



RED 4654 Foundations and Applications of Differentiated Reading Instruction

Reading Competency 4

Credit Hours: Three

Pre/Co-requisites: RED 4033, RED 4342, RED 4619

Course Description:

Students will explore how the brain processes reading and apply this knowledge to develop effective instructional strategies tailored to diverse learners. Using an evidence-based approach, students will learn to differentiate the process, product, and context of their reading instruction, ensuring that all students receive the support they need to develop strong literacy skills.

A key focus of the course is scaffolding strategies that enhance reading comprehension across all content areas. Students will engage in practical applications of differentiated instruction to address the varying needs of students, including those with reading difficulties such as dyslexia. Additionally, students will learn to implement progress monitoring techniques to assess student growth and refine instruction accordingly.

As the fourth of five courses leading to the Florida Department of Education Reading Endorsement, this course aligns with **Competency 4: Foundations and Applications of Differentiated Instruction**, equipping students with the tools necessary to create responsive and effective literacy instruction 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

Miami Dade College Student Learning Outcomes

<div>X</div> <div>1. Communicate effectively using listening, speaking,</div>	<div>X</div> <div>2. Use quantitative analytical skills to</div>	<div>X</div> <div>3. Solve problems using critical and</div>	<div>X</div> <div>4. Formulate strategies to locate,</div>	<div>X</div> <div>5. Demonstrate knowledge of diverse cultures, including global</div>
---	--	--	--	--

reading, and writing skills. <input type="checkbox"/>	evaluate and process numerical data. <input type="checkbox"/>	creative thinking and scientific reasoning. <input checked="" type="checkbox"/>	evaluate, and apply information. <input type="checkbox"/>	and historical perspectives. <input type="checkbox"/>
6. Create strategies that can be used to fulfill personal, civic, and social responsibilities.	7. Demonstrate knowledge of ethical thinking and its application to issues in society.	8. Use computer and emerging technologies effectively.	9. Demonstrate an appreciation for aesthetics and creative activities.	10. Describe how natural systems function and recognize the impact of humans on the environment.

Course Competencies

Upon successful completion of this course, students will develop a broad understanding of learner profiles, including students with reading difficulties such as dyslexia, and apply this knowledge to inform instructional decision-making. They will demonstrate the ability to implement research-based instructional practices that differentiate the process, product, and context of reading instruction to meet the needs of all learners. Participants will engage in a systematic problem-solving process to assess, identify, and address reading challenges through targeted interventions. They will utilize evidence-based strategies to scaffold instruction and enhance reading comprehension across all content areas. Additionally, they will apply effective progress monitoring techniques to evaluate student growth and adjust instruction accordingly.

Performance Indicators

- 4.1 Differentiate evidence-based reading instruction in oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension, ranging from enrichment practices to intensifying interventions.
- 4.2 Understand the stages of English acquisition for English learners and differentiate evidence-based reading instruction for students at different levels of English proficiency.
- 4.3 Understand and apply current theories of second language acquisition to differentiate reading instruction for English learners of diverse backgrounds and various levels of prior education.
- 4.4 Identify factors impeding student reading development in each of the reading components or the integration of these components based on informal and formal assessments.
- 4.5 Recognize how characteristics of both language and cognitive development impact reading proficiency to differentiate instruction.
- 4.6 Recognize the characteristics of competent and skilled readers to differentiate instruction more effectively.
- 4.7 Compare language, reading and cognitive development of different age groups (primary, intermediate, secondary levels) and abilities to inform differentiated instruction.
- 4.8 Select and use developmentally appropriate multisensory materials that address students' strengths and needs in order to differentiate instruction.
- 4.9 Plan for differentiated instruction that utilizes increasingly complex text, embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups.
- 4.10 Differentiate reading instruction for English learners across various levels of literacy development in their first language.
- 4.11 Implement evidence-based intervention practices for students with substantial reading difficulties, including those who exhibit the characteristics of dyslexia.

- 4.12 Scaffold instruction and intensify interventions for students with identified reading deficiencies and characteristics of dyslexia in each of the components of reading.
- 4.13 Implement a classroom level plan for monitoring student reading progress and differentiating instruction for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.
- 4.14 Monitor student progress and use data to differentiate instruction for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.
- 4.15 Implement evidence-based practices for developing students' higher order thinking as part of differentiated instruction.
- 4.16 Implement evidence-based practices for developing students' background knowledge as needed through differentiated instruction, enhancing the ability to read critically.
- 4.17 Implement evidence-based differentiated instructional practices using writing to develop students' comprehension of text.
- 4.18 Implement appropriate and allowable instructional accommodations, including use of technology, as specified in the Individual Educational Plan or 504 Plan when differentiating reading instruction for students with disabilities, including students with characteristics of dyslexia.

Textbooks:

Vacca, R., & Vacca, J. (2014). *Content area reading: Literacy and learning across the curriculum*. (11th ed.). New York: Allyn and Bacon.

Tomlinson, C. A. (2005). (2nd ed.). *How to differentiate instruction in mixed-ability classrooms*. New Jersey: Pearson.

Honig, B., Diamond, L., Gutlohn, L., Cole, C. L., Beard El-Dinary, P., Hudson, R. F., Lane, H. B., Mahler, J., & Pullen, P. C. (2018). *Teaching reading sourcebook* (3rd ed.). Arena Press.

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:

Language Arts Florida 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/>