

RED4854 Reading Practicum

Course Description: The student will synthesize and apply knowledge of the six components of reading, formal and informal reading assessments, skills related to data analysis, and differentiation of instruction in order to plan and implement a comprehensive, intensive, effective, systematic, multisensory, research-based reading plan of instruction for all students. This is the fifth of five courses that lead to the Florida Department of Education Reading Endorsement. This course corresponds to Competency 5. Prerequisite: RED4654. (3 hr. lecture)

Course Competency	Learning Outcomes
<p>Competency 1: The student will demonstrate knowledge of the components of reading, as well as assessments and data analysis, to implement a comprehensive research-based reading plan of instruction for all students as they engage in a systematic problem-solving process by:</p>	<p>2. Numbers / Data 3. Critical thinking</p>
<ol style="list-style-type: none"> 1. Analyzing assessment and data to monitor student progress and guide instruction over time to ensure an increase in student learning. 2. Implementing research-based instructional practices for facilitating reading comprehension. 3. Applying research-based instructional practices for developing oral/aural language development. 4. Utilizing research-based instructional practices for developing students' phonological awareness. 5. Implementing research-based instructional practices for developing phonics skills and word recognition. 6. Implementing research-based instructional practices for developing reading fluency and reading endurance. 7. Implementing research-based instructional practices for developing both academic and domain-specific vocabulary. 8. Modeling research-based instructional practices to facilitate students' monitoring and self-correcting in reading. 9. Implementing research-based comprehension instructional practices for developing students' higher-order thinking to enhance comprehension. 10. Implementing research-based instructional practices for developing students' ability to read critically. 11. Demonstrating differentiation of instruction for all students utilizing increasingly complex print and digital text. 	

<ol style="list-style-type: none"> 12. Demonstrating proficiency in assessing and instructing English language learners from diverse backgrounds and at varying English proficiency levels. 13. Developing an information intensive environment that includes print and digital text. 14. Selecting a variety of instructional practices to motivate and engage students in reading. 15. Applying intentional, explicit, systematic writing instruction that facilitates students' ability to read written language. 	
<p>Competency 2: The student will demonstrate an understanding of the components of literacy, and apply theories of second language literacy development to support ELLs' learning by:</p>	<ol style="list-style-type: none"> 1. Communication 5. Cultural / Global Perspective
<ol style="list-style-type: none"> 1. Recognizing the stages of English language acquisition for English language learners and differentiate reading instruction for students at different levels of English language proficiency. 2. Identifying factors impeding student reading development in each of the reading components or the integration of these components. 3. Recognizing how characteristics of both language and cognitive development impact reading proficiency. 4. Comparing language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities. 5. Differentiating reading instruction for English language learners at various levels of first language literacy. 6. Implementing research-based practices in comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary to differentiate instruction for all students. 7. Implementing research-based instructional practices for developing students' higher-order thinking. 8. Implementing research-based instructional practices using writing to develop students' comprehension of text. 9. Implementing appropriate and allowable instructional accommodations as specified in the Individual Education Plan or 504 Plan when differentiating instruction for students with disabilities. 10. 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. 11. Applying explicit, systematic and sequential instruction to improve memory and written language. 12. 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. 13. Implementing research-based instructional practices for developing students' ability to read critically. 	