CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
Department of Special Education

Special Education 406: K-12 Literacy Instruction for Diverse Learners with Disabilities

Instructor:
Email:
Office:
Office hours:

College Conceptual Framework

(2018)

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative, critical, and reflective thinking and practice.

Course Description

This course is designed to prepare special education candidates to teach diverse learners with disabilities reading and language arts at the elementary and secondary levels. The course focuses on the design and delivery of comprehensive literacy programs consistent with state standards, and the competencies and strengths of students with disabilities. Content specifically addresses word analysis, fluency, vocabulary, academic language, and comprehension. An emphasis is

placed on the development and organization of differentiated instructional practices for students with disabilities, based on findings from individualized assessment procedures.

Course Objectives

Teacher Performance Expectations.
 The Teaching Performance Expectations (TPEs) comprise the body of knowledge, skills, and abilities that beginning general education teachers have the opportunity to learn in approved teacher preparation programs in California. The TPEs are organized by the six CSTP domains. Detail about expectations for beginning teacher knowledge and performance is provided through TPE elements and narratives within each of the six CSTP Domains:
1. Engaging and Supporting All Students in Learning
2. Creating and Maintaining Effective Environments for Student Learning
3. Understanding and Organizing Subject Matter for Student Learning
4. Planning Instruction and Designing Learning Experiences for All Students
5. Assessing Student Learning
6. Developing as a Professional Educator

After completing this course candidates will be able to:

1. demonstrate knowledge of comprehensive and inclusive K-12 literacy programs that are standards-based and evidence-based.
2. demonstrate understanding of language as the foundation for literacy, and implications for English learners with disabilities.
3. discuss pre-writing symbolic and written language systems, including the specific features of alphabetic forms.
4. demonstrate knowledge of multiple literacies including the use of technologies and assistive technologies both within and outside of the school environment.
5. demonstrate knowledge of factors contributing to independent reading and of evidence-based strategies to motivate reluctant readers diverse in ability, language, and culture.
6. develop competency in the design of evidence-based literacy lessons including scaffolding, guided and directed reading activities, culturally responsive teaching, and incidental teaching opportunities.
7. develop competency in the use of data (observations, anecdotal, formal and informal assessments) to determine mastery of the curriculum, reading levels, and accomplishment of Individualized Education Program (IEP) goals.
8. use data from assessments to inform K-12 literacy instruction of individual learners with disabilities, including English learners.
9. conduct and interpret on-going curriculum-based assessment to measure progress within response to intervention models of tiered intervention.
10. demonstrate understanding of early literacy concepts and the contribution of family literacy to the development of beginning reading and writing.
11. discuss the role of the evidence-based practice of using phonological awareness in learning to read and the reciprocal relationship between phonetic decoding and spelling development in struggling readers.

12. use data including the results of informal assessments to plan word analysis and word recognition instruction that addresses the needs of students with disabilities, including English learners.
13. demonstrate knowledge of evidence-based practices to promote the reading rate, accuracy and prosody of diverse learners with special needs.
14. discuss the evidence-based practice of teaching vocabulary, academic language and background knowledge in comprehension instruction.
15. use data including the results of informal assessments to plan vocabulary and comprehension instruction that is differentiated, incorporates principles of SDAIE, and supports all students' understanding of narrative and expository texts.
16. demonstrate skills in planning and managing a systematic and differentiated inclusive reading/language arts program.

Course Expectations

I strive to maintain a climate for all participants in this class that is free of all forms of discrimination and harassment based upon race, ethnicity, religion, national origin, physical or mental abilities, age, marital status, sexual orientation, gender identity, or status as a U.S. veteran. Any student who has concerns with inappropriate behavior in the course should contact me as soon as possible to correct and enhance the student experience.

If you have a disability and need accommodations, please register with the **Disability Resources and Educational Services** (DRES) office or the National Center on Deafness (NCOD). The DRES office is located in Bayramian Hall, room 110 and can be reached at (818) 677-2684. NCOD is located on Bertrand Street in Jeanne Chisholm Hall and can be reached at (818) 677-2611. If you would like to discuss your need for accommodations with me, please contact the instructor to set up an appointment.

