

READ - Reading Education

READ 5190 Advanced Studies in Language Development and Acquisition (3)

This is a core course for the reading program. Focus is on teaching students to recognize both normal and disordered/delayed language development in the areas of pragmatics, phonology, semantics, and syntax, and to understand the relationship of this development to reading and reading disabilities such as dyslexia and comprehension deficits. Students will complete a case study on a school age child, evaluating both oral and written language abilities in order to develop a comprehensive program for remediation. (Required for Special Reading Certification.)

READ 5235 Understanding Diverse Reading Profiles, Including Dyslexia (3)

This course explores the literacy needs of students in elementary, middle school and high school classrooms. Students examine and understand the characteristics of a variety of reading profiles and learn about how reading difficulties vary in presentation and degree. Students review federal and state laws pertaining to literacy disabilities, including dyslexia and other reading and language disability subtypes. Cross-listed with SPED 5235.

READ 5412 Instructional Methods for Diverse Reading Profiles, Including Dyslexia (3)

This course addresses Structured Literacy teaching, offering detailed guidance with regard to the nature of effective instruction in each major skill domain (phonological sensitivity and phoneme awareness, phonic and word recognition, reading fluency, vocabulary, listening and reading comprehension, and written expression). Students focus on educational programming of students with literacy disabilities, instructional techniques, curricular adaptations and modifications, classroom management tactics, and cognitive and metacognitive strategies. Cross-listed with SPED 5412.

READ 5777 Literacy Coaching (3)

Core components of literacy coaching within a balanced literacy framework are introduced in this core course. Participants will understand exemplary practices and learn how to implement this knowledge in classroom environments using the literacy coaching model. The definition of and roles of the coach, the "coaching, continuum," and collaboration will be studied in detail. Appropriate for classroom teachers, reading teachers, reading specialists, curriculum coordinators, and administrators.

READ 5870 Supervision of Reading Programs (3)

Teachers who wish to become reading supervisors or consultants will benefit from this course. The class emphasizes demonstration teaching, designing in-service education models, and evaluating reading programs and materials, K-12 and adult level.

READ 5940 Literary Strategies K-12 (3)

The emphasis of this course is to expand the students' knowledge of instructional strategies in reading and writing across the curriculum including content areas. Guiding students to use strategies across the curriculum will be a focus along with the use of formative and summative assessments to drive diverse instruction. Students will examine current literacy research and trends in K-12 literacy programs.

READ 5950 Diagnosis and Correction of Reading Problems (3)

This course emphasizes effective use of formal and informal assessments for documenting strengths and determining needs; detecting, correcting and preventing reading difficulties; and matching instruction and leveled materials to meet all needs. Participants learn to choose and employ materials and methods for differentiated instruction, a student-centered approach that builds on strengths. The study of specific problems with possible corrective procedures will include a miscue analysis to determine a reader's strategy use and a thorough assessment of all levels of comprehension. Each candidate will complete an extensive case study with teaching recommendations for home and school to share with parents and teachers. (Required for Special Reading Certification.) Cross-listed with SPED 5040.

READ 5970 Practicum in Diagnosis of Reading Problems (3)

This practicum examines the place of testing, assessment, and evaluation. After exploring the related issues of testing and diagnosis, participants work with small groups and individuals on a regularly scheduled basis in a clinical setting. Classroom participation includes observation, interaction, record keeping, and analysis of specific strengths and needs. (Required for Special Reading Certification.) **Prerequisites:** READ 5950 and 6 credit hours of READ reading methods courses.

READ 5980 Practicum in Remediation (3)

This practicum in remediation is the complementary course to READ 5970 Practicum in Diagnosis of Reading Problems. It is a requirement for teachers working toward special reading certification. Participants focus on interpreting and recommending curriculum materials and methods to encourage and help readers become proficient. Strategies and activities are designed to meet the instructional needs of individual students who have been assessed and evaluated. A focus on the strengths as well as the needs of the student is the basis of the development of an individualized program. (Required for Special Reading Certification.) **Prerequisites:** READ 5950 and 6 credit hours of READ reading methods courses.