



## Florida Reading Endorsement Alignment Matrix Foundations of Literacy™ Competency 1

Excellent by training. Passionate by choice.

**Reading Endorsement Guiding Principle:** Teachers will understand and teach reading as an ongoing strategic process resulting in students comprehending diverse text. Teachers will understand how writing, listening, and speaking support the teaching of reading, and how family involvement supports student achievement in reading. Teachers will understand that all students have instructional needs and apply the systematic problem solving process: use data to accurately identify a problem, analyze the problem to determine why it is occurring, design and implement instruction/interventions, and evaluate the effectiveness of instruction/interventions. Teachers will understand that the problem solving process is recursive and ongoing, utilized for effective instructional decision making.

### Competency 1: Foundations in Language & Cognition

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

\*\*Special Note – Due to the FLDOE transition from FCAT 2.0, NGSSS to Common Core Standards, the PLS courses will place more emphasis on Common Core Standards/Assessments; FCAT 2.0 and NGSSS will be addressed where applicable and districts may customize sections in this course regarding their transition to the Common Core Standards/Assessments. These sections will be referenced in the instructor guide.

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
					<b>The Course Graphic Organizer and Checklist of Reading Strategies are used throughout each module of the course to formally and informally assess participant progress throughout the length of the course.</b>
		1.A.1	<b>Performance Indicator A: Comprehension</b> Understand that building oral and written language facilitates comprehension.	Participants will: <ul style="list-style-type: none"> <li>evaluate the implementation of literacy strategies through a pre and post self-assessment. <i>(Overview, Module VIII)</i></li> <li>explore oral language research and its importance to successful literacy instruction and learning</li> </ul>	Pre and Post Self-Assessment  Reflection Journal entries Module III

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				<p>through reading research and oral communication and language brainstorming. <i>(Module III)</i></p> <ul style="list-style-type: none"> <li>• model and implement Read-Alouds and Think-Alouds to increase oral language and comprehension in the classroom. <i>(Module III)</i></li> <li>• build additional tools for scaffolding instruction to comprehension through oral and written language and Comprehension Strategy Centers activity.</li> <li>• utilize higher level questions through Bloom’s Taxonomy when planning for instruction to increase teacher to student and student to student interaction. <i>(Module VII)</i></li> <li>• identify effective oral language strategies for ELL learners. <i>(Module III)</i></li> </ul>	<p>Action Research Assignment 3, Module III</p> <p>Reflection Journal entries Module VII</p> <p>Action Research Assignment 8, Module VII</p> <p>Course Posters</p> <p>Course Poster replicas for recording insights and strategies to incorporate within instruction.</p> <p>Individual Professional Growth Plan</p>
		1.A.2	(1.E.1, 1.E.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.”	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• identify cognitive foundations elements and connect them to balanced literacy instruction. <i>(Module II)</i></li> <li>• identify vocabulary direct instruction strategies for academic language. <i>(Module III)</i></li> </ul>	<p>Jigsaw poster session</p> <p>Action Research Assignment 2, Module II</p> <p>Academic Vocabulary Instruction - “Lead” Teaching activity</p> <p>Action Research Assignment 3</p>

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					<p>Course Posters</p> <p>Course Poster replicas for recording insights and strategies to incorporate within instruction.</p> <p>Reflection Journal entries – Modules II and III</p> <p>Individual Professional Growth Plan</p>
		1.A.3	(1.E.2) Understand the impact of text upon reading comprehension (e.g., genre, readability, coherence, text structure, and text complexity).	<p>Participants will:</p> <ul style="list-style-type: none"> <li>examine comprehension research and text complexity through articles, research video, and Common Core Standards Text Complexity.</li> </ul> <p>Articles:  <i>The Challenge of Challenging Text, What Content-Area Teachers Should Know About Adolescent Literacy, The Case for Slow Reading.</i></p> <p>Graphic Organizers – CIS model and Text Complexity: Qualitative Measures Rubric (<i>Module VII</i>)</p> <ul style="list-style-type: none"> <li>take part in a Socratic Seminar discussion over the article, <i>What Does a Balanced Literacy Approach Mean?</i> (<i>Module II</i>)</li> <li>discuss the Socratic Seminar as a strategy for building oral</li> </ul>	<p>Reflection Journal entries Module VII</p> <p>Action Research Assignment 8, Module VII</p> <p>Partner Pair discussions</p> <p>Individual Professional Growth Plan</p> <p>Socratic Seminar discussion debrief</p>

