**SNE 430 TEACHING OF READING AND WRITING**

**Course Description**

 Reading and writing is an essential part of the educational programme of exceptional children. This course will focus on an overview of models and instructional techniques of reading and writing. Students will also be provided necessary skills to diagnose reading and writing problems of students and devise necessary remediation for such problems.

**Course Objectives**

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

1. Diagnose reading and writing problems faced by special children.
2. List the reading and writing test used in assessment.
3. Understand the models and instructional approaches of reading and writing.
4. Develop techniques to enhance the reading and writing skill.

**Course Content**

 **1. Introduction of reading**

* Importance of teaching reading
* Factors that influence reading
* Interest and motivation
* Language related factors
* Auditory difficulties
* Visual difficulties
	+ - Types of reading difficulties
		- Professionals role in the development of reading

 **2. Diagnosis of reading problems**

* + - * Diagnostic procedure
			* Guidelines for diagnosis
			* Diagnosis as decision making
			* Classroom diagnosis
			* The learning climate
			* Observing student behavior
			* Diagnosis before instruction
			* Diagnosis during and after instruction
			* Early identification
	+ Clinical diagnosis
* Oral reading testing
* Comprehension after silent reading
* Listening comprehension
* Word attack assessment

  **3. Reading models**

* + - * Bottom-up models of reading
			* Top-down models of reading
			* Interactive models of reading

 **4. Instructional approaches of reading**

* Instructional strategies of reading
* Specific remedial comprehension activities
* Technology in the reading program
* Teaching phonemic awareness and sight words
* Instructional techniques focus on word identification
* Instructional technique focus on vocabulary
* Instructional techniques focus on comprehension
* Enhance reading skill through classroom activities

 **5. Introduction of writing skill**

* + Importance of writing skill
	+ Problems of writing
	+ Types of writing problems

 **6. Assessing student’s writing**

* Informal monitoring of student writing
* Process measures
* Product measures

 **7. Writing tool and styles**

* + Spelling
	+ Imitated spelling
	+ Analyzing children’s spelling errors
	+ Handwriting
	+ The goal of handwriting
	+ The handwriting connection

 **8. The writing process**

* + Stages of writing process
	+ Modeled writing
	+ Shaved writing
	+ Interactive writing
	+ Guided writing
	+ Independent writing

 **9. Writing strategies and skills**

* + Writing strategies
	+ Writing skills
	+ The component of writing
	+ Arranging the classroom for writing
	+ Adapting writing for emergent writers
	+ Teaching students to write letters
	+ Teaching students to write biographies
	+ Teaching students to write about expository writing
	+ Teaching children to write stories

**Suggested Readings**

1. Tompkins, E. G. (2000) *Teaching writing* (3rd ed.) Columbus: Macmillan College Publishing Company.
2. James, T. (1984). *Teaching reading to mentally handicapped children*. London: Croom Helm LTD.
3. William, H.R. (1989). *Reading diagnosis and remediation* (3rd ed.) Columbus: Marrill Pub. Co.