FLORIDA READING ENDORSEMENT MATRIX
2022

Guiding Principles

The Florida Reading Endorsement Competencies are aligned with evidence-based instructional and intervention strategies grounded in the science of reading. The competencies address identification of the characteristics of conditions such as dyslexia, implementation of evidence-based classroom instruction and interventions including evidence-based reading instruction and interventions specifically for students with characteristics of dyslexia, and effective progress monitoring. The elements of Florida's Formula for Success are integrated throughout the Reading Endorsement Competencies by focusing on six components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension), four types of assessment (screening, progress monitoring, diagnostic, summative), core instruction for all students (Tier 1), targeted interventions for students in need of supplemental support (Tier 2) and intensive interventions for students substantially below grade level in reading (Tier 3).

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

Teachers will apply their knowledge of the Reading Endorsement Competency Performance Indicators to support standards-aligned instruction in reading and writing. Teachers will understand that all students have instructional needs and apply the systematic problem-solving process: use data to accurately identify a problem, analyze the problem to determine why it is occurring, design and implement instruction/interventions, and evaluate the effectiveness of instruction/interventions. Teachers will understand that the problem-solving process is recursive and ongoing, utilized for effective instructional decision making.

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

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Instructions for Completion

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

Column 1: Course Number & Name of Course
• Provide the **course number** and the **name of the course** used to satisfy a corresponding indicator.
• Districts will provide the component number for district-approved in-service offerings.
• More than one course may be used. Indicators in a competency can be satisfied in the same course; however, this is not required.
Column 2: Indicator Code with Specific Indicator Language
• The Reading Endorsement **indicator codes** and specific **indicator language** are listed in the second column. These should *not* be modified.
Column 3: Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment
• The **curriculum study assignment(s) at the indicator level with built-in formative assessment** used to satisfy the indicator *must* be described in the third column of the matrix.
• Assignments **should state specific activities** that will be accomplished by the teacher/teacher candidate rather than simply restating the indicator.
• One assignment may cover multiple indicators, but it **must be clear** how the teacher/teacher candidate will be asked to demonstrate mastery of each indicator covered by the assignment.
• Within Competencies 2-4, if the indicator reflects that there should be application by the teacher/teacher candidate (through the use of verbs such as apply, model, provide, etc.), the description should include how this will be accomplished. It is highly recommended that application-based activities are implemented with students, but not required. These activities can also be accomplished through tasks such as peer modeling, recording a lesson or applying the knowledge to a lesson plan or case study.

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

Column 4: Summative Assessment(s)

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

Sample Florida Reading Endorsement Matrix

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

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

Sample Competency 2 *Application of Evidence-based Instructional Practices*			
Performance Indicator A: Oral Language			
Course Number & Name of Course	**Indicator Code with Specific Indicator Language**	**Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment**	**Summative Assessment**
Click or tap here to enter text.	**2.A.2** Create an environment where students practice appropriate social and **academic language** to discuss **diverse texts**.	**Required Course Reading(s):** **Sample:** Read chapter 3 of xxx by xxx. **Curriculum Study Assignment at Indicator Level: Sample:** Teacher candidates will choose 8 diverse texts. For each text, teacher candidates will develop one sentence stem using social language and one sentence stem using academic language to discuss each diverse text. **Formative Assessment at Indicator Level: Sample:** Teacher candidates will create a small group reading center for students to practice appropriate social and academic language to discuss diverse texts.	**Sample:** Teacher candidates will create an oral language project to implement with students, which applies evidence-based instructional practices. The oral language project will document understanding of: • Applying intentional, explicit, systematic and sequential instructional practices for scaffolding • Creating an environment where students practice appropriate social and academic language to discuss diverse text • Incorporating word building and writing experiences • Providing and documenting opportunities for extended discussion in discerning text meaning and interpretation

			• Applying an English learner's home language proficiency and scaffold discussions to facilitate the comprehension of text. • Administering and documenting appropriate informal and formal assessments The oral language project should include differentiated instruction, including evidence-based practices for students with reading difficulties and characteristics of dyslexia, based on their strengths and needs.

Sample Competency 1			
Foundations of Reading Instruction			
Performance Indicator B: Phonological Awareness			
Course Number & Name of Course	**Indicator Code with Specific Indicator Language**	**Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment**	**Summative Assessment**
[Click or tap here to enter text.](#)	**1.B.3** Understand **evidence-based** and **multisensory practices** to develop students' **phonemic awareness** (e.g., **Elkonin boxes** or magnetic letters).	**Required Course Reading(s): Sample:** Read the article: Evidence-Based Practices for Teaching Phonological and Phonemic Awareness:	**Sample:** Teacher candidates will write a 500 word essay explaining phonological awareness foundations of

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		https://ies.ed.gov/ncee/edlabs/regions/appalachia/blogs/pdf/CoachingMemo_508.pdf **Sample:** View the video Reading Rockets: Elkonin Sound Boxes (small group) https://youtu.be/Pzg5jRy1PwE **Curriculum Study Assignment at Indicator Level: Sample:** Teacher candidates will participate in mock evidence-based phonemic awareness activities using Elkonin boxes. **Formative Assessment at Indicator Level Sample:** The teacher candidate will write a paragraph summarizing how evidence-based and multisensory practices develop students' phonemic awareness.	reading. The essay will include information about: • The differences between phonological awareness and phonemic awareness • The importance of phonemic awareness in the development of phonic decoding skills • Evidence-based and multisensory practices • Information on how variations in phonology across dialects and speech patterns can affect phonemic awareness as it relates to language development, reading and written and oral language • Understanding that evidence-based phonics instruction improves phonemic awareness and results in enhanced encoding and decoding skills • Understanding the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and

			how they affect phonemic awareness
			• Evidence-based practices for teaching phonemic awareness to English learners
			• The role of phonological awareness informal and formal assessment

