















Elementary Education Single Certification		Program Requirements										
Reading		RED 3307 Teaching Reading in Primary Grades	LAE 4314 Language Arts for Diverse Learners	TSL 3520 ESOL: Language and Culture in Classrooms	RED 4324 Reading Intermediate Grades	RED 6941 Pract. Diag. Remediation	RED 6520 Reading Assessment and Instruction	EDE 4942 Integrated Teaching in Elementary Education	EDF 3115 Child Development Inclusive Education	EDE 6948 Internship (Phase I)	LAE 3005 Children's Literature	TSL 4100 ESOL Curriculum, Methods and Assessment
<b>Competency 4: Foundations and Applications of Differentiated Instruction -- 60 In-service hours</b>												
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.												
<b>Performance Indicators</b>												
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					



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<b>Reading</b>		<b>RED 3307 Teaching Reading in Primary Grades</b>	<b>LAE 4314 Language Arts for Diverse Learners</b>	<b>TSL 3520 ESOL: Language and Culture in Classrooms</b>	<b>RED 4324 Reading Intermediate Grades</b>	<b>RED 6941 Pract. Diag. Remediation</b>	<b>RED 6520 Reading Assessment and Instruction</b>	<b>EDE 4942 Integrated Teaching in Elementary Education</b>	<b>EDF 3115 Child Development Inclusive Education</b>	<b>EDE 6948 Internship (Phase I)</b>	<b>LAE 3005 Children's Literature</b>	<b>TSL 4100 ESOL Curriculum, Methods and Assessment</b>
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				
<b>Competency 5: Demonstration of Accomplishment -- 60 In-service Hours</b>												
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.												
<b>Performance Indicators</b>												
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						
5.6	Demonstrate researchbased instructional practices for developing reading fluency and reading endurance.					X						

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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						