



SYLLABUS TEMPLATE

Course Number Course Name	SPED 485 Teaching Reading in Special Education
Credit Value (Breakdown of theory and lab credits)	3 Theory
Catalog Course Description	Provides you with a conceptual framework for teachers in the development of competencies in the diagnosis and teaching of reading for the exceptional learner. This course will also provide experiences to understand and incorporate evidence-based research into the teaching of reading. You will acquire an understanding of reading assessments, including informal reading inventories, running records, miscue analysis and standardized reading assessments. You will also address skills in adaptive instructional strategies with an integrative approach across the curriculum. You will also participate in seminars and observe 10 hours of classroom instruction in the field. Prerequisite: passing NES, Essential Academic Skills (I, II, III). (3, 3T+0L)
Student Learning Outcomes of the Course	<ol style="list-style-type: none"> 1. B: Curriculum and Development <ol style="list-style-type: none"> b. – Describes and demonstrates various methods for individualizing instruction that ensures the child’s access to the general curriculum. c. – Designs and implements appropriate lesson planning and methods for managing individuals, small groups, large groups, and inclusive groups, and instruction. d. – Collects and analyzes instructional data for effectiveness of programs. 2. B-8-a: Teaching of Reading <ol style="list-style-type: none"> a1. – research on reading. a2. – how children learn to speak, read, write, and listen. a3. – cultural, linguistic, environmental, and physiological factors in reading and language arts development. a4. – children’s developmental processes. a5. – characteristics of proficient and non-proficient readers. a6. – relationship between oral and written language. A7. – language structure including graphophonics, semantics, syntax, and pragmatic systems. 3. B.8.b: ASSESSMENT <ol style="list-style-type: none"> b1. – Understands the use of classroom reading assessment to diagnose students’ instructional needs and modify instruction appropriately. b2. – Links assessment and instruction to New Mexico language arts content standards, benchmarks, and performance standards. 4. B-8-c: Methods of Instruction <ol style="list-style-type: none"> c4. – Vocabulary development, including both explicit instruction and indirect vocabulary development through authentic literature and students’ experiences. C5. Comprehension strategies, including: instruction on predicting, re-



	<p>reading, questioning, sequencing, summarizing, retelling, reading for pleasure and analytical, and critical reading; activities to develop fluency, the ability to read text accurately and rapidly; study strategies, for example, planning, accessing and organizing information from a variety of sources.</p> <p>c6. – Writing instruction, including; different types of writing for different audiences and purposes; spelling generalizations; grammar instruction within authentic contexts; and writing processes, including drafting, revising, and editing.</p> <p>5. B-8-d: Instructional Design</p> <p>d2. – Evaluation of text for quality, cultural, and linguistic appropriateness.</p> <p>d3. – Connecting identified needs of students based on data with appropriate research-based resources and materials.</p> <p>d4. – Creation of opportunities for students to consider, respond to and discuss spoken and written materials.</p> <p>d5. – The use of a variety of reading materials including children’s literature, non-fiction, technological media, stories, poems, biographies, and texts from various subjects.</p>
<p>College-Wide Student Learning Outcomes</p>	<p>SPED 485 learning objectives align with the following NNMC College Wide Goal:</p> <p>Communication</p> <p>The multisensory strategy presentation will be used to assess students’ progress in meeting this goals.</p>