOUNDATIONS OF ASSESSMENT**

Teachers will understand how to select and administer appropriate assessments and analyze data to inform reading instruction to meet the needs of all students. Teachers will engage in the systematic problem solving process.

Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
Big Picture Assessment	HO: Classifying Assessment and Identifying Skills	3.2	**Understand** the purposes of various <u>informal assessments</u> (e.g., informal reading inventories, analyzing writing samples) including an emphasis on matching reader to text.	**Big Picture Practicum** will address the following indicators: 2.G.1, 3.1, 4.12, 5.1, 5.12, 5.13 In the Big Picture Practicum participants will apply comprehensive instructional practices, including writing experiences, that integrate the reading components with a focus on building on and developing oral/aural language development in an information intensive environment. Multisensory instructional practices to motivate and engage students will be included. Participants will apply measurement concepts and characteristics of reading assessments and implement a classroom level plan that uses targeted assessments to monitor student progress and guide differentiated instruction to increase student learning. Specifically, teachers will apply knowledge of	Big Picture Assessment post assessment Phonological Awareness Assessment post assessment Decoding, I Assessment post assessment Decoding, II Assessment post assessment Fluency Assessment post assessment
		3.1	**Understand and apply** measurement concepts and characteristics of reading assessments.		
		3.3	**Understand** the purpose of various <u>formal assessments</u>		

Big Picture Assessment	HO: Common Standard Scores		including the differences between norm-referenced and criterion-referenced assessments and how to interpret data reports.	assessing and providing subsequent instruction to English Language Learners with varying levels of English proficiency.	Vocabulary Assessment post assessment
		3.4	**Understand** the meaning of test reliability, validity and standard error of measurement, and describe major types of derived scores from standardized tests.	*Practicum activities address specific indicators as teachers work with students to implement their plans in a cycle of assess, plan, teach, re-assess, and reflect. Participants will submit the completed activity to the facilitator and receive feedback. **Big Pic Assessment Try-it Out Activity 1** will address the following indicators: 1.A.10, 1.B.6, 1.C.6, 1.D.5, 1.E.5, 1.F.6, 1.G.6, 2.A.9, 2.B.5, 2.G.6, 3.2, 3.3, 3.9, 3.10, 3.11	Comprehension Assessment post assessment
Big Picture Assessment PA Assessment Decoding, I Assessment Decoding, II Assessment Fluency Assessment Vocabulary Assessment Comprehension Assessment		3.1	**Understand and apply** measurement concepts and characteristics of reading assessments.	After completing the Big Picture Assessment module including readings, participants will identify assessments that they currently use or have access to (district or reading curriculum) for each area (comprehension, oral language, phonological awareness, phonics, fluency, vocabulary, and writing) and identify the type of assessment (formal/informal, norm-referenced/criterion referenced) and how results are used to guide instruction for individual student needs. Additionally, participants will describe how they triangulate data from appropriate reading assessments to guide instruction. Then, participants will plan to provide appropriate accommodations for select students (ELL, students with IEPs or 504 Plans). Specifically, participants will identify interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners. *Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.	
		3.5	**Demonstrate** knowledge of the characteristics, administration and interpretation of both quantitative and qualitative instructional assessments (to include each of the following: screening, progress monitoring, diagnosis and outcome measures).		