I highly value effective communication. If you are confused, have needs, or would like to share something with me, please reach out. While I check-in with students from time-to-time during the semester, I don't know what you don't share. I can help problem-solve if/ as needed.

I**MPORTANT NOTICE ON CSUN COMMUNICATION**: CSUN sends all official communications by e-mail, including registration information. Please check your CSUN e-mail as soon as you've activated your university account. Using any Web browser, go to www.csun.edu/webmail. Enter your CSUN User ID and Password. To forward your CSUN e-mail to your Yahoo, Hotmail, or preferred address, go to www.csun.edu/account, log in and select Mail for forwarding. However, do be aware that some transmissions are not successful. To remain informed, it is in your best interest to continue to check your CSUN e-mail account throughout the semester.

There's more....

- Please proofread all of your assignments. Points will be deducted for sloppy work, misspellings, grammatical errors, typos, or lack of clarity/organization. Student papers should reflect high quality and be appropriate for **graduate level** course. Late *unexcused* papers will be penalized.

- Cheating and plagiarizing are taken very seriously. Please see the University Catalog and/or the Schedule of Classes for definitions and examples of, and penalties for academic dishonesty.
- INC grades are considered using university guidelines. Please see the University Catalog.

Online Etiquette (for *synchronous* online classes)
All of your learning activities take place online which requires rules of etiquette for everyone in the class to follow. For this course we will primarily use Canvas and Zoom.

Your attendance is crucial, not only for you but for your classmates, too! Every student has something of unique value to add to the class environment based on your life experience, background, ethic and cultural heritage. Don't be stingy, come to our online class and share your talents and knowledge with all of us!

While you are not required to attend the class using video, **the class policy is that your screen name be visible on your device.** It's highly encouraged that you use a computer for access the class and related materials. If you need assistance accessing a computer through CSUN, please let me know as soon as possible. (Occasionally, you might need to use a cell phone or tablet. If so, be sure to add your name to your device before the beginning of the class.)
Once you enter the Zoom room, you will be muted. This ensures all members of the class can hear the instructors and any background noise from your location will not be disruptive. It will be important to remain muted until called on by the professor to avoid disruptions during class.

During our first class we will review the buttons on Zoom that allow students to raise their hands and ask questions using the Chat function and how to enter and leave breakout rooms.

Please contact me should you have special requests or have questions about this policy.

Course Requirements

McCormack, R. & **Pasquarelli,** S.L. (2009). Teaching reading: Strategies and resources for grades K-6. New York: The Guilford Press.

Johns, J. (2016). *Basic reading inventory, 12th edition*. Dubuque, IA: Kendall/Hunt.
Make sure you get BOTH books- the Manual and the Student book.

HARD COPY ** previous editions may be substituted, but page numbers on reading assignments will be different. Some differences in passages may exist. TRY to get one with the CD...it makes it easier to print.

DIGITAL VERSION: Electronic delivery.

Print ISBN: $93.00
eBook package: $49.00
 *** PURCHASE the cheapest copy of this book that you can find with BOTH the student workbook and the manual.
Candidates in **Mild-Moderate Special Education and Educational Therapy** will LIKELY use this book forever. **Deaf/Hard of Hearing Candidates**: We will use this and modify administration with DHH students. **Moderate-Severe Candidates**: you likely won't use this again- find one to borrow, purchase a used copy, or rent a version.

You can use the any edition after about the 9th.

Denton, C., Bryan, D., Wexler, J., Reed, D., & Vaughn, S. (2007). *Effective instruction for middle school students with reading difficulties: Reading teacher's sourcebook.* Austin, TX: University of Texas System/Texas Education Agency. [entire PDF linked on Canvas]

Supplemental Readings Posted on Canvas

Assignments

Attendance and Participation

You are required to participate in all class sessions. Participation requires attending to the instructor and colleagues, providing thoughtful feedback, and actively engaging in learning opportunities and activities (online or in class). If regular participation is not observed, the instructor will schedule an office meeting to discuss remedies. If improvement is not made, points will be deducted from attendance/participation points. Please communicate with the instructor regarding your participation. **ASYNCHRONOUS ONLINE CLASS:** Not all of the participation activities are reflected in the "Assignments" group on Canvas. So it's best to proceed through each module consecutively to ensure you're engaging in all the activities.

