

## Critical Reading in the Content Areas

### ED 261X

#### REQUIRED TEXTS:

Adler, M., & Van Doren, C. (1972). How To Read A Book. New York: Simon and Schuster. (ADLER)  
McKenna, M., & Robinson, R. (2002). Teaching Through Text: A Content Literacy Approach to Content Area Reading, 3<sup>rd</sup> Ed. New York: Longman. (MCKENNA)

Week 1	Introduction, models of reading, types of reading behaviors, functions of literacy, components of reading instruction, content area reading vs. recreational reading, literary vs. expository materials, types of reading. Reading to learn vs. learning to read. Principles of learning. (MCKENNA, Chapter 1 and 2; ADLER, Part 1)
Week 2	Text types, text analysis, readability, etc. matching students and texts. (MCKENNA, Chapters 3 and 4; ADLER, Part 2, Demographic description due)
Week 3	Directed Reading Activities, PREP, Other plans for reading (MCKENNA, Chapters 4, 5 and 7)
Week 4	Testing and assessment. Principles of informal and formal testing. Decision-making based on assessment results. Readability. (MCKENNA, Chapters 3 and 5, Project purpose due)
Week 5	Vocabulary and reading instruction. Principles and practices and techniques of teaching vocabulary Vocabulary, cont'd. Principles of vocabulary assessment. . (MCKENNA, Chapter 6; readability assignment due)
Week 6	Vocabulary, cont'd. (Vocabulary assignment due; project content outline due)
Week 7	Comprehension, background knowledge, etc. (MCKENNA, Chapters 5, 7 and 9; ADLER, Part 3 Evaluation plan due)
Week 8	Comprehension, questioning, adjunct aids, study guides, release of control. (MCKENNA, Chapter 8, 10; ADLER, Part 4, Questioning assignment due).
Week 9	Comprehension: Metacognition, strategies, etc. (Outside reading assignment; review MCKENNA, Chapter 11 and 13; adjunct aid assignment due)  Writing and reading instruction. Note taking. Summary writing, etc. (MCKENNA, Chapter 11 and 12)

Week 10

Writing, cont'd. Technology and reading. (MCKENNA, Chapter 12 and 13)  
Technology, cont'd., affective concerns, motivation, etc. Putting it all  
together, evaluation, etc. (MCKENNA, Chapter 13; Final projects due)

### **EXPECTATIONS:**

All work for this course should be original and of your own creation. You will be expected to attend every class and participate, be prepared to discuss the assignments, readings, etc. If you miss a class, you are responsible for obtaining the notes, etc. from your fellow students. Outside assignments and readings should be completed for class, as indicated above. Any outside assignment should be turned in when due. Students who are chronically late with assignments will be graded accordingly.

### **EVALUATION:**

The class project will be the major component of the grade for the quarter. There will be an optional comprehensive final. The questions will be selected from a variety of formats. Class attendance, completion of assignments and class participation will also count in the final grade.

### **QUARTER PROJECT:**

A project involving the construction of a reading unit for a selected content area (not including literature) will be required. You will be expected to choose a content area, formulate lesson plans for teaching the material, integrate reading instruction in the material, formulate an evaluation plan, etc. The components of the project will be due at intervals throughout the quarter as indicated below. (If this type of project does not meet your specific needs, alternative projects may be negotiated.)

1. A description of the reading abilities, interests, demographics, etc. of the students for whom the reading instruction is intended. You should indicate what sort of "data" you would need or use to make judgments about reading abilities. (Due Week 2)
2. A relatively complete statement of the purposes of the lesson. This **MUST** be a content lesson. (Literature-based units are not acceptable for this project.) The unit must include at least three types of objectives: 1. Reading instructional objectives; 2. Non-reading, or content, objectives; and 3. Critical reading objectives.

The following questions should be answered: Why are you using the materials you have chosen? What are the reading and non-reading purposes of the lesson? What are the critical reading objectives of the unit? Under the best of circumstances, what could you hope to have your students learn from this unit? Under the worst of circumstances, what would they learn? (Due Week 3)

3. The lesson materials and plans for use. These should include the texts (not necessarily in their entirety), the study aids, general lesson plans, questions (and expected answers, of course), activities, etc. (Note that this is a critical reading unit. You should have multiple texts, and students should be finding at least some of the materials to read on their own as well as reading what you assign.) You might want to cast the lesson plan in a DRA/DRTA format, although the format is your choice.

However, you should include a rationale for the format(s). Try to anticipate as many potential problems as you can. This should be a plan for an entire unit, but you may arbitrarily limit it to one week. Indicate what else the students would do beyond the formal lesson plan. (Due Week 5)

4. Your plan for evaluation of the students. The plan should be specifically matched to the purposes of the lesson. The following questions should, at a minimum, be answered: How will you know when (if) the students reach your desired outcomes? What will you do if they do? If they don't? Be certain that you include a plan for evaluating transfer of the learning tasks in whatever context you choose. (Due Week 7)

There is no length or specific format requirement. You should use as much space as you need to develop the unit, rationale, instruction and outcomes as you need. You do need to include materials or copies of them with the project.

## **OTHER ASSIGNMENTS**

You will be responsible for the following additional work to be turned in as indicated above: More detail will be available in class.

**Readability Assignment:** You will need to find a text and assess its difficulty with a readability formula. You should also discuss the limitations of this procedure. A copy of the text should be included.

**Vocabulary Assignment:** You should generate a set of vocabulary teaching materials using the techniques discussed in class. A copy of the text should be included.

**Questioning Assignment:** Based on a text of your choosing, generate questions (and answers) to illustrate the instructional and evaluative functions discussed in class. A copy of the text should be included.

**Adjunct Aid Assignment:** You may choose from any of the graphic organizers, study guide formats, or adjunct aids discussed in the text and in class. A full example should be generated for a text of your choosing and should be presented with sample (or real) completions. You should also place this in context of a lesson--How it would be used, provisions for making the students independent in using it, etc.

Note that these assignments may all be part of the project--or you may choose to do them on any other texts you wish, so long as the texts are expository or procedural.

**Outside Research Assignment:** This assignment involves reading a research-based article on some aspect of content reading **related** to your chosen project. You should write a one-page summary of the problem and findings, showing its relevance to your project. You should also be prepared to do a brief and informal presentation (no more than 5 minutes) to the class.