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				language, written language, and comprehension. <i>(Module II)</i>	
		1.A.4	Understand how the interaction of reader characteristics, motivation, purpose of reading, and text elements impacts comprehension and student engagement.	Participants will: <ul style="list-style-type: none"> <li>increase motivation and engagement in reading and writing for all students, including SWD's and ELL's, through technology tools by reading and discussing instructional implications in the article, <i>Emerging Reading and Writing Strategies Using Technology</i>. <i>(Module VII)</i>.</li> </ul>	T.H.I.E.V.E.S. comprehension strategy notes  Action Research Assignment 8, Module VII  Reflection Journal entries Module VII
		1.A.5	(1.E.3) 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.	Participants will: <ul style="list-style-type: none"> <li>identify cognitive foundations targets and connect them to balanced literacy instruction through <i>The Cognitive Foundations Framework of Learning to Read</i>. <i>(Module II)</i></li> <li>explore and incorporate Bloom's Taxonomy revised levels of questioning and apply them to both literary and informational texts within instructional plans. <i>(Module VII)</i></li> <li>review comprehension research for fiction and nonfiction texts through viewing a research video. <i>(Module VII)</i></li> </ul>	Action Research Assignment 8, Module VII  Reflection Journal entries – Modules II and VIII

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
		1.A.6	(1.E.4)Understand reading as a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes.	Participants will: <ul style="list-style-type: none"> <li>increase motivation and engagement in reading and writing for all students, including SWD's and ELL's, through technology tools by reading and discussing instructional implications in the article, <i>Emerging Reading and Writing Strategies Using Technology</i>. (Module VII).</li> </ul>	Action Research Assignment 8, Module VII
		1.A.7	Understand the reading demands posed by domain specific texts.	Participants will: <ul style="list-style-type: none"> <li>examine comprehension research through viewing a video and reflect on validations and extensions of existing instructional practices.</li> </ul>	Partner Pairs Reflection Journal entries Module VII Action Research Assignment VII
		1.A.8	Understand that effective comprehension processes rely on well developed language, strong inference making, background knowledge, comprehension monitoring and self-correcting.	Participants will: <ul style="list-style-type: none"> <li>experience and discuss implications for the four vital components necessary to comprehend through a graphic organizer [Graphic Organizer Headings: Background Knowledge, Vocabulary, Links and Connections, and Inferences/Conclusions/Generalizations] to comprehend the article <i>The Case for Slow Reading</i>. (Module VII)</li> </ul>	Graphic Organizer Action Research Assignment 8, Module VII Reflection Journal entries Module VII
		1.A.9	Understand how English language learners' linguistic and cultural background will influence their comprehension.	Participants will: <ul style="list-style-type: none"> <li>examine comprehension research through viewing a video and reflect on validations and extensions of existing instructional practices for ELL and SWD learners. (Module VII)</li> </ul>	T.H.I.E.V.E.S. comprehension strategy notes Action Research Assignment 8, Module VII

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
				<ul style="list-style-type: none"> <li>increase motivation and engagement in reading and writing for all students, including SWD's and ELL's, through technology tools by reading and discussing instructional implications in the article, <i>Emerging Reading and Writing Strategies Using Technology</i>. (Module VII).</li> <li>understand the importance of time allocation for conversation in classrooms to expand ELL's linguistic and cultural background through a research video. (Module III)</li> </ul>	Reflection Journal entries Modules III and VII
		1.A.10	(3.2) Understand the role of formal and informal assessment of comprehension in making instructional decisions to meet individual student needs.	Participants will: <ul style="list-style-type: none"> <li>review the research on reading assessment and intervention through a research video. (Module VIII)</li> <li>connect assessment to current instructional practices within the six reading components.</li> <li>reflect on current practices and identify comprehension assessment practices for change and expansion. (Module VIII)</li> </ul>	Reflection journal entries Module VIII Self-Assessment Journal Partners - Research
		1.B.1	<b>Performance Indicator B: Oral Language</b> Understand how the students' development of phonology, syntax, semantics, and pragmatics relates to comprehending written language.	Participants will: <ul style="list-style-type: none"> <li>identify cognitive foundations elements and connect them to balanced literacy instruction. (Module II)</li> <li>identify vocabulary direct instruction strategies for academic language. (Module III)</li> </ul>	Jigsaw poster session Action Research Assignment 2, Module II Academic Vocabulary Instruction - "Lead" Teaching activity

