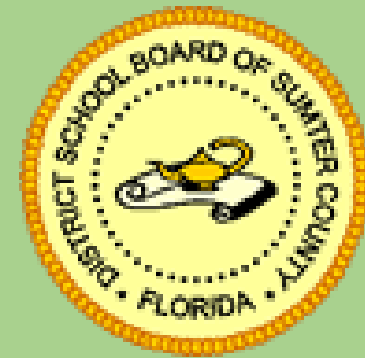


2020-2025

Sumter County Reading Endorsement Alignment Matrix



Florida Reading Endorsement Alignment Matrix

Instructions for Completion:

The Florida Reading Endorsement Alignment Matrix provides a means for school districts, institutions of higher education and other entities that provide reading endorsement courses to document the alignment of their courses to the new competencies and indicators adopted by the State Board of Education in September 2011. Below are step by step directions for completing the matrix:

1. Provide the number of the course (districts provide the component number for district provided inservice offerings) and the name of the course used to satisfy a corresponding indicator or set of indicators in the first column. More than one course may be used. It is not required that all indicators in a competency be satisfied in the same course; however, oftentimes this is the case.
2. List any required course reading(s) that will help build understanding of the corresponding indicators in each section. This should include the name of any reading resources used, whether print or internet-based, the author, and a chapter name, if applicable.
3. The Reading Endorsement indicator codes are listed in the third column. These should not be modified. In the revised 2017 matrix, many indicators are grouped together into sets that lend themselves to be taught together instead of listing the indicators separately in chronological order.

If an indicator correlates exactly (or nearly so) to an indicator in the Florida Teacher Standards for ESOL Endorsement 2010, the ESOL indicator is designated with an asterisk. Please note that while only a few indicators correspond exactly to ESOL indicators, there is a good deal of overlap in content of the Reading and ESOL endorsements.

4. The Reading Endorsement specific indicator text is provided in the fourth column. This information should not be modified.
5. The curriculum study assignment(s) used to satisfy the indicator or indicator sets must be described in the fifth column of the matrix. The assignment(s) should be included in the course reflected in the first column. **The description should be thorough and complete and align with the indicator or indicator sets.** It should be clear to those reviewing the matrix that the assignment completed by teacher candidates (or inservice teachers) will lead to accomplishment of knowledge and/or skills needed to master the indicator. One assignment may cover multiple indicators listed in an indicator set, but it must be clear how the teacher candidate (or inservice teacher) will be asked to demonstrate mastery of each indicator covered by that assignment.

If the indicator reflects that there should be application by the teacher candidate (or inservice teacher), the description should include how this will be accomplished. For example, teacher candidates (or inservice teachers) may be working with students in the field or they may be role playing with other teacher candidates (or inservice teachers) in the course. **Competency 5, the practicum, requires that students work with students in the field. Competency 5 is a culminating experience and may be infused into an internship. Competency 5 may not be infused into courses where teacher candidates are working to meet other Reading competencies and indicators.**

In addition, each assignment should include a built-in formative assessment that will be used to validate that the teacher candidate/inservice teacher has met the indicator. The assessment does not need to be lengthy or formal, but should provide evidence that the indicator has been met. Examples of formative assessments might include written tests, quizzes, written summaries, lesson plans, notes from small group discussion, etc.

6. Please list and provide a description of the summative assessment(s) that will be used to validate that the teacher candidate/inservice teacher has met each competency.

Considerations for Meeting 2017 Legislative Requirements

In 2017, legislation was enacted putting into place additional requirements for reading instruction and intervention for public schools (s. 1001.215, F.S., s. 1008.25, F.S., and s. 1011.67, F.S.). New requirements were also added for teacher preparation programs (s. 1004.04, F.S., and s. 1004.85, F.S.) in regards to reading instruction and intervention. The Florida Reading Endorsement Alignment Matrix provides an opportunity for higher education institutions and school districts to plan to address the 2017 legislative requirements. If an opportunity to incorporate explicit, systematic, sequential and multisensory approaches to teaching the foundational reading skills exists, the specific indicator description will be designated by the star symbol ★.

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
RL-ED-130 Foundations of Reading Instruction, K-12 Component# 1013001 Similar college courses and substitutions as per 6A-4.0292 Specialization Requirements for the Reading Endorsement as applied by	Content Books: 1.A.1 Oral Language, Written Language, and Reading Comprehension 1.A.1 Reading Across the Curriculum for Grades 6-12 1.A.1 One and All: Reading, Writing, Speaking, and Listening for Grades K-5 1.A.1 Reading and Cognition 1.A.3 Simplifying Text Complexity	1.A.1	Understand that building oral and written language facilitates comprehension.	<ul style="list-style-type: none"> • Read, listen and respond to articles, content/mini-lectures. • Oral and written language as it facilitates reading comprehension • Pre-test for knowledge of reading comprehension (auto-scored) • Analyze curriculum examples that weave oral and written language as it facilitates comprehension • View video of classroom strategy to reinforce embedded content about oral and written language as it facilitates comprehension • Discussion and reflection on oral language and comprehension • Discussion and reflection on written language and 	<ul style="list-style-type: none"> • Scenario-based short essay responses that tie back to real classroom experiences • Development of job-embedded lessons that embed comprehension strategies learned in the course of instruction as applied to real teaching experiences, academic language, reading comprehension and text structure (instructor scored). • Implement and reflect on lessons that teach academic vocabulary and text structure • Text tiering activities (auto-scored) • Development of lessons that embed strategy for teaching text complexity, differentiating for readability (instructor scored)

FL DOE will be acceptable.	https://www.teachingchannel.org/video/simplifying-text-complexity			comprehension reflections as applied to individual k-12 classrooms	<ul style="list-style-type: none">Plan, implement, and reflect on lessons that embed comprehension strategies to include text tiering, use of tiering resources, teach and differentiate for text complexityPeer-to-peer discussions and reflection on videoDevelop job-embedded lessons that include applied strategy and elements of student engagement in reading comprehension, differentiating for student engagement (instructor scored)Comprehensive Self-check on: text complexity, academic vocabulary, the impact of readability, differentiation, readability, and text structureEmbed teaching elements for cognitive development and meaning construction into comprehensive lessons (instructor scored)Guided and interactive discussion and reflection on meaning construction.Scenario-based short essay responses with instructor feedback.
1.A.3 Cube Creator: Grades 3-12 http://www.rea.dwritethink.org/classroom-resources/student-interactives/cube-creator-30850.html 1.A.2 The Impact of Text on Reading 1.A.2 New Literacies 1.A.2 Developing Oral Language Proficiencies Through Vocabulary 1.A.3, 1.A.7 Research-Based Vocabulary Practices for All Content Areas		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.”	<ul style="list-style-type: none">Read, analyze and respond to articles, content and mini-lectures on pragmatics, vocabulary and text structure, comprehension of formal written language, or “academic language” and domain-specific text strategies.Discussion and reflection on syntax, semantics, pragmatics, vocabulary and text structure as applied to individual k-12 classroom instruction.Peer-to-peer discussions on text structure, vocabulary, and strategies for teaching academic languageAnalyze resources for teaching academic language and academic vocabularyDiscussion and reflection text structure and text complexityReview, analyze and discuss curriculum examples that teach text structure, readability, genre, and text complexityDiscussion, reflection, peer-to-peer written exchanges on	
		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.		

	<p>1.A.4, 1.A.3, 1.A.2 Driving Deep Analysis: Grades 9-12 https://www.teachingchannel.org/video/deeply-analyze-texts</p> <p>1.A.2, 1.A.3, 1.A.4 The Reading Process: PK-2 http://www.readwritethink.org/parent-afterschool-resources/activities-projects/video/creating-family-timelines-30287.html</p> <p>1.A.2, 1.A.3, 1.A.4, 1.A.7 Finding the Main Idea: K-5 https://www.teachingchannel.org/video/3rd-grade-ela-lesson</p>			<p>interaction of reader characteristics, strategies that motivate learners, setting purposes for reading, and text elements as they impact comprehension and student engagement</p> <ul style="list-style-type: none"> • Discussion and reflection on planned classroom implementation of meaning construction using print and digital text, multimedia and new literacy approaches. • Guided and interactive discussion and reflection on the inferencing and its role in reading comprehension; how to teach inferencing, support vocabulary development, and the role and relevance of background knowledge; comprehension strategies and monitoring/self-correction strategies. • Guided and interactive discussion and reflection on the reading demands of domain specific texts. • Review, analyze, and discuss short video examples of classroom strategy for teaching semantics, pragmatics, academic vocabulary and text structure. 	<ul style="list-style-type: none"> • Design of comprehensive lessons that include scaffolding and differentiation using domain specific text for classroom implementation. • Embed strategies for all of the above into comprehensive lesson plans (instructor scored). • Implement and reflect on strategies taught. • Guided and interactive discussion and reflection on the influence of language, linguistics, and culture on the reading skills of ELLs; discussion on best research-based practices in teaching reading to ELLs considering their linguistic and cultural background. • Embed strategies for all of the above into comprehensive lesson plans (instructor scored). • Comprehensive Self-check quiz on: cultural background, language acquisition, comprehension, sociocultural, sociopolitical, and psychological variables to facilitate ELL's learning of content, of English, and
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	<p>1.A.2, 1.A.3, 1.A.4, 1.A.7 Informational Text: Reading for Inquiry, Grades 1-3 https://www.teachingchannel.org/video/informational-text-lesson-equip</p> <p>1.A.2, 1.A.3, 1.A.4, 1.A.7 Analyzing Point of View: Grades 3-8 https://www.teachingchannel.org/video/analyzing-stakeholders-nea</p> <p>1.A.2, 1.A.3, 1.A.4 The Art of Persuasion: Grades 11-12 https://www.teachingchannel.org/video/rhetorical-devices-equip</p>			<ul style="list-style-type: none"> • Impact of text on reading comprehension: genre, readability, coherence, text structure, text complexity; how to differentiate for readability, text complexity; how to modify curriculum for readability and text complexity. Comprehension • Review video examples of classroom strategies that teach and differentiate for text complexity, structure, and for teaching text complexity at various levels of readability • Discussion and reflection on readability and text structure, and the impact of text on comprehension. • Discussion and reflection on video examples • Setting reading purposes, strategies for setting purposes: pre, during, and post reading activities; teaching text elements and strategies for teaching text elements that impact comprehension, student engagement strategies for reading: critical literacy, reading clubs, literature circles, directed reading 	<p>acquisition of reading skills. (auto-scored)</p> <ul style="list-style-type: none"> • Embed assessment tools in planning documents (instructor scored). • Practice session using protocols to review data; reflection on the process and responses in discussion forums (instructor scored) • Post Test: 10-question quiz
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	1.A.2, 1.A.3, 1.A.4 Close Reading of Non-Fiction: The Omnivore's Dilemma https://www.teachingchannel.org/video/omnivore-dilemma-close-reading-of-non-fiction-text-core-challenge			thinking activities, reciprocal teaching, etc. <ul style="list-style-type: none"> Review and discuss video examples of classroom application strategies for setting purposes to include pre, during, and post reading activities; teaching text elements and strategies for teaching text elements that impact comprehension, student engagement 	
	1.A.2, 1.A.3, 1.A.4, 1.A.7 Close Reading: Grades 3-8 https://vimeo.com/89001348	1.A.5	Identify cognitive targets (e.g., locate/recall, integrate/interpret, critique/evaluate) and the role of cognitive development in the construction of meaning of literary and informational texts.	<ul style="list-style-type: none"> Read and listen to articles, content/mini-lectures on cognitive targets and the role of cognitive development in the construction of meaning making through informational texts. Read, listen and respond to discussion forums on identifying cognitive targets and using them to plan for instruction 	
	1.A.2, 1.A.3, 1.A.4, 1.A.7 Thinking Notes and Close Reading: Grades 9-10 https://www.teachingchannel.org/video/student-annotated-reading-strategy	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.	<ul style="list-style-type: none"> Analyze and discuss video examples of classroom application of cognitive targets and strategies for meaning construction, "teaching to the brain", long and short term recall. Discussion of, and reflection on, theories of cognitive reading development and 	

				<p>application of strategies geared to facilitating cognition and higher-order thinking in response to reading.</p> <ul style="list-style-type: none"> • Prepare job-embedded lesson plans using strategies that teach using a wide variety of print and digital texts for a variety of purposes, teach meaning construction using informational text, scaffold and differentiate for a diverse set of learners, and engage students. • Review and discuss tools for, and examples of, teaching methods that use multiple media, print and digital resources; discuss examples of meaning construction through new literacies, multimedia, print and digital text. 	
	<p>1.A.9 Linguistics, Cultural Background, and Comprehension</p> <p>1.A.7 Scaffolding With Complex Text: Grades 6-8</p> <p>https://www.teachingchannel.org/video/middle-school-ela-unit-persuasion</p>	1.A.7	<p>Understand the reading demands posed by domain specific texts.</p>	<ul style="list-style-type: none"> • Read and respond to articles, content and mini-lectures on the reading demands posed by domain specific texts. • Introduction to domain specific texts, and reading demands of domain specific texts; strategies to address the demands of domain specific texts across all content areas; strategies to scaffold and differentiate when with 	

	<p>1.A.7 Driving Deep Analysis: Grades 9-12 https://www.teachingchannel.org/video/deeply-analyze-texts 1.A.1, 1.A.2, 1.A.3, 1.A.4 Hint Cards: All Grades http://literacyolutions.net/campus/mod/url/view.php?id=18687&redirect=1 1.A.2, 1.A.3, 1.A.4 Analyzing Shakespeare Through Questioning: Grades 9-12 https://www.teachingchannel.org/video/common-instructional-framework-shakespeare</p>			<p>domain specific texts across all content areas.</p> <ul style="list-style-type: none"> • Review and discuss practical approaches to domain specific text, strategies that scaffold and differentiate • View and discuss video that demonstrates application of differentiation strategies and scaffolding approaches for domain specific text. 	
		1.A.8	<p>Understand that effective comprehension processes rely on well-developed language, strong inference making, background knowledge, comprehension monitoring and self-correcting.</p>	<ul style="list-style-type: none"> • Engage in discussions on effective comprehensive practices, language development, inferencing, use of background knowledge, and comprehension monitoring and self-correction strategies • Analyze resources and discuss practical approaches and strategies for Inferencing, academic language, vocabulary development, background knowledge (pre-reading strategies), comprehension monitoring (metacognition, schema), and self-correcting. • Analyze and discuss video examples of metacognitive strategies, self-correction strategies, and approaches 	

	<p>1.A.10 Running Records and Reading Inventories for Young Readers</p> <p>1.A.10 Formal and Informal Reading Assessments for Secondary Settings</p>			<p>that help to build students' background knowledge.</p> <ul style="list-style-type: none"> • Apply newly learned strategies and methods to job-embedded comprehensive lesson design that include practical approaches and strategies for Inferencing, academic language, vocabulary development, background knowledge (pre-reading strategies), comprehension monitoring (metacognition, schema), and self-correcting. 	
	<p>1.A.10 Using Reading Data</p> <p>1.A.10 A Reading Conference: K-2 https://vimeo.com/55957324</p> <p>Writing, Inquiry, Collaboration, and Reading: All Grades https://www.teachingchannel.org/video/wicr</p>	1.A.9	<p>Understand how <u>English language learners'</u> linguistic and cultural background will influence their comprehension.</p>	<ul style="list-style-type: none"> • Read and respond (in writing) to articles, content and mini-lectures on ELL linguistic and cultural background knowledge as it influences their comprehension.. • ELL linguistic and cultural background, and the relevance of this background in reading instruction, language acquisition, and comprehension; sociocultural, sociopolitical, and psychological variables to facilitate ELL's learning of content, of English, and acquisition of reading skills. • Review and discuss how language and cultural 	

	<p>Reading, Writing, and Role Playing https://www.teachingchannel.org/video/reading-writing-role-playing</p> <p>Teach From the Walls https://www.teachingchannel.org/video/classroom-wall-ideas-nea</p>			<p>background effect ELL reading acquisition; review and discuss practical approaches and strategies for teaching to ELLs using linguistic and cultural background for reading comprehension.</p> <ul style="list-style-type: none"> • View and discuss video examples of reading approaches that use cultural and linguistics to teach effectively to ELLs. • Interactive lesson designed to collaborate and share knowledge and best practices about teaching reading to ELLs. 	
		1.A.10	<p>Understand the role of formal and informal assessment of comprehension in making instructional decisions to meet individual student needs.</p>	<ul style="list-style-type: none"> • Read, analyze, and respond to articles, content and mini-lectures on the role of formal and informal assessment of comprehension in making instructional decisions that aid in meeting the individual needs of students. • Formal and informal assessment of reading comprehension, using data to make decisions for planning, differentiation, scaffolding, and effective implementation. • Review and discuss various implementation possibilities; respond to scenarios. 	

