TEXAS A&M UNIVERSITY-SAN ANTONIO

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

DEPARTMENT OF CURRICULUM AND INSTRUCTION

EDRG 5320 Reading Comprehension

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-psycho linguistic, 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.

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.

Evaluation and Grading:

Assignment	Points Possible
Discussion Board: Response to Readings	20
Comprehension in Content Area Project	40.25
Mentoring Content Area Teacher (Reflection)	11.75
Comprehension Strategy Presentation	20
Participation/Professionalism	8
Total Points	100

Grade Scale:

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

Lectures and 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