COURSE INFORMATION

Course Prefix/Number: RED3393    Course Title: Differentiated Instruction in Content Reading
Number of Credits: 3.00    Clock Hours: 90
Course Type: Lecture/Lecture/Lab    Lab/Lecture/Combo/Internship/Clinical/College Prep.
Degree Type: B.A.S. B.S. B.A. A.S. A.A. A.A.S. C.P.P. A.T.C. C.C.C. C.T.C.

COURSE DESCRIPTION

The student will learn about best practices in the instruction of efferent reading with an emphasis on differentiated instruction. The student will learn to meet the needs of diverse learners, organize the classroom, scaffold for effective instruction, and determine criteria for choosing instructional materials. Fifteen hours of clinical experience are required. Special fee.

Prerequisite(s): Co-requisite(s):

COURSE COMPETENCIES

Learning Outcomes Legend:

1. Communication 4. Information Literacy 7. Ethical Issues
10. Environmental Responsibility

Competency 1: Foundations of Reading Instruction-The pre-service teacher will develop substantive understanding of six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary by:

Comprehension:
1. Understanding that building oral and written language facilitates comprehension.
2. Understanding the importance of learning syntax, semantics, pragmatics, vocabulary, and text structures required for comprehension of formal written language of school, often called “academic language.”
3. Understanding the impact of text upon reading comprehension (e.g., genre, readability, coherence, text structure, and text complexity).
4. Understanding how the interaction of reader characteristics, motivation, purpose of reading, and text elements impacts comprehension and student engagement.
5. Identifying cognitive targets (e.g., locate/recall; integrate/interpret; critique/evaluate) and the role of cognitive development in the construction of meaning of literary and informational texts.
6. Understanding reading as a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes.
7. Understanding the reading demands posed by domain specific texts.
8. Understanding that effective comprehension processes rely on well-developed language, strong inference making, background knowledge, comprehension monitoring and self-correcting.
9. Understanding how English language learners’ linguistic and cultural background will influence their comprehension.
10. Understanding the role of formal and informal assessment of comprehension in making instructional decisions to meet individual student needs.

Oral Language:
11. Understanding how the students’ development of phonology, syntax, semantics, and pragmatics relates to comprehending written language.
12. Understanding the differences between social and academic language.
13. Understanding that writing enhances the development of oral language.
14. Understanding that the variation in students’ oral language exposure and development requires differentiated instruction.
15. Recognizing the importance of English language learner’s home languages, and their significance for learning to read English.
16. Understanding the role of formal and informal oral language assessment to make instructional decisions to meet individual student needs.

Phonological Awareness:
17. Understanding phonology as it relates to language development and reading achievement (e.g., phonological processing, phonemic awareness skills, phonemic analysis and synthesis).
18. Recognizing the phonological continuum beginning with sensitivity to large and concrete units of sound (i.e., words & syllables) and progressing to small and abstract units of sound (onset-rimes and phonemes).
19. Understanding that writing, in conjunction with phonological awareness, enhances reading development.
20. Distinguishing both phonological and phonemic differences in language and their applications in written and oral discourse patterns (e.g., language & dialect differences).
21. Understanding how similarities and differences in sound production between English and other languages affect English language learners’ reading development in English.
22. Understanding the role of formal and informal phonological awareness assessment to make instructional decisions to meet individual student needs.

Phonics:
23. Understanding that phonological units (words, syllables, onset-rimes, and phonemes) map onto orthographic units (words, rimes, letters) in alphabetic languages.
24. Understanding sound-spelling patterns and phonics (grapheme-phoneme correspondence rules).
25. Understanding structural analysis of words.
26. Understanding that both oral language and writing can be used to enhance phonics instruction.
27. Understanding the role of formal and informal phonics assessment to make instructional decisions to meet individual student needs.

Fluency:
28. Understanding that the components of reading fluency are accuracy, expression, and rate which impact reading endurance and comprehension.
29. Understanding that effective readers demonstrate flexibility by adjusting their reading rate to accommodate the kinds of texts they are reading in order to facilitate comprehension.
30. Understanding the relationships among fluency, word recognition, and comprehension.
31. Understanding that both oral language and writing enhance fluency instruction.
32. Understanding the role of formal and informal fluency assessment to make instructional decisions to meet individual student needs.

