



BROWARD COLLEGE COURSE OUTLINE

LAST REVIEW: 2008-09
(i.e. 2003-2004)

NEXT REVIEW: 2014-2015
(i.e. 2008-2009)

STATUS: A
(A, I, D)

COURSE TITLE: Foundations of Reading

COMMON COURSE NUMBER: RED 3342

CREDIT HOURS: 3.0

CONTACT HOUR BREAKDOWN

(per 16 week term)

CLOCK HOURS:
(Voc. Course ONLY)

Lecture: **48** Lab: **0**

Clinic:

Other:

PREREQUISITE(S):

COREQUISITE(S): Field Experience

PRE/COREQUISITE(S): EDF1005, EDF2085, EME2040

COURSE DESCRIPTION:

This course provides an understanding of the principles of scientifically based reading research as the foundation of comprehensive instruction that synchronizes and scaffolds each of the major components of the reading process toward student mastery. It also provides knowledge of effective research based instruction methodology to prevent reading difficulties and promote acceleration of reading progress for struggling students including students with disabilities and students from diverse populations. Guided field experience provides the student with the experience of observation and interaction with a school population.

UNIT TITLES

- 1. Scientifically Based Research and the Five Major Components of Reading Instruction**
- 2. Phonemic Awareness**
- 3. Phonics**
- 4. Reading Fluency**
- 5. Vocabulary Development**
- 6. Reading Comprehension**
- 7. Assessment**
- 8. Multicultural Literacy and LEP students**
- 9. Instruction for Struggling Readers**
- 10. Field Experience and Integration of Major Reading Components**

EVALUATION:

Methods of evaluation of the course outcomes will include two examinations a midterm and a final; two projects a book bibliography and a lesson plan, various small group activities and successful completion of the field experience observation.

UNITS**Unit 1** Scientifically Based Research and the Five Major Components of Reading**General Outcome:****1.0 The student shall:**

Understand scientifically based research as it relates to the five major components of reading instruction.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 1.1 Explain scientifically based research (SBRR).
- 1.2 Define the Five major components of reading instruction.
- 1.3 Define the components for the state of Florida's formula for success (5+3+ii+iii)
- 1.4 Understand how the implementation of the Florida formula will improve reading outcomes for students.

Common Course Number: RED3342

Unit 2 Phonemic Awareness

General Outcome:

2.0 The student shall:

Identify explicit instructional plans and apply instructional practices for the development of Phonemic Awareness

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 2.1** Define key terms related to phonology and phonemic awareness (oral language development, alphabetic knowledge, print concepts, written language development).
- 2.2** Identify explicit and systematic instructional plans to develop emergent literacy.
- 2.3** Develop classroom activities that utilize explicit strategies to develop emergent literacy.

Common Course Number: RED3342

Unit 3 Phonics

General Outcome:

3.0 The student shall:

Identify explicit instructional plans and apply instructional practices for the development of phonics skills and word recognition.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 3.1** Identify key terms related to phonics and beginning reading (grapheme, morpheme, decoding, encoding, segmentation, syntax, semantics).
- 3.2** Identify explicit, systematic instructional plans to develop phonics skills and word recognition.
- 3.3** Develop classroom activities that utilize explicit strategies to develop phonics skills and word recognition.

Common Course Number: RED3342

Unit 4 Reading Fluency

General Outcome:

4.0 The student shall:

Identify explicit instructional plans and apply instructional practices for the development of reading fluency.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 4.1** Identify the major components of fluency as related to reading instruction (rate, prosody, automaticity).
- 4.2** Identify explicit instructional strategies for developing reading fluency.
- 4.3** Develop and apply classroom activities that reflect explicit instructional strategies that promote reading fluency.
- 4.4** Conduct a classroom assessment of a student and determine the level of fluency.

Common Course Number: RED3342

Unit 5 Vocabulary Development

General Outcome:

5.0 The student shall:

Identify explicit instructional plans and apply instructional practices for vocabulary development.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 5.1** Understand how students build their vocabulary skills and word knowledge.
- 5.2** Understand how increased vocabulary influences reading success.
- 5.3** Identify explicit instructional strategies to teach vocabulary development and increase word knowledge.
- 5.4** Develop and apply classroom activities that reflect explicit strategies to promote vocabulary development and increased word knowledge.

Common Course Number: RED3342

Unit 6 Reading Comprehension

General Outcome:

6.0 The student shall:

Identify explicit instructional plans and apply instructional practices for reading comprehension and cognition.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 6.1.** Understand the role of comprehension in the reading process.
- 6.2** Differentiate between literal and inferential comprehension skills.
- 6.3** Identify explicit comprehension strategies for before, during and after phases of the reading process.
- 6.4** Develop and apply classroom instructional plans that utilize explicit strategies to improve comprehension before, during and after reading specific texts and materials.

Common Course Number: RED3342

Unit 7 Assessment

General Outcome:

7.0 The student shall:

Identify reliable, valid assessment procedures and create instructional goals to monitor student progress in reading.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 7.1** Identify reliable, valid assessment instruments that measure reading progress.
- 7.2** Compare and contrast norm referenced, criterion referenced and performance based assessments.
- 7.3** Determine appropriate assessments to diagnose and monitor reading progress (IRI, running records, fluency checks, read alouds).
- 7.4** Administer diagnostic assessments and interpret data to create instructional goals to monitor student progress.

Common Course Number: RED3342

Unit 8 Multicultural Literacy and LEP students

General Outcome:

8.0 The student shall:

Understand the need to incorporate multicultural literature into the reading experience to aid instruction for LEP students.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 8.1** Identify characteristics and elements of various genres (multicultural literature, fables, and biographies).
- 8.2** Identify criteria for choosing appropriate multicultural literature.
- 8.3** Compile a collection of grade appropriate multicultural titles that reflect the diversity of the classroom and community.
- 8.4** Demonstrate an understanding of how to create a classroom environment that accommodates the various cultural backgrounds of students and incorporates specific instructional strategies for LEP students.

Common Course Number: RED3342

Unit 9 Instruction for Striving Readers

General Outcome:

9.0 The student shall:

Identify research based instructional modifications for LEP, ESE, and Mainstream students in each of the five major components of reading.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 9.1** Define common instructional practices for diverse students (IEP, accommodations, and modifications).
- 9.2** Define and explain differentiated instruction.
- 9.3** Understand how and why differentiated instruction benefits striving readers.
- 9.4** Identify techniques for scaffolding learners who have difficulty in reading.
- 9.5** Review instructional strategies that promote phonemic awareness, phonics, and fluency in reading for all students including those with exceptionalities and LEP students.
- 9.6** Review instructional strategies that promote vocabulary development in reading for all students including those with exceptionalities and LEP students.
- 9.7** Review instructional strategies that promote comprehension in reading for all students including those with exceptionalities and LEP students.

Common Course Number: RED3342

Unit 10 Field Experience and Integration of Major Reading Components

General Outcome:

10.0 The student shall:

Create a comprehensive instructional plan that synchronizes the major reading components.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

10.1 Observe and interact with a school population

10.2 Apply knowledge to develop a comprehensive instructional plan that synchronizes the major reading components and meets the needs of a diverse population of students.