

**Miami Dade College - School of Education**

**EDG 2370 – Introduction to Teaching Reading and Language Arts for Paraprofessionals**

**Course Description**

3 credits

The student will become familiar with a variety of teaching strategies by being involved in discussions, collaborative planning, group projects, role playing, and problem solving. In addition, this course will provide current research and practice and demonstrate instruction in preparing learners to develop as readers and writers. The student will also learn a variety of assessment tools that are aligned with the Sunshine State Standards and the Competency Based Curriculum. A minimum of 10 hours of structured field experience is required.

**Course Competencies**

**Competency 1:** The student will demonstrate an understanding of reading skills and research through increased awareness of the district and state reading standards by:

- a. defining the purpose of reading.
- b. utilizing reading strategies at all levels of the reading instruction process.
- c. identifying the Sunshine State Standards in reading.
- d. identifying the reading objectives in the Competency Based Curriculum.
- e. creating plans for reading.
- f. evaluating the importance of reading across the curriculum.
- g. constructing meaning from a variety of texts.
- h. explaining the power of language as a communication tool.

**Competency 2:** The student will demonstrate an understanding of the reading process by:

- a. utilizing rhythmic approaches associated with letters and sounds.
- b. combining sounds to create words.
- c. utilizing tactile strategies.
- d. employing phonic strategies.
- e. examining word recognition strategies.
- f. recognizing word patterns.
- g. identifying vowel sounds and consonant sounds.
- h. facilitating the learner's abilities to perceive that speech is a series of sounds.
- i. illustrating how to assist learners in using the reading process effectively.
- j. analyzing a variety of genres of children's literature.

**Competency 3:** The student will demonstrate the ability to assist the teacher in reinforcing the learner's reading comprehension and increasing the learner's vocabulary by:

- a. analyzing the relationship between form and content.

- b. demonstrating decoding and word-recognition strategies.
- c. explaining how children learn words.
- d. identifying how to use context clues.
- e. exploring word meanings and relationships.
- f. utilizing strategies in the management of guided reading groups.

**Competency 4:** The student will demonstrate the ability to assist the teacher in improving the reading skills of ESE, ESOL, and less proficient learners by:

- a. identifying and explaining the relationship between cultural diversity and literacy.
- b. utilizing reading comprehension strategies and skills.
- c. naming relevant perceptual, conceptual, and linguistic skills for reading.
- d. utilizing word attack skills for decoding and word recognition.
- e. illustrating how to address writing prompts.

**Competency 5:** The student will demonstrate an understanding of writing skills and research through increased awareness of the district and state writing standards by:

- a. identifying the writing objectives outlined in the Sunshine State Standards.
- b. identifying the writing objectives outlined in the Competency-Based Curriculum.
- c. generating, developing, organizing, and presenting ideas effectively.

**Competency 6:** The student will demonstrate knowledge of the developmental stages of writing and the writing process by:

- a. explaining the purpose of expository and persuasive writing.
- b. defining the purpose of writing journals.
- c. examining the State's writing rubrics.
- d. establishing a connection between writing and literature.

**Competency 7:** The student will demonstrate the ability to assist students in a K-12 setting with the writing process by:

- a. conducting mini-lessons, thereby helping learners to engage in their writing.
- b. explaining and demonstrating specific techniques for improving learners' writing.
- c. applying revision and editing processes to refine learners' writing.

**Competency 8:** The student will demonstrate the ability to utilize graphic organizers by:

- a. describing the various types of graphic organizers and their purpose.
- b. instructing the learner in the use of graphic organizers to plan and organize the thought process associated with writing.
- c. utilizing brainstorming, concept maps, webs, and story charts to help students generate and develop ideas for writing.

**Competency 9:** The student will demonstrate the ability to assist the teacher in improving the writing skills of ESE, ESOL, and less proficient learners by:

- a. adapting the material to the learner's level of proficiency.
- b. utilizing reinforcement strategies.
- c. applying small group instructional techniques for support of learners' writing.
- d. applying techniques that support instruction in writing.

**Competency 10:** The student will demonstrate knowledge of the state’s rubrics for scoring writing assessments by:

- a. listing the Sunshine State Standards and Florida Comprehensive Assessment Test directives related to the teaching of writing.
- b. gathering and recording data regarding learners’ performance in the area of writing. (Examples: rubric instruments and/or curriculum-based measurement)
- c. explaining the terminology related to the assessment of writing (focus, organization, support, and conventions).

**Competency 11:** The student will demonstrate the ability to utilize resources for teaching writing by:

- a. accessing and effectively using available resources (including technology) for supporting writing instruction. (Examples: Internet resources, instructional manuals, tangibles, colleagues, etc.)
- b. providing learners with opportunities to locate and use a variety of print, non-print, and electronic reference sources.
- c. identifying effective strategies to include parents as partners in the literacy development of their children.

**Competency 12:** The student will demonstrate the ability to connect writing and literature by:

- a. utilizing a variety of texts to support and develop writing skills.
- b. utilizing methods for integrating reading and writing in the classroom including poetry, literature circles, and drama.
- c. implementing reader response activities to help learners connect to various works of literature through writing.