



**RED4342 Application of Research Based Practices in Reading Education**

**Reading Competency 2**

**Credit Hours:** Three

**Pre-requisite:** RED4033

**Clinical Hours:** 60 In-service Hours

**Course Description:**

Building on the foundation of RED4033, this course focuses on the application of evidence-based research in comprehensive reading instruction. Students will implement research-based reading instruction by integrating the six components of reading—comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary—to support students' reading development.

Students will apply explicit, systematic, and sequential instructional strategies to scaffold student learning and facilitate reading comprehension across various texts. Additionally, students will engage in the systematic problem-solving process to identify students with reading difficulties, including characteristics of dyslexia, and implement appropriate interventions. The course emphasizes effective progress monitoring to ensure responsive instruction and student success.

This is the second of five courses leading to the Florida Department of Education Reading Endorsement and corresponds to Competency 2.

**Instructor:**

**Term:**

**Office Hours:**

**Office Location:**

**Class Location:**

**Campus:**

**Phone:**

**Class Time:**

**E-mail:**

**Class Days:**

**National, State, and College Standards**

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

**Course Competencies:**

Upon completing this course, the student will implement explicit, systematic, and sequential evidence-based reading instruction. They will integrate the six components of reading to scaffold student learning and enhance reading comprehension. Additionally, students will engage in a systematic problem-solving process to identify students with reading difficulties, including those exhibiting characteristics of dyslexia, apply appropriate interventions, and conduct effective progress monitoring

**Performance Indicator A: Oral Language**

- 2.A.1 Apply intentional, explicit, systematic, and sequential instructional practices for scaffolding development of oral/aural language skills.
- 2.A.2 Create an environment where students practice appropriate social and academic language to discuss diverse texts.
- 2.A.3 Use word building and writing experiences to enhance oral language (e.g., homophone word building and spelling, interactive writing, student to teacher sentence dictation).
- 2.A.4 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.
- 2.A.5 Provide and document opportunities for extended discussion in discerning text meaning and interpretation.
- 2.A.6 Apply evidence-based practices for students with reading difficulties, including students with dyslexia, based on their strengths and needs to improve oral language development.
- 2.A.7 Apply an English learner's home language proficiency as a foundation and strength to support the development of oral language in English and scaffold discussions to facilitate the comprehension of text for students with varying English proficiency levels.
- 2.A.8 Administer and document appropriate oral language informal and formal assessments to inform instruction determined by individual student strengths and needs.

**Performance Indicator B: Phonological Awareness**

- 2.B.1 Apply explicit, systematic, and sequential evidence-based practices in phonological awareness and phonemic awareness.
- 2.B.2 Apply evidence-based phonemic awareness instruction for the development of phonic decoding skills that lead to independent reading capacity.
- 2.B.3 Provide opportunities using evidence-based and multisensory practices for students to develop phonemic awareness (e.g., Elkonin boxes or magnetic letters).
- 2.B.4 Apply knowledge of how variations in phonology across dialects and speech patterns affect the development of phonemic awareness.
- 2.B.5 Apply knowledge of how variations in phonology across dialects and speech patterns affect written and oral language (e.g., speech and language disorders, language, and dialect differences).
- 2.B.6 Provide evidence-based phonics instruction to improve phonemic awareness and enhance encoding and decoding skills.
- 2.B.7 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.
- 2.B.8 Apply evidence-based practices for teaching phonemic awareness to English learners.
- 2.B.9 Administer and document appropriate phonological awareness informal and formal assessments to inform instruction to meet individual student strengths and needs.

**Performance Indicator C: Phonics**

- 2.C.1 Apply explicit, systematic, and sequential evidence-based instruction in single- and multisyllabic word reading, including orthographic mapping for regular and irregular words.
- 2.C.2 Apply evidence-based instruction in grapheme-phoneme patterns in spelling and written expression.
- 2.C.3 Apply evidence-based instruction in structural analysis and morphology of words.
- 2.C.4 Incorporate evidence-based spelling and writing practices that connect reading and writing (e.g., Elkonin boxes, spelling of Greek and Latin roots and affixes).

- 2.C.5 Apply evidence-based practices for students with reading difficulties, including students with dyslexia, based on their strengths and needs to improve phonics development.
- 2.C.6 Apply an English learner’s home language as a foundation and strength to support the development of phonics in English.
- 2.C.7 Administer and document appropriate phonics informal and formal assessments to inform instruction to meet individual student strengths and needs.

**Performance Indicator D: Fluency**

- 2.D.1 Apply intentional, explicit, systematic, and sequential instructional practices to develop accuracy, rate, and prosody (e.g., paired reading, repeated reading, echo reading, cued phrase reading).
- 2.D.2 Teach readers to adjust their reading rate to accommodate the kinds of texts they are reading and their purpose for reading to facilitate comprehension.
- 2.D.3 Apply evidence-based practices to develop automaticity in word-level skills and oral reading fluency in connected text.
- 2.D.4 Teach readers explicitly how to activate their background knowledge, self-monitor and self-correct (i.e., metacognition) to enhance fluency as a bridge to comprehension of text.<sup>11</sup>
- 2.D.5 Provide daily opportunities for readers to practice reading, with support and corrective feedback, to increase accuracy, rate, prosody and reading endurance.
- 2.D.6 Apply evidence-based practices for students with characteristics of reading difficulties, including students with dyslexia, based on their strengths and needs to improve fluency development and reading endurance.
- 2.D.7 Administer and document fluency informal and formal assessments to inform instruction to meet individual student strengths and needs

