Literacy Instruction: Students with Disabilities

EDSE 216A

Spring 2026   Section 02   Hybrid   3 Unit(s)   01/22/2026 to 05/11/2026   Modified 01/22/2026

👤 Contact Information

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Office Hours

Office hours are available by appointment.
Email me to set up a time.

🕐 Course Information

Guidelines for Collaboration & Participation

(In-Class and Online | Adapted 2025)

- **Contribute thoughtfully** by addressing all parts of the collaboration prompt, whether participation takes place in class or online.

- **Ground your ideas in shared course content and academic research** (e.g., readings, frameworks, or common resources). Using shared references helps create inclusive discussions and supports meaningful interaction by giving everyone a common point of entry.

- **Connect theory to practice** by including examples from your classroom experience, fieldwork, or observations when relevant.

- **Engage with peers respectfully** by acknowledging contributions, building on ideas, and asking clarifying questions during in-person conversations or online discussions.

- **Use accessible and inclusive language** by spelling out acronyms, using person-first or identity-first language thoughtfully, and avoiding ableist or exclusionary terms.

- **Communicate professionally** with clear, organized writing or speech that supports shared understanding.
- **Remember that collaboration is for learning, not evaluation.** You are not responsible for grading or correcting peers; assessment and feedback are the instructor's responsibility.

- **Reflect the purpose of collaboration**: to develop collective understanding and strengthen professional practice through respectful exchange across learning spaces.

Course AI Use Policy

Artificial Intelligence (AI) tools such as ChatGPT, Claude, or Bard can be powerful learning partners when used thoughtfully. They can help you brainstorm ideas, check clarity, and deepen your understanding of course topics. However, AI can't create your final submissions or replace the thinking and reflection you must do as you learn to make instructional decisions and grow into your professional voice.

You may use AI to:

- Summarize readings or lectures to support your studying.
- Brainstorm ideas or outline your thinking for assignments.
- Explore multiple perspectives or check the clarity of your writing.

You may not use AI to:

- Write or revise assignments, lesson plans, IEP goals, or reflections for submission.
- Replace your own analysis, professional reasoning, or application of course concepts.
- Create or fabricate citations, data, or references.

Inappropriate or unethical uses of AI include pasting your draft and asking AI to "make it better," submitting AI-generated rewrites without adapting them, or using AI to "fill in" reflective or analytical sections. In those cases, AI becomes the creator, not a coach, and the final work no longer reflects your learning or professional judgment.

Responsible and Transparent Use

If you use AI to support your learning, include a short note describing how it was used (for example: "AI was used to check clarity and suggest structure. All final analysis and applications are my own."). This transparency helps maintain academic integrity and builds awareness of how these tools shape our thinking.

AI should support—not substitute—your professional growth. Use it as a guide, not a shortcut, and remember that your unique reasoning, creativity, and commitment to student learning are what matter most.

🖥 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

▤ Program Information

LCOE Department of Special Education Mission
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.

LCOE Department of Special Education Program Learning Outcomes
- **PLO 1** Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds.
- **PLO 2** Critically evaluate pedagogy, curricula and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.
- **PLO 3** Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
- **PLO 4** Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.
- **PLO 5** Utilize research-based knowledge and theoretical, conceptual and evidence-based practices related to individuals with disabilities to improve services and instruction in the field.

Link to Education Specialist TPEs (pps 13 – 42) (https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45)

◎ Course Goals

This course is intended to assist students in meeting the competencies specified in the following Universal, Mild Moderate Support Needs, and Extensive Support Needs Teaching Performance Expectations (TPE):

Universal TPEs 1.7, 3.1, 4.3, 4.7, 7.5

MMSN TPEs, 3.1, 4.2

ESN TPEs 3.1, 3.2, 4.4

📊 Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

1. Identify and implement specific evidence-based/high-leverage instructional strategies for teaching reading and writing to students with disabilities in a variety of instructional settings.
2. Describe the components of explicit phonics instruction.
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

📋 Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course-related activities, including but not limited to internships, labs, and clinical practicum. Other course structures will have equivalent workload expectations as described in the syllabus.