Vocabulary:
33. Understanding the goal of receptive and expressive vocabulary instruction is the application of a student’s understanding of word meanings to multiple oral and written contexts.
34. Understanding morphology as it relates to vocabulary development (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis).
35. Identifying principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language, etc.).
36. Understanding the domain specific vocabulary demands of academic language.
37. Understanding that writing can be used to enhance vocabulary instruction.
38. Understanding the role of formal and informal vocabulary assessment to make instructional decisions to meet individual student needs.

Integration of the major reading components:
39. Identifying language characteristics related to social and academic language.
40. Identifying phonemic, semantic, and syntactic variability between English and other languages.
41. Understanding the interdependence between each of the reading components and their effect upon reading as a process for native speakers of English and English language learners.
42. Understanding the impact of oral language, writing, and an information intensive environment upon reading development.
43. Understanding the importance of comprehension monitoring and self-correcting to increase reading proficiency.
44. Understanding the role of formal and informal reading assessment to make instructional decisions to meet individual student needs.

Competency 2: Applications of Research-Based Practices- The pre-service teacher will apply the principles of researched based reading instruction, integrate the six components of reading, and engage in the systematic problem solving process 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. Using both oral language and writing experiences to enhance comprehension.
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 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.

Oral Language:
10. Applying intentional, explicit, and systematic instructional practices for scaffolding 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. Using 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.

Phonological Awareness:
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. Understanding and applying knowledge of how variations in phonology across languages affect English language learners’ reading and writing development.
18. Using 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.

Phonics:
20. Applying intentional, explicit, systematic instructional 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. Using 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.

Fluency:
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. Using 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.

Vocabulary:
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. Using oral/aural language and writing experiences to enhance vocabulary (e.g., interactive word walls, word sorts, word charts for secondary).
33. Using 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.

Integration of the reading components:
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. Using resources and 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.

**Competency 3:** Foundations and Applications of Differentiated Instruction. Has a broad knowledge of students from differing profiles, including students with disabilities and those from diverse populations, in order to understand and apply research based practices by differentiating process, product, and context and engage in systematic problem solving.

1. Understand and apply knowledge of socio-cultural, socio-political and psychological variables to differentiate reading instruction for all students.
2. Understand the stages of English language acquisition for English language learners and differentiate reading instruction for students at different levels of English language proficiency.
3. Understand and apply current theories of second language acquisition to differentiate instruction for English language learners of diverse backgrounds and various levels of prior education.
4. Identify factors impeding student reading development in each of the reading components or the integration of these components.
5. Recognize how characteristics of both language and cognitive development impact reading proficiency.
6. Recognize the characteristics of proficient readers to more effectively differentiate instruction.
7. Compare language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities.
8. Select and use developmentally appropriate materials that address sociocultural and linguistic differences.
9. Plan 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.
10. Differentiate reading instruction for English language learners with various levels of first language literacy.
11. Scaffold instruction for students having difficulty in each of the components of reading.
12. Implement a classroom level plan for monitoring student reading progress and differentiating instruction.
13. Monitor student progress and use data to differentiate instruction for all students.
14. Implement research-based practices in comprehension, oral language, phonological awareness, phonics, fluency and vocabulary to differentiate instruction for all students.
15. Implement research-based instructional practices for developing students’ higher order thinking.
16. Implement research-based instructional practices for developing students’ ability to read critically.
17. Implement research-based instructional practices using writing to develop students’ comprehension of text.
18. Implement appropriate and allowable instructional accommodations as specified in the Individual Education Plan or 504 Plan when differentiating instruction for students with disabilities.
19. Modify 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.

**Competency 4:** Teachers will demonstrate an understanding of the components of literacy, and will understand and apply theories of second language literacy development to support ELLs’ learning by:

**Second Language Literacy Development**
1. Understanding and applying current theories of second language reading and writing development for ELLs from diverse backgrounds at varying English proficiency levels.
2. Demonstrating understanding of similarities and differences between L1 and L2 literacy development.
3. Demonstrating understanding of how L1 and literacy influences L2 literacy development and apply this to support ELLs’ learning.
4. Understanding and applying knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs’ L2 literacy development in English.
5. Understanding and applying knowledge of how principles of phonology, morphology, syntax, semantics, and discourse affect L2 reading and writing development.

