

PDA Differentiating Reading Instruction for Students: Making It Explicit

Objectives

- Understand the importance of scientific research-based instruction and evidence-based practices by reviewing the history of reading instruction.
- Review current scientific research-based instruction and evidence-based practices for the basis of differentiating instruction to meet individual learning needs.
- Identify Florida initiatives and resources for teaching reading effectively.
- Compare stages of language and reading development of different age groups.
- Understand the rationale for differentiating instruction by considering variables that impact student achievement.
- Identify the alterable and instructionally relevant variables, such as language proficiency, readiness for what is being taught, background knowledge, learning preferences, and interests, that should be considered to meet individual learning needs.
- Examine research on why reading failure is unnecessary.
- Apply the guidelines of differentiated instruction in order to ensure that students are developing the reading skills necessary to comprehend increasingly complex text.
- Identify strategies and activities that support the development of a responsive learning environment that addresses the needs of individual learners, including but not limited to, students with persistent or significant reading difficulties, students learning English as a second language, and students with identified disabilities.
- Apply instructional design principles and teacher delivery methods to provide differentiated instruction at increasing levels of explicitness, intensity, and duration.
- Understand that careful analysis of assessment data must be used to meaningfully differentiate instruction and monitor student reading progress.
- Review purposes, types, and models of reading assessment.
- Describe features of Florida's reading assessment plan for elementary and secondary students.
- Activate background knowledge regarding phonological awareness.
- Clarify the relationship between phonological awareness, phonemic awareness, and skilled reading.
- Review the supporting research regarding phonological awareness.
- Discuss phonological awareness difficulties.
- Extend and apply knowledge of systematic instructional design principles and intensive teacher delivery methods to provide differentiated and explicit instruction in phonological awareness.
- Understand the goal of phonics instruction and the important role it plays in reading instruction.
- Review the research evidence-based practices for effective phonics instruction.
- Define the role of decodable text in beginning reading instruction.
- Apply the guidelines of differentiated instruction to phonics instruction to meet individual learning needs.
- Apply instructional design principles and teacher delivery methods to increase the explicitness, intensity and duration of phonics instruction to meet individual learning needs.
- Examine curriculum materials, to determine appropriateness for meeting individual learning needs, by using the guidelines for differentiating instruction and the instructional design principles that increase the explicitness and intensity of instruction.
- Define fluency.
- Determine the reasons why students are dysfluent.
- Examine the connection between proficient reading and reading fluency.
- Learn how to differentiate assessment and instruction of reading fluency for students experiencing reading difficulties.

- Understand the importance of vocabulary instruction and the role it plays in the reading process.
- Review research and evidence-based practices for effective oral language development and vocabulary instruction.
- Examine the continuum of vocabulary strategies and the relationship to levels of word knowledge.
- Understand how to choose words for instruction.
- Define academic vocabulary and understand its relationship to comprehending increasingly complex text.
- Identify the components of an effective vocabulary lesson.
- Apply the guidelines for differentiating instruction, instructional design principles and teacher delivery methods to vocabulary instruction in order to meet individual learning needs.
- Define reading comprehension.
- List the skills, knowledge, and attitudes that are required for comprehending text.
- Recognize student behavior that may interfere with accurate text comprehension.
- Discuss the relationship between other areas of reading and the ability to comprehend increasingly complex text.
- Identify the behaviors of successful readers.
- Clarify how to differentiate comprehension instruction for students, including but not limited to students with persistent and significant reading difficulties, students learning English as a second language, and students with disabilities.
- Understand how close analytical reading can develop a student's higher order thinking and ability to think critically in order to independently comprehend challenging text.
- Contrast the difference between accommodation and instruction.
- Implement instructional practices for writing in order to develop students' comprehension of text.
- Plan comprehension instruction to meet individual learning needs by using evidence-based practices, the guidelines for effective differentiation, instructional design principles to increase explicitness, and teacher delivery methods to increase intensity.
- Plan instruction with the understanding that the goal of all reading instruction is for each learner to independently comprehend challenging text.