

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE  
Department of Special Education

**SPECIAL EDUCATION 406: K-12 LITERACY INSTRUCTION FOR DIVERSE  
LEARNERS WITH DISABILITIES**

Spring 2025

**Conceptual Framework**

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to ***Excellence through Innovation***. We believe excellence includes the acquisition of professional knowledge, skills, and dispositions and is demonstrated by the growth and renewal of ethical and caring professionals - faculty, staff, candidates - and those they serve. Innovation occurs through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. To this end we continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic **excellence** in the acquisition of professional knowledge and skills.
- We value the use of **evidence** for the purposes of monitoring candidate growth, determining the impact of our programs, and informing ongoing program and unit renewal. To this end we foster a culture of evidence.
- We value ethical practice and what it means to become **ethical and caring professionals**.
- We value **collaborative partnerships** within the College of Education as well as across disciplines with other CSUN faculty, P-12 faculty, and other members of regional and national educational and service communities.
- We value diversity in styles of practice and are united in a dedication to acknowledging, learning about, and addressing the varied strengths, interests, and needs of **communities of diverse learners**.
- We value **creative and reflective thinking** and practice.

**Course Description**

This course is designed to prepare special education candidates to teach diverse learners with disabilities reading and language arts at the elementary and secondary levels. The course focuses on the design and delivery of comprehensive literacy programs consistent with state standards, and the competencies and strengths of students with disabilities. Content specifically addresses word analysis, fluency, vocabulary, academic language, and comprehension. An emphasis is placed on the development and organization of differentiated instructional practices for students with disabilities, based on findings from individualized assessment procedures.

## Course Texts

### Required:

1. O'Connor, R.E. (2014). *Teaching word recognition. Effective strategies for students with learning difficulties*Links to an external site. (2nd ed). Guilford.
2. Klingner, J.K., Vaughn, S., & Boardman, A. (2015). *Teaching reading comprehension to students with learning difficulties*.Links to an external site. (2nd ed). Guilford.
3. Johns, J. (2017). *Basic reading inventory, 12<sup>th</sup> edition*. Dubuque, IA: Kendall/Hunt.  
\*\* Previous editions may be substituted. Please contact Instructor for approval.

### Required Supplemental Readings [on Canvas]:

Denton, C., Bryan, D., Wexler, J., Reed, D., & Vaughn, S. (2007). *Effective instruction for middle school students with reading difficulties: Reading teacher's sourcebook*. Austin, TX: University of Texas System/Texas Education Agency. [PDF available free on Canvas]

National Institute of Child Health and Human Development, NIH, DHHS. (2000). *Report of the National Reading Panel: An evidence-based assessment of the scientific literature on reading and its implications for reading instruction* (00-4769). Washington, DC: U.S. Government Printing Office. Retrieved August 16, 2012 from [http://www.nichd.nih.gov/publications/nrp/upload/smallbook\\_pdf.pdf](http://www.nichd.nih.gov/publications/nrp/upload/smallbook_pdf.pdf)

Goldeberg, D. (2011). Disability categories under IDEA. *Special Education Advisor*. Retrieved August 16, 2012 from [www.specialeducationadvisor.com/disability-categories-under-idea/](http://www.specialeducationadvisor.com/disability-categories-under-idea/).

Moats. L.C. (2001). When older students can't read. *Educational Leadership* 58(6), 36-40.

Mooney J. & Cole D. (2000). *Learning outside the lines: Two Ivy League students with Learning disabilities and ADHD give you the tools for academic success and educational revolution*. New York, NY: Touchstone.

Finn, P.J. (1999) *Literacy with an Attitude: Educating Working-class children in their own self-interest*, second edition. Albany, New York: State University of New York Publisher.