Assignments

In Class Assignments (50 points). Students can earn up to 50 points for participating in class activities during in-person instruction - 5 activities @ 10 points each. Due dates vary as activities are assigned in class. [TPE U1.7, 3.1, 4.3, 4.7, 7.5 MM 3.1, 4.2, ESN 3.1, 3.2, 4.4]

Asynchronous Modules (50 points). Students can earn up to 50 points for completing asynchronous modules - 5 modules @ 10 points each. Due dates for asynchronous modules on course schedule. [TPE U1.7, 3.1, 4.3, 4.7, 7.5 MM 3.1, 4.2, ESN 3.1, 3.2, 4.4]

Instructional Enhancements for Struggling Readers Mini Paper (15 points). Students will submit a 2-page written paper describing instructional enhancements. Due date: [TPE U3.1, 4.3, 7.5 MM 3.1, ESN 3.1]

Literacy Intervention Lesson Plan (30 points). Students will submit a lesson plan for a literacy lesson using a research-based intervention for struggling readers. [TPE U3.1, 7.5 MM3.1, ESN3.1, ESN3.2] Intervention Lesson Plan must address at least one CCSS ELA standard.

Group Project - Strategy Demonstration (15 points). Students will work in groups of three to demonstrate a research-based intervention for literacy to the class. [TPE U1.7, 3.1, 4.3, 4.7, 7.5 MM 3.1, 4.2, ESN 3.1, 3.2, 4.4]

Three Lesson Sequence for Literacy Instruction (40 points). Students will submit a sequence of three lessons to address an IEP goal for a struggling reader with an IEP. The lesson sequence should include opportunities for students to write, discuss, and present using language conventions, and should engage students in a range of formal and informal collaborative discussions. [TPE U4.3, U4.7, 7.5, MM4.2, ESN 4.4] Each lesson in the sequence must address at least one CCSS ELA standard and at least one ELD standard appropriate to the grade level of your students.

✔ Grading Information

	Points	Percent		Points	Percent		Points	Percent
A	124–133	93–100%	A–	120–123	90–92%			
B+	116–119	87–89%	B	110–115	83–86%	B–	106–109	80–82%
C+	102–105	77–79%	C	97–101	73–76%	C–	93–96	70–72%
D+	89–92	67–69%	D	84–88	63–66%	D–	80–83	60–62%
F	79 or below	<60%						

Criteria

All assignments are due on the assigned date at the assigned time and must be submitted through CANVAS. Emailed or paper copies of assignments cannot be accepted. If an extension on an assignment is required, the department's late policy requires that students contact the instructor at least 24 hours in advance of the due date with the request. The request must include a designated date on which the student intends to submit the assignment, which should be within one week of the original due date. **If no contact has been made regarding a missing or late assignment within 5 days, that assignment will receive a zero.**

🏛 University Policies

Per [University Policy S16-9 (PDF) (http://www.sjsu.edu/senate/docs/S16-9.pdf)](http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information (https://www.sjsu.edu/curriculum/courses/syllabus-info.php)](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) web page. Make sure to visit this page to review and be aware of these university policies and resources.

📅 Course Schedule

When	Topic	Notes
Session 01 In Person instruction	Big 5 Areas of Reading	• Intro to Course and Review of Syllabus • Intro to Systematic, Explicit Reading Instruction • Overview of Research on Five Big Areas of Reading **Read**: Bursar & Damer Ch 1 Intro To Systematic Explicit Reading Instruction **Read:** [Vesay, J. P., & Gischlar, K. L. (2013). The big 5: Teacher knowledge and skill acquisition in early literacy. *Reading Horizons: A Journal of Literacy and Language Arts, 52*(3), 5.](#) **In-Class Activity:** 5 Big Areas of Reading Card Sort - What do you already know about the 5 Big Areas of Reading? Complete the card sort activity with your table group.

Session 02 asynchronous instruction	Evidence-Based Instructional Enhancements	• Evidence-Based Instructional Enhancements for Students who are at risk • Watch Big 5 in Under 5: Phonemic Awareness • Watch Big 5 in Under 5: Phonics **Read**: Bursar & Damer Ch 1 Intro To Systematic Explicit Reading Instruction **Respond to the following questions:** 1. Describe each of the 5 Big Areas of Reading. 2. Discuss the roles of universal screening and progress monitoring in determining which students need more support with reading. What other reading assessments might be used in an RTI model? 3. What are Instructional Enhancements and why are they important for supporting struggling readers? 4. Identify 2 instructional enhancements you are considering for your Instructional Enhancement mini paper.
Complete Asynchronous Module 1		
	Concepts About Print	**Read and Complete:** Concepts of Print Module from Advancing Literacy Learning in Ohio **Read:** Claravall, E. B., & Walthall, E. (2023). Developing Concepts About Print: A Social Justice Literacy Approach. *The Reading Teacher*. Submit responses to module questions in CANVAS 1. Describe the components of print knowledge and give an example of how they can be addressed in an early literacy activity. 2. Complete the concepts of print assessment from the module with one child. Identify at least 3 strategies you can use to increase awareness of concepts of print with this child based on the assessment results. 3. Describe how alphabet knowledge develops across the early years. 4. Describe RAN assessments and what the evidence says about them. Then discuss at least 2 appropriate and inappropriate ways to use RAN assessments. 5. Describe the stages of writing development in the early years and provide an example of at least 2 explicit, daily writing experiences that can be incorporated in PK/TK/K classrooms.

