May 4, 2020

Mr. Robert Runcie
Superintendent
Broward County Public Schools
600 S.E. Third Avenue FL 10
Fort Lauderdale, Florida 33301-3125

Dear Superintendent Runcie:

The request submitted by Broward County Public Schools for the continued approval of the district's Reading Endorsement Add-On Program has been approved as submitted for the period from July 1, 2020 through June 30, 2025. Any gap between the district's previous plan and the current plan was addressed by an extension granted because of the pending amendment of State Board Rule 6A-4.0163, Florida Administrative Code, which has since been approved by the Florida State Board of Education.

You and your staff are to be highly commended for your tireless effort over the past five years to provide high quality professional development for your teachers as they pursue the Reading Endorsement. I am pleased to extend the approval of your program for an additional five years.

If you have additional questions about your Reading Endorsement program, please contact the Just Read, Florida! Office at 850-245-0503.

Sincerely,

Abbey L. Stewart
Chief, Bureau of Educator Recruitment, Development & Retention

Florida Reading Endorsement Alignment Matrix

Broward County Public Schools

2020-2025

Instructions for Completion:

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

1. Provide the number of the course (districts provide the component number for district provided Inservice offerings) and the name of the course used to satisfy a corresponding indicator or set of indicators in the first column. More than one course may be used. It is not required that all indicators in a competency be satisfied in the same course; however, oftentimes this is the case.

2. List any required course reading(s) that will help build understanding of the corresponding indicators in each section. This should include the name of any reading resources used, whether print or internet-based, the author, and a chapter name, if applicable.

3. The Reading Endorsement indicator codes are listed in the third column. These should not be modified. In the revised 2018 matrix, Competencies 1 and 2 have been combined and many indicators are grouped together into sets that lend themselves to be taught together, instead of listing the indicators separately in chronological order.

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

4. The Reading Endorsement specific indicator text is provided in the fourth column. This information should not be modified.

5. The curriculum study assignment(s) used to satisfy the indicator or indicator sets must be described in the fifth column of the matrix. The assignment(s) should be included in the course reflected in the first column. **The description should be thorough and complete and align with the indicator or indicator sets.** It should be clear to those reviewing the matrix that the assignment completed by teacher candidates (or Inservice teachers) will lead to accomplishment of knowledge and/or skills needed to master the indicator. One assignment may cover multiple indicators

listed in an indicator set, but it must be clear how the teacher candidate (or Inservice teacher) will be asked to demonstrate mastery of each indicator covered by that assignment. If the indicator reflects that there should be application by the teacher candidate (or Inservice teacher), the description should include how this will be accomplished. For example, teacher candidates (or Inservice teachers) may be working with students in the field or they may be role playing with other teacher candidates (or Inservice teachers) in the course. **NOTE: Competency 5, the practicum, requires that teacher candidate (or Inservice teacher) work with students in the field. Competency 5 is a culminating experience and may be infused into an internship. Competency 5 may not be infused into courses where teacher candidates are working to meet other Reading competencies and indicators.**

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

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

Considerations for Meeting 2017 Statutory Requirements

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

s. 1004.04(2)(b)3., F.S.

(b) The rules to establish uniform core curricula for each state-approved teacher preparation program must include, but are not limited to, the following:

3. Scientifically researched and evidence-based reading instructional strategies that improve reading performance for all students, including explicit, systematic, and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension and multisensory intervention strategies.

s. 1004.85(3)(a)1. c., F.S.

(a) The department shall approve a certification program if the institute provides evidence of the institute's capacity to implement a competency-based program that includes each of the following:

1.c. Scientifically researched and evidence-based reading instructional strategies that improve reading performance for all students, including explicit, systematic, and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension and multisensory intervention strategies.

Competency 1: Foundations of Reading Instruction

Broward Virtual University (BVU) Online Canvas Course- 60 Inservice Hours

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

FOUNDATIONAL READING SKILL: **COMPREHENSION**

Course Number and Name of Course	Required Course Reading(s)	Indicator Code	Specific Indicator	*Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
Note: Journal Entry Assignments and Discussion Posts are two built-in formative type of assessments that participants will respond to in order to demonstrate understanding of each of the six components of reading learned in each module. Participants will submit these two types of formative assignments to facilitator via Canvas for feedback. Participants will keep a continuous journal that will be used as a reference guide when completing all reading endorsement competencies.					
Course Number: 10479756 **Course Name:** Foundations of Literacy	**Module 7** Video: http://rmls.florida-ese.org/#/section/6/ComprehensionLessons/296466860 **Module 7** Practice Guide: Improving Reading Comprehension in Kindergarten Through 3rd Grade	1.A.1 1.A.2* 1.A.3	**Understand** that building oral and written language facilitates comprehension. **Understand** the importance of learning syntax, semantics, pragmatics, vocabulary, and text structures required for comprehension of formal written language of school, often called "academic language." **Understand** the impact of text upon reading	**Module 7: Comprehension** Participants will read to understand that the goal of reading is comprehension. They will understand how the reader, text, and the task/activity impact reading comprehension. Finally, they will explore cognitive targets, academic language, domain-specific texts, and effective comprehension process. **Journal Entry-** After reading either "Improving Reading Comprehension in K-3" (Elementary) or "Improving Adolescent Literacy" (Secondary), participants will submit a	**Culminating Reflective Journal/Discussion Post-** After completing modules 1-7, participants will complete finalize their last journal entry by summarizing their understanding of each of the six components of reading learned throughout the course and post on the discussion board. To complete the final journal entry/discussion post, participants must respond to each of the following questions: 1. Which component did you say you needed to deepen/expand/strength

			journal response of how they consider each of the following when planning comprehension lessons in their classroom. To complete this assignment successfully, participants must respond to the following five recommendations:	en your knowledge in by the end of the course? How do you feel about your knowledge of that component now? What else do you need to grow in?
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/readingcomp_pg_092810.pdf		comprehension (e.g., genre, readability, coherence, text structure, and text complexity).		
Module 7 Improving Adolescent Literacy: Effective Classroom and Intervention Practices https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf	1.A.4	**Understand** how the interaction of reader characteristics, motivation, purpose of reading, and text elements impacts comprehension and student engagement.	1. **Comprehension Strategies:** Explain the importance of explicitly teaching comprehension strategies such as making inferences, building background knowledge, self-monitoring for students to construct meaning of both literary and informational texts. (**1.A.8, I.G.5**)	2. How will your understanding of each of the reading components help you meet the needs of ALL students in your classroom including English Language Learners, Students with Disabilities and those with characteristics of Dyslexia?
	1.A.5	**Identify** cognitive targets (e.g., locate/recall; integrate/interpret; critique/evaluate) and the role of cognitive development in construction of meaning of literary and informational texts.	2. **Text Structure**: Explain the impact of the text's organizational structure, complexity, and content to comprehension. (**1.A.3**) 3. **Text-Based Questions and Discussions**: Explain the importance of guiding students through focused high-quality discussion using questions at each cognitive target (from locate to evaluate) to encourage discussions (both oral and written language) on the meaning of text. (**1. A.1, 1.A.5**)	*Participants will submit the completed journal activity and discussion post to the facilitator via canvas and receive feedback
Module 7 For teachers of students on ACCESS points: http://aacliteracy.psu.edu/	1.A.6	**Understand** reading as a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes.		**Post Test**-Participants will complete a 20-question multiple-choice post-test via Canvas that will include questions to gauge their understanding of each of the following reading components: oral language, phonological awareness, phonics, fluency, vocabulary, comprehension, and integration of reading components.
	1.A.7	**Understand** the reading demands posed by domain specific texts.	4. **Text Selection**: Explain the importance of selecting a variety of print or digital texts including domain-specific texts to support comprehension development of their students. (**1.A.6, 1. A.7**)	
	1.A.8	**Understand** that effective comprehension processes rely on well-developed language, strong inference making, background	5. **Reader and Text**: Explain the importance of matching the reader's characteristics and motivation to purpose of reading and type of text	Participants must score at least 80% in order to successfully complete the course. They will

Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
			knowledge, comprehension monitoring and self-correcting.	that elicits comprehension and engagement. (**1.A.4**) **Discussion Post**: After reading the content on this module about types of informal and formal comprehension assessments, participants will share with colleagues in the course the types of formal and informal comprehension assessments they use in their classroom to make instructional decisions to meet the individual student needs including ELLs with varying linguistic and cultural backgrounds. (**1.A.9, 1.A.10**) *Participants will submit the completed journal activity and discussion post to the facilitator via canvas and receive feedback.	receive immediate feedback via Canvas.
		1.A.9	**Understand** how English language learners' linguistic and cultural background will influence their comprehension.		
		1.A.10	**Understand** the role of formal and informal assessment of comprehension in making instructional decisions to meet individual student needs.		
FOUNDATIONAL READING SKILL: ORAL LANGUAGE					
Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
	Module 2 Video: http://rmls.florida-ese.org/#/section/1/OralLanguageLessons/296516735	1.B.1	**Understand** how the students' development of phonology, syntax, semantics, and pragmatics relates to comprehending written language.	**Module 2: Oral Language** Participants will study the development of oral language, which includes phonology, syntax, semantics, and pragmatics. They will also understand the differences between social and academic	**Checkpoint/Quiz**- Participants will take a five-question multiple choice quiz to demonstrate their understanding of key concepts associated with oral language development.

	Module 2 Blog: https://blog.heineman ann.com/what-is- oral-language http://www.everyth ingesl.net/inservices /bics_calp.php	1.B.2	**Understand** the differences between social and academic language.	language, the importance of English Language Learners' (ELLs) home language, and the variability between English and other languages. **Journal Entry**- After reading the content and watching the video in this module, participants will summarize their understanding of oral language. To complete this assignment successfully, participants must respond to each of the following questions: 1. What is oral language and when may it require differentiated instruction? (**1.B.4**) 2. How does how the students' development of phonology, syntax, semantics, and pragmatics relate to comprehending written language? (**1.B.1**) 3. What is the difference between social and academic language? (**1.B.2, 1.G.1**) 4. How is oral language development related to reading and writing development? (**1.B.3, 1.G.4**) 5. How do you foster support for your ELL's while recognizing the importance of their home languages? (**1.B.5**) 6. How can you assess oral language (formally and informally)? (**1.B.6**)	
		1.B.3	**Understand** that writing enhances the development of oral language.		
		1.B.4	**Understand** that the variation in students' oral language exposure and development requires differentiated instruction.		
		1.B.5	**Recognize** the importance of English language learners' home languages, and their significance for learning to read English.		
		1.B.6	**Understand** the role of formal and informal oral language assessment to make instructional decisions to meet individual student needs.		

