

Reading I Endorsement Requirements

EDUC 5660/6660	Reading Assessments and Instructional Interventions	3 Credits
<p>This course will focus on curriculum based measurement and the assessment/instructional cycle and how to use assessment data to design and implement instructional interventions to increase students' reading achievement. The four federal assessment categories: screening, progress monitoring, diagnosis, outcomes, as well as assessment instruments within the various categories will be studied as well as the 3-tiered model. Instructional procedures will be based on scientifically-based reading research will focus on building students oral language and background knowledge, teaching alphabet knowledge and phonemic awareness, teaching students to use and recognize and use common phonic spelling patterns, building vocabulary, increasing fluency, teaching students to apply comprehension strategies, and fostering students reading engagement. This course is required for the level I reading endorsement. This course will describe reading assessments and interventions that are appropriate at the primary, intermediate, and secondary levels.</p>		
EDUC 5661/ 6661	Foundations of Literacy Instruction	3 credits
<p>The purpose of this course is to help practicing teachers acquire foundational and declarative knowledge about literacy instruction. This includes historical perspectives on reading instruction, an introduction to theories and models of literacy acquisition, and discussions of research related to lifelong literacy and its instructional implications. An examination of the history of the field of literacy will include the debates and various stances of reading researchers and the instructional directives developed as a result of the research.</p> <p>All K-12 teachers need to understand literacy growth at each stage of students' development and be able to nurture that growth. Teachers in grades 4-12 need to understand early reading techniques, and it is equally important for teachers of K-3 students to understand the reading challenges of students in 4-12. It is essential for all K-12 teachers to attend to the diversity in learning styles and needs as they relate to students' abilities to read and write.</p>		
EDUC 5662/6662	Instruction with Literature and Informational Texts for Children and Young Adults	3 credits
<p>The purpose of this course for practicing teachers is to provide an overview of literary and informational texts for children and young adults, with emphasis on classic and recent publications, and their appropriate use in the classroom. Students in this course will acquire knowledge about authors, historical context, and background. They will also discuss trends and classroom applications.</p>		
EDUC 5663/6663	Content Area Literacy	3 credits
<p>The purpose of this course is to develop an in-depth understanding of the research findings, issues, principles, and practices related to exemplary, research-based literacy instruction in the content areas. The course will prepare teachers to provide every student with meaningful and engaging opportunities to learn high-level skills through reading, writing, and speaking while working with graphics and texts, including images, video, and audio, in the K-12 curriculum. Participants will also evaluate texts in various content areas or topics to identify the qualitative and quantitative features of a text and address reader and task considerations.</p>		

EDUC 6664/5664	Instructional Implications of Literacy Development	3 credits
<p>Research about the developmental stages of human growth and how language learning and print acquisition proceed is becoming more detailed for the early (K-2) learner and the older (3-12) learner. This course will focus on emergent literacy development for students in grades K-12 and how that development is well-designed for appropriate literacy learning environments, experiences, and instructional interventions for emergent language learners.</p> <p>This covers the history, major perspectives, and theories about how students understand and develop literacy. It will focus on developmentally appropriate instruction, reading behaviors, and literacy development within the larger framework of the communicative arts, i.e., oracy, written expression, reading, spelling, handwriting, listening, the visual and performing arts, and the social community, i.e., family, socio-economic conditions, culture, ethnicity, language, etc.</p>		
EDUC 5665/6665	Reading Comprehension Instruction	3 credits
<p>The purpose of this course is to help practicing teachers acquire knowledge and understanding of current theories and models that impact reading comprehension and apply that knowledge in instruction. The course will focus on understanding reading comprehension, increasing the range, quality and complexity of reading materials used by students, and supporting student responses to text. Teachers will build students' ability to use texts efficiently and effectively to develop and express complex, critical thinking.</p>		
EDUC 5666/6666	Effective Writing Instruction	3 credits
<p>The purpose of this course is to examine theories, concepts, and methodologies that promote the development of strategic writers. The course will prepare teachers to provide research-based methods for teaching K-12 students to develop a range of writing skills and applications including how to compose opinion/argumentation, informational/expository, and narrative writing. The course will also facilitate teachers' ability to assess student writing.</p>		
<p><i>*5000 level course descriptions and assignments will be adapted to meet the specific needs of classroom teachers who are not admitted to a specific graduate program, relying less on theoretical and historical information and more on the practical application of information for the classroom.</i></p>		