

**Department of Special Education  
University of Maryland**

Course: EDSP 416/616 (3 credits)  
Reading and Writing Instruction in Special Education I

Semester: Spring, 2005

Instructor: Dr. LeAnn A. Johnson  
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Readings: Gunning, T. (2002). Assessing and correcting reading and writing difficulties. Boston: Allyn & Bacon.

Hull, M., & Fox, B. (1998). Phonics for the teacher of reading (Seventh edition). Columbus: Charles E. Merrill.

Additional Readings (See list attached)

Time & Place: 1:15-4:00 Room 1107 Benjamin Building

Conferences: By appointment

**Introductory Comments:**

This course is generally taken by undergraduate and graduate students in special education. The course is oriented to teaching reading and writing to children with special needs. Content covered includes assessment and teaching of component reading and writing skills, including the development of lesson plans. Furthermore, the course content covers technology for teaching reading and writing as well as Maryland State Department of Education Priorities that relate to the teaching of reading and writing. Procedures covered in this course are applicable in inclusive as well as more restrictive settings, and address the needs of students from a broad array of cultural, linguistic, and economic backgrounds. It should be noted that this course is taken in conjunction with a field placement where students apply procedures and strategies learned in class.

**Expected Outcomes**

Participants will demonstrate knowledge of:

1. The reading and writing characteristics of children with special needs.
2. Components of reading and writing.
3. Standard benchmarks for component skills of reading and writing development for emergent, developing, and fluent reading.
4. The role of assessments in diagnosing difficulties, designing literacy instruction, monitoring progress, adjusting instruction, assessing achievement, and evaluating program effectiveness for children with special needs.

5. Selecting, administering, scoring, and reporting assessments, techniques, processes, and instruments for various aspects of literacy with students with special needs, including concepts of print, phonemic awareness, letter recognition, symbol/sound knowledge, word recognition, spelling, writing, reading fluency, and reading comprehension.
6. How to use information from assessments of literacy to recognize patterns of student performance (i.e., strengths and weaknesses); choose instructional methods, strategies, and materials; develop literacy lessons; and evaluate instructional effectiveness over time.
7. Strategies for teaching phonological awareness and concepts of print to students with special needs.
8. Strategies for teaching and refining the alphabetic principle with students with special needs, including an awareness of the difficulties of applying phonics instruction for students whose mastery of English sounds is limited.
9. Strategies for teaching a variety of word identification skills (i.e., sight words, context cues, and structural analysis) to children with special needs, including the use of analytic and synthetic approaches to learning; the use of spelling patterns as an aid to learning (e.g., the Benchmark Word Identification Program); and the use of reading books (e.g., decodable pattern books), word walls, and computer-generated reading programs to support word identification development.
10. Strategies for increasing the reading fluency of children with special needs.
11. The relationship between comprehension and prior knowledge and experience as well as the characteristics of text that affect student comprehension of text.
12. Methods for teaching comprehension to children with special needs, including the use of questions to elicit a variety of text related responses; the activation of reading strategies that can enhance comprehension; the analysis of text features (e.g., key words, chapter headings, and so forth) and the information presented in text as an aid to comprehension; the application of thinking skills strategies to the understanding, interpretation, and evaluation of text; and the teaching of vocabulary.
13. Methods for teaching handwriting and spelling to students with special needs.
14. The use of technology to enhance the reading and writing of children with special needs.
15. Procedures for meeting MSDE priorities as they relate to reading in terms of the following priorities: Accommodations, modifications, and adaptations; Performance Based Education; Data Based Decision Making; Promising Practices for Inclusion.
16. Designing effective lesson plans for teaching component reading and writing skills to children with special needs.

### **Course Structure**

The course combines lectures with discussions, required readings, large and small group discussions, cooperative learning activities, simulated experiences, instructor modeling and student practice of specific techniques, and audio-visual aides including computer soft-ware programs for reading and writing.