On-line Reading Quizzes & Discussions

Keeping up with the weekly readings is critical to your understanding of the course content and your ability to interact with the Content Modules. You will be held accountable for completing the reading *before* each assigned class and through reading quizzes and discussion threads associated with key readings. Quizzes and discussion threads are posted on Canvas and are open for the week prior to class. **Quizzes and discussion threads close at the start of class and *may not be made up after they have closed.*** Quizzes and discussions are untimed, however, students have only one opportunity to take them. Please note: Quizzes are on all assigned readings for the class. U1.1 U1.4 U1.5 U1.8 U2.2 U2.5 MM1.2 MM1.3 MM2.9 U3.1 U3.2 U3.3 U3.5 MM3.1 U4.1 U4.3 U4.4. U4.7 MM4.2 U5.1 U5.5 U5.8. MM5.4 MM5.5 MM5.6 U6.1 U6.2 U6.7 DHH1.3 DHH1.4 DHH1.7 DHH3.1 DHH4.1. DHH4.3 DHH4.6 DHH5.1 DHH5.2 DHH5.3 DHH5.4

U1.1 U1.4 U1.5 U1.8 U2.2 U2.5 MM1.2 MM1.3 MM2.9 U3.1 U3.2 U3.3 U3.5 MM3.1 U4.1 U4.3 U4.4. U4.7 MM4.2 U5.1 U5.5 U5.8. MM5.4 MM5.5 MM5.6 U6.1 U6.2

Instructional Plans (3)

Creating instructional plans, or lesson plans, is one of the most critical skills for new teachers. You will write three (3) lesson plans to directly address specific reading needs for struggling readers. The first lesson plan will be guided and some steps will be completed together as a whole-group. You will be responsible for completing Lesson 1 on their own and turning in a final, individual product. Lessons 2 and 3 will be completed individually. You will be provided case-study students to write instructional lessons for, or may discuss writing a lesson for a student with whom you work. *Detailed assignment guidelines are provided in Canvas.* U1.1 U1.1 U1.3 U1.4 U1.4 U1.5 U1.5 U1.8 U1.8 MM1.3 MM1.3 U2.5 U2.5 MM2.9 MM2.9 U3.1 U3.1 U3.2 U3.2 U3.3 U3.3 U3.5 U3.5 MM3.1 MM3.1 U4.1. U4.7 U4.7 MM4.2 MM4.2 MM5.2 MM5.2 U6.1 U6.1

IRI Assessment/Instruction Report

The purpose of this assignment is to learn how to administer and interpret results from an informal reading inventory. You will administer, score, and interpret results from an informal reading inventory (or IRI). For SPED 406, the required IRI is the John's Basic Reading Inventory (BRI). You will administer the BRI to a student who is not struggling with the reading process, turn in the raw data, analyze the results, and write your interpretation and recommendations in a final report. U1.1 MM2.9 MM2.9 U4.1 U4.1 MM4.2. MM4.2. U5.1 U5.1 U5.5 U5.5 U5.8 U5.8 MM5.6 MM5.6

Final Exam

As a culmination of what you learned in this class, you'll be required to take the Final Exam that reviews the content knowledge and applied learning from this class.

