

Course Description**EEX1130 | Reading Difficulties and Dyslexia | 2.00 credits**

This course is designed in accordance with Rule 6A-6.053, F.A.C., which provides classroom teachers with the strategies needed to provide instruction for students exhibiting characteristics of dyslexia. The curriculum emphasizes the use of explicit, systematic, sequential, and multi-sensory approaches to reading instruction, ensuring a structured and supportive learning environment.

Course Competencies**Competency 1: The reading Process and Emergent literacy Skills**

1. Understand how the students' development of oral language (i.e., phonology, morphology, syntax, semantics and pragmatics) relates to language comprehension
2. Understand that writing enhances the development of oral language
3. Understand that the variation in students' oral language exposure and development requires differentiated instruction, including evidence-based practices for students with reading difficulties and characteristics of dyslexia
4. Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect oral language development
5. Apply evidence-based practices for students with reading difficulties, including students with dyslexia, based on their strengths and needs to improve oral language development
6. Understand the role and importance of phonemic awareness in the development of phonic decoding skills that lead to independent reading capacity
7. Understand evidence-based and multisensory practices to develop students' phonemic awareness (e.g., Elkonin boxes or magnetic letters)
8. Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect phonemic awareness
9. Understand the structure of English orthography and the patterns and rules that inform the teaching of single and multisyllabic regular word and irregular word reading
10. Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect phonics development

Competency 2: Principles of Explicit, systematic, and sequential evidence-based reading instruction

1. Apply intentional, explicit, systematic and sequential instructional practices for scaffolding development of oral/aural language skills
2. Differentiate instruction to account for variation in students' oral language exposure and development, including evidence-based practices for students with reading difficulties and characteristics of dyslexia
3. Apply evidence-based practices for students with reading difficulties, including students with dyslexia, based on their strengths and needs to improve oral language development
4. Apply evidence-based phonemic awareness instruction for the development of phonic decoding skills that lead to independent reading capacity
5. Provide opportunities using evidence-based and multisensory practices for students to develop phonemic awareness (e.g., Elkonin boxes or magnetic letters)
6. Apply evidence-based practices for students with characteristics of reading difficulties, including students with dyslexia, based on their strengths and needs to improve phonemic awareness

Competency 3: Foundations and Applications of Differentiated Instruction

1. Differentiate evidence-based reading instruction in oral language, phonological awareness, phonics, fluency,

vocabulary and comprehension, ranging from enrichment practices to intensifying interventions

2. Select and use developmentally appropriate multisensory materials that address students' strengths and needs in order to differentiate instruction
3. Implement evidence-based intervention practices for students with substantial reading difficulties, including those who exhibit the characteristics of dyslexia
4. Scaffold instruction and intensify interventions for students with identified reading deficiencies and characteristics of dyslexia in each of the components of reading
5. Implement a classroom level plan for monitoring student reading progress and differentiating instruction for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.
6. Monitor student progress and use data to differentiate instruction for all students, including students with identified reading deficiencies and those with characteristics of dyslexia
7. Implement appropriate and allowable instructional accommodations, including use of technology, as specified in the Individual Educational Plan or 504 Plan when differentiating reading instruction for students with disabilities, including students with characteristics of dyslexia

Learning Outcomes

- Communicate effectively using listening, speaking, reading, and writing skills
- Solve problems using critical and creative thinking and scientific reasoning
- Demonstrate knowledge of ethical thinking and its application to issues in society