EDFS 724 - Spring 2010

EDFS 724 – Spring 2010
Teaching Reading and Language Arts to Students with Disabilities
3 Graduate Credits

Class Meeting Time and Location: Mondays from 4:00 – 6:45 p.m, Education Ctr., #213
Instructor: Dr. Mary C. Provost
Email: provostm@cofc.edu or mcprovost@bellsouth.net (best means of contact is via email)
Phone: (O) 953-7433; (Fax) 953-8109; (H) 849-2650; (C) 327-1870 – use cell number only in an emergency
Office Location: School of Education, Health and Human Performance
86 Wentworth Street, Room 318
Mailbox: School of Education, Health and Human Performance, 2nd floor
Office Hours: Mondays & Tuesdays 1:00 – 3:30 p.m. and by appointment

Course Prerequisites: EDFS 710 Introduction to Exceptional Children and Youth
EDFS 714 Introduction to Curriculum and Instruction in Special Education

Required Texts:


Course Description:

This course will provide students with an in-depth study of research-based teaching methodologies in reading and writing for students served in K-12 programs for students with emotional, learning, language, and mental disabilities. The course will focus on developmental, corrective, and strategic reading and writing instruction, and require students to demonstrate competency in planning individualized reading and writing programs based on individualized assessments of student performance in targeted skill areas.

Expectations and Requirements:

Policies and procedures from the College of Charleston, School of Education, will be in effect for this course. As a graduate student, you are expected to be prepared to participate in class discussions and activities. Attendance is essential for successful completion of this course. In the event of an absence, you are responsible for material missed. If you miss a test or the final, you should contact the instructor for direction.

Assignments should be turned into the instructor by the due date unless other arrangements have been made with the instructor prior to this date. If an assignment is turned in late, it will be at the instructor’s discretion whether or not to accept the assignment.

Performance data are collected on candidates in the MAT program using evaluative rubrics. In this course, these data will be collected from the IEP/Lesson Sequence/Implementation assignments. These data will be reported to our accreditation organization, The Council for Exceptional Children, in aggregate form only. The full set of CEC standards can be viewed at:
Upon successful completion of this course students will be able to:

<table>
<thead>
<tr>
<th>Objectives</th>
<th>SOE Objectives &amp; Dispositions</th>
<th>CEC Standards</th>
<th>Assignments &amp; Lecture(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remember &amp; understand the stages of reading &amp; writing development of students with &amp; without disabilities</td>
<td>I</td>
<td>2, 6</td>
<td>A – H 1-17</td>
</tr>
<tr>
<td>Understand, apply, &amp; analyze the theoretical base of various reading &amp; writing approaches for students with &amp; without special needs</td>
<td>I, II</td>
<td>2, 3, 4, 6,</td>
<td>A – H 1-17</td>
</tr>
<tr>
<td>Remember, understand, analyze, &amp; evaluate the reading approaches used in general education to approaches used in special ed.</td>
<td>I, II, III</td>
<td>2, 3, 4, 6,</td>
<td>A – H 1-17</td>
</tr>
<tr>
<td>Evaluate interventions supported by the research literature &amp; incorporate these findings into your IEP assignment</td>
<td>I, II, III, VI</td>
<td>7, 8, 9, 10</td>
<td>A, B, C, D 1 – 17</td>
</tr>
<tr>
<td>Create an informal reading inventory that will allow you to assess a student eligible for special education services (LD, ED, MD, or language impaired) and determine an intervention plan for language arts instruction</td>
<td>I, III, VI</td>
<td>2, 3, 4, 6, 7, 8</td>
<td>A, B, C, D 1 - 17</td>
</tr>
<tr>
<td>After creating your IRI, design a plan for instruction that addresses a primary language arts area for your selected student with special needs</td>
<td>I, II, III, VII</td>
<td>2, 3, 4, 5, 6, 7</td>
<td>A, C, D, E 1 - 17</td>
</tr>
<tr>
<td>Analyze a variety of reading resources &amp; then create an annotated bibliography of quality reading materials for students</td>
<td>I, II, III, VII</td>
<td>4, 7, 8</td>
<td>A, B 1 - 17</td>
</tr>
<tr>
<td>Create an IEP goal &amp; short term objectives based on an assessment of student strengths &amp; weaknesses. Develop and implement a lesson sequence of instruction. Measure and report student progress.</td>
<td>I, III, IV, V</td>
<td>2, 3, 4, 5, 6, 7</td>
<td>A, C, D, E 1 - 17</td>
</tr>
<tr>
<td>Demonstrate an understanding of the use of technology in enhancing outcomes for students with disabilities in the language arts areas</td>
<td>II, III, VII</td>
<td>4, 5, 6, 7, 10</td>
<td>A – H 1-17</td>
</tr>
<tr>
<td>Remember, understand &amp; apply the SC ELA standards for students with special needs</td>
<td>I, II, VI</td>
<td>4, 7, 8</td>
<td>A – H 1-17</td>
</tr>
<tr>
<td>Create a presentation &amp; present it to class members regarding his/her annotated bibliography, IRI, IEP &amp; LS</td>
<td>V</td>
<td>4, 7, 8</td>
<td>A – E 1 - 17</td>
</tr>
<tr>
<td>Demonstrate a comprehensive understanding of theory &amp; methods for students with special needs struggling in language arts</td>
<td>I, II, III, VI, VII</td>
<td>1 - 10</td>
<td>A – H 1-17</td>
</tr>
</tbody>
</table>

