

DOMINICAN UNIVERSITY of CALIFORNIA

Creating a Dyslexia Friendly Classroom

EDUO 9418 1 Graduate-Level Credit/Unit

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Course Syllabus

Course Overview:

Develop an understanding of characteristics and what teachers need to know about Dyslexia. Learn approaches to design lessons around structured literacy, mathematics instruction and your classroom arrangement for students with Dyslexia. Explore ways to accommodate students with Dyslexia in the classroom.

Course Learning Objectives: This course will give students the opportunity to:

- Demonstrate an understanding of facts and learning characteristics of students with Dyslexia.
- Approaches to accommodate students in your classroom.
- Awareness of your current approach to teaching students with Dyslexia in your classroom.
- Literacy and Mathematics approaches to the learning process.

Course Relation to CCS or other Professional Standards

[California Standards.](#)

1. Standard 1: Engaging and Supporting All Students in Learning
2. Standard 4: Planning Instruction and Designing Learning Experiences for All Students

[CCS.](#)

1. College and Career Readiness Anchor Standards for Reading (See Module 4 for a complete list of Standards)
2. Standards for Mathematical Practice (See Module 5 for a complete list of Standards)

How to Submit Coursework

Each completed assignment in this course is submitted to the instructor for review. Follow directions at the end of each assignment on how to prepare and submit your assignments. Name each file submitted with your last name and assignment number (i.e. BrownAssignment3. Make sure you place your full name, course number and assignment number at the top of each document page. You will receive feedback from your instructor within 5 days indicating successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade.

Submit completed work to the corresponding Module dropboxes in Moodle

Course Modules

Module 1: Learning Characteristics of Dyslexia	
Objective	<p>Standard 1: Engaging and Supporting All Students in Learning of Dyslexia from the University of Michigan link found in 3a. https://www.ctc.ca.gov/docs/defaultsource/educator-prep/standards/cstp-2009.pdf</p>
Assignment(s) Activities and Needed Materials	<p>Assignment:</p> <ol style="list-style-type: none"> 1. Read the following article about “What Teachers Need to Know” about Dyslexia. It is important to know you are not learning how to identify students with Dyslexia, rather learning about characteristics that may be present in students with Dyslexia. Identification and testing should be conducted by a professional licensed to conduct testing and determine diagnosis. <ol style="list-style-type: none"> a. https://www.weareteachers.com/8-things-every-teacher-should-know-about-dyslexia/ b. The main article should be used for gaining a broad understanding and an introduction to the topic of Dyslexia. c. On the right side of the webpage, under the “Quick Facts About Dyslexia,” read and identify three surprising facts listed. **This is now just located in the main article, a recent formatting update to the article took place and it's not on the right side any longer. <ol style="list-style-type: none"> i. Keep these three facts for Assignment 1. d. Click to open the following link: http://dyslexiahelp.umich.edu/sites/default/files/DyslexiaBasicsREVMay2012.pdf and read the article to further develop an understanding characteristics of Dyslexia. <ol style="list-style-type: none"> i. Identify an additional three facts for Assignment 1. ii. Six facts total from 1a. and 1d. links. 2. Read the following article: <ol style="list-style-type: none"> a. https://www.understood.org/en/learning-thinking-differences/child-learning-disabilities/dyslexia/dyslexia-in-children b. After reading, identify your grade level (Pre-School, Grade Schools, Middle School or High School) and click on the link for your level. c. For your grade level, identify three characteristics of Dyslexia. <ol style="list-style-type: none"> i. Keep these three facts from link 2a. for the Activity Assignment 1. 3. University of Michigan Dyslexia Link: <ol style="list-style-type: none"> a. http://dyslexiahelp.umich.edu/dyslexics/learn-about-dyslexia/what-is-dyslexia <p>Activities: Create a Tri-Fold Pamphlet to use as a quick reference guide for Facts and Characteristics of Dyslexia</p> <ol style="list-style-type: none"> 1. Identify and explain the six facts you identified in links 1a. and 1.b for use as a quick reference guide for Dyslexia.