Sample Competency 2			
Application of Evidence-based Instructional Practices			
Performance Indicator B: Phonological Awareness			
Course Number & Name of Course	**Indicator Code with Specific Indicator Language**	**Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment**	**Summative Assessment**
Click or tap here to enter text.	**2.B.3** Provide opportunities using **evidence-based** and **multisensory practices** for students to develop **phonemic awareness** (e.g., **Elkonin boxes** or magnetic letters).	**Required Course Reading(s): Sample:** Read the article: Evidence-Based Practices for Teaching Phonological and Phonemic Awareness: https://ies.ed.gov/ncee/edlabs/regions/appalachia/blogs/pdf/CoachingMemo_508.pdf **Sample:** View the video Reading Rockets: Elkonin Sound Boxes (small group) https://youtu.be/Pzg5jRy1PwE	**Sample:** The teacher candidate will create a phonological awareness unit that includes: • Explicit, systematic and sequential evidence-based instructional practices for phonemic awareness • Multisensory activities • Addresses how variations in phonology across dialects affect the development of

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| | | Curriculum Study Assignment at Indicator Level: Sample: Conduct research to find another example of a multisensory approach to teaching phonemic awareness.

Formative Assessment at Indicator Level Sample: The teacher candidate will write a lesson plan that teaches the multisensory approach from their research. | phonemic awareness and written and oral language
• Strategies for enhancing encoding and decoding
• Instructional practices for students with reading difficulties, including students with dyslexia and English Language Learners
• Formal and informal phonological assessments |

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Competency 1 Introduction

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

Competency 1 *Foundations of Reading Instruction*			
Performance Indicator A: Oral Language			
Course Number & Name of Course	**Indicator Code with Specific Indicator Language**	**Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment**	**Summative Assessment**
Click or tap here to enter text.	**1.A.1** Understand how the students' development of **oral language** (i.e., **phonology**, **morphology**, **syntax**, **semantics** and **pragmatics**) relates to language **comprehension**.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	Click or tap here to enter text.
	1.A.2 Understand the differences between social and **academic language**.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
	1.A.3 Understand that writing enhances the development of **oral language**.	**Required Course Reading(s):** Click or tap here to enter text.	

		Curriculum Study Assignment at Indicator Level: Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.
	1.A.4 Understand that the variation in students' **oral language** exposure and development requires **differentiated** instruction, including **evidence-based** practices for students with reading difficulties and characteristics of **dyslexia**.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.
	1.A.5 Understand the importance of providing and documenting extended discussion in discerning **text** meaning and interpretation.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.
	1.A.6 Understand the distinguishing characteristics of students with reading difficulties, including students with **dyslexia**, and how they affect **oral language** development.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.
	1.A.7 Recognize the importance of English learners' home languages and their significance in learning to read English.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.

| | 1.A.8 Understand the role of **oral language informal** and **formal assessment**, including documentation of results to inform instruction determined by individual student strengths and needs. | **Required Course Reading(s):** Click or tap here to enter text.
Curriculum Study Assignment at Indicator Level: Click or tap here to enter text.
Formative Assessment at Indicator Level: Click or tap here to enter text. | |

Competency 1
Foundations of Reading Instruction

Performance Indicator B: Phonological Awareness

Course Number & Name of Course	Indicator Code with Specific Indicator Language	Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment	Summative Assessment
Click or tap here to enter text.	**1.B.1** Understand the differences between **phonological awareness** (e.g., words, **syllables**, **rimes**) and **phonemic awareness** (**phonemes**) and that they develop independently from one another.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	Click or tap here to enter text.
	1.B.2 Understand the role and importance of **phonemic awareness** in the development of **phonic decoding** skills that lead to independent reading capacity.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
	1.B.3 Understand **evidence-based** and **multisensory practices** to develop students' **phonemic awareness** (e.g., **Elkonin boxes** or magnetic letters).	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text.	

		Formative Assessment at Indicator Level: Click or tap here to enter text.
	1.B.4 Understand how variations in **phonology** across dialects and speech patterns can affect **phonemic awareness** as it relates to language development and reading (e.g., phonological processing, **body-coda**, **phonemic** analysis and synthesis).	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.
	1.B.5 Understand how variations in **phonology** across dialects and speech patterns affect written and **oral language** (e.g., speech and language disorders, language and dialect differences).	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.
	1.B.6 Understand that **evidence-based phonics** instruction improves **phonemic awareness** and results in enhanced **encoding** and **decoding** skills.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.
	1.B.7 Understand the distinguishing characteristics of students with reading difficulties, including students with **dyslexia** and how they affect **phonemic awareness**.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.

| | 1.B.8 Understand **evidence-based** practices for teaching **phonemic awareness** to English learners. | **Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text. | |
| | 1.B.9 Understand the role of **phonological awareness informal** and **formal assessment**, including documentation of results, to inform instructional decisions to meet individual student strengths and needs. | **Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text. | |

Competency 1
Foundations of Reading Instruction

Performance Indicator C: Phonics

Course Number & Name of Course	Indicator Code with Specific Indicator Language	Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment	Summative Assessment
Click or tap here to enter text.	1.C.1 Understand the structure of English **orthography** and the patterns and rules that inform the teaching of single and multisyllabic regular word and irregular word reading.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	Click or tap here to enter text.
	1.C.2 Understand **grapheme-phoneme** patterns and how they relate to spelling and written expression.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text.	

