

READ-READING

READ 3110. Instruction for Special Reading Needs

3 Credits (3)

Emphasizes appropriate techniques for teaching reading to learners with special needs. Restricted to: TEP, EED, ECED, SED, and SPED majors.

Learning Outcomes

1. Students will demonstrate basic knowledge of the five domains of reading.
2. Students will demonstrate knowledge of characteristics of reading disabilities (including dyslexia) and the cognitive and linguistic difficulties that may underlie these disabilities.
3. Students will recognize the cultural, environmental and social factors that can impact reading success.
4. Students will explore instructional practices in phonological awareness, phonics, spelling, vocabulary and comprehension that are consistent with current scientific research findings.
5. Students will use or analyze informal and/or criterion-based assessments for determining students' skills in phonological awareness, word identification, and reading fluency and for determining appropriate instructional goals for students.
6. Students will be able to develop a Professional Learning Community by researching and sharing the effectiveness of various strategies/methods/commercial programs for different domains of reading.

READ 3996. Special Topics

1-3 Credits (1-3)

Each course will be identified by a qualifying subtitle. A maximum of 3 credits in any one semester and a grand total of 6 credits. May be repeated up to 6 credits.

Learning Outcomes

1. Engage in the study of a specific literacy topic.

READ 4310. Elementary School Literacy I

3 Credits (2+2P)

Reading development, curriculum, and instruction in the elementary grades. Required of all elementary education majors. May be repeated up to 3 credits.

Corequisite: EDUC 4310, EDUC 4320, SPED 3120.

Learning Outcomes

1. Articulate an understanding of developmental theories and processes and their implication for appropriate methods of teaching reading.
2. Demonstrate knowledge of various instructional approaches and strategies for promoting literacy within an integrated curriculum framework.
3. Provide and use anti-bias literacy materials and experiences, including primary language materials.
4. Plan appropriate whole group, small group and individual activities that include culturally and linguistically responsive instruction and appropriate accommodations for working with children with special needs.
5. Understand and articulate the concept of emergent literacy and the processes toward becoming an authentic reader and writer.
6. Understand the role of family and community in literacy development and respect and promote the use of the child's home language for learning.
7. Engage in reflection on current theoretical perspectives on the reading process and the role of print literacy in schools and our society.

8. Demonstrate knowledge of and use effectively, a wide range of literacy assessment strategies and instruments to determine a child's strengths and areas of need.

READ 4320. Elementary School Literacy II

3 Credits (2+2P)

Reading development in curriculum and instruction with assessment and evaluation in the elementary grades (K-8). May be repeated up to 3 credits.

Prerequisite: READ 4310.

Corequisite: EDUC 4330.

Learning Outcomes

1. Engage in reflection on current theoretical perspectives on the reading process, such as understanding linguistics, psycholinguistics, sociolinguistics and their relationships in the reading process, and the role of literacy in schools and our society.
2. Apply knowledge of various instructional approaches and strategies for promoting literacy within an integrated curriculum framework to include culturally and linguistically responsive instruction and appropriate accommodations for working with children with special needs.
3. Evaluate instructional materials in terms of their approach to reading, consider their possible use with children, and adapt the materials so that they reflect an appreciation for child-centeredness and cultural diversity in learning.
4. Use miscue analysis and other literacy assessment tools to understand, describe, and evaluate students' reading strategies and formulate an instructional plan tied to assessment.
5. Utilize children's literature, including multicultural, multilingual children's literature to plan, implement and reflect on innovative strategies for literacy scaffolding.
6. Define oneself as a literate person and revalue readers and writers, and users of language.

READ 4330. Content Area Literacy

3 Credits (2+2P)

Surveys integrated reading/writing/discursive practices in middle/secondary content areas. Taught with READ 5330. Restricted to: TEP-SED majors. May be repeated up to 3 credits.

Learning Outcomes

1. Analyze literacy processes, as they pertain to adolescent learners.
2. Discuss current trends and issues in content area literacy instruction with a specific focus on practices that promote achievement and equity.
3. Evaluate instructional practices that help students use reading, writing, speaking, listening, viewing and visually representing to learn the content areas.
4. Illustrate ethical reasoning and decision making in your approach to content area literacy education.
5. Integrate research, reflection, and best practices that positively impact students in a diverse society.

