Miami Dade College

RED 4033 Teaching Foundations of Reading Instruction

Course Description:

The student will develop a foundational understanding of the six components of reading as a systematic process: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. The student will recognize the principles, techniques, and procedures required to develop the foundational reading skills that are essential to increasing reading proficiency in students from grades K-12. This is the first of five courses that lead to the Florida Department of Education Reading Endorsement. This course corresponds to Competency 1. (3 hr. lecture) Recommended Preparation:

Course Competency	Learning Outcomes
Competency 1: The student will develop a foundational understanding of the six components of reading as a process that includes: comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary by:	1. Communication 2. Numbers / Data 5. Cultural / Global Perspective
1. Recognizing that building oral and written language facilitates comprehension. 2. Identifying the importance of learning syntax, semantics, pragmatics, vocabulary, and text structures required for comprehension of formal written language of school, often called "academic language." 3. Recognizing the impact of text upon reading comprehension (e.g., genre, readability, coherence, text structure, and text complexity). 4. Describing how the interaction of reader characteristics, motivation, purpose of reading, and text elements impacts comprehension and student engagement. 5. Identifying 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. 6. Defining reading as a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes. 7. Differentiating the reading demands posed by domain specific texts 8. Explaining how effective comprehension processes rely on well-developed language, strong inference making, background knowledge, comprehension monitoring and self-correcting 9. Outlining how English language learners' linguistic and cultural background will influence their comprehension. 10. Determining the role of formal and informal assessment of comprehension in making instructional decisions to meet individual student needs. 11. Identifying how the students' development of phonology, syntax, semantics, and pragmatics relates to comprehending written language. 12. Stating how writing enhances the development of oral language. 13. Concluding that variations in students' oral language exposure and development may require differentiated instruction.	

14. Recognizing the importance of English language learners' home languages, and their significance for learning to read English.
15. Comparing and contrasting the role of formal and informal oral language assessment to make instructional decisions to meet individual student needs.
16. Identifying phonology as it relates to language development and reading achievement (e.g., phonological processing, phonemic awareness skills, phonemic analysis, and synthesis).
17. Distinguishing 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).
18. Recognizing that writing, in conjunction with phonological awareness, enhances reading development.
19. Comparing and contrasting phonological and phonemic differences in language and their applications in written and oral discourse patterns (e.g., language & dialect differences).
20. Identifying how similarities and differences in sound production between English and other languages affect English language learners' reading development in English.
21. Comparing and contrasting the role of formal and informal phonological awareness assessment to make instructional decisions to meet individual student needs.
22. Identifying that phonological units (words, syllables, onset-rimes, and phonemes) map onto orthographic units (words, rimes, letters) in alphabetic languages.
23. Distinguishing sound-spelling patterns and phonics (grapheme-phoneme correspondence rules).
24. Recognizing structural analysis of words.
25. Identifying that both oral language and writing can be used to enhance phonics instruction.
26. Comparing and contrasting the role of formal and informal phonics assessment to make instructional decisions to meet individual student needs.
27. Stating that the components of reading fluency are accuracy, expression, and rate which impact reading endurance and comprehension.
28. Recognizing that effective readers demonstrate flexibility by adjusting their reading rate to accommodate the kinds of texts they are reading in order to facilitate comprehension.
29. Summarizing the relationships among fluency, word recognition, and comprehension.
30. Indicating that both oral language and writing enhance fluency instruction.
31. Comparing and contrasting the role of formal and informal fluency assessment to make instructional decisions to meet individual student needs.
32. Understanding the goal of receptive and expressive vocabulary instruction in the application of a student's understanding of word meanings to multiple oral and written contexts.
33. Relating morphology and vocabulary development (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis).
34. Relating the principles of semantics to vocabulary development (e.g., antonyms, synonyms, figurative language, etc.).

35. Understanding the domain specific vocabulary demands of academic language. 36. Explaining that writing can be used to enhance vocabulary instruction. 37. Comparing and contrasting the role of formal and informal vocabulary assessment to make instructional decisions to meet individual student needs. 38. Listing language characteristics related to social and academic language. 39. Identifying phonemic, semantic, and syntactic variability between English and other languages. 40. Explaining 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. 41. Summarizing the impact of oral language, writing, and an information intensive environment upon reading development. 42. Explaining the importance of comprehension monitoring and self-correcting to increase reading proficiency. 43. Comparing and contrasting the role of formal and informal reading assessment to make instructional decisions to meet individual student needs.	
Competency 2: The student will demonstrate understanding of language as a system, including phonology, morphology, syntax, semantics and pragmatics; support ELLs' acquisition of English in order to learn, read, write, and communicate orally in English by:	1. Communication 5. Cultural / Global Perspective
1. Defining the components of a language system as integrative and communicative. 2. Explaining how a knowledge of phonology, morphology, syntax, semantics, and pragmatics should be used to support ELLs' development of listening, speaking, reading, and writing skills in English. 3. Demonstrating knowledge of rhetorical and discourse structures as applied to second language and literacy learning. 4. Modeling proficiency in English for ELLs through the use of appropriate forms of English for different purposes. 5. Comparing and contrasting English and other languages reflected in the ELL student population.	
Competency 3: The student will demonstrate an understanding of the components of literacy, and will understand and apply theories of second language literacy development to support ELLs' learning by:	
1. Summarizing how to apply current theories of second language reading and writing development for ELLs from diverse backgrounds and at varying English proficiency levels. 2. Comparing and contrasting L1 (home language) and L2 (second language) literacy development. 3. Explaining how principles of phonology, morphology, syntax, semantics, and discourse affect L2 reading and writing development.	