

**Program Matrix - Reading**  
**Educator Preparation Institute - Art Education (DOE Code 600)**  
**University of Florida**

| <b>Art Education - EPI</b>   |  | <b>Program Requirements</b>                           |
|--|--|---|
| <b>Reading</b>   |  | <b>EDG6931 Reading and ESOL for Secondary Teacher</b> |
| <b>Competency 1: Foundations of Reading Instruction – 60 In-service Hours</b>  |  |   |
| Teachers will develop substantive understanding of six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary. |  |   |
| <b>Performance Indicator A: Comprehension</b>  |  |   |
| 1.A.1  | Understand that building oral and written language facilitates comprehension.  | X   |
| 1.A.2  | Understand the importance of learning syntax, semantics, pragmatics, vocabulary, and text structures required for comprehension of formal written language of school, often called “academic language.”          | X   |
| 1.A.3  | Understand the impact of text upon reading comprehension (e.g., genre, readability, coherence, text structure, and text complexity).   | X   |
| 1.A.4  | Understand how the interaction of reader characteristics, motivation, purpose of reading, and text elements impacts comprehension and student engagement.  | X   |
| 1.A.5  | Identify cognitive targets (e.g., locate/recall; integrate/interpret; critique/evaluate) and the role of cognitive development in the construction of meaning of literary and informational texts.               | X   |
| 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.  | X   |
| 1.A.7  | Understand the reading demands posed by domain specific texts.   | X   |
| 1.A.8  | Understand that effective comprehension processes rely on well developed language, strong inference making, background knowledge, comprehension monitoring and selfcorrecting.                                   | X   |
| 1.A.9  | Understand how English language learners’ linguistic and cultural background will influence their comprehension.   | X   |
| 1.A.10   | Understand the role of formal and informal assessment of comprehension in making instructional decisions to meet individual student needs.   | X   |
| <b>Performance Indicator B: Oral Language</b>  |  |   |
| 1.B.1  | Understand how the students’ development of phonology, syntax, semantics, and pragmatics relates to comprehending written language.  | X   |
| 1.B.2  | Understand the differences between social and academic language.   | X   |
| 1.B.3  | Understand that writing enhances the development of oral language.   | X   |
| 1.B.4  | Understand that the variation in students’ oral language exposure and development requires differentiated instruction.   | X   |
| 1.B.5  | Recognize the importance of English language learners home languages, and their significance for learning to read English.   | X   |
| 1.B.6  | Understand the role of formal and informal oral language assessment to make instructional decisions to meet individual student needs.  | X   |
| <b>Performance Indicator C: Phonological Awareness</b>   |  |   |
| 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).                                  | X   |
| 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/trimes and phonemes). | X   |
| 1.C.3  | Understand that writing, in conjunction with phonological awareness, enhances reading development.   | X   |

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| 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).       | X   |
| 1.C.5   | Understand how similarities and differences in sound production between English and other languages affect English language learners' reading development in English.          | X   |
| 1.C.6   | Understand the role of formal and informal phonological awareness assessment to make instructional decisions to meet individual student needs.                                 | X   |
| <b>Performance Indicator D: Phonics</b>                               |  |   |
| 1.D.1   | Understand that phonological units (words, syllables, onsets, and phonemes) map onto orthographic units (words, rimes, letters) in alphabetic languages.                       | X   |
| 1.D.2   | Understand sound-spelling patterns and phonics (grapheme-phoneme correspondence rules).  | X   |
| 1.D.3   | Understand structural analysis of words.   | X   |
| 1.D.4   | 4 Understand that both oral language and writing can be used to enhance phonics instruction.   | X   |
| 1.D.5   | Understand the role of formal and informal phonics assessment to make instructional decisions to meet individual student needs.  | X   |
| <b>Performance Indicator E: Fluency</b>                               |  |   |
| 1.E.1   | Understand that the components of reading fluency are accuracy, expression, and rate which impact reading endurance and comprehension.   | X   |
| 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            | X   |
| 1.E.3   | Understand the relationships among fluency, word recognition, and comprehension.   | X   |
| 1.E.4   | Understand that both oral language and writing enhance fluency instruction.  | X   |
| 1.E.5   | Understand the role of formal and informal fluency assessment to make instructional decisions to meet individual student needs.  | X   |
| <b>Performance Indicator F: Vocabulary</b>                            |  |   |
| 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. | X   |
| 1.F.2   | Understand morphology as it relates to vocabulary development (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis).                                  | X   |
| 1.F.3   | Identify principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language, etc.).   | X   |
| 1.F.4   | Understand the domain specific vocabulary demands of academic language.  | X   |
| 1.F.5   | Understand that writing can be used to enhance vocabulary instruction.   | X   |
| 1.F.6   | Understand the role of formal and informal vocabulary assessment to make instructional decisions to meet individual student needs.   | X   |
| <b>Performance Indicator G: Integration of the reading components</b> |  |   |
| 1.G.1   | Identify language characteristics related to social and academic language.   | X   |
| 1.G.2   | Identify phonemic, semantic, and syntactic variability between English and other languages.  | X   |
| 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. | X   |

