

**LAST REVIEW: 2008-09**  
*(i.e. 2003-2004)*

**NEXT REVIEW: 2014-2015**  
*(i.e. 2008-2009)*

**STATUS: A**  
*(A, I, D)*

**COURSE TITLE: Reading in Content Areas**

**COMMON COURSE NUMBER: RED 3352**

**CREDIT HOURS: 3.0**

**CONTACT HOUR BREAKDOWN**  
*(per 16 week term)*

**CLOCK HOURS:**  
*(Voc. Course ONLY)*

Lecture: **48**      Lab: **0**

Clinic:                      Other:

**PREREQUISITE(S): RED 3342**

**COREQUISITE(S): Field Experience**

**PRE/COREQUISITE(S):**

**COURSE DESCRIPTION:** This course is designed to prepare pre-service teachers of subject matter content to acquire the knowledge, skills, and techniques necessary to guide middle and secondary level students to be successful learners by addressing issues in reading instruction as an integral part of comprehending content. The course will provide classroom instructional strategies for teaching reading across the curriculum with emphasis on content areas such as science, mathematics, and social sciences. Emphasis will be given to the importance of language and cognition as well as scientifically based reading research as the basis of comprehensive instruction.

### **UNIT TITLES**

1. **The Five Components of Reading**
2. **Phonemic Awareness, Phonics and Fluency**
3. **Content Area Reading**
4. **Motivation**
5. **Text Leveling**
6. **Vocabulary Development**
7. **Comprehension Development**
8. **Integration of Reading and Writing**
9. **Instruction for Striving Readers**
10. **Instruction for Culturally and Linguistically Diverse Learners**
11. **Technology Infusion**
12. **Field Experience**

### **EVALUATION:**

Methods of evaluation of the course outcomes will include two exams: a midterm and a final, graded small group activities and a final project consisting of a lesson plan that integrates major reading components and is based on fieldwork observations.

**Common Course Number: RED 3352**

**Unit 1** The Five Components of Reading

**General Outcome:**

**1.0 The student shall:**

Understand knowledge of language structure and function and cognition for each of the five major components of the reading process: phonemic awareness, phonics, fluency, vocabulary, and comprehension

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 1.1** Define the five major components for Florida's formula for reading success.
- 1.2** Understand language structure, function and cognition for the five components.
- 1.3** Understand what scientifically based research means.
- 1.4** Gain knowledge of competencies and skills that incorporate scientifically based research for success in reading content areas.

**Common Course Number: RED 3352**

**Unit 2** Phonemic Awareness, Phonics and Fluency

**General Outcome:**

- 2.0 The student shall:** identify specific instructional practices for phonemic awareness, phonics and fluency as related to student reading development

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 2.1** Identify and apply basic concepts of phonology as they relate to language development and reading performance (phonological processing, phonemic awareness skills, inventory of phonemes, phonemic analysis).
- 2.2** Distinguish between phonological and phonemic differences in language (language and dialect differences).
- 2.3** Identify structural patterns of words as related to reading development and reading performance (orthographic representations, syllable conventions, spelling of affixes prefixes and root words).
- 2.4** Apply structural analysis to words (orthographic analysis, morphological spelling, advanced phonics).
- 2.5** Define the components of fluency and identify instructional methods for developing fluency (practice with high frequency words, timed readings, repeated readings, read aloud, choral reading, books on tape).

**Common Course Number: RED 3352**

**Unit 3 Content Area Reading**

**General Outcome:**

**3.0 The student shall:**

Understand reading as a process and identify instructional strategies for reading across the curriculum in specific content areas.

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 3.1** Identify reading as a complex process that includes knowledge of the reader, the author, and the text
- 3.2.** Identify characteristics (cause and effect, time sequence, compare and contrast, lists) and features (index, glossary, sub-heading) of various informational text structures.
- 3.3** Identify instructional strategies and approaches to teach study skills for content area textbooks (note taking, summarizing, discussion, using reference materials maps and graphics).
- 3.4** Understand the transactive nature of the reading process in constructing meaning from a wide variety of texts and for a variety of purposes (text connections: within texts, across texts, from text to self, from text to world).

**Common Course Number: RED 3352**

**Unit 4 Motivation**

**General Outcome:**

**4.0 The student shall:**

Identify theories and best practices to support literacy development and application of strategies to enhance student engagement with texts

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 4.1 Demonstrate knowledge of practices that promote active learning.
- 4.2 Identify appropriate classroom organizational formats for specific instruction (small groups, individual, workshops, reading centers, multiage or multilevel groups).
- 4.3 Demonstrate use of texts and trade books to promote reading growth, interest and appreciation as well as motivate learners to read for information, pleasure and personal growth.
- 4.4 Recognize effective techniques (selecting text at appropriate levels, matching text to student interests) for improving attitudes toward reading and for motivating students to engage in reading events.

Common Course Number: **RED 3352**

**Unit 5** Text Leveling

**General Outcome:**

**5.0 The student shall:**

Identify difficulty levels of content area texts and determine the suitability of content area texts for diverse student populations

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 5.1 Compare and contrast traditional and computerized readability formulas.
- 5.2 Apply several formulas and determine the difficulty level of specific content area texts and materials.
- 5.3 Identify characteristics of content area material which increase reading comprehension difficulty.