## Requirements

1. Readings and Class Participation: It is expected that students will read required readings for each class prior to the lecture and will participate in discussions and activities. Required readings are assigned from the required text (see page 1) and various articles (see section entitled Additional Readings). The Additional Readings are purchased from Bel-Jean's as are the required course handouts. Students who have not purchased the readings and handouts by the second night of class will lose 5 points from their total class grade. Because of the amount of information covered in this course, regular attendance is essential. If classes are missed, the student should arrange to obtain copies of handouts and notes from fellow students.
2. Midterm: The midterm will cover material from readings, handouts, and class activities from the first half of the class (See schedule for date). (50 Points)
3. Final: The final will cover material from readings, handouts, and class activities from the second half of the class (See schedule for date). (50 Points)
4. Weekly In-Class Activities: Throughout the semester, you may expect to be given a pop quiz or required to participate in a workshop-type in-class activity. These are worth up to 5 points each and cannot be made up. (Up to 5 Points Each)
5. Phonics Book Quizzes: Six quizzes will be given corresponding to the six sections in the phonics book (See schedule for dates). (10 Points Each)
6. Phonics Work Book: The phonics book must be brought to class the day of the midterm. Students who have not completed the phonics book at this time, will lose 5 points from their total class grade.
7. Instructional Practice Review: Select a reading or writing instructional practice presented in professional journals such as *Reading Teacher*, *Journal of Reading*, *Language Arts*, *Reading Research Quarterly*, *Reading and Writing Quarterly*, or *Journal of Literacy*. The topic for your review should be selected as soon as possible. An outline of the practice and a preliminary reference list are required for topic approval early in the class (see Schedule). This topic will then be developed into a paper reviewing the approved practice and the research supporting its use with students with disabilities. Be sure to include the following information in your paper: A description of the instructional strategy or method of focus, the underlying theory supporting its use with students, empirical support based on research, and your own opinion or experiences with the practice. Undergraduate papers should be about 5 pages long (not including cover page or reference list) and have at least five references, two of which are primary research. Graduate students should write a more in-depth review (approximately 10-12 pages long) based on at least 10 references, 5 of which are primary research. (60 Points total--10 for initial outline and 50 for finished paper)

8. Lesson Plans: Students will develop, teach and evaluate **two** lesson plans. Each lesson must teach a literacy skill or strategy. For both lessons, a complete lesson plan must be developed in advance and approved by the instructor and the teacher in your placement. The lesson plan must follow the University of Maryland Format. Once the lesson is completed, students are required to write a detailed analysis of the lesson providing data and/or examples to support their opinions. The analysis should include the following sections:
- Brief Summary of the unit implementation (What and how did you do things? How closely were you able to follow the lesson plan? What modifications did you have to make?)
  - Analysis of Student Performance (How did the students do? What difficulties did students encounter and how did you address them?)
  - Analysis of Teacher Performance (How did you do as a teacher? Did you grow? What did you learn about yourself? What are your strengths and needs as a teacher?)
  - Conclusions (If you could teach the lesson again, knowing what would happen, what changes would you make if the lesson was implemented again?) (25 Points each: 10 for lesson plan and 15 for Analysis)

All written assignments are to be typed and double spaced. Assignments should follow the recommendations presented in the Publications Manual of the American Psychological Association. Points may be added or subtracted depending upon ease of readability.

Late assignments are accepted only at the discretion of the instructor and, when accepted, will be lowered by one grade level.

If you have a documented disability and wish to discuss academic accommodations with me, please contact me as soon as possible.

The University has approved a code of academic integrity available on the web at [www.inform.umd.edu](http://www.inform.umd.edu). The code prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit for two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures.

**Evaluation:**

Midterm	50
Final	50
Phonics Book Quizzes	60 (10 points each)
In Class Activities	(Up to 5 points each)
Instructional Practice Review	60 Points (10 pts for initial outline/ref., 50 pts final paper)
Lesson Plan 1	25 (10 points for plan, 15 for Analysis)
Lesson Plan 2	25 (10 points for plan, 15 for Analysis)
Purchase of Readings and Handouts	(5 points deducted from final grade)
Completion of Phonics Workbook	(5 points deducted from final grade)

### Grading Scale

95-100% = A    88-90% = B+    78-80% = C+    68-70% = D+    Below 60% = F  
91-94% = A-    85-87% = B    75-77% = C    65-67% = D  
81-84% = B-    71-74% = C-    61-64% = D-

### Course Outline

- 1/27 Introduction to Course and Assignments  
What is Reading? Components of the Reading and Writing Process.  
Benchmarks for Emergent, Developing, and Fluent Reading.
- 2/3 Reading Difficulties of Students with Special Needs: The Role of Assessment  
Miscue Analysis and Running Records.  
**Readings: Chapter 1 and 2; Additional Reading #2**  
**Check on Handouts Packet and Additional Reading's Packet**  
**Phonics Quiz 1**
- 2/10 Designing Instruction Based on Miscue Analysis.  
Designing Lesson Plans  
Phonological Awareness -- Assessment  
**Readings: Chapter 3 & 4**  
**Phonics Quiz 2**
- 2/17 Phonological Awareness: Assessment, Teaching, and Applications to Writing.  
**Readings: Chapter 5 & 7, Additional Reading 3**  
**Phonics Quiz 3**
- 2/24 Phonics & Word Attack – Assessment and Teaching  
**Readings: Chapter 8, Additional Reading 1**  
**Lesson Plan 1**  
**Phonics Quiz 4**
- 3/3 Phonics and Word Attack – Assessment and Teaching Methods  
Spelling—Assessment and Teaching  
**Readings: Chapter 9**  
**Outline of Instructional Practice with Preliminary Reference List**  
**Phonics Quiz 5**
- 3/10 Difficulties of Teaching Reading to students with limited English  
**Readings: Chapter 14**  
**Lesson Plan 1 with evaluation**  
**Phonics Quiz 6**
- 3/17 **Midterm**  
**Phonics Workbook Completed**  
**Readings: Chapter 6**