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
					Action Research Assignment 3, Module III
		1.B.2	Understand the differences between social and academic language.	Participants will: <ul style="list-style-type: none"> <li>learn effective components of active listening in social conversation. <i>(Module III)</i></li> <li>identify effective academic oral language strategies for ELL learners and all students. <i>(Module III)</i></li> <li>identify strategies for academic vocabulary instruction and choose appropriate academic vocabulary words to teach. <i>(Module III)</i></li> <li>understand that academic language can be taught through Read-Alouds and Think-Alouds by viewing a model lesson on video. <i>(Module III)</i></li> </ul>	Reflection Journal entries Module III  Action Research Assignment 3, Module 3  Grade level/content area partner sharing
		1.B.3	Understand that writing enhances the development of oral language.	Participants will: <ul style="list-style-type: none"> <li>review oral language research including the language and writing connection through reading research. <i>(Module III)</i></li> </ul>	Comprehension monitoring and coding the research notes
		1.B.4	Understand that the variation in students' oral language exposure and development requires differentiated instruction.	Participants will: <ul style="list-style-type: none"> <li>review oral language research including the language and writing connection. <i>(Module III)</i></li> <li>identify effective oral language strategies for ELL students after viewing a research video. <i>(Module III)</i></li> </ul>	Reflection Journal entries Module III  Action Research Assignment 3, Module 3

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
		1.B.5	Recognize the importance of English language learners home languages, and their significance for learning to read English.	Participants will: <ul style="list-style-type: none"> <li>• review oral language research including the language and writing connection. <i>(Module III)</i></li> <li>• identify effective oral language strategies for ELL students after viewing a research video. <i>(Module III)</i></li> </ul>	Reflection Journal entries Module III  Action Research Assignment 3, Module 3
		1.B.6	(3.2) Understand the role of formal and informal oral language assessment to make instructional decisions to meet individual student needs.	Participants will: <ul style="list-style-type: none"> <li>• review the research on reading assessment and intervention through a research video. <i>(Module VIII)</i></li> <li>• connect assessment to current instructional practices in the six reading components.</li> <li>• reflect on current practices and identify comprehension assessment practices for change and expansion. <i>(Module VIII)</i></li> </ul>	Reflection journal entries Module VIII  Self-Assessment
		1.C.1	<b>Performance Indicator C: Phonological Awareness</b> (1.A.1) Understand phonology as it relates to language development and reading achievement (e.g., phonological processing, phonemic awareness skills, phonemic analysis and synthesis).	Participants will: <ul style="list-style-type: none"> <li>• review phonological awareness research and its connections to oral language through interactive discussion after watching the research video. <i>(Module IV)</i></li> <li>• identify components of phonological awareness and its skill sequence through an article review, <i>Phonological Awareness is Child's Play!</i> and review of the Common Core Standards hierarchical structure of teaching phonological awareness skills. <i>(Module IV)</i></li> </ul>	Partner interaction and sharing  Reflection Journal entries Module IV  Self-Assessment  Individual Professional Growth Plan



Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
		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).	Participants will: <ul style="list-style-type: none"> <li>review phonological awareness research and its connections to oral language through interactive discussion after watching the research video. <i>(Module IV)</i></li> <li>demonstrate effective instructional strategies for phonological awareness instruction. <i>(Module IV)</i></li> </ul>	Reflection Journal entries Module IV Self-Assessment Individual Professional Growth Plan
		1.C.3	Understand that writing, in conjunction with phonological awareness, enhances reading development.	Participants will: <ul style="list-style-type: none"> <li>connect phonological awareness activities to text through grade level/content area reading and group work <i>(Module IV)</i></li> </ul>	Grade level/content area demonstrations
		1.C.4	(1.A.2., 5.10)Distinguish both phonological and phonemic differences in language and their applications in written and oral discourse patterns (e.g., language & dialect differences).	Participants will: <ul style="list-style-type: none"> <li>identify cognitive foundations elements and connect them to balanced literacy instruction. <i>(Module II)</i></li> <li>identify vocabulary direct instruction strategies for academic language. <i>(Module III)</i></li> </ul>	Jigsaw poster session Action Research Assignment 2, Module II Academic Vocabulary Instruction - “Lead” Teaching activity Action Research Assignment 3, Module III
		1.C.5	Understand how similarities and differences in sound production between English and other languages affect English language learners’ reading development in English.	Participants will: <ul style="list-style-type: none"> <li>understand the importance for conversation in classrooms to expand ELL’s linguistic and cultural background through a research video. <i>(Module III)</i></li> </ul>	Partner research review and brainstorming Reflection Journal entries Modules III and IV