The School of Education, Health and Human Performance (EHHP) Conceptual Framework

Our vision is to be a community of diverse teacher leaders who ensure exemplary learning and wellness opportunities for all individuals. These opportunities are created by professionals who can MAKE THE TEACHING - LEARNING CONNECTION through:
• Understanding and valuing the learner;
• Knowing what and how to teach and assess and how to create an environment in which learning occurs;
• Understanding ourselves as professionals.

Teaching and Learning Standards

• **Standard I:** Evidence theoretical and practical understanding of the ways learners develop.

• **Standard II:** Demonstrate understanding and application of the critical attributes and pedagogy of the major content area.

• **Standard III:** Evidence a variety of strategies that optimize student learning.

• **Standard IV:** Participate in informed personal and shared decision making that has as its focus the enhancement of schooling and the profession.

• **Standard V:** Communicate effectively with students, parents, colleagues and the community.

• **Standard VI:** Demonstrate an understanding of the continuous nature of assessment and its role in facilitating learning.

• **Standard VII:** Show an understanding of the culture and organization of schools and school systems and their connections to the larger society.

Council for Exceptional Children (CEC) – Standards attached

**Course Assignments and Corresponding Points:**

<table>
<thead>
<tr>
<th>Assignments/Expectations</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Activities</td>
<td>25</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>70</td>
</tr>
<tr>
<td>IRI Based on Quality Literature</td>
<td>75</td>
</tr>
<tr>
<td>IEP/Lesson Sequence/Implementation</td>
<td>100</td>
</tr>
<tr>
<td>Presentation of AB, IRI, IEP &amp; LS</td>
<td>30</td>
</tr>
<tr>
<td>3 Tests @ 25 points each</td>
<td>75</td>
</tr>
<tr>
<td>Field Experience Notebook</td>
<td>25</td>
</tr>
<tr>
<td>Final Exam</td>
<td>75</td>
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<tr>
<td><strong>Total Points Available</strong></td>
<td>480</td>
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**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage of Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>B+</td>
<td>88-92%</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
</tr>
<tr>
<td>C+</td>
<td>78-82%</td>
</tr>
<tr>
<td>C</td>
<td>74-77%</td>
</tr>
<tr>
<td>F</td>
<td>0-73%</td>
</tr>
</tbody>
</table>
Course Assignments/Expectations:

A. **Group Activities** – students will participate in group activities on a weekly basis. Since this is a graduate course, we will have discussions during each class meeting. You will be responsible for being prepared to participate in each activity. In-class activities and corresponding points awarded for participation cannot be made-up. As stated before, attendance in class is essential. You are required to obtain notes from another student if you must be absent.