## **Course Objectives**

After completing this course candidates will be able to:

1. Demonstrate knowledge of comprehensive and inclusive K-12 literacy programs that are standards-based and evidence-based.
2. Demonstrate understanding of language as the foundation for literacy, and implications for English learners with disabilities.
3. Discuss pre-writing symbolic and written language systems, including the specific features of alphabetic forms.
4. Demonstrate knowledge of multiple literacies including the use of technologies and assistive technologies both within and outside of the school environment.
5. Demonstrate knowledge of factors contributing to independent reading and of evidence-based strategies to motivate reluctant readers diverse in ability, language, and culture.
6. Develop competency in the design of evidence-based literacy lessons including scaffolding, guided and directed reading activities, culturally responsive teaching, and incidental teaching opportunities.
7. Develop competency in the use of data (observations, anecdotal, formal and informal assessments) to determine mastery of the curriculum, reading levels, and accomplishment of Individualized Education Program (IEP) goals.
8. Use data from assessments to inform K-12 literacy instruction of individual learners with disabilities, including English learners.
9. Conduct and interpret on-going curriculum-based assessment to measure progress within response to intervention models of tiered intervention.
10. Demonstrate understanding of early literacy concepts and the contribution of family literacy to the development of beginning reading and writing.
11. Discuss the role of the evidence-based practice of using phonological awareness in learning to read and the reciprocal relationship between phonetic decoding and spelling development in struggling readers.
12. Use data including the results of informal assessments to plan word analysis and word recognition instruction that addresses the needs of students with disabilities, including English learners.
13. Demonstrate knowledge of evidence-based practices to promote the reading rate, accuracy and prosody of diverse learners with special needs.
14. Discuss the evidence-based practice of teaching vocabulary, academic language and background knowledge in comprehension instruction.
15. Use data including the results of informal assessments to plan vocabulary and comprehension instruction that is differentiated, incorporates principles of SDAIE, and supports all students' understanding of narrative and expository texts.
16. Demonstrate skills in planning and managing a systematic and differentiated inclusive reading/language arts program.

## **Assignments**

**Attendance and Participation (15% of grade)**

You are required to participate in all class sessions. Participation requires attending to the instructor and colleagues, providing thoughtful feedback, and actively engaging in learning opportunities and activities (online and in person). If regular participation is not observed, the instructor will schedule an office meeting to discuss remedies. If improvement is not made, points will be deducted from attendance/participation points. Please communicate with the instructor regarding your participation. **ASYNCHRONOUS ONLINE CLASS:** Not all the participation activities are reflected in the "Assignments" group on Canvas. So, it's best to proceed through each module consecutively to ensure you're engaging in all the activities.

### **On-line Reading Quizzes & Discussions (20% of grade)**

Keeping up with the weekly readings is critical to your understanding of the course content and your ability to interact with the Content Modules. You will be held accountable for completing the reading *before* each assigned class and through reading quizzes and discussion threads associated with key readings. Quizzes and discussion threads are posted on Canvas and are open for the week prior to class. **Quizzes and discussion threads close at the start of class and may not be made up after they have closed.** Quizzes and discussions are untimed, however, students have only one opportunity to take them. Please note: Quizzes are on all assigned readings for the class.

### **Instructional Plans (3) (20% of grade)**

Creating instructional plans, or lesson plans is one of the most critical skills for new teachers. You will write three (3) lesson plans to directly address the specific reading needs for struggling readers. For the first lesson plan, you are allowed to and encouraged to work with peer to exchange some ideas. If you choose to work with peer, please remember that each one of you creating your own lesson plan but collaborating to exchange ideas. As a final product, you will be responsible for completing and submitting your own lesson plan. Lessons 2 and 3 will be completed individually. You will be provided with case-study students to write instructional lessons for or may discuss writing a lesson for a student with whom you work. *Detailed assignment guidelines are provided in Canvas.*

**DHH 7.1**

**DHH TPE 7.5eg**

**DHH TPE 7.6**

**U7.5e U7.5d U7.5e U7.5f**

**U7.5g U7.5h**

### **IRI Assessment/Instruction Report (25% of grade)**

The purpose of this assignment is to learn how to administer and interpret results from an informal reading inventory. You will administer, score, and interpret results from an informal reading inventory (or IRI). For SPED 406, the required IRI is John's Basic Reading Inventory (BRI). You will administer the BRI to a student who is not struggling with the reading process, turn in the raw data, analyze the results, and write your interpretation and recommendations in a final report.

