

Texas A&M University-San Antonio
College of Education & Human Development, Department of Curriculum & Instruction

EDRG 3331: Disciplinary Literacy

A. MAJOR COURSE REQUIREMENTS:

Assignment	Standards	Points
In-class Discussions	Standard IV, VII, X, XI, XII	5
Discussion Boards (5)	Standard IV, VII, X, XI, XII	5x5=25
Content Area Text Set	Standard IV	10
Text Features Assignment	Standard IV, VII, X, XI, XII	15
Quiz	Standard IV, VII, X, XI, XII	5
Content Lesson Plan	Standard IV, VII, X, XI, XII	10
Research Instructional Video	Standard IV, VII, X, XI, XII	15
Final Exam	Standard IV, VII, X, XI, XII	10
TOTAL POINTS		100

TExES Generalist Standards and Competencies

<p>Standard IV: Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.</p> <p>4.7k the importance of reading as a skill in all content areas; 4.11s Communicate with other professionals and continually seek implications for practice from current research on literacy acquisition; and 4.12s Use technology to help students access a wide range of narrative and expository texts.</p>
<p>Standard VII: Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.</p> <p>7.3k the continuum of reading comprehension skills and grade-level expectations for these skills 7.4k reading comprehension as an active process of constructing meaning; 7.7k the relationship between extensive reading, vocabulary development, and reading comprehension; 7.8k the use of metacognitive skills in reading comprehension; 7.9k various literary genres (e.g., historical fiction, poetry, myths, and fables) and their characteristics 7.15k comprehension skills and strategies for understanding and interpreting different types of written materials, including narratives, expository texts, technical writing, and content-area textbooks; 7.16k different purposes for reading and associated reading strategies; 7.17k how to interpret and evaluate information presented in various formats (e.g., maps, tables, and graphs) 7.20k the importance of locating the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, other sources; 7.22k strategies for helping students comprehend abstract content and ideas materials (e.g., by using manipulatives, examples, and diagrams);</p>

7.10s Provide instruction in how to use graphics (e.g., tables, charts, and signs) and other informational texts and technologies (e.g., the Internet) to acquire information;
7.13s Provide instruction in comprehension skills that support students' transition from "learning to read" to "reading to learn," (e.g., recognizing different types and functions of texts and matching comprehension strategies to the type of text) and teach students how to locate, retrieve, and retain information from a range of content-area and expository texts;

Standard X: Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

10.5k how students' use of self-evaluation and self-monitoring procedures can enhance literacy development;
10.7k the importance of providing many opportunities for students to experience extended reading of narrative and expository text
10.6s Collaborate with other professionals and continually seek implications for practice from convergent research about the assessment of students' developing literacy.

Standard XI: Research and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.

11.1k study and inquiry skills and their significance for student learning and achievement (e.g., using text organizers; taking notes; outlining; drawing conclusions; applying test-taking strategies; previewing; setting purposes for reading; locating, organizing, evaluating, and communicating information; summarizing information; using multiple sources of information; and interpreting and using graphic sources of information);
11.2k instructional practices that promote students' acquisition and use of study and inquiry skills across the curriculum;
11.3k grade-level expectations and procedures for assessing students' study and inquiry skills; and
11.1s Use ongoing assessment and knowledge of grade-level expectations to identify students' needs in regard to study and inquiry skills and to plan instruction
11.2s Respond to students' needs by providing direct, explicit instruction to promote the acquisition and use of study and inquiry skills;
11.3s Provide students with varied and meaningful opportunities to learn and use study and inquiry skills and to recognize the importance of using these skills to enhance achievement across the curriculum
11.4s Communicate with families/caregivers about students' study and inquiry skills development and collaborate to promote development in these areas;
11.5s Collaborate with other professionals and continually seek implications for practice from convergent research about students' development of study and inquiry skills

Standard XII: Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.

12.8k word origins and the understanding of historical influences on English wording meanings.

C. LECTURE OR DISCUSSION TOPICS

- Reading is Thinking and Strategic
 - Content Literacy
- Comprehension Instruction
 - Metacognition
 - Comprehension Continuum
 - Instructional Practices
 - Genres and Characteristics
 - Gradual Release
 - Assessment
 - Think-aloud, Read-aloud, Interactive Read-aloud
 - Anchor Charts
 - Discussions

- Reading Response-Oral and Written
- Instructional Strategies and Assessment for Content Instruction
 - Monitoring Comprehension
 - Background Knowledge
 - Questioning
 - Visualizing & Inferring
 - Determining Importance
 - Summarizing and Synthesizing
 - Content Instruction in Science and Social Studies
- Research

D. REQUIRED READINGS

Harvey, S., & Goudvis, A. (2017). *Strategies That Work, 3rd edition: Teaching Comprehension for Engagement, Understanding, and Building Knowledge, Grades K-8 | Classroom Learning Book | Strategies for Reading Comprehension* (third edition). Stenhouse Publishers.