RED 4342 Application of Research Based Practices in Reading Education

Course Description: Building on the foundation of RED4033, the student will apply the principles of evidence-based research in comprehensive reading instruction. The student will use the reading skills, techniques, and strategies that facilitate reading comprehension. The student will apply the principles of research-based reading instruction, and integrate the six components of reading to facilitate the comprehension of different texts. This is the second of five courses that lead to the Florida Department of Education Reading Endorsement. This course corresponds to Competency 2. Prerequisite: RED4033. (3 hr. lecture)

Course Competency	Learning Outcomes
Competency 1: The student will apply the principles of research-based reading instruction, integrate the six components of reading, and engage in asystematic problem-solving process by:	3. Critical thinking
1. Applying intensive, explicit, systematic, multisensory, and sequential practices for scaffolding the development of higher order thinking, comprehension skills, comprehension monitoring and self-correcting (e.g., reciprocal teaching, "think aloud," etc.). 2. Providing oral language and writing experiences to enhance comprehension. 3. Utilizing 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 intensive, explicit, systematic, multisensory, and sequential practices for scaffolding the 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. Providing 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. Applying knowledge of how variations in phonology across languages affect English language learners' reading and writing development. 18. Providing 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 intensive, explicit, systematic, multisensory, and sequential 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. Providing 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. Providing 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, and so on). 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. Implementing oral/aural language and writing experiences to enhance vocabulary (e.g., interactive word walls, word sorts, word charts for secondary). 33. Incorporating multiple methods of vocabulary instruction (e.g., multiple contexts, examples and non-examples, elaborations, and so on).	

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. Selecting resources and applying 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. 41. Applying explicit, systematic and sequential instruction to improve memory and written language. 42. Applying multisensory instructional practices, including the use of all learning pathways in the brain (i.e., visual, auditory, kinesthetic tactile) to enhance memory and learning of written language.	
Competency 2: The student will using the components of literacy, apply theories of second language literacy development to support ELLs' learning by:	1. Communication 5. Cultural / Global Perspective
1. Comparing and contrasting L1 and L2 literacy development. 2. Summarizing how L1 literacy influences L2 literacy development and applying this knowledge to support ELLs' learning. 3. Applying knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs' L2 literacy development in English. 4. Applying principles of phonology, morphology, syntax, semantics, and discourse that affect L2 reading and writing development. 5. Articulating the stages of English language acquisition for English language learners and differentiating reading instruction for students at different levels of English language proficiency. 6. Identifying factors impeding student reading development in each of the reading components or the integration of these components. 7. Recognizing how characteristics of both language and cognitive development impact reading proficiency. 8. Comparing and contrasting language, cognition, and reading skills acquisition of different age groups (primary, intermediate, secondary levels) and abilities. 9. Differentiating reading instruction for English language learners with various levels of first language literacy. 10. Implementing research-based practices in comprehension, oral language, phonological awareness, phonics, fluency and vocabulary to differentiate instruction for all students. 11. Implementing research-based instructional practices for developing students' higher order thinking. 12. Implementing research-based instructional practices for developing students' ability to read critically. 13. Implementing research-based instructional practices using writing to develop students' comprehension of text.	

14. Implementing appropriate and allowable instructional accommodations as specified in the Individual Education Plan or 504 Plan when differentiating instruction for students with disabilities. 15. 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. 16. Planning for explicit, systematic and sequential instruction to improve memory and written language. 17. Planning for multisensory instructional practices, including the use of all learning pathways in the brain (i.e., visual, auditory, kinesthetic tactile) to enhance memory and learning of written language.	