U1.4 U1.5 MM1.2 MM1.3 MM2.9 U3.2 U4.3 U4.4. MM4.2 U5.8 MM5.2 MM5.4 MM5.5

Assignment	Point value	Percent of grade
Participation and Attendance	20	15%
Reading Quizzes	40	20%
Instructional Plan 1 (Lesson Plan)	20	10%

Instructional Plan 2 (Lesson Plan)	20	10%
Instructional Plan 3 (Lesson Plan)	20	10%
Informal Reading Inventory Report (BRI Report)	60	25%
RICA Practice Test or PLP	20	10%
Total	**200 points**	100%

Grading Standards

93 – 100%	A	78 - 79%	C+
90 - 92%	A -	73 - 77 %	C
88 - 89%	B+	70 - 72%	C -
83 - 87%	B	60 - 69%	D
80 - 82%	B-	00 - 59%	F

Grading Rubric

A = Outstanding - Performance reflects a thorough understanding of the material, including integration of information and application of theory and research to practice. Projects and exams are comprehensive, thoughtful and provide new insights. All assignments are well-organized and clearly written. Attendance and participation in class is consistent and engaging.

B = Very Good - Performance reflects complete and accurate understanding of the material. There is generalization of the information that demonstrates the ability to integrate and apply information. All assignments are thoughtful, well-organized, and clearly written. Attendance and participation in class is consistent and engaging.

C = Satisfactory - Performance reflects minimal level of competency attainment, understanding, and skill. Does not meet graduate and professional standards. Lacks demonstration of generalization and application of the information. Assignments are incomplete, poorly prepared, and/or possess notable misconceptions. Attendance and participation is sporadic and limited.

D = Barely Passing - Performance reflects severe misconceptions about the information. There is little or no demonstration of generalization or application. Assignments are incomplete, poorly prepared, and/or missing. Attendance and participation are poor.

F = Failing - Performance reflects lack of engagement with the information. No assignments are completed. Attendance and participation are poor.

Professional Dispositions

In addition to the knowledge and skills you learn and reflect upon in your graduate program, it is expected that you will also reflect upon your own Professional Dispositions. Dispositions identified as important within the Department of Special Education include **Personal Characteristics, Interpersonal Characteristics, Commitment to Professional Growth, Commitment to Diversity, and Commitment to Ethical Practices.** Faculty will reflect with you on your Dispositions at several key points throughout your credential program. These dispositions are particularly important as you work with students in the tutoring lab this semester. Please take some time and reflect on the following dispositions, and your personal strengths and challenges in each area.

- **Personal Characteristics**: Strives to achieve and maintain a high degree of competence and integrity in all professional practices.
- **Interpersonal Characteristics**: Strives to develop rapport and collaborate with others in the work environment.
- **Commitment to Professional Growth**: Values creativity and thinks critically about work-related practices.
- **Commitment to Diversity**: Believes all individuals can learn, despite severity of disability, and is committed to serving students with diverse needs, cultural and linguistic backgrounds, and developmental levels.
- **Commitment to Ethical Practices**: Committed to ethical professional activities that benefit individuals with exceptionalities and their families.

Resources

Most of us, at some point, need a little help. These resources are for students; don't miss out before you graduate!

- Food Pantry at CSUN: Anybody who faces challenges securing food or housing and believes this impacts course performance, should contact CSUN's Food Pantry website and the corresponding contacts. If you also feel comfortable contacting me, the department chair, or the Dean's Office, we can also facilitate assistance. You don't have to be alone in this moment.
- Emergency MataCare grants, one-time grants to prevent evictions, urgent child care issues, etc.
- DACA (Deferred Action for Childhood Arrivals) Resources: Check out the Central American Resource Center facebook page, legal resources listed on CSUN's Educational Opportunity Program (EOP) Dream Center that was created to support all undocumented

students & allies ([Dream Center flyer](#)). CSUN President Harrison issued a [support statement on the CSUN homepage](#) for DACA and resources.

