



RED4033 Teaching Foundations of Reading Instruction

Reading Competency 1

Credit Hours: Three

Pre-requisite: Departmental permission

Clinical Hours: 60 In-service Hours

Course Description

This course provides a comprehensive introduction to the six components of reading as a systematic and developmental process: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. The students will explore the principles, techniques, and evidence-based instructional practices necessary for developing foundational reading skills across K-12 settings, with a particular focus on supporting all learners, including students with dyslexia.

Through structured learning experiences, students will analyze research-based methodologies, examine effective assessment practices, and apply instructional strategies to enhance reading proficiency for all students. This course is the first in a five-course series leading to the Florida Department of Education (FLDOE) Reading Endorsement and aligns with Competency 1: **Developing a Substantive Understanding of the Components of Reading as a Process.**

Students will engage in interactive discussions, case studies, and hands-on applications designed to strengthen their ability to implement reading instruction that fosters literacy development for all learners.

Instructor:

Office Hours:

Class Location:

Phone:

E-mail:

Term:

Office Location:

Campus:

Class Time:

Class Days:

National, State, and College Standards

- Florida Department of Education (FLDOE) Reading Competencies K-12
- Miami Dade College Student Learning Outcomes

Reading Competency 1 Course Competencies:

Through this course students will gain a deep, research-based understanding of the six essential components of reading: **comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary.** Students will explore how these components interact as a

systematic process, examine effective instructional strategies, and analyze their role in fostering literacy development for all learners. Upon successful completion, participants will demonstrate a substantive understanding of these foundational elements and their application in evidence-based reading instruction.

Performance Indicator A: Oral Language

- 1.A.1 Understand how the students' development of oral language (i.e., phonology, morphology, syntax, semantics, and pragmatics) relates to language comprehension.
- 1.A.2 Understand the differences between social and academic language.
- 1.A.3 Understand that writing enhances the development of oral language.
- 1.A.4 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.
- 1.A.5 Understand the importance of providing and documenting extended discussion in discerning text meaning and interpretation.
- 1.A.6 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect oral language development.
- 1.A.7 Recognize the importance of English learners' home languages and their significance in learning to read English.
- 1.A.8 Understand the role of oral language informal and formal assessment, including documentation of results to inform instruction determined by individual student strengths and needs.

Performance Indicator B: Phonological Awareness

- 1.B.1 Understand the differences between phonological awareness (e.g., words, syllables, rimes) and phonemic awareness (phonemes) and that they develop independently from one another.
- 1.B.2 Understand the role and importance of phonemic awareness in the development of phonic decoding skills that lead to independent reading capacity.
- 1.B.3 Understand evidence-based and multisensory practices to develop students' phonemic awareness (e.g., Elkonin boxes or magnetic letters).
- 1.B.4 Understand how variations in phonology across dialects and speech patterns can affect phonemic awareness as it relates to language development and reading (e.g., phonological processing, body-coda, phonemic analysis, and synthesis).
- 1.B.5 Understand how variations in phonology across dialects and speech patterns affect written and oral language (e.g., speech and language disorders, language, and dialect differences).
- 1.B.6 Understand that evidence-based phonics instruction improves phonemic awareness and results in enhanced encoding and decoding skills.
- 1.B.7 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia and how they affect phonemic awareness.
- 1.B.8 Understand evidence-based practices for teaching phonemic awareness to English learners.
- 1.B.9 Understand the role of phonological awareness informal and formal assessment, including documentation of results, to inform instructional decisions to meet individual student strengths and needs.

Performance Indicator C: Phonics

- 1.C.1 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.
- 1.C.2 Understand grapheme-phoneme patterns and how they relate to spelling and written expression.
- 1.C.3 Understand structural analysis and morphology of words.
- 1.C.4 Understand that evidence-based spelling and writing practices can enhance phonics instruction and connect reading and writing (e.g., Elkonin boxes, spelling of Greek and Latin roots and affixes).
- 1.C.5 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect phonics development.
- 1.C.6 Understand an English learner's home language as a foundation and strength to support the development of phonics in English.
- 1.C.7 Understand the role of phonics informal and formal assessment, including documentation of results, to inform instruction to meet individual student strengths and needs.