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
				<ul style="list-style-type: none"> <li>read article <i>Effective Vocabulary Instruction</i> and make connections for ELL learners to the six competencies in reading.</li> </ul>	<p>Action Research Assignment4, Module IV</p> <p>Action Research Assignment V, Module IV</p> <p>Research article reading graphic organizer</p>
		1.C.6	(3.2) Understand the role of formal and informal phonological awareness assessment to make instructional decisions to meet individual student needs.	<p>Participants will:</p> <ul style="list-style-type: none"> <li>review the research on reading assessment and intervention through a research video. (<i>Module VIII</i>)</li> <li>read two assessment articles <i>A Test for Assessing Phonological Awareness in Young Children</i> and <i>Assessment of Phonological Awareness</i>. (<i>Module IV</i>)</li> <li>connect assessment to current instructional practices within the six reading components.</li> <li>reflect on current practices and identify comprehension assessment practices for change and expansion. (<i>Module VIII</i>)</li> </ul>	<p>Reflection journal entries Module VIII</p> <p>Self-Assessment</p>
		1.D.1	<p><b>Performance Indicator D: Phonics</b></p> <p>(1.B.1) Understand that phonological units (words, syllables, onset-rimes, and phonemes) map onto orthographic units (words, rimes, letters) in alphabetic languages.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>examine the research on decoding instruction through a decoding research video.</li> <li>will understand the alphabetic principle through a lecture burst. (<i>Module V</i>)</li> </ul>	<p>Self-Assessment</p> <p>Facilitator observation during the lecture burst</p>
		1.D.2	Understand sound-spelling patterns and phonics (grapheme-phoneme correspondence rules).	<p>Participants will:</p> <ul style="list-style-type: none"> <li>examine the research on decoding instruction through a decoding research video.</li> </ul>	<p>Mind-Mapping</p> <p>Action Research</p>

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				<p><i>(Module V)</i></p> <ul style="list-style-type: none"> <li>• demonstrate knowledge of grapheme-phoneme correspondence through building words with word chains.</li> </ul> <p><i>(Module V)</i></p> <ul style="list-style-type: none"> <li>• read several articles with activities for synthesizing the article and using metacognition to determine future instructional goals for decoding instruction.</li> </ul> <p><i>(Module V)</i></p> <ul style="list-style-type: none"> <li>• determine how spelling supports reading.</li> </ul> <p><i>(Module V)</i></p> <p>Support articles:  <i>Interactive Word Walls</i>  <i>How Spelling Supports Reading</i>  <i>Phonics Instruction for Middle and High School ELLs</i>  <i>Teaching Decoding</i></p>	<p>Assignment 6, Module V</p> <p>Group mini-presentations</p> <p>Reflection Journal entries Module V</p>

