TECP68C : Content Literacy

Focuses on methods for integrating explicit instruction of effective reading comprehension strategies into content area teaching. Before, during, and after reading strategies that will help students to comprehend challenging content area reading material will be introduced and practiced. Mentor texts will be used to demonstrate text structure and make the connection between reading and writing in the content areas. Students will learn strategies for motivating and engaging students with reading, modeling effective reading and writing strategies, guiding comprehension, facilitating metacognitive discussions, and teaching vocabulary and study skills. Methods for assessing and developing skills in reading, writing, listening, and speaking will be explored. Methods for differentiating and accommodating for struggling readers and writers including the use of assistive technology will also be explored.

Credits 3
Lab/Practicum/Clinical Hours 0
Lecture Hours 3
Prerequisites
Students are required to pass prerequisite courses with a grade of C or higher. Exceptions apply; please consult your department chair.
TECP51C
Learning Outcomes
- Model metacognitive reading strategies through think-alouds.
- Demonstrate knowledge of research-based methods for teaching reading comprehension strategies.
- Demonstrate knowledge of research-based methods for teaching vocabulary.
- Facilitate construction of knowledge and critical thinking through discussion of reading content.
- Identify the knowledge, skills, and strategies used in content specific reading and writing processes.
- Analyze the demands of complex texts.
- Identify the academic language demands of learning tasks and design instruction to promote academic language development.
- Employ universal design principles, differentiated instruction, and assistive technology to meet the needs of struggling readers.