- 3/24 Spring Break
- 3/31 Fluency—Assessment and Instruction.  
Writing Instruction—Assessment and Instruction  
**Readings: Additional Reading #4**  
**Lesson Plan 2**
- 4/7 Vocabulary --Assessment and Instruction  
**Readings: Chapter 10 & 11**
- 4/14 Reading Comprehension Assessment and Instruction  
**Readings: Chapter 11**
- 4/21 Methods for Teaching Reading Comprehension Skills-Continued  
**Readings: Chapter 11 & 12, Additional Readings #7**
- 4/28 Computer Applications for Reading and Writing  
**Readings: Chapter 5 & 15, Additional Reading #5**  
**Lesson Plan 2 (evaluation)**
- 5/5 **Final**  
**Reading Review (Include Self-Addressed Stamped Envelope for return)**

**Additional Readings**

1. Graham, S., & Johnson, L. (1989). Teaching reading to learning disabled students: A review of research-supported procedures. Focus on Exceptional Children, 21, 1-12
2. Graham, S. (1979). Miscue analysis: Application with handicapped students. Diagnostic, 35-41.
3. Troia, G., Roth, F., & Graham, S. (1998). An educator's guide to phonological awareness: Assessment measures and intervention activities for children. Focus on Exceptional Children, 30, 1-12.
4. Reyes, M. (1992). Challenging venerable assumptions: Literacy instruction for linguistically different students. Harvard Educational Review, 62, 427-446.
5. MacArthur, C. (1996). Using technology to enhance the writing performance of students with learning disabilities. Journal of Learning Disabilities, 29, 344-354.
6. Graham, S. (1999). Handwriting and spelling instruction for students with learning disabilities: A review. Learning Disability Quarterly, 22, 78-98.
7. Speece, D., MacDonald, V., Kilshiemer, L., & Kirst, J. (1997). Research to practice: Preservice teachers reflect on reciprocal teaching. Learning Disabilities Research & Practice, 12, 177-187.

## **Lesson Plan Format**

Subject/Domain:	Unit:	Total Time:
Lesson Topic:	Date:	Grade:
Teacher:	School:	Group Size:

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### **Goals and Objectives**

Purpose: What are your goals for this lesson? Consider curriculum goals, IEP/IFSP goals, and goals related to Maryland Learning Outcomes, Maryland Core Learning Goals, Maryland Model for School Readiness and/or the Voluntary Curriculum.

Lesson Objective(s) (measurable, behavioral objectives for this lesson):

Individualized Objectives (measurable, behavioral objectives for specific students if needed):

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### **Context for Learning**

Prerequisites: What skills and concepts do the students need to know before you begin teaching?

What problems might arise for the group or individuals?

Materials (Includes materials for planned alternative activities):

Student Grouping:

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Over for Instructional Delivery

Revised 12/03

## **Instructional Delivery Procedures**

In each category address these questions: What will you do? How will you group?

Time  
Allocated

\_\_\_\_\_ Opening/Warm-up/Motivation

\_\_\_\_\_ Instructional Steps and Strategies: List teacher behaviors to facilitate learning. Be specific. Indicate how you will deal with anticipated problems.

\_\_\_\_\_ Alternatives: Identify upward or downward extensions of the lesson that you will be prepared with if indicated by student response.

\_\_\_\_\_ Closure

Modifications: What modifications and accommodations are you going to make for individual learners?

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### **Evaluation**

Before Teaching: How will you evaluate the objectives? Link this directly to the lesson and individual objectives identified for this lesson. Attach sample data collection sheet, sample rubric, sample worksheet, etc.

After Teaching: Compile data collected. Summarize what the data indicates and how you will use this data to guide future lesson planning. Attach completed data collection sheet.

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### **Critique**

In this self-assessment analyze your own strengths and needs in conducting this activity.