

Program Matrix - Reading
Elementary Education K-6/Exceptional Student/ESOL Endorsement (DOE Code 449) Dual Cert
University of Florida

Elementary Education Dual Certification		Program Requirements							
Reading		LAE 3005 Children's Literature	RED 3307 Teaching Reading in the Primary Grades	LAE 4314 Language Arts for Diverse Learner	TSL 3520 ESOL: Language and Culture	RED 4324 Reading Intermediate Grades	TSL 4100 ESOL Curriculum	EEEX 6219 Reading Assessment and Intervention for Students with	EEEX 6841 Practicum
2.A.7	Scaffold discussions to facilitate the comprehension of text and higher order thinking skills for students with varying English proficiency levels.					X	X		
2.A.8	Model a variety of strategic activities students can use to foster comprehension monitoring and self correcting.		X			X			
2.A.9	Recognize, describe, and incorporate appropriate comprehension assessments to guide instruction.					X		X	
Performance Indicator B: Oral Language									
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	
Performance Indicator C: Phonological Awareness									
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						
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		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					X	
Performance Indicator D: Phonics									
2.D.1	Apply intentional, explicit, systematic instructional practices for scaffolding phonics development on a continuum from the individual phoneme-grapheme level through the multisyllabic word level.		X			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				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					X	
Performance Indicator E: Fluency									
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	X					
2.E.3	Recognize, describe, and incorporate appropriate fluency assessments to guide instruction.		X					X	
Performance Indicator F: Vocabulary									
2.F.1	Apply intentional, explicit, systematic instructional practices to scaffold vocabulary and concept development (e.g., shared reading, semantic mapping, etc.).		X			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			

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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			X			
2.F.7	Use multiple methods of vocabulary instruction (e.g. multiple contexts, examples and nonexamples, elaborations, etc.).		X			X			
2.F.8	Recognize, describe, and incorporate appropriate vocabulary assessments to guide instruction.							X	
Performance Indicator G: Integration of the reading components									
2.G.1	Apply comprehensive instructional practices, including writing experiences, that integrate the reading components.		X			X			
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			X		X	
Competency 3: Foundations of Assessment -- 60 In-service 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.									
Performance Indicators									
3.1	Understand and apply measurement concepts and characteristics of reading assessments.							X	
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.							X	
3.3	Understand the purpose of various formal assessments including the differences between normreferenced and criterionreferenced assessments and how to interpret data reports.							X	
3.4	Understand the meaning of test reliability, validity, and standard error of measurement and describe major types of derived scores from standardized tests.							X	
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).							X	
3.6	Analyze data to identify trends that indicate adequate progress in student reading development.							X	
3.7	Understand how to use data within a systematic problem solving process to differentiate instruction, intensify intervention and meet the needs of all students. (e.g., grouping practices, appropriate curriculum materials).							X	
3.8	Identify appropriate criteria for selecting materials to include in portfolios for monitoring student progress over time.							X	
3.9	Identify interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners.						X	X	
3.10	Identify appropriate assessments and accommodations for monitoring reading progress of all students.							X	
3.11	Identify and implement appropriate and allowable accommodations as specified in the Individual Education Plan or 504 Plan when assessing students with disabilities in the area of reading.							X	
Competency 4: Foundations and Applications of Differentiated Instruction -- 60 In-service hours									
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.									
Performance Indicators									

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4.1	Understand and apply knowledge of sociocultural, sociopolitical and psychological variables to differentiate reading instruction for all students.	X							
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.						X		
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.				X				
4.4	Identify factors impeding student reading development in each of the reading components or the integration of these components.							X	
4.5	Recognize how characteristics of both language and cognitive development impact reading proficiency.							X	
4.6	Recognize the characteristics of proficient readers to more effectively differentiate instruction.							X	
4.7	Compare language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities.							X	
4.8	Select and use developmentally appropriate materials that address sociocultural and linguistic differences.	X							
4.9	Plan for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides reteaching when necessary for individuals and small groups.							X	
4.10	Differentiate reading instruction for English language learners with various levels of first language literacy.						X		
4.11	Scaffold instruction for students having difficulty in each of the components of reading.							X	
4.12	Implement a classroom level plan for monitoring student reading progress and differentiating instruction.							X	
4.13	Monitor student progress and use data to differentiate instruction for all students.							X	
4.14	Implement researchbased practices in comprehension, oral language, phonological awareness, phonics, fluency and vocabulary to differentiate instruction for all students.							X	
4.15	Implement researchbased instructional practices for developing students' higher order thinking.					X			
4.16	Implement researchbased instructional practices for developing students' ability to read critically.					X			
4.17	Implement researchbased instructional practices using writing to develop students' comprehension of text.			X					
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.							X	
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.							X	
Competency 5: Demonstration of Accomplishment -- 60 In-service Hours									
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.									
Performance Indicators									
5.1	Use assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning.								X
5.2	Demonstrate researchbased instructional practices for facilitating reading comprehension.								X
5.3	Demonstrate researchbased instructional practices for developing oral/aural language development.								X
5.4	Demonstrate researchbased instructional practices for developing students' phonological awareness.								X
5.5	Demonstrate researchbased instructional practices for developing phonics skills and word recognition.								X

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5.6	Demonstrate researchbased instructional practices for developing reading fluency and reading endurance.								X
5.7	Demonstrate researchbased instructional practices for developing both academic and domain specific vocabulary.								X
5.8	Demonstrate researchbased instructional practices to facilitate students' monitoring and self correcting in reading.								X
5.9	Demonstrate researchbased comprehension instructional practices for developing students' higher order thinking to enhance comprehension.								X
5.10	Demonstrate researchbased instructional practices for developing students' ability to read critically.								X
5.11	Demonstrate differentiation of instruction for all students utilizing increasingly complex print and digital text.								X
5.12	Demonstrate skill in assessment and instruction with English language learners from diverse backgrounds and at varying English proficiency levels.								X
5.13	Create an information intensive environment that includes print and digital text.								X
5.14	Use a variety of instructional practices to motivate and engage students in reading.								X
5.15	Demonstrate intentional, explicit, systematic writing instruction as it relates to the ability to read written language.								X