				*Participants will submit the completed journal entry activity to the facilitator via canvas and receive feedback.	

FOUNDATIONAL READING SKILL: **PHONOLOGICAL AWARENESS**					
Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
	Module 3 Video: http://rmls.florida-ese.org/#/section/4/PhonologicalAwarenessLessons/296498267 **Module 3** For teachers of students on ACCESS points: http://aacliteracy.psu.edu/index.php/page/show/id/4/index.html and http://aacliteracy.psu.edu/index.php/page/show/id/5/index.html	1.C.1	**Understand** phonology as it relates to language development and reading achievement (e.g., phonological processing, phonemic awareness skills, phonemic analysis and synthesis).	**Module 3: Phonological Awareness** Participants will study phonology and the phonological continuum as it relates to language and reading development. They will consider phonological similarities and differences with English and other dialects and languages. In addition, they will understand how dyslexia is associated with processing phonological information-that is pronouncing, remembering, or thinking about the speech sounds that make up words. **Journal Entry**- After reading the content and watching the video in this module, participants will summarize their understanding of phonological awareness and how they implement multisensory instructional activities in their classroom. To complete this assignment successfully, participants must respond to each of the following:	**Checkpoint/Quiz**- Participants will take a five-question quiz to demonstrate their understanding of phonological awareness concepts learned in the module.
		1.C.2	**Recognize** the phonological continuum beginning with sensitivity to large and concrete units of sound (i.e., words & syllables) and progressing to small and abstract units of sound (onset-rimes and phonemes).		
		1.C.4	**Distinguish** both phonological and phonemic differences in language and their applications in written and oral discourse patterns		

			(e.g., language & dialect differences).	
		1.C.5	**Understand** how similarities and differences in sound production between English and other languages affect English language learners' reading development in English.	1. Define phonological awareness (relating to phonemic analysis and synthesis, etc.) and how it supports language development. (**1.C.1**) 2. Explain how students' progress from simple to more complex phonological skills (i.e., phonological awareness continuum from rhyming to segmenting) (**1.C.2**) 3. Explain both phonological and phonemic differences in language and their applications in written and oral discourse patterns. (**1.C.4**) 4. Explain how similarities and differences in sound production between English and other languages affect English language learners' reading development in English (**1.C.5, 1.G.2**) 5. Describe some types of formal and informal types of phonological awareness assessments. (**1.C.6**) *Participants will submit the completed journal entry activity to the facilitator via canvas and receive feedback.
		1.C.6	**Understand** the role of formal and informal phonological awareness assessment to make instructional decisions to meet individual student needs.	
		1.C.3	**Understand** that writing, in conjunction with phonological awareness, enhances reading development.	**Module 4: Phonics** **Journal Entry**- Participants will reflect on and summarize their understanding of the topics learned in this module, including how writing, in conjunction with phonological awareness, enhances reading development. (**1.C.3**)

FOUNDATIONAL READING SKILL: **PHONICS**

Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
	Module 4 Video: http://rmls.florida-ese.org/#/section/2/PhonicsLessons/296503520 **Module 4** Practice Guide: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf **Module 4** For teachers of students on ACCESS points: http://aacliteracy.psu.edu/index.php/page/show/id/6/index.html and http://aacliteracy.psu.edu/index.php/pa	1.D.1	**Understand** that phonological units (words, syllables, onset-rimes, and phonemes) map onto orthographic units (words, rimes, letters) in alphabetic languages.	**Module 4: Phonics** Participants will study phonics, including the alphabetic principle, sound-spelling patterns, and structural analysis of words. They will connect phonics with oral language, writing, and phonemic awareness to enhance reading development. **Journal Entry**- Participants will summarize their understanding of phonics instruction learned in this module and reflect on how they teach these in their classrooms. To complete this assignment successfully, participants will need to respond to all questions below: 1. Define Phonics (grapheme-phoneme corresponding rules) and sound and spelling patterns and provide examples of each. (**1.D.2**) 2. Describe the phases of the alphabetic principle (from phonological units to orthographic units and provide examples for each phase. (**1.D.1**)	**Checkpoint/Quiz**- Participants will take a five-question quiz to demonstrate their understanding of key concepts learned in this module relating to phonics development and instruction.
		1.D.2	**Understand** sound-spelling patterns and phonics (grapheme-phoneme correspondence rules).		
		1.D.3	**Understand** structural analysis of words.		
		1.D.4	**Understand** that both oral language and writing can be used to enhance phonics instruction.		
		1.D.5	**Understand** the role of formal and informal phonics assessment to make instructional decisions to meet individual student needs.		

| | ge/show/id/7/index .html | | | 3. Define Structural analysis of words and provide some examples. (**1.D.3**)
4. Describe how using oral language and writing can enhance phonics (**1.D.4, 1.C.3**)
5. Describe the role of formal and informal Assessments of phonics (**1.D.5**)

Discussion Post- Participants will refer to the chart in this module that shows some sound-spelling patterns that students need to be taught. They will share with others in the course an example of an activity they have used, or can use, to teach or reinforce one of these spelling patterns. To complete this assignment successfully, participants must include in their response the following:
1. Grade Level of student
2. The spelling pattern that will be taught
3. A clear description of the activity
4. Describe the importance of the specific spelling pattern on phonics development
5. Describe how they will assess students' understanding of the spelling pattern taught (**1.D.2, 1.D.5**)
*Participants will submit the completed journal entry activity and discussion post to the facilitator via canvas and receive feedback. | |

FOUNDATIONAL READING SKILL: **FLUENCY**

Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
	Module 5 Video: http://rmls.florida-ese.org/#/section/5/FluencyLessons/296515527	1.E.1	**Understand** that the components of reading fluency are accuracy, expression, and rate which impact reading endurance and comprehension.	**Module 5: Fluency** Participants will explore fluency, which includes accuracy, rate, and prosody. They will see fluency as the connection between word recognition and comprehension, as well as understand how it can be enhanced through oral language and writing.	**Checkpoint/Quiz**- Participants will take a five-question quiz to demonstrate their understanding of key concepts relating to fluency development and instruction learned in this module.
	Module 5 Blog: https://therobbreviewblog.com/uncategorized/making-kids-read-fast-is-not-the-goal-of-fluency-instruction-making-meaning-is/	1.E.2	**Understand** that effective readers demonstrate flexibility by adjusting their reading rate to accommodate the kinds of texts they are reading in order to facilitate comprehension.	**Journal Entry**- Participants will watch both videos, "What reading fluency looks like in first grade and what reading fluency looks like in fifth grade." They will pay attention to the reading of first grader and the reading of fifth grader and reflect on their rate, accuracy, and prosody (intonation, stress, phrasing, pausing) and ability to understand what they read. To complete this assignment successfully, participants will summarize how each student read the text using the terms: accuracy, rate, and prosody and describe the impact fluency has on the ability to read and comprehend text as students get older or for students that may have dyslexia. (**1.E.1**)	
	Module 5: Grade 1 Fluency Video: https://www.understood.org/en/learning-thinking-differences/signs-symptoms/age-by-age-learning-skills/video-what-	1.E.3	**Understand** the relationships among fluency, word recognition, and comprehension.		
		1.E.4	**Understand** that both oral language and writing enhance fluency instruction.		
		1.E.5	**Understand** the role of formal and informal fluency assessment to make instructional decisions to		

	reading-fluency-looks-like-in-first-grade **Module 5** Grade 5 Fluency Video: https://www.understood.org/en/learning-thinking-differences/signs-symptoms/age-by-age-learning-skills/video-what-reading-fluency-looks-like-in-fifth-grade **Module 5** For teachers of students on ACCESS Points: http://aacliteracy.psu.edu/index.php/page/show/id/9/index.html and http://aacliteracy.psu.edu/index.php/page/show/id/10/index.html	meet individual student needs.	**Discussion Post-**After reading the content in this module and a blog about fluency, participants will summarize their understanding about fluency as it relates to rate, prosody, and rate and impact on reading comprehension and reply to a colleague's post. To complete this assignment successfully, participants' discussion post must address each of the following questions: 1. When might a reader have to adjust their reading rate? (**1.E.2**) 2. What is the relationship among fluency, word recognition, and comprehension? (**1.E.3**) 3. How do oral language and writing enhance fluency instruction? (**1.E.4**) 4. How can formal and informal fluency assessments be used to guide instruction? (**1. E.5**) *Participants will submit the completed journal entry activity and discussion post to the facilitator via canvas and receive feedback	

FOUNDATIONAL READING SKILL: **VOCABULARY**

Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
	Module 6 Vocabulary Lesson Video: http://rmls.florida-ese.org/#/section/3/VocabularyLessons/296888958	1.F.1	**Understand** the goal of receptive and expressive vocabulary instruction is the application of a student's understanding of word meanings to multiple oral and written contexts.	**Module 6: Vocabulary** Participants will study vocabulary development including the difference between receptive and expressive vocabulary. They will revisit morphology and semantics as it relates to vocabulary. Finally, participants will dive into academic language and how writing can be used to enhance vocabulary instruction.	**Checkpoint/Quiz**- Participants will take a five-question quiz to demonstrate their understanding of key concepts relating vocabulary development and instruction learned in this module.
	Module 6 Using morphology to teach vocabulary Blog: https://keystoliteracy.com/blog/using-morphology-to-teach-vocabulary/	1.F.2	**Understand** morphology as it relates to vocabulary development (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis).	**Journal Entry**- After reading the content in this module and a blog about morphology as it relates to vocabulary development, participants will complete a journal entry on their understanding of vocabulary development. To successfully complete this assignment, participants must respond to each of the following questions:	
		1.F.3	**Identify** principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language, etc.).		
	Module 6 Vocabulary instruction for teachers of students on ACCESS points: https://www.youtu	1.F.4	**Understand** the domain specific vocabulary demands of academic language.	1. Define morphology (morphemes, inflectional and derivational morphemes, morphemic analysis) and how it supports vocabulary development.	
		1.F.5	**Understand** that writing can be used to enhance vocabulary instruction.		

