

# EDUC613

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

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## Course Summary

**Course :** EDUC613 **Title :** Teaching Reading and Writing across the Content Areas

**Length of Course :** 8

**Prerequisites :** N/A **Credit Hours :** 3

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## Description

**Course Description:** This course concentrates on interdisciplinary teaching and learning in elementary, middle, and high schools. Witnessing and discussing a range of cross-curricular activities, participants will develop an understanding of the benefits, challenges, and essential components of effective integrated instruction.

### Course Scope:

This course focuses on the interrelationships among reading and writing in the academic content areas of math, social studies and science. We will be integrating assessment and instruction to reflect this cross-disciplinary approach. The development of reading comprehension is a major means by which ideas are understood, expressed and shared. In this course, you will be challenged to develop a working knowledge of the process and strategies necessary to develop readers who can decode and comprehend their academic course content. Teaching content reading to students is a case of teaching them how to comprehend subject-matter texts that have text structures, patterns and genres, as well as vocabulary and word concepts that are relevant to those disciplines. At the completion of this course, you will have an understanding of how to teach students the skills and strategies necessary to enhance their reading comprehension. You will leave this course understanding comprehension strategies to teach, (before, during or after reading), and how to embed them in academic content instruction.

This course provides a scientifically based research (SBR) foundation for understanding issues with student literacy and teaching content reading and writing across the academic curriculum. The course helps develop teachers who are knowledgeable of the foundations and theoretical basis for literacy education, the developmental characteristics of students as readers and writers, and the instructional practices and strategies that best serve them. The coursework reflects standards advocated by the National Council for Accreditation of Teacher Education (NCATE), and the International Literacy Association (ILA).

Courses containing assignments that are field based require candidates to be in an instructional setting. The amount of time completing these tasks will vary, but may typically require approximately 10 hours of access time per course to classroom contexts. See specific assignment descriptions and speak with your instructor for further clarification should you have any questions.

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## Objectives

After successfully completing this course, you will be able to:

- Describe important issues in student literacy and reading development
  - Analyze a model for teaching reading across the content areas that incorporates evidence based instruction
  - Identify the characteristics of readers (e.g. proficient readers, struggling readers, ELLS, etc.)
  - Create differentiated reading assessments
  - Create explicit instruction and strategies for improving comprehension
  - Explain how to support readers in using metacognition strategies
  - Compare/contrast vocabulary development and oral language development (including how they are linked to comprehension and fluency)
  - Explain how word study and orthographic knowledge relate to comprehension and fluency
  - Analyze scaffolding strategies that help all students develop as readers and learners
  - Design flexible student groupings and other differentiated strategies
  - Design lessons that incorporate texts beyond textbooks as a means for students to develop both their fluency and academic content knowledge
  - Develop learning experiences that incorporate texts from varied genres and media, including traditional and electronic texts, trade books, etc.
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## Outline

### Week 1: Why Teach Reading Across the Content Areas?

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#### Learning Objectives

- Describe important issues in student literacy and reading development.
- Analyze a model for teaching reading across the content areas that incorporates evidence based instruction.

#### Readings

**Text:** “Tools for Teaching Content Literacy”. Allen. Introduction & Developing Questions for Reading: Concept Ladder.

**Text:** “Teaching Reading in Social Studies, Science, and Math”. Robb. Ch. 1-2, pp. 1-62.

**Review** the Additional Resources to supplement your learning.

#### Assignments

##### Forum 1

- Introduction with visuals

##### Assignments

- **Assignment 1:** Journal Paper/Reading Roadblocks
- **Assignment 2:** Graphic Organizer for Chapter 2

### Week 2: How Do I Get Started?

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#### Learning Objectives

- Identify the characteristics of readers (e.g. proficient readers, struggling readers, ELLS, etc.)

## Readings

**Text:** Allen. Skimming and Scanning & Text Structures and Supports.

**Text:** Robb. Ch. 1-2-3, pp. 1-96 & Ch. 10, pp. 283-318.

**Review** the Additional Resources to supplement your learning.

## Assignments

### Forum 2

- Textbook Reflections

### Forum 3

- Open Ended Questions for Informational Text

## Assignments

- **Assignment 3:** Scavenger Hunt
- **Observation Activity 1:** When We Say a Student Can't Read

## Week 3: How Do I Prepare Students Before Reading?

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### Learning Objectives

- Create differentiated reading assessments.

## Readings

**Text:** Allen.

- K-W-L, K-W-L Plus, B-K-W-L-Q
- List-Group-Label
- Book in a Day
- Admit Slip: Establishing a Purpose for Reading
- Anticipating Content: Here and Now, Predict-O-Gram, Story Impressions
- Anticipation Guide

**Text:** Robb. Ch. 4, pp. 97-122.

**Review** the Additional Resources to supplement your learning.

## Assignments

### Forum 4

- Book Box Game

## Assignments

- **Assignment 4:** KNOW – Want to KNOW – LEARNED Chart
- **Assignment 5:** Anticipation Guide
- **Observation Activity 2:** Interviews and Interactions

## Week 4: How Do I Support Students During Reading?

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### Learning Objectives

- Create explicit instruction and strategies for improving comprehension

## Readings

**Text:** Allen.

- Reciprocal Teaching
- DR-TA
- REAP
- Learning Logs
- Compare/Contrast: Discovering Patterns
- Questions Game
- TAG
- ReQuest
- QAR
- Academic Notebooks: Writing to Learn

**Text:** Robb. Ch. 5, pp. 123-152.

**Review** the Additional Resources to supplement your learning.

Assignments

### **Forum 5**

- 10 Important Words

### **Assignments**

- **Assignment 6:** Feelings Chart for Casey at the Bat
- **Observation Activity 3**

## **Week 5: How Do I Support Students After Reading?**

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Learning Objectives

- Explain how to support readers in using metacognition strategies.