Performance Indicator D: Fluency

- 1.D.1 Understand that the components of reading fluency are accuracy, rate and prosody which impact reading comprehension.
- 1.D.2 Understand that effective readers adjust their reading rate to accommodate the kinds of texts they are reading and their purpose for reading to facilitate comprehension.
- 1.D.3 Understand how automaticity in word-level skills and oral reading fluency in connected text impact reading comprehension.
- 1.D.4 Understand that independent readers activate their background knowledge, self-monitor and self-correct (i.e., metacognition) to enhance fluency as a bridge to comprehension of text.
- 1.D.5 Understand that reading fluency and reading endurance requires daily practice with support and corrective feedback to increase accuracy, rate, and prosody.
- 1.D.6 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect fluency development and reading endurance.
- 1.D.7 Understand the role of fluency informal and formal assessments, including documentation of results, to inform instruction to meet individual student strengths and needs.

Performance Indicator E: Vocabulary

- 1.E.1 Understand the role and impact of receptive and expressive vocabulary on reading comprehension.
- 1.E.2 Understand morphology (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis) and contextual analysis as it relates to vocabulary development.
- 1.E.3 Identify intentional explicit, systematic, and sequential evidence-based practices for vocabulary development and scaffolding concept development (e.g., figurative language, dialogic reading, semantic mapping, etc.).
- 1.E.4 Understand the importance of teaching basic and sophisticated vocabulary, high-frequency multiple meaning words and the particular demands of domain-specific vocabulary.
- 1.E.5 Understand how to apply evidence-based reading and writing practices to enhance vocabulary.
- 1.E.6 Understand how to provide a classroom learning environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary.
- 1.E.7 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect vocabulary development.

1.E.8 Understand instructional practices that develop authentic uses of English to assist English learners in learning academic vocabulary and content (e.g., cognates).

1.E.9 Understand the role of vocabulary informal and formal assessment, including documentation of results, to inform instruction to meet individual student strengths and needs.

Performance Indicator F: Comprehension

1.F.1 Understand that evidence-based oral language and written experiences (i.e., language experiences, dictation, summary writing) facilitate comprehension.

1.F.2 Understand evidence-based comprehension practices (e.g., student question generation, summarizing, extended text discussion).

1.F.3 Understand the varying demands of text on readers' comprehension, including the demands of domain-specific texts.

1.F.4 Understand how to provide daily purposeful opportunities for all students to read a wide variety of texts, with discussion and feedback, to sufficiently build students' capacity for comprehension.

1.F.5 Understand how the interaction of reader characteristics (background knowledge, interests, strengths and needs, motivation, text complexity and purpose of reading, impacts comprehension and student engagement.

1.F.6 Understand the importance of planning, providing, and documenting daily opportunities for reading connected text with corrective feedback to support accuracy, fluency, reading endurance and comprehension.

1.F.7 Understand 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.

1.F.8 Understand that reading is a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes, utilizing a variety of methods (i.e., active reading).

1.F.9 Understand that effective comprehension relies on using well developed language, multiple higher order thinking processes (i.e., making inferences, activating background knowledge) and self-correction to monitor comprehension.

1.F.10 Understand evidence-based practices to improve reading comprehension for students, including those with characteristics of reading difficulties and dyslexia, based on their strengths and needs.

1.F.11 Understand how English learners' linguistic and cultural background will influence their comprehension, including English learners with characteristics of reading difficulties and dyslexia.

1.F.12 Understand the role of comprehension informal and formal assessments, including documentation of results, to inform instruction to meet individual student strengths and needs.