				<ul style="list-style-type: none"> Analyze and discuss tools for formal and informal assessment and on-going use of data. Identify assessment instruments and discuss the classroom possibilities. Embed in planning documents (comprehensive lesson plan). Apply tuning protocols in teams to practice using authentic formative and summative data for planning and implementation. 	
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
RL-ED-130 Foundations of Reading Instruction, K-12	1.B.1 Phonological Awareness	1.B.1	Understand how the students' development of phonology, syntax, semantics and pragmatics relates to comprehending written language.	Read and listen to articles, content/mini-lectures: <ul style="list-style-type: none"> Phonological awareness, development of phonological skills development, use of syntax, teaching of syntax, semantics, development of oral language skills, pragmatics and other aspects of comprehending and articulating through oral language. 	<ul style="list-style-type: none"> Job-embedded comprehensive lesson plans, scaffolded over 3 individual assignments – Assignment 1, Assignment 2, Assignment 3 (instructor scored). Practice scenarios via answers to essay questions (instructor scored) Practice scenarios via answers to essay questions (instructor scored)
	1.B.4 Learning and Teaching Cooperatively: Cooperative Learning	1.B.4	Understand that the variation in students' oral language exposure and development		

	1.B.2 Oral Language, Written Language, and Reading Comprehension 1.B.2 Social and Academic Language: Vocabulary and Reading		requires differentiated instruction.	<ul style="list-style-type: none"> • Review and discuss oral language development. • Analyze and discuss tools for facilitating oral language development. • Guided and interactive discussion. <p>Read and listen to articles, content/mini-lectures:</p> <ul style="list-style-type: none"> • Guided and interactive discussion on ELL concepts and effect of home language on reading development in the English language. • Differentiated approaches for varying levels of oral language development, research-based methods for facilitating it for ELLs with effective methods for exposure. • Review and discuss differentiation strategies and techniques specific to oral language exposure and development. • Analyze and describe personal application possibilities for differentiation techniques, tools, and resources. 	<ul style="list-style-type: none"> • Embed strategies into comprehensive lessons that scaffold into final projects (instructor scored). • Response to self-check essay prompts (auto-scored with instructor feedback) • Embed differentiation strategies into comprehensive lessons that work into final projects (instructor scored). • Self-evaluate lessons with peers using course rubric. Give and receive feedback, make adjustments to lessons (instructor scored) • Embed strategies into comprehensive lessons that teach and differentiate for ELLs (instructor scored). • Embed assessments into comprehensive plans; plan for use of data to embed in plans (instructor scored). • Scoring of oral language assessment, explanation of how to use the data (essay scenario response, instructor scored)
		1.B.2	Understand the differences between	Read and listen to articles, content/mini-lectures:	

	1.B.3 Oral Language, Written Language, and Reading Comprehension		social and academic language.	<ul style="list-style-type: none"> • Distinctions between social and academic language in multiple mediums: digital, text, multi-media; how to teach students to read, write, speak and communicate in each medium, to include use of vocabulary and research-based approaches for teaching students appropriate social and academic language. • Review and discuss the differences between social and academic language. • Analyze and discuss tools for facilitating social and academic language in multiple medium. 	
		1.B.3	Understand that writing enhances the development of oral language.	<p>Read and listen to articles, content/mini-lectures:</p> <ul style="list-style-type: none"> • How writing enhances oral language development, and what strategies work to facilitate this acquisition to including student peer coaching, use of speaking and active listening protocols and their transfer to written products. • Review and discuss oral language development as it works into the writing process and written products. 	

	1.B.6 Running Records and Reading Inventories for Young Readers			<ul style="list-style-type: none"> • View and respond to video demonstration of strategies in practice. • Analyze and discuss tools that teach oral language and writing process as they work simultaneously to build student capacity for independent writing. 	
	1.B.6 Using Reading Data	1.B.5	Recognize the importance of English language learners' home languages, and their significance for learning to read English.	<ul style="list-style-type: none"> • Discuss and write about the importance of ELLs home language and its effect on their learning and cognition, particularly as it effects reading; similarities and differences between home language and second language literacy development along with its significance for learning how to read in the English language. • Review and discuss effective and research-based strategies such as using PRC2 (Partner Read Content 2) and Twin Text to effectuate cultural friendly lessons while facilitating comprehension among second language learners; use graphic organizers to chunk information when reading and writing and aid the visual strengths among ELLs. 	

				<ul style="list-style-type: none"> Analyze and describe personal application possibilities using learned techniques, tools, and resources. View and analyze video demonstrating effective strategies for teaching ELLs how to read. 	
		1.B.6	<p>Understand the role of formal and informal oral language assessment to make instructional decisions to meet individual student needs.</p>	<p>Read and listen to articles, content/mini-lectures:</p> <ul style="list-style-type: none"> Read, analyze and respond to articles, content and mini-lectures on formal and informal oral language assessment. Apply a variety of formal and informal oral language assessment techniques such as the Frayer Method, reading inventories, and IRIs to aid in instructional decisions for planning, differentiating, and meeting the individual needs of students Design and discuss approaches for differentiating based on oral language assessment data using student classroom data. Review and discuss oral language development, oral language assessments, and use of data to differentiate and implement. 	

				<ul style="list-style-type: none"> Practice oral language development by applying research-based differentiated strategies such as oral KWL, KWHL, socratic seminars, readers theater, scaffolding comprehension strategies using the graphic organizers; tiering, using entrance and exit tickets 	
FOUNDATIONAL READING SKILL: PHONOLOGICAL AWARENESS					
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
RL-ED-130 Foundations of Reading Instruction, K-12	1.C.1 Phonological Awareness	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).	Read and listen to articles, content/mini-lectures: <ul style="list-style-type: none"> Guided and interactive discussion on practices that teach phonemic awareness, phonological processing skills, phonemic analysis and synthesis considering ELLs, struggling learners, and exceptional learners such as letters on the board, two sounds, missing sounds, cloze activities, battleship phonics. Guided and interactive discussion on practices that teach phonological processing skills. 	<ul style="list-style-type: none"> Embed tools, methods, and resources into a comprehensive lesson (instructor scored). Essay response to scenarios with students at various points on the continuum (instructor scored). Such responses include using student classroom data, formal and informal, for analysis and reflection. Essay response to scenarios with students at various points on the continuum (instructor scored). Guided and interactive discussion of real classroom
		1.C.2	Recognize the phonological continuum beginning with sensitivity to large and concrete units of sound (i.e., words and syllables) and		

	<p>1.C.3 Developmental Writing Grades K-5</p> <p>1.C.3 Content Area Writing</p> <p>1.C.3 Identifying, Diagnosing, and Teaching to Dyslexia</p> <p>1.C.3 Identifying, Diagnosing, and</p>		<p>progressing to small and abstract units of sound (onset-rimes and phonemes).</p>	<ul style="list-style-type: none"> Analyze and practice phonological processing strategies that include: speed reading, battleship phonics, letters on the board, phonics bingo, introduction, use of word walls, readers theater, chunking Guided and interactive discussion on practices that teach facilitate language instruction and language assessment in sound production. Phonology and language development, reading achievement to include phonological processing, phonemic awareness, phonemic analysis, phonemic synthesis; strategies for teaching, methods for ELLs and struggling readers ie., letters on the board, two sounds, missing sounds, cloze activities, battleship phonics. Review and discuss phonology and language development. View and discuss video demonstrating classroom application. Analyze and practice with tools, resources, and materials that aid in the scaffolding of 	<p>assessment data and use of this data for instructional planning.</p>
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	Teaching to Other Reading Challenges 1.C.3 “Just the Facts”, a publication of the International Dyslexia Association on testing and evaluation for dyslexia			<p>skills and differentiation for all learners.</p> <p>Read and listen to articles, content/mini-lectures:</p> <ul style="list-style-type: none"> • Continuum of phonological processing, sensitivity to large and concrete units of sounds via words and syllables, processing smaller units to include onset-rimes and phonemes; recognition of student progress, scaffolding methods. • View and discuss video demonstrating classroom application. • Analyze and practice with tools, resources, and materials that aid in effective scaffolding. • 	
		1.C.3	Understand that writing, in conjunction with phonological awareness, enhances reading development.	<p>Read and listen to articles, content/mini-lectures:</p> <ul style="list-style-type: none"> • Continuum of phonological processing, reading and writing. • Discuss classroom application. • Analyze and practice with tools, resources, and materials that aid in effective scaffolding. • Identifying, Diagnosing, and Teaching to Dyslexia <ul style="list-style-type: none"> ○ What is Dyslexia? 	

				<ul style="list-style-type: none"> ○ Diagnosing Dyslexia ○ Teaching Strategies for Students with Dyslexia: Grades K-3, 4-8, 9-12 ● Identifying, Diagnosing, and Teaching to Other Reading Challenges <ul style="list-style-type: none"> ○ What are Diminished Phonological Processing Skills? ○ Other Reading Challenges That Effect Phonological Processing Skills. ○ Diagnosing Other Reading Challenges ○ Strategies for Teaching Students with Diminished Phonological Processing Skills 	
		1.C.4	Distinguish both phonological and phonemic differences in language and their applications in written and oral discourse patterns (e.g., language and dialect differences).	<ul style="list-style-type: none"> ● Read, analyze and respond to articles, content and mini-lectures on phonological and phonemic differences in language and their applications in written and oral discourse patterns ● Continuum of phonological processing, reading and writing along with patterns of oral discourse, language and dialect differences. 	
		1.C.5	Understand how similarities and		

			<p>differences in sound production between English and other languages effect English language learners' reading development in English.</p>	<ul style="list-style-type: none"> • Discuss classroom application taken from strategies in similar environments. • Analyze and practice with tools, resources, and materials that aid in effective assessment, use of data, and scaffolding. Use authentic classroom data where applicable. • Analyze, read and respond to articles, content and mini-lectures on language development and how language learners advance in second languages; differences in sound production and the stages of language development. • Discuss the classroom applications of strategies geared toward differentiating for the similarities and differences in sound production among ELL and other readers, for example using Readers theater as a way to demonstrate comprehension; use of writing and word walls to facilitate the stages of language development. • Analyze and practice with tools, resources, and materials 	
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				that aid in effective assessment, use of data, and scaffolding, such as Alternative Text, compare and contrast maps, use of concept maps, jigsaw strategies, KWL, literature circles, picture walks, Say Mean Matter, teaching new vocabulary words. Use authentic classroom data where applicable and when practical.	
		1.C.6	Understand the role of formal and informal phonological awareness assessment to make instructional decisions to meet individual student needs.	<p>Read and listen to articles, content/mini-lectures:</p> <ul style="list-style-type: none"> • Read, analyze and respond to articles, content and mini-lectures on formal and informal phonological awareness assessment as it informs instruction decision-making; use authentic classroom data where applicable and practical. • Discuss, analyze resources and reflect on application of the role of formal and informal phonological assessment using real classroom data where practical and applicable; the role of data and its relationship to instructional decision-making. 	

				<ul style="list-style-type: none"> • Discuss assessment analysis and instructional decision-making. • Analyze and practice with tools, resources, and materials that aid in effective assessment, use of data, and scaffolding. Use authentic classroom data where practical and applicable. 	
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
RL-ED-130 Foundations of Reading Instruction, K-12	1.D.1 Phonological Awareness 1.D.1, 1.D.2, 1.D.3, 1.D.4 Early Literacy Strategies: Five Pillars https://vimeo.com/865291 1.D.1, 1.D.2, 1.D.3, 1.D.4 A Phonics Lesson With	1.D.1	Understand that phonological units (words, syllables, onset-rimes and phonemes) map onto orthographic units (words, rimes, letters) in alphabetic languages.	Read and listen to articles, content/mini-lectures: <ul style="list-style-type: none"> • Read, analyze and respond to articles, content and mini-lectures on phonological awareness and phonemics. • Discussion and reflection on phonological processing and stages of development. • Discussion and reflection on strategies for instruction: ELLs, struggling readers. • Discussion and reflection on video examples • Discussion, analyze and reflection on phonological processing and stages of 	<ul style="list-style-type: none"> • Development of lessons that embed instruction and differentiated approaches (instructor scored) • Reflect on student data after teaching lessons and modify lessons (for re-teaching) accordingly • Development of lessons that embed instruction and differentiated approaches (instructor scored) • Development of lessons that embed instruction and differentiated approaches (instructor scored) based on

	<p>Chrysanthemum : K-2 http://www.rea-dwritethink.org/about/community-stories/helping-phonics-flower-elementary/video-54.html</p>			<p>development, structural analysis</p> <ul style="list-style-type: none"> • Discussion, analyze and reflection on the role of formal and informal assessment • Discussion and reflection effective, research-based assessment practices and use of data. • Discussion and reflection on strategies for instruction: ELLs, struggling readers. • Phonics and phonological processing application, grade-level development, teaching strategies • Discuss and respond to application possibilities using course resources such as graphic organizers, word walls, story maps, and other visual aids that scaffold and chunk. • Analyze and practice with tools, resources, and materials that aid in effective implementation of instruction that teaches phonics and phonological processing such as word wall activities, sentence stripping activities, and fluency-building such as speed reading and writing. 	<p>decisions made from data analysis</p> <ul style="list-style-type: none"> • Comprehensive Self-check quiz on phonics and phonological processing
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				<ul style="list-style-type: none"> Analyze and respond to video demonstrating teaching strategy. 	
		1.D.2	Understand sound-spelling patterns and phonics (grapheme-phoneme correspondence rules).	<ul style="list-style-type: none"> Read, analyze and respond to articles, content and mini-lectures on sound-spelling patterns and phonics Analyze resources that demonstrate sound-spelling patterns in phonics Discuss and respond to application possibilities. Analyze and practice with tools, resources, and materials that aid in effective implementation of instruction that teaches phonics and phonological processing such as mind mapping, word mapping, picture walks, big books, word wall strategies, shared reading and guided/interactive reading strategies. Discuss and respond to video demonstrating teaching strategy. 	
		1.D.3	Understand structural analysis of words.	<ul style="list-style-type: none"> Review and analyze structural analysis and phonics resources such as use of graphic organizers and other visual aids, letters on the board, two sounds, missing sounds, cloze 	

	1.D.5 Using Reading Data			<p>activities, battleship phonics among others</p> <ul style="list-style-type: none"> • Discuss and respond to application possibilities using structural analysis and phonics resources. • Analyze and practice with tools, resources, and materials that aid in effective implementation of instruction that teaches phonics and phonological processing. • Discuss and respond to video demonstrating teaching strategy. 	
		1.D.4	<p>Understand that both oral language and writing can be used to enhance phonics instruction.</p>	<p>Read and listen to articles, content/mini-lectures:</p> <ul style="list-style-type: none"> • Read, analyze and respond to articles, content and mini-lectures on oral language and writing used to enhance phonics instruction • Debate and discuss the correlation of oral language, writing instruction and phonics. • Discuss and respond to application possibilities such as use of visual aids, writing aids, advanced organizers, word walls, sentence strips and other practices. 	

				<ul style="list-style-type: none"> Analyze and practice with tools, resources, and materials that aid in effective implementation of instruction that teach and intersect oral language, writing and phonics. Discuss and respond to video demonstrating teaching strategy. 	
		1.D.5	<p>Understand the role of formal and informal phonics assessment to make instructional decisions to meet individual student needs.</p>	<p>Read and listen to articles, content/mini-lectures:</p> <ul style="list-style-type: none"> The role of formal and informal phonics assessment in making instructional decisions and in differentiating to meet individual student needs. Analyze tools, resources, and materials that aid in effective implementation of instruction that teach and differentiate phonics and phonological processing through formal and informal assessments to include: miscue analysis, Informal Reading Inventory, Group Reading Inventory, Wide Range Achievement Test Revised (WRAT-R) for word recognition (Jastak & Wilkinson, 1984); surveys, questionnaires, interviews for knowledge related to topic; cloze assessments for 	

				<p>information about the level of challenge in a text</p> <ul style="list-style-type: none"> • Use real student classroom data where practical and applicable for lesson implementation, modification, and differentiation. • Discuss and respond to video demonstrating teaching strategy 	
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
RL-ED-130 Foundations of Reading Instruction, K-12	1.E.1 Reading Fluency 1.E.1. Video: Interactive Read Alouds K-2 https://www.teachingchannel.org/video/pre-k-reading-comprehension	1.E.1	Understand that the components of reading fluency are accuracy, expression and rate which impact reading endurance and comprehension.	<ul style="list-style-type: none"> • Read, analyze and discuss articles, content and mini-lectures on the components of reading fluency and comprehension. • Discussion and reflection text selection, readability and the relationship to reading rate and comprehension • Discussion and reflection on differentiation strategies. • Components of reading fluency: accuracy, expression, rate and their impact on comprehension. • Discuss and respond to application possibilities. 	<ul style="list-style-type: none"> • Embed instruction and differentiated approaches for teaching reading fluency and comprehension (instructor scored) using student classroom data from which to make decisions • Use authentic classroom formal and informal assessment data to design lessons that embed tools, resources, and strategies for teaching reading comprehension through reading rate (instructor scored) • Comprehensive Self-check quiz
		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.		

		1.E.3	<p>Understand the relationships among fluency, word recognition and comprehension.</p>	<ul style="list-style-type: none"> • Analyze and apply tools, resources, and materials for teaching and evaluating fluency to include among others: choral reading, audio-assisted reading, partner reading, accountable independent reading, speed reading, readers' theatre • Discuss and respond to video demonstrating strategy. • The relationship of reading rate and text selection to reading comprehension; differentiation for reading rate and comprehension instruction. • Discuss and respond to application scenarios. • Analyze and practice tools, resources, and materials that aid in effective implementation of instruction that teaches phonics and phonological processing. • Discuss and respond to video demonstrating teaching strategy. • Relationships among fluency, word recognition and reading comprehension. • Analyze and practice tools, resources, and materials that aid in effective 	
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				<p>implementation of instruction that teaches phonics and phonological processing.</p> <ul style="list-style-type: none"> • Discuss and respond to video demonstrating teaching strategy. • Discussion and reflection on video examples 	
	1.E.5 Coding Oral Reading	1.E.4	<p>Understand that both oral language and writing enhance fluency instruction.</p>	<p>Read and listen to articles, content/mini-lectures:</p> <ul style="list-style-type: none"> • Analyze strategies, resources, and discuss the relationships among fluency, word recognition and reading comprehension. • Analyze and practice tools, resources, and materials that aid in effective implementation of instruction that teaches phonics and phonological processing. • Analyze, discuss, and plan for implementation of student peer coaching (Elbow, 1973; Dyson, 2000; Fletcher & Portaloupi, 2001; Ruckdeschel, 2010, 2012), a process where students discuss writing pieces/projects using protocols to give and receive qualitative and actionable feedback. 	

				<ul style="list-style-type: none"> • Discuss and respond to video demonstrating teaching strategy. • Discussion and reflection on video examples 	
		1.E.5	<p>Understand the role of formal and informal fluency assessment to make instructional decisions to meet individual student needs.</p>	<p>Read and listen to articles, content/mini-lectures:</p> <ul style="list-style-type: none"> • The use of running records and other diagnostic reading assessments as benchmark, progress monitoring and on-going assessments for fluency using authentic classroom data when practical and applicable. • Discuss the application of, and differentiation with, running records and other fluency assessments (ie., DRAs, Fountas & Pinnel benchmark assessments or others used in respective districts) as applied to the population and grade-level of students taught. • The role of formal and informal phonics assessment in making instructional decisions and in differentiating to meet individual student needs. • Use authentic classroom data to analyze, discuss, and make decisions for lesson planning. 	