READ 4530. Teaching Secondary ELA & Social Studies Using Primary Sources, Memoir & Autobiography

3 Credits (3)

This course prepares future language arts and social studies educators to teach structured literacy effectively at the secondary level, with a focus on social studies content for cross-disciplinary instruction. Students will explore reading development and the five essential components of reading—phonemic awareness, phonics, vocabulary, comprehension, and fluency—with particular attention to systematic instruction of vocabulary,

comprehension, and fluency strategies relevant to secondary texts. Through engagement with primary and secondary sources, memoirs/ autobiographies, and historical fiction, students will develop instructional approaches to support real-world reading applications, text analysis, inquiry, and historical thinking.

Learning Outcomes

1. Explain the five components of evidence-based reading instruction and their relevance at the secondary level.
2. Design lessons that build Tier 2 (cross-disciplinary) and Tier 3 (discipline-specific) vocabulary knowledge in social studies contexts.
3. Develop instructional strategies to support comprehension and critical thinking through practices such as activating prior knowledge, questioning texts, making inferences, and synthesizing information.
4. Create activities that promote oral reading fluency with an emphasis on prosody, pacing, and expression.
5. Execute a lesson plan that integrates social studies texts—including primary and secondary sources, memoirs/autobiographies, and historical fiction—into reading instruction to foster cross-disciplinary instruction in the humanities.

READ 5210. Language and Literacy Acquisition

3 Credits (3)

Framework and strategies of language and literacy acquisition with attention to bilingual learners and the interrelationship among reading, writing, and oral language. May be repeated up to 3 credits.

READ 5220. Sociopsycholinguistics of Reading

3 Credits (3)

Examines current research on reading process, learning to read, and teaching children to read and evaluates current programs and materials. May be repeated up to 3 credits.

READ 5310. Elementary School Literacy I

3 Credits (2+2P)

Reading development, curriculum, and instruction in the elementary grades. Same as READ 4310 with differentiated assignments for graduate students. May be repeated up to 3 credits.

Corequisite: ECED 5810, EDUC 5310, and EDUC 5320.

Learning Outcomes

1. Articulate an understanding of developmental theories and processes and their implication for appropriate methods of teaching reading;
2. Demonstrate knowledge of various instructional approaches and strategies for promoting literacy within an integrated curriculum framework;
3. Provide and use anti-bias literacy materials and experiences, including primary language materials;
4. Plan appropriate whole group, small group and individual activities that include culturally and linguistically responsive instruction and appropriate accommodations for working with children with special needs;
5. Understand and articulate the concept of emergent literacy and the processes toward becoming an authentic reader and writer;
6. Understand the role of family and community in literacy development and respect and promote the use of the child's home language for learning;
7. Engage in reflection on current theoretical perspectives on the reading process and the role of print literacy in schools and our society;

8. Demonstrate knowledge of and use effectively, a wide range of literacy assessment strategies and instruments to determine a child's strengths and areas of need.

READ 5320. Elementary School Literacy II

3 Credits (2+2P)

Reading development in curriculum and instruction with assessment and evaluation in the elementary grades (K-8). Same as READ 4320 with differentiated assignments for graduate students. May be repeated up to 3 credits.

Prerequisite: READ 5310.

Corequisite: EDUC 5330.

Learning Outcomes

1. Engage in reflection on current theoretical perspectives on the reading process, such as understanding linguistics, psycholinguistics, sociolinguistics and their relationships in the reading process, and the role of literacy in schools and our society;
2. Apply knowledge of various instructional approaches and strategies for promoting literacy within an integrated curriculum framework to include culturally and linguistically responsive instruction and appropriate accommodations for working with children with special needs;
3. Evaluate instructional materials in terms of their approach to reading, consider their possible use with children, and adapt the materials so that they reflect an appreciation for child-centeredness and cultural diversity in learning;
4. Use miscue analysis and other literacy assessment tools to understand, describe, and evaluate students' reading strategies and formulate an instructional plan tied to assessment;
5. Utilize children's literature, including multicultural, multilingual children's literature to plan, implement and reflect on innovative strategies for literacy scaffolding;
6. Define oneself as a literate person and revalue readers and writers, and users of language.

READ 5330. Content Area Literacy

3 Credits (3)

Surveys integrated reading/writing/discursive practices in middle/secondary content areas. "Master' plus Secondary Licensure students Only" and "TEP admission required" May be repeated up to 3 credits.

Prerequisite: SPED 5105, EDUC 5120, EDUC 5110.

Learning Outcomes

1. Define the purpose of schooling begin to articulate the implications for the teacher, youth, teaching, and learning.
2. Explore the historical dimensions of reading instruction in secondary education.
3. Explore the quality and character of life in schools along with the implications for all stakeholders.
4. Explore the roles of reading, writing, listening, and speaking in the content areas.
5. Discuss general pedagogical considerations that extend across all subject matter.
6. Promote the concept that learning in all areas is more authentic and meaningful when knowledge of diverse youth and their communities, content, and pedagogy are valued.
7. Practice strategies that integrate literacy, content, and knowledge of youth.
8. Explore literature in the content area.