		Formative Assessment at Indicator Level: Click or tap here to enter text.
	1.C.3 Understand **structural analysis** and **morphology** of words.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.
	1.C.4 Understand that **evidence-based** spelling and writing practices can enhance **phonics** instruction and connect reading and writing (e.g., **Elkonin boxes**, spelling of Greek and Latin roots and **affixes**).	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.
	1.C.5 Understand the distinguishing characteristics of students with reading difficulties, including students with **dyslexia**, and how they affect **phonics** development.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.
	1.C.6 Understand an English learner's home language as a foundation and strength to support the development of **phonics** in English.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.

	1.C.7 Understand the role of **phonics informal** and **formal assessment**, including documentation of results, to inform instruction to meet individual student strengths and needs.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
**Competency 1** *Foundations of Reading Instruction*		
**Performance Indicator D: Fluency**		
Course Number & Name of Course	**Indicator Code with Specific Indicator Language**	**Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment**	**Summative Assessment**
Click or tap here to enter text.	**1.D.1** Understand that the components of reading **fluency** are **accuracy**, **rate** and **prosody** which impact reading **comprehension**.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	Click or tap here to enter text.
	1.D.2 Understand that effective readers adjust their reading **rate** to accommodate the kinds of **texts** they are reading and their purpose for reading to facilitate **comprehension**.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
	1.D.3 Understand how **automaticity** in word-level skills and oral reading **fluency** in connected **text** impact reading **comprehension**.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text.	

		Formative Assessment at Indicator Level: Click or tap here to enter text.
	1.D.4 Understand that independent readers activate their **background knowledge**, **self-monitor** and self-correct (i.e., **metacognition**) to enhance **fluency** as a bridge to **comprehension** of **text**.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.
	1.D.5 Understand that reading **fluency** and reading endurance requires daily practice with support and **corrective feedback** to increase **accuracy**, **rate** and **prosody**.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.
	1.D.6 Understand the distinguishing characteristics of students with reading difficulties, including students with **dyslexia**, and how they affect **fluency** development and reading endurance.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.
	1.D.7 Understand the role of **fluency informal** and **formal assessments**, including documentation of results, to inform instruction to meet individual student strengths and needs.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.

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<tr>
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Foundations of Reading Instruction</td>
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<tr>
<td colspan="4">Performance Indicator E: Vocabulary</td>
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<tr>
<td>Course Number & Name of Course</td>
<td>Indicator Code with Specific Indicator Language</td>
<td>Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment</td>
<td>Summative Assessment</td>
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<tr>
<td rowspan="4">Click or tap here to enter text.</td>
<td>1.E.1 Understand the role and impact of receptive and expressive vocabulary on reading comprehension.</td>
<td>Required Course Reading(s): Click or tap here to enter text.
Curriculum Study Assignment at Indicator Level: Click or tap here to enter text.
Formative Assessment at Indicator Level: Click or tap here to enter text.</td>
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<td>1.E.2 Understand morphology (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis) and contextual analysis as it relates to vocabulary development.</td>
<td>Required Course Reading(s): Click or tap here to enter text.
Curriculum Study Assignment at Indicator Level: Click or tap here to enter text.
Formative Assessment at Indicator Level: Click or tap here to enter text.</td>
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<td>1.E.3 Identify intentional explicit, systematic and sequential evidence-based practices for vocabulary development and scaffolding concept development (e.g., figurative language, dialogic reading, semantic mapping, etc.).</td>
<td>Required Course Reading(s): Click or tap here to enter text.
Curriculum Study Assignment at Indicator Level: Click or tap here to enter text.
Formative Assessment at Indicator Level: Click or tap here to enter text.</td>
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<td>1.E.4 Understand the importance of teaching basic and sophisticated vocabulary, high-frequency multiple</td>
<td>Required Course Reading(s): Click or tap here to enter text.
Curriculum Study Assignment at Indicator Level: Click or tap here to enter text.</td>
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meaning words and the particular demands of **domain-specific vocabulary**.	**Formative Assessment at Indicator Level:** Click or tap here to enter text.
1.E.5 Understand how to apply **evidence-based** reading and writing practices to enhance **vocabulary**.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.
1.E.6 Understand how to provide a classroom learning environment that supports wide reading of print and **digital texts**, both informational and literary, to enhance **vocabulary**.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.
1.E.7 Understand the distinguishing characteristics of students with reading difficulties, including students with **dyslexia,** and how they affect **vocabulary** development.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.
1.E.8 Understand instructional practices that develop authentic uses of English to assist English learners in learning **academic vocabulary** and content (e.g., **cognates**).	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.
1.E.9 Understand the role of **vocabulary informal** and **formal assessment**,	**Required Course Reading(s):** Click or tap here to enter text.