				Big Pic Assessment Try-it Out Activity 2 will address the following indicator: 3.4
Big Picture Assessment PA Assessment Decoding, I Assessment Decoding, II Assessment Fluency Assessment Vocabulary Assessment Comprehension Assessment		3.6	**Analyze** data to identify trends that indicate adequate progress in student reading development.	After completing the Big Picture Assessment module including readings, participants will complete an activity in which they are required to describe reliability, validity, and standard error of measurement. Additionally, given a sample standardized assessment report, participants will analyze the report and describe the types of derived scores presented in the report. *Try -it out activity address the specific indicator. Participants will submit the completed activity to the facilitator and receive feedback.
		3.7	**Understand** how to use data within a systematic problem-solving process to differentiate instruction, intensify intervention and meet the needs of all students (e.g., grouping practices, appropriate curriculum materials).	**Phonological Awareness Assessment Try-it Out Activity** will address the following indicators: 3.5, 3.6, 3.7, 3.8 After completing the Phonological Awareness Assessment module including required readings, participants will identify students in need of additional support in phonological awareness and administer targeted assessments. Participants will describe the assessments (e.g. knowledge of the characteristics, type) and create a plan for ongoing progress monitoring to track students' reading development in order to differentiate instruction to meet individual needs. The plan will also include a rationale for materials to include in a portfolio over the course of the year.
		3.8	**Identify** appropriate criteria for selecting materials to include in portfolios for monitoring student progress over time.	*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback. **Decoding Assessment Try-it Out Activity** will address the following indicators: 3.5, 3.6, 3.7, 3.8

| | | | | After completing the Decoding Assessment module including required readings, participants will identify students in need of additional support in phonics and administer targeted assessments. Participants will describe the assessment (e.g. knowledge of the characteristics, type) and create a plan for ongoing progress monitoring to track students' reading development in order to differentiate instruction to meet individual needs. The plan will also include a rationale for materials to include in a portfolio over the course of the year.

*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.

Fluency Assessment Try-it Out Activity will address the following indicators: 3.5, 3.6, 3.7, 3.8

After completing the Fluency Assessment module including required readings, participants will identify students in need of additional support in fluency and administer targeted assessments. Participants will describe the assessment (e.g. knowledge of the characteristics, type) and create a plan for ongoing progress monitoring to track students' reading development in order to differentiate instruction to meet individual needs. The plan will also include a rationale for materials to include in a portfolio over the course of the year.

*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.

Vocabulary Assessment Try-it Out Activity will address the following indicators: 3.5, 3.6, 3.7, 3.8 | |

After completing the Vocabulary Assessment module including required readings, participants will identify students in need of additional support in vocabulary and administer targeted assessments. Participants will describe the assessment (e.g. knowledge of the characteristics, type) and create a plan for ongoing progress monitoring to track students' reading development in order to differentiate instruction to meet individual needs. The plan will also include a rationale for materials to include in a portfolio over the course of the year.

*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.

Comprehension Assessment Try-it Out Activity will address the following indicators: 3.5, 3.6, 3.7, 3.8

After completing the Comprehension Assessment module including required readings, participants will identify students in need of additional support in comprehension and administer targeted assessments. Participants will describe the assessment (e.g. knowledge of the characteristics, type) and create a plan for ongoing progress monitoring to track students' reading development in order to differentiate instruction to meet individual needs. The plan will also include a rationale for materials to include in a portfolio over the course of the year.

*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.

Big Picture Assessment		3.9	**Identify** interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners.	**Big Pic Assessment Try-it Out Activity 1** will address the following indicators: 1.A.10, 1.B.6, 1.C.6, 1.D.5, 1.E.5, 1.F.6, 1.G.6, 2.A.9, 2.B.5, 2.G.6, 3.2, 3.3, 3.9, 3.10, 3.11 After completing the Big Picture Assessment module including readings, participants will identify assessments that they currently use or have access to (district or reading curriculum) for each area (comprehension, oral language, phonological awareness, phonics, fluency, vocabulary, and writing) and identify the type of assessment (formal/informal, norm-referenced/criterion referenced) and how results are used to guide instruction for individual student needs. Additionally, participants will describe how they triangulate data from appropriate reading assessments to guide instruction. Then, participants will plan to provide appropriate accommodations for select students (ELL, students with IEPs or 504 Plans). Specifically, participants will identify interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners. *Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.	
		3.10	**Identify** appropriate assessments and accommodations for monitoring reading progress of all students.		
Big Picture Assessment		3.11	**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.		