				<ul style="list-style-type: none"> • Discuss and respond to application possibilities. • Analyze and practice tools, resources, and materials that aid in effective implementation of instruction that teach and differentiate phonics and phonological processing. • Discuss and respond to video demonstrating teaching strategy. 	
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
RL-ED-130 Foundations of Reading Instruction, K-12	1.F.1, 1.F.2, 1.F.3, Social and Academic Language: Vocabulary and Reading 1.F.1, 1.F.2, 1.F.3, 1.F.4, 1.F.5 Learning Difficult Vocabulary: All Grades https://www.teachingchannel.org	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.	Read and listen to articles, content/mini-lectures: <ul style="list-style-type: none"> • Read, analyze and respond to articles, content and mini-lectures on receptive and expressive vocabulary instruction as it furthers comprehension among multiple oral and written contexts • Discussion and reflection on vocabulary development and strategies to teach semantics of vocabulary development, including use of Frayer model, advanced organizers, word 	<ul style="list-style-type: none"> • Respond to hypothetical student scenarios via short essay responses (instructor scored) • Respond to hypothetical student scenarios via short essay responses (instructor scored) • Embed writing and vocabulary strategies in comprehensive lessons and final projects (instructor scored) • Embed assessment tools in planning documents (instructor scored).

	g/video/teaching-hard-vocabulary-words 1.F.1, 1.F.4, 1.F.5 Extending Understanding Through Vocabulary: Grades 6-8 https://www.teachingchannel.org/video/middle-school-vocabulary-development 1.F.1, 1.F.4, 1.F.5 Vocabulary Paint Chips, Grades 9-12 https://www.teachingchannel.org/video/build-student-vocabulary			<p>mapping, word etymology, higher order questioning, use of context, multiple exposure, and embedded vocabulary in written products .</p> <ul style="list-style-type: none"> • Discussion and reflection effective, research-based practices. • Discussion and reflection on the relationship of morphology to vocabulary development and strategies to teach. • Discussion and reflection on practical application. • Discussion and reflection Receptive and expressive vocabulary instruction: goals, application, effect on reading comprehension and in oral contexts. • Discussion and reflection on practical application. • Discussion and reflection on video examples • Receptive and expressive vocabulary instruction: goals, application, effect on reading comprehension and in oral contexts. • Discuss and respond to application possibilities. • Analyze and practice tools, resources, and materials that 	<ul style="list-style-type: none"> • Use student classroom data to differentiate instructional plans. • Practice session using protocols to review data; reflection on the process and responses in discussion forums (instructor scored)
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				aid in effective implementation methods.	
		1.F.2	Understand morphology as it relates to vocabulary development (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis).	<ul style="list-style-type: none"> • Read, analyze and respond to articles, content and mini-lectures on vocabulary development. • Discuss the application of morphology and vocabulary development to include morphemes, inflectional and derivational morphemes, morphemic analysis. • Brainstorm and research application possibilities for use of morphology and vocabulary development strategies to increase comprehension 	
		1.F.3	Identify principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language, etc.).	<ul style="list-style-type: none"> • Analyze resources for vocabulary development and semantics: antonyms, synonyms, figurative language, etc. • Research and brainstorm application possibilities. • Analyze and practice tools, resources, and materials that aid in effective implementation methods that use semantics to teach vocabulary: concepts maps, Frayer, reading inventories, Say Mean Matter, read alouds, synonyms, and cognates. 	

	1.F.5 Developmental Writing Grades K-5 1.F.5 Content Area Writing Grades 6-12	1.F.4	Understand the domain specific vocabulary demands of academic language.	Read and listen to articles, content/mini-lectures: <ul style="list-style-type: none"> • Academic vocabulary, strategies to teach to the vocabulary demands of academic vocabulary with complex text. • Discuss and respond to application possibilities. • Analyze and practice tools, resources, and materials that aid in effective implementation methods. 	
		1.F.5	Understand that writing can be used to enhance vocabulary instruction.	<ul style="list-style-type: none"> • Analyze resources and reflection on application possibilities for vocabulary instruction and writing and the relationships • Examine and apply strategies to reinforce strong vocabulary use through writing; strategies to teach better writing through vocabulary instruction, peer exchanges, and advanced organizers to chunk and pull information together. • Discuss and respond to application possibilities. • Analyze and practice tools, resources, and materials that 	

				aid in effective implementation methods.	
		1.F.6	Understand the role of formal and informal vocabulary assessment to make instructional decisions to meet individual student needs.	<ul style="list-style-type: none"> Analyze and reflect on the use of formal and informal vocabulary assessment strategies, especially those situated for Tier 2 and Tier 3 words. Examples include: Vocabulary Knowledge Scale (VKS), PPVT (Peabody Picture Vocabulary Test), vocabulary recognition tasks, and concept webs. Analyze and use student data to make decisions for planning, differentiation, scaffolding, and effective implementation. Review and discuss various implementation possibilities; respond to scenarios. Analyze and discuss tools for formal and informal assessment and on-going use of data. Identify assessment instruments and discuss the classroom possibilities. Embed in planning documents (comprehensive lesson plan). Apply tuning protocols such as in teams to practice using authentic formative and 	

				summative data for planning and implementation.	
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
RL-ED-130 Foundations of Reading Instruction, K-12	1.G.1 Social and Academic Language: Vocabulary and Reading 1.G.1 Learning Difficult Vocabulary: All Grades https://www.teachingchannel.org/video/teaching-hard-vocabulary-words	1.G.1	Identify language characteristics related to social and academic language	<ul style="list-style-type: none"> Analyze and discuss the characteristics of social and academic language Discuss and reflect on strategies used to teach. Analyze video examples Differences between social and academic language and characteristics related to each. Discussion and reflection on ELL application possibilities. Analyze and practice tools, resources, and materials that aid in effective implementation methods. 	<ul style="list-style-type: none"> Embed teaching strategies in comprehensive lessons and final projects (instructor scored) Plan teaching approaches for phonemic, semantic, and syntactic variability; plan, implement and reflect on teaching (if teaching in a classroom is not possible, engage in discussion and respond to hypothetical scenarios.(instructor guided) Embed strategies into comprehensive lessons that scaffold into final projects (instructor scored). Response to self-check essay prompts (auto-scored with instructor feedback) Plan comprehensive lessons that include scaffolding and differentiation using domain specific text for classroom implementation.
	1.G.1 Extending Understanding Through Vocabulary: Grades 6-8 https://www.teachingchannel.org/video/middle-	1.G.2	Identify phonemic, semantic, and syntactic variability between English and other languages.	<ul style="list-style-type: none"> Read, analyze and respond to content, articles and mini-lectures on phonemic awareness, semantic and syntax for ELLS Discuss classroom application of phonemic, semantic, and syntactic variability strategies for ELLS. 	

	<u>school-vocabulary-development</u> 1.G.4 Identifying, Diagnosing, and Teaching to Dyslexia 1.G.4 Identifying, Diagnosing, and Teaching to Other Reading Challenges 1.G.4 “Just the Facts”, a publication of the International Dyslexia Association on testing and evaluation for dyslexia	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.	<ul style="list-style-type: none"> Identify and discuss the interdependence between reading components and ELLs; best practices for facilitating reading components Discuss and respond to ELL application possibilities within cultural differences; how to bridge cultural differences, the impact of the home environment, and how to engage families and communities in the advancement of reading and language acquisition. Analyze and practice tools, resources, and materials that aid in effective implementation methods to include: SIOP strategies, tiered questioning, explicit vocabulary teaching, role playing for cultural competencies. 	Reflection on implementation, feedback on implementation of others, adjustments to comprehensive lessons (instructor scored)
	1.G.4. Developmental Writing Grades K-5	1.G.4	Understand the impact of oral language, writing and an information intensive environment upon reading development.	<ul style="list-style-type: none"> Analyze and discuss writing practices and practices that enhance oral language development, environment and what strategies work to facilitate this acquisition to including student peer coaching, use of speaking and active listening protocols and 	

	1.G.6. Phonics, Oral Language, and Dyslexia 1.G.6. Running Records and Critical Reading Inventory 1.G.6. Informal Vocabulary Assessments			coordinating graphic organizers) <ul style="list-style-type: none"> • Introduction to domain specific texts, and reading demands of domain specific texts; strategies to address the demands of domain specific texts across all content areas; strategies to scaffold and differentiate when with domain specific texts across all content areas. • Review and discuss practical approaches to domain specific text, strategies that scaffold and differentiate • View and discuss video that demonstrates application of differentiation strategies and scaffolding approaches for domain specific text to include explicit teaching of vocabulary, Frayer model, concept maps, multiple exposure, and teaching of context. 	
		1.G.6	Understand the role of formal and informal reading assessment to make instructional decisions to meet individual student needs.	<ul style="list-style-type: none"> • Review and analyze formal and informal assessment of reading comprehension, using data to make decisions for planning, differentiation, scaffolding, and effective implementation. 	

				<ul style="list-style-type: none"> • Review and discuss various implementation possibilities by responding to classroom (hypothetical) scenarios. • Analyze and discuss tools for formal and informal assessment and on-going use of data. • Identify assessment instruments and discuss the classroom possibilities. Embed in planning documents (comprehensive lesson plan). • Apply tuning protocols in teams to practice using authentic formative and summative data for planning and implementation. 	
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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
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No. RL-ED-123 Application of Research-Based Instructional Practices for Grades Component# 1013002 Similar college courses and substitutions as per 6A-4.0292 Specialization Requirements for the Reading Endorsement as applied by FL DOE will be acceptable.	Content Books: 2.A.1 Socratic Seminars, K-3 https://www.youtube.com/watch?v=zBfH_fhAm_e0 2.A.1, 2.A.2 Giving Feedback, All Grades https://www.teachingchannel.org/video/building-student-confidence 2.A.1, Writing and Role Playing https://www.teachingchannel.org/video/reading-writing-role-playing 2.A.2 Writing Strategies That Work 2.A.4, 2.A.2, Comprehension Monitoring and Metacognition 2.A.2, 2.A.4, 2.A.5, 2.A.3,	2.A.2	Use both oral language and writing experiences to enhance comprehension. ★	Read and listen to articles, content/mini-lectures: <ul style="list-style-type: none"> • Guided and interactive discussion and reflection on inferencing and its role in reading comprehension; how to teach inferencing, support vocabulary development, and the role and relevance of background knowledge; comprehension strategies and monitoring/self-correction strategies. • Discuss, and react to scenarios about, the role of writing in oral language development, and what strategies work to facilitate this acquisition to including student peer coaching, use of speaking and active listening protocols and their transfer to written products. • Discuss how writing enhances oral language development • Analyze strategies that work to facilitate this acquisition to including student peer coaching, use of speaking and active listening protocols and their transfer to written products. • Use this dialogue and analysis to inform lesson development 	<ul style="list-style-type: none"> • Embed strategies into comprehensive lessons that scaffold into final projects (instructor scored). • Response to self-check essay prompts (auto-scored with instructor feedback). • Practice scenarios via answers to essay questions (instructor scored) • Teach strategies, return to discussion forum to reflect on them, make adjustments, and re-teach using only research-based practices (instructor scored) • Select an assessment, embed it in lesson plans, teach and return to the learning forum to reflect, adjust, and plan to re-teach. (instructor led, instructor scored).
		2.A.4	Provide opportunities for student extended text discussion to enhance comprehension, promote motivation and student engagement.		

	<p>2.A.4, 2.A.7, 2.A.8 Oral and Aural Language Development</p> <p>2.A.6 Simplifying Text Complexity https://www.teachingchannel.org/video/simplifying-text-complexity</p> <p>2.A.6 Cube Creator: Grades 3-12 http://www.rea.dwritethink.org/classroom-resources/student-interactives/cube-creator-30850.html</p> <p>2.A.4, 2.A.7, 2.A.8 Writing and Oral Language</p> <p>2.A.4, 2.A.7, 2.A.8 Developing Oral Language Proficiencies</p>		<p>instruction that supports students' ability to read multiple print and digital texts and to synthesize information within, across and beyond those texts. ★</p>	<ul style="list-style-type: none"> • Review and discuss the differences between social and academic language. • Analyze and practice with the resources that aid in scaffolding for complex text, facilitate student discussions, and teach to reading comprehension. Use this practice and analysis to inform lesson development and embed in the final project, scaffolded throughout Modules 16, 18, and 20 to be graded and factored into overall course completion. This work will be returned to the student for completion and/or revision if found to be insufficient. It will be assessed by the instructor. It will be monitored in the discussion forums. • Read and listen to articles, content/mini-lectures: <ul style="list-style-type: none"> • Distinction between narrative and informational print, digital text specifically for comprehension instruction; review the research behind effective strategies for comprehension instruction. 	
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	<p>Through Vocabulary 2.A.1, 2.A.7, 2.A.8 Varied Tasks for Mixed Ability Classrooms https://www.teachingchannel.org/video/mixed-ability-classroom-management 2.A.1, 2.A.7 Writing Higher Order Questions https://www.teachingchannel.org/video/developing-better-questions 2.A.1, 2.A.7 The Art of Questioning</p>			<ul style="list-style-type: none"> • Discuss distinctions relative to past, present and future classroom instruction. • Analyze and practice resources that aid in scaffolding digital and print text for reading comprehension. <p>Read and listen to articles, content/mini-lectures:</p> <ul style="list-style-type: none"> • Distinctions between reading digital and print text; how to teach to digital print; how to teach with digital print versus text; best practices for teaching with digital and print text, and teaching students skills to read digital and print text effectively. • Discuss distinctions relative to past, present and future classroom instruction. • Research, share, analyze and practice resources that aid in scaffolding for digital and print text, reading comprehension in general. 	
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	<p>https://www.teachingchannel.org/video/structuring-questioning-in-classroom 2.A.1, 2.A.7 Tiered Exit Cards https://www.teachingchannel.org/video/student-daily-assessment 2.A.1, 2.A.7 Examining Informational Text https://www.teachingchannel.org/video/informational-text-lesson-equip 2.A.1, 2.A.2, 2.A.7 Structured Learning With Essential Questions https://www.teachingchannel.org/video/structure-learning-essential-questions</p>	2.A.3	<p>Apply appropriate instructional practices determined by the student’s strengths and needs, text structure, and the reading demands of domain specific text. ★</p>	<p>Read and listen to articles, content/mini-lectures:</p> <ul style="list-style-type: none"> • Distinctions between a strength and a need; a weakness and a strength; ability and readiness for text structure and demands of domain specific non-fiction text. • Review and discuss the differences between social and academic language. • Analyze and discuss tools for facilitating, differentiating, and scaffolding for domain specific text. • Apply specific instructional practices in the classroom or one-on-one if access to a classroom is not available, as determined through analysis of students’ strengths and needs for text structure and reading comprehension as determined from baseline assessments and progress monitoring data. • Discussions will be monitored by peers and by instructor. Receive qualitative feedback from instructor and peers using peer feedback models, and use feedback and classroom practices to inform 	
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	<p>2.A.1 Scaffolding Literacy Instruction https://vimeo.com/99825098</p> <p>2.A.1 Praise, Question, Suggest https://vimeo.com/84899365</p> <p>2.A.6, 2.A.1, 2.A.8 Guidelines for Tiering</p> <p>2.A.7</p>			<p>lesson development and embed in the final project. Project is scaffolded throughout Modules 16, 18, and 20 to be graded and factored into overall course completion. This work will be returned to the student for completion and/or revision if found to be insufficient. It will be graded by the instructor. Participation will be monitored by the instructor of the course in the forums and through assignment submissions.</p> <ul style="list-style-type: none"> • 	
	<p>Scaffolding Techniques for ELLs and Struggling Learners 2.A.5, 2.A.6 2.A.8 Scaffolding Student Discussions 2.A.3 To Be Data Driven 2.A.3, 2.A.1, 2.A.8 Literacy Across the Curriculum</p>	<p>2.A.1</p> <p>2.A.8</p>	<p>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.). ★</p> <p>Model a variety of strategic activities students can use to foster comprehension</p>	<p>Read and listen to articles, content/mini-lectures:</p> <ul style="list-style-type: none"> • Apply specific, intentional, and systematic practices in classrooms, scaffolded for higher order thinking, comprehension while teaching comprehension monitoring and self-correcting through a variety of planned, strategic activities in K-12 classrooms or one-on-one if access to a classroom is not available. Use analysis of students’ strengths and needs as determined from baseline assessments and progress 	

	<p>2.A.1 Socratic Seminars, K-3 https://www.youtube.com/watch?v=zBfH_fhAme0</p> <p>2.A.1, 2.A.2 Giving Feedback, All Grades https://www.teachingchannel.org/video/building-student-confidence</p> <p>2.A.9 Coding Oral Reading 2.A.9 Phonemic Awareness 2.A.9 Phonics, Oral Language, and Dyslexia 2.A.9 Running Records and Critical Reading Inventory</p>		<p>monitoring and self-correcting. ★</p>	<p>monitoring data in the planning stages.</p> <ul style="list-style-type: none"> • Discuss application in forums using peer feedback models, and use feedback and classroom practices to inform lesson development and embed in the final project. Project is scaffolded throughout Modules 16, 18, and 20 to be graded and factored into overall course completion. This work will be returned to the student for completion and/or revision if found to be insufficient. This will be monitored and assessed by the instructor. Assignments are scaffolded for this purpose. • Inferencing, academic language, vocabulary development, background knowledge (pre-reading strategies), comprehension monitoring (metacognition, schema), and self-correcting. • Review and discuss practical approaches and strategies for scaffolding and differentiation, background knowledge (pre-reading strategies), comprehension 	
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	<p>2.A.9 Informal Vocabulary Assessments 2.A.7, 2.A.9 Improve Focus and Critical Thinking: All Grades https://www.teachingchannel.org/video/improve-student-focus 2.A.9 Silent Signals for Metacognition: All Grades https://www.teachingchannel.org/video/classroom-silent-communication-signals 2.A.7, 2.A.9 Socratic Seminars: Grades 9-12 https://www.teachingchannel.org/video/bring-socratic-</p>			<p>monitoring (metacognition, schema), and self-correcting.</p> <ul style="list-style-type: none"> • View and discuss video examples of metacognitive strategies <p>Read and listen to articles, content/mini-lectures:</p> <ul style="list-style-type: none"> • Metacognition and self-monitoring of comprehension; strategies that teach. • Analysis of strategy ideas through lessons, units, curriculum maps to decipher research-based strategy for effective reading comprehension instruction. • Discussion of, and reflection on classroom applications using research-based tools and resources: KWL, KWHL, SQ3RRR, DRTA (Directed Reading Thinking Activities), PRC2 (Partner Read Content 2), Twin Text, Reciprocal Teaching, and more. • Students will submit 3 assignments, scaffolded throughout the course as students acquire new knowledge and apply new skills in their classrooms. After reporting progress back through reflection and discussion forums, giving and 	
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	seminars-to-the-classroom 2.A.7, 2.A.8 Amelia Bedelia Up Close: Grades 1-2 http://www.rea-dwritethink.org/classroom-resources/lesson-plans/amelia-bedelia-close-closely-30977.html			receiving actionable feedback from instructor and peers, an assignment will be prepared that embeds all of the strategies practiced and applied in K-12 classrooms. Teachers will receive qualitative feedback on these assignments from which to take action steps, further implementation, modify and differentiate.	
	https://www.teachingchannel.org/video/student-annotated-reading-strategy 2.A.3, Analyzing Text: Grades 5-8 https://www.teachingchannel.org/video/analyzing-text-as-a-group	2.A.7	Scaffold discussions to facilitate the comprehension of text and higher order thinking skills for students with varying English proficiency levels.	Read and listen to articles, content/mini-lectures: <ul style="list-style-type: none"> • Theory and practice in teaching higher order thinking skills for students with varying English proficiency levels. • Discuss distinctions relative to past, present and future classroom instruction. • Research, share, analyze and practice resources that aid in scaffolding instruction for teaching thinking skills. • After reading articles and engaging in scholarly discussion on the above-named content, teachers will apply scaffolding to their K-12 classrooms. In the absence of a classroom, they will work one-on-one with students to 	