Session 03
In Person
Instruction
	Review Concepts about Print	• **Putting Concepts about Print into Practice**
		  ○ Review and Summary of Asynchronous Module
		  ○ Group Activity: choose one of the instructor-provided books to read to your group
		  ○ Demonstrate at least 4 concepts about print in your reading
		  ○ Group members provide feedback then switch roles until all group members have had a chance to teach print concepts
		
		• **Review and practice together** -- teaching letter formation and printing teaching capitalization and punctuation
		  ○ https://readinguniverse.org/skill-explainer/handwriting-and-keyboarding/handwriting/how-to-teach-letter-formation
		  ○ practice with letter formation charts
		  ○ Teaching Capitalization Strategies
		
		• **Phonological Awareness including Phonemic Awareness**
		  ○ Teaching and Assessing Phonemic Awareness and Phonics using explicit instruction using I do - We do - You do. (Textbook also refers to it as My turn - together - Your turn.)
		  ○ Watch and discuss teaching video phonemic awareness
		  ○ Supporting students who are struggling to segment and blend
		  ○ Watch and discuss teaching video segmenting and blending
		  ○ Teaching video segmenting and blending 2
		• **In-class activity** - Your turn to practice: Using evidence-based strategies for segmenting and blending: Choose one of the phonemic awareness strategies to teach to your table group using explicit instruction.
		• **Assessment/Exit Ticket** - Each student will demonstrate teaching one phonemic awareness skill to the class following the I do / We do / You do
		
		Read: Bursar & Damer Ch 2 Phonemic Awareness
		
		Read: Li, M., Jerasa, S., Frijters, J. C., & Geva, E. (2023). Using Phoneme Discrimination to Help Emergent Bilinguals With Reading Disabilities Acquire New Sounds. *TEACHING Exceptional Children*

	Phonological Awareness including Phonemic Awareness	

| Session 04 asynchronous instruction | Complete Asynchronous Module 2 | Evidence-based Strategies for Teaching phonemic awareness to English Learners Applying phonemic awareness skills to read words **Read:** Bursar & Damer Ch 2

Read: [Teaching Reading to English Learners](#)

Read: [Early Literacy Instruction in Spanish](#)

Read: [Best Practices in Screening ELLs](#)

Read: Li, M., Jerasa, S., Frijters, J. C., & Geva, E. (2023). Using Phoneme Discrimination to Help Emergent Bilinguals With Reading Disabilities Acquire New Sounds. *TEACHING Exceptional Children*, 00400599231173685.

Respond to the following questions:

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).

Due: Instructional Enhancement Paper |

| Session 05 In Person instruction | Beginning Reading / Early Decoding | Evidence-based strategies for teaching Letter Sound Correspondence & Blending to decode Lecture and Discussion Beginning Reading Skills Alphabetic Principle - 5 Phases of Acquisition Sequence for Teaching Beginning Reading Teaching Letter-Sound Correspondence Blending CVC words Watch and discuss teaching videos Drive-thru blending CVC blending with actions Teaching spelling and writing as you teach decoding CVC words
In-Class Activity: Your turn to practice. With your table group demonstrate one of the evidence-based strategies for blending CVC words. Each group will choose one set of word cards from the instructor for the CVC words.
Lecture and discussion Using Decodable Texts
What are they and why are they important?
Differentiating decodable texts and predictable texts
What are the pitfalls of using predictable texts? What does the evidence say?
Learn More
Lecture and discussion decoding and encoding: equal parts of the pie
Group discussion of Weiser (2013) article
Weiser, B. L. (2013). Ameliorating Reading Disabilities Early: Examining an Effective Encoding and Decoding Prevention Instruction Model. Learning Disability Quarterly, 36(3), 161-177. https://doi.org/10.1177/0731948712450017
In-Class Activity: Preview at least three of the provided Decodable texts. Select one to teach to your table group. Each candidate will take a turn as the teacher with other candidates role-playing students. Create one spelling or writing activity that could be used in conjunction with the decodable text.