MM ESN 7.10

U 5.1

U 5.2

U 5.4

U 5.8

MM 5.1 (EX5.2)

### **Final Exam (10% of grade)**

As a culmination of what you learned in this class, you'll be required to take a final exam.

### **Grading Standards**

93 – 100%	A	78 - 79%	C
90 - 92%	A -	73 - 77 %	C
88 - 89%	B+	70 - 72%	C -
83 - 87%	B	60 - 69%	D
80 - 82%	B-	00 - 59%	F

#### Grading Rubric

A = Outstanding - Performance reflects a thorough understanding of the material, including integration of information and application of theory and research to practice. Projects and exams are comprehensive, thoughtful and provide new insights. All assignments are well-organized and clearly written. Attendance and participation in class is consistent and engaging.

B = Very Good - Performance reflects complete and accurate understanding of the material. There is generalization of the information that demonstrates the ability to integrate and apply information. All assignments are thoughtful, well-organized, and clearly written. Attendance and participation in class is consistent and engaging.

C = Satisfactory - Performance reflects minimal level of competency attainment, understanding, and skill. Does not meet graduate and professional standards. Lacks demonstration of generalization and application of the information. Assignments are incomplete, poorly prepared, and/or possess notable misconceptions. Attendance and participation is sporadic and limited.

D = Barely Passing - Performance reflects severe misconceptions about the information. There is little or no demonstration of generalization or application. Assignments are incomplete, poorly prepared, and/or missing. Attendance and participation are poor.

F = Failing - Performance reflects lack of engagement with the information. No assignments are completed. Attendance and participation are poor.

## Course Schedule

*This schedule is subject to change with prior notice.*

<b>Class</b>	<b>Topics</b>	<b>Readings</b> (To be completed by class date)	<b>Activities/ Assignments</b> <b>Due</b>
<b>1</b>	<p>Syllabus overview &amp; course expectations</p> <p><b>Characteristics of diverse learners:</b></p> <ul style="list-style-type: none"> <li>Struggling and at-risk readers including special education (SpEd) eligibility categories</li> </ul> <p><b>What is Literacy</b></p>	<p>A Loss for Words: What's Wrong with how Schools Teach Reading (2019, American Public Media)</p> <p>Scarborough (2001) The Reading Rope.</p>	Discussion
<b>2</b>	<p><b>Review structured literacy core reading components</b></p> <p>California Standards for ELA/ ELD <b>U3.1</b></p> <p><b>What are “evidence-based” practices?</b></p> <ul style="list-style-type: none"> <li>Critical decision making</li> <li>What does it mean in literacy?</li> <li>Assessment, screening, instruction</li> </ul> <p><b>Embedding Social Justice into Literacy Instruction</b></p>	<p>Report of the National Reading Panel: <a href="http://www.scsk12.org/scs/subject-areas/kweb/images/nationalreadingpanel_faq.pdf">http://www.scsk12.org/scs/subject-areas/kweb/images/nationalreadingpanel_faq.pdf</a></p> <p>Print concepts including letters of the alphabet <b>DHH TPE 7.5a</b></p> <p>McCormack and Pasquarelli (2010) Ch. 1: What makes a good teacher of reading? Ch. 2: Creating a literacy rich classroom environment.</p> <p>Disrupting Racism and Whiteness in Researching a Science of Reading (Milner, 2020).</p>	<p>Reading Quiz <b>DHH 7.5a</b></p> <p>Discussion: Use of Print Concepts <b>DHH 7.5a</b></p>
<b>3</b>	<b>Strategic, Explicit Teaching</b>	<p>Minskoff (2005) Ch. 1: A three-legged instructional model for teaching reading to struggling readers. Ch. 2: S.E.T. Strategic, explicit teaching <b>U3.2</b></p> <p>Video demonstrations of explicit instruction for phonological awareness and phonics.</p>	Reading Quiz

