

# P12 Reading Coursework

## Help improve reading literacy in Florida.

Learn how to identify students' reading problems at an early age — and develop competencies to intervene and improve reading skills for students at all levels — by completing coursework aligned to Florida's Reading Endorsement.

### **This coursework is designed to answer these five required competencies:**

#### **– Foundations of Reading Instruction**

Substantive knowledge of language structure and function and cognition for each of the five major components of the reading process

#### **– Application of Research-Based Instructional Practices**

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

#### **– Foundations of Assessment**

Role of assessments in guiding reading instruction and instructional decision-making

#### **– Foundations and Applications of Differentiated Instruction**

Knowledge of effective, research-based instructional methodology to prevent reading difficulties and promote acceleration of reading progress for struggling students

#### **– Demonstration of Accomplishment**

Applies knowledge of reading development to reading instruction with sufficient evidence of increased student reading proficiency



# P12 Reading Courses

## **RDG 502 Diagnosis and Remediation**

This course is designed to provide participants with practice in current research-based assessment, diagnosis, and intervention and accommodations for struggling readers and diverse learners with literacy difficulties. Participants explore informal and formal assessments for progress monitoring. In addition, participants examine assessment results and create assessment reports with recommendations.

## **RDG 503 Phonological Theory and Application**

This course addresses the linguistic, neurological, cognitive and sociocultural factors that influence readers and writers. The No Child Left Behind (NCLB) Act, national and state standards in literacy and high-stakes assessments have resulted in more attention placed on the role of phonics in students' reading and writing achievement. Participants study relevant research, theories and instructional approaches, including technology and multimedia, to support phonics as a fundamental component of effective reading, writing and spelling programs.

## **RDG 528 Reading Assessment**

This course focuses on K–12 reading assessment. Participants examine various types of assessment for use in the classroom, the school, the district and the state. Participants explore objective tests, performance assessments and standardized testing. Topics include evaluation of curriculum and assessment, data-driven decision-making, Response to Intervention for struggling readers, diversity and assessment, and ethical and legal considerations.

## **RDG 538 Reading Methods: Elementary**

This course is designed to provide an integrated approach to the teaching of reading. Participants explore specific strategies designed to help construct meaning across the curriculum and across instruction. Word identification using semantic, syntactic and graphophonic cueing systems is addressed. In addition, emphasis is placed on prereading techniques, vocabulary development, writing, universal access, motivational issues and technology.

## **RDG 539 Reading Skills and Practicum (K–8)**

This course provides an overview of current instructional approaches and theories regarding the teaching of reading for K–8 classroom teachers. Participants examine literacy as it relates to emergent readers, struggling readers and English language learners. The topics of decoding, vocabulary, phonics, phonology, fluency and comprehension are explored. Emphasis is placed on acquiring new strategies for instruction and assessment, which are practiced during the course practicum.

## **RDG 540 Reading Skills and Practicum (K–5)**

This course provides an overview of current approaches and theories regarding the teaching and assessment of reading for K–5 classroom teachers. Participants examine literacy as it relates to emergent, beginning and fluent readers, proficient and struggling readers, and English language learners. The topics of decoding, vocabulary, fluency and comprehension are explored. Emphasis is placed on acquiring new strategies for teaching, evaluating, coaching, mentoring and intervening in areas of literacy, which are practiced during the course practicum.

## **RDG 541 Reading Skills and Practicum (6–12)**

This course provides an overview of current approaches and theories regarding the teaching and assessment of reading for 6–12 classroom teachers. Participants examine literacy as it relates to struggling readers and English language learners. The topics of decoding, vocabulary, fluency and comprehension are explored. Emphasis is placed on acquiring new strategies for teaching, evaluating, coaching, mentoring and intervening in areas of literacy, which are practiced during the course practicum.

## **RDG 543 Reading Methods: Secondary**

This course emphasizes literacy and learning in grades 6–12. Various influences on reading and writing are analyzed, including new literacies, information and communication technologies, diversity, schema, resources and student skill level. Participants examine state and national standards, instructional strategies, active engagement techniques, fluency, vocabulary development and assessment.

\*While widely available, not all programs are available in all locations or in both online and on-campus formats. Please check with a University Enrollment Advisor.

Although these courses are accepted by some state departments of education in the United States toward teacher certifications and endorsements, this may not be the case in all states or foreign jurisdictions. If you plan to use this course for certification or endorsement, please check with your own department of education and your school district for applicability. Transferability of credit is at the discretion of the accepting institution. Continuing education courses are not intended to transfer to degree programs at University of Phoenix. It is the student's responsibility to confirm whether or not credits earned at University of Phoenix will be accepted by another institution of the student's choice. Please check with a University Enrollment Advisor. The University of Phoenix reserves the right to modify courses.

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