

**Rhode Island College**  
**Feinstein School of Education and Human Development**  
**Department of Education**

**SPED 555: Teaching Literacy to English Language Learners with Special Needs** (3 credits)

Fall 2008: Tuesdays 4:00-6:50p.m.; F.L.S. 135

Instructor: Lori Beckel ([sophie515@cox.net](mailto:sophie515@cox.net)) Office Hours: Tuesdays 2:00-3:45 p.m. and 7:00-8:00pm; or by appointment 456-8024

**Course Description:**

Methods and materials are presented for teaching literacy to English language learners with disabilities. Assessment and teaching methods are analyzed from a dual language perspective. 3 Credit Hours. **Prerequisite:** Certification in special education; SPED 551, 552, 651; concurrent enrollment in SPED 652; or consent of department chair. Offered spring.

**Relationship to the Professional Program**

This course focuses on the development of English literacy skills for students who are English language learners and have disabilities. Participants will explore literacy from a dual language perspective and examine research on effective strategies to enhance literacy for monolingual English students as well as English language learners (ELLs). Issues and special concerns for teaching literacy to ELLs are analyzed with a focus on bi-literacy development whenever feasible. Methods, instructional techniques, activities, and materials relevant to teaching literacy to ELL students with disabilities are presented.

**Required Texts:**

Peregoy, S. F. & Boyle, W. F. (2008). *Reading, Writing, & Learning in ESL: A Resource Book for Teaching K-12 English Learners*. (5<sup>th</sup> Ed.) Boston, MA: Pearson.

Klingner, J. K., Hoover, J. J., & Baca, L. M. (2008) *Why Do English Language Learners Struggle with Reading? Distinguishing Language Acquisition From Learning Disabilities*. Thousand Oaks, CA: Corwin.

**Course Outcomes:**

*Students will be able to:*

1. Invest in learners and hold the belief that all students are capable of achieving literacy, and commit to their growth and development. **CEC 2: ICC2K1, ICC2K2, ICC2K3; Practice: Evidence-Based Decision Making; Diversity of Practice; Professional Identity; RIPTS 5 & 10; (TESOL 1.a.1-1.a.7; 1.b.5)**

2. Respect the role of a student's first language and the importance of oral language development to cultivate literacy in students. **CEC 2: ICC2K1, ICC2K2, ICC2K3**  
**CEC 6: ICC6K1, ICC6K2; Knowledge: Domain-Specific Knowledge, Professional Awareness; Practice: Evidence-Based Decision Making; Diversity of Practice; RIPTS 1, 4** (TESOL 1.a.1-1.a.7; 1.b.6; 1.b.7; 3.b.6)
3. Demonstrate an understanding of the principles and practices in effective instruction in teaching literacy to ELLs. **CEC7: ICC7S8, ICC7S9, ICC7S10, ICC7S13, GC7S2, GC7S3, GC7S4; CEC4: ICC4S3, GC4S4, GC4S13, GC4S14, GC4S15, GC4S16**  
**Practice: Evidence-Based Decision Making; Diversity of Practice; RIPTS 1, 2, 3, 4, 5, 6, 7, 9, 10;** (TESOL 1.b.5-1.b.7; 3.b.6)
4. Demonstrate knowledge of the processes of first and second literacy development for students with and without disabilities. **CEC 2: ICC2K1, ICC2K2, ICC2K3; CEC 6: ICC6K1, ICC6K2; CEC 7: GC7K4; Knowledge: Domain-Specific Knowledge; Practice: Evidence-Based Decision Making; Diversity of Practice; RIPTS 1, 2, 3, 4, 5, 6, 7, 8, 9, 10;** (TESOL 1.a.1-1.a.7; 1.b.5- 1.b.7; 3.b.6)
5. Describe a wide range of second language literacy approaches from a dual language perspective, especially those that are designed for learners with special learning needs. **CEC 2: ICC2K1, ICC2K2, ICC2K3; Knowledge: Domain-Specific Knowledge; RIPTS 1, 2, 3, 4;** (TESOL 1.a.1-1.a.7; 1.b.5-1.b.7)
6. Identify essential criteria necessary for selecting appropriate material and curriculum to support literacy development for ELLs. **CEC7: ICC7S8, ICC7S9, ICC7S10, ICC7S13, GC7S2, GC7S3, GC7S4; CEC4: ICC4S3, GC4S4, GC4S13, GC4S14, GC4S15, GC4S16; Practice: Evidence-Based Decision Making; Diversity of Practice; RIPTS 1, 2, 3, 4;** (TESOL 3.b.3; 3.c.1-3.c.4)
7. Demonstrate skill in providing effective on-going assessment that guides instruction in the classroom. **CEC 8: ICC8S2, ICC8S5; CEC 7: ICC7S6, ICC7S15**  
**Practice: Evidence-Based Decision Making; Diversity of Practice; Professional Identity; Technology Use; RIPTS 9;** (TESOL 4.c.1-4.c.3)

### **Course Attendance/Assignments**

**Attendance and participation** is vital due to the interactive nature of this course. All students are expected to attend, participate in class regularly, and complete all weekly readings and assignments. Students must notify instructor prior to any absences and make arrangements with the instructor to make up course content missed. Multiple absences will result in loss of attendance points.

