

SCHOOL OF EDUCATION

RED 3335: Reading in the Content Areas

Course Description:

This course is designed to enable pre-service teachers of subject matter content to acquire knowledge, skills, and techniques necessary to guide secondary level students to be successful learners. Students will also learn and evaluate the methodology currently available for combining reading instruction with subject matter instruction. Special attention will be given to determining the relationship between the methodology and research-based principles of learning and effective teaching in the area of reading. A minimum of 20 clock hours of observation/teaching reading in educational settings is required.

Course Competencies:

Competency #1: The student will demonstrate knowledge of the reading process as it relates to content area reading by:

- a. identifying and analyzing current practices in content area instruction.
- b. analyzing the critical relationships among language, content literacy, and learning.
- c. explaining how schema influences comprehension.
- d. describing strategies designed to foster independent learning.
- e. describing how reader response influences comprehension and learning.
- f. describing a variety of instructional approaches to foster learning in students with varying learning styles.

Competency #2: The student will demonstrate skill in selecting resources designed to enrich the curriculum by:

- a. evaluating content area textbooks.
- b. evaluating content trade books.
- c. locating appropriate Internet web sites.
- d. identifying electronic authoring programs for use in teaching the content curriculum.

Competency #3: The student will demonstrate proficiency in instructional assessment by:

- a. practicing authentic assessment.
- b. comparing and contrasting informal and formal assessment techniques.
- c. reviewing the use of portfolio assessment in the classroom.

- d. identifying and demonstrating a variety of techniques for assessing textbook difficulty, including readability measures and cloze procedures.

Competency #4: The student will demonstrate knowledge of practices that promote active learning by:

- a. identifying the characteristics of classroom environments that foster learning.
- b. demonstrating a variety of strategies that enhance student learning.
- c. designing a core text lesson with pre-reading, during reading, and post-reading activities.
- d. designing a thematic unit using multiple resources including textbooks, magazines, newspapers, electronic resources, and trade books.
- e. evaluating and constructing inquiry-based units of study.
- f. demonstrating strategies of QARS, Reciprocal Teaching, and Think Alouds.

Competency #5: The student will demonstrate an understanding of practices that foster conceptual knowledge by:

- a. analyzing the relationships among experiences, concepts, and words.
- b. identifying a variety of ways to activate prior knowledge.
- c. developing and demonstrating vocabulary extension activities to reinforce conceptual knowledge, including concept definition maps, vocabulary self-selection strategies, and word sorts.

Competency #6: The student will demonstrate proficiency in utilizing techniques that engage students in reading content material with purpose and anticipation by:

- a. identifying and demonstrating appropriate and meaningful pre-reading strategies.
- b. identifying and demonstrating pre-reading lessons using prediction strategies, question strategies, and motivation strategies.
- c. identifying and demonstrating activities that promote thinking before reading.

Competency #7: The student will demonstrate knowledge of instructional activities that promote meaningful class discussion by:

- a. explaining the difference between recitation and discussion.
- b. identifying and engaging in appropriate cooperative learning activities.

- c. designing instructional frameworks for encouraging classroom discussion, including the KWL strategy, Directed Reading-Thinking Activities, and Discussion Webs.

Competency #8: The student will demonstrate knowledge of the relationship between reading and writing by:

- a. defining exploratory writing.
- b. developing and applying strategies to foster exploratory writing, including journals, essays, letters, and written dialogue.

Competency #9: The student will demonstrate expertise in the use of various study strategies by:

- a. identifying common writing patterns in textbooks.
- b. creating graphic organizers.
- c. modeling summary and note taking skills.