9. Develop lesson plans that combine reading, writing, listening, and speaking in the content area that support diversity, integrate technology, and promote effective communication 1
10. Examine the needs of struggling readers. 1
11. Examine the Common Core Standards. 1
12. Engage in research and writing that supports the development of your professional identity as an educator and graduate-level student.

READ 5340. Literacy Assessment and Evaluation

3 Credits (3)

Theoretical and practical aspects of using formal and informal assessment and evaluation procedures in literacy curriculum and instruction. May be repeated up to 3 credits.

Learning Outcomes

1. Students will be able to understand and implement various strategies for assessing and evaluating the literacy practices and knowledge of students.

READ 5350. Adult and Family Literacy

3 Credits (3)

Principles, practices, and instructional materials for adult and family literacy. May be repeated up to 3 credits.

Learning Outcomes

1. Students will be able to understand and implement various strategies for engaging students and their families through literacy practices in a variety of classroom and home settings.

READ 5360. Digital Literacies

3 Credits (3)

Digital Literacies study focuses on the multiple relationships between how we express ourselves to one another and the multiple technological systems and networks that provide context, meaning, and shape to those expressions in both social and academic spaces. This course is designed to examine new literacies theory as it applies to teaching applications and current research on digital literacies within K-12 education. As 21st Century practitioner scholars, we are concerned with both the social aspects of literacy practices, understanding that school-based operations are inseparable from the sociocultural contexts in which they are enacted. Must be an NMSU graduate student to participate in this course.

Prerequisite: READ 5340 with a B- or better.

Learning Outcomes

1. Critically assess K-12 implementation of digital literacies across content area curriculum and instruction.
2. Examine seminal and current research on digital literacies' theory, pedagogy, and practice.
3. Determine the level of cultural relevance in schools and pedagogies for 21st Century students.
4. Interpret how social categories relevant to digital literacy contribute to construction of identity.
5. Develop a critical digital pedagogy that addresses the literacy practices of all learners.

READ 5410. Theory and Pedagogy of Literature for Children and Adolescents

3 Credits (3)

This course provides an in-depth exploration of pedagogy and theory related to literature for adolescents. Students must be in Graduate Standing. May be repeated up to 3 credits.

Learning Outcomes

1. Analyze literacy processes, as they pertain to adolescent learners.
2. Discuss current trends and issues in content area literacy instruction with a specific focus on practices that promote achievement and equity.
3. Evaluate instructional practices that help students use reading, writing, speaking, listening, viewing and visually representing to learn the content areas.
4. Illustrate ethical reasoning and decision making in your approach to content area literacy education.
5. Integrate research, reflection, and best practices that positively impact students in a diverse society.

READ 5420. Theory and Pedagogy of Writing

3 Credits (3)

This course is designed to examine critical writing theory and pedagogy for K-12 teaching and learning, including inclusive and multicultural approaches, with an emphasis in constructive, collaborative practices, and the integration of digital tools across several genres of writing. Through sequential, thematic units, coursework will emphasize: 1) the study of formative theories along with the development of instructional practices to promote achievement and equity in writing education; 2) the application of these skills through pedagogy and curriculum building, and 3) the construction of broad understandings of craft within the context of the current policies and standards which impact education both regionally and nationally.

Learning Outcomes

1. Critically assess writing curriculum and instruction in K-12 learning environments.
2. Develop a critical writing pedagogy that addresses the literacy practices of all learners.
3. Measure the alignment of writing structures in schools with students' cultural literacies.
4. Interpret how social categories relevant to education contribute to construction of identity.
5. Formulate engaging strategies that develop writers who are competent in multiple genres.

READ 5530. Teaching Secondary ELA & Social Studies Using Primary Sources, Memoir & Autobiography

3 Credits (3)

This course prepares future language arts and social studies educators to teach structured literacy effectively at the secondary level, with a focus on social studies content for cross-disciplinary instruction. Students will explore reading development and the five essential components of reading—phonemic awareness, phonics, vocabulary, comprehension, and fluency—with particular attention to systematic instruction of vocabulary, comprehension, and fluency strategies relevant to secondary texts. Through engagement with primary and secondary sources, memoirs/ autobiographies, and historical fiction, students will develop instructional approaches to support real-world reading applications, text analysis, inquiry, and historical thinking.

