OFFICIAL SYLLABUS

DISCIPLINE: EDRD
COURSE: 416

A. Catalog Entry

EDRD 416: Content Reading and Literacy

Abbreviation: CONTENT READING & LITERACY
(3) Three hours lecture

Prerequisites: Admission to Teacher Education program

Brief Description of Content:

Introduces pre-service content area teachers to the why and how of promoting basic and higher-order literacy. Reading, writing, and thinking are fostered in the context of specific subject areas.

B. Detailed Description of Content of Course:

- Defining reading, literacy, and critical literacy.
  Defining Content Area Literacy

- Explicit Instruction of Pre, During, & Post Reading Comprehension Strategies *using an* explicit, four step lesson planning model

- Identifying the Readability of Nonfiction Text

- How do you "*Sound it Out???"*
  Basic Skills (Phonics) Instruction; Names Test - an adolescent-friendly basic skills evaluation

- Making Literal and Critical Comprehension connections
  Text to Self (T-S); Text to Text (T-T); Three Column Charts– FQR Charts

- PreReading Comprehension Strategies: *Prediction Guides; Anticipation Guides; KWL Charts*
- During Reading Comprehension Strategies: *Question-Answer Relationship (QAR); Critical Questioning Techniques; Critical Comprehension Study Guides; Summarization; Say Something (Reciprocal Teaching); SQ3R; DRTA*

- Vocabulary Development and Word Identification Strategies

- Post Reading/Writing Strategies: KWL+; Semantic Feature Analysis; RAFT Writing Strategy; Response Journals

C. Detailed Description of Conduct of Course

Class sessions for this course include strategy modeling, 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

National Council for Accreditation of Teacher Education Standards
1b. Pedagogical Content Knowledge and Skills for Teacher Candidates
1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates

National Middle School Association Standards (1, 2, 3, 4, 5, 7)

Virginia Department of Education – 8VAC-20-542-120 Middle School 6-8

Virginia Department of Education – Professional Standards 8VAC-20-22-130 (6)

International Reading Association Standards for Reading Professionals (IRA) – (1.4, 4.1, 4.2, 1.1, 1.2, 1.3, 4.3)

Virginia Department of Education Standards (VRS) –(3.g, 3.c, 3.b, 3.e, 3.f,)

Having successfully completed this course, the student will be able to:

1. Demonstrate the ability to develop comprehension skills in all content areas. (VRS 3.g) VRS 3.g NCATE 1 c NMSA 1, 2, 3, 4, 5, 7 VDOE 8VAC-20-542-120 (1.a, m)
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) NCATE 1 c, NMSA 1, 2, 3, 4, 5, 7 VDOE 8VAC-20-542-120 (1.a, m)
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) NCATE 1 c, NMSA 1,2 3 4 5 7 VDOE 9VAC-20-542-120 (1.a,m)
4. Demonstrate expertise in the morphology of English including inflections, prefixes, suffixes, roots, and word relationships. (VRS 3.b) NCATE 1. c, NMSA 1, 2, 3, 4, 5, 7 and VDOE 8VAC-20-542-120 1.a, m

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); NCATE 1.b,c; NMSA 1, 2 3 4 5 7; VDOE 8VAC-20-542-120 1.a,m
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) NCATE 1.c NMSA 1 2 3 4 5 7 VDOE 8VAC-20-542-120 1.a, m

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) NCATE 1. c, NMSA 1 2 3 4 5 7 VDOE 8VAC-20-542-120 1.a, m
8. Demonstrate knowledge of current research and exemplary practices in English/Reading. (IRA 1.1, 1.2, 1.3) NCATE 1. c, NMSA 1 2 3 4 5 7 VDOE 8VAC-20-542-120 1.a, m
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) NCATE 1 c, NMSA 1 2 3 4 5 7 VDOE8VC-20-542-120 1.a, m
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) NCATE 1. c, NMSA 1 2 3 4 5 7 VDOE8VAC-20-542-120 1.a, m
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) NCATE 1. c, NMSA 1 2 3 4 5 7 VDOE8VAC-20-542-120 1.a, m
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) NCATE 1. c, NMSA 1 2 3 4 5 7 VDOE8VAC-20-542-120 1.a, m.

E. Assessment Measures

(1) Class attendance and participation. Students are expected to attend class regularly, contribute to the learning of the group and be actively involved.

(2) Dialogue journals. Throughout the semester, students will maintain a dialogue journal for responses to texts.

(3) Mini lessons. Students will plan and present interdisciplinary mini lessons Key NCATE Assessment

(4) Resource list. Students will develop a resource list of materials for classroom use.

(5) Written tests. Written tests will be used to evaluate students' learning

F. Other Course Information

None