| | be.com/watch?v=Id MC1jNf1p4 | 1.F.6 | **Understand** the role of formal and informal vocabulary assessment to make instructional decisions to meet individual student needs. | 2. Define semantics (antonyms, synonyms, figurative language) and explain how it so important to vocabulary development. (**1.F.2, 1.F.3**)

Discussion Post- After reading the content and watching the videos in this module, participants will summarize their understanding of vocabulary development and reply to a colleague's post. To complete this discussion post successfully, participants must respond to each of the following questions:

1. What is the goal of receptive and expressive vocabulary instruction? (**1.F.1**)
2. What is the domain specific vocabulary demands of academic language? (**1.F.4**)
3. How can writing be used to enhance vocabulary instruction? (**1.F.5**)
4. How can formal and informal vocabulary assessments be used to make instructional decisions? (**1.F.6**)

*Participants will submit the completed journal entry activity and discussion post to the facilitator via canvas and receive feedback | |

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

Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
	Module 1 The Reading Process Video: https://www.youtube.com/watch?v=VZmNpSYjMi4 **Module 1** Formal and Informal Assessments Video: https://www.youtube.com/watch?v=_WDfT46nijA **Module 1** What is Dyslexia? Yale Website: https://dyslexia.yale.edu/ **Module 1** What is Dyslexia? Article: https://www.understood.org/en/learning-thinking-	1.G.1	**Identify** language characteristics related to social and academic language.	**Module 2: Oral Language** **Journal Entry**- After reading the content and watching the video in this module, participants will summarize their understanding and reflect on their new knowledge of oral language. They will describe the language characteristics related to social and academic language and the impact of oral language, writing, and an information intensive environment upon reading development. (**1. G.1, 1.G.4**) *Participants will submit the completed journal entry activity to the facilitator via canvas and receive feedback	**Checkpoint/Quiz**- Participants will take a five-question quiz to demonstrate their understanding of the integration of the reading components.
		1.G.4	**Understand** the impact of oral language, writing, and an information intensive environment upon reading development.		
		1.G.3	**Understand** the interdependence between each of the reading components and their effect upon reading as a process for native speakers of English and English language learners.	**Module 1: Introduction to Foundations of Literacy** Participants will be introduced to the six components of reading and how they work together during the reading process. They will also understand some of the common characteristics of dyslexia as it relates to reading difficulties. Finally, participants will understand how to differentiate between the roles of formal and informal assessments of reading.	
		1.G.6	**Understand** the role of formal and informal reading assessment to make		

		instructional decisions to meet individual student needs.	**Pretest/Practice Test-** Participants will answer 20 multiple choice questions via Canvas to evaluate their prior knowledge of the six components of reading. Participants will be provided immediate feedback via Canvas.	
differences/child-learning-disabilities/dyslexia/what-is-dyslexia?_ul=1*1eg023*domain_userid*YW1wLUVxcVE5dnBhakptQ1ljWnI0OTdIU3c.			**Journal Entry-** Participants will create a three column-chart that illustrates the types of reading screeners, diagnostic, and progress monitoring assessments currently used at their school site or classroom to assess the different components of literacy. (**1.G.6**)	
Module 1			**Discussion Post-** After reading the content and viewing the videos in this module, participants will respond to the following questions in a post:	
What is Dyslexia? Dyslexia Explained YouTube video:			1. How do the six reading components work together as a student reads the text including English Language Learners? (**1.G.3**)	
https://www.youtube.com/watch?time_continue=18&v=kE3DqJP-nkI&feature=emb_logo			2. Which component of literacy instruction do you need to deepen/expand/strengthen your knowledge by the end of the course? Explain.	
			3. Why is it important to understand the common characteristics of dyslexia?	
			*Participants will submit the completed journal entry activity and discussion post to the facilitator via canvas and receive feedback	

		1.G.2	**Identify** phonemic, semantic, and syntactic variability between English and other languages.	**Module 3: Phonological Awareness** **Journal Entry**- After reading the content and watching the video in this module, participants will summarize their understanding and reflect on their new knowledge of phonological awareness, including phonemic, semantic, and syntactic variability between English and other languages. (**1.G.2**) *Participants will submit the completed journal entry activity to the facilitator via canvas and receive feedback	
		1.G.5	**Understand** the importance of comprehension monitoring and self-correcting to increase reading proficiency.	**Module 7: Comprehension** **Journal Entry**- After reading either "Improving Reading Comprehension in K-3" (Elementary) or "Improving Adolescent Literacy" (Secondary) participants will reflect on their understanding of each of the comprehension recommendations, which include monitoring and self-correcting, and describe how they currently implement them. (**1.G.5**) *Participants will submit the completed journal entry activity to the facilitator via canvas and receive feedback	

Competency 2: Application of Research-Based Instructional Practices
Broward Virtual University (BVU) Online Canvas Course- 60 Inservice Hours

Teachers will scaffold student learning by applying the principles of research-based reading instruction and integrating the six components of reading. Teachers will engage in the systematic problem-solving process.

FOUNDATIONAL READING SKILL: **COMPREHENSION**

Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
Note: Journal Entry Assignments, Discussion Posts, and Lesson Plans are three built-in formative type of assessments that participants will respond to in order to demonstrate application of the principles of research-based reading and integrating the six components of reading learned in each module. Participants will submit these types of formative assignments to facilitator via Canvas for feedback.					
Course Number: 10479758 **Course Name:** App of Research Based Literacy Practices	**Module 7** Improving Comprehension Article: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/readingcomp_pg_092810.pdf#page=16	2.A.2	**Use** both oral language and writing experiences to enhance comprehension. ★	**Module 7: Comprehension** Participants will explore various instructional practices to provide students opportunities to enhance comprehension, of both literary and informational texts, that promotes motivation and student engagement. **Journal Entry**- Participants will watch a video of a sample comprehension lesson appropriate for their grade level	**Post-Test:** Participants will complete a 20-question multiple-choice test that will include questions based on content each of the following areas of reading: • Oral Language • Phonological Awareness • Phonics • Fluency • Vocabulary
		2.A.4	**Provide** opportunities for student extended text discussion to enhance comprehension, promote motivation and student engagement.		

	Module 7 Choosing the Right Text Article: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_rc_pg_rec04.pdf **Module 7** Lexile Levels: http://www.lexile.com/ **Module 7** Scholastic Resources: https://www.scholastic.com/teachers/bookwizard/ **Module 7** **Videos:** Kindergarten Bugs! Bugs! Bugs! Informational https://www.youtube.com/watch?v=eo7Hd8HYwoY&t=106s Second Grade	2.A.5	**Select** narrative or informational print or digital texts that are appropriate to the comprehension instruction to be provided.	and then complete part 1 and part 2 for this journal entry assignment. Part 1: After watching the video, participants will respond to the following two questions: 1. What type of text and instructional practices did the teacher in the video select to develop students' metacognitive (thinking) comprehension skills in reading? (**2.G.2**) 2. How does the teacher increase students' higher-order thinking (comprehension)? Part 2: Participants will then reflect on their journal how they apply these practices in their own classroom: 1. After viewing the sample lesson, explain what instructional methods do you use to foster monitoring and self-correcting during reading? (**2.A.8**) 2. How do you provide opportunities for student extended text discussion to enhance comprehension, promote motivation and student engagement? (**2.A.4**) **Discussion Post-** After reading the content and viewing the videos in this	• **Comprehension** • Integration of the Reading Components Participants must score at least 80% in order to successfully complete the course.
		2.A.6	**Provide** comprehension instruction that supports students' ability to read multiple print and digital texts and to synthesize information within, across and beyond those texts. ★		
		2.A.3	**Apply** appropriate instructional practices determined by the student's strengths and needs, text structure, and the reading demands of domain specific text. ★		
		2.A.1	**Apply** intentional, explicit, and systematic instructional practices for scaffolding development of higher order thinking, comprehension skills, comprehension monitoring and self-correcting (e.g., reciprocal teaching, "think aloud," etc.). ★		
		2.A.8	**Model** a <u>variety</u> of strategic activities students can use to foster comprehension		

Fiction Close Reading https://vimeo.com/58540086 3-5th Grade Read Aloud Gorilla Informational Text https://www.youtube.com/watch?v=rIfhXyyfTR4 8th Grade Close Reading- Science https://www.youtube.com/watch?v=o_7MY8khBag High School 10th Grade https://vimeo.com/90927235 High School Social Studies https://www.youtube.com/watch?v=zV2PeJLZauU		monitoring and self-correcting. ★	module, participants will share how they use both oral language and writing experiences to enhance comprehension in their own classroom. (**2.A.2**) **Lesson Plan-** Participants will develop, implement, and reflect on a lesson that demonstrates application of *intentional, explicit, and systematic* instruction for scaffolding development of comprehension (cognitive skills). Lesson Components must include the following: 1. Rationale for selecting teaching goal based on assessment (**2.A.9, 2.G.6**) 2. Standard/Learning Goal 3. Gradual Release (I do, We do, They do, You do) (**2.A.7, 2.G.2, 2.A.1, 2.A.3, 2.A.3**) 4. Oral Language and Writing Extension (**2.A.2, 2.G.1**) 5. **Assessment of Learning (2.A.9, 2.G.6)** **Analyzing Text Complexity Activity-** Participants will select a narrative, informational or domain specific text for a read aloud or close reading and use a text complexity rubric to evaluate impact on comprehension	
	2.A.7	**Scaffold** discussions to facilitate the comprehension of text and higher order thinking skills for students with varying English proficiency levels.		
	2.A.9	**Recognize, describe, and incorporate** appropriate comprehension assessments to guide instruction. ★		
	2.G.2	**Identify** instructional practices to develop students' metacognitive skills in reading (e.g., text coding such as INSERT, two-column notes).		
	2.G.4	**Use** research-based guidelines for selecting literature and domain specific print and digital text appropriate to students' age, interests and reading proficiency (e.g., young adult literature, informational texts).		

Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
		2.G.1	**Apply** comprehensive instructional practices, including writing experiences that integrates the reading components. ★	considering academic language demands, vocabulary as it relates to phonology, syntax, semantics, text structure, genre, and scaffolds needed. (**2.A.5, 2.G.4)**	
		2.G.6	Triangulate data from appropriate reading assessments to guide instruction.	*Participants will submit the completed journal activity, lesson plans, and discussion post to the facilitator via canvas and receive feedback.	

FOUNDATIONAL READING SKILL: **ORAL LANGUAGE**

Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
	Module 2 Oral Language Lesson Videos- Elementary School Teachers: http://rmls.florida-ese.org/#/section/1/OralLanguageLessons/296518589 Secondary School Teachers: http://rmls.florida-ese.org/#/section/1	2.B.1	**Apply** intentional, explicit, and systematic instructional practices for scaffolding development of oral/aural language skills (e.g., language experience approach, Socratic questioning). ★	**Module 2: Oral Language** Participants will explore various instructional practices for scaffolding development of oral language skills to create an environment where students practice appropriate academic and social language. Participants will also recognize ELL students' home language proficiency as a foundation and strength to support the development of oral language in English.	**Post-Test:** Participants will complete a 20-question multiple-choice test that will include questions based on content each of the following areas of reading: • **Oral Language** • Phonological Awareness • Phonics • Fluency • Vocabulary • Comprehension • Integration of the Reading Components
		2.B.2	**Create** an environment where students practice appropriate social and academic language to discuss diverse texts.		

	/OralLanguageLessons/296516314	2.B.4	**Use** writing experiences to enhance oral language (e.g., interactive writing, student to teacher sentence dictation). ★	**Journal Entry-** After watching a video of an explicit oral language lesson, participants will describe the instructional practices used in the lesson. Then they will reflect on the instructional practices they use in their own classroom that include writing experiences to enhance oral language, both social and academic. (**2.B.2, 2.B.4, 2.G.1**)	Participants must score at least 80% in order to successfully complete the course.
		2.B.3*	**Recognize and apply** an English language learner's home language proficiency as a foundation and strength to support the development of oral language in English. ★		
		2.B.5	**Recognize, describe, and incorporate** appropriate oral language assessments <u>to guide instruction</u>. ★	**Discussion Post-** After reading the content and viewing the videos in this module, participants will describe using specific examples how they assess and develop their students' oral language skills, including their English Language Learners (ELLs). (**2.B.3, 2.G.5**) Participants will also describe a variety of tools that they use to assess oral language and how they triangulate data to explicitly and systematically scaffold the development of oral language of their students in their classroom. (**2.B.1, 2.B.5, 2.B.3, 2.G.6**)	
		2.G.5	**Demonstrate** understanding of similarities and differences between home language and second language reading development.		
		2.G.1	**Apply** comprehensive instructional practices, including writing experiences that integrates the reading components. ★	*Participants will submit the completed journal activity, discussion post, and lesson plans to the facilitator via canvas and receive feedback.	
		2.G.6	Triangulate data from appropriate reading		

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

FOUNDATIONAL READING SKILL: **PHONOLOGICAL AWARENESS**

Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
	Module 3 Phonological Awareness Techniques: https://www.hand2 mind.com/pdf/kind ergarten/chapter_2. pdf **Module 3** Multisensory Techniques to Teach Reading: https://www.underst ood.org/en/school-learning/partnering-with-childs-school/instructional -strategies/8-multisensory-techniques-for-teaching-reading?_ul=1*ljv1p *domain_userid*Y W1wLTdBRVhuWUV	2.C.1	**Apply** intentional, explicit, systematic instructional practices to scaffold development of phonological awareness. (e.g., blending and segmenting syllables, onset-rimes, and phonemes). ★	**Module 3: Phonological Awareness** Participants will explore various multisensory instructional practices for scaffolding the development of phonological awareness. Participants will also explore assessments of phonological awareness to monitor progress of their students and guide their instruction. **Journal Entry-** After watching a segment of an explicit lesson on phonological awareness, participants will describe the instructional practice the teacher used to focus students' attention on the SOUNDS of the letters (PA) and the opportunities for students to use oral language to enhance phonological awareness. **(2.C.2)**. To complete this assignment successfully, participants will include specific examples such as the use of Elkonin boxes, magnetic letters, etc., to	**Post-Test:** Participants will complete a 20-question multiple-choice test that will include questions based on content each of the following areas of reading: • Oral Language • **Phonological Awareness** • Phonics • Fluency • Vocabulary • Comprehension • Integration of the Reading Components Participants must score at least 80% in order to successfully complete the course.
		2.C.2	**Provide** opportunities for students to use oral/aural language to enhance phonological awareness (e.g., rhyming and alliteration). ★		
		2.C.4	**Use** writing experiences, in conjunction with phonological instruction, to enhance reading achievement (e.g., Elkonin boxes or magnetic letters, individual response whiteboards). ★		

HcWUtWDVTWmY4QW1QdHc. **Module 3** Phonological Awareness Video: https://www.youtube.com/watch?v=6wjU03hjOvs **Module 3** **Phonological Awareness Assessments:** Yopp-Singer; Segmenting https://www.gpsd.us/cms/lib/NJ01000249/Centricity/Domain/14/OrigYoppSinger.pdf Taylor Pearson: Rhyme, Segmenting, Blending http://www.misd.net/mlpp/assessments/phonemicawareness/phonemic-awareness-a.pdf Rosner Auditory Processing; Deletion	2.C.3	**Understand** and **apply** knowledge of how variations in phonology across languages affect English language learners' reading and writing development. ★	describe how the teacher transitioned from phonological awareness lesson to using writing experiences to enhance letter-sound relationships (Phonics). (2.**2.C.4**) **Discussion Post-** After reading the content and watching the videos in this module, participants will explain what they have learned about the importance of assessing and developing phonological awareness in the early grades and for English Language Learners. They will also describe personal experiences with ELLs in their classroom in which variations in phonology across languages have affected their English language learners' reading and writing development. (**2.C.3**) **Lesson Plan-** Participants will develop, implement, and reflect on a lesson that demonstrates application of *intentional, explicit, multisensory, and systematic* instruction for scaffolding development of phonological awareness (e.g., blending and segmenting syllables, onset-rimes, and phonemes) including how they will assess understanding of these skills. Lesson Components must include the following:
	2.C.5	**Recognize, describe, and incorporate** appropriate phonological awareness assessments <u>to guide instruction.</u> ★	
	2.G.1	**Apply** comprehensive instructional practices, including writing experiences that integrates the reading components. ★	
	2.G.6	Triangulate data from appropriate reading assessments to guide instruction.	

	http://courses.wash ington.edu/sop/Test %20of%20Auditory %20Analysis%20Skill s.pdf PAST (Phonological Awareness Skills Test); Comprehensive https://www.kcpubl icschools.org/site/d efault.aspx?PageTyp e=3&ModuleInstanc eID=9105&ViewID= C9E0416E-F0E7- 4626-AA7B- C14D59F72F85&Re nderLoc=0&FlexDat aID=21387&PageID =3986		1. Rationale for selecting goal based on assessment (**2.C.5, 2.G.6**) 2. ELA Standard/Learning Goal 3. Gradual Release (I do, We do, They do, You do) (**2.C.1, 2.C.2**) 4. Writing Extension (**2.C.4, 2.G.1**) 5. Assessment of Learning (**2.C.5, 2.G.6**) *Participants will submit the completed journal activity and discussion post to the facilitator via canvas and receive feedback.	

			FOUNDATIONAL READING SKILL: **PHONICS**		
Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
	Module 4 Literacy Leadership Brief: Explaining Phonics Instruction https://www.literacyworldwide.org/docs/default-source/where-we-stand/ila-explaining-phonics-instruction-an-educators-guide.pdf **Module 4 Phonics Lessons Videos:** Primary Teachers:	2.D.1	**Apply** intentional, explicit, systematic instructional practices for scaffolding phonics development on a continuum from the individual phoneme-grapheme level through the multi-syllabic word level. ★	**Module 4: Phonics** Participants will explore various multisensory instructional practices for scaffolding the development of phonics skills for all students, including English language learners. **Journal Entry-Elementary Teachers:** After watching a video of an explicit phonics lesson and reading the article on phonics for middle and high school ELLS, participants will describe the instructional practices used in this module and reflect on the instructional practices they use in their classroom for developing phonics. (**2.D.1, 2.D.3**) **Discussion Post-** After reading the content and watching the videos in this	**Post-Test:** Participants will complete a 20-question multiple-choice test that will include questions based on content each of the following areas of reading: • Oral Language • Phonological Awareness • **Phonics** • Fluency • Vocabulary • Comprehension • Integration of the Reading Components Participants must score at least 80% in order to successfully complete the course.
		2.D.2	**Recognize and apply** an English language learner's home language as a foundation and strength to support the development of phonics in English. ★		
		2.D.3	**Use** oral/aural language and writing experiences to enhance phonics instruction (e.g., sentence strip words,		

https://www.youtube.com/watch?v=bAM-oMViosE Intermediate Teachers: http://rmls.florida-ese.org/#/section/2/PhonicsLessons/296502265 **Module 4** Secondary Teachers Article: Phonics Instruction for Middle and High School ELLs http://www.adlit.org/article/34713/ **Module 4** Secondary Phonics Assessment: http://www2.nefec.org/learn/teacher/secondary/pa/research/assessing5.htm		phrases, and pocket charts). ★	module, participants will explain why is important for them to teach phonics. They will respond to the following questions:
	2.D.4	**Recognize, describe, and incorporate** appropriate phonics assessments to guide instruction. ★	1. Why is it important to teach phonics explicitly and systematically to your students?
	2.G.1	**Apply** comprehensive instructional practices, including writing experiences that integrates the reading components. ★	2. What specific type of phonics assessment(s) do you use to determine areas of needs as it relates to phonics instruction? (**2.D.4, 2.G.6**)
	2.G.6	Triangulate data from appropriate reading assessments to guide instruction.	**Lesson Plan**- Participants will develop, implement, and reflect on a lesson that demonstrates application of *intentional, explicit, multisensory, and systematic* instruction for scaffolding development of phonics (individual phoneme-grapheme level through the multi-syllabic word level,) including how they will assess understanding of these skills. Lesson Components must include the following: 1. Rationale for selecting a goal based on assessment (**2.D.4, 2.G.6**) 2. Standard/Learning Goal 3. Gradual Release (I do, We do, They do, You do) (**2.D.1, 2.D.2**) 4. Oral Language and Writing Extension (**2.D.3, 2.G.1**) 5. Assessment of Learning (**2.D.4, 2.G.6**)

				*Participants will submit the completed journal activity, discussion post, and lesson plans to the facilitator via canvas and receive feedback.	