	<p>2.A.7, 2.A.8 Jigsaw: Grades 6-12 https://www.teachingchannel.org/video/jigsaw-method</p> <p>2.A.1, 2.A.7, 2.A.8 Varied Tasks for Mixed Ability Classrooms https://www.teachingchannel.org/video/mixed-ability-classroom-management</p> <p>2.A.1, 2.A.7 Writing Higher Order Questions https://www.teachingchannel.org/video/developing-better-questions</p> <p>2.A.1, 2.A.7 The Art of Questioning https://www.teachingchannel.org</p>			<p>teach them higher order thinking skills. They will use data to appropriate a variety of skill levels appropriate for various levels of English language proficiency.</p> <ul style="list-style-type: none"> Teachers will teach comprehension and higher order thinking in their classrooms or one-on-one with students in the absence of access to a K-12 classroom. After teaching they will return to discussion forums in the online classroom and engage in scholarly discussion geared to giving and receiving qualitative feedback from their peers and from the professor. Teachers will embed these skills as practiced in their classrooms, having retaught and modified lessons, into final assignments which are scaffolded throughout modules 16, 18, and 20 in the course. The instructor will provide qualitative feedback on these assignments to the teacher, from which he/she can take action steps in follow-up to course completion. In the absence of 	
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	g/video/structuring-questioning-in-classroom 2.A.1, 2.A.7 Tiered Exit Cards https://www.teachingchannel.org/video/student-daily-assessment			a complete passable assignment, the instructor may return the scaffolded 3-part assignment to the teacher to reteach, rewrite and resubmit.	
	2.A.1, 2.A.7 Examining Informational Text https://www.teachingchannel.org/video/informational-text-lesson-equip 2.A.1, 2.A.2, 2.A.7 Structured Learning With Essential Questions https://www.teachingchannel.org/video/structure-learning-essential-questions 2.A.1, 2.A.7 Scaffolding	2.A.9	Recognize, describe, and incorporate appropriate comprehension assessments <u>to guide instruction</u> . ★	Read and listen to articles, content/mini-lectures: <ul style="list-style-type: none"> Formative and interim assessment methods incorporated into guided reading instruction through performance tasks and other research-based activities; use of data to inform instructional next-steps. Analysis of strategy ideas through lessons, units, curriculum maps to decipher research-based strategy for effective reading comprehension instruction. Discussion of, and reflection on classroom applications using research-based tools and resources: KWL, KWHL, SQ3RRR, DRTA (Directed Reading Thinking Activities), PRC2 (Partner Read Content 2), Twin Text, Reciprocal Teaching, and more. Use and analyze data from appropriate formative and 	

	<p>Literacy Instruction https://vimeo.com/99825098 2.A.1, 2.A.7 Praise, Question, Suggest https://vimeo.com/84899365 2.A.7, 2.A.8 Questioning to Develop Understanding https://www.teachingchannel.org/video/gradual-release-of-responsibility Jigsaw https://www.teachingchannel.org/video/jigsaw-method</p>			<p>summative comprehension assessments, such as running records, benchmark assessments, DRAs, vocabulary assessments to guide, scaffold, and plan instruction. These assessments will be embedded in job embedded assignments scaffolded throughout modules 16, 18, and 20. These assignments are scaffolded to allow teachers time to reflect and modify. Reflection will take place with peer and instructor qualitative feedback in discussion forums and privately in the assignment que on submission of each assignment. The instructor will grade the final assignments for pass/fail. If fail the assignment will be returned to the student for a rewrite and resubmission.</p> <ul style="list-style-type: none"> • Recognize, describe, and incorporate appropriate comprehension assessments <u>to guide instruction.</u> 	
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
No. RL-ED-123 Application of Research-Based Instructional Practices for Grades	2.B.1 Research-Based Methods	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). ★	<p>Read and listen to articles, content/mini-lectures:</p> <ul style="list-style-type: none"> Guided and interactive discussion and reflection on oral language practices in scaffolding, differentiating, LEA approaches. Discuss, and react to scenarios about, the role of writing in oral language development, and what strategies work to facilitate this acquisition to including student peer coaching, use of speaking and active listening protocols and their transfer to written products. Analyze and use authentic classroom assessment data where applicable and when practical to embed in comprehensive lessons. These comprehensive lessons will be submitted in modules 16, 18 and 20 for qualitative feedback from the instructor. Each assignment will require the student will act upon to complete the next assignment, with a final grade 	<ul style="list-style-type: none"> Scenario-based short essay responses with instructor feedback. Practice scenarios via answers to essay questions (instructor scored) Scenario-based short essay responses with instructor feedback Embed strategies into comprehensive lessons that teach and differentiate for ELLs (instructor scored). Embed assessments into comprehensive plans; plan for use of data to embed in plans (instructor scored). Scoring of oral language assessment, explanation of how to use the data (essay scenario response, instructor scored)

				<p>issued in assignment 3. The course instructor monitors this progress through the scaffolding that takes place as each of the 3 assignments is submitted separately at separate junctures in the course (modules 16, 18 and 20).</p> <ul style="list-style-type: none"> • Discuss how scaffolding can be used to teach and further skills in oral language development, Exchange peer feedback in discussion forums. Act on instructor feedback in discussion forums. Embed scaffolding ideas into assignments 1, 2, and 3 of which will be graded by the instructor or returned to the student for revision and resubmission. • Analyze strategies that work to facilitate this acquisition to including the use of student peer coaching and other speaking protocols, use of speaking and active listening protocols and their transfer to oral language. • Use this dialogue and analysis to inform lesson development and embed accordingly. 	
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				<ul style="list-style-type: none"> • Guided and interactive discussion and reflection on meaning construction. • Guided and interactive discussion on ELL concepts and effect of home language on reading development in the English language. • Discussion and reflection on planned classroom implementation of oral language development and writing as each reinforce the other. • Guided and interactive discussion on formal and informal oral language assessments and use of data for planning and decision making. Use authentic data where applicable and when practical, ie., oral interviews, oral prompts, text retelling, role planning and other performance tasks such as oral demonstrations, presentations, dramatics, musicals, Readers' Theatre, Socratic seminar, panel discussions, etc. • Oral language instructional practices, intentional and explicit, for scaffolding, 	
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				<p>differentiation using language experiences approaches.</p> <ul style="list-style-type: none"> Review and discuss tools for, and examples of, teaching methods that use multiple media, print and digital resources. 	
		2.B.2	<p>Create an environment where students practice appropriate social and academic language to discuss diverse texts.</p>	<p>Read and listen to articles, content/mini-lectures:</p> <ul style="list-style-type: none"> Distinctions between social and academic language in multiple mediums: digital, text, multi-media; how to teach students to read, write, speak and communicate in each medium, to include use of vocabulary and research-based approaches for teaching students appropriate social and academic language. Review and discuss the differences between social and academic language. Analyze and discuss tools for facilitating social and academic language in multiple medium. 	

		2.B.4	<p>Use writing experiences to enhance oral language (e.g., interactive writing, student to teacher sentence dictation). ★</p>	<p>Read and listen to articles, content/mini-lectures:</p> <ul style="list-style-type: none"> • Writing as a process of meaning construction for print and digital media, text to enhance oral language development as writing and language reinforce each other. • Review and discuss tools for, and examples of, teaching methods that use multiple media, print and digital resources; discuss examples of meaning construction through writing as it works into oral language development through reading, writing, listening and speaking opportunities: student peer coaching, peer review, oral recitation, oral story telling, and other research-based strategies. • Embed writing strategies used in the classroom or one-on-one with students into final, job-embedded assignments: assignments 1, 2, and 3 submitted in modules 16, 18, and 20. Teachers will receive qualitative feedback from the instructor on these assignments, feedback from 	
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				<p>peers in the discussion forums, all of which they are to use when modifying assignments and preparing for reteaching them. Instructors use the data from these assignments, and discussion data from the forums, to monitor student progress and issue a final grade in module 20 based on the final assignment and full participation.</p> <ul style="list-style-type: none"> • Discussion of, and reflection on classroom applications using print and digital media, new literacy approaches for multiple tasks and purposes. 	
		2.B.3*	<p>Recognize and apply an English language learner's home language proficiency as a foundation and strength to support the development of oral language in English. ★</p>	<p>Read and listen to articles, content/mini-lectures:</p> <ul style="list-style-type: none"> • The importance of ELLs home language and its effect on their learning and cognition, and oral language development along with its significance for learning how to read in the English language. • Review and discuss effective and research-based strategies. • Analyze and describe personal application possibilities using learned techniques, tools, and resources. 	

				<ul style="list-style-type: none"> • View and analyze video demonstrating effective strategies for teaching ELLs how to read. • After reading, researching, and having peer discussions about ELLs home language as a foundation and strength to support development of oral language in English, teachers will identify specific strategies to teach oral language proficiency in their classrooms or one-on-one with students when classrooms are not accessible. • Teachers will plan and teach oral language proficiencies in their classrooms or one-on-one with students. Afterward they will reflect and hold discussions on the teaching, receiving teacher and peer qualitative feedback from which to modify lessons and re-teach. • Teachers will embed these strategies into comprehensive lessons scaffolded as assignments through Modules 16, 18 and 20. The instructor will provide qualitative feedback on each assignment submission as it 	
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				<p>works (or scaffolds) into a comprehensive final assignment at the end of the course. Students will act on the instructor's qualitative feedback to make changes and modify lessons, and/or reteach if necessary.</p>	
		2.B.5	<p>Recognize, describe, and incorporate appropriate oral language assessments <u>to guide instruction</u>. ★</p>	<p>Read and listen to articles, content/mini-lectures:</p> <ul style="list-style-type: none"> • A variety of formal and informal oral language assessments to include: oral interviews, oral prompts, text retelling, role planning and other performance tasks such as oral demonstrations, presentations, dramatics, musicals, Readers' Theatre, Socratic seminar, panel discussions, etc. • Use authentic classroom data to make instructional decisions to meet individual student needs; differentiating based on data from oral language assessment. • Review and discuss oral language development, oral language assessments, and use of data to differentiate and implement. • Practice oral language development results and 	

				<p>applying research-based differentiated approaches to close gaps.</p> <ul style="list-style-type: none"> • After reading and discussing articles and content, teachers will identify specific oral language assessments to use in their classrooms or one-on-one with their students in the absence of classroom access. These assessments will be administered, data will be analyzed and used to plan instruction. These planning documents will be submitted as evidence of instruction, with reflective pieces in written form. The course instructor will provide qualitative feedback throughout each assignment submission as a way of monitoring progress as it works into part of a final course grade. 	
FOUNDATIONAL READING SKILL: PHONOLOGICAL AWARENESS					
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

<p>No. RL-ED-123</p> <p>Application of Research-Based Instructional Practices for Grades</p>	<p>2.C.1, 2.C.2, 2.C.3</p> <p>Phonological Awareness</p> <p>2.C.1 Research-Based Methods</p> <p>2.C.1, 2.C.2, 2.C.3, 2.C.4, 2.C.5</p> <p>Research-Based Practices for Teaching to Diminished Phonological Skills</p>	<p>2.C.1</p>	<p>Apply intentional, explicit, systematic instructional practices to scaffold development of phonological awareness (e.g., blending and segmenting syllables, onset-rimes and phonemes). ★</p>	<p>Read and listen to articles, content/mini-lectures:</p> <ul style="list-style-type: none"> • Guided and interactive discussion on practices that teach phonemic awareness, phonological processing skills, phonemic analysis and synthesis considering ELLs, struggling learners, and exceptional learners. • Guided and interactive discussion on practices that teach phonological processing skills. • Teachers will use qualitative feedback received from peers and the course instructor to apply explicit, systematic instructional practices to scaffold development of phonological awareness through activities and strategies in the classroom or one-on-one with students. • After receiving feedback from peers and instructor in forums geared toward reflecting on specific strategies taught, teachers will embed new learning and strategies into assignments scaffolded throughout modules 16, 18 and 20. Course instructors will grade these assignments, 	<ul style="list-style-type: none"> • Embed tools, methods, and resources into a comprehensive lesson (instructor scored). • Essay response to scenarios with students at various points on the continuum (instructor scored). • Scenario application through essay responses (instructor scored).
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				<p>providing qualitative feedback on each of the 3 submissions. This feedback will be acted upon for the next submission, with assignment 3 as the final project from which a final grade will be issued that factors into course completion. This is how the instructor will monitor student progress.</p> <ul style="list-style-type: none"> • Phonology and language development, reading achievement to include phonological processing, phonemic awareness, phonemic analysis, phonemic synthesis; strategies for teaching, methods for ELLs and struggling readers. • Guided and interactive discussion about assessment and use of data to make instructional decisions. • Analyze and use authentic classroom data where possible and when practical. • Review and discuss phonology and language development. • View and discuss video demonstrating classroom application. • Analyze and practice tools, resources, and materials that 	
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				aid in the scaffolding of skills and differentiation for all learners.	
		2.C.2	Provide opportunities for students to use oral/aural language to enhance phonological awareness (e.g., rhyming and alliteration). ★	<p>Read and listen to articles, content/mini-lectures:</p> <ul style="list-style-type: none"> • Continuum of oral language and phonological processing, reading and writing. • Discuss classroom application. • Analyze and practice tools, resources, and materials that aid in effective scaffolding. • Identifying, Diagnosing, and Teaching to Dyslexia Using Research-Based Strategies: <ul style="list-style-type: none"> ○ What is Dyslexia? ○ Diagnosing Dyslexia ○ Teaching Strategies for Students with Dyslexia: Grades K-3, 4-8, 9-12 • Identifying, Diagnosing, and Teaching to Other Reading Challenges Using Research-Based Methods 	

				<ul style="list-style-type: none"> ○ What are Diminished Phonological Processing Skills? ○ Other Reading Challenges That Effect Phonological Processing Skills. ○ Diagnosing Other Reading Challenges ○ Strategies for Teaching Students with Diminished Phonological Processing Skills <p>Identify and apply strategies to teach oral/aural language to enhance phonological awareness (e.g., rhyming and alliteration) in classrooms or one-on-one with students. Submit planning documents and reflection of the actual teaching in assignment ques for qualitative feedback from the instructor. Discuss experiences in discussion forums for qualitative feedback from peers. Embed strategies that worked favorably into job-embedded assignments in modules 16, 18 and 20 for qualitative feedback from the instructor. The instructor will use these</p>	
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				submissions (3) to monitor student progress and factor this progress into a final course grade.	
		2.C.4	Use writing experiences, in conjunction with phonological instruction, to enhance reading achievement (e.g., Elkonin boxes or magnetic letters, individual response whiteboards). ★	<p>Read and listen to articles, content/mini-lectures:</p> <ul style="list-style-type: none"> • Continuum of phonological processing, reading and writing; phonics instruction in reading and writing assignments through strategy and repeated practice. • Discuss classroom application. • Analyze and practice tools, resources, and materials that aid in effective scaffolding. • Identify strategies to teach writing in conjunction with new learning strategies on phonological instruction to enhance reading achievement. After teaching these strategies in classrooms or one-on-one with students, reflect on them by writing and submitting these written reflections with assignments in modules 16, 18 and 20. Instructors will provide qualitative feedback from which teachers must act upon to adjust planning, reteach as needed, and embed in final assignments. 	

		2.C.3	<p>Understand and apply knowledge of how variations in phonology across languages effect English language learners' reading and writing development. ★</p>	<p>Read and listen to articles, content/mini-lectures:</p> <ul style="list-style-type: none"> • Continuum of phonological processing, reading and writing; effect on ELL reading and writing development; cognitive science and language development. • Discuss classroom application. • Analyze and practice tools, resources, and materials that aid in effective scaffolding. • Apply new understanding and knowledge of how variations in phonology across languages effect ELL reading and writing development by identifying specific strategies, embedding them in comprehensive lesson plans, and teaching them in classrooms. • Reflect on these teaching experiences with peers in discussion forums to give and receive qualitative feedback. 	

				<ul style="list-style-type: none"> • Embed strategies that worked favorably in classrooms or one-on-one with students into final assignments, scaffolded throughout modules 16, 18 and 20. Instructors will provide qualitative feedback for each assignment submission, from which the teacher will modify lessons or reteach as needed. This work will factor into the final course grade for participation and assignment completion. It will also be used to monitor student participation throughout the course. 	
		2.C.5	Recognize, describe, and incorporate appropriate phonological awareness assessments <u>to guide instruction.</u> ★	Read and listen to articles, content/mini-lectures: <ul style="list-style-type: none"> • The role of formal and informal phonological assessment; the role of data and its relationship to instructional decision-making. • Discuss assessment analysis and instructional decision-making. • Analyze and use assessment data to make informed instructional decisions with. Use these decisions to plan lessons, and teach using specific strategy in classrooms 	

				<p>or one-on-one with students. Strategy and assessment examples: diagnostic reading assessments (DRAs), informal reading inventories (IRIs), running records, word lists and word analysis assessments (Words Their Way) and/or other in-district benchmark, midline, and end line assessment data.</p> <ul style="list-style-type: none"> • After teaching, reflect on teaching in discussion forums, give and receive qualitative feedback from peers and from instructor. This feedback will be actionable, and must be used to modify lessons and reteach as needed. Instructors will use these teaching experiences, the lessons that drove them, and reflection as a way to monitor participation progress • Analyze and practice with tools, resources, and materials (such as the above) that aid in effective assessment, use of data, and scaffolding of student work tasks. 	
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
No. RL-ED-123 Application of Research-Based Instructional Practices for Grades		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. ★	<p>Read and listen to articles, content/mini-lectures:</p> <ul style="list-style-type: none"> • Guided and interactive discussion assessment and use of authentic classroom assessment data where possible and when practical • Use example data and student artifacts in the absence of real classroom assessment data to practice scaffolding • Guided and interactive discussion on ELL concepts and effect of home language on reading development in the English language. • The multi-syllabic word practices that feed reading comprehension, fluency, and phonics development; scaffolded approaches, research based methods. • Discuss assessment analysis and instructional decision-making. • Scaffold phonics development through the use of student benchmark data. • Application of home language as a foundation and use 	<ul style="list-style-type: none"> • Scenario application through essay responses (instructor scored). • Job-embedded planning of assessment; use of student data to make instructional decisions with (instructor scored). Use authentic classroom data where possible and when practical • Embed strategies into comprehensive lessons that teach and differentiate for ELLs (instructor scored).