- [University Counseling Center](#) (Bayramian Hall 5th Floor): Did you know part of your tuition covers a certain number of free counseling sessions each year? Once you leave CSUN, these sessions can cost up to $200 per hour.
- [Help lines](#) (after hours when the University Counseling is closed) for numerous topics/needs (e.g., suicide, drug, rape, LGBQT, military, or any crisis). You don't have to manage these feelings alone.
- [Pride Center](#) offers support and resources to lesbian, gay, bisexual, transgender, queer, & questioning students, faculty, & staff.
- [Learning Resource Center](#) offers tutoring, a writing center, & more
- [Campus computer labs](#)
- To de-stress, invite students to our [spa-like Oasis](#) for relaxation or our [Student Recreation Center (SRC)](#) ([SRC flyer](#))
- [Disabilities Resource Educational Services (DRES)](#), some students with disabilities aren't aware they can receive assistance.
- [Klotz Student Health Center: Numerous health services including primary care, dental, nutritional counseling, acupuncture, massage and lots more.](#)
- [Career Center](#) for resume writing & interviewing and much more; [Matty's Closet](#) has free professional clothes for students who need interview or professional attire.
- [USU](#) for more student services; [Clubs & Organizations](#): Hopefully a dozen people have already advised you to "[get involved](#)" at CSUN in something that interests you. ([USU flyer](#))
- [Associated Students](#) offers recycling, and a Children's Center providing child care
- [Financial Aid & Scholarships](#) offers aid for applications
- [University Library](#) for many additional academic resources
- [Veterans Resource Center](#) assists CSUN students as they transition from military service to academic success.

Course Schedule

Week 1	Introduction to the Course Assignments	
Week 2	Overview of Effective Reading Instruction The intersection of Social Justice and Reading Instruction	The Science of Effective Reading Instruction National Reading Panel Summary Ch. 1 (What makes a good teacher of literacy) Ch. 2 (Creating a literacy rich classroom environment) U1.1 U1.5 U2.2
Week 3	Strategic, Explicit Instruction	Minskoff, Chs. 1 (A three-legged model for teaching reading to struggling readers)

		& 2 (Strategic, Explicit Teaching) `U1.4` `U1.5`
Week 4	Phonological Awareness and Phonics Instruction	Ch. 3 (Developing Foundations for Fluent Readers: PA, Phonics) Denton & Vaughn (Teaching Phonics with older readers) Instructional videos `U1.8` `MM4.2`
Week 5	Assessment and Informal Reading Inventories	Johns, Basic Reading Inventory, Sections 1-3 `U1.1` `U1.1` `MM2.9` `MM2.9` `U4.1` `U4.1` `U4.1` `MM4.2.` `MM4.2.` `U5.1` `U5.1` `U5.1` `U5.5` `U5.5` `U5.8` `U5.8` `MM5.2` `MM5.6` `MM5.6`
Week 6	Administering the Basic Reading Inventory	Johns, Basic Reading Inventory, Section 4 Ch. 12 (pgs 232-240) `U1.1` `U1.1` `MM2.9` `MM2.9` `U4.1` `U4.1` `MM4.2.` `MM4.2.` `U5.1` `U5.1` `U5.1` `U5.5` `U5.5` `U5.5` `U5.8` `U5.8` `MM5.2` `MM5.6` `MM5.6`
Week 7	Lesson Planning and Reading Fluency Literacy for ALL students	Ch. 3 (Teaching Fluency) Denton & Vaughn Ch. 8 (Fluency) Copeland Ch. (Effective Literacy Instruction for Learners with Complex Support Needs) `U1.1.` `U1.1` `U1.1` `U1.3` `U1.4` `U1.4` `U1.4` `U1.5` `U1.5` `U1.8` `U1.8` `U1.8` `MM1.2` `MM1.3` `MM1.3` `U2.2` `U2.5` `U2.5` `U2.5` `MM2.9` `MM2.9` `MM2.9` `U3.1` `U3.1` `U3.2` `U3.2` `U3.3` `U3.3` `U3.5` `U3.5` `MM3.1` `MM3.1`

