**Course Title:** Content Reading and Study Strategies (K-12)

**Course Dates:**

**Course Times:**

**Course Location:**

**Course Number:** EDUC 650

**Instructor(s):**

**Contact:**

**Credit Hours:** 3 credit hours

**Course Description:**

The focus of this course is the development of strategic reading skills in students grades K-12. Emphasis will be placed on the research based best practices and brain compatible teaching models. Textbooks, trade books, and technology will be evaluated to support student attitudes, understanding, and retention across the curriculum.

**Prerequisite(s):** Foundations of Reading

**Course Outcomes:**

The student will be able to…:

- explain that reading is a developmental and interactive process, which is influenced by factors relating to the reader, the text, and the reading situation.
- discuss current research on the teaching of reading and writing and the integration of these reciprocal language modes to best teach content in an integrated format.
- identify strategies, which will enable all students to effectively read and comprehend content area reading materials.
- identify strategies, which will enable all students to effectively write and understand content area materials.
- match materials and instruction to adolescents’ emotional, social and cognitive development.
I. Iowa Reading Endorsement Standards

<table>
<thead>
<tr>
<th>Iowa Reading Endorsement Standards</th>
<th>Activities Aligned with Standard(s)</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>c.(1) Foundations of Reading</td>
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<td>c.(1). The practitioner demonstrates knowledge of a range of research pertaining to reading, writing, and learning, including scientifically based reading research, and knowledge of histories of reading. The range of research encompasses research traditions from the fields of the social sciences and other paradigms appropriate for informing practice.</td>
<td>Read/reflect/discuss chapters from the book <em>Teaching Matters</em> by Harvey Daniels as well as articles and materials provided by the instructor. <em>(Contemplation/Integrity)</em></td>
<td>Observation of discussion as well as notes/summaries written.</td>
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<tr>
<td>c.(2) Reading in the Content Area</td>
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<tr>
<td>c.(2).1. The practitioner demonstrates knowledge of text structure and the dimensions of content area vocabulary and comprehension, including literal, interpretive, critical, and evaluative.</td>
<td>Discussion about and identification of text structures and text features from Chapter 6 of the text and materials provided by the instructor.</td>
<td>Sharing three information books of your choice or finding three different sections of your text book and identifying the text structure and explaining how recognizing it can help students understand the content.</td>
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<tr>
<td>c.(2).2. The practitioner provides content area instruction in reading and writing that effectively uses a variety of research-based strategies and practices</td>
<td>Learn about various strategies and then practice through simulation how to apply them.</td>
<td>In like-based groups, (early childhood, HS, etc.) create the tools needed to use five specific strategies at your level. <em>(Examples will be shown.)</em></td>
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<td>c.(8) Children's Nonfiction and Fiction</td>
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<td>c.(8).1. The practitioner uses knowledge of children's/adolescent or young adult literature for: Modeling the reading and writing of varied genres, including fiction and nonfiction; technology and media-based information; and nonprint materials;</td>
<td>We will practice modeling appropriate reading and writing strategies using a variety of genre. This can include media-based (newspapers, magazines, etc.) as well as non-print (artifacts, etc.) materials as well. <em>(Service)</em></td>
<td>Students will present (model) this in groups of 3, selecting 3 different strategies for the entire group. Further explanation will be provided in class.</td>
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<tr>
<td>c.(8).2. The practitioner uses knowledge of children's/adolescent or young adult literature for: Motivating through the use of texts at multiple levels, representing broad interests, and reflecting varied cultures, linguistic backgrounds, and perspectives; and</td>
<td>I will demonstrate how to use technology to find a variety of literature around a specific topic and create a bibliography that includes materials from the areas listed.</td>
<td>Each student will create a bibliography created around a topic pertinent to his or her current teaching assignment following the same format.</td>
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<td>c.(8).3. The practitioner uses knowledge of children's/adolescent or young adult literature for: Matching text complexities to the proficiencies and needs of readers.</td>
<td>We will create a list of what we should look for in materials to make them accessible for a variety of students. <em>(Ethical Leadership)</em></td>
<td>Each student will create a bibliography created around a topic pertinent to his or her current teaching assignment following the same format.</td>
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<td>c.(9) Reading Instructional Strategies</td>
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<td>c.(9). The practitioner uses knowledge of a range of research-based strategies and instructional technology for designing and delivering effective instruction across the curriculum, for grouping students, and for selecting materials appropriate for learners at various stages of reading and writing development and from varied cultural and linguistic backgrounds.</td>
<td>Learn about various strategies and then practice through simulation how to apply them.</td>
<td>Students will present (model) this in groups of 3, selecting 3 different strategies for the entire group. Further explanation will be provided in class.</td>
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</table>
II. Course Content and Tentative Schedule: The activities of the daily schedule will be matched by the instructor with “Activities and Assessments” aligned with the Standards and their criteria (indicators) found in the Standards Section I of the syllabus.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Theme</th>
<th>Class Activities &amp; Assessment</th>
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<tbody>
<tr>
<td>Weekend 1</td>
<td>Reading Foundation</td>
<td>c. (1)2.</td>
</tr>
<tr>
<td>Weekend 1</td>
<td>Text Structures/Features</td>
<td>c. (2)1.</td>
</tr>
<tr>
<td>Weekend 1, 2, 3</td>
<td>Before/During/After Reading Strategies</td>
<td>c. (2)1. – c. (8)1. - c. (8)2. - c. (8)3. - c.(9)</td>
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III. Student Evaluation: (Refer to rubric(s))