	including documentation of results, to inform instruction to meet individual student strengths and needs.	**Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
	Competency 1 *Foundations of Reading Instruction*		
	Performance Indicator F: Comprehension		
Course Number & Name of Course	**Indicator Code with Specific Indicator Language**	**Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment**	**Summative Assessment**
Click or tap here to enter text.	**1.F.1** Understand that **evidence-based oral language** and written experiences (i.e., **language experiences**, dictation, summary writing) facilitate **comprehension**.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	Click or tap here to enter text.
	1.F.2 Understand **evidence-based comprehension** practices (e.g., student question generation, summarizing, extended **text** discussion).	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
	1.F.3 Understand the varying demands of **text** on readers' **comprehension**, including the demands of domain-specific **texts**.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	

	1.F.4 Understand how to provide daily purposeful opportunities for all students to read a wide variety of **texts**, with discussion and feedback, to sufficiently build students' capacity for **comprehension.**	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
	1.F.5 Understand how the interaction of reader characteristics (**background knowledge**, interests, strengths and needs), motivation, **text complexity** and purpose of reading, impacts **comprehension** and student engagement.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
	1.F.6 Understand the importance of planning, providing and documenting daily opportunities for reading connected **text** with **corrective feedback** to support **accuracy**, **fluency**, reading endurance and **comprehension**.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
	1.F.7 Understand **cognitive targets** (e.g., locate/recall; integrate/interpret; critique/evaluate) and the role of cognitive development in the construction of meaning of literary and informational **texts**.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
	1.F.8 Understand that reading is a process of constructing meaning from a wide variety of print and **digital texts** and for a	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text.	

	variety of purposes, utilizing a variety of methods (i.e., **active reading**).	**Formative Assessment at Indicator Level:** Click or tap here to enter text.
	1.F.9 Understand that effective **comprehension** relies on using well developed language, multiple **higher order thinking** processes (i.e., making inferences, activating **background knowledge**) and self-correction to monitor **comprehension**.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.
	1.F.10 Understand **evidence-based** practices to improve reading **comprehension** for students, including those with characteristics of reading difficulties and **dyslexia**, based on their strengths and needs.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.
	1.F.11 Understand how English learners' linguistic and cultural background will influence their **comprehension**, including English learners with characteristics of reading difficulties and **dyslexia**.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.
	1.F.12 Understand the role of **comprehension informal** and **formal assessments**, including documentation of results, to inform instruction to meet individual student strengths and needs.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.

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Competency 1			
Foundations of Reading Instruction			
Performance Indicator G: Integration of Reading Components			
Course Number & Name of Course	**Indicator Code with Specific Indicator Language**	**Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment**	**Summative Assessment**
Click or tap here to enter text.	**1.G.1** Identify **phonemic**, **semantic** and **syntactic** variability between English and other languages.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	Click or tap here to enter text.
	1.G.2 Identify appropriate **evidence-based** practices to develop students' metacognitive skills in reading, including English learners (e.g., **text coding**, two-column notes).	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
	1.G.3 Understand the interdependence among the reading components and their effect upon reading as a process for all students.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	

1.G.4 Understand how **oral language** and an information intensive environment impact-reading and writing development.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
1.G.5 Understand **evidence-based** practices for selecting literature and domain specific print and **digital text** appropriate to students' age, interests and reading proficiency.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
1.G.6 Understand the relationships among **decoding**, automatic word recognition, **fluency** and **comprehension**.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
1.G.7 Understand intentional, **explicit**, **systematic** and **sequential evidence-based** practices for **scaffolding** the interconnection of each of the following: **graphophonemics**, **syntax**, **semantics**, **pragmatics**, **vocabulary**, **schema** and **text structures** required for **comprehension**.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
1.G.8 Understand the distinguishing characteristics of students with reading difficulties, including students with **dyslexia**, and how they affect the	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text.	

integration of the components of reading instruction.	**Formative Assessment at Indicator Level:** Click or tap here to enter text.	
1.G.9 Understand how to engage and support caregivers and families in the **evidence-based** language and reading development activities for their children and adolescents.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
1.G.10 Understand how to communicate (orally and in writing) the meaning of reading assessment data with students, caregivers and other teachers.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
1.G.11 Understand the role of **informal** and **formal reading assessments**, including documentation of results, to make instructional decisions to address individual student strengths and needs.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	

FLORIDA READING ENDORSEMENT MATRIX
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Competency 2 Introduction

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

Competency 2			
Applications of Evidence-based Instructional Practices			
Performance Indicator A: Oral Language			
Course Number & Name of Course	**Indicator Code with Specific Indicator Language**	**Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment**	**Summative Assessment**
Click or tap here to enter text.	**2.A.1** Apply intentional, **explicit**, **systematic** and **sequential** instructional practices for **scaffolding** development of oral/**aural** language skills.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	Click or tap here to enter text.
	2.A.2 Create an environment where students practice appropriate social and **academic language** to discuss **diverse texts**.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	

2.A.3 Use word building and writing experiences to enhance **oral language** (e.g., homophone word building and spelling, interactive writing, student to teacher sentence dictation).	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
2.A.4 Differentiate instruction to account for variation in students' **oral language** exposure and development, including **evidence-based** practices for students with reading difficulties and characteristics of **dyslexia**.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
2.A.5 Provide and document opportunities for extended discussion in discerning **text** meaning and interpretation.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
2.A.6 Apply **evidence-based** practices for students with reading difficulties, including students with **dyslexia**, based on their strengths and needs to improve **oral language** development.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
2.A.7 Apply an English learner's home language proficiency as a foundation and strength to support the development of **oral language** in	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text.	