<b>Class</b>	<b>Topics</b>	<b>Readings</b> (To be completed by class date)	<b>Activities/ Assignments</b> <b>Due</b>
<b>4</b>	<b>Phonological Awareness</b> The umbrella of phonological awareness Phonological Awareness Screening Test (PAST) Phonemic awareness activities  <b>Phonics</b> Basic Phonics Instruction Structural/ syllabic analysis Phonics resources <b>MM ESN 7.5/U7.5i</b>	O’Conner (2014) Ch. 1: In the beginning. Oral language and learning to read words Ch. 2: Phonemic awareness  O’Conner (2014) Ch. 3: The alphabetic principal Ch. 4: Beginning to decode Ch. 5: Word patterns <b>MM ESN 7.5/U7.5c</b> <b>MM ESN 7.5/U7.5h</b> DHH TPE 7.5bcf	Engage in phonological and phonemic awareness activities <b>DHH 7.5bcf</b> <b>MM ESN 7.5/U7.5c</b>  Reading Quiz 2 Identification and discussion of phonics activities for instruction <b>MM ESN 7.5/U7.5g</b> <b>DHH 7.5 bcf</b>
<b>5</b>	<b>Assessment and Informal Reading Inventories</b> <b>MM /EX 7.1</b>  Overview of assessment types: Formative/ Summative <b>MM 5.1 (EX5.2)</b> <b>MM 5.1 (EX5.2)</b>  Role and components of an IRI BRI structure Introduction and purpose of assessing word recognition skills	Basic Reading Inventory Manual Sections 1, 2, 3 <b>U5.1</b> <b>U 5.2</b> <b>U 5.4</b> <b>U 5.6</b> <b>U 5.8</b> <b>MM 5.4 (EX5.4)</b> <b>MM 5.1 (EX5.2)</b> <b>MM 5.6 (EX5.7)</b>	Practice administration of word lists/ word recognition skills. <b>MM/EX 7.1</b>  <b>U5.1</b> <b>U 5.2</b> <b>U 5.4</b> <b>U 5.6</b> <b>U 5.8</b> <b>MM 5.6 (EX5.7)</b>
<b>6</b>	<b>Assessment using the Basic Reading Inventory, part 2.</b>  Introduction and purpose of assessing reading in context Assessment of comprehension skills	Basic Reading Inventory Manual Section 4	Practice administration of passages, comprehension questions, and scoring, and interpreting data.



Class	Topics	Readings (To be completed by class date)	Activities/ Assignments Due
7	<b>Lesson Planning and Fluency</b>  Developing lesson plans for strategic, explicit teaching Lesson plans for teaching decoding skills; Guidelines for Instructional Plan 1 (Phonics) <b>MM ESN 7.5/U7.5f</b>  Teaching fluency in isolation and context.	O'Conner (2014) Ch. 6: Developing sight words Ch. 7: Reading multisyllabic words Ch. 8: Using morphology to read words <b>DHH 7.5d</b> <b>MM ESN 7.5/U7.5d</b> <b>MM ESN 7.5/U7.5d</b> <b>MM ESN 7.5/U7.5g</b> <b>MM ESN 7.5/U7.5i</b>  Ch. 9: Reading words fluently <b>DHH 7.5e</b> <b>DHH TPE 7.5g</b> <b>MM ESN 7.5/U7.5e</b> <b>U3.3</b> <b>U3.4</b> <b>U3.5</b> <b>U3.6</b> <b>U4.6</b> <b>U1.7</b>	Reading Quiz <b>DHH 7.5d</b>  Readers Theater activity for teaching fluency <b>DHH 7.5d</b> <b>DHH 7.5e</b> <b>DHH TPE 7.5g</b> <b>MM ESN 7.5/U7.5e</b> <b>MM ESN 7.5/U7.5h</b> <b>U 1.7</b> <b>U 4.6</b>
8	<b>Vocabulary Instruction</b>  Guidelines for creating Instructional Plan 2 (Vocabulary)	Klingner et al (2015) Ch. 1: Overview of reading comprehension  Ch. 3: Vocabulary instruction <b>MM ESN 7.7/U7.7</b> <b>MM 1.3 (EX 1.8)</b>	Reading Quiz  Engagement in explicit instruction activities for teaching vocabulary <b>MM ESN 7.5/U7.5f</b>  <b>MM 1.3 (EX 1.8)</b>
9	<b>English Learners, Deaf Students, and Older Students</b>	O'Conner (2015) Ch. 10: Teaching students who are English Learners <b>DHH TPE 6.6</b>  Ch. 11: Older students with learning difficulties  Andrews et al (2016) <i>Early Reading for Young Deaf and Hard of Hearing Children: Alternative Frameworks.</i>	Reading Quiz  Class Discussion
10	<b>Reading Comprehension Strategies</b>  Text types Cognitive Processes Activating prior knowledge Visualizing Self-monitoring	Klingner et al (2015) Ch. 4: Instructional practices that promote reading comprehension. <b>DHH TPE 7.6</b> <b>MM ESN 7.6/U7.6</b>	Reading Quiz  Meaning Making Activity <b>MM ESN 7.6/U7.6</b> <b>DHH 7.6</b>