				<p>strength to support the development of phonics in English.</p> <ul style="list-style-type: none"> • Use oral/aural language and writing experiences to enhance phonics instruction through the use of for example sentence strip words, word walls, Big Books, sentence prompts and phrases, and pocket charts. • Incorporate phonics assessments to guide instruction and lesson planning. Embed in assignments 1, 2 and 3 scaffolded throughout modules 16, 18 and 20. Receive instructor qualitative feedback and modify accordingly for reteaching. • Use and analyze authentic classroom assessment to scaffold and differentiate in classrooms or one-on-one with students when classrooms are not available. Discuss data with peers to come to qualitative conclusions about student progress. Use these decisions to plan instruction, and teach accordingly. Report teaching progress through reflection, and embed what worked in assignments 1, 2 and 3. Instructors will grade each of 	
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				<p>these assignments by providing qualitative feedback and a final grade in assignment 3.</p> <ul style="list-style-type: none"> • Use sample data in classrooms and/or authentic classroom data to practice data discussion protocols and engaging in discussions about student work. Report this progress back in discussion forums and receive qualitative feedback from instructor • Guided and interactive discussion and reflection on meaning construction and phonics, reading fluency and strategy that supports it. • Discussion and reflection on planned classroom implementation of meaning construction and phonics using research-based approaches. • Analyze and practice with tools, resources, and materials that aid in effective assessment, use of authentic student classroom data, and scaffolding of student work. For example: use of discussion protocols, peer feedback protocols, engage peer-to-peer discussions, lesson 	
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				<p>modification, data disaggregation, etc.</p> <ul style="list-style-type: none"> • Engage in reflective discussions on lesson development, lesson modification, and implementation. • Use peer and instructor feedback as catalyst for lesson modification in assignments 1, 2 and 3 submitted in modules 16, 18 and 20. Teachers will receive qualitative feedback from the instructor, and a final grade. Participation will be monitored through these submissions, classroom teaching reflections, and on-going practical lesson design in response to feedback. 	
		2.D.2	<p>Recognize and apply an English language learner's home language as a foundation and strength to support the development of phonics in English. ★</p>	<p>Read and listen to articles, content/mini-lectures:</p> <ul style="list-style-type: none"> • The importance of ELLs home language and its effect on their learning and cognition, particularly as it effects phonics; its significance for learning how to read in the English language. • Review and discuss effective and research-based strategies. • Analyze and describe personal application possibilities using 	

				<p>learned techniques, tools, and resources.</p> <ul style="list-style-type: none"> • View and analyze video demonstrating effective strategies for teaching ELLs how to read. 	
		2.D.3	<p>Use oral/aural language and writing experiences to enhance phonics instruction (e.g., sentence strip words, phrases and pocket charts). ★</p>	<p>Read and listen to articles, content/mini-lectures:</p> <ul style="list-style-type: none"> • Reading as a process of meaning construction for print and digital media, text for multiple purposes; relationship to phonics instruction; strategies to include sentence strips, phrases, word walls, pocket charts, etc.). • Review and discuss tools for, and examples of, teaching methods that use multiple media, print and digital resources. • Identify specific oral/aural language strategies to teach phonics and to embed in comprehensive lessons for submission in modules 16, 18 and 20. These comprehensive lessons will be subject to qualitative feedback from the instructor. Each assignment will require the student will act upon to complete the next assignment, with a final grade 	

				issued in assignment 3. The course instructor monitors this progress through the scaffolding that takes place as each of the 3 assignments is submitted separately at separate junctures in the course (modules 16, 18 and 20).	
		2.D.4	Recognize, describe, and incorporate appropriate phonics assessments to guide instruction. ★	<p>Read and listen to articles, content/mini-lectures:</p> <ul style="list-style-type: none"> • Discussion and reflection on the role of formal and informal assessment • Discussion and reflection effective, research-based assessment practices and use of data. • Analyze and use authentic student assessment data where possible and when practical for instructional planning. • Discussion and reflection on video examples • The role of formal and informal phonics assessment in making instructional decisions and in differentiating to meet individual student needs. 	•

				<ul style="list-style-type: none"> • Discuss and respond to application possibilities for use of student data (using authentic data when possible) as it informs instructional planning. • Analyze and practice tools, resources, and materials that aid in effective implementation of instruction that teach and differentiate phonics and phonological processing. • Discuss and respond to video demonstrating teaching strategy. • Administer in classrooms and analyze and use phonics classroom assessment data and embed in comprehensive lessons. These comprehensive lessons will be submitted in modules 16, 18 and 20 for qualitative feedback from the instructor. Each assignment will require the student will act upon to complete the next assignment, with a final grade issued in assignment 3. The course instructor monitors this progress through the scaffolding that takes place as each of the 3 assignments is submitted separately at 	
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				separate junctures in the course (modules 16, 18 and 20).	
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
No. RL-ED-123 Application of Research-Based Instructional Practices for Grades		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.). ★	<p>Read and listen to articles, content/mini-lectures:</p> <ul style="list-style-type: none"> • Discussion and reflection on the role of formal and informal assessment • Discussion and reflection effective, research-based assessment practices and use of data. Use authentic student classroom data as catalysts for discussion where possible and when practical. • Discussion and reflection on video examples • Discussion and reflection on application strategies for instruction: ELLs, struggling readers. • Discussion and reflection on video examples • Components of reading fluency: accuracy, expression, rate and their impact on comprehension. 	<ul style="list-style-type: none"> • Embed instruction and differentiated approaches for teaching reading fluency and comprehension (instructor scored) • Discussion and reflection on the role of formal and informal assessment • Discussion and reflection effective, research-based assessment practices and use of data.

				<ul style="list-style-type: none"> • Discuss and respond to application possibilities. • Analyze and practice tools, resources, and materials for teaching and evaluating fluency. For example: Apply intentional, explicit, systematic instructional practices for scaffolding for expression, rate, and reading endurance; paired reading, Readers' Theatre, peer coaching, repeated reading, echo reading, etc. • Identify specific intentional, explicit, systematic instructional practices to scaffold in classrooms or one-on-one with students for accuracy, expression, rate, and reading endurance apply the strategy and reflect on it in written form for submission in discussion forums, and receive peer and instructor feedback. • Analyze and use authentic classroom assessment data where applicable and when practical to embed in comprehensive lessons. These comprehensive lessons 	
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				<p>will be submitted in modules 16, 18 and 20 for qualitative feedback from the instructor. Each assignment will require the student will act upon to complete the next assignment, with a final grade issued in assignment 3. The course instructor monitors this progress through the scaffolding that takes place as each of the three assignments is submitted separately at separate junctures in the course (modules 16, 18 and 20).</p> <ul style="list-style-type: none"> • Use oral/aural language and writing experiences to enhance fluency through picture books, living word walls, poetry charts, song lyrics, rhymes etc. • Recognize, describe, and incorporate appropriate fluency assessments to guide instruction. • Discuss and respond to video demonstrating fluency and oral language strategies. 	
		2.E.2	<p>Use oral/aural language and writing experiences to enhance fluency (e.g.,</p>	<p>Read and listen to articles, content/mini-lectures:</p> <ul style="list-style-type: none"> • The role of formal and informal phonics assessment 	

			poetry charts, song lyrics). ★	<p>in making instructional decisions and in differentiating to meet individual student needs, and in guiding instruction.</p> <ul style="list-style-type: none"> • Analyze and respond to authentic assessment data where possible and when practical; use sample data in the absence of authentic assessment data. • Discuss and respond to application possibilities using authentic assessment data from teacher classrooms. • Analyze and practice tools, resources, and materials that aid in effective implementation of instruction that teach and differentiate phonics and phonological processing. • Discuss and respond to video demonstrating teaching strategy. • Select a specific strategy to teach fluency in the classroom or one-on-one with students for oral/aural language and writing experiences to enhance fluency. Reflect on teaching in discussion forums to give and receive qualitative feedback from 	
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				<p>peers and instructor. Use this feedback to modify lessons and reteach.</p> <ul style="list-style-type: none"> • Embed strategies from teaching experiences into comprehensive lessons, scaffolded and submitted in modules 16, 18 and 20. Instructors provide feedback at each submission (3 total) from which students revise and reteach as needed. Instructors use this data to monitor student participation, and to contribute to a course final grade. 	
		2.E.3	<p>Recognize, describe, and incorporate appropriate fluency assessments to guide instruction. ★</p>	<p>Read and listen to articles, content/mini-lectures:</p> <ul style="list-style-type: none"> • The role of fluency assessment in making instructional decisions about student reading; administration of fluency assessments through a variety of tools. • Discuss and respond to fluency assessment, tools for assessment, methods and approaches. • Analyze and practice tools, resources, and materials that 	

				<p>aid in effective implementation of instruction that teach and differentiate phonics and phonological processing.</p> <ul style="list-style-type: none"> Identify specific fluency assessment methods and use two in the classroom, or one-on-one with students. Examples: running records, DRA, word lists. After teaching, analyze data and submit this analysis for instructor feedback. Discuss teaching experience in discussion forum. Analyze data with peers using research-based discussion protocols. Use data to design comprehensive lessons and embed in assignments one, 2 and 3 as appropriate for grading and qualitative feedback from the instructor. Discuss and respond to video demonstrating teaching strategy. 	
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

<p>No. RL-ED-123</p> <p>Application of Research-Based Instructional Practices for Grades</p>	<p>2.F.1, 2.F.4, 2.F.5, 2.F.6, 2.F.7 Research-Based Methods</p>	<p>2.F.1</p>	<p>Apply intentional, explicit, systematic instructional practices to scaffold vocabulary and concept development (e.g., shared reading, semantic mapping, etc.). ★</p>	<p>Read and listen to articles, content/mini-lectures:</p> <ul style="list-style-type: none"> • Discussion and reflection on the role of formal and informal assessment. • Practice the art of scaffolding and differentiating with authentic vocabulary data to include for example: word mapping activities, alternative text, compare and contrast maps, use of other concept maps, jigsaw strategies, KWL, literature circles, picture walks, Say Mean Matter, teaching new vocabulary words, etc. • Analyze and reflect on the use of formal and informal vocabulary assessment strategies, especially those situated for Tier 2 and Tier 3 words. Examples include: Vocabulary Knowledge Scale (VKS), PPVT (Peabody Picture Vocabulary Test), vocabulary recognition tasks, and concept webs. • Discussion and reflection effective, research-based vocabulary instructional practices. 	<ul style="list-style-type: none"> • Plan comprehensive lessons that include scaffolding and differentiation using domain specific text for classroom implementation (instructor scored). • Implement lessons, return to forums for reflection, feedback, and lesson modifications. (instructor scored) • Scenario-based short essay responses with instructor feedback • Development of lessons that embed selected vocabulary strategy for teaching academic vocabulary and text structure (instructor scored). Implement and reflect on lessons that teach academic vocabulary and text structure. • Respond to hypothetical student scenarios via short essay responses (instructor scored)
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				<ul style="list-style-type: none"> • Guided Discussion and reflection on academic vocabulary • Discussion and reflection on video examples. • Identify and teach specific methods for scaffolding vocabulary; strategies to teach and pre-teach vocabulary and academic vocabulary: shared reading, partner reading, peer coaching, semantic mapping, thinking maps, 4-square, learning in context; use of context cues. Teach at least one lesson in classrooms or one-on-one with students. Reflect on this teaching for peer and instructor feedback in discussion forums. Act on feedback by revising lessons and reteaching as needed. • Embed select vocabulary strategies taught into assignments 1, 2 and 3, scaffolded with instructor feedback given in modules 16, 18 and 20. These assignments, the classroom teaching and reflections all work into a final course grade, and serve as a way to monitor participation and progress. 	
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				<ul style="list-style-type: none"> • Discuss and respond to application possibilities. • Discussion and reflection on vocabulary development, academic vocabulary and the demands of complex text through analogies. • Discussion and reflection effective, research-based practices. • Analyze and practice tools, resources, and materials that aid scaffolding vocabulary instruction. • Discuss and respond to video demonstrating teaching strategy. 	
		2.F.4	<p>Provide an environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary.</p>	<p>Read and listen to articles, content/mini-lectures:</p> <ul style="list-style-type: none"> • Strategies and environments that facilitate the teaching of wide reading of print and digital texts, informational and literary, to enhance vocabulary, research-based vocabulary strategies to be applied across all content areas. • Review and discuss practical approaches to domain specific text, strategies that scaffold and differentiate • View and discuss video that demonstrates application of 	

				differentiation strategies and scaffolding approaches for domain specific text.	
		2.F.5*	Incorporate instructional practices that develop authentic uses of English to assist English language learners in learning academic vocabulary and content. ★	<p>Read and listen to articles, content/mini-lectures:</p> <ul style="list-style-type: none"> • Authentic uses of the English language to aid ELLs in acquiring academic vocabulary through research-based strategies to include context clues, word learning, semantic maps, classification, etc.) • Review, analyze and discuss curriculum examples that teach syntax, semantics, pragmatics, academic vocabulary, and text features/structures • Review, analyze, and discuss short video examples of classroom strategy for teaching semantics, pragmatics, academic vocabulary and text structure. • Identify a specific instructional practice geared to development of authentic use of English for ELLs and vocabulary development. Teach to identified ELLs in a classroom or one-on-one. Submit this analysis and reflection on teaching for 	

				<p>instructor feedback. Discuss teaching experience in discussion forum. Analyze data with peers using research-based discussion protocols.</p> <ul style="list-style-type: none"> • Embed in assignments 1, 2 and 3 as appropriate for grading and qualitative feedback from the instructor. • 	
		2.F.7	<p>Use multiple methods of vocabulary instruction (e.g. multiple contexts, examples and non-examples, elaborations, etc.). ★</p>	<p>Read and listen to articles, content/mini-lectures:</p> <ul style="list-style-type: none"> • Relevance of multiple vocabulary exposure; research-based vocabulary methods, materials, and strategies to include Frayer Model, 4 Square and others. • Review and discuss tools for, and examples of, teaching methods that use multiple media, print and digital resources; discuss examples of meaning construction through writing as it works into oral language development through reading, writing, listening and speaking opportunities: student peer coaching, peer review, oral recitation, oral storytelling, and other research-based strategies. 	

				<ul style="list-style-type: none"> • Identify vocabulary strategies and teach in classrooms or one-on-one if classrooms are not available. Reflect on teaching through writing in discussion forums, give and receive peer feedback. Use this feedback and analysis for lesson modification and reteaching as needed • Embed in comprehensive lessons in assignments 1, 2 and 3 as appropriate for grading and qualitative feedback from the instructor. • Instructors will grade assignments 1, 2 and 3 separately, providing qualitative feedback and use discussion forums to monitor progress while factoring into a final course grade. 	
		2.F.3	Incorporate vocabulary instruction through analogies (e.g., cognates, Greek and Latin roots). ★	<p>Read and listen to articles, content/mini-lectures:</p> <ul style="list-style-type: none"> • Academic vocabulary, strategies to teach to the vocabulary demands of complex text through analogies. • Discuss and respond to application possibilities. • Analyze and practice tools, resources, and materials that 	

				<p>aid in effective implementation methods.</p> <ul style="list-style-type: none"> Identify vocabulary strategies focused on analogies, word etymology, cognates, Latin roots, etc., and teach in classrooms or one-on-one if classrooms are not available. Reflect on teaching through writing in discussion forums, give and receive peer feedback. Use this feedback and analysis for lesson modification and reteaching as needed Embed in comprehensive lessons in assignments 1, 2 and 3 as appropriate for grading and qualitative feedback from the instructor. <p>Instructors will grade assignments 1, 2 and 3 separately, providing qualitative feedback and use discussion forums to monitor progress while factoring into a final course grade.</p>	
		2.F.2	<p>Provide for continual integration, repetition, and meaningful use of domain specific vocabulary to address the demands of academic language.</p>	<p>Read and listen to articles, content/mini-lectures:</p> <ul style="list-style-type: none"> Academic vocabulary, strategies to teach to the vocabulary demands of academic vocabulary with complex text. 	

				<ul style="list-style-type: none"> • Discuss and respond to application possibilities. • Analyze and practice tools, resources, and materials that aid in effective implementation methods. 	
		2.F.6	<p>Use oral/aural language and writing experiences to enhance vocabulary (e.g., interactive word walls, word sorts, word charts for secondary). ★</p>	<p>Read and listen to articles, content/mini-lectures:</p> <ul style="list-style-type: none"> • Vocabulary development as it enhances oral language and writing. • Review and discuss tools for, and examples of, teaching methods that use multiple media, print and digital resources; discuss examples of meaning construction through writing as it works into oral language development coaching, peer review, oral recitation, word charts, word sorts, interactive word walls, oral storytelling, and other research-based strategies. • Identify specific vocabulary strategies to teach oral/aural language and teach in classrooms or one-on-one if classrooms are not available. Reflect on teaching through writing in discussion forums, give and receive peer feedback. Use this feedback 	

				<p>and analysis for lesson modification and reteaching as needed</p> <ul style="list-style-type: none"> • Embed in comprehensive lessons in assignments 1, 2 and 3 as appropriate for grading and qualitative feedback from the instructor. • Instructors will grade assignments 1, 2 and 3 separately, providing qualitative feedback and use discussion forums to monitor progress while factoring into a final course grade. 	
		2.F.8	<p>Recognize, describe, and incorporate appropriate vocabulary assessments to guide instruction. ★</p>	<ul style="list-style-type: none"> • Identify specific vocabulary assessments to use in classrooms or one-on-one if classrooms are not available. Analyze and reflect on data in discussion forums, give and receive peer feedback. Make collaborative decisions about student progress and how to differentiate for planning instruction. • Embed in comprehensive lessons in assignments 1, 2 and 3 as appropriate for grading and qualitative feedback from the instructor. <p>Instructors will grade assignments 1, 2 and 3 separately, providing qualitative feedback and use</p>	

				discussion forums to monitor progress while factoring into a final course grade.	
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
No. RL-ED-123 Application of Research-Based Instructional Practices for Grades		2.G.5	Demonstrate understanding of similarities and differences between home language and second language reading development.	<p>Read and listen to articles, content/mini-lectures:</p> <ul style="list-style-type: none"> • Guided and interactive discussion and reflection on meaning construction. • Discussion and reflection on planned classroom implementation of oral language development and writing as each reinforce the other. • Guided and interactive discussion on ELL concepts and effect of home language on reading development in the English language. • The importance of ELLs home language and its effect on their learning and cognition, particularly as it effects reading, similarities and differences between home language and second language literacy development along with its significance for 	<ul style="list-style-type: none"> • Embed strategies into comprehensive lessons that teach and differentiate for ELLs (instructor scored). • Scenario-based short essay responses with instructor feedback.