**Common Course Number: RED 3352**

**Unit 6 Vocabulary Development**

**General Outcome:**

**6.0 The student shall:**

Identify explicit, systematic instructional strategies for developing and using specialized vocabulary with content area texts for middle grade and high school students

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 6.1** Identify and apply principles of English morphology as related to language acquisition and reading development (morphemes, inflectional and derivational endings, morphemic analysis).
- 6.2** Identify principles of semantics as related to vocabulary development (antonyms, synonyms, figurative language).
- 6.3** Demonstrate knowledge of direct and indirect instruction for developing specialized vocabulary including use of graphic organizers, activation of prior knowledge with word sorts, word maps and brainstorming.
- 6.4** Demonstrate understanding and use of effective vocabulary for specific content areas including: strategies to analyze text, context and word structure clues, drawing conclusions and recognition of organizational patterns.
- 6.5** Demonstrate knowledge of vocabulary reinforcement with semantic feature analysis, categorization and concept circles.

**Common Course Number: RED 3352**

**Unit 7 Comprehension Development**

**General Outcome:**

**7.0 The student shall:**

Identify explicit instructional strategies and application of instructional practices for developing comprehension with content area texts for middle grade and high school students.

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 7.1 Identify principles of syntactic function related to reading development (phrase structure, types of sentences).
- 7.2 Understand the impact of variations in written language of different text structures on the construction of meaning.
- 7.3 Identify cognitive development in the construction of meaning of various texts and explain the cognitive levels of knowledge, comprehension, application, analysis, synthesis and evaluation.
- 7.4 Demonstrate knowledge of appropriate before, during and after reading strategies to enhance comprehension of content textbooks and text materials.
- 7.5 Demonstrate knowledge of comprehension at literal, inferential and evaluative levels.
- 7.6 Increase use of study skills to enhance reading achievement including strategies for meaning, use of reference materials and written notes and outlines.

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**Unit 8** Integration of Reading and Writing

**General Outcome:**

**8.0 The student shall:**

Understand reading and writing as an integrated process and identify specific strategies to enhance the process when utilizing content area texts and materials.

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 8.1 Demonstrate knowledge of the relationship between reading and writing.
- 8.2 Explain how integration of reading and writing activities enhances reading achievement in the content areas.
- 8.3 Describe specific instructional activities to integrate reading and writing (book logs, journals).
- 8.4 Identify multiple writing projects that can be used to link content area reading and writing.

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**Unit 9** Instruction for Striving Readers

**General Outcome:**

**9.0 The student shall:**

Recognize student difficulty with the reading process and apply appropriate interventions to improve reading performance

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 9.1** Discuss low reading achievement and The Adolescent Literacy Crisis.
- 9.2** Compare and contrast reading behaviors of successful readers with those of low ability readers.
- 9.3** Interpret assessment data to guide reading instruction decisions.
- 9.4** Identify specific research based instructional practices and activities to assist striving readers (metacognition, think alouds, QAR's, DRTA's).
- 9.5** Define differentiated instruction and use reading assessment data to plan differentiated instruction for striving readers.

**Common Course Number: RED 3352**

**Unit 10** Instruction for culturally and linguistically diverse learners

**General Outcome:**

**10.0 The student shall:**

Recognize educational needs of ESE, LEP and diverse learners and integrate appropriate strategies and scaffolding techniques to improve reading performance.

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 10.1** Discuss the need for culturally responsive instruction in today's classrooms.
- 10.2** Identify characteristics of culturally responsive instruction.
- 10.3** Compare and contrast a historically monoculture classroom to a multicultural classroom today.
- 10.4** Understand the need for adapting content area reading instruction for ELL students.
- 10.5** Discuss appropriate methods (differentiated instruction, modifications, accommodations) and their benefits for meeting reading needs of diverse individuals and groups.
- 10.6** Identify strategies (explicit instruction, scaffolding, and modeling) for diverse students to improve their reading performance in the content areas.

**Common Course Number: RED 3352**

**Unit 11 Technology Infusion**

**General Outcome:**

**11.0 The student shall:**

Use technology to find articles and websites that enhance content area materials and promote student learning.

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 11.1** Identify criteria for selecting and evaluating print and non print media (Internet, software, trade books, textbooks, DVD's, videos) for instructional use.
  
- 11.2** Demonstrate appropriate use of print and non-print media to match students' needs and interests within an instructional plan.

**Common Course Number: RED 3352**

**Unit 12** Field Experience

**General Outcome:**

- 12.0 The student shall:** participate in an observation and interaction with a school population and create a lesson plan that integrates the major reading components within a specific content area.

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 12.1** Understand the interdependence between each of the major reading components and their effect upon fluency in the reading process (reading rate: phonological processing and construction of meaning).
- 12.2** Understand the interdependence between each of the major reading components and their effect upon comprehension (construction of meaning: vocabulary, fluency).
- 12.3** Understand the impact of dialogue, writing to learn, and print environment upon reading development.
- 12.4** Create an original reading lesson plan that reflects an understanding of the foundations of language and cognition and successfully integrates the five major reading components for a specific content area.