		MM3.1 U4.4 U4.1. U4.7 U4.7 U4.7 MM4.2 MM4.2 MM4.2 MM5.2 MM5.2 MM5.2 U6.1 U6.1 EX1.2 EX1.4 EX1.6 EX1.7 EX1.8 EX1.9 EX2.3. EX2.5 EX2.8 EX2.11 EX2.12 EX3.2 EX3.3 EX3.4 EX4.4 EX4.5 EX5.3 EX5.5 EX5.7 EX6.7
Week 8	Vocabulary Instruction	Ch. 4 (Teaching Vocabulary) Denton & Vaughn, Ch. 7 (vocabulary) U1.8 MM1.3 U3.1 U3.3 U3.5
Week 9	Deaf/ Hard of Hearing Readers	Early Reading for Young DHH Children: Alternative Frameworks U1.4 MM1.3 U2.5
Week 10	Reading Comprehension Strategy Instruction	Ch. 5 (Cognitive Strategy Instruction) Ch. 6 (Comprehension Strategies to Teach) Denton & Vaughn (Ch. 6: Intro to Reading Comprehension) U1.8 U3.2 U3.3 U3.5
Week 11	Reading Comprehension Strategy Instruction, Part 2	Ch. 7 (Teaching Expository Text across the Curriculum) Denton & Vaughn (Text Structures) MM1.3 U3.1 U3.2 U3.3 U3.5
Week 12	Dyslexia and Other Reading Related Difficulties	Dyslexia: What Teachers Need to Know Learning Outside the Lines (Mooney) CA Dyslexia Guidelines U1.4 U2.5
Week 13	Thanksgiving Week	
Week 14	Literacy Instruction with Students with Extensive Support Needs	Georgia's Separate and Unequal Special Education System Planning lessons for students with Significant disabilities in hs English Classes. U1.4 U2.5 EX1.2 EX1.4 EX1.6 EX1.7 EX1.8 EX1.9 EX2.3. EX2.5 EX2.8 EX2.11

		EX2.12 EX3.2 EX3.3 EX3.4 EX4.4 EX4.5 EX5.3 EX5.5 EX5.7 EX6.7
Week 15	Putting it all Together	
Week 16	Final Exam	U1.4 U1.5 MM1.2 MM1.3 MM2.9 U3.2 U4.3 U4.4. MM4.2 U5.8 MM5.2 MM5.4 MM5.5

SPED 406 Syllabus linking page

Instructions requested that only the "I" will be linked:

Universal	DHH	MMSN	EXSN
TPE1-Universal: 1.1-pg 5 1.4-pg 5 1.5-pg 5 1.8-pg 5	**TPE1-DHH:** 1.3-pg 5 1.4-pg 5 1.7-pg 5	**TPE1-MMSN:** 1.2-pg 1.3-pg	**TPE1-EXSN:** 1.2-pg 11 1.4-pg 11 1.6-pg 11 1.7-pg 11 1.8-pg 11 1.9-pg 11
TPE2- Universal: 2.2-pg 5 2.5-pg 5	**TPE2-DHH:** --	**TPE2- MMSN:** 2.9-pg	**TPE2- EXSN:** 2 2.5-pg 11 2.8-pg 11 2.11-pg 11 2.12-pg 12
TPE3- Universal: 3.1-pg 5 3.2-pg 5 3.3-pg 5 3.5-pg 5	**TPE3-DHH:** 3.1-pg 5	**TPE3- MMSN:** 3.1-pg	**TPE3- EXSN:** 3.2-pg 11 3.4-pg 11
TPE4- Universal: 4.1-pg 5 4.3-pg 5 4.4-pg 5 4.7-pg 5	**TPE4-DHH:** 4.1-pg 5 4.3-pg 5 4.6-pg 5	**TPE4- MMSN:** 4.2-pg	**TPE4- EXSN:** 4.4-pg 11 4.5-pg 11
TPE5- Universal: 5.1-pg 5 5.5-pg 5 5.8-pg 5	**TPE5-DHH:** 5.1-pg 5 5.2-pg 5 5.3-pg 5 5.4-pg 5	**TPE5- MMSN:** 5.2-pg 5.4-pg 5.5-pg 5.6-pg	**TPE5- EXSN:** 5.3-pg 11 5.5-pg 11 5.7-pg 11
TPE6- Universal: 6.1-pg 5 6.2-pg 5 6.7-pg 5	**TPE6-DHH:** --	**TPE6- MMSN:** --	**TPE6- EXSN:** --