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		1.D.3	(1.D.3 was “apply) Understand structural analysis of words.	Participants will: <ul style="list-style-type: none"> <li>read <i>Teaching Decoding</i> and synthesize the article using metacognition to determine future instructional goals for decoding instruction. (<i>Module V</i>)</li> </ul>	Small group mini-presentations
		1.D.4	Understand that both oral language and writing can be used to enhance phonics instruction.	Participants will: <ul style="list-style-type: none"> <li>read several articles with activities for synthesizing the article and using metacognition to determine future instructional goals for decoding instruction. (<i>Module V</i>)</li> </ul> Support articles: <i>Interactive Word Walls</i>  <i>How Spelling Supports Reading</i>  <i>Phonics Instruction for Middle and High School ELLs</i>  <i>Teaching Decoding</i>	Small group discussions  Peer discussion walk  Action Research Assignment 6, Module V  Reflection Journal entries Module V
		1.D.5	Understand the role of formal and informal phonics assessment to make instructional decisions to meet individual student needs.	Participants will: <ul style="list-style-type: none"> <li>practice administration of five informal decoding assessment instruments through participation in decoding assessment centers. (<i>Module V</i>)</li> </ul>	Participant manual Decoding Assessment Center notes  Self-Assessment Reflection journal entries Module V  Action Research Assignment 6, Module V
		1.E.1	<b>Performance Indicator E: Fluency</b> (1.C.1, 1.C.2) Understand that the components of reading fluency are accuracy, expression, and rate which impact reading endurance and comprehension.	Participants will: <ul style="list-style-type: none"> <li>review fluency research through viewing a research video. (<i>Module VI</i>)</li> </ul>	Video notes and discussion  Self-Assessment  Reflection Journal entries Module VI

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		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.	Participants will: <ul style="list-style-type: none"> <li>• understand that placing fluency instruction emphasis on prosody leads to comprehension. (Module VI)</li> <li>• read an article, <i>Putting the Fun Back into Fluency Instruction</i>. (Module VI)</li> </ul> Additional article: <i>The Method of Repeated Readings</i>	Lecture Burst and interactive discussion  Partner Pair and Share
		1.E.3	Understand the relationships among fluency, word recognition, and comprehension.	Participants will: <ul style="list-style-type: none"> <li>• read an article, <i>Putting the Fun Back into Fluency Instruction</i>. (Module VI)</li> <li>• discuss connections on the Course Graphic Organizer among the six reading components to achieve the ultimate goals of reading: comprehension and metacognition. (Module VI)</li> </ul>	Partner Pair and Share  Whole group discussion and lecture burst  Action Research Assignment Module VI
		1.E.4	Understand that both oral language and writing enhance fluency instruction.	Participants will: <ul style="list-style-type: none"> <li>• identify fluency teaching strategies and connect them to written text through strategy modeling and connections to texts being used. (Module VI)</li> </ul>	Action Research Assignment 7, Module VI  Reflection Journal entries Module VI
		1.E.5	(3.2) Understand the role of formal and informal fluency assessment to make instructional decisions to meet individual student needs.	<ul style="list-style-type: none"> <li>• read an article, <i>Putting the Fun Back into Fluency Instruction</i> and review the Multi-Dimensional Fluency Scale for ongoing fluency assessment. (Module VI)</li> <li>• review the research on reading assessment and</li> </ul>	Reflection Journal entries Module VI  Action Research Assignment 7, Module VI

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				<p>intervention through a research video. (Module VIII)</p> <ul style="list-style-type: none"> <li>connect assessment to current instructional practices in the six reading components. (Module VIII)</li> </ul>	
		1.F.1	<p><b>Performance Indicator F: Vocabulary</b> 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.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>read an article, <i>Effective Vocabulary Instruction</i> and synthesize the research. (Module III)</li> </ul>	<p>Concept Map Mix and Quiz activity</p> <p>Action Research Assignment 3, Module 3</p> <p>Reflection Journal entries, Module 3</p>
		1.F.2	(1.D.1) Understand morphology as it relates to vocabulary development (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis).	<p>Participants will:</p> <ul style="list-style-type: none"> <li>read an article, <i>Effective Vocabulary Instruction</i> and synthesize the research. (Module III)</li> </ul>	<p>Concept Map</p> <p>Mix and Quiz activity</p> <p>Action Research Assignment 3, Module 3</p> <p>Reflection Journal entries, Module 3</p>
		1.F.3	(1.D.2) Identify principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language, etc.).	<p>Participants will:</p> <ul style="list-style-type: none"> <li>read an article, <i>Effective Vocabulary Instruction</i> and synthesize the research. (Module III)</li> </ul>	<p>Concept Map</p> <p>Mix and Quiz activity</p> <p>Action Research Assignment 3, Module 3</p> <p>Reflection Journal entries, Module 3</p>
		1.F.4	Understand the domain specific vocabulary demands of academic language.	<p>Participants will:</p> <ul style="list-style-type: none"> <li>identify strategies for direct vocabulary instruction through reading an article and creating a collaborative</li> </ul>	<p>Collaborative poster</p> <p>Grade level/Content area partner Tier II and Tier III word selection activity</p>