B. **Annotated Bibliography** – in this assignment you will be required to select a minimum of 15 quality books to read. You will need to read each book selected and then develop 1 extension activity for each selection. Books that are chosen should be Caldecott Medal Award Winners or nominees, Reading Rainbow selections, Newberry Award Winners or nominees, on the American Library Association (ALA) Booklist, on the Horn Booklist or recommended by another quality source. Book selections should range from elementary to high school and include non-fiction sources.

C. **IRI Based on Quality Literature** – you will develop an informal reading inventory, designed to address the needs of a student who is eligible for special education services in either LD, ED, MD/IDD, or language impaired, based on one of the books selected for assignment B. In this inventory, you will address sight word vocabulary, phonics, phonemic awareness, fluency, comprehension and basic writing skills.

D. **IEP & Lesson Sequence** – you will create an IEP long term goal and (3) short term objectives for the student that you assessed through the IRI assignment. You will attach a rationale for your goal and the short term objectives. You will develop a lesson sequence that incorporates the goal and at least one of the short term objectives. You will implement the lesson sequence and then measure student performance at the conclusion of the sequence. You will provide a summary of results and make recommendations for further instruction.

E. **Presentation of AB, IRI, IEP & LS** – you will present, share, and distribute a copy of your annotated bibliography/IRI/IEP/LS with each class member. You will present the strengths and weaknesses of the student assessed by the IRI and review your lesson sequence and subsequent student performance. You will highlight aspects of your AB. You will present this information in the form of a PowerPoint presentation and/or other supplemental materials, as appropriate.

F. **Tests** – 3 tests will be completed during the semester in a multiple question format (matching, true/false, multiple-choice, essay) that demonstrate your competency in the skills and content covered in the course to that point. Each test will be worth 25 points for a total of 75 points.

G. **Field Experience/Practice**: Students will complete 15 hours of field experience/practice in a public school setting. They will keep a log of hours, anecdotal notes of classroom observations, and copies of (2) formal lesson observations (one conducted by classroom teacher and the other by the instructor).

H. **Final Examination** – you will complete a comprehensive final examination in a multiple question format (matching, true/false, multiple-choice, essay) that demonstrates your competency in the skills and content covered in the entire course.
### EDFS 724 Teaching Reading and Language Arts to Students with Disabilities