COMPETENCY 4: **FOUNDATIONS & APPLICATION OF DIFFERENTIATED INSTRUCTION**

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

Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
Big Picture Intervention Comprehension Intervention Big Picture Intervention	HO: Reading Acquisition HO: Factors that Impact Reading Proficiency HO: Characteristics of Proficient Readers	4.7	**Compare** language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities.	**Big Picture Intervention Try-it Out Activity** will address the following indicators: 4.2, 4.3, 4.4, 4.5, 4.7, 4.11, 4.18, 4.19 After completing the Big Picture Intervention module including required readings, participants will: understand the stages of English language acquisition for English language learners, learn how to differentiate reading instruction for students at different levels of English language proficiency based on current theories to differentiate instruction, recognize how characteristics of both language and cognitive development impact reading proficiency, compare language, cognitive, and reading acquisition of different age and abilities. Participants will complete an activity identifying factors impeding student reading development in each of the reading components and make a plan for how they will scaffold instruction for students having difficulty in each of the components and differentiate the reading period to account for individual differences of all students, including those with significant cognitive disabilities. Specifically, participants will include appropriate and allowable instructional accommodations as specified in the Individual Education Plan or 504 Plan. *Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.	Big Picture Intervention Post Assessment Phonological Awareness Intervention Post Assessment Decoding, I Intervention Post Assessment Decoding, II Intervention Post Assessment Fluency Intervention Post Assessment Vocabulary Intervention Post Assessment Comprehension Intervention Post Assessment
		4.5	**Recognize** how characteristics of both language and cognitive development impact reading proficiency.		
		4.6	**Recognize** the characteristics of proficient readers to more effectively differentiate instruction. ★		
		4.4	**Identify** factors impeding student reading development in each of the reading components or the integration of these components.		
		4.11	**Scaffold** instruction for students having difficulty in each of the components of reading. ★		

		4.12	**Implement** a classroom level plan for monitoring student reading progress and differentiating instruction. ★	**Big Picture Practicum** will address the following indicators: 2.G.1, 3.1, 4.12, 5.1, 5.12, 5.13 In the Big Picture Practicum participants will apply comprehensive instructional practices, including writing experiences, that integrate the reading components with a focus on building on and developing oral/aural language development in an information intensive environment. Multisensory instructional practices to motivate and engage students will be included. Participants will apply measurement concepts and characteristics of reading assessments and implement a classroom level plan that uses targeted assessments to monitor student progress and guide differentiated instruction to increase student learning. Specifically, teachers will apply knowledge of assessing and providing subsequent instruction to English Language Learners with varying levels of English proficiency. *Practicum activities address specific indicators as teachers work with students to implement their plans in a cycle of assess, plan, teach, re-assess, and reflect. Participants will submit the completed activity to the facilitator and receive feedback.	
Big Picture Intervention Phonological Awareness Intervention Decoding, I Intervention		4.14	**Implement** research-based practices in comprehension, oral language, phonological awareness, phonics, fluency and vocabulary to differentiate instruction for all students. ★	**Phonological Awareness Intervention Try-it Out Activity** will address the following indicators: 4.8, 4.9, 4.10, 4.13, 4.14 After completing the Phonological Awareness Intervention module including required readings, participants will plan and to implement research-based instructional practices in phonological awareness with students. Teachers will provide a rationale for developmentally appropriate materials included to address sociocultural and linguistic differences, plan for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding,	
		4.13	**Monitor** student progress and **use** data to differentiate		

Decoding, II Intervention Fluency Intervention Vocabulary Intervention Comprehension Intervention			instruction for all students. ★	and provides re-teaching when necessary for individuals and small groups, differentiate reading instruction for English language learners with various levels of proficiency, and monitor student progress to differentiate instruction based on student needs. *Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback. **Decoding, I Intervention Try-it Out Activity** will address the following indicators: 4.8, 4.9, 4.10, 4.13, 4.14	
Big Picture Intervention Phonological Awareness Intervention Decoding, I Intervention Decoding, II Intervention Vocabulary Intervention Comprehension Intervention		4.9	**Plan** for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups. ★	After completing the Decoding, I Intervention module including required readings, participants will plan and implement research-based instructional practices in phonics with students. Teachers will provide a rationale for developmentally appropriate materials included to address sociocultural and linguistic differences, plan for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups, differentiate reading instruction for English language learners with various levels of proficiency, and monitor student progress to differentiate instruction based on student needs.	
		4.15	**Implement** research-based instructional practices for developing students' higher order thinking. ★		
		4.16	**Implement** research-based instructional practices for developing students' ability to read critically. ★	*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback. **Decoding, II Intervention Try-it Out Activity** will address the following indicators: 4.8, 4.9, 4.10, 4.13, 4.14	

