

## OFFICIAL SYLLABUS

DISCIPLINE: EDRD  
COURSE: 630

### A. Catalog Entry

EDRD 630: Teaching Reading in the Content Areas

Abbreviation: TCH RDG CONT AREAS  
(3) Three hours lecture

Prerequisites: None

Brief Description of Content:

K-12 teacher candidates will develop competencies for applying effective research-based literacy strategies in content area subjects such as social studies, english, science, and mathematics, health and physical education.

### B. Detailed Description of Content of Course

Defining Content Area Literacy

The 2001 National Reading Panel Report and Content Area Literacy

A Strategic Model for the Explicit Instruction of Content Area Strategies

Content Area Lesson Planning

Identifying the Readability of Nonfiction Text

Pre Reading Strategies

- Anticipation Guides
- Prediction Guides
- KWL Charts

During Reading Strategies

- Question-Answer Relationship (QAR)
- CLOZE strategy
- Embedded Questions
- Fact-Question-Response Chart (FQR)
- Test to Self, Text, World strategies (T-S;T-T;T-W)
- Reciprocal Teaching
- Survey, Question, Read, Recite, Review (SQ3R)
- Inquiry Charts
- Strategic use of Closed-Caption Television (CCTV)

Post Reading Strategies

- Critical Comprehension Study Guides
- Semantic Feature Analysis
- Role-Audience-Format-Topic Writing Strategy (RAFT)
- Double Entry Journals
- Retelling Recount Plan

## Vocabulary Development & Word Identification

- Vocabulary Sorts
- Morphemic and Structural Analysis
- Concept Circles
- Word Mapping

### **C. Detailed Description of Conduct of Course**

Class sessions for this course include guided discussion about readings, hands-on activities, peer collaboration, audio-visual presentations, book discussions, guest speakers, role-playing, quick writes, and applied technology assignments.

### **D. Goals and Objectives of the Course**

Goals, objectives, and assignments in this class address NCATE Standard 1.c.: Professional and Pedagogical Knowledge and Skills for Teacher Candidates

Goals, objectives, and assignments in this class address International Reading Association Standards for Reading Professionals (IRA) and Virginia Department of Education Standards for Reading Specialists (VRS) as identified below.

The graduate candidate shall:

1. Demonstrate the ability to develop comprehension skills in all content areas. (VRS 3.g)
2. Demonstrate advanced knowledge of ways to help students apply comprehension strategies before reading (e.g., previewing, setting a purpose for reading, discussing prior knowledge related to the topic of the text), during reading (e.g., making predictions, using questioning strategies to self-monitor comprehension), and after reading (e.g., rereading, retelling, summarizing, relating the text to other texts). (IRA 1.4)
3. Demonstrate advanced knowledge of the role and importance of automatic word recognition (e.g., automatic recognition of high-frequency irregular sight words in connected text) and reading fluency (i.e., the ability to read aloud accurately at an appropriate rate and with appropriate expression). (VRS 3.c)
4. Demonstrate expertise in the morphology of English including inflections, prefixes, suffixes, roots, and word relationships. (VRS 3.b)
5. Understand the importance of promoting independent reading and reading reflectively by selecting quality literature, including fiction and nonfiction, at appropriate reading levels. (IRA 4.1)
6. Demonstrate expertise in reading comprehension strategies, including a repertoire of questioning strategies, understanding the dimensions of word meanings, teaching predicting, summarizing, clarifying, and associating the unknown with what is known. (VRS 3.e)

7. Use a large supply of books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural and linguistic backgrounds. (IRA 4.2)
8. Demonstrate knowledge of current research and exemplary practices in English/Reading. (IRA 1.1, 1.2, 1.3)
9. Identify instructional strategies for promoting development of students' reading fluency (e.g., oral reading and rereading of texts written at each student's independent reading level). (IRA 1.4)
10. Demonstrate advanced knowledge of literal comprehension (e.g., the ability to identify main ideas or cause-and-effect relationships that are explicitly stated, the ability to identify sequence of events in a narrative text), inferential comprehension (e.g., the ability to make inferences, draw conclusions, and understand cause-and-effect relationships that are not explicitly stated), and evaluative comprehension (e.g., the ability to analyze arguments and distinguish fact from opinion). (VRS 3.f)
11. Recognize how to select and use a variety of informational, descriptive, and persuasive materials at appropriate reading levels to promote students' comprehension of nonfiction, including content-area texts. (IRA 2.3)
12. Demonstrate knowledge of recursive stages in the writing process (e.g., prewriting, drafting, revising, editing, publishing) and appropriate strategies for conferencing with students to provide effective feedback during all phases of writing. (IRA 4.3)

## **E. Assessment Measures**

EDRD 630 assessments include but are not limited to:

1. The graduate student will develop a Critical Comprehension Study Guide that addresses literal, interpretive, and applied levels of thinking. (NCATE ASSESSMENT)
2. The graduate student will develop one content area lesson plan specifically focused on the application of the four explicit teaching techniques for effective comprehension instruction:
  - Direct Explanation
  - Teacher Modeling
  - Guided Practice
  - Application
3. The graduate student will develop a Final Content Plan Project. The purpose of this assignment is to attempt to apply the strategies from this course to the material in a chapter from a content area (social studies, science, etc.) textbook. The graduate student will develop a lesson plan/strategy for each stage of reading:
  - Pre Reading (Preparation)
  - During Reading (Assistance)

- Post Reading (Reflection)

**F. Other Course Information**

None