Read: Bursar & Damer Ch 3

Read: The Literacy Brain

Read: 'Encoding' Explained: What it is and why it's essential to literacy

Read: Weiser, B. L. (2013). Ameliorating reading disabilities early: Examining an effective encoding and decoding prevention instruction model. Learning Disability Quarterly, 36(3), 161-177. |

| Session 06 asynchronous instruction | Complete Asynchronous Module 3 | Evidence-based strategies for supporting students learning beginning reading skills, including those who may be struggling Evidence-based strategies for teaching beginning reading skills to students with ID **Complete**: IRIS Module Progress Monitoring: Reading

Submit responses to IRIS Module Assessment

Read: Bursar & Damer Ch 3

Read: Whitbread, K. M., Knapp, S. L., & Bengtson, M. (2021). Teaching foundational reading skills to students with intellectual disabilities. *Teaching Exceptional Children*, *53*(6), 424-432.

Submit responses to the following questions:

1. Describe the elements of explicit instruction you noticed in the video on blending sounds to read words. *(consider "I do– We do – You do" or put another way "My Turn – Together – Your Turn")*
2. Describe the benefit(s) to the teacher and the student in using this type of informal assessment to monitor progress in reading.
3. What did you learn about teaching reading to students with ID that surprised you or was unexpected?
4. Preview SJSU Lesson Plan template -- Consider how the teacher in the video *Blending Sounds to Read Words* might have completed this template for the lesson she taught. |

| Session 07
In Person
instruction | Advanced Word
Reading

Spelling and
syllable patterns | Lecture and discussion of evidence-based strategies for teaching and assessing advanced word reading skills digraphs and diphthongs prefixes and suffixes structural analysis skills multi-syllable words Teaching Spelling and syllable patterns morphological spelling **Read and Discuss:** <u>Structured Literacy Instruction</u>

Read and Discuss: <u>Core Components of Structured Literacy</u>
phonology, morphology, syntax, semantics, discourse, orthography
Read: <u>Spear-Swerling, L. (2019). Structured literacy and typical literacy practices: Understanding differences to create instructional opportunities. *Teaching Exceptional Children, 51*(3), 201-211.</u>

In-Class Activity: With your table group discuss how structured literacy practices support students with dyslexia; make an infographic comparing structured literacy and typical literacy practices; create a sample structured literacy lesson plan.

Read: Bursar & Damer Ch 4 |

| Session 08 asynchronous instruction | Complete Asynchronous Module 4 | Evidence-based strategies for teaching students with Dyslexia [Read CA Dyslexia Guidelines](#) Complete UC/CSU Collaborative [Introduction to Dyslexia Module](#) ([https://ca-literacy-dyslexia-collab.ucla.edu/introduction-to-dyslexia/](#)) Complete UC / CSU Collaborative [Screening and Assessment for Dyslexia Module](#) ([https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules/screening-and-assessment-for-dyslexia/](#))
Submit Responses to the following questions:
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.

Complete: [ALL OHIO Foundational Literacy Module 4 Understanding Dyslexia](#)
1. Dyslexia Defined
2. Common Characteristics
3. Reading Profiles and Dyslexia
4. How Dyslexia is Identified
5. Teaching Students with Dyslexia
    1. instructional responses for students with word recognition difficulties
    2. instructional responses for students with mixed reading difficulties
6. Summing it Up

Submit Post Assessment Results (must achieve a minimum of 90% correct) |

| Session 09
In Person
instruction | Reading Fluency | • **Video and Discussion:** View and Discuss a Dyslexia Assessment
    ○ [How Do Students Get Evaluated for Dyslexia?](#)
    ○ Dyslexia Screeners

• **In Class Activity:** Case Study Practice developing an intervention plan for students with word recognition difficulties and students with mixed reading difficulty profiles including dyslexia

Lecture and Discussion Oral Reading Fluency

• Evidence-Based Strategies for teaching and assessing reading fluency
• Setting goals to improve fluency
• Watch https://www.youtube.com/watch?v=kLPXYNeQ2ow
• Oral Reading Fluency & Dyslexia

In-Class Activity: Fluency Probe Practice - DIBELS

• [CBM Fluency Probes Training Videos with Dibels](#)
    ○ Watch and Practice with Videos 1-5
• Have materials ready to follow along and score with the video

In-Class Activity: Assessing reading fluency with Oral reading fluency probes

• Practice with oral reading fluency probes
• Set a goal for improving fluency for your case study student