	HO: Differentiating for English Language Learners		After completing the Decoding, II Intervention module including required readings, participants will plan and implement research-based instructional practices in decoding with students. Teachers will provide a rationale for developmentally appropriate materials included to address sociocultural and linguistic differences, plan for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups, differentiate reading instruction for English language learners with various levels of proficiency, and monitor student progress to differentiate instruction based on student needs. *Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback. **Fluency Intervention Try-it Out Activity** will address the following indicators: 4.8, 4.9, 4.10, 4.13, 4.14 After completing the Fluency Intervention module including required readings, participants will plan and implement research-based instructional practices in fluency with students. Teachers will provide a rationale for developmentally appropriate materials included to address sociocultural and linguistic differences, plan for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups, differentiate reading instruction for English language learners with various levels of proficiency, and monitor student progress to differentiate instruction based on student needs.	

| | HO: Accommodations for Students with Special Needs | | | *Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.

Vocabulary Intervention Try-it Out Activity will address the following indicators: 4.8, 4.9, 4.10, 4.13, 4.14

After completing the Vocabulary Intervention module including required readings, participants will plan and implement research-based instructional practices in vocabulary with students. Teachers will provide a rationale for developmentally appropriate materials included to address sociocultural and linguistic differences, plan for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups, differentiate reading instruction for English language learners with various levels of proficiency, and monitor student progress to differentiate instruction based on student needs.

*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback. | |
| Comprehension Intervention | | 4.17 | **Implement** research-based instructional practices using writing to develop students' comprehension of text. ★ | **Comprehension Intervention Try-it Out Activity** will address the following indicators: 4.6, 4.8, 4.9, 4.10, 4.13, 4.14, 4.15, 4.16, 4.17

After completing the Comprehension Intervention module including required readings, participants will plan and implement research-based instructional | |

| | | | | practices in comprehension with a focus on incorporating instructional practices including writing to develop students' higher order thinking and ability to read critically. Teachers will provide a rationale for developmentally appropriate materials included to address sociocultural and linguistic differences, plan for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups, differentiate reading instruction for English language learners with various levels of proficiency, and monitor student progress to differentiate instruction based on student needs. Participants will recognize the characteristics of proficient readers to more effectively differentiate instruction.

*Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback. | |
|---|---|---|---|---|---|
| Big Picture Intervention

Phonological Awareness Intervention

Decoding, I Intervention | | 4.1* | **Understand and apply** knowledge of socio-cultural, socio-political and psychological variables to differentiate reading instruction for all students. ★ | **Big Pic Foundations Try-it Out Activity** will address the following indicators:1.A.2, 1.A.3, 1.A.4, 1.A.9, 1.B.1, 1.B.2, 1.B.3, 1.B.4, 1.B.5, 1.F.4, 1.G.1, 1.G.3, 1.G.4, 1.G.5, 2.G.5, 4.1

After completing the Big Picture Foundations module including readings, participants will select a text that they plan to use for a read-aloud and evaluate the following impacts on comprehension: academic language demands of the domain | |
| | | 4.8 | **Select and use** developmentally appropriate materials that address | | |