	2.G.3, 2.G.4 Research-Based Methods 2.G.3 Research-Based Questioning Approaches for ELLs			learning how to read in the English language. <ul style="list-style-type: none"> Review and discuss effective and research-based strategies. Analyze and describe personal application possibilities using learned techniques, tools, and resources. View and analyze video demonstrating effective strategies for teaching ELLs how to read. Instructors will evaluate assignments 1, 2 and 3 for understanding of understanding of similarities and differences between home language and second language reading development. Students will embed this understanding through lesson design and action steps taken to differentiate and execute classroom strategy. 	
		2.G.1	Apply comprehensive instructional practices, including writing experiences that integrates the reading components. ★	Read and listen to articles, content/mini-lectures: <ul style="list-style-type: none"> Writing as a process of meaning construction for print and digital media, text to enhance oral language 	

				<p>development as writing and language reinforce each other.</p> <ul style="list-style-type: none"> • Review and discuss tools for, and examples of, teaching methods that use multiple media, print and digital resources; discuss examples of meaning construction through writing as it works into improved reading fluency and comprehension. • Discussion of and reflection on classroom applications. 	
		2.G.3	Use resources and research-based practices that create information intensive environments (e.g., diverse classroom libraries, inquiry reading).	<ul style="list-style-type: none"> • Hands-on Internet research for research-based approaches, strategies, techniques to pool into a Wiki space for sharing and use in embedded lessons for classroom implementation. • Use research to embed as justification for strategy selection and methods used in job-embedded assignments scaffolded and submitted in modules 16, 18 and 20. 	
		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).	<ul style="list-style-type: none"> • Review and discuss tools for, and examples of, teaching methods that use multiple media, print and digital resources and other research-based strategies. • Make collaborative decisions on selection of research-based 	

				<p>strategies to use in classrooms and embed in comprehensive lessons for practical instructional planning. Instructors will grade these assignments to monitor understanding and participation, and factor all into the final course grade.</p> <ul style="list-style-type: none"> • Discussion of, and reflection on classroom application • Read and listen to articles, content/mini-lectures: • Identifying evidence-based practices and researches; how to identify evidence-based resources, how to align them to instructional practices and individual student needs in domain specific and grade appropriate print and digital text. • Review and discuss the evidence-based process, tools, and resources. 	
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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
No. RL-ED-221 Foundations of Assessment and Tiered Intervention Strategies Component# 1013003 Similar college courses and substitutions as per 6A-4.0292 Specialization Requirements for the Reading Endorsement as applied by FL DOE will be acceptable.	Content Books: 3.2, 3.1 RTI and the Florida MTSS 3.1 Language Proficiency Assessments 3.2 Informal Reading and Vocabulary Assessments for Older Readers 3.2, 3.3 Running Records and Reading Inventories for Young Readers 3.2, 3.3, 3.1 Marching Readers to Text 3.1, 3.3, 3.4 Scoring Systems 3.1, 3.3, 3.4 Valid, Reliable Assessments 3.1, 3.3 3.4 Quantitative Assessments	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.	Read and listen to articles, content/mini-lectures: <ul style="list-style-type: none"> Guided and interactive discussions on assessments: concepts, types, progress monitoring, prior experiences, use of data. Application of Theory: <ul style="list-style-type: none"> Engage in practice activities: using data sets, drawing conclusions about student work/data, actionable next steps and “what if”, “first this then...” and respond to hypothetical scenarios Use data protocols in structured discussion forums to collaborate on student data, and to analyze assessment data from which application of measurements can be drawn and conclusions made for on-going instructional planning. For example: running records, word lists, comprehension inventories, reading fluency measurements, DIBELS ,oral 	<ul style="list-style-type: none"> Guided and interactive discussions on formal assessments: norm-referenced, criterion-referenced, data interpretation, use and implementation of strategy. Practice activities: data sets, conclusions, next steps and “what if”, “first this then...” scenarios Self-check quiz on data types: formative, interim, normative, pre, post, summative, norm-referenced, criterion-referenced. Scenario-based practice activities (essay questions, instructor scored): interpreting and quantifying data; screening students, progress monitoring and diagnosis. Scenario-based practice activities (essay questions, instructor scored). Final 10-question course quiz
		3.1	Understand and apply measurement concepts and characteristics of reading assessments.		

	<p>3.1, 3.2 3.5, 3.10 Qualitative Assessments: formative and interim</p> <p>3.1, 3.5, 3.10 Questioning Strategies</p> <p>3.1, 3.4, 3.5, 3.10 Assessment of English Language Learners Through Questioning</p> <p>3.3, 3.4, 3.5, 3.7 3.9 Standards-Based Assessment and Instructional Practices</p> <p>3.6, 3.7, 3.10 Curriculum Mapping</p> <p>3.2, 3.5, 3.9, 3.10, 3.11 Diagnosing Dyslexia</p> <p>3.5, 3.6, 3.7, 3.11 Diagnosing</p>			<p>reading fluency probes, CBMs and writing probes.</p> <ul style="list-style-type: none"> • Discuss the purposes of Assessments; foundational concepts, types of assessments. Make informed classroom decisions about student assessment and select an assessment type to use in a classroom of students, small group of students, or one-on-one in the absence of a real classroom. Discuss the assessment results with colleagues, peers and the instructor in discussion forums. Make decisions about differentiation technique and embed these decisions in modified lesson plans to be submitted in Assignments 1 – 3 for grading by the instructor. • Engage in guided and interactive discussions with instructors and peers on concepts and foundations of assessments, prior knowledge and experiences, plan for action-based classroom next-steps based on data conclusions drawn from assessments 	
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	<p>Other Reading Challenges 3.2, 3.5, 3.6, 3.7</p> <p>Formative Assessments: Best Practices and Progress Monitoring 3.6, 3.10, 3.11</p> <p>Other Reading Challenges Among Students 3.7, 3.8</p> <p>Portfolio Assessment: Process and Product 3.3, 3.4, 3.6, 3.7</p> <p>Assessments for English Language Learners 3.3, 3.4, 3.9</p> <p>Cultural Awareness and Bias in Assessments 3.1, 3.6, 3.7</p> <p>Assessment Modifications and Accommodations</p>			<p>administered in classrooms or one-on-one with students.</p> <ul style="list-style-type: none"> • Continue to analyze sample data as part of course instruction for differentiation and instructional planning; discuss analysis, and apply new learning to classrooms or one-on-one with students via on-going progress monitoring. • Analyze authentic classroom data or student data whenever possible and practical; discuss instructional applications and classroom implementation. Use these discussions to continue to modify lessons for submission in Assignments 1-3. • Investigate and pursue practice activities: interpreting and analyzing summative data sets, reporting results, analyzing for reliability and validity. • Discuss the role of progress monitoring and use for progress monitoring data in planning and instruction, 	
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	<p>3.3, 3.4 Looking at, and Reflecting on, Data</p> <p>3.6, 3.7, 3.9 Data Action Plans</p> <p>Video:</p> <p>3.2, 3.1, 3.6, 3.7 Taking a Running Record https://www.youtube.com/watch?v=LUr1og9IPWM</p> <p>3.1, 3.2, 3.6, 3.7 Coding a Running Record https://www.youtube.com/watch?v=votEntroelQ</p> <p>3.1, 3.2, 3.6, 3.7 Analyzing a Running Record https://www.youtube.com/watch?v=jz5fe9yeoEY</p> <p>3.1, 3.5, 3.10 Asking Effective Questions</p>			<p>and for effective differentiation.</p> <ul style="list-style-type: none"> • Submit formal reflections on progress monitoring data, from which to modify classroom or one-on-one student lessons and reapply previous lessons (modified) in the classroom. • Understanding Dyslexia <ul style="list-style-type: none"> ○ What is Dyslexia? ○ Assessment and Diagnosis of Dyslexia ○ Tiered Intervention Strategies for Dyslexia: Grades K-3, 4-8, 9-12 • Tiered Intervention Strategies for Other Reading Challenges <ul style="list-style-type: none"> ○ What are Diminished Phonological Processing Skills? ○ Other Reading Challenges That Effect Phonological Processing Skills. ○ Assessment and Diagnosis of Other Reading Challenges ○ Strategies for Teaching Students 	
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	https://www.teachingchannel.org/video/questions-for-inquiry-based-teaching 3.1, 3.5, 3.10			with Diminished Phonological Processing Skills	
	Tiered Exit Cards https://www.teachingchannel.org/video/student-daily-assessment 3.1, 3.5, 3.10	3.3	Understand the purpose of various <u>formal assessments</u> including the differences between norm-referenced and criterion-referenced assessments and how to interpret data reports.	Read and listen to articles, content/mini-lectures: <ul style="list-style-type: none"> Purposes of and differences in formal assessments: norm-referenced, criterion-referenced; how to interpret data, reporting data, use of data. Application of Theory: <ul style="list-style-type: none"> Engage in peer/scholarly discussions on assessments, data analysis, classroom application of formative and summative writing assessments Identify a norm-referenced and a criterion-referenced assessment to administer each of them in the classroom or one-on-one with a student. Report back on the results and analysis of results. Use the results to embed in differentiation plans for Assignments 1-3 after receiving qualitative feedback from peers and instructor. Assignments 1-3 will also be graded with qualitative feedback from the instructor. 	
	Analyzing Shakespeare Through Questioning https://www.teachingchannel.org/video/common-instructional-framework-shakespeare 3.9, 3.7, 3.6, 3.10	3.4	Understand the meaning of test reliability, validity and standard error of measurement, and describe major types of derived scores from standardized tests.		
	Unpacking a Learning Target https://vimeo.com/44052219	3.1	Understand and apply measurement concepts and characteristics of reading assessments.		
		3.5	Demonstrate knowledge of the characteristics, administration and interpretation of both quantitative and		

			<p>qualitative instructional assessments (to include each of the following: screening, progress monitoring, diagnosis and outcome measures).</p>	<ul style="list-style-type: none"> Engage in peer discussions in the use of data protocols for looking at student work/artifacts and other student data drawn from the above work on norm versus criterion referenced assessments. <p>Read and listen to articles, content/mini-lectures:</p> <ul style="list-style-type: none"> Test reliability, validity, standard error of measurement, frames of reference, derived scores in standardized assessments. <p>Application of Theory:</p> <ul style="list-style-type: none"> Engage in practice activities “looking at student work” using selected discussion protocols that lead to action steps Pursue practice action plan settings using “Data Action Template” <p>Read and listen to articles, content/mini-lectures:</p> <ul style="list-style-type: none"> Concepts and foundations of assessments <p>Application of Theory:</p> <ul style="list-style-type: none"> Discuss assessments as a Problem-solving Process; solve scenarios that include similar problem-solving 	
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				<ul style="list-style-type: none"> Discuss and propose research-based solutions for on-going progress monitoring of student learning <p>Read and listen to articles, content/mini-lectures:</p> <ul style="list-style-type: none"> Characteristics and administration of quantitative and qualitative assessments, assessment data: screening, progress monitoring, diagnosis, and outcome measurement. <p>Application of Theory:</p> <ul style="list-style-type: none"> Analyze and discuss qualitative and quantitative assessment data (sample data or authentic classroom data when possible) Create lesson plans using authentic student data Differentiate using authentic student data Modify existing lessons using authentic student data and reflection 	
		3.6	Analyze data to identify trends that indicate adequate progress in student reading development.	<p>Read and listen to articles, content/mini-lectures:</p> <ul style="list-style-type: none"> Learning using baseline, midline and end line assessments (beginning of 	

		3.7	<p>Understand how to use data within a systematic problem-solving process to differentiate instruction, intensify intervention and meet the needs of all students (e.g., grouping practices, appropriate curriculum materials).</p>	<p>year, middle of year, and end of year). Identify student trends and submit differentiated lesson plans based on these trends, i.e., leveling students in groups, leveling libraries, identifying reading stages, language stages, and using both teacher and student-facing rubric criteria to progress monitor and continue to move up student progress.</p> <ul style="list-style-type: none"> • View video demonstrating classroom administration of assessments, multiple uses of data, analyzing data in teams. <p>Application of Theory:</p> <ul style="list-style-type: none"> • Use authentic student data to problem-solve after having scholarly, peer-led discussions about the data in structured discussion forums. Differentiate instruction based on the data with the goal of intensifying instruction to meet the needs of all students. Identify, select and use appropriate curriculum materials for example, group students based on data, apply flexible grouping to integrate instructional practices, assign 	
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				<p>leveled reading to students for instruction and independent reading through shared and guided reading sessions.</p> <ul style="list-style-type: none"> Continue to analyze data and screen students for on-going progress monitoring in classrooms and / or one-on-one. Plan using the data, differentiate, and apply these planned and differentiated practices in the classroom. Have peers observe and provide qualitative feedback using an identified feedback protocol (such as Notice & Wonder) on classroom practices. Use this feedback to modify lessons and reteach. *In the absence of peer observation, take a self-video and submit it to the instructor for feedback. Submit reflection on the video and the teaching experience. Discuss data decision-making and develop data action plans. 	
		3.8	Identify appropriate criteria for selecting materials to include in portfolios for	Read and listen to articles, content/mini-lectures on portfolio assessment and	

			<p>monitoring student progress over time.</p>	<p>student progress monitoring using portfolio assessments:</p> <ul style="list-style-type: none"> • Student progress monitoring using portfolios; artifacts of learning: macro data, micro data (Venables, 2011) <p>Application of Theory:</p> <ul style="list-style-type: none"> • Identify appropriate criteria for selecting materials to include in student portfolios for student progress monitoring. For example, create sample portfolios to help students understand the concept of and purpose for portfolios; identify or create rubrics to score portfolios with, both student and teacher facing; create lists of portfolio artifacts for inclusion in portfolios and create student-facing checklists to aid in their selection of artifacts for inclusion. • Incorporate and implement portfolios in classrooms or with small groups of students in the absence of a classroom. Submit a formal reflection into the course on the experience of including portfolios in the classroom. Receive feedback from peers and instructor on this reflection, and use it to 	
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				<p>modify portfolio criteria moving forward.</p> <ul style="list-style-type: none"> • Include a portfolio component in comprehensive lesson plans due in Assignments 1-3 to be factored into a final course grade for full course completion. • Tier and teach classroom tasks using data from progress monitoring and portfolio completion. Use tiering strategies for progress monitoring in classrooms and / or one-on-one with students, and submit for discussion and reflection the experiences. Embed tiering strategies in Assignments 1-3 through Modules 16, 18, and 20. 	
		3.9	<p>Identify interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners.</p>	<p>Read and listen to articles, content/mini-lectures:</p> <ul style="list-style-type: none"> • Interpretive issues that may arise when assessments in English are used to measure reading proficiency among ELL students, for example issues of text complexity, language proficiency (ELP), linguistic complexity of assessment items, accommodations, and cultural competencies. <p>Application of Theory:</p>	

				<ul style="list-style-type: none"> Analyze and interpret real/authentic assessment results for ELLs and struggling learners taken from classrooms or one-on-one sessions with students; in the absence of authentic assessment data, use practice data. Discuss results with peers for feedback using specific research-based feedback protocols. Use these discussions and the data analysis to differentiate lesson plans, and embed in Assignments 1-3 after having taught them in classrooms and one-on-one. Modify accordingly. Analyze and design lessons using authentic classroom data for progress monitoring; strategies for progress monitoring 	
		3.10	Identify appropriate assessments and accommodations for monitoring reading progress of all students.	Read and listen to articles, content/mini-lectures: <ul style="list-style-type: none"> Analyzing various assessments for reading and align assessments to standards Identifying standards-based formative assessments to embed in comprehensive lessons. 	
		3.11	Identify and implement appropriate and allowable		

			<p>accommodations as specified in the Individual Educational Plan or 504 Plan when assessing students with disabilities in the area of reading.</p>	<ul style="list-style-type: none"> • Identification of appropriate and allowable accommodations for individual students on IEPs or 504s • Using data for progress monitoring of Tier 2 and 3 students, IEPs and 504s; application of strategies for progress monitoring • Identifying appropriate assessments and student accommodations for monitoring reading and on-going progress monitoring. <p>Application of Theory:</p> <ul style="list-style-type: none"> • Identify appropriate and allowable accommodations for individual students on IEPs or 504s; prepare differentiation plans for these students based on data. • Administer assessments and apply the student accommodations in classrooms or one-on-one with students. Use the data for on-going progress monitoring to differentiate, group, and level students appropriately, and from which to select and align standards-based formative assessment 	
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				<p>criteria to comprehensive lessons.</p> <ul style="list-style-type: none"> • Implement these comprehensive lessons in classrooms or one-on-one with students in the absence of a classroom. Have a peer observe and provide qualitative feedback on the instruction, as well as interview students to analyze lesson outcomes and field test strategies. Use qualitative feedback from observation (or video and reflect when peer observation isn't possible or practical) to modify lessons for re-teaching and embedding in final comprehensive lessons submitted in Assignment 3, Module 20 for a final grade and qualitative feedback. • Continue to analyze and use data for on-going progress monitoring and include specific strategies for progress monitoring of special needs students to include those on IEPs, 504s, and identified Tiers 2 and 3 students through benchmark assessments: beginning of year, midline, and end line assessments. 	
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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
No. RL-ED-112 Differentiating Instruction and Assessments: Foundations of Differentiation Component# 1013011 Similar college courses and substitutions as per 6A-4.0292 Specialization Requirements for the	Content Books: 4.7, 4.5, 4.6 Language Acquisition and DI 4.7, 4.5, 4.6 Stages of Language Acquisition and Instructional Impact 4.4, 4.1, 4.3, 4.10, 4.18 Theories of Language Acquisition and Differentiation for ELLs 4.1, 4.2, 4.4, 4.8, 4.10, 4.19, 4.18 The Needs of Struggling	4.7	Compare language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities.	Read, listen, and respond to articles, content/mini-lectures: <ul style="list-style-type: none"> Lesson differentiation practice Plan, teach, reflect in discussion forum, adjust lesson(s) for reteaching Guided and interactive discussions on lecture and video Compare/contrast activities, scenario-based Submit scenario responses into forums for peer and instructor feedback focused on the characteristics of reading proficiency. Use new information to design and/or modify lessons for classroom differentiation implementation or one-on-one student instruction, based on the characteristics among students. Application of Theory:	<ul style="list-style-type: none"> Essay response activities: 5 scenario questions on differentiating for ELLs, struggling learners, and advanced learners Self-check rubrics with peer feedback Embed strategies into lessons and units (instructor scored) Pre-test on Differentiation Embed tools and resources that differentiate into lessons and units of study Self-check quiz on differentiation fundamentals
		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. ★		