FOUNDATIONAL READING SKILL: **FLUENCY**

Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
	Module 5 Fluency Lesson Videos: Elementary School Teachers: https://www.youtube.com/watch?v=oEc9u4oO4nc Secondary Teachers: http://rmls.florida-ese.org/#/section/5/FluencyLessons/296515168	2.E.1	**Apply** intentional, explicit, systematic instructional practices to scaffold accuracy, expression, rate, and reading endurance (e.g., paired reading, repeated reading, echo reading, reader's theater, etc.). ★	<u>Module 5: Fluency</u> Participants will explore various instructional practices for scaffolding the development of fluency, which includes rate, expression, and reading endurance. **Journal Entry-** After watching a video of an explicit lesson on fluency, participants will recognize and describe the instructional practice used in the lesson and reflect on the instructional practices they use in their classroom for developing fluency. (**2.E.1, 2.E.2, 2.E.3**) **Discussion Post-** After reading the content and viewing the videos in this module, participants will describe what they have learned about fluency assessments and instructional	**Post-Test:** Participants will complete a 20-question multiple-choice test that will include questions based on content each of the following areas of reading: • Oral Language • Phonological Awareness • Phonics • **Fluency** • Vocabulary • Comprehension • Integration of the Reading Components Participants must score at least 80% in order to successfully complete the course.
		2.E.2	**Use** oral/aural language and writing experiences to enhance fluency (e.g., poetry charts, song lyrics). ★		
		2.E.3	**Recognize, describe, and incorporate** appropriate fluency assessments to guide instruction. ★		
		2.G.6	Triangulate data from appropriate reading		

			assessments to guide instruction.	practices to build fluency. They will also explain why it is important to assess students' reading fluency for all elements; accuracy, rate, and prosody and not just rate. (**2.E.3**)	
				Lesson Plan- Participants will develop, implement, and reflect on a lesson that demonstrates application of *intentional, explicit, and systematic* instruction for scaffolding development of fluency (i.e., paired reading, repeated reading, echo reading, reader's theater) including how they will assess understanding of students' fluency. Lesson Components must include the following:	
				1. Rationale for selecting goal based on assessment (**2.E.3, 2.G.6**)	
				2. Standard/Learning Goal	
				3. Gradual Release (I do, We do, They do, You do) (**2.E.1, 2.E.2**)	
				4. Oral Language and Writing Extension (**2.E.2**)	
				5. Assessment of Learning (**2.E.3, 2.G.6)**	
				*Participants will submit the completed journal activity, discussion post, and lesson plans to the facilitator via canvas and receive feedback.	

FOUNDATIONAL READING SKILL: **VOCABULARY**

Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
	Module 6 Vocabulary Instruction Graphic: https://twitter.com/wordaware/status/821586418573123584	2.F.1	**Apply** intentional, explicit, systematic instructional practices to scaffold vocabulary and concept development (e.g., shared reading, semantic mapping, etc.). ★	**Module 6: Vocabulary** Participants will explore various instructional practices for scaffolding the development of vocabulary, including ways to use writing to enhance vocabulary and help ELL students learn academic vocabulary.	**Post-Test:** Participants will complete a 20-question multiple-choice test that will include questions based on content each of the following areas of reading: • Oral Language • Phonological Awareness • Phonics • Fluency • **Vocabulary** • Comprehension • Integration of the Reading Components Participants must score at least 80% in order to successfully complete the course.
	Module 6 Vocabulary Videos: Elementary and Secondary School Teachers: https://www.youtube.com/watch?v=OetbzrP2QUU	2.F.5*	**Incorporate** instructional practices that develop authentic uses of English to assist English language learners in learning academic vocabulary and content. ★	**Journal Entry-** After watching a video of an explicit vocabulary lesson, participants will describe the instructional practice used in the lesson. Then, they will reflect on how they incorporate instructional practices in their classroom that:	
		2.F.7	**Use** multiple methods of vocabulary instruction (e.g. multiple contexts, examples and non-examples, elaborations, etc.). ★	1. develop academic vocabulary and content for ELLs (**2.F.5**) 2. incorporate analogies (cognates, Greek and Latin roots) (**2.F.3**) 3. provide meaningful use of domain-specific vocabulary (**2.F.2**)	
		2.F.3	**Incorporate** vocabulary instruction through analogies (e.g., cognates, Greek and Latin roots). ★	**Discussion Post-** After reading and watching the videos in this module, participants will describe multiple methods (examples and non-examples, multiple contexts, etc.) of vocabulary	
		2.F.2	**Provide** for continual integration, repetition, and meaningful use of domain		

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			specific vocabulary to address the demands of academic language.	instruction they are currently using in their classroom. (**2.F.7**)	
		2.F.6	**Use** oral/aural language and writing experiences to enhance vocabulary (e.g., interactive word walls, word sorts, word charts for secondary). ★	**Lesson Plan-** Participants will develop, implement, and reflect on a lesson that demonstrates *intentional, explicit, and systematic* instruction for scaffolding development of vocabulary (i.e., shared reading, semantic mapping, etc.) including how they will assess vocabulary. Lesson Components must include the following:	
		2.F.8	**Recognize, describe, and incorporate** appropriate vocabulary assessments to guide instruction. ★	1. Rationale for selecting teaching goal based on assessment (*2.F.8, 2.G.6)*	
		2.G.1	**Apply** comprehensive instructional practices, including writing experiences that integrates the reading components. ★	2. ELA Standard/Learning Goal 3. Gradual Release (I do, We do, They do, You do) (**2.F.1, 2.F.7**) 4. Oral Language and Writing Extension (**2.F.6, 2.G.1**) 5. Assessment of Learning Target (**2.F.8, 2.G.6**)	
		2.G.6	Triangulate data from appropriate reading assessments to guide instruction.	*Participants will submit the completed journal activity, discussion post, and lesson plans to the facilitator via canvas and receive feedback	

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

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

Module 1 Gradual Release Model Video: http://www.acpsk12.org/pl/acps-classrooms-in-focus/explicit-instruction/gradual-release-video/ Article: "Effective Use of the Gradual Release of Responsibility Model" by Dr. Douglas Fisher: https://www.mheonline.com/_treasures/pdf/douglas_fisher.pdf	2.G.3	**Use** resources and research-based practices that create information intensive environments (e.g., diverse classroom libraries, inquiry reading).	**Practice Test:** Participants will take a 20 multiple choice questions via Canvas to evaluate their prior knowledge of the application of research-based literacy practices, including questions about each of the reading components applied in this module. Participants will receive immediate via Canvas on the results of the quiz. **Module 1: The Gradual Release Model** Participants will learn to use the research-based gradual release model for effective reading instruction that is **explicit and scaffolded.** They will use this model to develop lessons for each area of reading in this course. **Module 1: Classroom Culture and Environment that Promotes Literacy** Participants will read various resources to learn about research-based practices to create an information intensive environment and support a wide reading of print and digital texts, both informational and literary. **Discussion Post:** Participants will describe their literacy classroom environment and the structure of their literacy block or class. They will include how they: 1) Use resources and research-based practices that create	
	2.F.4	**Provide an environment** that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary.		

				information intensive environments (**2.G.3**) 2) Provide an environment that supports wide reading of print and digital texts (**2.F.4**)	
				Journal Entry: After reading the content and watching the videos in this module, participants will describe each of the four components of the gradual release model and why each of the components is important. They will explain why it is necessary to explicitly teach students reading skills and strategies.	
				*Participants will submit the completed journal activity and discussion post to the facilitator via canvas and receive feedback	

Competency 3: Foundations of Assessment

Broward Virtual University (BVU) Online Canvas Course- 60 Inservice Hours

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

Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
Note: Journal Entry Assignments and Discussion Posts are two built-in formative type of assessments that participants will respond to in order to demonstrate how to select and administer appropriate assessments to inform instruction to meet the needs of all students. Participants will submit these two types of formative assignments to facilitator via Canvas for feedback. This course has an embedded Student Analysis Project (Case study) Summative Assessment for participants to demonstrate understanding of using appropriate assessments to inform reading instruction.					
Course Number: 10479765 **Course Name:** Foundations of Literacy Assessment	**Module 2** Article: Systems of Support: http://www.florida-rti.org/gtips/content/chapter1/GTIPS-U1P6.pdf **Module 2** Article: Florida Kindergarten Readiness Screener: http://www.fldoe.org/accountability/ass			**Module 1: Introduction to Foundations of Literacy Assessment** Participants will complete an 18-multiple choice practice test via Canvas to evaluate their prior knowledge of reading formal and informal assessments. They will receive immediate feedback. **Discussion Post-** To get started in the course, participants will respond to the following questions: 1. What do you know about formal vs. informal assessment for reading? (**3.3**) 2. What are some types of formal and informal reading assessments that you currently use in your classroom and/or are used at you	Participants will be required to complete a Case Study: Student Assessment Analysis Project on student that is reading below grade-level expectations based on standardized state and local reading assessments. The Student Assessment Analysis Project will demonstrate understanding of using assessment data to inform reading instruction and interventions. The project consists of the following four parts: • Part 1: Student's Background information

				school site to assess students' reading abilities?	• Part 2 Historical Summative Data • Part 3-Assessing and Analyzing Student's Data • Part 4-Developing an Intervention Plan **Post Test** Participants will also take an 18-question multiple choice post-test that will include questions based on content from all modules. Participants must score at least 80% in order to successfully complete the course.
essments/k-12-student-assessment/flkrs **Module 2** Article: English Language Arts-Florida Standards Assessments 3-12: http://www.fldoe.org/accountability/assessments/k-12-student-assessment/fsa.stml					
Module 2 Article: ACCESS for ELLs: http://www.fldoe.org/accountability/assessments/k-12-student-assessment/access-for-ells.stml	3.3	**Understand** the purpose of various formal assessments including the differences between norm-referenced and criterion-referenced assessments and how to interpret data reports.	**Module 2: Formal Standardized Assessments** Participants will study various formal assessments to determine the difference between norm-referenced and criterion-referenced assessments, describe types of standardized assessments relating to the reading/language arts standards. Participants will also develop an understanding of the meaning of test reliability, validity, and standard error of measurement, interpret data reports and identify what kind of information they provide teachers.		
	3.4	**Understand** the meaning of test reliability, validity, and standard error of measurement and describe major types of derived scores from standardized tests.			