Performance Indicator G: Integration of the Reading Components

1.G.1 Identify phonemic, semantic, and syntactic variability between English and other languages.

1.G.2 Identify appropriate evidence-based practices to develop students' metacognitive skills in reading, including English learners (e.g., text coding, two-column notes).

1.G.3 Understand the interdependence among the reading components and their effect upon reading as a process for all students.

1.G.4 Understand how oral language and an information intensive environment impact reading and writing development.

1.G.5 Understand evidence-based practices for selecting literature and domain specific print and digital text appropriate to students' age, interests and reading proficiency.

- 1.G.6 Understand the relationships among decoding, automatic word recognition, fluency, and comprehension.
- 1.G.7 Understand intentional, explicit, systematic, and sequential evidence-based practices for scaffolding the interconnection of each of the following: graph phonemics, syntax, semantics, pragmatics, vocabulary, schema, and text structures required for comprehension.
- 1.G.8 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect the integration of the components of reading instruction.
- 1.G.9 Understand how to engage and support caregivers and families in the evidence-based language and reading development activities for their children and adolescents.
- 1.G.10 Understand how to communicate (orally and in writing) the meaning of reading assessment data with students, caregivers, and other teachers.
- 1.G.11 Understand the role of informal and formal reading assessments, including documentation of results, to make instructional decisions to address individual student strengths and needs.

Course Textbook:

Honig, B. Diamond, L. Gutlohn, L. (2018). *Teaching Reading Sourcebook*, 3rd ed. Oakland: Consortium in Reaching Excellence in Education. Bear, D. R., Invernizzi, M., Templeton, S. & Johnston, F. (2007).

Roe, B., Smith, S. H., & Kolodziej, N.J. (2019). *Teaching reading in today's elementary schools*.(12th ed.) Boston: Cengage Learning. **(A pdf version of the text may be found in Canvas shell for the course)**

Supplementary Textbook:

Bear, D. R., Invernizzi, M., Templeton, S. & Johnston, F. (2007). *Words their way: Word study for phonics, spelling, and word study instruction*. (4th ed). New York: Prentice Hall.

Honig, B. Diamond, L. Gutlohn, L. (2018). *Teaching Reading Sourcebook*, 3rd ed. Oakland: Consortium in Reaching Excellence in Education. Bear, D. R., Invernizzi, M., Templeton, S. & Johnston, F. (2007). *Words their way: Word study for phonics, spelling, and word study instruction*.(4th ed). New York: Prentice Hall.

Supplementary Resources:

Allington, R. L. (2013). What really matters when working with struggling readers. *The Reading Teacher*, 66(7), pp. 520-530.

Birsh, J.R. (1999). *Multisensory teaching of basic language skills*. Maryland, MD: Paul H. Brookes.

Marcell, B. & Ferraro, C. (2013). So long, robot reader! A superhero intervention plan for improving fluency. *The Reading Teacher*, 66(8), pp. 607-617.

Pey, K.C., Min, L.H., & Wah, L.L. (2014). Relationship between oral reading fluency and reading comprehension among ESL students. *GEMA Online Journal of Language Studies*, 14(3),pp. 19-32.

Electronic Resources:

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Language Arts Florida Standards: <http://www.fldoe.org/core/fileparse.php/5390/urlt/0081014-lafs.pdf>

Florida Center for Reading Research: <http://www.fcrr.org>

International Reading Association (IRA): <http://www.reading.org>

National Council of Teachers of English (NCTE): <http://www.ncte.org/elementary>

Read Write Think: resources for K-12 teachers: <http://www.readwritethink.org>

Reading Rockets: <http://www.readingrockets.org/>

ReadWorks: <https://www.readworks.org/>

What Works Clearinghouse: <https://ies.ed.gov/ncee/wwc/>

IXL Language Arts: <https://www.ixl.com/ela/>

OER

<https://florida.theorange grove.org/og/file/9b7366fb-5aad-911b-db3a-0e630c13133c/1/20074011.pdf>