



RED 4854 Reading Practicum

Reading Competency 5

Credit Hours: Three

Pre/Co-requisite: RED 4033, RED 4342, RED 4619, RED 4654

Course Description:

This practicum course provides students with the opportunity to apply their knowledge of reading instruction in a real-world setting. Students will demonstrate proficiency in the six components of reading, assessment strategies, and data analysis to implement a comprehensive, evidence-based reading plan tailored to meet the diverse needs of students.

Through a systematic problem-solving approach, students will identify characteristics of reading difficulties, including dyslexia, and apply appropriate interventions to support student progress. Students will utilize informal reading assessments to plan targeted instructional strategies, enhance reading rigor, and ensure student growth. This course is the final installment in a five-course series leading to the Florida Department of Education Reading Endorsement and aligns with **Competency 5: Demonstration of Accomplishment**.

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

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
1. Communicate effectively using listening, speaking, reading, and writing skills.	2. Use quantitative analytical skills to evaluate and process numerical data.	3. Solve problems using critical and creative thinking and scientific reasoning.	4. Formulate strategies to locate, evaluate, and apply information.	5. Demonstrate knowledge of diverse cultures, including global and historical perspectives.
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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 successfully completion of the culminating practicum, students will apply their knowledge of the components of reading, assessments, and data analysis to develop and implement a comprehensive, research-based reading instruction plan for all students. They will engage in a systematic problem-solving process to identify characteristics of conditions such as dyslexia, design and provide appropriate interventions, and conduct effective progress monitoring to support student learning and growth.

Performance Indicators

- 5.1 Demonstrate ability to administer and integrate assessment, instruction, intervention, and differentiation across the components in reading in a comprehensive instructional program.
- 5.2 Use assessment and data analysis to monitor student progress and inform instruction over time to ensure an increase in learning for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.
- 5.3 Demonstrate evidence-based practices for developing oral/aural language development for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.
- 5.4 Demonstrate evidence-based practices for developing students' phonological awareness and phonemic awareness for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.
- 5.5 Demonstrate evidence-based practices for developing phonics skills and word recognition for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.
- 5.6 Demonstrate evidence-based practices for developing reading fluency and reading endurance for all students, including students identified with reading deficiencies and those with characteristics of dyslexia.
- 5.7 Demonstrate evidence-based practices for developing both academic and domain-specific vocabulary for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.

- 5.8 Demonstrate evidence-based practices for facilitating reading comprehension for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.
- 5.9 Demonstrate evidence-based comprehension practices for developing students' higher order thinking to enhance comprehension for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.
- 5.10 Demonstrate evidence-based practices to facilitate students' monitoring and self-correcting in reading for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.
- 5.11 Demonstrate evidence-based practices for developing all students' background knowledge to enhance the ability to read critically, including students with characteristics of reading difficulties and dyslexia
- 5.12 Demonstrate differentiation of instruction for all students utilizing increasingly complex text.
- 5.13 Demonstrate skill in utilizing assessment data and instruction with English learners from diverse backgrounds and at varying English proficiency levels.
- 5.14 Create an information intensive environment that includes print, non-print, multimedia, and digital texts.
- 5.15 Use a variety of instructional practices to provide relevant and purposeful instruction to students in reading.
- 5.16 Demonstrate the ability to engage and support caregivers and families in their children and adolescents' reading development.
- 5.17 Demonstrate the ability to communicate (orally and in writing) the meaning of reading assessment data with students, caregivers, teachers, and teacher leaders.
- 5.18 Demonstrate intentional explicit, systematic, and sequential writing instruction to improve decoding skills.
- 5.19 Demonstrate intentional, explicit, systematic writing instruction as it relates to the ability to read written language.

REQUIRED TEXTBOOKS:

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).

Tomlinson, C. A. (2005). *How to differentiate instruction in mixed-ability classrooms* (2nd ed.). Association for Supervision and Curriculum Development.

Gunning, T. G. (2017). *Assessing and correcting reading and writing difficulties* (6th ed.). Pearson

Webinars:

<https://home.edweb.net/>

Electronic Resources:

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/>