Decoding, II Intervention Fluency Intervention Vocabulary Intervention Comprehension Intervention			sociocultural and linguistic differences. ★	specific text/vocabulary as it relates to each of the reading components, phonology, syntax, semantics, pragmatics, vocabulary, text structure, genre, and plan to scaffold to increase reading comprehension. Participants will address various reader characteristics such as motivation, engagement, and English Language Leaners' home/cultural and linguistic background and build on social and oral language through differentiated instruction. Participants will model and incorporate comprehension monitoring strategies (e.g. self- correcting), oral, and written activities to bolster reading comprehension in the context of an information intensive classroom environment. A description of how the text selected takes sociocultural, sociopolitical and psychological variable to differentiate reading instruction for all students will be included. *Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.	
Big Picture Intervention		4.2	**Understand** the stages of English language acquisition for English language learners and differentiate reading instruction for students at different levels of English language proficiency. ★	**Big Picture Intervention Try-it Out Activity** will address the following indicators: 4.2, 4.3, 4.4, 4.5, 4.7, 4.11, 4.18, 4.19 After completing the Big Picture Intervention module including required readings, participants will: understand the stages of English language acquisition for English language learners, learn how to differentiate reading instruction for	

Phonological Awareness Intervention Decoding, I Intervention Decoding, II Intervention Vocabulary Intervention Comprehension Intervention		4.3*	**Understand** and apply current theories of second language acquisition to differentiate instruction for English language learners of diverse backgrounds and various levels of prior education. ★	students at different levels of English language proficiency based on current theories to differentiate instruction, recognize how characteristics of both language and cognitive development impact reading proficiency, compare language, cognitive, and reading acquisition of different age and abilities. Participants will complete an activity identifying factors impeding student reading development in each of the reading components and make a plan for how they will scaffold instruction for students having difficulty in each of the components and differentiate the reading period to account for individual differences of all students, including those with significant cognitive disabilities. Specifically, participants will include appropriate and allowable instructional accommodations as specified in the Individual Education Plan or 504 Plan. *Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.
		4.8	**Select and use** developmentally appropriate materials that address sociocultural and linguistic differences. ★	
		4.10	**Differentiate** reading instruction for English language learners with various levels of first language literacy. ★	
Big Picture Intervention		4.18	**Implement** appropriate and allowable instructional accommodations as specified in the Individual Educational Plan or 504 Plan when differentiating instruction for students with disabilities.	**Big Picture Intervention Try-it Out Activity** will address the following indicators: 4.2, 4.3, 4.4, 4.5, 4.7, 4.11, 4.18, 4.19 After completing the Big Picture Intervention module including required readings, participants will: understand the stages of English language acquisition for English language learners, learn how to differentiate reading instruction for students at different levels of English language proficiency based on current theories to differentiate instruction, recognize how characteristics of both language and cognitive development impact reading proficiency,
		4.19	**Modify** assessment and instruction for students with significant cognitive disabilities while maintaining	

			high expectations for achievement that reflect appropriate levels of access to general education instruction. ★	compare language, cognitive, and reading acquisition of different age and abilities. Participants will complete an activity identifying factors impeding student reading development in each of the reading components and make a plan for how they will scaffold instruction for students having difficulty in each of the components and differentiate the reading period to account for individual differences of all students, including those with significant cognitive disabilities- teachers will modify both instruction and assessment for students but still have high expectations for students with cognitive disabilities to access the general education instruction. Specifically, participants will include appropriate and allowable instructional accommodations as specified in the Individual Education Plan or 504 Plan. *Try -it out activity addresses specific indicators as teachers work with students to implement their plans. Participants will submit the completed activity to the facilitator and receive feedback.	

COMPETENCY 5: **DEMONSTRATION OF ACCOMPLISHMENT**

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

Course Number and Name of Course	Required Course Reading *(If there are no required readings, put N/A in the column.)*	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
		5.3	**Demonstrate** research-based instructional practices for		Big Picture Practicum Rubrics