Class	Topics	Readings (To be completed by class date)	Activities/ Assignments Due
11	<b>Reading Comprehension Strategies (cont)</b>  <b>Letter Formation/Printing and Language Conventions MM ESN 7.8/U7.8</b>	Klingner et al (2015) Ch. 5: Promoting content area literacy Ch. 6: Supporting English Learners with learning difficulties	Reading activity: Drawing evidence from texts  Reading Quiz  Language Conventions Activity MM ESN 7.8/U7.8
12	<b>Dyslexia Module</b>  California Dyslexia Guidelines	Introduction to Dyslexia Module UC/CSU Collaborative for Neurodiversity and Learning DHH TPE 7.2 DHH 7.2 MM ESN 7.10 MM ESN 7.2 MM ESN 7.2 MM ESN 7.3 MM ESN 7.3  MM ESN 7.10  California Dyslexia Guidelines	Module Quiz  MM ESN 7.3
13	<b>Literacy Needs for Students with Extensive Support Needs</b>	Aviv (2018) <i>Georgia's Separate and Unequal Special Education System</i> DHH TPE 7.4 EX 7.6 EX 7.7  Apitz et al (2017) <i>Planning Lessons for Students with Significant Disabilities in High School English Classes</i>	Class Discussion
14	<b>Literacy Performance Evaluation</b>		
15			
1			

## **Course Expectations**

I strive to maintain a climate for all participants in this class that is free of all forms of discrimination and harassment based upon race, ethnicity, religion, national origin, physical or mental abilities, age, marital status, sexual orientation, gender identity, or status as a U.S. veteran. Any student who has concerns about inappropriate behavior in the course should contact me as soon as possible to correct and enhance the student's experience.

### **1. Questions, Comments, Concerns? Talk with me!**

I highly value effective communication. If you are confused, have needs, or would like to share something with me, please reach out. While I check-in with students from time-to-time during the semester, I don't know what you don't share. I can help problem-solve if/ as needed.

Please don't hesitate to seek help from me or from the many other people on campus who are here to help you. Please ask! You have been given my email address on page 1. Email is the best way to contact me. If you do email me, please write the class number (SPED 406) and your name in the subject line, so I know it pertains to this class and can more easily find your records. Also, please be aware that it may take a day or so to respond, so plan accordingly. Visiting me at my "virtual office" is also encouraged. I am available for office hours on Wednesday afternoons from 3:45-4:45. Please email me first to make an appointment.

