

TEXAS A&M UNIVERSITY-SAN ANTONIO

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

DEPARTMENT OF CURRICULUM AND INSTRUCTION

EDRG 5320 – READING COMPREHENSION

A. MAJOR COURSE REQUIREMENTS

1. Discussion in response to readings
2. Content Area Project
3. Comprehension Strategy Presentation
4. Mentoring Content Area Teacher – embedding literacy strategies in the content area

| Assignment | Accompanying Standard | Points Possible |
|---|--------------------------------------|-----------------|
| Discussion Board: Response to Readings | RS I 1.16k, 1.19k-1.23k, 1.23s-1.33s | 20 |
| Comprehension in Content Area Project | RS I 1.16k, 1.19k-1.23k, 1.23s-1.33s | 35 |
| Mentoring Content Area Teacher (Reflection) | RS I 1.16k, 1.19k-1.23k, 1.23s-1.33s | 18 |
| Comprehension Strategy Presentation | RS I 1.16k, 1.19k-1.23k, 1.23s-1.33s | 20 |
| Participation/Professionalism | RS I 1.16k, 1.19k-1.23k, 1.23s-1.33s | 7 |
| Total Points | | 100 |

Grade: 100 – 90 = A 89 – 80 = B 79 – 70 = C 69 – 60 = D 59 -50 = F

Evaluations will be made with numbers. Final course grades of “A” through “F” will be awarded based on the A&M-SA grading Policy (see below):

| Letter Grade | Range | Grade Points |
|--------------|------------|--------------|
| A | 90-100 | 4.0 |
| B | 80-89 | 3.0 |
| C | 70-79 | 2.0 |
| D | 60-69 | 1.0 |
| F | 59 & Below | 0.0 |

Grading Scale

| | |
|------------------|--------------------|
| ✓ A 90 or above | 500-450 points = A |
| ✓ B < 90% to 80% | 449-400 points = B |
| ✓ C < 80% to 70% | 399-350 points = C |
| ✓ D < 70% to 60% | 349-300 points = D |
| ✓ F < 60% | 299 and below = F |

B. LEARNING OBJECTIVES

Student Learner Outcomes (SLO):

Upon completion of this course students will be able to:

Understand comprehension theories, models, and factors that affect reading comprehension and their impact on instructional strategies.

Implement instructional approaches and strategies that affect reading comprehension including a focus on fluency, vocabulary, and word study.

Specify contextual factors that affect reading comprehension.

Reading Specialist Standard 1: Components of Reading

1.16k the relationship between reading fluency and comprehension.

1.19k a variety of comprehension theories/models (e.g., transactional, interactive, metacognitive, socio-psycholinguistic, constructivist) and their impact on instructional strategies.

1.20k student factors that affect reading comprehension (e.g., schema, past reading instruction, oral language, interests, attitudes, word recognition skills, vocabulary, fluency, ability to monitor understanding);

1.21k textual factors that affect reading comprehension (e.g., readability, vocabulary, illustrations, format, author's schema, genre, syntactical and conceptual density);

1.22k contextual factors that affect reading comprehension (e.g., curriculum materials, time allotted for reading, grouping practices, environment, modes of text presentation);

1.23k literal, inferential, critical, and evaluative comprehension skills.

1.24k characteristics of specific texts (e.g., children's literature, young adult literature, magazines, reference materials, electronic media) and strategies for reading a variety of texts (e.g., expository and narrative texts); and

1.25k delays or differences in the development of students' comprehension skills/strategies and when such delays/differences warrant further assessment and additional intervention

1.23s plan, implement, and monitor instruction that is responsive to individual students' strengths, needs, and interests and is based on ongoing informal and formal assessment of individual students' reading comprehension strategies.

1.24s select and use appropriate materials and strategies that reflect cultural diversity, are based on a convergence of research evidence, and promote students' reading comprehension skills.

1.25s facilitate comprehension through the use of storytelling, creative dramatics, and artistic presentations to encourage multiple creative and personal responses to literary and nonliterary texts;

1.26s provide instruction to promote students' literal, inferential, critical, and evaluative comprehension;

1.27s use a variety of instructional methods to teach and reinforce comprehension skills;

1.28s promote students' comprehension skills by providing them with multiple opportunities to listen to, read, and respond to various types of fiction and nonfiction literature for children and to learn about types of narrative and expository texts; and

1.29s promote students' ability to apply strategies that facilitate comprehension before, during, and after reading, including metacognitive strategies.

Vocabulary

1.26k the definition and application of a wide range of general, technical, and specialized vocabulary and associated concepts.

1.27k effective instructional strategies for developing and expanding vocabulary; and

1.28k delays or differences in students' vocabulary development and when such delays/differences warrant further assessment and additional intervention.

1.30s plan, implement, and monitor instruction that is responsive to individual students' strengths, needs, and interests and is based on ongoing informal and formal assessment of individual students' vocabulary knowledge;

1.31s select and use appropriate materials and strategies that reflect cultural diversity, are based on a convergence of research evidence, and promote students' vocabulary knowledge;

1.32s provide systematic instruction and reinforcing activities to promote and accelerate students' vocabulary knowledge; and

1.33s use a variety of instructional methods to teach and reinforce vocabulary development.

TAC Code 228.57 (a) – The educator standards adopted by the State Board for Educator Certification (SBEC) shall be the curricular basis for all educator preparation and, for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS).

TAC Code 228.57 (b) – The curriculum for each educator preparation program (EPP) shall rely on scientifically based research to ensure educator effectiveness and include opportunities for candidate practice in increasingly more authentic and developmentally rigorous ways, including analysis, representations, and enactments of instructional pedagogies and opportunities to receive feedback and adjust practice during coursework, training and field-based and clinical experiences.

C. LECTURE OR DISCUSSION TOPICS

- Comprehension theories/models
- Student factors that impact comprehension
- Textual factors that affect reading comprehension
- Characteristics of texts
- Comprehension strategies
- Literacy leadership in comprehension strategies for all teachers in the field

D. REQUIRED READINGS

Required Texts:

Oakhill, J., Cain, K., Elbro, C. (2015). *Understanding and teaching reading comprehension*. New York: NY. Routledge.

Other Assigned Readings: The context of this course may require additional assigned readings (peer reviewed articles, book chapters, research studies, etc.) which will be accessible through Blackboard and the university library.

Recommended Texts:

Harvey, S. & Goudvis, A. (2007). *Strategies that work: Teaching comprehension for understanding and engagement*. Stenhouse Publishers.

Tompkins, G. (2012). *50 Literacy strategies: Step by Step*. Pearson.