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	English and **scaffold** discussions to facilitate the **comprehension** of **text** for students with varying English proficiency levels.	**Formative Assessment at Indicator Level:** Click or tap here to enter text.	
	2.A.8 Administer and document appropriate **oral language informal** and **formal assessments** to inform instruction determined by individual student strengths and needs.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	

<table>
<tr><td colspan="4" align="center">Competency 2
<i>Application of Evidence-based Instructional Practices</i></td></tr>
<tr><td colspan="4" align="center">Performance Indicator B: Phonological Awareness</td></tr>
<tr><td>Course Number & Name of Course</td><td>Indicator Code with Specific Indicator Language</td><td>Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment</td><td>Summative Assessment</td></tr>
<tr><td>Click or tap here to enter text.</td><td>2.B.1 Apply explicit, systematic and sequential evidence-based practices in phonological awareness and phonemic awareness.</td><td>Required Course Reading(s): Click or tap here to enter text. Curriculum Study Assignment at Indicator Level: Click or tap here to enter text. Formative Assessment at Indicator Level: Click or tap here to enter text.</td><td>Click or tap here to enter text.</td></tr>
<tr><td></td><td>2.B.2 Apply evidence-based phonemic awareness instruction for the development of phonic decoding skills that lead to independent reading capacity.</td><td>Required Course Reading(s): Click or tap here to enter text. Curriculum Study Assignment at Indicator Level: Click or tap here to enter text. Formative Assessment at Indicator Level: Click or tap here to enter text.</td><td></td></tr>
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2.B.3 Provide opportunities using **evidence-based** and **multisensory practices** for students to develop **phonemic awareness** (e.g., **Elkonin boxes** or magnetic letters).	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
2.B.4 Apply knowledge of how variations in **phonology** across dialects and speech patterns affect the development of **phonemic awareness**.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
2.B.5 Apply knowledge of how variations in **phonology** across dialects and speech patterns affect written and **oral language** (e.g., speech and language disorders, language and dialect differences).	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
2.B.6 Provide **evidence-based phonics** instruction to improve **phonemic awareness** and enhance **encoding** and **decoding** skills.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
2.B.7 Apply **evidence-based** practices for students with characteristics of reading difficulties, including students with **dyslexia**, based on their strengths	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text.	

	and needs to improve **phonemic awareness**.	**Formative Assessment at Indicator Level:** Click or tap here to enter text.	
	2.B.8 Apply **evidence-based** practices for teaching **phonemic awareness** to English learners.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
	2.B.9 Administer and document appropriate **phonological awareness informal** and **formal assessments** to inform instruction to meet individual student strengths and needs.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	

Competency 2
Application of Evidence-based Instructional Practices

Performance Indicator C: Phonics

Course Number & Name of Course	Indicator Code with Specific Indicator Language	Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment	Summative Assessment
Click or tap here to enter text.	**2.C.1** Apply **explicit**, **systematic** and **sequential evidence-based** instruction in single- and **multisyllabic word reading**, including **orthographic mapping** for regular and irregular words.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	Click or tap here to enter text.

2.C.2 Apply **evidence-based** instruction in **grapheme**-**phoneme** patterns in spelling and written expression.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
2.C.3 Apply **evidence-based** instruction in **structural analysis** and **morphology** of words.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
2.C.4 Incorporate **evidence-based** spelling and writing practices that connect reading and writing (e.g., **Elkonin boxes**, spelling of Greek and Latin roots and **affixes**).	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
2.C.5 Apply **evidence-based** practices for students with reading difficulties, including students with **dyslexia**, based on their strengths and needs to improve **phonics** development.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
2.C.6 Apply an English learner's home language as a foundation and strength to support the development of **phonics** in English.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	

	2.C.7 Administer and document appropriate **phonics informal** and **formal assessments** to inform instruction to meet individual student strengths and needs.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	

Competency 2
Application of Evidence-based Instructional Practices

Performance Indicator D: Fluency

Course Number & Name of Course	**Indicator Code with Specific Indicator Language**	**Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment**	**Summative Assessment**
Click or tap here to enter text.	**2.D.1** Apply intentional, **explicit**, **systematic** and **sequential** instructional practices to develop **accuracy**, **rate** and **prosody** (e.g., **paired reading**, **repeated reading**, **echo reading**, **cued phrase reading**).	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	Click or tap here to enter text.
	2.D.2 Teach readers to adjust their reading **rate** to accommodate the kinds of **texts** they are reading and their purpose for reading to facilitate **comprehension**.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	

2.D.3 Apply **evidence-based** practices to develop **automaticity** in word-level skills and oral reading **fluency** in connected **text**.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
2.D.4 Teach readers explicitly how to activate their **background knowledge**, **self-monitor** and self-correct (i.e., **metacognition**) to enhance **fluency** as a bridge to **comprehension** of **text**.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
2.D.5 Provide daily opportunities for readers to practice reading, with support and **corrective feedback**, to increase **accuracy**, **rate**, **prosody** and reading endurance.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
2.D.6 Apply **evidence-based** practices for students with characteristics of reading difficulties, including students with **dyslexia**, based on their strengths and needs to improve **fluency** development and reading endurance.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	