Big Picture Practicum Phonological Awareness Practicum Decoding, I Practicum Decoding, II Practicum Fluency Practicum Vocabulary Practicum Comprehension Practicum			developing **oral/aural language** development. ★	**Big Picture Practicum** will address the following indicators: 2.G.1, 3.1, 4.12, 5.1, 5.12, 5.13 In the Big Picture Practicum participants will apply comprehensive instructional practices, including writing experiences, that integrate the reading components with a focus on building on and developing oral/aural language development in an information intensive environment. Multisensory instructional practices to motivate and engage students will be included. Participants will apply measurement concepts and characteristics of reading assessments and implement a classroom level plan that uses targeted assessments to monitor student progress and guide differentiated instruction to increase student learning. Specifically, teachers will apply knowledge of assessing and providing subsequent instruction to English Language Learners with varying levels of English proficiency. *Practicum activities address specific indicators as teachers work with students to implement their plans in a cycle of assess, plan, teach, re-assess, and reflect. Participants will submit the completed activity to the facilitator and receive feedback. **Decoding, I Practicum** will address the following indicators: 5.1, 5.5, 5.12, 5.14 In the Decoding, I Practicum participants will demonstrate research-based instructional practices for developing	Phonological Awareness Practicum Rubrics Decoding, I Practicum Rubrics Decoding, II Practicum Rubrics Fluency Practicum Rubrics Vocabulary Practicum Rubrics Comprehension Practicum Rubrics
		5.1	**Use** assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning. ★	
		5.14	**Use** a variety of instructional practices to motivate and engage students in reading. ★	
		5.4	**Demonstrate** research-based instructional practices for developing students' **phonological awareness**. ★	
		5.1	**Use** assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning. ★	
		5.14	**Use** a variety of instructional practices to motivate and engage students in reading. ★	
		5.5	**Demonstrate** research-based instructional practices for developing **phonics** skills and word recognition. ★	

		5.1	**Use** assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning. ★
		5.14	**Use** a variety of instructional practices to motivate and engage students in reading. ★
		5.6	**Demonstrate** research-based instructional practices for developing reading **fluency** and reading endurance. ★
		5.8	**Demonstrate** research-based instructional practices to facilitate students' monitoring and self-correcting in reading. ★
		5.1	**Use** assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning. ★
		5.14	**Use** a variety of instructional practices to motivate and engage students in reading. ★
		5.7	**Demonstrate** research-based instructional practices for

students' phonics and word recognition skills. Multisensory instructional practices to motivate and engage students will be included. Participants will use targeted assessments to monitor student progress and guide differentiated instruction to increase student learning. Specifically, teachers will apply knowledge of assessing and providing subsequent instruction to English Language Learners with varying levels of English proficiency.

*Practicum activities address specific indicators as teachers work with students to implement their plans in a cycle of assess, plan, teach, re-assess, and reflect. Participants will submit the completed activity to the facilitator and receive feedback.

Decoding, II Practicum will address the following indicators: 5.1, 5.5, 5.11, 5.12, 5.14, 5.15

In the Decoding, II Practicum participants will demonstrate research-based instructional practices for developing students' phonics and word recognition skills with intentional explicit, systematic writing instruction as it relates to the ability to read written language. Multisensory instructional practices to motivate and engage students will be included. Participants will demonstrate differentiation of instruction for all students by utilizing increasingly complex print and digital text. Participants will use targeted assessments to monitor student progress and guide differentiated

		developing both academic and domain specific **vocabulary**. ★	instruction to increase student learning. Specifically, teachers will apply knowledge of assessing and providing subsequent instruction to English Language Learners with varying levels of English proficiency.
	5.1	**Use** assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning. ★	*Practicum activities address specific indicators as teachers work with students to implement their plans in a cycle of assess, plan, teach, re-assess, and reflect. Participants will submit the completed activity to the facilitator and receive feedback.
	5.14	**Use** a variety of instructional practices to motivate and engage students in reading. ★	**Phonological Awareness Practicum** will address the following indicators: 5.1, 5.4, 5.12, 5.14
	5.2	**Demonstrate** research-based instructional practices for facilitating reading **comprehension**. ★	In the Phonological Awareness Practicum participants will demonstrate research-based instructional practices for developing students' phonological awareness. Multisensory instructional practices to motivate and engage students will be included.
	5.9	**Demonstrate** research-based comprehension instructional practices for developing students' higher order thinking to enhance comprehension. ★	Participants will use targeted assessments to monitor student progress and guide differentiated instruction to increase student learning. Specifically, teachers will apply knowledge of assessing and providing
	5.10	**Demonstrate** research-based instructional practices for developing students' ability to read critically. ★	subsequent instruction to English Language Learners with varying levels of English proficiency.
	5.11	**Demonstrate** differentiation of instruction for all students	*Practicum activities address specific indicators as teachers work with students to implement their plans in a cycle of