Participation will be graded on the following performance variables:

- a.) demonstrate ability to understand and react to readings;
- b.) attend to significant issues raised in class discussions, lectures, and readings;
- c.) demonstrate ability to relate chapter

content to contemporary practices in schools and agencies; d.) articulate clearly areas where changing practices need to occur, especially as it relates to ELL students.  
(All Course Outcomes)

**Write a two to three reaction paper** concerning an issue or strategy presently used in literacy development in L1 and/or L2 with ELLs and a rationale for influencing a change in that practice. A rubric including criteria and benchmarks for evaluating this artifact will be given to you as a guide.  
(All Course Outcomes )

**Write a letter to a family of an English language learner**  
Explain important concepts of reading in clear and simple language to families. Suggest practical ways families can help their students develop literacy. Be sensitive to the fact that many families may be pre-literate in their own language and are attending to many other responsibilities in their life. A rubric including criteria and benchmarks for evaluating this artifact will be given to you as a guide.  
(Course Outcomes 1,2)

**Exam:** Describe, analyze and apply literacy strategies in the following areas: writing, emergent literacy, reading and literature instruction, content reading and writing, and post-reading. A rubric including criteria and benchmarks for evaluating this artifact will be given to you as a guide.  
(All Course Outcomes)

**Project Assignment: Design five lesson plans teaching a developmental reading lesson.** The lessons should address a particular skill in reading instruction (phonemic awareness, fluency, work strategies, etceteras) to an ELL that incorporates principles of effective ELL literacy instruction.  
(Course Outcomes 3, 4, 5, 6)

**Course Evaluation:**

Participation	20%
Reaction paper	15%
Family letter	15%
Exam	25%
Project Assignment	25%

Additional information concerning the specifics of each of these assignments will be discussed in class.

A ( 95-100)	B+ ( 85-89)	C+(75-79)	D+( 65-69)
A- ( 90-94)	B (80-84)	C( 70-74)	D( 60-64)

## Topics, Required Readings and Assignments by Week

- 1/26 Introduction: Overview of Course  
Preventing Early Reading Failure  
Misconceptions about the Second Language Acquisition Process and Literacy
- Peregoy ~ chapters 1-3, (review chapters)  
Klingner ~ chapter 2
- 2/2 Five Components of Literacy  
Oral Language Development and Its Impact on Literacy
- Peregoy ~ chapters 4  
Klingner ~ chapter 1, 4
- 2/9\* Emergent and Early Literacy Skills from a Dual Language Perspective and Awareness of Disability Characteristics in Reading and Writing
- Peregoy ~ chapters 5
- 2/16 Response To Intervention (RTI) and English Language Learners  
Conducting On-going Literacy Assessments and Interpreting Student Reading Performance  
Considerations When Assessing ELLs  
Peregoy ~ chapter 11  
Klingner ~ chapter 3, 5, 6
- 2/23, 3/2 English Language Learners and Process Writing  
Narrative and Expository Writing  
Mediated Writing
- Peregoy ~ chapter 7
- 3/9 Reading Instruction for English Language Learners:  
Guided Reading  
Comprehension Strategies
- Peregoy ~ chapter 7
- 3/16 **CLASS is being held**  
Continuation of Reading Instruction for ELLs  
Language Experience Approach

Phonics

Peregoy ~ chapter 8

**3/23, 3/30\*** **Guest Lecture: Dr. Patricia Medeiros-Landurand**  
Multiple Reading Components for English Language Learners  
with Special Needs - Vocabulary and Fluency

Peregoy ~ chapter 6

**4/6** Appropriate Materials for Literacy Instruction for ELLs with  
Special Needs  
Enhancing Literacy Instruction through the Use of Technology  
Multicultural Literature and Effective Ways to Evaluate Literature  
Home / School Connection

**4/13** Whole Language Approach to Literacy for English Language  
Learners  
Review of Appropriate Strategies for ELLs with Special Needs in  
Reading and Writing

**4/20** **NO CLASS - APRIL VACATION**

**4/27\*** Teaching Reading and Writing in the Content Areas  
Pre-reading, During Reading, and Post-reading Strategies  
Wordless Picture Books

Peregoy ~ chapter 9 and 10

**5/4** Sharing Curriculum and Materials: Elementary, Middle School,  
and High School Literacy Ideas

Klingner ~ chapter 7

## **RIC Polices**

- For Information Regarding Criminal Background Check Policies of the Feinstein School of Education:  
<http://www.ric.edu/feinsteinSchoolEducationHumanDevelopment/bci.php>
- Academic Dishonesty Policy (Rhode Island College Handbook of Policies, Practices, and Regulations (Spring 2010), Chapter 3: Academic policies and procedures. Pp. 32-34, section 3.9.1.):  
[http://www.ric.edu/administration/pdf/College\\_handbook\\_Chapter\\_3.pdf#28](http://www.ric.edu/administration/pdf/College_handbook_Chapter_3.pdf#28)
- Request for Reasonable Accommodations for Students with Disabilities:  
<http://www.ric.edu/disabilityservices/faq.php>