<p>Reading Endorsement as applied by FL DOE will be acceptable.</p>	<p>Readers and Intervention 4.3, 4.1, 4.10, 4.8 4.19, 4.18 ELLs and Struggling Readers 4.4, 4.6, 4.12, 4.14, 4.13, 4.16 Differentiating for Dyslexia 4.6, 4.4, 4.13, 4.13 Integrating Learning Styles and Multiple Intelligences 4.14, 4.17 Student Peer Coaching 4.8, 4.12, 4.14, 4.1, 4.3, 4.10, 4.18, 4.19 Selecting and Modifying Materials to Differentiate 4.11, 4.9, 4.2, 4.16 Tiering and Scaffolding 4.9, 4.13, 4.16 Best Assessment</p>			<ul style="list-style-type: none"> • Apply knowledge of characteristics of reading proficiency, for example using the Stages of Reading criteria, to identify characteristics of reading proficiency among classroom students, or small groups of students when classrooms are not accessible or feasible. • Identify the characteristics, and group students accordingly using leveled reading material to differentiate instruction. Teach with differentiated lesson plans and apply scaffolded criteria as students work. • Have a peer observe and provide qualitative feedback on instruction. Reflect on teaching in discussion forums. Or peer-to-peer and use qualitative feedback to modify lessons. Submit modified strategies/lessons and embed in Assignments 1-3 for factoring into a final course completion grade. • Submit lesson design and embed in Assignments 1-3 to factor into final course grade to include: appropriate 	
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	<p>Practices, Reading and Questioning 4.9, 4.13 Rubrics, Reading Inventories and More 4.12, 4.14, 4.13, Differentiating with Data 4.10, 4, 16, 4.18 Research-Based Differentiation Practices for Reading and Language Development 4.6, 4.13, 4.16 Assessing Exceptional Children With (and without) F.E.A.R. 4.6, 4.1, 4.3, 4.10, 4.18, 4.16 Differentiating for Critical Reading, Writing and Thinking</p>		<p>scaffolds for language development, cognitive development as scaffolding will impact reading proficiency, modifying for grade-appropriate scaffolds. Lesson differentiation and scaffolds will be applied to classrooms, small groups, or one-on-one after receiving qualitative peer and / or instructor feedback from which to modify and teach (or re-teach).</p> <ul style="list-style-type: none"> ○ Course instructors will use rubric criteria to evaluate learner progress along a continuum of course progression, assignment completion, lesson execution, and adoption of qualitative feedback. <p>Read, listen, and respond to articles, content/mini-lectures:</p> <ul style="list-style-type: none"> • Guided and interactive discussions. • Primary, intermediate, secondary reading traits; grade and age appropriate stages of reading development, characteristics 	
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	<p>4.17, 4.16 Writing Across the Curriculum 4.17, 4.16 The Six Analytical Writing Traits 4.1, 4.16, 4.14, 4.18 Differentiating for Students With Disabilities Video: 4.1, 4.3, 4.8 Total Physical Response https://www.teachingchannel.org/video/vocabulary-english-language-learners</p>			<ul style="list-style-type: none"> • Intervention strategies and apply new knowledge to lesson design. • Review and analyze various lesson models that scaffold and differentiate. • Review video of classroom differentiation strategies and analyze in discussion forums with peers and instructors. • Reading and cognition; characteristics of cognitive development in reading proficiency; struggling readers; the reading writing connection • Reading and cognition; characteristics of cognitive development in reading proficiency; struggling readers; the reading writing connection 	
	<p>4.1, 4.2, 4.3, 4.8, 4.9, 4.10, 4.11 Scaffolding Literacy for ELLs https://vimeo.com/99825098 4.9, 4.13, 4.19 Data Walls https://www.teachingchannel.org</p>	<p>4.4</p>	<p>Identify factors impeding student-reading development in each of the reading components or the integration of these components.</p>	<ul style="list-style-type: none"> • Differentiation: Student readiness, reading development, stages of reading and writing development and differentiation <p>Application of Theory:</p> <ul style="list-style-type: none"> • Identify specific students in classrooms, small groups or one-on-one work who are struggling. Scaffold instruction 	
		<p>4.11</p>	<p>Scaffold instruction for students having difficulty in each of the</p>		

	<p>g/video/differentiated-instruction-with-data-walls 4.9, 4.13, 4.17 Analyzing a Running Record https://www.youtube.com/watch?v=jz5fe9yeoEY 4.9, 4.13, 4.17, 4.19 Data Carousels https://www.teachingchannel.org/video/data-carousels-improve-instruction 4.17, 4.1, 4.17 What is Critical Literacy? https://www.youtube.com/watch?v=HgUOdInej4U 4.17, 4.1, 4.17 How do we Teach Critical Literacy?</p>		<p>components of reading. ★</p>	<p>specifically for these students, and apply the scaffolding to a lesson in the classroom or one-on-one with the student. Have a peer observe this instruction (one peer teach and observe, then reverse), and submit these observations with qualitative feedback for lesson modification and further design with scaffolds adjusted based on student lesson response, outcome data, and qualitative feedback. Reteach accordingly.</p> <ul style="list-style-type: none"> • Embed scaffolds for applicable sections in Assignments 1-3 that require strategies for struggling learners. These assignments will factor into a final course completion grade. • Practice tiering tasks and scaffolding instruction for the components of reading and writing: phonics, fluency, writing process, differentiating in digital and print; strategies for teaching and differentiating effective reading comprehension and fluency by embedding strategies into lessons, teaching, and modifying to 	
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	https://www.youtube.com/watch?v=hmncFf-hgxA			<p>continue to differentiate for mixed ability classrooms and groups.</p> <ul style="list-style-type: none"> Review and respond to video of classroom differentiation strategies 	
		4.12	<p>Implement a classroom level plan for monitoring student reading progress and differentiating instruction. ★</p>	<p>Application of Theory:</p> <ul style="list-style-type: none"> Apply new learning to lesson and unit development. Continue to progress monitor classrooms, apply tiered questioning and differentiation in classrooms or one-on-one if a classroom is not accessible. Write reflective responses about the application of this teaching, and modify lessons accordingly. Embed modified components to applicable sections for grading in Assignments 2 and 3. Adopt a leveling system, such as Scholastic Wizard, or a Lexile system. Use running record or another similar reading assessment to assign levels to students. Continue to progress monitor and adjust levels accordingly. Track student-reading progress by interpreting and analyzing data. Report data in Assignments 2-3, adjust 	

				<p>instruction accordingly and report results of lesson modification.</p> <ul style="list-style-type: none"> • Instructors will provide qualitative feedback on assignments 1-3 or return to students for revision and resubmission. • Review video of classroom differentiation strategies, discuss with peers, and adjust lessons. <p>Read, listen, and respond to articles, content/mini-lectures:</p> <ul style="list-style-type: none"> • Differentiating for Dyslexia <ul style="list-style-type: none"> ○ What is Dyslexia? ○ Diagnosing Dyslexia ○ Differentiated Teaching Strategies for Students with Dyslexia in Mixed-ability Classrooms: Grades K-3, 4-8, 9-12 • Identifying, Diagnosing, and Differentiating Instruction for Other Reading Challenges <ul style="list-style-type: none"> ○ Students with Diminished Phonological Processing Skills? ○ Challenges That Effect Phonological Processing Skills 	
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		4.14	Implement research-based practices in comprehension, oral language, phonological awareness, phonics, fluency and vocabulary to differentiate instruction for all students. ★	Application of Theory: <ul style="list-style-type: none"> Plan for application and implementation of research-based differentiation practices for: reading comprehension, vocabulary, oral language practices. Deliver an instructional plan including strategies for each in classrooms with students, or one-on-one if a classroom is not accessible. Teach the strategies and reflect on them within 24 hours in reflection forums. Write up a formal reflection, and modify lessons based on reflection and peer-to-peer feedback using a specific feedback protocol such as Sweeney's model for feedback, Notice & Wonder (Venables, 2011), or another peer coaching feedback protocol. Assess students for lessons taught and monitor student progress using data from vocabulary, oral reading, and reading comprehension instruction and assessments. Assessment will include before, during, and after using a pre-assessment such as 	
		4.13	Monitor student progress and use data to differentiate instruction for all students. ★		

				<p>KWL, entrance ticket or a summative assessment based on prior knowledge, formative assessment using post-its or walk-around and anecdotal notes, and a rubric or written assignment for post-assessment. Analyze data and write up a reflective statement along with modified lesson plan for re-teaching.</p> <ul style="list-style-type: none"> • Embed modified teaching strategies into Assignments 1-3 for final grade and as criteria for satisfactory course completion. <p>Continue to glean new information by reading and listening to articles, content/mini-lectures and conducting independent research (action research):</p> <ul style="list-style-type: none"> • Lesson and unit development: progress monitoring, tiered questioning, differentiation • Review video of classroom differentiation strategies 	
		4.9	Plan for instruction that utilizes increasingly complex print and digital text,	<p>Application of Theory:</p> <ul style="list-style-type: none"> • Read and research to glean new information and knowledge on tiering tasks for 	

			embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups. ★		
		4.15	Implement research-based instructional practices for developing students' higher order thinking. ★	<p>complex text in digital and print formats; reading differences in digital and print; strategies for teaching and differentiating effective reading comprehension</p> <ul style="list-style-type: none"> Plan for implementation of instruction that utilizes new learning and provides classroom (or one-on-one student) application for increasingly complex print and digital text; tier for this text and embed assessments that include scaffolding. Teach, have a peer observe, receive qualitative feedback using a research-based protocol in a rubric, include a self-reflection component, modify the lesson and re-teach for students whom which data conclude they need re-teaching. 	
		4.16	Implement research-based instructional practices for developing students' ability to read critically. ★	<ul style="list-style-type: none"> Continue to tier instruction and scaffold for complex print and digital text, applying leveled print as needed and depending upon if reading is independent or instructed. Plan instruction that develops higher order and critical reading (reading for critical thinking) for classroom (or one-on-one student) 	

				<p>application HOT and critical literacy, critical thinking methods. Embed assessments that include HOT questions, critical literacy writing prompts or another formative assessment using rubrics as a scoring guide for HOT and critical thinking.</p> <ul style="list-style-type: none"> • Have a peer observe, receive qualitative feedback using a research-based protocol in a rubric, include a self-reflection component, modify the lesson and re-teach for students whom which data conclude they need re-teaching. • Take information from data analysis post-instruction and feedback and embed into comprehensive lessons in Modules 16, 18 and 20 for peer and instructor feedback, and for contribution to final course completion. <p>Read, listen, and respond to articles, and content/mini-lectures:</p> <ul style="list-style-type: none"> • Lesson and unit development: progress monitoring, tiered questioning, differentiation • Review video of classroom differentiation strategies 	
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				<ul style="list-style-type: none"> • Critical literacy, reading critically • Review video of classroom differentiation strategies for tiering, questioning, higher-order thinking, and critical literacy 	
		4.17	Implement research-based instructional practices using writing to develop students' comprehension of text. ★	Application of Theory <ul style="list-style-type: none"> • Contribute planned writing assignments that incorporate writing strategies that develop students' comprehension of text. Plan using pre, during, and post-writing activities throughout a comprehensive lesson and development. • Apply writing theory (stages of writing development) to planned writing activities. • Apply writing instructional practices in classrooms or one-on-one with students to develop comprehension of text. Use writing as a vehicle for pre-reading, during reading, and post-reading. I.e., pre-writing anticipation guides, prior knowledge responses, vocabulary in context. Teach it as a vehicle for reading comprehension to students in classrooms or one- 	

				<p>on-one if a classroom is not accessible.</p> <ul style="list-style-type: none"> Engage a peer to observe the teaching of writing to students, and debrief the observation with qualitative feedback. If a peer is not possible or feasible, video the lesson and provide a written reflection for evaluation and feedback in the course. Once feedback is received, use the feedback to modify and/or differentiate and reteach if necessary. Embed the above teaching experiences and resultant lesson modifications in the final assignment in Modules 18 and 20 as a contribution to course completion and in consideration of overall course completion. 	
		4.1*	Understand and apply knowledge of socio-cultural, socio-political and psychological variables to differentiate reading instruction for all students. ★	Read and listen to articles, content/mini-lectures: <ul style="list-style-type: none"> Fundamentals of differentiation of instruction; understanding of socio-cultural, socio-political and psychological variables in differentiating reading instruction for intervention 	
		4.8	Select and use developmentally	<ul style="list-style-type: none"> Review lesson models 	

			<p>appropriate materials that address sociocultural and linguistic differences.</p> <p>★</p>	<ul style="list-style-type: none"> • Review video of classroom differentiation <p>Application of Theory:</p> <ul style="list-style-type: none"> • Apply new learning theory by embedding strategies that reflect understanding of knowledge of socio-cultural, socio-political and psychological variables. Differentiate these strategies for all learners in classrooms or small groups. • Teach the differentiated lessons using culturally friendly, research-based practices to embed understanding of socio-cultural, political, and psychological variables to students. Use writing prompts, peer discussions, prior knowledge guides, reflective journals, and other criteria as catalysts to such instruction. Teachers must apply knowledge of pre, during, and post reading and writing theory to undertake the full spectrum of understanding as it articulates to and for students in their classrooms. • Once lessons have been taught, debrief with a peer 	
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				<p>and exchange ideas, best practices. Engage in action planning to embed new learning, experiential learning, and best practices into comprehensive lessons for further classroom teaching.</p> <ul style="list-style-type: none"> • Comprehensive lessons will be turned in for qualitative feedback prior to teaching or re-teaching. • Example: use works of Portalupi & Fletcher, Simon Rodberg, Kylene Beers, and Rothstein & Lauber, and others to identify and apply culturally friendly strategy that aligns with standards and students' language proficiencies. 	
		4.2	<p>Understand the stages of English language acquisition for English language learners and differentiate reading instruction for students at different levels of English language proficiency. ★</p>	<p>Read, listen, and respond to articles, content/mini-lectures:</p> <ul style="list-style-type: none"> • Stages of language acquisition for ELLs; differentiated reading approaches for ELLs. <p>Application of Theory:</p> <ul style="list-style-type: none"> • Apply the stages of English language acquisition through approaches that differentiate for students at multiple language proficiency levels. Select strategies that align 	
		4.3*	<p>Understand and apply current theories of second language</p>		

			acquisition to differentiate instruction for English language learners of diverse backgrounds and various levels of prior education. ★	with curriculum in use, and/or standards taught.	
		4.8	Select and use developmentally appropriate materials that address sociocultural and linguistic differences. ★	<ul style="list-style-type: none"> • Select developmentally appropriate materials that address the sociocultural and linguistic differences among students. Embed these materials in lessons to be taught in classrooms, and ultimately into Assignments 1-3, and share them in learning forums in “give one get one” sessions. • Teach using sociocultural-friendly materials and differentiate them specifically for ELL students and their varying levels of linguistic differences and proficiencies. Once a lesson has executed, debrief on the lesson with an observing peer and modify the lesson. Embed these modified strategies into Assignments 1, 2, and 3 for final course completion. • Instructors will grade final projects in Modules 16, 18 and 20. 	
		4.10	Differentiate reading instruction for English language learners with various levels of first language literacy. ★	<p>Continue to read, listen, and respond to articles, content/mini-lectures:</p>	

				<ul style="list-style-type: none"> • Theories of differentiation of instruction for ELLs; cultural and linguistic diversity and differentiation of instruction • Developmentally appropriate tools and resources that differentiate for sociocultural and linguistic abilities. • Intervention strategies: analyzing resources, identifying tools for intervention • Review lesson models • Review video demonstrating classroom strategies; discuss in forums • Tiering tasks for complex text in digital and print formats, specific to ELLs; tiering vocabulary for ELLs; reading differences in digital and print; strategies for teaching and differentiating effective reading comprehension 	
		4.18	Implement appropriate and allowable instructional accommodations as specified in the Individual Educational Plan or 504 Plan when differentiating	Read, listen, and respond to articles, content/mini-lectures: <ul style="list-style-type: none"> • Lesson and unit development: progress monitoring, differentiating for modifications and accommodations for IEPs and 504 plans. 	

			instruction for students with disabilities.	<ul style="list-style-type: none"> Review video of classroom differentiation strategies 	
		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. ★	Application of Theory: <ul style="list-style-type: none"> Implement appropriate and allowable instructional accommodations as specified in students' IEP or 504 plans to differentiate for their various disabilities. Select specific approaches for IEP and 504 plan students and teach them in classrooms. Allow a peer to observe this teaching and complete a rubric to provide a catalyst for qualitative discussions to ensue in discussion forums. Analyze student data and modify instruction and assessments for students with significant cognitive difficulties while maintaining high expectations for achievement that reflect appropriate levels of access to the general educational curriculum. Hold pre and post discussions in learning forums about the above differentiation approaches specific to special populations of students. Embed what worked into final projects to be graded and 	

