Miami Dade College

Course Prefix/Number: EPI0010	Course Title: **Research-Based Practices in Reading**

Number of Credits: 3 credits

Degree Type	☐ B.A. ☐ B.S. ☐ B.A.S ☒ A.A. ☐ A.S. ☐ A.A.S. ☐ C.C.C. ☐ A.T.C. ☐ V.C.C

Date Submitted/Revised: 3/30/12	Effective Year/Term: **2012-2**

☐ New Course Competency   ☒ Revised Course Competency

Course Description (limit to 50 words or less):

The student will learn about reading instruction from birth to secondary levels. The student will learn theory, research-based approaches and all aspects of the reading process: phonemic awareness, phonics, vocabulary, fluency, oral language, and comprehension. An assessment of the student's teaching performance is conducted. Content covers competencies 2 and 4 of the 2010 reading competencies. Fifteen hours of clinical experience are required. (3 hr. lecture)

Prerequisite(s):	Corequisite(s):

Competencies:

Competency 1:
The student will apply the principles of researched based reading instruction, integrate the six components of reading, and engage in the systematic problem solving process by:

1. Applying 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.).
2. Using both oral language and writing experiences to enhance comprehension.
3. Applying appropriate instructional practices determined by the student's strengths and needs, text structure, and the reading demands of domain specific text.
4. Providing opportunities for student extended text discussion to enhance comprehension, promote motivation, and student engagement
5. Selecting narrative or informational print or digital texts that are appropriate to the comprehension instruction to be provided.
6. Providing comprehension instruction that supports students' ability to read multiple print and digital texts and to synthesize information within, across and beyond those texts.
7. Scaffolding discussions to facilitate the comprehension of text and higher order thinking skills for students with varying English proficiency levels.
8. Modeling a variety of strategic activities students can use to foster comprehension monitoring and self- correcting.
9. Recognizing, describing, and incorporating appropriate comprehension assessments to guide instruction
10. Applying intentional, explicit, and systematic instructional practices for scaffolding development

of oral/aural language skills (e.g., language experience approach, Socratic questioning).

11. Creating an environment where students practice appropriate social and academic language to discuss diverse texts

12. Recognizing and applying an English language learner's home language proficiency as a foundation and strength to support the development of oral language in English

13. Using writing experiences to enhance oral language (e.g., interactive writing, student to teacher sentence dictation

14. Recognizing, describing, and incorporating appropriate oral language assessments to guide instruction.

15. Applying intentional, explicit, systematic instructional practices to scaffold development of phonological awareness (e.g., blending and segmenting syllables, onset-rimes, and phonemes

16. Providing opportunities for students to use oral/aural language to enhance phonological awareness (e.g., rhyming and alliteration).

17. Understanding and applying knowledge of how variations in phonology across languages affect English language learners' reading and writing development.

18. Using writing experiences, in conjunction with phonological instruction, to enhance reading achievement (e.g., Elkonin boxes or magnetic letters, individual response whiteboards).

19. Recognizing, describing, and incorporating appropriate phonological awareness assessments to guide instruction

20. Applying intentional, explicit, systematic instructional practices for scaffolding phonics development on a continuum from the individual phoneme-grapheme level through the multi-syllabic word level.

21. Recognizing and applying an English language learner's home language as a foundation and strength to support the development of phonics in English.

22. Using oral/aural language and writing experiences to enhance phonics instruction (e.g., sentence strip words, phrases, and pocket charts).

23. Recognizing, describing, and incorporating appropriate phonics assessments to guide instruction

24. Applying 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.).

25. Using oral/aural language and writing experiences to enhance fluency (e.g., poetry charts, song lyrics).

26. Recognizing, describing, and incorporating appropriate fluency assessments to guide instruction.

27. Applying intentional, explicit, systematic instructional practices to scaffold vocabulary and concept development (e.g., shared reading, semantic mapping, etc.).

28. Providing for continual integration, repetition, and meaningful use of domain specific vocabulary to address the demands of academic language.

29. Incorporating vocabulary instruction through analogies (e.g., cognates, Greek, and Latin roots).

30. Providing an environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary.

31. Incorporating instructional practices that develop authentic uses of English to assist English language learners in learning academic vocabulary and content.

32. Using oral/aural language and writing experiences to enhance vocabulary (e.g., interactive word walls, word sorts, word charts for secondary).

33. Using multiple methods of vocabulary instruction (e.g., multiple contexts, examples and non-examples, elaborations, etc.).

34. Recognizing, describing, and incorporating appropriate vocabulary assessments to guide instruction.
35. Applying comprehensive instructional practices, including writing experiences, that integrate the reading components.
36. Identifying instructional practices to develop students' metacognitive skills in reading (e.g., text coding such as INSERT, two column notes).
37. Using resources and research- based practices that create information intensive environments (e.g., diverse classroom libraries, inquiry reading).
38. Using 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).
39. Demonstrating understanding of similarities and differences between home language and second language reading development.
40. Triangulating data from appropriate reading assessments to guide instruction.

Competency 2:
The student will have a broad knowledge of students from differing profiles, including students with disabilities and those from diverse populations, in order to understand and apply research based practices by differentiating process, product, and context and engage in systematic problem solving process by:

1. Interpreting and applying knowledge of socio-cultural, socio-political and psychological variables to differentiate reading instruction for all students.
2. Examining the stages of English language acquisition for English language learners and differentiating reading instruction for students at different levels of English language proficiency.
3. Applying current theories of second language acquisition to differentiate instruction for English language learners of diverse backgrounds and various levels of prior education
4. Identifying factors impeding student reading development in each of the reading components or the integration of these components.
5. Recognizing how characteristics of both language and cognitive development impact reading proficiency.
6. Recognizing the characteristics of proficient readers to more effectively differentiate instruction.
7. Comparing language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities.
8. Selecting and using developmentally appropriate materials that address sociocultural and linguistic differences
9. Planning 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.
10. Differentiating reading instruction for English language learners with various levels of first language literacy.
11. Scaffolding instruction for students having difficulty in each of the components of reading.
12. Implementing a classroom level plan for monitoring student reading progress and differentiating instruction.
13. Monitoring student progress and using data to differentiate instruction for all students
14. Implementing research-based practices in comprehension, oral language, phonological awareness, phonics, fluency and vocabulary to differentiate instruction for all students
15. Implementing research-based instructional practices for developing students' higher order

thinking.

16. Implementing research-based instructional practices for developing students' ability to read critically.
17. Implementing research-based instructional practices using writing to develop students' comprehension of text.
18. Implementing appropriate and allowable instructional accommodations as specified in the Individual Education Plan or 504 Plan when differentiating instruction for students with disabilities.
19. Modifying 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.