
Literacy Instruction: Students with Disabilities Section 04

Spring 2025 Hybrid 3 Unit(s) 01/23/2025 to 05/12/2025 Modified 02/08/2025

Contact Information

Instructor: Andrea Neubauer

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Office Hours

- By Appointment Online

Course Description and Requisites

Examination and application of evidence-based instructional practices for teaching reading and writing to students with disabilities.

Prerequisite(s): Department consent.

Letter Graded

Classroom Protocols

It is expected that students will uphold the following norms and expectations during all course interactions, both in person and online.

1. Demonstrate Professionalism in the Course
2. Uphold High Expectations of Yourself and Others
3. Actively Engage in the Course
4. Utilize Technology Effectively
5. Self-Advocate
6. Be Culturally Responsive

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We prepare candidates to be transformative leaders in the field, and lifelong learners who respond to racism, ableism, bigotry, and prejudice in their schools and communities. To this end, we center anti-racist and anti-ableist policies and practices in our teaching, research, and service to disrupt systemic racism that has historically prevented full inclusion and equity for students with disabilities including our BIPOC (Black, Indigenous, People of Color) students, staff, and faculty. We engage culturally sustaining pedagogies and the principles of UDL in our coursework and fieldwork, partnering with our local districts to push for the success of students with disabilities in inclusive settings.

3. Develop lesson plans that address phonemic awareness, decoding, fluency, vocabulary, and comprehension.
4. Identify assessments for language, reading, writing, and progress monitoring of student achievement in literacy.
5. Create a scope and sequence of phonics skills to provide literacy interventions to students with disabilities.
6. Deliver direct and explicit phonics instruction.
7. Identify and deliver literacy support in a variety of classroom settings and content areas.

Course Materials

Teaching Reading to Students Who Are At Risk or Have Disabilities: A Multi-Tier, RTI Approach

3rd edition

Bursuck & Damer (2014)

Pearson



C-	70 - 71%	140 - 143 pts
D+	68 - 69%	136 - 139 pts
D	62 - 67%	124 - 135 pts
D-	60 -	



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In Person instruction	Big 5 Areas of Reading	<ul style="list-style-type: none">• Intro to Course and Review of Syllabus• Intro to Systematic, Explic
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In Person
Instruction

Review Concepts
about Print

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Phonological
Awareness
including
Phonemic
Awareness

<p>asynchronous instruction</p>	<p>Complete Asynchronous Module 2</p>	<ul style="list-style-type: none"> • Evidence-based Strategies for Teaching phonemic awareness to English Learners • Applying phonemic awareness skills to read words <p>Bursar & Damer Ch 2</p> <p>: Teaching Reading to English Learners</p> <p>: Early Literacy Instruction in Spanish</p> <p>Best Practices in Screening ELLs</p> <p>Li, M., Jerasa, S., Frijters, J. C., & Geva, E. (2023). Using Phoneme Discrimination to Help Emergent Bilinguals With Reading Disabilities Acquire New Sounds. <i>TEACHING Exceptional Children</i>, 00400599231173685.</p> <ol style="list-style-type: none"> 1. Choose two of the five big areas of reading and discuss at least 3 adjustments / modifications for each area that teachers should incorporate when instructing English Learners. 2. Discuss at least five similarities and differences in learning to read in English and Spanish 3. Discuss how an Education Specialist might use minimal pairs to enhance the reading skills of emergent bilinguals with reading disabilities (provide at least 3 examples).
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asynchronous instruction	Complete Asynchronous Module 3	<ul style="list-style-type: none">• Evidence-based strategies for supporting students learning beginning reading skills, including those who may be strugglingd
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In Person instruction		
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<p>asynchronous instruction</p>	<p>Complete Asynchronous Module 4</p>	<ul style="list-style-type: none"> • Evidence-based strategies for teaching students with Dyslexia • Read CA Dyslexia Guidelines • Complete UC/CSU Collaborative Introduction to Dyslexia Module 4 (https://ca-literacy-dyslexia-collab.ucla.edu/introduction-to-dyslexia/) • Complete UC / CSU Collaborative Screening and Assessment for Dyslexia Module 4 (https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-module-4-identifying-dyslexia-assessment-for-dyslexia/). <ol style="list-style-type: none"> 1. Reflect on Jonathan Mooney’s message – What were your thoughts after viewing the video? 2. Define dyslexia and describe how dyslexia fits into the federal disability categories of IDEA needed to receive special education services. 3. Describe at least 3 characteristics of students with dyslexia in the early elementary, late elementary, and middle/high school levels. <p style="text-align: center;">:</p>
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In Person instruction	Reading Fluency	<ul style="list-style-type: none">• View and Discuss a Dyslexia Assessment<ul style="list-style-type: none">◦ How Do Students Get Evaluated for Dyslexia?◦ Dyslexia Screeners

In Person instruction	Vocabulary Instruction	<ul style="list-style-type: none">• Evidence-based strategies for teaching and assessing vocabulary • Which words to teach• how many words to teach • Frayer Model• Semantic Mapping• Key Words• Morphemic Analysis <p style="text-align: center;">With your table group choose one of the instructor-provided texts. Preview the text and determine which vocabulary words to teach from the text. Use one of the evidence-based strategies to teach the vocabulary.</p> <p style="text-align: center;">Bursar & Damer Ch 6</p>
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<p>asynchronous instruction</p>	<p>Complete Asynchronous Module 5</p>	<p>IRIS Module 5 Instruction Part 1 and Part 2</p> <ul style="list-style-type: none"> • Teaching vocabulary and comprehension of the content areas • Components of effective vocabulary instruction <ul style="list-style-type: none"> ◦ selecting essential vocabulary words ◦ contextualizing and defining words drawing on student background knowledge • Evidence-based strategies for increasing comprehension <ul style="list-style-type: none"> ◦ Using Frayer Models and graphic organizers in vocabulary instruction ◦ Components of effective comprehension instruction ◦ Question Answer Relationship - responding to literal and inferential questions ◦ Critical reasoning - generating questions about text • Comprehending Content Area texts <ul style="list-style-type: none"> ◦ Textual evidence ◦
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| | | <ul style="list-style-type: none">• Briefly describe each step.• Explain how the last step in Possible Sentences helps to solidify students' newfound vocabulary knowledge. |
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asynchronous instruction	Evidence-Based Strategies for Literacy Instruction Wrap Up	<ul style="list-style-type: none">• Meet with group members to finalize your Evidence Based Strategy demonstration<ul style="list-style-type: none">◦ Provide an overview of the strategy with supporting research◦ teach the strategy to the class◦ share a template or example for other class members to use in their setting• Work on Final Project: Three Lesson Sep