

**Program Matrix - Reading Competencies**  
**Early Childhood Education (DOE Code 527)**  
**University of Florida**  
**Spring 2021**

<b>Reading</b>		<b>EEC 3213:</b> Language and Literacy Development in EC	<b>RED 3309</b> Emergent Literacy and Beginning Reading Instruction	<b>EEEX 4294</b> Differentiated Instruction	<b>EDF 3433</b> Educational Measurement & Evaluation	<b>EEC 4942</b> Reading Practicum in EC	<b>TSL 4324</b> Strategies for Content Area Teachers
<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							
<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	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 self-correcting.	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					

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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><i>Performance Indicator C: Phonological Awareness</i></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-rimes and phonemes).	X					
1.C.3	Understand that writing, in conjunction with phonological awareness, enhances reading development.	X					
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><i>Performance Indicator D: Phonics</i></b>							
1.D.1	Understand that phonological units (words, syllables, onset-rimes, 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><i>Performance Indicator E: Fluency</i></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					

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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					
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							
<b>Performance Indicator A: Comprehension</b>							

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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.).		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, onset-rimes, 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 phoneme-grapheme level through the multi-syllabic 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	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					

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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				
2.F.7	Use multiple methods of vocabulary instruction (e.g. multiple contexts, examples and non-examples, elaborations, etc.).	X					
2.F.8	Recognize, describe, and incorporate appropriate vocabulary assessments to guide instruction.	X					
<b><i>Performance Indicator G: Integration of the reading components</i></b>							
2.G.1	Apply comprehensive instructional practices, including writing experiences, that integrate the reading components.		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 research-based practices that create information intensive environments (e.g., diverse classroom libraries, inquiry reading).		X				
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).		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					
<b><u>Competency 3: Foundations of Assessment -- 60 In-service hours</u></b>							
Teachers will understand how to select and administer appropriate assessments and analyze data to inform reading							
<b><i>Performance Indicators</i></b>							
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 norm-referenced and criterion-referenced 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		

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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
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		
<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-							
<b>Performance Indicators</b>							
4.1	Understand and apply knowledge of socio-cultural, socio-political 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

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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.		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 research-based practices in comprehension, oral language, phonological awareness, phonics, fluency and vocabulary to differentiate instruction for all students.		X				
4.15	Implement research-based instructional practices for developing students' higher order thinking.		X				
4.16	Implement research-based instructional practices for developing students' ability to read critically.		X				
4.17	Implement research-based 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							
<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 research-based instructional practices for facilitating reading comprehension.					X	
5.3	Demonstrate research-based instructional practices for developing oral/aural language development.					X	
5.4	Demonstrate research-based instructional practices for developing students' phonological awareness.					X	
5.5	Demonstrate research-based instructional practices for developing phonics skills and word recognition.					X	
5.6	Demonstrate research-based instructional practices for developing reading fluency and reading endurance.					X	
5.7	Demonstrate research-based instructional practices for developing both academic and domain specific vocabulary.					X	
5.8	Demonstrate research-based instructional practices to facilitate students' monitoring and self correcting in reading.					X	



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5.9	Demonstrate research-based comprehension instructional practices for developing students' higher order thinking to enhance comprehension.					X	
5.10	Demonstrate research-based 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	