				<p>factored into full course completion.</p> <p>Continue to read, listen, and respond to articles, content/mini-lectures:</p> <ul style="list-style-type: none"> Lesson and unit development: progress monitoring, differentiating for modifications and accommodations for IEPs and 504 plans. Review video of classroom differentiation strategies for special needs students 	
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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 (<i>If there are no required readings, put N/A in the column.</i>)	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative and Formative Assessment
No. RL-ED-256 Demonstration of Accomplished	Content Books: 5.3, 5.1, 5.4 Using Reading Data for Planning: A Refresher	5.3	Demonstrate research-based instructional practices for developing oral/aural language development. ★	<ul style="list-style-type: none"> Read, analyze and appropriate to applicable lessons content and mini-lectures from competencies 1-4 to include pragmatics, vocabulary and text structure, comprehension 	<ul style="list-style-type: none"> Plan culminating comprehensive lessons and units where applicable. Include scaffolding and differentiation using research-based instructional practices

<p>Practices in Reading,</p> <p>Component# 1013006</p> <p>Similar college courses and substitutions as per 6A-4.0292 Specialization Requirements for the Reading Endorsement as applied by FL DOE will be acceptable.</p>	<p>5.4 Locating and Accessing Resources 5.1, 5.4, 5.8 Using Reading Data for Planning: A Refresher 5.2, 5.3, 5.1, 5.4, 5.8, 5.11, 5.15 One and All: Reading, Writing, Speaking, and Listening for Grades K-5: A Refresher 5.2, 5.14, 5.4, 5.9, 5.10 Reading Across the Curriculum for Grades 6-12: A Refresher 5.2, 5.14, 5.9, 5.10, 5.11 Content and Pedagogy: Refresher 5.3, 5.1, 5.4, 5.11 Developing Oral Language</p>	5.1	<p>Use assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning. ★</p>	<p>of formal written language, or “academic language” and domain-specific text strategies; Big 5: phonological awareness, phonics, fluency, comprehension, vocabulary.</p> <ul style="list-style-type: none"> • Reflective discussions on syntax, semantics, pragmatics, vocabulary and text structure as applied to individual k-12 classroom instruction. 	<p>for classroom implementation.</p> <ul style="list-style-type: none"> • Scaffold instruction based on results of research-based evaluation tools such as custom-made rubrics or benchmark assessments,, reading interest inventories;, etc.
		5.14	<p>Use a variety of instructional practices to motivate and engage students in reading. ★</p>	<ul style="list-style-type: none"> • Peer-to-peer and peer-to-instructor (where applicable) discussions on text structure, vocabulary, and strategies for teaching academic language • Analyze resources for teaching academic language and academic vocabulary; reading, writing, listening, speaking and Big 5 as identified by National Reading Panel. • Review, analyze and embed in lessons to prepare for implementation: curriculum examples that teach text structure, readability, genre, text complexity, phonics, phonological awareness, comprehension and vocabulary. • Differentiate lessons for ELLs, students with dyslexia, IEPs, and struggling learners in 	<ul style="list-style-type: none"> • Report data in applicable assignment section and embed into lesson template for applicable scaffolding and differentiation. • Discuss plan with assigned district designee to ensure competencies 1-4 have culminated into a comprehensive lesson using research-based practices that cover all aspects of reading: phonological awareness, phonics, fluency, comprehension, vocabulary while engaging students in reading, writing, listening and speaking. • Teach lessons including all subskills needed to prepare, differentiate, accommodate all learners including ELLs and students with dyslexia, IEPs, include an overall student engagement plan;

	<p>Proficiencies Through Vocabulary: Refresher 5.2, 5.9, 5.10, 5.3, 5.1, 5.4, 5.14, 5.15 Oral Language, Written Language, and Reading Comprehension: Refresher 5.1, 5.5, 5.11 Phonological Awareness: Refresher 5.9, 5.10, 5.5, 5.14, 5.4, 5.8, 5.11, 5.15 Developmental Writing Grades K-5: Refresher 5.1, 5.5, 5.6, 5.4, 5.2 Reading Fluency: Refresher 5.1, 5.7, 5.14, 5.4, 5.8, 5.11, 5.15 Research-</p>			<p>general based on benchmark assessments and other district-wide assessment data.</p> <ul style="list-style-type: none"> • Discussion, reflection, embed in lessons to prepare for implementation on interaction of reader characteristics, strategies that motivate learners, setting purposes for reading, and text elements as they impact comprehension and student engagement • Discussion and reflection on planned classroom implementation of meaning construction using print and digital text, multimedia and new literacy approaches. • Guided and interactive discussion and reflection on the inferencing and its role in reading comprehension; how to teach inferencing, support vocabulary development, and the role and relevance of background knowledge; comprehension strategies and monitoring/self-correction strategies. • Guided and interactive discussion and reflection on the reading demands of domain specific texts. 	<p>differentiating per data analysis, modify plan as needed, reflect on teaching and continue to modify, teach, assess, and teach until a full lesson is executed with assessment results reported.</p> <ul style="list-style-type: none"> • Development of lessons that embed selected phonological awareness strategy for fluency and comprehension simultaneously. • Implement and reflect on lessons that teach phonological awareness, using benchmark assessments to evaluate and adjust lessons for differentiation based on student growth. • Portfolio submission: lesson plan with research-based practices applied. • Video lesson implementation (optional) for development in small or whole group instruction; identify and embed research-based strategies. • Portfolio submission of learning artifacts: lessons, units, curriculum maps
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	<p>Based Vocabulary Practices for All Content Areas: Refresher 5.11, 5.13 *include critical literacy and media literacy 5.11, 5.13 What is Critical Literacy? https://www.youtube.com/watch?v=HgUOdInej4U 5.11, 5.13 How do we Teach Critical Literacy? https://www.youtube.com/watch?v=hmncFf-hgxA 5.11, 5.13 Literacy Across the Curriculum: critical literacy, media literacy</p>			<ul style="list-style-type: none"> • Review, analyze, and discuss short video examples of classroom strategy for teaching semantics, pragmatics, academic vocabulary and text structure. • Impact of text on reading comprehension: genre, readability, coherence, text structure, text complexity; how to differentiate for readability, text complexity; how to modify curriculum for readability and text complexity. Comprehension • Review video examples of classroom strategies that teach and differentiate for text complexity, structure, and for teaching text complexity at various levels of readability • Embed video examples of applicable strategies into lessons for classroom implementation. • Implement planned lessons and follow-up with observation peer feedback. • Review and discuss video examples of classroom application strategies that include pre, during, and post reading activities; teaching text elements and strategies 	<ul style="list-style-type: none"> • Tiered action plan submission to include phonics skills, fluency, comprehension, and vocabulary instructional practices designed to meet the diverse needs of all students, engage all students, and accommodate all levels of reading proficiency. • All submitted lessons will be overseen by a district-designee to prescreen assignments, observe actual teaching, and provide an overall evaluation of teaching progress (using course rubric) in keeping with course objectives and submitted lesson implementation content.
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				for teaching text elements that impact comprehension, student engagement	
		5.4	Demonstrate research-based instructional practices for developing students' phonological awareness. ★	<ul style="list-style-type: none"> • Read and listen to articles, content/mini-lectures from competencies 1-4 on cognitive targets and the role of cognitive development in the construction of meaning making through informational texts. • Review and respond to discussion forums on identifying cognitive targets and using them to plan for instruction • Analyze and discuss video examples of classroom application of cognitive targets and strategies for meaning construction, “teaching to the brain”, long and short term recall. • Discussion of, and reflection on, theories of cognitive reading development (from competencies 1-4) and application of strategies geared to facilitating cognition and higher-order thinking in response to reading. • Teach job-embedded lesson plans using strategies that teach using a wide variety of 	
		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. ★		

				<p>print and digital texts for a variety of purposes that teach meaning construction using informational text, scaffold and differentiate for a diverse set of learners, and engage students including ELLs, students with dyslexia, IEP students, and struggling learners in general.</p> <ul style="list-style-type: none"> • Embed tools in lessons and teach using methods that use multiple media, print and digital resources; discuss examples of meaning construction through new literacies, multimedia, print and digital text. 	
		5.5	Demonstrate research-based instructional practices for developing phonics skills and word recognition. ★	<ul style="list-style-type: none"> • Review analyze and respond to articles, content and mini-lectures from Competencies 1-4 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. ★	<ul style="list-style-type: none"> • Discussion and reflection on phonics skills and word recognition as applied to individual k-12 classroom instruction. • Peer-to-peer discussions on phonics, phonological awareness, fluency, and word recognition strategies to be 	
		5.14	Use a variety of instructional practices		

			<p>to motivate and engage students in reading. ★</p>	<p>used in K-12 classroom settings.</p> <ul style="list-style-type: none"> • Analyze resources for teaching phonics, phonemic awareness, vocabulary, fluency, and reading comprehension. • Analyze and embed curriculum with strategies that teach the Big 5 as identified by the National Reading Panel. • Discussion, reflection, peer-to-peer written exchanges on interaction of reader characteristics, strategies that motivate learners, setting purposes for reading, and text elements as they impact comprehension and student engagement. • Teach with planned classroom implementation lessons meaning construction using print and digital text, multimedia and new literacy approaches; phonemic awareness, phonics skills, vocabulary, reading comprehension. • Teach students monitoring/self-correction strategies with peer-to-peer observation and feedback using designated feedback 	
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				<p>protocols, i.e., Notice and Wondering, 5-Points, etc.</p> <ul style="list-style-type: none"> • Guided and interactive discussion and reflection on the reading demands of early readers at all stages of reading development. • Review, analyze, and discuss short video examples of classroom strategy. • Impact of text on reading comprehension: genre, readability, coherence, text structure, text complexity; how to differentiate for readability, text complexity; how to modify curriculum for readability and text complexity. Comprehension • Review video examples of classroom strategies that teach and differentiate for text complexity, structure, and for teaching text complexity at various levels of readability • Discussion and reflection on readability and text structure, and the impact of text on early reading comprehension. • Embed instructional strategies that impact early reading comprehension in lessons for implementation. 	
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				<ul style="list-style-type: none"> • Implement strategy-based lessons, have a peer observe and engage in peer-to-peer feedback using designated feedback protocols for action learning. • Teach using engagement and motivational reading and writing practices with the aim of improving student outcomes in phonological awareness, phonics, fluency, reading endurance, reading comprehension skills, vocabulary, setting reading purposes, and writing in response to reading. Strategies may include, but not be limited to: KWLs, living word walls, Smartboard Word Walls, phonics games, jingles and rhymes, Jeopardy, etc. • Review and discuss video examples of classroom application reading endurance strategies for setting purposes to include pre, during, and post reading activities; teaching text elements and strategies for teaching text elements that impact comprehension, student engagement 	
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		5.6	Demonstrate research-based instructional practices for developing reading fluency and reading endurance. ★	<ul style="list-style-type: none"> • Read and listen to articles, content/mini-lectures on cognitive targets and the role of cognitive development in the construction of meaning making through informational texts. • Read, listen and respond to discussion forums on identifying cognitive targets and using them to plan for instruction • Analyze instructional data to continue to monitor student progress. Engage in PLCs or one-on-one with a peer to review student data, make instructional decisions and continually differentiate. • Discussion of, and reflection on, theories of cognitive reading development and application of strategies geared to facilitating reading, writing, listening, speaking with the aim of improving phonics, fluency, comprehension, and vocabulary. • Prepare and teach job-embedded lesson plans using strategies for reading cognitive development in early readers, application of 	
		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. ★		

				strategies for reading, writing, listening, and speaking with the aim of improving phonics, fluency, comprehension, and vocabulary.	
		5.7	Demonstrate research-based instructional practices for developing both academic and domain specific vocabulary . ★	<ul style="list-style-type: none"> Review analyze and respond to articles, content and mini-lectures from Competencies 1-4 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. ★	<ul style="list-style-type: none"> Discussion and reflection on phonics skills and word recognition as applied to individual k-12 classroom instruction. 	
		5.14	Use a variety of instructional practices to motivate and engage students in reading. ★	<ul style="list-style-type: none"> Peer-to-peer discussions on phonics, phonological awareness, fluency, and word recognition strategies to be used in K-12 classroom settings. Analyze resources for teaching phonics, phonemic awareness, vocabulary, fluency, and reading comprehension. Analyze and embed curriculum with strategies that teach the Big 5 as identified by the National Reading Panel. Discussion, reflection, peer-to-peer written exchanges on interaction of reader 	

				<p>characteristics, strategies that motivate learners, setting purposes for reading, and text elements as they impact comprehension and student engagement.</p> <ul style="list-style-type: none"> • Teach with planned classroom implementation lessons meaning construction using print and digital text, multimedia and new literacy approaches; phonemic awareness, phonics skills, vocabulary, reading comprehension. • Teach students monitoring/self-correction strategies with peer-to-peer observation and feedback using designated feedback protocols, i.e., Notice and Wondering, 5-Points, etc. • Guided and interactive discussion and reflection on the reading demands of early readers at all stages of reading development. • Review, analyze, and discuss short video examples of classroom strategy. • Impact of text on reading comprehension: genre, readability, coherence, text structure, text complexity; 	
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				<p>how to differentiate for readability, text complexity; how to modify curriculum for readability and text complexity. Comprehension</p> <ul style="list-style-type: none"> • Review video examples of classroom strategies that teach and differentiate for text complexity, structure, and for teaching text complexity at various levels of readability • Discussion and reflection on readability and text structure, and the impact of text on early reading comprehension. • Embed instructional strategies that impact early reading comprehension in lessons for implementation. • Implement strategy-based lessons, have a peer observe and engage in peer-to-peer feedback using designated feedback protocols for action learning. • Teach using engagement and motivational reading and writing practices with the aim of improving student outcomes in phonological awareness, phonics, fluency, reading endurance, reading comprehension skills, vocabulary, setting reading 	
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				<p>purposes, and writing in response to reading. Strategies may include, but not be limited to: KWLs, living word walls, Smartboard Word Walls, phonics games, jingles and rhymes, Jeopardy, etc.</p> <p>Review and discuss video examples of classroom application reading endurance strategies for setting purposes to include pre, during, and post reading activities; teaching text elements and strategies for teaching text elements that impact comprehension, student engagement</p>	
		5.2	Demonstrate research-based instructional practices for facilitating reading comprehension. ★	<ul style="list-style-type: none"> • Read and listen to articles, content/mini-lectures on cognitive targets and the role of cognitive development in the construction of meaning making through informational texts. • Read, listen and respond to discussion forums on identifying cognitive targets and using them to plan for instruction • Analyze instructional data to continue to monitor student progress. Engage in PLCs or one-on-one with a peer to 	
		5.9	Demonstrate research-based comprehension instructional practices for developing students' higher order thinking to enhance comprehension. ★		
		5.10	Demonstrate research-based instructional practices for		

			developing students' ability to read critically. ★	review student data, make instructional decisions and continually differentiate.	
		5.11	Demonstrate differentiation of instruction for all students utilizing increasingly complex print and digital text. ★	<ul style="list-style-type: none"> Discussion of, and reflection on, theories of cognitive reading development and application of strategies geared to facilitating reading, writing, listening, speaking with the aim of improving phonics, fluency, comprehension, and vocabulary. 	
		5.13	Create an information intensive environment that includes print and digital text.	Prepare and teach job-embedded lesson plans using strategies for reading cognitive development in early readers, application of strategies for reading, writing, listening, and speaking with the aim of improving phonics, fluency, comprehension, and vocabulary.	
		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. ★		
		5.15	Demonstrate intentional, explicit, systematic writing instruction as it relates	<ul style="list-style-type: none"> Review analyze and respond to articles, content and mini-lectures from Competencies 1-4 research-based instructional practices for developing writing skills. 	

			to the ability to read written language. ★	<ul style="list-style-type: none"> • Discussion and reflection on writing skills in response to reading as applied to individual k-12 classroom instruction. • Peer-to-peer discussions on using research-based writing strategies in K-12 classroom settings. • Analyze resources for teaching writing in response to reading, and all writing stages to include pre, during, and post-writing activities. • Analyze and embed curriculum with pre, during, and post-writing strategies engage the full spectrum of the writing process to include review, peer review, editing, and publication. • Discussion, reflection, peer-to-peer written exchanges on interaction of reader characteristics, strategies that motivate learners in writing and for writing engagement. • Teach with planned classroom implementation lessons meaning construction using writing as the vehicle and full spectrum of the writing process: reading, writing, listening, speaking, pre, 	
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				<p>during, and post-writing activities.</p> <ul style="list-style-type: none"> • Teach students monitoring/self-correction strategies with peer-to-peer observation and feedback using designated feedback protocols, i.e., Notice and Wondering, 5-Points, etc. • Guided and interactive discussion and reflection on the reading demands of early readers and writers at all stages of reading and writing development. • Review, analyze, and discuss short video examples of classroom writing strategy. • Embed and teach using instructional strategies that impact struggling writers, ELLs, IEP students and struggling learners in general. • Implement strategy-based lessons, have a peer observe and engage in peer-to-peer feedback using designated feedback protocols for action learning. • Teach using engagement and motivational reading and writing practices with the aim of improving student outcomes in phonological 	
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				<p>awareness, phonics, fluency, reading endurance, reading comprehension skills, vocabulary, setting reading purposes, and writing in response to reading.</p> <p>Strategies may include, but not be limited to: KWLs, living word walls, Smartboard Word Walls, phonics games, jingles and rhymes, Jeopardy, etc.</p>	
		5.12*	<p>Demonstrate skill in assessment and instruction with English language learners from diverse backgrounds and at varying English proficiency levels. ★</p>	<p>Read and listen to articles, content/mini-lectures:</p> <ul style="list-style-type: none"> Assess ELL students to determine cultural and language diversity and language proficiency. Review cultural and language diversity in assessments and use this data to embed strategies in lessons for student engagement. 	
				<ul style="list-style-type: none"> Teach lessons that include strategies for cognitive development in the construction of meaning making through informational texts. Analyze instructional data to continue to monitor student progress. Engage in PLCs or one-on-one with a peer to review student data, make 	

				<p>instructional decisions and continually differentiate.</p> <ul style="list-style-type: none"> • Discussion of, and reflection on, theories of cognitive reading development and application of strategies geared to facilitating reading, writing, listening, speaking with the aim of improving phonics, fluency, comprehension, and vocabulary. • Implement lessons using job-embedded lesson plans using strategies for reading cognitive development in early readers, application of strategies for reading, writing, listening, and speaking with the aim of improving phonics, fluency, comprehension, and vocabulary. • Engage in peer-to-peer observation and discussion with feedback on lessons taught. 	
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