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				poster. <i>(Module III)</i> <ul style="list-style-type: none"> <li>identify words to teach using tiered words from Isabel Beck. <i>(Module III)</i></li> </ul>	Reflection Journal entries Module III  Action Research Assignment 3, Module 3
		1.F.5	Understand that writing can be used to enhance vocabulary instruction.	Participants will: <ul style="list-style-type: none"> <li>rotate through comprehension/ vocabulary strategy centers incorporating writing. <i>(Module VII)</i></li> </ul>	Comprehension Strategy Center notes  Whole group debrief  Action Research Assignment 8, Module VII
		1.F.6	(3.2) Understand the role of formal and informal vocabulary assessment to make instructional decisions to meet individual student needs.	Participants will: <ul style="list-style-type: none"> <li>connect assessment to current instructional practices in the six reading components. <i>(Module VIII)</i></li> </ul>	Reflection journal entries Module VIII  Self-Assessment
		1.G.1	<b>Performance Indicator G: Integration of the Reading Components</b> (1.F.1) Identify language characteristics related to social and academic language	<ul style="list-style-type: none"> <li>learn effective components of active listening in social conversation. <i>(Module III)</i></li> <li>identify effective academic oral language strategies for ELL learners and all students. <i>(Module III)</i></li> <li>identify strategies for academic vocabulary instruction and choose appropriate academic vocabulary words to teach. <i>(Module III)</i></li> <li>understand that academic language can be taught through Read-Alouds and Think-Alouds through viewing a model lesson on</li> </ul>	Reflection Journal entries Module III  Action Research Assignment 3, Module 3  Grade level/content area partner sharing  Self-Assessment  Individual Professional Growth Plan

Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
				video. (Module III)	
		1.G.2	(1.F.2) Identify phonemic, semantic, and syntactic variability between English and other languages.	Participants will: <ul style="list-style-type: none"> <li>identify cognitive foundations elements and connect them to balanced literacy instruction. (Module II)</li> <li>identify vocabulary direct instruction strategies for academic language. (Module III)</li> </ul>	Action Research Assignment 2, Module II  Academic Vocabulary Instruction - "Lead" Teaching activity  Action Research Assignment 3, Module III  Self-Assessment  Individual Professional Growth Plan
		1.G.3	(1.F.3., 1.F.4) 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.	Participants will: <ul style="list-style-type: none"> <li>reflect upon research within all FOL modules and connect research and strategies to ELL learners through action research assignments and reflection journal entries.</li> </ul>	Self-Assessment  Reflection Journal entries Modules III – VIII  Individual Professional Growth Plan
		1.G.4	(1.F.5) Understand the impact of oral language, writing, and an information intensive environment upon reading development.	Participants will: <ul style="list-style-type: none"> <li>review oral language research including the language and writing connection through reading research. (Module III)</li> </ul>	Action Research Assignment 3, Module 3  Self-Assessment  Individual Professional Growth Plan
		1.G.5	Understand the importance of comprehension monitoring and self correcting to increase reading proficiency.	Participants will: <ul style="list-style-type: none"> <li>experience comprehension monitoring as they read an oral language article in Module III.</li> <li>view comprehension research through a video and discuss the importance of comprehension monitoring while reading.</li> </ul>	Action Research Assignment 8, Module VII  Self-Assessment  Individual Professional Growth Plan



Course Number	Name of Course	Indicator Code	Specific Indicator	Curriculum Study Assignment	Assessment
				<ul style="list-style-type: none"> <li>review the course graphic organizer and identify comprehension monitoring as an essential component of reading for understanding. <i>(Module VII)</i></li> </ul>	
		1.G.6	(3.2) Understand the role of formal and informal reading assessment to make instructional decisions to meet individual student needs	Participants will: <ul style="list-style-type: none"> <li>review the research on reading assessment and intervention through a research video. <i>(Module VIII)</i></li> <li>connect assessment to current instructional practices in the six reading components. <i>(Module VIII)</i></li> <li>reflect on current practices and identify comprehension assessment practices for change and expansion. <i>(Module VIII)</i></li> </ul>	Reflection journal entries Module VIII  Self-Assessment