		3.1	**Understand and apply** measurement concepts and characteristics of reading assessments.	**Journal Entry #1**- Participants will use what they learned in this module about norm-referenced and criterion-referenced assessments to create a four-column chart that summarizes the measurement concepts and characteristics of each of the reading assessments used at the State, District, and in their classrooms. After completing the chart, participants will select and describe measurement concepts of at least one type of reading assessment used in their classroom to assess students' reading behaviors and explain how they use the data to inform instruction and/or interventions. Participants will also submit a sample of the assessment and data collected to complete this journal entry. (**3.1**) Participants will use the following questions to guide their response: 1. Which students is this assessment administered to? 2. **What is the purpose of the assessment? (3.2**, **3.3**) 3. What type of data does it generate and how is it used? (**3.1**) 4. How frequently do you administer this assessment to students in your classroom?	
	Module 2 Article: Florida Standards Alternative Assessments (FSAA): http://www.fldoe.org/accountability/assessments/k-12-student-assessment/fl-alternate-assessment.stml **Module 3** Video: Types of Informal Classroom Based Assessments: https://www.readingrockets.org/article/types-informal-classroom-based-assessment **Module 3** Video: Benchmark Assessment System, 3rd Ed. Webinar:				

			Discussion Post- After reading the content in this module, participants will describe the types of formal assessments (standardized tests) that are administered at the district and state level to English Language Learners, students on ACCESS points, and general education students. They will include how they know the tests are valid and reliable and will provide specific examples of how the data is used in their own classroom. (**3.4**) *Participants will submit the completed journal entry assignments and discussion post to the facilitator via canvas and receive feedback.	
https://webinars.heinemann.com/bas-third-edition **Module 3** Article: FAIR-FS Informational Session: http://www.fcrr.org/_/images/FAIR-FS_3-12_for_webinar_5-9-14.pdf **Module 3**				
Article: FAIR-FS Fact Sheet: https://browardschools.instructure.com/courses/661048/files/42141183/download?wrap=1	3.2	**Understand** the purposes of various informal assessments (e.g., informal reading inventories, analyzing writing samples) including an emphasis on matching reader to text.	**Module 3: Formative (Informal) Assessments** Participants will demonstrate knowledge of how to select and administer informal assessments and analyze data to inform reading instruction to meet the needs of all	

		3.7	**Understand** how to use data within a systematic problem-solving process to differentiate instruction, intensify intervention and meet the needs of all students. (e.g., grouping practices, appropriate curriculum material)	students by engaging in the systematic problem-solving process.	
	Module 3 Article: FAIR-FS Alignment to the Language Arts Florida Standards: https://browardscho ols.instructure.com/ courses/661048/files /42141158/downloa d?wrap=1			**Journal Entry #2**- After reading the content and watching the video in this module, participants will describe the characteristics, the administration procedures, and the interpretation of both quantitative and qualitative instructional reading assessments used at their school and in their classroom.	
		3.5	**Demonstrate** knowledge of the characteristics, administration, and interpretation of both quantitative and qualitative instructional assessments (to include each of the following: screening, progress monitoring, diagnosis and outcome measures.	They will determine which ones fall into these categories: screener, diagnostic, or progress monitoring. (**3.5**) Then participants will describe which assessment(s) they find most valuable as (screeners, diagnostic, progress monitoring, etc.) for planning reading instruction in their classroom and why. **Assessment Reflection Activity: District-Adopted Assessments-** Participants will view the Benchmark Assessment System, 3rd Ed. (Reading Records) Webinar (Elementary) or read the FAIR-FS article (Secondary) to reflect and answer the following questions to demonstrate knowledge of diagnostic and progress monitoring tools used in the District. Participants will then select one of the assessments and administer it to one or more students in their classroom and use the	
	Module 4 Video: Helping Teachers Use Progress Monitoring: https://www.youtub e.com/watch?v=3EP VJDne8Vo&list=PLLx DwKxHx1yJMzrAjV_4 gRwlAkqcF9_- U&index=23				
	Module 4 Video: Carol McDonald Conner: Progress Monitoring at Tier 2:				

	https://www.youtube.com/watch?v=R5IhYLxSqhg **Module 4** **Article: ASCD-The Types of Portfolios** http://www.ascd.org/publications/books/197171/chapters/The-Types-of-Portfolios.aspx **Module 5** Article: Using Informal Assessments for English Language Learners: https://www.colorincolorado.org/article/using-informal-assessments-english-language-learners **Module 6**		questions below to summarize their understanding. (**3.1, 3.5**) **Elementary/Secondary** 1. What is the purpose of the assessment selected (BAS reading records or FAIR-FS)? 2. How is it a formative assessment? 3. What areas of reading does it assess? 4. How will it help you target instruction and/or intervention to meet specific student needs? 5. How does the data help you understand if students are accomplishing grade-level expectations? 6. How does the data from this tool help you match a reader to text? (**3.2**) **Discussion/Reply:** Participants will summarize what they have learned in by explaining how reading data supports problem-solving process including grouping practices and selection of appropriate curriculum material to differentiate instruction (Tier 1) and intensify intervention (Tiers 2 and 3). (**3.7**) *Participants will submit the completed journal entry assignments and discussion post to the facilitator via canvas and receive feedback.	

	ESOL Accommodations and Strategies Chart: https://www.browardschools.com/cms/lib/FL01803656/Centricity/Domain/13673/ESOL_Instructional_Strategies_Matrix_9_14.pdf **Module 6** Article: What is the difference between accommodation and modification for a student with a disability? https://www.washington.edu/doit/what-difference-between-accommodation-and-modification-student-disability **Module 6** Article: Accommodations Assisting Students with Disabilities	3.8 3.6	**Identify** appropriate criteria for selecting materials to include in portfolios for monitoring student progress over time. **Analyze** data to identify trends that indicate adequate progress in student reading development.	**Module 4: Progress Monitoring** Participants will understand the importance of analyzing data to identify trends and plan differentiated instruction and intervention which includes identifying appropriate materials and instructional practices for students identified with reading deficiencies. **Video Journal Entry #2** After reading the content and watching the videos in this module, participants will provide examples of how they analyze reading data to identify trends and monitor student progress in their classroom. (**3.6**)	

			Video Journal Entry #3 After reading the content and watching the videos in this module, participants will respond to the following two questions: 1. What is the role of progress monitoring in MTSS/RTI? 2. How does McDonald-Connor offer ways to use data to identify trends and connect to reading instruction support? (**3.6**) **Journal Entry #4** Participants will read the ASCD article, The Types of Portfolios and create a graphic organizer to represent the three different types of portfolios they learned about from the reading. After completing the graphic organizer, participants will describe the criteria they use to for selecting materials to monitor in a students' portfolio. The criteria must meet at least these two requirements: clear connection to established reading and writing standards and must address the needs of the students for whom they are intended. (**3.8**) To complete this assignment successfully, participants must include the following: 1. Purpose of portfolio/Audience 2. Criteria for selecting material to monitor progress, including types of assessments used to monitor progress (**3.8**)	

				Discussion/Reply: Participants will describe how they progress monitoring students' reading abilities to make day to day instructional decisions. The two questions below will help guide the discussion post: 1. What type of assessments do you use to informally assess students that are reading below grade-level expectations in their class? 2. What is the frequency of these assessments and how do you use informal data results to inform their next teaching steps? *Participants will submit the completed journal entry assignments and discussion post to the facilitator via canvas and receive feedback.	
		3.9	**Identify** interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners. .	**Module 5: Differentiating Instruction** Participants will understand how to analyze and use data results to differentiate instruction. Participants will also learn to identify appropriate criteria for selecting assessments for monitoring students' progress overtime. **Journal Entry #5**- After reading the article, Using Informal Assessments for English Language Learners, participants will select an ELL student in their classroom to respond to the following:	

				Describe at least one assessment you have used to assess the select ELL student's content knowledge in English. Explain what interpretive issues have risen from this assessment as it relates to measuring reading proficiency of your English language learner. **(3.9)** **Discussion Post-** Participants will use the accommodations, informal assessments, and instructional strategies listed on the chart, <u>ESOL Accommodations and Strategies Chart,</u> to describe the common ones used in their classroom. Then, they will share which new ones they will consider using in their classroom. (**3.10**) *Participants will submit the completed journal entry assignments and discussion post to the facilitator via canvas and receive feedback.	
		3.10	**Identify** appropriate assessments and accommodations for monitoring reading progress of all students.	**Module 6: Students with Disabilities (SWDs) and Accommodations** Participants will learn, identify and implement appropriate and allowable accommodations for students with disabilities based on the Individual Education Plan (IEP) or 504 Plan.	
		3.11	**Identify** and implement appropriate and allowable accommodations as specified in the Individual Education Plan or 504 Plan when assessing students with	**Journal Entry # 6** After reading the article, "<u>What is the difference between an accommodation and a modification for a student with a disability?</u>"	

			disabilities in the area of reading.	participants will consider a student with disabilities in their classroom for which they have provided accommodations for in order to respond to the following question:	
				1. Describe at least one example of an appropriate and allowable accommodation you have used or are using as specified in the Individual Education Plan or 504 Plan when assessing students with disabilities in the area of reading in your classroom. (**3.11**)	
				Journal Entry # 7: After reading chapters 3 and 4 from <u>Accommodations Assisting Students with Disabilities</u>, participants will consider students with disabilities in their classroom in order to explain specifically what type of assessments and accommodations they are using to monitor reading progress of these students. (**3.10**, **3.11**)	
				Discussion Post- After completing Part 4 of the "Student Assessment Analysis Project", participants will reflect on what they have learned in this course about formative assessments, Tier 1 instruction and Tier 2 and Tier 3 interventions, progress monitoring, and accommodations by answering the two questions below. They will also reply to another colleague.	