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<tr>
<th>Summary</th>
<th>Expectations</th>
<th>Points</th>
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| Participates in discussions. Completes notes in teacher provided booklet.| Each member of the class is expected to participate in a positive way during class discussions. Time provided should be used to complete your own personal notes in the provided booklet. | 3 points-excellent  
2 points-acceptable  
1 point-unacceptable  
(rubric attached) |
| Sharing 3 informational books or 3 different locations in your textbook and identifying the text structure. | Be able to locate and identify text structures in each of your informational books or in 3 different locations in your textbook and be able to verbally explain how that could help a student understand the material. | 3 points-3 structures successfully identified and explained.  
2 points-2 structures  
1 point-1 structure  
(rubric attached) |
| In like groups will prepare 5 different strategies ready to use.        | Create 5 ready to use reading/thinking strategies that apply specifically to your level/content. You can choose to work with a partner or in small groups or alone if you have a unique area. | 3 points-excellent  
2 points-acceptable  
1 point-unacceptable  
(rubric attached) |
| Create a bibliography around a topic of your choice.                   | Create a bibliography of a minimum of 15 entries with materials to support your topic of choice. | 3 points-excellent  
2 points-acceptable  
1 point-unacceptable  
(rubric attached) |
| Present/model 3 appropriate strategies around a designated topic.       | In groups of 3, prepare and present in a role-play scenario 3 instructional strategies around an identified topic. | 3 points-excellent  
2 points-acceptable  
1 point-unacceptable  
(rubric attached) |

IV. Assignments:
- Prior to the first class: Read Chapters 1, 2, 3, 6, and 12 in Subjects Matter, Every Teacher’s Guide to Content-Area Reading by Harvey Daniels and Steven Zemelman.
- Create notes in teacher provided booklet.
- Bring either 3 informational books or one of your current textbooks. Identify the appropriate text structures found.
- Create 5 strategies ready to use at your grade/content level.
- Create a bibliography around a topic of your choice to include information books as well as other resources.
- Present/model 3 appropriate strategies to the class.
V. Required Readings/Resources:

**Texts:**

**Resources:**
- Teacher created booklet.

**Articles:**
- Variety of current articles from publications of the International Reading Association.

VI. Supporting Resources/References:

**Texts:**
VII. Digital Resources:

Variety of self-selected resources from the computer lab.

VIII. Attendance Policy:

Class attendance is crucial. The program attempts to be accommodating to students. However, when it comes to absenteeism, the program allows for little or no flexibility on this issue.

Instructional practices and methodologies include considerable class interaction and collaboration as well as core content instruction. Due to the course format, it is almost impossible to replicate learning opportunities. Consequently, it is the philosophy of the program that students should not be absent. We also realize that emergencies do occur. Instructors will consider the emergency on a case-by-case basis and determine if options are available, such as 1) attending the same session at another time and/or location; 2) taking a grade deduction; or 3) dropping the course.

IX. Students with Disabilities:

Americans with Disabilities Act: If you are a person with a disability and require auxiliary aids, services, or other accommodations for this class, please see the instructor.