Read: Bursar & Damer Ch 5

Due: intervention Lesson Plan |
| NO CLASS
SESSION | | SJSU SPRING BREAK |

Session 10 In Person instruction	Vocabulary Instruction	• Evidence-based strategies for teaching and assessing vocabulary **Lecture and Discussion Vocabulary Instruction** • Which words to teach • how many words to teach **Lecture and Discussion Evidence-Based Vocabulary Strategies** • Frayer Model • Semantic Mapping • Key Words • Morphemic Analysis **In-Class Activity:** 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. **Read:** Bursar & Damer Ch 6

| Session 11 asynchronous instruction | Complete Asynchronous Module 5 | **Complete:** IRIS Module **Secondary Reading** [Instruction Part 1](#) and [Part 2](#)

 • Teaching vocabulary and comprehension in the content areas
 • Components of effective vocabulary instruction
  ○ selecting essential vocabulary words
  ○ contextualizing and defining words drawing on student background knowledge
 • Evidence-based Strategies for teaching comprehension
  ○ 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
  ○ Textual evidence
  ○ Perspective taking -- using Anticipation Guides

 • **Submit:** Responses to assessment questions from Part 1 and Part 2

 1. List at least three benefits for students that occur when content-area teachers provide literacy instruction.
 2. In the video (a portion of which you saw earlier in this module), Anita Archer offers vocabulary instruction for a middle school language-arts class. She explicitly teaches the word *intention*.
 3. Of the four effective vocabulary practices—selecting essential words, defining and contextualizing the terms, helping students actively process the terms, providing multiple exposures to vocabulary—you have learned about in this module, which one best describes how Anita Archer helps students to understand the term *intention*?
 4. Give at least two specific examples to support your answer.
 5. Describe how you would implement one of the other vocabulary practices to deepen students' understanding of the word *intention*.
 6. Explain how graphic organizers help students improve their vocabulary and reading comprehension. What should you keep in mind when selecting a graphic organizer for students to use?
 7. Mr. Hammond, a high school biology teacher, will soon be starting a lesson on genetics. In addition to using the textbook chapter, he will incorporate articles from journals, supplementary texts, website material, and news clips. Mr. Hammond would like to start including literacy instruction in his classes to help his students understand the content better. Select any two of the reading comprehension strategies you have learned about in this module and explain how they can help Mr. Hammond's students to better comprehend the reading content.
 8. Why is word identification in middle school texts difficult for many students?
 9. List and discuss at least three facets of text complexity that can create problems for middle school readers.
 10. For Possible Sentences: |

- Briefly describe each step.
- Explain how the last step in Possible Sentences helps to solidify students' newfound vocabulary knowledge.

1. For the Anticipation-Reaction Guide:

- Briefly describe how the teacher prepares to use the guide in the classroom.
- Describe how students use the guide before, during, and after reading the text.
- Why is requiring the use of textual evidence important to developing students' reading comprehension ability?
- In what ways might an awareness of perspective support middle school students' reading comprehension of content-area texts?

View Teaching Video: Anticipation Guides and be prepared to discuss in class next week

| Session 12 In Person instruction | Reading Comprehension and Writing Strategies | Lecture and Discussion: Reading Comprehension Strategies Before, during, and after reading strategies Anticipation Guides / Prediction View and Discuss Teaching Videos [Anticipation Guides] Graphic Organizer: Story Maps View and Discuss Teaching Videos [Story Mapping 1], [Story Mapping 2], [Story Mapping 3] Say Something Strategy QAR: Question Answer Relationship View and Discuss Teaching Video [QAR] Summarizing Strategies View and Discuss [Summarizing] **In-Class Activity** - With your table group preview one of the instructor-provided texts and create materials for one of the reading comprehension strategies to support students' reading comprehension skills Lecture and Discussion: Evidence-based strategies for teaching writing SRSD POW / TREE View: [https://www.youtube.com/watch?v=k7XSsVXofX0] Read and Jigsaw: [Teaching writing to students with LD] and [7 Steps for Teaching Writing to SWD] including editing and revising [Teaching Narrative Writing] [Teaching Opinion Writing] [Supporting Informational Writing] **Read:** Bursar & Damer Ch 7

Read: Evidence-Based [Practices for Teaching Writing] |

Session 13 asynchronous instruction	Evidence-Based Strategies for Literacy Instruction Wrap Up	- Meet with group members to finalize your Evidence Based Strategy demonstration - 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 Sequence for Literacy Instruction - Instruction must be structured and organized around a skill or group of skills - Instruction must be based on Evidence-based strategies - Each Lesson must include an informal assessment of student's progress toward the lesson objective - Each Lesson in the sequence must address at least one CCSS ELA Standard and at least one ELD Standard
Session 13 In Person instruction	Strategy Demonstrations	Due: Group Presentations Reading Strategy Demonstration
Final Exam	Submit Three Lesson Sequence to CANVAS	Due: Three Lesson Sequence for Literacy instruction