			1. What was your biggest takeaway? 2. Describe what you have learned new about assessment and instruction to meet the needs of students in your classroom. *Participants will submit the completed journal entry assignments and discussion post to the facilitator via canvas and receive feedback.	

Competency 4: Foundations & Applications of Differentiated Instruction
Broward Virtual University (BVU) Online Canvas Course – 60 Inservice Points

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

Course Number and Name of Course	Required Course Reading	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
Note: Journal Entry Assignments and Discussion Posts are two built-in formative type of assessments that teachers will respond to after reading or viewing required course work and trying out activities with diverse students in order to understand and apply research-based instructional practices by differentiating process, product, and context. Participants will submit these two types of formative assignments to facilitator via Canvas for feedback.					
Course Name: Differentiated Reading Instruction

Course Number: 10479245 | **Module 1**
Differentiated Instruction Video:

https://www.readingrockets.org/webcasts/1001

Module 1

Lev Vygotsky's Theory of Cognitive Development:

https://study.com/academy/lesson/lev-vygotskys-theory-of-cognitive-development.html | 4.1* | **Understand and apply** knowledge of socio-cultural, socio-political and psychological variables to differentiate reading instruction for all students. ★ | **Practice Test:** Participants will complete a practice test, 20 multiple-choice tests with key items related to the content of this course.

Module 1: Introduction to Differentiated Instruction

In this module, participants will recognize characteristics of proficient readers and understand a student's zone of proximal development to more effectively differentiate instruction. Participants will also understand the social-cultural, social-political and psychological factors that they need to consider when planning for differentiated reading instruction. | **Post-Test**

Participants are required to take via Canvas a 20 multiple choice questions relating to the content learned in this course and will be required to score at least 80%. |
| | | 4.4 | **Identify** factors impeding student reading development in each of the reading components or the integration of these components. | | |
| | | 4.5 | **Recognize** how characteristics of both language and cognitive development impact reading proficiency. | | |

| | | 4.6 | Recognize the characteristics of proficient readers to more effectively differentiate instruction. ★ | Discussion Post: Think about the diverse learners in your classroom. How does your knowledge of socio-cultural, socio-political and psychological variables impact your ability to differentiate reading instruction for all students? Provide a specific example of how this knowledge has impacted your ability to differentiate instruction. (4.1) | |

Module 1:

Differentiated Instruction Self-Assessment

https://ceedar.education.ufl.edu/wp-content/uploads/2016/11/FIN-DI-Self-Assessment-Tool-ns.pdf

Module 2

Differentiated Classroom Structures for Literacy Instruction Online Article

https://www.readingrockets.org/article/differentiated-classroom-structures-literacy-instruction

Module 2
Differentiated instruction in

Discussion Post: Think about the diverse learners in your classroom. How does your knowledge of socio-cultural, socio-political and psychological variables impact your ability to differentiate reading instruction for all students? Provide a specific example of how this knowledge has impacted your ability to differentiate instruction. (**4.1**)

Journal Entry: Participants will describe the characteristics of a proficient reader and how understanding a proficient reader helps differentiate instruction for those that are not proficient. They will also explain how characteristics of both language and cognitive development impacts reading proficiency, and what factors can impede student reading development in each area of reading. (**4.4, 4.5, 4.6**)

DI Self-Assessment Journal: Participants will read self-rate from 0-4 along a continuum relating to each of the key principles of differentiated classrooms listed below.
1. Create and Sustain a responsive learning environment
2. Have clarity about learning goals
3. Continuously assess student learning
4. Establish flexible students' groups and respectful tasks

	Reading Online Article:			Then, participants will reflect on the principles of differentiated instruction they practice daily in their classroom and the ones that they seldom implement in order to commit to trying these out in their classrooms.	
	https://www.readingrockets.org/article/differentiated-instruction-reading				
	Module 3 WIDA Can Do Descriptors: https://wida.wisc.edu/teach/can-do/descriptors			**Differentiated Instruction Video Journal**: View the video, *Differentiated Reading Instruction.* Participants will reflect on what they have learned from the video and respond to the following questions:	
	Module 3 Early Language Development Standards: https://wida.wisc.edu/teach/early/elds			1. Describe the role of a teacher in a differentiated classroom. 2. What are some key elements of an effective differentiated classroom? 3. What do you think the greatest challenges are to the implementation of differentiated instruction? 4. How can you overcome those challenges?	
	Module 3 ACCESS scores and reports:			**Cognitive Development Journal:** Participants will watch this video to learn more about "Vygotsky's Theory of Cognitive Development" and the importance of scaffolding reading instruction, then to successfully complete this assignment, they will respond to the following questions:	

	https://wida.wisc.edu/assess/access/scores-reports **Module 3** WIDA Framework: https://wida.wisc.edu/sites/default/files/resource/WIDA-Standards-Framework-and-its-Theoretical-Foundations.pdf **Module 3** Excerpt from Activities for English Language Learners Across the Curriculum (Classroom Resources) Paperback – February 1, 2010 by Stephen White **Module 4: Students with Disabilities** http://www.fldoe.org/core/fileparse.php/7690/urlt/0070069-accomm-educator.pdf			1. Define Vygotsky's Zone of Proximal Development (ZPD) in your own words. 2. Explain how ZPD relates to differentiated instruction in terms of students' reading abilities or reading instructional levels. 3. Describe how you determine your students' reading abilities/reading levels in order to differentiate instruction and what factors have you noted that impact your students' reading development in oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. (**4.1, 4.4**) *Participants will submit the completed journal entry assignments and discussion post to the facilitator via canvas and receive feedback.	
		4.12	**Implement** a classroom level plan for monitoring student reading progress and differentiating instruction. ★	**Module 2: Classroom Instruction and Formative Assessments** In this module, participants will understand how formative types of reading assessments provide classroom teachers specific data in areas of reading instruction. They will understand how to use this data to implement differentiated instruction and monitor progress for all students including students with characteristics of Dyslexia.	
		4.13	**Monitor** student progress and **use** data to differentiate instruction for all students. ★		
		4.14	**Implement** research-based practices in comprehension, oral language, phonological awareness, phonics, fluency		

	Module 5: Differentiated Instruction and Universal Designs for Learning http://udlguidelines.cast.org/?utm_medium=web&utm_campaign=none&utm_source=castabout-udl https://www.youtube.com/watch?v=bDvKnY0g6e4		and vocabulary to differentiate instruction for all students. ★	**Discussion Post:** Participants will describe their classroom level plan for monitoring student reading progress and including the type of data collected to differentiating instruction in one or more of the following areas: oral language, phonological awareness, phonics, fluency, vocabulary, or comprehension lesson. (**4.12, 4.13**) **Journal Entry:** Participants will describe how they implement specific research-based instructional practices they currently use to differentiate instruction for students in the areas of comprehension, oral language, phonological awareness, phonics, fluency and vocabulary in their daily instruction. (**4.14**) **Progress Monitoring Plan Journal:** Participants will describe the specific progress monitoring assessments currently used in their classroom to help plan for differentiated instruction. In order to complete this assignment successfully, participants will consider specific assessment used in their classroom to respond to the following: 1. Name the type of assessment that provides you with reading data used and grade level. 2. What specific data results did you get from this assessment? 3. How did the data results help you differentiate **content, process or product** for your students including English Language	
		4.15	**Implement** research-based instructional practices for developing students' higher order thinking. ★	
		4.16	**Implement** research-based instructional practices for developing students' ability to read critically. ★	
		4.17	**Implement** research-based instructional practices using writing to develop students' comprehension of text. ★	

| | | | | Learners and Students with Disabilities? (**4.12, 4.13**)
4. Explain specifically the **what (content), how (process), or why (product)** was differentiated as a result of the data results. (**4.14**)

Instructional Practices to Differentiate Instruction Journal: Participants will read the content in the module including the two online articles (Differentiated Classroom Structures for Literacy Development and Differentiation for Reading) to learn evidence-based instructional practices (monitoring, questioning, summarizing, graphic organizers, cooperative learning, writing etc.) to differentiate reading instruction in the classroom.

Participants will then create a three-column chart to describe at least four different instructional practices they currently use in their classroom, on another column they will describe how it is used to differentiate instruction in order to develop students' higher order thinking skills including students' ability to read critically and use writing to support comprehension. (**4.15, 4.16, 4.17)**

*Participants will submit the completed journal entry assignments and discussion post to the facilitator via canvas and receive feedback. | |

		4.2	**Understand** the stages of English language acquisition for English language learners and differentiate reading instruction for students at different levels of English language proficiency. ★	**Module 3: English Language Learners** In this module, participants will understand the WIDA Framework theory, continuum of second language acquisition and how knowing this information helps differentiate reading instruction for students at different levels of English Language proficiency. **Case Study – Planning for Differentiated Instruction for an ELL Student**: Participants will engage in the problem-solving process to differentiate reading instruction for an English Language Learner. For participants to complete this assignment successfully, they must complete each part of the case study. **Part 1:** Analyze ELLs ACCESS test data by language domain (reading, writing, speaking, and listening)? What stage of English language acquisition is the student in? Compare this student's language, cognitive, and reading acquisition with that of a student in a different age group (elementary vs. secondary). (**4.2, 4.7**) **Part 2:** Determine a target and rationale for providing explicit reading instruction with scaffolds for one or more of areas of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and/or	
		4.3*	**Understand** and apply current theories of second language acquisition to differentiate instruction for English language learners of diverse backgrounds and various levels of prior education. ★		
		4.9	**Plan** for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups. ★·		
		4.7	**Compare** language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities.		