Course Number & Name of Course	Indicator Code with Specific Indicator Language	Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment	Summative Assessment
	2.D.7 Administer and document **fluency informal** and **formal assessments** to inform instruction to meet individual student strengths and needs.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
Competency 2 *Application of Evidence-based Instructional Practices*			
Performance Indicator E: Vocabulary			
Course Number & Name of Course	**Indicator Code with Specific Indicator Language**	**Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment**	**Summative Assessment**
Click or tap here to enter text.	**2.E.1** Apply **evidence-based** instruction in **receptive** and **expressive vocabulary** to enhance reading **comprehension**.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	Click or tap here to enter text.
	2.E.2 Incorporate **evidence-based vocabulary** instruction in **morphology** (e.g., Greek and Latin roots and **affixes**) and **contextual analysis**.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
	2.E.3 Apply intentional, **explicit**, **systematic** and **sequential evidence-based** practices to **vocabulary** development and **scaffolding** concept development (e.g., **figurative language**,	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text.	

dialogic reading, **semantic mapping**, etc.).	**Formative Assessment at Indicator Level:** Click or tap here to enter text.
2.E.4 Provide **explicit** instruction in basic and sophisticated **vocabulary**, high-frequency **multiple meaning words** and **domain-specific vocabulary**.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.
2.E.5 Apply **evidence-based** reading and writing practices to enhance **vocabulary**.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.
2.E.6 Provide a classroom learning environment that supports wide reading of print and **digital texts**, both informational and literary, to enhance **vocabulary**.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.
2.E.7 Apply **evidence-based** practices for students with characteristics of reading difficulties, including students with **dyslexia,** based on their strengths and needs to improve **vocabulary** development.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.

| | **2.E.8** Incorporate instructional practices that develop authentic uses of English to assist English learners in learning **academic vocabulary** and content (e.g., **cognates**). | **Required Course Reading(s):** Click or tap here to enter text.
Curriculum Study Assignment at Indicator Level: Click or tap here to enter text.
Formative Assessment at Indicator Level: Click or tap here to enter text. | |
| | **2.E.9** Administer and document appropriate **vocabulary informal** and **formal assessments** to inform instruction to meet individual student strengths and needs. | **Required Course Reading(s):** Click or tap here to enter text.
Curriculum Study Assignment at Indicator Level: Click or tap here to enter text.
Formative Assessment at Indicator Level: Click or tap here to enter text. | |

Competency 2 *Application of Evidence-based Instructional Practices*			
Performance Indicator F: Comprehension			
Course Number & Name of Course	**Indicator Code with Specific Indicator Language**	**Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment**	**Summative Assessment**
Click or tap here to enter text.	**2.F.1** Use both **evidence-based oral language** and writing experiences (i.e., **language experiences**, dictation, summary writing) to enhance **comprehension**.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	Click or tap here to enter text.
	2.F.2 Apply **explicit**, **systematic** and **sequential evidence-based comprehension** practices (e.g., student question generation, summarizing, extended **text** discussion).	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text.	

	Formative Assessment at Indicator Level: Click or tap here to enter text.
2.F.3 Apply appropriate instructional practices to improve **comprehension** in domain-specific **texts** as determined by the student's strengths and needs.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.
2.F.4 Provide daily purposeful opportunities for all students to read a wide variety of **texts**, with discussion and feedback, to build students' capacity for **comprehension**.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.
2.F.5 Use the interaction of readers' characteristics (**background knowledge**, interests, strengths and needs) along with-motivation, **text complexity** and purpose for reading to impact **comprehension** and student engagement.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.
2.F.6 Plan, provide and document daily opportunities for reading of connected **text** with **corrective feedback** to support **accuracy**, **fluency**, reading endurance and **comprehension**.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.

2.F.7 Determine appropriate **cognitive targets** (e.g., locate/recall; integrate/interpret; critique/evaluate) based on reader's cognitive development in the construction of meaning of literary and informational **texts**.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
2.F.8 Select from a wide variety of print and **digital texts** that are appropriate to provide **comprehension** instruction utilizing a variety of methods (i.e., **active reading**).	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
2.F.9 Apply intentional, **explicit**, **systematic** and **sequential evidence-based** practices for **scaffolding** development of well-developed language, **comprehension** skills (i.e., making inferences, activating **background knowledge**), **higher order thinking**, **comprehension** monitoring and self-correcting to increase understanding of **text**.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
2.F.10 Apply **evidence-based** practices to improve reading **comprehension** for students, including those with characteristics of reading difficulties	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text.	

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	and **dyslexia**, based on their strengths and needs.	**Formative Assessment at Indicator Level:** Click or tap here to enter text.	
	2.F.11 Use knowledge of English learners' linguistic and cultural background to support **comprehension**, including English learners with characteristics of reading difficulties and **dyslexia**.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
	2.F.12 Administer and document appropriate **comprehension informal** and **formal assessments** to inform instruction determined by individual student strengths and needs.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	

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Competency 2
Application of Evidence-based Instructional Practices

Performance Indicator G: Integration of Reading Components

</div>

Course Number & Name of Course	Indicator Code with Specific Indicator Language	Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment	Summative Assessment
Click or tap here to enter text.	**2.G.1** Apply the knowledge of **phonemic**, **semantic** and **syntactic** variability between English and other languages to inform instruction.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	Click or tap here to enter text.

