Course Description
EPI0010 | Foundations of Research-Based Practices in Reading | 3.00 credits
The student will learn about the reading process and reading instruction from P-12. In addition, the student will examine educational neuroscience research related to the reading process, as well as research-based approaches and theories related to all components of the reading process: phonemic awareness, phonics, vocabulary, fluency, oral language, and comprehension. An assessment of the students' teaching performance will be conducted. Content covers Competency 2 and 4 of the 2010 Reading Competencies. Fifteen hours in the clinical setting are required. Pre-requisites: EPI0001, and EPI0002, and EPI0004.

Course Competencies
Competency 1: The student will acquire the knowledge and expertise to provide effective comprehension instruction 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. Applying scientifically researched and evidence-based reading instructional strategies that improve reading performance for all students including explicit systematic and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension and multi-sensory intervention strategies
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 and scaffolding 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

Competency 2: The student will utilize techniques that enhance oral language development by:
1. Applying intentional, explicit, and systematic instructional practices for scaffolding development of oral/aural language skills (e.g., language experience approach, Socratic questioning)
2. Creating an environment where students practice appropriate social and academic language to discuss diverse texts
3. Applying an English language learner's home language proficiency as a foundation and strength to support the development of oral language in English
4. Providing writing experiences to enhance oral language (e.g., interactive writing, student to teacher sentence dictation)

Competency 3: The student will apply research-based instructional strategies to develop academic vocabulary by:
1. Creating an environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary
2. Applying intentional, explicit, systematic instructional practices to scaffold vocabulary and concept development (e.g., shared reading, semantic mapping, and so on)
3. Providing for continual integration, repetition, and meaningful use of domain specific vocabulary to address the demands of academic language
4. Incorporating vocabulary instruction through analogies (e.g., cognates, Greek, and Latin roots)

5. Incorporating instructional practices that develop authentic uses of English to assist English language learners in learning academic vocabulary and content
6. Providing oral/aural language and writing experiences to enhance vocabulary (e.g., interactive word walls, word sorts, word charts for secondary)
7. Demonstrating multiple methods of vocabulary instruction (e.g., multiple contexts, examples and non- examples, elaborations, and so on)

Competency 4: The student will provide for the integration of the reading components across disciplines by:
1. Applying comprehensive instructional practices, including writing experiences, that integrate the reading components
2. Identifying instructional practices to develop students' metacognitive skills in reading (e.g., text coding such as INSERT, two column notes)
3. Demonstrating understanding of similarities and differences between home language and second language reading development

Competency 5: The student will apply research-based instructional practices by differentiating process, product, and contexts as they engage in the systematic problem-solving process by:
1. Applying knowledge of socio-cultural, socio-political and psychological variables to differentiate reading instruction for all students
2. Identifying the stages of English language acquisition for English language learners and differentiate 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. Implementing research-based instructional practices for developing students' higher order thinking
5. Implementing research-based instructional practices for developing students' ability to read critically
6. Implementing research-based instructional practices using writing to develop students' comprehension of text

Competency 6: The student will have a broad knowledge of students from differing profiles, including students with disabilities and those from diverse populations by:
1. Applying knowledge of socio-cultural, socio-political and psychological variables to differentiate reading instruction for all students
2. 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
3. Differentiating reading instruction for English language learners with various levels of first language literacy
4. Scaffolding instruction for students having difficulty in each of the components of reading
5. Implementing a classroom level plan for monitoring student reading progress and differentiating instruction
6. Monitoring student progress and use data to differentiate instruction for all students

Competency 7: The student will demonstrate knowledge of the subject taught, effective, planning, and implement research- based by:
1. Planning subject matter instruction for students to achieve mastery
2. Sequencing lessons and concepts to ensure coherence and required prior knowledge
3. Modifying instruction to respond to preconceptions or misconceptions
4. Relating and integrating the subject matter with other disciplines and life experiences
5. Applying varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding
6. Differentiating instruction based on an assessment of student learning needs and recognition of individual differences in students
7. Employing higher-order questioning techniques
8. Designing and aligning formative and summative assessments that match learning objectives and lead to mastery

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Learning Outcomes:
- Communicate effectively using listening, speaking, reading, and writing skills
- Use quantitative analytical skills to evaluate and process numerical data
- Solve problems using critical and creative thinking and scientific reasoning
- Formulate strategies to locate, evaluate, and apply information
- Demonstrate knowledge of global and historical perspectives
- Create strategies that can be used to fulfill personal, civic, and social responsibilities
- Demonstrate knowledge of ethical thinking and its application to issues in society
- Use computer and emerging technologies effectively
- Demonstrate an appreciation for aesthetics and creative activities
- Describe how natural systems function and recognize the impact of humans on the environment