**2. Syllabus:** Please read this entire syllabus. I am available to answer any questions you may have.

**3. Communication:** CSUN sends all official communications by email, including registration information. Check your CSUN email as soon as you've activated your university account. Using any Web browser, go to [csun.edu/webmail](http://csun.edu/webmail). Enter your CSUN User ID and Password. To forward your CSUN email to your Yahoo, Hotmail or other preferred address go to [www.csun.edu/account](http://www.csun.edu/account), log in and select Mail Forwarding. However, do be aware that some transmissions are not successful. To remain informed, it is in your best interest to continue to check your CSUN email account throughout the semester.

**4. Technology** provides great opportunities for communication and collaboration. The Michael D. Eisner College of Education embraces the innovative use of technology to promote professional communication, enhance the student experience, and to further our impact in the field. California State University, Northridge faculty strive to respond to student email correspondence within 48 hours during business days when the University is open for classes. Unless otherwise directed, all email correspondence should be via the official University email, and not via personal email.

### **5. Help with Technology and Classroom Accommodations**

There are many resources on campus to help you. The IT center is always a good place to start: <http://www.csun.edu/it/need-help> If you face issues with access to technology, please let me know.

**6. Assignments:** All assignments (unless otherwise noted by the instructor) must be word-processed and submitted on Canvas. Computer malfunctions are not an excuse for missed or late work.

All assignments must be neat, clearly written, and contain a minimum of misspellings and grammatical errors. Please proofread all your assignments. Points will be deducted for sloppy work, misspellings, grammatical errors, typos, or lack of clarity/organization. Papers will be returned for correction at the discretion of the instructor. **In the case where a paper is resubmitted at the request of the instructor, the final grade of the paper will be determined by averaging the original score with the revised score.**

**7. Late papers:** All assignments are due by the date indicated in the syllabus; assignments submitted within 24 hours of the posted due date will be graded for full consideration. Any assignments submitted between 24.1 hours and 72 hours after the posted due date will be graded but the final grade will be reduced by 10%. No assignments will be accepted later than 72 hours after the posted due date unless other arrangements have been made with the instructor. LIFE HAPPENS, at any point in the semester, for any assignment, if you need an extension please reach out to your instructor.

**8. Incompletes:** University policy requires that to be given an incomplete you must have at least a passing grade at the end of the semester. This means you must be current with your assignments and have a compelling reason for taking an incomplete. If you choose to take an incomplete, it is up to you to know exactly what work you need to do to fulfill your requirement and to fill out an incomplete form (you can download the form here: [http://www.csun.edu/sites/default/files/request\\_incomplete.pdf](http://www.csun.edu/sites/default/files/request_incomplete.pdf))

**9. Plagiarism and Academic Integrity:** Don't The CSUN catalog (<http://www.csun.edu/catalog/>) defines plagiarism as "[i]ntentionally or knowingly representing the words, ideas, or work of another as one's own in any academic exercise." We'll be discussing how to properly cite materials, and I am always available to help you if you are concerned.

**10. Accommodations:** If you have a disability, and need accommodations, please register with the **Disability Resources and Educational Services** (DRES) office or the National Center on Deafness (NCOD). The DRES office is located in Bayramian Hall, room 110 and can be reached at (818) 677-2684. NCOD is located on Bertrand Street in Jeanne Chisholm Hall and can be reached at (818) 677-2611. If you would like to discuss your need for accommodations with me, please contact the instructor to set up an appointment

### **Professional Dispositions**

In addition to the knowledge and skills you learn and reflect upon in your graduate program, it is expected that you will also reflect upon your own Professional Dispositions. Faculty will reflect with you on your Dispositions at several key points throughout your credential program. These dispositions are particularly important as you work with students in the tutoring lab this semester. Please take some time and reflect on the following dispositions, and your personal

strengths and challenges in each area. Dispositions identified as important within the Department of Special Education include:

**A. Personal qualities important to the teaching/education profession**

Possesses integrity, accepts responsibility, is highly motivated, evidences high academic achievement, displays perseverance, takes initiative, exhibits self-control, shows maturity of judgment, is punctual and reliable, demonstrates warmth and advocacy for children, and presents a professional appearance and demeanor.