2.G.2 Employ appropriate **evidence-based** practices to develop students' metacognitive skills in reading, including English learners (e.g., **text coding**, two-column notes).	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
2.G.3 Apply the knowledge of the interdependence among the reading components and their effect upon reading as a process for all students.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
2.G.4 Use **oral language** and an information intensive environment to impact reading and writing development.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
2.G.5 Use **evidence-based** practices for selecting literature and domain specific print and **digital text** appropriate to students' age, interests and reading proficiency.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
2.G.6 Apply knowledge of the relationships among **decoding**, automatic word recognition, **fluency** and **comprehension** in reading instruction.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	

2.G.7 Apply intentional, **explicit**, **systematic** and **sequential evidence-based** practices for **scaffolding** the interconnection of each of the following: **graphophonemics**, **syntax**, **semantics**, **pragmatics**, **vocabulary**, **schema** and **text structures** required for **comprehension**.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
2.G.8 Apply **evidence-based** practices for students with characteristics of reading difficulties, including students with **dyslexia**, based on their strengths and needs to integrate the components of reading.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
2.G.9 Engage and support caregivers and families in **evidence-based** language and reading development activities for their children and adolescents.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
2.G.10 Communicate (orally and in writing) the meaning of reading assessment data with students, caregivers and other teachers.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	

	2.G.11 Triangulate documented data from appropriate **informal** and **formal reading assessments** to inform instruction to address individual student strengths and needs.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	

FLORIDA READING ENDORSEMENT MATRIX
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Competency 3 Introduction

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

Competency 3 *Foundations and Applications of Assessments*			
Course Number & Name of Course	**Indicator Code with Specific Indicator Language**	**Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment**	**Summative Assessment**
Click or tap here to enter text.	**3.1** Understand and apply measurement concepts and characteristics of reading assessments to identify students' strengths and needs.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	Click or tap here to enter text.
	3.2 Administer **formative** and **summative assessments**, including **screening**, **progress monitoring**, **diagnostic** and **outcome measures** and understand their purposes and functions.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
	3.3 Administer various **informal reading assessments** across each component of reading development and understand their purposes and functions.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	

3.4 Understand the purposes of various **formal reading assessments** administered by school-based educators, including the differences between **norm-referenced** and **criterion-referenced assessments** and how to interpret data reports.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
3.5 Understand the meaning of **test reliability**, **validity** and **standard error of measurement** and describe major types of derived scores from **standardized reading tests**.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
3.6 Demonstrate knowledge of the characteristics, administration and interpretation of both quantitative and qualitative reading assessments, including for use in **triangulating data** and planning instruction.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
3.7 Identify through assessments the distinguishing characteristics of students who have a substantial deficiency in reading, including those who exhibit the characteristics of **dyslexia**.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
3.8 Understand how reading disabilities, including **dyslexia**, vary in presentation and degree and know	**Required Course Reading(s):** Click or tap here to enter text.	

	when to refer a student for additional assessment.	**Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.
	3.9 Know how to read and interpret standardized reading **diagnostic** test results administered by psychologists, speech-language professionals and educational evaluators.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.
	3.10 Understand how to document and use data within a **systematic problem-solving process** to **differentiate** instruction, intensify intervention and meet the needs of all students, including those who exhibit the characteristics of reading difficulties and **dyslexia**.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.
	3.11 Analyze data to identify trends that indicate adequate progress in student reading development.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.
	3.12 Identify appropriate assessments and **accommodations** for **progress monitoring** all students.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text.

		Formative Assessment at Indicator Level: Click or tap here to enter text.	
	3.13 Identify, select and administer language-appropriate assessments in reading to students who are English learners.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
	3.14 Understand how to analyze and interpret assessment results and make **modifications** to an assessment administered in English to an English learner.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
	3.15 Identify and implement appropriate and allowable **accommodations** as specified in the **Individual Educational Plan** or **504 Plan** when assessing students with disabilities in the area of reading.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
	3.16 Understand how to review assessment results with caregivers and families and share strategies for supporting reading development for students.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	

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Competency 4 Introduction

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

<table>
<tr><td colspan="4" align="center">Competency 4
<i>Foundations and Applications of Differentiated Instruction</i></td></tr>
<tr><td>Course Number & Name of Course</td><td>Indicator Code with Specific Indicator Language</td><td>Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment</td><td>Summative Assessment</td></tr>
<tr><td>Click or tap here to enter text.</td><td>4.1 Differentiate evidence-based reading instruction in oral language, phonological awareness, phonics, fluency, vocabulary and comprehension, ranging from enrichment practices to intensifying interventions.</td><td>Required Course Reading(s): Click or tap here to enter text.
Curriculum Study Assignment at Indicator Level: Click or tap here to enter text.
Formative Assessment at Indicator Level: Click or tap here to enter text.</td><td>Click or tap here to enter text.</td></tr>
<tr><td></td><td>4.2 Understand the stages of English acquisition for English learners and differentiate evidence-based reading instruction for students at different levels of English proficiency.</td><td>Required Course Reading(s): Click or tap here to enter text.
Curriculum Study Assignment at Indicator Level: Click or tap here to enter text.
Formative Assessment at Indicator Level: Click or tap here to enter text.</td><td></td></tr>
<tr><td></td><td>4.3 Understand and apply current theories of second language acquisition to differentiate reading instruction for</td><td>Required Course Reading(s): Click or tap here to enter text.
Curriculum Study Assignment at Indicator Level: Click or tap here to enter text.</td><td></td></tr>
</table>

English learners of diverse backgrounds and various levels of prior education.	**Formative Assessment at Indicator Level:** Click or tap here to enter text.
4.4 Identify factors impeding student reading development in each of the reading components or the integration of these components based on **informal** and **formal assessments**.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.
4.5 Recognize how characteristics of both language and cognitive development impact reading proficiency to **differentiate** instruction.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.
4.6 Recognize the characteristics of competent and skilled readers to **differentiate** instruction more effectively.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.
4.7 Compare language, reading and cognitive development of different age groups (primary, intermediate, secondary levels) and abilities to inform **differentiated** instruction.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.