4.8	**Select and use** developmentally appropriate materials that address sociocultural and linguistic differences. ★	comprehension depending on student's performance levels. (**4.11**) **Part 3**: Then, refer to the WIDA Can Do Descriptors (*current theories of second language acquisition to differentiate instruction*) to determine appropriate level of support based on student's language, cognitive, reading acquisition, and abilities. (***4.3, 4.10***)	
4.10	**Differentiate** reading instruction for English language learners with various levels of first language literacy. ★	
4.11	**Scaffold** instruction for students having difficulty in each of the components of reading. ★·	**Part 4**: Participants will then select and use developmentally appropriate materials that address social cultural and linguistic differences. Participants will include list of materials used in their journal entry. (**4.8**) **Part 5**: Finally, participant will plan instruction that utilizes increasingly complex print and digital text, embeds	

				assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups. (**4.9**)	
				Module 4: Differentiated Instruction and Universal Designs for Learning	
				In this module, participants will understand how Differentiated Instruction and the Universal Designs for Learning Framework work together when planning literacy instruction for all students, particularly students with disabilities and those with characteristics of Dyslexia.	
				UDL Video Journal: Participants will access online UDL article and watch the video to consider how UDL fits into every classroom and serves the needs of ALL students.	
				Then, participants will reflect on their understanding of UDL and explain what new information they learned from the readings and videos. Participants will also include at least two examples of how they will modify assessment and instruction using the UDL model to develop readers and writers in your classroom.	
				UDL Article Journal: Participants will read two online articles and create a chart that includes a UDL principle and example to consider when planning a lesson in all areas of reading.	

				Discussion Post: Participants will think of a student with a cognitive disability or one with characteristics of dyslexia that is currently in their classroom(s) and reflect on how they are currently implementing any of the principles of the Universal Designs for Learning Framework to differentiate their instruction. *Participants will submit the completed journal entry assignments and discussion post to the facilitator via canvas and receive feedback.	

| | | 4.18 | **Implement** appropriate and allowable instructional accommodations as specified in the Individual Education Plan or 504 Plan when differentiating instruction for students with disabilities. | <u>Module 5: Students with Disabilities</u>

In this module, participants will understand how to implement appropriate and allowable accommodations for students with disabilities and students on a 504 Plan.

Accommodations Journal: Participants will read Chapter 4: Types of Accommodations pages 26-41 and Appendix B of the Accommodations manual and think of a Student with Disabilities (SWD) or on a 504 plan that is currently in their classroom. Then, on a word-document, participants will implement appropriate and allowable instructional accommodations as specified in the IEP or 504 Plan when differentiating instruction for students with disabilities. The following questions will guide participants in completing successfully this journal entry:

1. What grade level is the student in?
2. What specific significant cognitive disability does the student have?
3. What specific accommodations listed in the manual are you using with this student?
4. How would you assess the effectiveness of this accommodation?
5. What other accommodations would you consider? **(4.18)**
6. How would you modify assessment and instruction for | |
| | | 4.19 | **Modify** assessment and instruction for students with significant cognitive disabilities while maintaining high expectations for achievement that reflect appropriate levels of access to general education instruction. ★ | | |

				students with significant cognitive disabilities while maintaining high expectations for achievement that reflect appropriate levels of access to general education instruction? **(4.19)** **Discussion Post**: Participants will consider what they have learned about Universal Designs for Learning Framework and differentiated instruction in this course. They will describe what they thought they knew and what they now know about these two concepts. *Participants will submit the completed journal entry assignments and discussion post to the facilitator via canvas and receive feedback.	

Competency 5: Demonstration of Accomplishment

Broward Virtual University (BVU) Online Canvas Portfolio – 60 Inservice Points

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

Course Number and Name of Course	Required Course Reading *(If there are no required readings, put N/A in the column.)*	Indicator Code	Specific Indicator	Curriculum Study Assignment at Indicator Level with Built-In Formative Assessment	Summative Assessment
Course Number: 39119129 **Course Name:** Demonstration of Accomplished Practices	**Module 1** Florida Language Arts Standards: https://www.cpalms.org/Public/search/Standard **Module 2** Student Feedback: https://www.literacyworldwide.org/blog/literacy-daily/2015/12/08/be-a-mirror-give-	5.1	**Use** assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning. ★	**Module 1: Introduction to Demonstration of Accomplished Practices Online** **Portfolio Requirements** Participants will demonstrate the knowledge and skills learned in Competencies 1, 2, 3, and 4 as well as through their teaching reading experiences in the classroom by submitting evidence of the following Competency 5 performance indicators: 1. Minimum of 3 classroom observations conducted by a reading endorsed/certified literacy coach using the Reading Endorsement Practicum Protocol Observation Tool	Participants will submit a completed and signed Reading Endorsement Practicum Protocol Observation Tool that includes evidence of all performance indicators as follow: 1. Evidence (**5.1-5.15**) may include: • Observation of Lessons in Action • Written Lesson Plans • Student Work Samples/Feedback • Self-reflection • Classroom Environment/Culture 2. Evidence of Observer's Feedback and Participant's Reflection
		5.2	**Demonstrate** research-based instructional practices for facilitating reading **comprehension**. ★		
		5.3	**Demonstrate** research-based instructional practices for developing **oral/aural language** development. ★		
		5.4	**Demonstrate** research-based instructional practices for		

readers-feedback-that-fosters-a-growth-mindset **Module 2** Video on Student Feedback: https://www.youtube.com/watch?v=n7Ox5aoZ4ww **Module 2** Providing Meaningful Feedback: https://www.edutopia.org/blog/tips-providing-students-meaningful-feedback-marianne-stenger **Module 2** Teacher Reflection: http://www.ascd.org/publications/educational-leadership/feb09/vol66/num05/Fostering-Reflection.aspx		developing students' **phonological awareness**. ★	2. Case study with minimum of 3 students, one must be an English language learner (ELL) 3. Minimum of 3 lesson plans that include research-based instructional practices for each area of reading 4. Minimum of 3 Post-Instruction Lesson Reflection 5. Minimum of 3 student work samples with teacher feedback 6. Overall Reflection of student progress over the course of study	3. Confirmation of at least 3 classroom observations
	5.5	**Demonstrate** research-based instructional practices for developing **phonics** skills and word recognition. ★		
	5.6	**Demonstrate** research-based instructional practices for developing reading **fluency** and reading endurance. ★		
	5.7	**Demonstrate** research-based instructional practices for developing both academic and domain specific **vocabulary**. ★	**Lesson Plans**- Participants will, through a culminating practicum, through classroom observations conducted at the school site by a reading endorsed/certified Literacy Coach, participants will demonstrate knowledge and use of reading assessments and data analysis, to design and implement a lesson plan that includes instructional practices to motivate and engage students as they develop students' oral language, phonological awareness, fluency, vocabulary, and comprehension.	
	5.8	**Demonstrate** research-based instructional practices to facilitate students' monitoring and self-correcting in reading. ★		
	5.9	**Demonstrate** research-based comprehension instructional practices for developing students' higher order thinking to enhance comprehension. ★	Each lesson must include evidence of: 1. Diagnostic and progress monitoring data analysis used to identify a reading deficiency for the individual students while considering patterns across all	
	5.10	**Demonstrate** research-based instructional practices for developing students' ability to read critically. ★		

		5.11	**Demonstrate** differentiation of instruction for all students utilizing increasingly complex print and digital text. ★	students including English Language Learners. (**5.1, 5.12**)	
		5.12	**Demonstrate** skill in assessment and instruction with English language learners from diverse backgrounds and at varying English proficiency levels. ★	2. Evidence of explicit, systematic, and multisensory use of instructional practices for each area of reading embedded throughout the lesson using gradual release lesson framework. (**5.2, 5.3, 5.4, 5.5, 5.6, 5.7**)	
		5.13	**Create** an information intensive environment that includes print and digital text.	3. Evidence of print or digital text used to teach the lesson including rationale for selecting and analyzing text complexity to develop higher order thinking skills. (**5.9, 5.10, 5.11, 5.13**)	
		5.14	**Use** a variety of instructional practices to motivate and engage students in reading. ★	4. Evidence of how they differentiated instruction for the students including English Language Learner (**5.11, 5.12**)	
		5.15	**Demonstrate** intentional, explicit, systematic writing instruction as it relates to the ability to read written language. ★	5. Evidence of intentional, explicit writing used as an extension to practice and reinforce written language. (**5.14, 5.15**) 6. An end of lesson evaluation procedure (formative assessment) to assess learning of the identified goal for each student. (**5.1**)	

					Module 2: Student Feedback and Teacher Reflection Guidelines	
					Submission of Student Sample Work and Feedback- For each of the written lesson plans submitted, participants will collect and analyze student evidence of authentic work with appropriate feedback in relation to the reading lesson taught (oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension).	
					Any of the following student work samples can demonstrate evidence of target instructional goals: 1. teacher created activity 2. student's drawing 3. student's writing sample 4. audio of student responding to the task 5. video of student responding to the task **Evidence of Student Samples**: (**5.2, 5.3, 5.4, 5.5 5.6, 5.7, 5.14**)	
					Submission of Teacher Reflection- Participants will meet with their observer to reflect on the instructional practices used for each of the phases of the gradual release of responsibility framework, the print or digital texts used, and the role of assessment in planning and delivering the lesson.	

				Case Studies Profile Guidelines- Participants will identify three (3) students from their class, one being an English language learner, and complete a student profile for each that includes the following information: 1. Current Formative Assessment Data 2. Historical Summative Assessment Data 3. Subgroup Classification Participants will monitor the progress of these three students as a result of the reading lesson plans. **Module 3/4/5: Submission of Research-Based Instructional Practices Lessons** In each of these modules, participants will demonstrate research-based instructional practices for facilitating reading comprehension, developing students' oral and aural language, phonological and phonics skills, word recognition, reading fluency and reading endurance. They will also submit student work samples and post-instruction reflection **(See module 1**) **(5.2, 5.3, 5.4, 5.5, 5.6, 5.7**) **Module 6: Reflection on Three Case Studies** **Submission of Reflection on Three Case Studies**: Participants will reflect on how the teaching-learning cycle	

				(assess-analyze-plan-teach-reflect), using the gradual release model, impacted student reading growth for each of the three students.	