**Competency 5:** Teachers will know, manage, and implement a variety of teaching strategies and techniques for developing and integrating ELLs’ English listening, speaking, reading, and writing skills. The teacher will support ELLs’ access to the core curriculum by teaching language through academic content by:

**Standards Based ESL and Content Instruction**
1. Organizing learning around standards-based content and language learning objectives for students from diverse backgrounds and at varying English proficiency levels.
2. Developing ELLs’ L2 listening skills for a variety of academic and social purposes.
3. Developing ELLs’ L2 speaking skills for a variety of academic and social purposes.
4. Providing standards-based instruction that builds upon ELLs’ oral English to support learning to read and write in English.
5. Providing standards-based reading instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency.
6. Providing standards-based writing instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels.
7. Developing ELLs’ writing through a range of activities, from sentence formation to expository writing.
8. Collaborating with stakeholders to advocate for ELLs’ equitable access to academic instruction (through traditional resources and instructional technology).
9. Using appropriate listening, speaking, reading, and writing activities in teaching ELLs from diverse backgrounds and at varying English proficiency levels.
10. Incorporating activities, tasks, and assignments that develop authentic uses of the second language and literacy to assist ELLs in learning academic vocabulary and content-area material.
11. Providing instruction that integrates listening, speaking, reading, and writing for ELLs of diverse backgrounds and varying English proficiency levels.

Competency 6: Teachers will be familiar with and be able to select, adapt, and use a wide range of standards-based materials, resources, and technologies by:

**Effective Use of Resources and Technologies**

| 1. | Using culturally responsive/sensitive, age-appropriate and linguistically accessible materials for ELLs of diverse backgrounds and varying English proficiency levels. |
| 2. | Using a variety of materials and other resources including L1 resources, for ELLs to develop language and content-area skills. |
| 3. | Using technological resources to enhance language and content-area instruction for ELLs of diverse backgrounds and varying English proficiency levels. |

Competency 7: Teachers will know understand, and apply concepts, research, best practices, and evidenced-based strategies to plan classroom instruction in a supportive learning environment for ELLs. The teacher will plan for multilevel classrooms with learners from diverse backgrounds using a standards-based ESOL curriculum by:

**ESOL Curriculum and Materials Development**

| 1. | Planning for integrated standards-based ESOL and language sensitive content instruction. |
| 2. | Creating supportive, accepting, student-centered classroom environments. |
| 3. | Planning differentiated learning experiences based on assessment of students English and L1 proficiency and integrating ELLs’ cultural background knowledge, learning styles, and prior formal educational experiences. |
| 4. | Planning learning tasks for particular needs of students with limited formal schooling (LFS). |
| 5. | Planning for instruction that embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups to successfully meet English language and literacy learning objectives. |

Competency 8: Teachers will know, select, and adapt a wide range of standards-based materials, resources, and technologies by:

**Instructional Resources and Technology**

| 1. | Selecting and adapting culturally responsive/sensitive, age-appropriate, and linguistically accessible materials. |
| 2. | Selecting and adapting a variety of materials and other resources including L1 resources, appropriate to ELLs’ developing English language and literacy. |
| 3. | Selecting technological resources to enhance instruction for ELLs of diverse backgrounds and at varying English proficiency levels. |

Competency 9: The effective educator consistently demonstrates research based instruction by:

| 1. | Sequencing lessons and concepts to ensure coherence and required prior knowledge. |
| 2. | Designing instruction for students to achieve mastery. |
| 3. | Adapting the learning environment to accommodate the differing needs and diversity of students. |
| 4. | Utilizing current and emerging assistive technologies that enable students to participate in a high-quality communication interactions and achieve their educational goals. |
| 5. | Deepening and enriching students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter. |
| 6. | Relating and integrating the subject matter with other disciplines and life experiences. |
| 7. | Differentiating instruction based on an assessment of student learning needs and recognition of individual differences in students. |