Readings

**Text:** Allen.

- RAFT
- Text Highlighting
- SPAWN
- Test-Taking Strategies
- PORPE
- Inquiry and Research: I-Charts
- GIST
- Homework
- Exclusion Brainstorming
- Exit Slips

**Text:** Robb. Ch. 6, pp. 153-194.

**Review** the Additional Resources to supplement your learning.

Assignments

### **Forum 6**

- Janet Allen Strategies

### **Assignments**

- **Assignment 7:** Summarizing
- **Assignment 8:** Xtranormal/Scenario Script

- **Observation 4:** Procedure for the Observation

## Week 6: How Do I Teach for Vocabulary Knowledge?

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### Learning Objectives

- Compare/contrast vocabulary development and oral language development (including how they are linked to comprehension and fluency).
- Explain how word study and orthographic knowledge relate to comprehension and fluency.

### Readings

**Text:** Allen.

- List-Group-Label
- Word Study: Developing Content Vocabulary
- Word Study
- Anticipation Guide

**Text:** Robb. Ch. 7, 195-220.

**Review** the Additional Resources to supplement your learning.

### Assignments

#### Forum 7

- 10 Decision – Making Questions for Vocabulary Instruction

#### Assignments

- **Assignment 9:** SpellingCity.com or ClassTools.net?
- **Assignment 10:** Vocabulary Recipe

## Week 7: How Do I Provide Support for Diverse Learners?

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### Learning Objectives

- Analyze scaffolding strategies that help all students develop as readers and learners..
- Design flexible student groupings and other differentiated strategies.
- Design lessons that incorporate texts beyond textbooks as a means for students to develop both their fluency and their academic content knowledge.

### Readings

**Text:** Allen. Homework.

**Text:** Robb. Ch. 8-9, pp. 221-282.

**Review** the Additional Resources to supplement your learning.

### Assignments

#### Forum 8

- Homework

#### Assignments

- **Assignment 11:** Lesson Plan Using Strategic Thinking
- **Final Classroom Observation Project**

## Week 8: How Can I Teach Reading in My Classroom?

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### Learning Objectives

- Develop learning experiences that incorporate texts from varied genres and media, including traditional and electronic texts, trade books, etc.

### Readings

**Text:** Allen. Exit Slips.

**Text:** Robb. Ch. 11, pp. 319-360.

**Review** the Additional Resources to supplement your learning.

### Assignments

#### Forum 9

- Exit Slips

#### Assignments

- **Assignment 12:** Strategic Teaching Self-Evaluation Checklist
  - **Final Project**
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## Evaluation

### Grading:

| Name | Grade % |
|------|---------|
|------|---------|

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## Materials

**Book Title:** Teaching Reading in Social Studies, Science and Math

**Author:** Robb, Laura / Lynch, Judy

**Publication Info:** Scholastic, Inc.

**ISBN:** 9780439176699

**Book Title:** Tools for Teaching Content Literacy

**Author:** Allen, Janet

**Publication Info:** Stenhouse Publishers

**ISBN:** 9781571103802

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### Additional Materials

References for each lesson/module are listed at the end of the syllabus document.

### Websites

In addition to the required course texts the following public domain Websites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note Website addresses are subject to change.

| Site Name                                      | Website URL/Address                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teaching Reading Video                         | <a href="http://www.youtube.com/watch?v=5HDkqGZc9o0&amp;NR">http://www.youtube.com/watch?v=5HDkqGZc9o0&amp;NR</a>                                                                                                                                                                                                                                                                             |
| Reciprocal Reading for Comprehension           | <a href="http://www.youtube.com/watch?v=ky_D_Sle2Bg">http://www.youtube.com/watch?v=ky_D_Sle2Bg</a>                                                                                                                                                                                                                                                                                           |
| Effective Literacy Instruction                 | <a href="http://www.nrconline.org/publications/alverwhite2.pdf">http://www.nrconline.org/publications/alverwhite2.pdf</a>                                                                                                                                                                                                                                                                     |
| Concept Mapping as a Literacy Strategy         | <a href="http://www.readingrockets.org/strategies/concept_maps">http://www.readingrockets.org/strategies/concept_maps</a>                                                                                                                                                                                                                                                                     |
| International Reading Association              | <a href="http://www.reading.org/General/Default.aspx">http://www.reading.org/General/Default.aspx</a>                                                                                                                                                                                                                                                                                         |
| Doing What Works for English Language Learners | <a href="http://ies.ed.gov/ncee/wwc/practiceguide.aspx?sid=6">http://ies.ed.gov/ncee/wwc/practiceguide.aspx?sid=6</a>                                                                                                                                                                                                                                                                         |
| Scientifically Based Research                  | <a href="http://64.107.108.153/excellence/index.php?option=com_content&amp;view=article&amp;id=25:scientifically-based-reading-researchevidence-based-reading-instruction&amp;catid=39:classroom">http://64.107.108.153/excellence/index.php?option=com_content&amp;view=article&amp;id=25:scientifically-based-reading-researchevidence-based-reading-instruction&amp;catid=39:classroom</a> |

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## Course Guidelines

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## University Policies

### [Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

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