**Performance Indicator E: Vocabulary**

- 2.E.1 Apply evidence-based instruction in receptive and expressive vocabulary to enhance reading comprehension.
- 2.E.2 Incorporate evidence-based vocabulary instruction in morphology (e.g., Greek, and Latin roots and affixes) and contextual analysis.
- 2.E.3 Apply intentional, explicit, systematic, and sequential evidence-based practices to vocabulary development and scaffolding concept development (e.g., figurative language, dialogic reading, semantic mapping, etc.).
- 2.E.4 Provide explicit instruction in basic and sophisticated vocabulary, high-frequency multiple meaning words and domain-specific vocabulary.
- 2.E.5 Apply evidence-based reading and writing practices to enhance vocabulary.
- 2.E.6 Provide a classroom learning environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary.
- 2.E.7 Apply evidence-based practices for students with characteristics of reading difficulties, including students with dyslexia, based on their strengths and needs to improve vocabulary development.
- 2.E.8 Incorporate instructional practices that develop authentic uses of English to assist English learners in learning academic vocabulary and content (e.g., cognates).
- 2.E.9 Administer and document appropriate vocabulary informal and formal assessments to inform instruction to meet individual student strengths and needs.

**Performance Indicator F: Comprehension**

- 2.F.1 Use both evidence-based oral language and writing experiences (i.e., language experiences, dictation, summary writing) to enhance comprehension.
- 2.F.2 Apply explicit, systematic, and sequential evidence-based comprehension practices (e.g., student question generation, summarizing, extended text discussion).

- 2.F.3 Apply appropriate instructional practices to improve comprehension in domain-specific texts as determined by the student's strengths and needs.
- 2.F.4 Provide daily purposeful opportunities for all students to read a wide variety of texts, with discussion and feedback, to build students' capacity for comprehension.
- 2.F.5 Use the interaction of readers' characteristics (background knowledge, interests, strengths and needs) along with motivation, text complexity and purpose for reading to impact comprehension and student engagement.
- 2.F.6 Plan, provide and document daily opportunities for reading of connected text with corrective feedback to support accuracy, fluency, reading endurance and comprehension.
- 2.F.7 Determine appropriate cognitive targets (e.g., locate/recall; integrate/interpret; critique/evaluate) based on reader's cognitive development in the construction of meaning of literary and informational texts.
- 2.F.8 Select from a wide variety of print and digital texts that are appropriate to provide comprehension instruction utilizing a variety of methods (i.e., active reading).
- 2.F.9 Apply intentional, explicit, systematic, and sequential evidence-based practices for scaffolding development of well-developed language, comprehension skills (i.e., making inferences, activating background knowledge), higher order thinking, comprehension monitoring and self-correcting to increase understanding of text.
- 2.F.10 Apply evidence-based practices to improve reading comprehension for students, including those with characteristics of reading difficulties and dyslexia, based on their strengths and needs.
- 2.F.11 Use knowledge of English learners' linguistic and cultural background to support comprehension, including English learners with characteristics of reading difficulties and dyslexia.
- 2.F.12 Administer and document appropriate comprehension informal and formal assessments to inform instruction determined by individual student strengths and needs.

**Performance Indicator G: Integration of the Reading Components**

- 2.G.1 Apply the knowledge of phonemic, semantic, and syntactic variability between English and other languages to inform instruction.
- 2.G.2 Employ appropriate evidence-based practices to develop students' metacognitive skills in reading, including English learners (e.g., text coding, two-column notes).
- 2.G.3 Apply the knowledge of the interdependence among the reading components and their effect upon reading as a process for all students.
- 2.G.4 Use oral language and an information intensive environment to impact reading and writing development.
- 2.G.5 Use evidence-based practices for selecting literature and domain specific print and digital text appropriate to students' age, interests and reading proficiency.
- 2.G.6 Apply knowledge of the relationships among decoding, automatic word recognition, fluency, and comprehension in reading instruction.
- 2.G.7 Apply 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.
- 2.G.8 Apply evidence-based practices for students with characteristics of reading difficulties, including students with dyslexia, based on their strengths and needs to integrate the components of reading.
- 2.G.9 Engage and support caregivers and families in evidence-based language and reading development activities for their children and adolescents.
- 2.G.10 Communicate (orally and in writing) the meaning of reading assessment data with students, caregivers, and other teachers.

2.G.11 Triangulate documented data from appropriate informal and formal reading assessments to inform instruction to address individual student strengths and needs

**Resources:**

**Primary Text:**

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

Gunning, T. G. (2020). *Creating literacy instruction for all students*. Pearson Education.

Roe, B., Smith, S. H. & Kolodziej, N. J. (2019). *Teaching reading in today's elementary schools* (12<sup>th</sup>) Cengage Learning.

**Supplementary Resources:**

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

Santa, C. Havens, L., Valdes, B. Project Criss.

Sousa, D. (2005). *How the brain learns to read*. California: Corwin.

**Electronic Resources:**

[ELA BEST STANDARDS](#)

[CPALMS](#)

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/elem>

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/>

Building Reading Proficiency:

<https://www.wilsonlanguage.com/wpcontent/uploads/2015/04/buildingreadingproficiencysecondary.pdf>