

### **Course Description**

#### **EPI0010 | Research-Based Practices in Reading | 3.00 credits**

The teacher candidate will differentiate instruction for all learners by applying the principles of research-based strategies and integrating the six components of reading: phonological awareness, phonics, oral language, fluency, vocabulary, and comprehension. Teacher candidates will have a broad knowledge of students from differing profiles to understand and apply evidence-based instructional practices by differentiating process, product, and context. Fifteen hours of clinical experience is required for successful completion of this course. Reading competencies 2 and 4.

### **Course Competencies**

**Competency 1:** Apply evidence-based instructional practices to differentiate reading instruction for students with linguistic, cognitive, and literacy profiles, including English Learners and students with reading difficulties such as dyslexia, across all components of reading through assessment-informed planning, progress monitoring, scaffolding, and intervention

**Competency 2:** Demonstrate knowledge of oral language development and implement evidence-based instructional practices that strengthen phonology, morphology, syntax, semantics, and pragmatics to support social and academic language, reading comprehension, and writing for all learners, including English Learners and students with reading difficulties and dyslexia

**Competency 3:** Demonstrate knowledge of phonological and phonemic awareness and apply explicit, systematic, and sequential evidence-based instructional practices to support decoding, encoding, and phonological processing for all students, including English Learners and students with reading difficulties and dyslexia

**Competency 4:** Demonstrate knowledge of phonics development and English orthography and apply evidence-based instructional practices in grapheme-phoneme relationships, word analysis, spelling, and morphology to support accurate and automatic word reading and written expression for all learners, including students with dyslexia

**Competency 5:** Demonstrate knowledge of reading fluency and apply evidence-based instructional practices to develop accuracy, rate, prosody, and reading endurance through intentional modeling, guided practice, feedback, and assessment to support comprehension for all students, including those with reading difficulties and dyslexia

**Competency 6:** Demonstrate knowledge of vocabulary development and apply evidence-based instructional practices in morphology, contextual analysis, wide reading, and language-rich environments to support receptive and expressive vocabulary growth and reading comprehension for all learners, including English Learners and students with dyslexia

**Competency 7:** Demonstrate knowledge of comprehension processes and apply evidence-based instructional practices that integrate language development, higher-order thinking, text complexity, cognitive targets, and metacognitive strategies to support meaning-making across literary and informational texts for all students, including those with reading difficulties and dyslexia

**Competency 8:** Demonstrate knowledge of the integration of reading components and apply evidence-based instructional practices that align phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language development through assessment-driven instruction, family engagement, and data-informed decision-making to meet individual student needs