4.8 Select and use developmentally appropriate **multisensory** materials that address students' strengths and needs in order to **differentiate** instruction.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.
4.9 Plan for **differentiated** instruction that utilizes increasingly complex **text**, embeds assessment, includes **scaffolding** and provides re-teaching when necessary for individuals and small groups.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.
4.10 Differentiate reading instruction for English learners across various levels of literacy development in their first language.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.
4.11 Implement **evidence-based intervention practices** for students with substantial reading difficulties, including those who exhibit the characteristics of **dyslexia**.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.
4.12 Scaffold instruction and intensify interventions for students with identified reading deficiencies and characteristics of **dyslexia** in each of the components of reading.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text.

	Formative Assessment at Indicator Level: Click or tap here to enter text.	
4.13 Implement a classroom level plan for monitoring student reading progress and **differentiating** instruction for all students, including students with identified reading deficiencies and those with characteristics of **dyslexia**.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
4.14 Monitor student progress and use data to **differentiate** instruction for all students, including students with identified reading deficiencies and those with characteristics of **dyslexia**.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
4.15 Implement **evidence-based** practices for developing students' **higher order thinking** as part of **differentiated** instruction.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
4.16 Implement **evidence-based** practices for developing students' **background knowledge** as needed through **differentiated** instruction, enhancing the ability to read critically.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	

4.17 Implement **evidence-based differentiated** instructional practices using writing to develop students' **comprehension** of **text**.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
4.18 Implement appropriate and allowable instructional **accommodations**, including use of technology, as specified in the **Individual Educational Plan** or **504 Plan** when **differentiating** reading instruction for students with disabilities, including students with characteristics of **dyslexia**.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	

FLORIDA READING ENDORSEMENT MATRIX
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Competency 5 Introduction

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

Competency 5 *Demonstration of Accomplishment*			
Course Number & Name of Course	**Indicator Code with Specific Indicator Language**	**Curriculum Study Assignment(s) at Indicator Level with Built-in Formative Assessment**	**Summative Assessment**
Click or tap here to enter text.	**5.1** Demonstrate ability to administer and integrate assessment, instruction, intervention and **differentiation** across the components in reading in a comprehensive instructional program.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	Click or tap here to enter text.
	5.2 Use assessment and data analysis to monitor student progress and inform instruction over time to ensure an increase in learning for all students, including students with identified reading deficiencies and those with characteristics of **dyslexia**.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
	5.3 Demonstrate **evidence-based** practices for developing oral/**aural** language development for all students,	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text.	

	including students with identified reading deficiencies and those with characteristics of **dyslexia**.	**Formative Assessment at Indicator Level:** Click or tap here to enter text.
	5.4 Demonstrate **evidence-based** practices for developing students' **phonological awareness** and **phonemic awareness** for all students, including students with identified reading deficiencies and those with characteristics of **dyslexia**.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.
	5.5 Demonstrate **evidence-based** practices for developing **phonics** skills and word recognition for all students, including students with identified reading deficiencies and those with characteristics of **dyslexia**.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.
	5.6 Demonstrate **evidence-based** practices for developing reading **fluency** and reading endurance for all students, including students identified with reading deficiencies and those with characteristics of **dyslexia**.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.
	5.7 Demonstrate **evidence-based** practices for developing both **academic** and **domain-specific vocabulary** for all students, including students with	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.

identified reading deficiencies and those with characteristics of **dyslexia**.		
5.8 Demonstrate **evidence-based** practices for facilitating reading **comprehension** for all students, including students with identified reading deficiencies and those with characteristics of **dyslexia**.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
5.9 Demonstrate **evidence-based comprehension** practices for developing students' **higher order thinking** to enhance **comprehension** for all students, including students with identified reading deficiencies and those with characteristics of **dyslexia**.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
5.10 Demonstrate **evidence-based** practices to facilitate students' monitoring and self-correcting in reading for all students, including students with identified reading deficiencies and those with characteristics of **dyslexia**.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
5.11 Demonstrate **evidence-based** practices for developing all students' **background knowledge** to enhance the ability to read critically, including students with characteristics of reading difficulties and **dyslexia**.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	

5.12 Demonstrate **differentiation** of instruction for all students utilizing increasingly complex **text**.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
5.13 Demonstrate skill in utilizing assessment data and instruction with English learners from diverse backgrounds and at varying English proficiency levels.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
5.14 Create an information intensive environment that includes print, non-print, **multimedia** and **digital texts**.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
5.15 Use a variety of instructional practices to provide relevant and purposeful instruction to students in reading.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
5.16 Demonstrate the ability to engage and support caregivers and families in their children and adolescents' reading development.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	

	5.17 Demonstrate the ability to communicate (orally and in writing) the meaning of reading assessment data with students, caregivers, teachers and teacher leaders.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	
	5.18 Demonstrate intentional **explicit**, **systematic** and **sequential** writing instruction to improve **decoding** skills.	**Required Course Reading(s):** Click or tap here to enter text. **Curriculum Study Assignment at Indicator Level:** Click or tap here to enter text. **Formative Assessment at Indicator Level:** Click or tap here to enter text.	