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| 1.G.4   | Understand the impact of oral language, writing, and an information intensive environment upon reading development.   | X   |
| 1.G.5   | Understand the importance of comprehension monitoring and self correcting to increase reading proficiency.  | X   |
| 1.G.6   | Understand the role of formal and informal reading assessment to make instructional decisions to meet individual student needs.   | X   |
| <b>Competency 2: Application of Research-Based Instructional Practices -- 60 In-service Hours</b>   |   |   |
| 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. |   |   |
| <b>Performance Indicator A: Comprehension</b>   |   |   |
| 2.A.1   | Apply intentional, explicit, and systematic instructional practices for scaffolding development of higher order thinking, comprehension skills, comprehension monitoring and selfcorrecting (e.g., reciprocal teaching, “think aloud,” etc.). | X   |
| 2.A.2   | Use both oral language and writing experiences to enhance comprehension.  | X   |
| 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.   | X   |
| 2.A.4   | Provide opportunities for student extended text discussion to enhance comprehension, promote motivation and student engagement.   | X   |
| 2.A.5   | Select narrative or informational print or digital texts that are appropriate to the comprehension instruction to be provided.  | X   |
| 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.   | X   |
| 2.A.7   | Scaffold discussions to facilitate the comprehension of text and higher order thinking skills for students with varying English proficiency levels.   | X   |
| 2.A.8   | Model a variety of strategic activities students can use to foster comprehension monitoring and self correcting.  | X   |
| 2.A.9   | Recognize, describe, and incorporate appropriate comprehension assessments to guide instruction.  | X   |
| <b>Performance Indicator B: Oral Language</b>   |   |   |
| 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).   | X   |
| 2.B.2   | Create an environment where students practice appropriate social and academic language to discuss diverse texts.  | X   |
| 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.  | X   |
| 2.B.4   | Use writing experiences to enhance oral language (e.g., interactive writing, student to teacher sentence dictation).  | X   |
| 2.B.5   | Recognize, describe, and incorporate appropriate oral language assessments to guide instruction.  | X   |
| <b>Performance Indicator C: Phonological Awareness</b>  |   |   |
| 2.C.1   | Apply intentional, explicit, systematic instructional practices to scaffold development of phonological awareness. (e.g., blending and segmenting syllables, onsets, and phonemes).   | X   |

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| 2.C.2   | Provide opportunities for students to use oral/aural language to enhance phonological awareness (e.g., rhyming and alliteration).   | X   |
| 2.C.3   | Understand and apply knowledge of how variations in phonology across languages affect English language learners' reading and writing development.   | X   |
| 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).                             | X   |
| 2.C.5   | Recognize, describe, and incorporate appropriate phonological awareness assessments to guide instruction.   | X   |
| <b>Performance Indicator D: Phonics</b>                               |   |   |
| 2.D.1   | Apply intentional, explicit, systematic instructional practices for scaffolding phonics development on a continuum from the individual phonemegrapheme level through the multisyllabic word level.            | X   |
| 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.  | X   |
| 2.D.3   | Use oral/aural language and writing experiences to enhance phonics instruction (e.g., sentence strip words, phrases, and pocket charts).  | X   |
| 2.D.4   | Recognize, describe, and incorporate appropriate phonics assessments to guide instruction.  | X   |
| <b>Performance Indicator E: Fluency</b>                               |   |   |
| 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.). | X   |
| 2.E.2   | Use oral/aural language and writing experiences to enhance fluency (e.g., poetry charts, song lyrics).  | X   |
| 2.E.3   | Recognize, describe, and incorporate appropriate fluency assessments to guide instruction.  | X   |
| <b>Performance Indicator F: Vocabulary</b>                            |   |   |
| 2.F.1   | Apply intentional, explicit, systematic instructional practices to scaffold vocabulary and concept development (e.g., shared reading, semantic mapping, etc.).  | X   |
| 2.F.2   | Provide for continual integration, repetition, and meaningful use of domain specific vocabulary to address the demands of academic language.  | X   |
| 2.F.3   | Incorporate vocabulary instruction through analogies (e.g., cognates, Greek and Latin roots).   | X   |
| 2.F.4   | Provide an environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary.   | X   |
| 2.F.5   | Incorporate instructional practices that develop authentic uses of English to assist English language learners in learning academic vocabulary and content.   | X   |
| 2.F.6   | Use oral/aural language and writing experiences to enhance vocabulary (e.g., interactive word walls, word sorts, word charts for secondary).  | X   |
| 2.F.7   | Use multiple methods of vocabulary instruction (e.g. multiple contexts, examples and nonexamples, elaborations, etc.).  | X   |
| 2.F.8   | Recognize, describe, and incorporate appropriate vocabulary assessments to guide instruction.   | X   |
| <b>Performance Indicator G: Integration of the reading components</b> |   |   |
| 2.G.1   | Apply comprehensive instructional practices, including writing experiences, that integrate the reading components.  | X   |

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| 2.G.2                      | Identify instructional practices to develop students' metacognitive skills in reading (e.g., text coding such as INSERT, two column notes).   | X   |
| 2.G.3                      | Use resources and researchbased practices that create information intensive environments (e.g., diverse classroom libraries, inquiry reading).  | X   |
| 2.G.4                      | Use researchbased 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). | X   |
| 2.G.5                      | Demonstrate understanding of similarities and differences between home language and second language reading development.  | X   |
| 2.G.6                      | Triangulate data from appropriate reading assessments to guide instruction  | X   |