	<ol style="list-style-type: none"> 2. Identify and explain the three characteristics you identified for your grade level from 2a. 3. The Front Cover of the Pamphlet should include the definition of Dyslexia. The three interior pages should reflect the facts and characteristics you identified. <p>See: <i>How to Submit Coursework</i></p>
Assessment	The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS

Module 2: Create a Meaningful Student Interest/Strength Survey

Objective	<p>Standard 1: Engaging and Supporting All Students in Learning https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/cstp-2009.pdf</p>
Assignment(s) Activities and Needed Materials	<p>Assignment:</p> <ol style="list-style-type: none"> 1. Read the following article and be able to state the need for teaching to students interests and strengths, as they pertain to students with Dyslexia <ol style="list-style-type: none"> a. http://dyslexiahelp.umich.edu/professionals/students-strengths-and-interests 2. Read the following article on interest/strengths surveys and creating meaningful questions for students. <ol style="list-style-type: none"> a. https://my.vanderbilt.edu/pas/toolkit/use-of-data/student-interest-and-learning-survey/ 3. View the following document on Bloom’s Taxonomy. <ol style="list-style-type: none"> a. https://www.utica.edu/academic/Assessment/new/Blooms%20Taxonomy%20-%20Best.pdf b. Select two keywords per level. You should have a total of 12 keywords highlighted. <p>Activities:</p> <ol style="list-style-type: none"> 1. Use the 12 keywords you selected to create a questionnaire to gain information on students’ interests and strengths. 2. Questions should be related to academic activities. <ol style="list-style-type: none"> a. Example: Synthesis Level of Bloom’s Chart <ol style="list-style-type: none"> i. I like to create illustrations describing Lions. (scaled responses) b. Example two: Knowledge Level of Bloom’s Chart <ol style="list-style-type: none"> i. I prefer retelling information learned over matching details on paper. (True/False responses) 3. Create a 20-question questionnaire to gain information on your students. <ol style="list-style-type: none"> a. 12 of the questions will be related to the keywords you identified in the Bloom’s Chart b. 8 additional questions will be related to personal interests (sports, favorite foods, do you have any pets, etc.) c. You are not limited to 20, but for grading purposes on this assignment, 20 will be the minimum. <p>Additional Note: When gaining information on your students, you will want to consider additional activities. Four Corners is another one that will allow for student movement. You can create a Google Presentation or a PowerPoint</p>

	<p>and display it on the classroom board/screen. Each slide has a question and four answers/student preferences. Students will go to the corner of the room based on their responses. This activity allows you to see their responses, and they can also see who else in the room has similar interests. Questions should be academically related and personal in mixed format. It's important to create different activities, and multiple forms should be used to gain information. One questionnaire is not sufficient to gather enough information.</p> <p>Example Question: What is your favorite meal out of the following choices?</p> <p>Answer Choices: 1) BBQ 2) Cheeseburger and Fries 3) Pizza 4) Chicken Salad</p> <p>When students are in their corner, you can ask additional questions: "What type of pizza?" "For the BBQ people, what's your favorite BBQ restaurant?"</p> <p>See: <i>How to Submit Coursework</i></p>
Assessment	The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS

Module 3: Accommodations for Students with Dyslexia

Objective	<p>Standard 4: Planning Instruction and Designing Learning Experiences for All Students</p> <p>https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/cstp-2009.pdf</p>
Assignment(s) Activities and Needed Materials	<p>Assignment:</p> <ol style="list-style-type: none"> 1. Explore possible accommodations for students with Dyslexia. 2. Read the following articles: <ol style="list-style-type: none"> a. http://dyslexiahelp.umich.edu/professionals/dyslexia-school/accommodations b. https://dyslexiaida.org/accommodations-for-students-with-dyslexia/ 3. Explain the differences between accommodations and modifications. <p>Activities:</p> <ol style="list-style-type: none"> 1. Create a flipchart of 10 ways to provide accommodations for students with Dyslexia. 2. Use Google Drive or PP to create a Slide Presentation, Word Document, or similar tool to develop a flip chart of 10 or more flip pages with accommodations that can be provided to assist students with Dyslexia. 3. Each slide should state the accommodation, possible applications for assignments in your class and the benefits of use. <p>Example: <u>Accommodation:</u> Highlighted Text</p> <p><u>Application:</u> As stated by the International Dyslexia Association, Dyslexics struggle with traditional text formatting. To accommodate this characteristic,</p>

	<p>I can provide text that is highlighted to focus on the important ideas and details related to the topic we are learning.</p> <p><u>Assignment:</u> When reading a traditional text format packet on George Washington, I can highlight details pertaining to his life in Yellow, to his military career in Blue and his Presidency in Red. This will allow a student to identify the unique qualities being covered in class by color.</p> <p>See: <i>How to Submit Coursework</i></p>
Assessment	The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS

Module 4: Structured Literacy for Students with Dyslexia

Objective	<p>CCSS.ELA-LITERACY.CCRA.L.1 through 6 http://www.corestandards.org/ELA-Literacy/CCRA/L/</p>
Assignment(s) Activities and Needed Materials	<p><u>Assignment:</u></p> <ol style="list-style-type: none"> 1. Read the following Intervention Study summary on Structured Literacy vs. Guided Reading Approach: <ol style="list-style-type: none"> a. http://dyslexiahelp.umich.edu/professionals/dyslexiaschool/structured-literacy/explicit-instruction-guided-reading b. Identify and note for future use the performance areas of statistical significance related to Guided Reading vs. Structured Literacy approaches. c. Additional helpful graphic: https://dyslexiaida.org/what-is-structuredliteracy/ 2. Read the following articles about Multisensory approaches to Literacy Instruction for students with Dyslexia: <ol style="list-style-type: none"> a. https://dyslexiaida.org/multisensory-structured-language-teaching-factsheet/ b. https://www.understood.org/en/articles/multisensory-instruction-what-you-need-to-knowXBwRzIBbmwzcGc 3. Multisensory Approaches for Literacy: <ol style="list-style-type: none"> a. https://www.understood.org/en/articles/8-multisensory-techniques-for-teaching-reading b. https://www.readandspell.com/us/multi-sensory-approach-to-reading <p><u>Activities:</u></p> <ol style="list-style-type: none"> 1. Create a Structured Literacy lesson plan in Google Docs, lesson must show a Multisensory approach in learning. <ol style="list-style-type: none"> a. Lesson length: 30 mins b. Use a current lesson plan format you utilize. <p>See: <i>How to Submit Coursework</i></p>
Assessment	The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS

Module 5: The Language of Math

Objective	<p>This course aligns to the following professional teaching standards: http://www.corestandards.org/Math/Practice/ • CCSS.MATH.PRACTICE.MP1 through MP8</p>
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<p>Assignment(s) Activities and Needed Materials</p>	<p>Assignment:</p> <ol style="list-style-type: none"> 1. Read the following article about language use in Math: <ol style="list-style-type: none"> a. https://dyslexiaida.org/multisensory-math/ 2. Read the following strategy and watch the video example contained within, about Multimodal Approaches to Math Instruction: <ol style="list-style-type: none"> a. https://dyslexia.yale.edu/resources/educators/instruction/mathprocessing-breakdowns/ 3. Read the following strategy and watch the video example contained within, about Naming Problems: <ol style="list-style-type: none"> a. https://dyslexia.yale.edu/resources/educators/instruction/math-namingproblems/ 4. Read the following strategy about Math Memory Challenges: <ol style="list-style-type: none"> a. https://dyslexia.yale.edu/resources/educators/instruction/math-memory-challenges/ 5. Read the following strategy and watch the video example contained within, about Counting and Comparing with Math: <ol style="list-style-type: none"> a. https://dyslexia.yale.edu/resources/educators/instruction/mathcounting-comparing/ <p>Activities:</p> <ol style="list-style-type: none"> 1. After reading about language use in Math and the four strategies detailed in steps 2-5 above, select a lesson you currently use, or develop a new lesson and accommodate the lesson using one of the new learned strategies. 2. Submit a copy of the original lesson and an accommodated lesson detailing the adaptations for students with Dyslexia. <p>See: <i>How to Submit Coursework</i></p>
<p>Assessment</p>	<p>The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS</p>

Course Assessment Rubric:

<p>EXCELLENT</p> <p>Meets or Exceeds Course Objectives: A to A-</p>	<p>ACCEPTABLE</p> <p>Majority of Work Meets Course Objectives; B+ to B-</p>	<p>NOT ACCEPTABLE</p> <p>Needs Considerable Improvement: Resubmit Work C or below</p>
<p>All work submitted reflects in-depth understanding of course objectives.</p>	<p>Most work submitted reflects in-depth understanding of course objectives.</p>	<p>Work shows little or no in-depth understanding of course objectives.</p>
<p>Assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.</p>	<p>Most assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.</p>	<p>Responses show little to no evidence of new knowledge as evidenced by lack of thoughtful, detailed and accurate assignment responses.</p>

Work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor did not have to provide continual assignment clarification or request revisions.	Most work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor had to provide continual assignment clarification or ask for revisions.	Work submitted was not organized or not clearly articulated. The instructor had to provide constant clarification and ask for continued revisions.
Assignment content and required projects were original.	Assignment content and required projects were original.	Evidence that not all assignment content and required projects were original.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.