#### Proposed Course Schedule (possibly subject to change)

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading/Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) January 11th</td>
<td>Introduction to course, assignments, rubrics, Selecting books for AB, etc.</td>
<td>Obtain texts Read <em>Put reading first (PRF)</em>... for 1-25-10</td>
</tr>
<tr>
<td>2) January 18th</td>
<td>Holiday – Martin Luther King Day – No class</td>
<td></td>
</tr>
</tbody>
</table>
| 3) January 25th | **Reading Discussion:** *Put reading first: The five key elements of reading instruction*  
Theory  
Group activity: Phonemic awareness; New Literacy (NL) graffiti | Read chapters 1-4 of *Direct instruction reading (DIR)* for 2-1-10                       |
| 4) February 1st | **Reading Discussion:** Perspectives on reading instruction  
Reading Running Records  
Group activity: oral & silent reading rates; repeated reading and karaoke | Read chapters 5-8 of *Direct instruction reading (DIR)* for 2-8-10                       |
| 5) February 8th | **Reading Discussion:** Overview of beginning reading  
IRIs how to create  
Group activity: Running record coding practice (using traditional and nontraditional texts)  
Review for test #1 | Read chapters 9-13 of *Direct instruction reading (DIR)* for 2-15-10  
Study for Test #1 on 2-15-10                                                  |
| 6) February 15th | **Test #1** (covers PRF, DIR chapters 1-8, lecture notes and activities)  
**Reading Discussion:** Sight word, vocabulary and comprehension during the beginning reading stage  
Using IRIs and extended passages  
Group activity: If time allows, creating reading comprehension questions using high-interest materials | Read at least one selection for AB, summarize and create extension activity – submit draft for feedback on 2/15 |
| 7) February 22nd | **Discussion:** Guided reading and writing, readers and writers workshop  
Task analyses for the components of reading  
Group activity: Guided reading – a demonstration and practice (planning for reading) | Read chapters 14-15 of *Direct instruction reading (DIR)* for 3-1-10                       |
| 8) March 1st     | **Reading Discussion:** Phonic and structural analysis  
Orton Gillingham method  
Wilson Language  
Language!  
Voyager  
Group activity: Phonics activities (word sorts, making words, etc.) | Determine independent and instructional reading levels of student for IRI – submit information for feedback 3/1  
Work on pending assignments over spring break                                        |
| 9) March 8th     | *Spring Break – No class*                                               | Read chapters 16-17 of *Direct instruction reading (DIR)* for 3-15-10  
Study for Test #2 on 3-15-10                                                      |
| 10) March 15th   | **Test #2** (covers DIR chapters 9-15, lecture notes and activities)  
**Reading Discussion:** Irregular words, fluency and vocabulary instruction  
*Words their way*; Using writing to teach reading  
Group activity: Word recognition and writing activities using non-traditional texts | Read chapters 18-19 of *Direct instruction reading (DIR)* for 3-22-10                  |
<table>
<thead>
<tr>
<th>Date</th>
<th>Reading Discussion: Reading comprehension</th>
<th>Reading Discussion: Narrative-comprehension strategies and critical reading</th>
<th>Reading Discussion: Reading programs and direct instruction in the content areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>11) March 22&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Group activity: Reading icons, advertisements, etc.; response journals</td>
<td>Group activity: comprehension activity</td>
<td>Struggling adolescent readers Using multimedia to support the reading and writing process</td>
</tr>
<tr>
<td>12) March 29&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Reading #3 (covers DIR chapters 16-21, lecture notes and activities)</td>
<td>Remedial reading – strategies for secondary students; literature circles, book clubs, blogs, text messaging, code-switching, etc.</td>
<td>Explicit writing instruction using multiple genres</td>
</tr>
<tr>
<td>13) April 5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>IEPs, Lesson Sequences, &amp; Results due 4-12-10</td>
<td>Group activity: Literature circle activity using current events</td>
<td>All field hours and observations completed by this date 4-19-10</td>
</tr>
<tr>
<td>14) April 12&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Study for Test #3 on 4-5-10 IRLs due 3-29-10</td>
<td>Read chapters 22-23 of Direct instruction reading (DIR) for 4-12-10 Annotated bibliographies due 4-5-10</td>
<td>Resubmit field experience notebooks 4-26-10</td>
</tr>
<tr>
<td>15) April 19&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Student presentations</td>
<td>Final examination 5-3-10</td>
<td>Final examination 5-3-10</td>
</tr>
<tr>
<td>16) April 26&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Student presentations (if need time), wrap-up of course content and review for final examination</td>
<td>Annotated bibliographies due 4-5-10</td>
<td></td>
</tr>
<tr>
<td>17) May 3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Final Examination</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Resources:**

http://www.ala.org/ala/awardsgrants/booksprintmedia/childrenyngadults/index.cfm

http://www.ala.org/ala/mgrps/divs/alsc/awardsgrants/bookmedia/newberyaward/newberyaward.cfm

http://www.ala.org/ala/mgrps/rtsc/emiert/cskbookawards/index.cfm

http://www.hbook.com/bghb/default.asp

http://pbskids.org/readingrainbow/books/

http://www.cbcbooks.org/

http://www.renlearn.com

http://bookwizard.scholastic.com/tbw/homePage.do
Partial Bibliography of Sources Used in Course Development:


