

Augusta State University
College of Education—Department of Teacher Education
EDTD 6225 – Reading Across the Curriculum

Hours: 3 Semester Hours
Prerequisites: Admission to graduate program
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COURSE DESCRIPTION:

Designed for content area teachers in grades 4 – 12 who wish to improve their students' ability to read and comprehend subject area materials. Emphasis is placed upon teaching for understanding by taking advantage of the contributions of literacy processes to content area achievement. These processes will include, but are not limited to: listening, speaking, thinking, and reading. Topics of discussion will include readability of texts; vocabulary development; trade books; strategies to improve reading in math, science, social studies, literature, physical science and health education; study techniques; and assessment.

RESOURCE TEXT:

Vacca, R., & Vacca, J. (2004). *Content area reading: Literacy and learning across the curriculum*, (8th ed.) Boston: Allyn and Bacon.

RECOMMENDED TEXTS:

Beers, K. (2003). *When kids can't read*. Portsmouth: Heineman.
Flynt, E., & Cooter, R. (2004). *Reading inventory for the classroom*, (5th ed.). Upper Saddle River, NJ: Merrill / Prentice-Hall.
Kane, S. (2003). *Literacy learning in the content areas*. Scottsdale, AZ: Holcomb.
Ruddell, M. (2005). *Teaching and learning content reading and writing*. Hoboken, NJ: Wiley.

SPECIFIC COURSE OBJECTIVES:

Students will be able to:

- Develop strategies to improve reading instruction in the content areas before, during and after reading.
- Utilize children's and adolescent literacy to enhance content area reading instruction.
- Analyze and report on the research that supports content area literacy instruction.
- Determine appropriate assessment needs for individual students.

COURSE TOPICS:

1. Diverse learners
2. Learning environments that motivate students
 - a. Reading behaviors

- b. Reading strategies
- c. Discussion
- d. Cooperative strategies
- 3. Building knowledge before during and after the reading experience
 - a. Writing a sound lesson plan – DRA, DRTA, writing process balanced literacy lessons
 - b. Enhancing comprehension and higher level thinking skills through schema development
 - c. Questioning strategies
- 4. Theories of reading, approaches to teaching reading, and the early adolescent
 - a. Whole language
 - b. Literature-based approaches
 - c. Skills-based approaches
 - d. Programmed approaches
 - e. Workshop and individualized approaches
 - f. Integrated approaches
 - g. Needs of the adolescent as related to reading instruction
- 5. Phonics, Phonemic Awareness, Word Analysis
- 6. Vocabulary Development
- 7. Reading to Learn – Content area reading strategies
 - a. Demands of text
 - b. Integrated learning experiences
 - c. Graphic organizers
 - d. Questioning strategies and higher level thinking development
- 8. Assessment
 - a. Informal assessments – interest inventories, checklists
 - b. Diagnostic assessments – informal reading inventories, miscue analysis

NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS:

II. Teachers know the subjects they teach and how to teach those subjects to students.

III. Teachers think systematically about their practice and learn from experience.

GUIDING QUESTIONS FOR TEACHING FOR UNDERSTANDING:

- 1. What does teaching for understanding look like; what does teaching for understanding entail; what are teaching for understanding's major defining tenets? Use a subject area in which you teach to inform and ground your response.
- 2. Explain which theories of learning and teaching are compatible with teaching for understanding; which learning and teaching theories might be at odds with TFU.
- 6. How is instructional time affected when teaching for understanding?
 - 1. What kind and quality of teacher knowledge does teaching for understanding require (subject matter, pedagogical, interpersonal, other)?

NATIONAL STANDARDS:

This course addresses all of the IRA/NCTE Standards for the English Language Arts. However, the following standards are specifically reinforced throughout the course:

Standard 1: Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and non-fiction, classic and contemporary works.

Standard 3: Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound – letter correspondence, sentence structure, context, graphics).

Standard 5: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

CLASS ATTENDANCE:

Students are to maintain regular attendance to attain maximum success in the pursuit of studies. It may be necessary for the student to be absent from class for personal reasons. On such an occasion, all matters related to the student absence, assignments missed, including the making up of that work, are to be arranged between the student and the professor. After the equivalent of one class absence, regardless of cause, the student may be subject to withdrawal from the class.

ASSESSMENT:

Performance based standards for each assignment or activity will be determined and explained prior to each assignment. Students will work toward successful attainment of all standards. Assignments which do not meet all standards will be graded, returned with specific improvements to be made, as built-in intervention. The assessment is designed to require use of higher level thinking skills and to provide authentic opportunities for the student to demonstrate learning, as inherent to sound instructional practice. Assessment of the course objectives may include but is not limited to methods such as: simulation, debate, research, micro-teaching, reflecting teaching, lesson or unit development, analysis of interviews and observations, self and peer evaluation, research and journal writing.

COURSE REQUIREMENTS:

All written tasks will be evaluated on accuracy, completeness, clarity, depth of analysis and reflection, coherence, well-reasoned or argued positions, clarity of expression, consistent correct usage of standard English and consistent use of APA style (when appropriate).

ASSIGNMENTS:

1. **READING LESSON:** Design a content area reading lesson based on internet sources for use by your students. Present the concept of the lesson to the class. 20% of grade.

2. LESSON SHARING: Provide a handout and demonstration describing a successful lesson and assessment of that lesson you have taught using a content area reading strategy.

3. PLAN, PRACTICE, and ANALYZE three content area reading lessons appropriate to your curriculum to be taught to a small or large group of students.

4. RESEARCH PAPER: Write a paper on content area reading strategies that would work for your classroom. Look to the index of your book for topic suggestions.

5. FIELD EXPERIENCE: Create a quality:
a. content area reading lesson and evaluate its instruction
b. content area reading evaluation form to assess the lesson

COURSE POINT/GRADE DISTRIBUTION:

A	90 – 100
B	80 – 89
C	70 – 79
D	60 – 69
E	59 and below