**B. Qualities important to collaboration**

Establishes rapport with others, assumes appropriate roles in the collaborative process, works well with others and communicates respectfully, demonstrates effective communication skills, values teamwork, demonstrates a respectful appreciation for diverse perspectives, demonstrates a commitment to achieving team goals, and seeks to develop and maintain professional workplace relationships.

**C. Commitment to professional growth**

Responds appropriately to supervision, reflects on/evaluates strengths and areas for improvement, accepts constructive criticism and suggestions, displays interest and curiosity in the learning process, uses suggestions to improve skills and understanding, values life-long learning, strives to achieve competence and integrity, and is a self-directed learner.

**D. Commitment to diversity and social justice**

Demonstrates cultural respect and understanding, believes in equal educational/vocational opportunity, displays sensitivity to ethnically, linguistically, cognitively, physically, socially diverse groups and individuals, advocates high and appropriate expectations for all students, and treats all people equally. Believes all individuals can learn, despite severity of disability, and is committed to serving students with diverse needs, cultural and linguistic backgrounds, and developmental levels.

**E. Commitment to ethical practices**

Maintains confidentiality, displays ethical behavior, is honest and trustworthy, abides by legal mandates and ethical responsibilities, uses sound, informed judgment. Committed to ethical professional activities that benefit individuals with exceptionalities and their families

Linking Key:

DHH 6.6	9
DHH 7.1	4
DHH 7.2 DHH 7.2	10
DHH 7.4	10
DHH 7.5a	7
DHH 7.5 a DHH 7.5a	7
DHH 7.5bcf DHH 7.5bcf	8
DHH 7.5 d	9
DHH 7.5 d	9
DHH 7.5e	9
DHH 7.5e	9
DHH 7.5g	9
DHH 7.5g	9
DHH 7.5 bcf	8
DHH 7.5 e g	4
DHH 7.6	4
DHH 7.6 DHH 7.6	9

MM 1.3 (EX 1.8)	9
MM 1.3 (EX 1.8)	9
U 1.7	9
U 1.7	9
U 3.1	7
U 3.2	7
U 3.3	9
U 3.4	9
U 3.5	9
U 3.6	9
U 4.6	9
U 4.6	9
MM 5.1 (EX 5.2)	8
MM 5.1 (EX 5.2)	8
MM 5.1 (EX5.2)	5
U 5.1	8

U 5.2	8
U 5.4	8
U 5.6	8
U 5.8	8
U 5.1	8
U 5.2	8
U 5.4	8
U 5.6	8
U 5.8	8
U 5.1	5
U 5.2	5
MM 5.4 (EX 5.4)	8
U 5.4	5
MM 5.6 (EX 5.7)	8
MM 5.6 (EX 5.7)	8
U 5.8	5
MM EX 7.1	8
MM EX 7.1	8
MM ESN 7.2	10
MM ESN 7.2	10
MM ESN 7.3	10
MM ESN 7.3	10
MM ESN 7.3	10
MM ESN 7.5 /U 7.5c	8
MM ESN 7.5 U7.5c	8
MM ESN 7.5 / U 7.5d	9
MM ESN 7.5 / U 7.5d	9
MM ESN 7.5/ U7.5e	9
MM ESN 7.5/ U7.5e	9
MM ESN 7.5 / U 7.5f	9
MM ESN 7.5 / U 7.5f	9
MM ESN 7.5/ U7.5g	9

MM ESN 7.5/ U7.5g	9
MM ESN 7.5/ U7.5 h	8
MM ESN 7.5/ U7.5 h	9
MM ESN 7.5 U7.5i	8
MM ESN 7.5/ U7.5i	9
U7.5cdefgh	4
EX 7.6	10
MM ESN 7.6 U 7.6	9
MM ESN 7.6 U 7.6	9
EX 7.7	10
MM ESN 7.7/ U 7.7	9
MM ESN 7.8 /U 7.8	10
MM ESN 7.10	10
MM ESN 7.10	10
MM ESN 7.10	5