			utilizing increasingly complex print and digital text. ★	assess, plan, teach, re-assess, and reflect. Participants will submit the completed activity to the facilitator and receive feedback.
		5.13	**Create** an information intensive environment that includes print and digital text.	**Fluency Practicum** will address the following indicators: 5.1, 5.6, 5.12, 5.14
		5.1	**Use** assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning. ★	In the Fluency Practicum participants will demonstrate research-based instructional practices for developing students' reading fluency and reading endurance. Multisensory instructional practices to motivate and engage students will be included. Participants will use targeted assessments to monitor student progress and guide differentiated instruction to increase student learning. Specifically, teachers will apply knowledge of assessing and providing subsequent instruction to English Language Learners with varying levels of English proficiency.
		5.14	**Use** a variety of instructional practices to motivate and engage students in reading. ★	
		5.15	**Demonstrate** intentional, explicit, systematic **writing** instruction as it relates to the ability to read written language. ★	*Practicum activities address specific indicators as teachers work with students to implement their plans in a cycle of assess, plan, teach, re-assess, and reflect. Participants will submit the completed activity to the facilitator and receive feedback.
		5.12*	**Demonstrate** skill in assessment and instruction with **English language learners** from diverse backgrounds and at varying English proficiency levels. ★	**Vocabulary Practicum** will address the following indicators: 5.1, 5.7, 5.12, 5.14

In the Vocabulary Practicum participants will demonstrate research-based instructional practices for developing both academic and domain specific vocabulary. Multisensory instructional practices to motivate and engage students will be |

included. Participants will use targeted assessments to monitor student progress and guide differentiated instruction to increase student learning. Specifically, teachers will apply knowledge of assessing and providing subsequent instruction to English Language Learners with varying levels of English proficiency.

*Practicum activities address specific indicators as teachers work with students to implement their plans in a cycle of assess, plan, teach, re-assess, and reflect. Participants will submit the completed activity to the facilitator and receive feedback.

Comprehension Practicum will address the following indicators: 5.1, 5.2, 5.8, 5.9, 5.10, 5.12, 5.14

In the Comprehension Practicum participants will demonstrate research-based instructional practices for facilitating reading comprehension, students' monitoring and self-correcting, higher order thinking to enhance reading comprehension, and students' ability to read critically. Multisensory instructional practices to motivate and engage students will be included. Participants will use targeted assessments to monitor student progress and guide differentiated instruction to increase student learning. Specifically, teachers will apply knowledge of assessing and providing subsequent instruction to English Language Learners with varying levels of English proficiency.

*Practicum activities address specific indicators as teachers work with students to implement their plans in a cycle of assess, plan, teach, re-assess, and reflect. Participants will submit the completed activity to the facilitator and receive feedback.

Big Picture Practicum will address the following indicators: 2.G.1, 3.1, 4.12, 5.1, 5.12, 5.13

In the Big Picture Practicum participants will apply comprehensive instructional practices, including writing experiences, that integrate the reading components with a focus on building on and developing oral/aural language development in an information intensive environment. Multisensory instructional practices to motivate and engage students will be included. Participants will apply measurement concepts and characteristics of reading assessments and implement a classroom level plan that uses targeted assessments to monitor student progress and guide differentiated instruction to increase student learning. Specifically, teachers will apply knowledge of assessing and providing subsequent instruction to English Language Learners with varying levels of English proficiency.

*Practicum activities address specific indicators as teachers work with students to implement their plans in a cycle of assess, plan, teach, re-assess, and reflect. Participants will submit the completed

				activity to the facilitator and receive feedback.	

Approved