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## Plan of Study

Major: **Reading- LLC** Degree: **Masters**

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| Print Student’s Name: |  | Banner ID: |  | Admit term/year: |  |

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| **Prefix #** | Course Title |  **Hrs** | **Sem/yr** | **Grade** | Notes |

**AREA I: CORE (21 hrs.)** To be taken in the following order

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| --- | --- | --- | --- | --- |
| READ 550 Improving Literacy Instruction  | 3 | Fall – Year 1 |  |  |
| READ 543 Assessment and Intervention Techniques for the Elementary Classroom | 3 | Fall – Year 1 |  |  |
| READ 556 Literacy Curriculum Development and Implementation  | 3 | Spring – Year 1 |  |  |
| READ 542 A Critical View of Reading and Writing Across the Content Areas | 3 | Spring – Year 1 |  |  |
| READ 544 Children’s Literature for the Elementary Classroom or READ 570 | 3 | Summer Session 1- Year 1 |  |  |
| READ 545 Global Literacies: Discovering the World in the Elem. Classroom  | 3 | Summer Session 1- Year 1 |  |  |
| READ 554 Research in Literacy Teaching and Learning | 3 | Fall- Year 2 |  |  |
| READ 553 Issues in Literacy Education for Social Justice | 3 | Fall- Year 2 |  |  |
| READ 546 New Literacies for Internet Comprehension | 3 | Spring- Year 2 |  |  |

**AREA II: Captstone (3 hrs.)**

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| READ 557 Capstone Course in Language Arts and Literacy | 3 | Spring- Year 2 |  |  |

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| **Total hours** |  | **30 hrs.** |

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 Student Signature Date Program Coordinator/Dept. Date

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\*Course sequence is subject to change at any time.

The following learning outcomes from the International Literacy Association's standards for reading professionals 2017 guide the curriculum in the graduate reading program. Meeting these learning outcomes by the completion of the program is expected by graduate students:

**STANDARD 1: FOUNDATIONAL KNOWLEDGE -** Candidates demonstrate knowledge of major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, the ways in which they interrelate, and the role of the reading/literacy specialist in schools.

**STANDARD 2: CURRICULUM AND INSTRUCTION** - Candidates use foundational knowledge to design literacy curricula to meet needs of learners, especially those who experience difficulty with literacy; design, implement, and evaluate small-group and individual evidence-based literacy instruction for learners; collaborate with teachers to implement effective literacy practices.

**STANDARD 3: ASSESSMENT AND EVALUATION** - Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; assist teachers in their understanding and use of assessment results; advocate for appropriate literacy practices to relevant stakeholders.

**STANDARD 4: DIVERSITY AND EQUITY -** Candidates demonstrate knowledge of research, relevant theories, pedagogies, and essential concepts of diversity and equity; demonstrate an understanding of themselves and others as cultural beings; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.

**STANDARD 5: LEARNERS AND THE LITERACY ENVIRONMENT** - Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.

**STANDARD 6: PROFESSIONAL LEARNING AND LEADERSHIP** - Candidates demonstrate the ability to be reflective literacy professionals, who apply their knowledge of adult learning to work collaboratively with colleagues; demonstrate their leadership and facilitation skills; advocate on behalf of teachers, students, families, and communities.