

INSTITUTE OF SPECIAL EDUCATION
University of the Punjab, Lahore

BS Special Education
Teaching of Reading and Writing
Course Code: SEBS-418

Eighth Semester
(3 Credit Hours)

Learning Outcomes

On successful completion of this course the students will be able to:

1. Understand the models and instructional approaches of reading and writing
2. Diagnose reading and writing problems faced by special children
3. Learn about reading and writing tests used for the assessment
4. Develop techniques to enhance the reading and writing skill.

Contents

Unit-1: Introduction of reading

- 1.1. Importance of teaching reading
- 1.2. Stages of Reading Development
- 1.3. Reading process
- 1.4. Factors that influence reading
- 1.5. Correlates of reading problems

Unit-2: Approaches of Teaching Reading Whole language instruction

- 2.1. Explicit code-emphasis instruction
- 2.2. Integrating whole language and code-emphasis instruction

Unit-3: Elements of Reading: Word Recognition and Reading Comprehension

- 3.1. Word Recognition
 - 3.1.1 Phonic
 - 3.1.2 Sight words
 - 3.1.3 Context clues
 - 3.1.4 Structural analysis

- 3.1.5 Combining word-recognition clues
- 3.2. Reading Comprehension
 - 3.2.1 What is reading comprehension
 - 3.2.2 Strategies to promote reading comprehension
 - 3.2.3 Fluency in reading
 - 3.2.4 Comprehension of narrative materials
 - 3.2.5 Comprehension of expository materials

Unit-4: Teaching Strategies

- 4.1. Strategies for Improving Word Recognition Building phonological awareness

Phonic methods

- 4.2. Strategies for Improving Fluency
 - 4.2.1 Repeated reading
 - 4.2.2 Predictable books
 - 4.2.3 Neurological Impress method
- 4.3. Strategies for Improving Reading Comprehension
 - 4.3.1 Using basal readers
 - 4.3.2 Activating background knowledge
 - 4.3.3 Building meaning vocabulary and concepts

Unit-5: Assessment and Evaluation of Reading

- 5.1 Diagnostic Teaching
- 5.2 Knowledge of the reading Process
- 5.3 Knowledge off correlates of reading disability
- 5.4 Assumptions about students learning to read
- 5.5. Individualized instructional program
- 5.6 Measures of Reading
- 5.7 Informal reading inventory
- 5.8 Reading Miscue Inventory
- 5.9 Cloze Procedure
- 5.10 Teacher observation interviews, and teacher Made Tests
- 5.11 Independent Practice/Application Activities

WRITING

Unit-6: Introduction to writing

- 6.1 Importance of writing skill

6.2 Writing Process

6.2.1 Planning

6.2.2 Editing

6.2.3 Revising

6.3 Principals for teaching the writing process

Unit-7: Instructional Strategies for Teaching Writing

7.1 Strategies for Teaching Written Expression

7.2 Strategies for Teaching Spelling

7.3. Strategies for Teaching Hand Writing

Unit-8: Assessment and Evaluation of Writing

8.1 Informal Monitoring of Student Writing

8.1.1 Observing

8.1.2 Conferencing

8.1.3 Collecting writing samples

8.1.4 Keeping Records

8.2 Process Measures

8.2.1 Writing process Checklist

8.2.2 Assessment Conferences

8.2.3 Self- assessment

8.3. Product Measures

8.3.1 Holistic Scoring

8.3.2 Primary Trait Scoring

8.3.3 Analysis

8.3.4 Error analysis

8.3.5 Responding to student writing

8.3.6 Assessing Grades

Teaching-learning Strategies

Lecture Method, Discussion Method, Demonstration Method and Portfolio Development of Case Studies.

Assignment- Types and Number with calendar

Class Presentations, Written Assignment, Case Study, any Existing Administrative Model.

01 assignment before mid-term exam and 02 assignments after mid-term exam

Assessment and Examination

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester. 9 th Week
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It will be a written test.

Reading Material

Lerner, J. (2000). *Learning Disabilities: theories, diagnosis and teaching strategies*. (8th ed.). New York: Houghton Mifflin Comp.

Tompkins, E. G. (2000). *Teaching writing: balancing process and product*. (3rd ed.). Columbus: Macmillan College Publishing Comp.

William, H. R., & Blair, T. R. (1989). *Reading diagnosis and remediation*. (3rd ed.). Columbus: Merrill Pub. Comp.

Wilson, R. M., & Cleland, C. J. (1989). *Diagnostic and remedial reading for classroom and clinic*. (6th ed.). Columbus: Merrill Pub. Comp

Finn, P. J. (1985). *Helping children learn to read*. New York: Random House.

Websites:

www.readingrockets.org/article/how-adapt-your-teaching-strategies-student-needs

www.readingrockets.org/article/teaching-writing-students-ld

<https://www.weareteachers.com/teacher-helpline-reading-writing-programs-for-special>

<https://pdfs.semanticscholar.org/f929/b9685d4240c25e5b70f57f14ef5f5b8eca27.pdf>

<https://education.cu-portland.edu/.../6-strategies-for-teaching-special-education-classes>