Learning Outcomes

1. Explain the five components of evidence-based reading instruction and their relevance at the secondary level.
2. Design lessons that build Tier 2 (cross-disciplinary) and Tier 3 (discipline-specific) vocabulary knowledge in social studies contexts.
3. Develop instructional strategies to support comprehension and critical thinking through practices such as activating prior knowledge, questioning texts, making inferences, and synthesizing information.

4. Create activities that promote oral reading fluency with an emphasis on prosody, pacing, and expression.
5. Design and execute a lesson plan that integrates social studies texts—including primary and secondary sources, memoirs/ autobiographies, and historical fiction—into reading instruction to foster cross-disciplinary instruction in the humanities.

READ 5990. Practicum in Literacy Education**1-6 Credits (1-6)**

Supervised laboratory experience with children with reading difficulties. The student implements a program of specific procedures to aid the disabled reader. May be repeated up to 6 credits.

Prerequisite: READ 5340.

Learning Outcomes

1. Students will be able to understand and implement various strategies for assessing and evaluating the literacy practices and knowledge of students.

READ 5992. Special Studies in Literacy**1-6 Credits (1-6)**

Each study will be designated by a qualifying subtitle. Taught with READ 6992. May be repeated up to 99 credits.

Learning Outcomes

1. Engage in a specific literacy topic.

READ 5996. Selected Topics in Literacy**1-6 Credits (1-6)**

Offered under different subtitles in the Schedule of Classes. Taught with READ 6996 with differentiated subjects for doctoral students. May be repeated up to 6 credits.

Learning Outcomes

1. Engage in the study of a specific literacy topic.

READ 6110. Critical Issues in Literacy Education**3 Credits (3)**

Critical issues from historical to current perspectives. May be repeated up to 3 credits.

Learning Outcomes

1. Understand the multiple critical issues central to literacy education from both a historical and contemporary perspective.

READ 6120. Multiple Critical Literacies**3 Credits (3)**

An exploration of the multiple literacies that operate on the individual, classroom, community, cultural and societal levels. Same as BLED 6120. May be repeated up to 3 credits.

READ 6130. Multiculturalism, Literature, and Inquiry**3 Credits (3)**

Advanced exploration and examination of critical multicultural language education vis-a-vis children's adolescent, young adult, and adult literature, with an eye toward problematizing assumptions about literacy, articulating issues of social justice and enacting transactive, transformative pedagogy. May be repeated up to 3 credits.

Learning Outcomes

1. Understand the theories and approaches necessary for conducting inquiry reading and writing.

READ 6210. Ethnography of Reading and Writing**3 Credits (3)**

Covers the dynamics of data interpretation and critical analysis in the study of literacy. May be repeated up to 3 credits.

Learning Outcomes

1. Understand the theories and approaches necessary for conducting ethnographic studies in reading and writing.

READ 6320. Praxis and Reflexivity**3 Credits (3)**

The cyclical research processes of continuous self and systemic (re)evaluation vis-a-vis classroom, community, and society with an eye toward reflection, growth, change, and larger forms of social agency. Restricted to doctoral-level students of any major. Same as BLED 6220, EDUC 6220. May be repeated up to 3 credits.

READ 6991. Doctoral Research in Literacy**1-15 Credits (1-15)**

Research on topic of interest. May be repeated up to 88 credits.

Learning Outcomes

1. Engage in the study of a specific literacy topic at the doctoral level.

READ 6992. Special Studies in Literacy**1-6 Credits (1-6)**

Offered under different subtitles in the Schedule of Classes. Taught with READ 5992 with differentiated assignments for doctoral students. May be repeated up to 6 credits.

Learning Outcomes

1. Engage in the study of a specific literacy topic at the doctoral level.

READ 6996. Selected Topics in Literacy**1-6 Credits (1-6)**

Offered under various subtitles that indicate the subject matter. Same as READ 5996. May be repeated up to 99 credits.

Learning Outcomes

1. Engage in the study of a specific literacy topic at the doctoral level.

READ 6997. Independent Study Topics in Reading**1-6 Credits (1-6)**

A problem and seminar course for those pursuing an advanced degree. Each course will have an appropriate subtitle. May be repeated up to 99 credits.

Learning Outcomes

1. Engage in the study of a specific literacy topic at the doctoral level.

READ 6999. Research Project**1-15 Credits (1-15)**

Offered primarily for those pursuing the research requirement for the Ed.S. degree. Each research project will be designated by a qualifying subtitle. May be repeated up to 88 credits.

Learning Outcomes

1. Engage in the study of a specific literacy topic at the doctoral level.