

Instructor/TA Info

Instructor Information

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TA Information

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Course Information




Description

This course prepares participants to teach beginning and remedial reading and language arts by using explicit instructional methods founded in the essential reading elements of: Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension. The course includes assessment, placement, and instruction for letter names and sounds, new vocabulary, fluency, comprehension, penmanship, spelling, grammar, and written expression.

Prerequisites

Admission to special education major or licensure program and successful completion of previous Special Education courses.

Materials

	Item	Price (new)	Price (used)
	<u>BEGINNING READING FOR OLDER STUDENTS GRADES 4-8</u> - <i>Required</i> by LAPIN, G	12.99	
	<u>RESEARCH BASED METHODS OF READING INSTR GRADES K-3</u> - <i>Required</i> by VAUGHN, S	23.95	18.00
	<u>TEACHING READING CHILDREN W/ DOWNS SYNDROME</u> - <i>Required</i> by OELWEIN, P	24.95	18.75

Learning Outcomes

IEP

1. Write IEP present levels of educational performance and, measurable annual goals for reading.

Core curriculum for reading and language arts

2. Demonstrate knowledge of core curriculum for reading and language arts

Analyze learning objectives

3. Task analyze learning objectives for reading and language arts

Daily lesson plans

4. Plan daily lessons for reading and language arts.

Dynamic Indicators

5. Use Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to benchmark and monitor reading progress of one early elementary student.

Matching student instructional reading levels

6. Choose reading materials to match student instructional reading levels.

Teaching of the 5 areas of the national reading panel

7. Demonstrate the teaching of the 5 areas of the national reading panel

Teach writing

8. Demonstrate the teaching of writing.

Progress monitoring data

9. Demonstrate the use of progress monitoring data to make instructional decisions.

Grading Scale

Grades	Percent
A	96%
A-	90%
B+	88%
B	85%
B-	80%
C+	77%
C	75%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Grading Policy

Late assignments will receive 10% off each day they are late. Assignments are due at the beginning of class. Completing assignments in a timely fashion is a necessary skill for success in this course, this major and your future career. Any level of dishonesty in your coursework could result in failing the course entirely. Within reason, accommodations may be made to the extent it will not effect the integrity of the course. Letters from The Accessibility Center must be submitted prior to any accommodations being made.

Participation Policy

Students will be graded on their participation level in class including: only using electronics for topics that directly relate to our current class topic, turning cell phones off, no texting, actively participating in class and group discussions and not participating in activities that may be distracting to others.

Attendance Policy

Students are expected to attend each class period, come on time and stay the full duration. Failure to do so can effect your grade.

Assignments

Assignment Descriptions

DIBELS Materials

Jan
07

Due: Wednesday, Jan 07 at 8:30 am

- Go to dibels.org
- On left hand side under Assessments, click DIBELS Next
- Click Sign Up
- Sign up
- Keep username and password
- login

- Accept terms
- Review DIBELS NEXT ASSESSMENT MANUAL (briefly)
- Carefully read: [DIBELS Next Scoring Booklet Printing Directions](https://dibels.org/next/downloads/DIBELSNext_PrintingDirections.pdf) (https://dibels.org/next/downloads/DIBELSNext_PrintingDirections.pdf)
- Print Progress Monitoring Scoring Booklets for: FSF, PSF, NWF and DORF Level 1
- Take booklets separately for each test and flip every other page after the cover page so that the page numbers are on the top. Then put in copy machine and print single sided to double sided. Fold stack in half and booklet should be in order
- Print Student materials for: NWF and DORF Level 1

Quiz 1

Jan
07

Due: Wednesday, Jan 07 at 11:59 pm

Quiz 2

Jan
14

Due: Wednesday, Jan 14 at 11:59 pm

DIBELS Testing 1

Jan
26

Due: Monday, Jan 26 at 8:30 am

Complete DIBELS testing on a child at least 3 years-old to an adult that is reading at a 1st grade level or below. You may work with Shauna Corry if you do not have someone you can test. Her contact information is: shaunaco@provo.edu

Quiz 3

Jan
26

Due: Monday, Jan 26 at 11:59 pm

LP 1

Jan
28

Due: Wednesday, Jan 28 at 11:59 pm

DI Lesson plan: Phonemic Awareness blank lesson plan.doc [Download \(plugins/Upload/fileDownload.php?fileId=1128cf96-rB9f-LY1N-aKnd-IG575bf3dd0e&pubhash=b-R-EJLlOcfNF_iQ2_TiVJWDBzVkrZbYpwv_gohTvWNg33D5A-9-GuXrGKMBP12-oCpNuVcnAZcO4s8OUmbS9w==\)](#)

TS 7 - Writing

Feb
02

Due: Monday, Feb 02 at 11:59 pm

Describe and write the steps to teaching one writing skill. Come prepared to class to teach it to a peer.

Worksheet - SEEL

Feb
02

Due: Monday, Feb 02 at 11:59 pm

Systematic Engaging Early Literacy (SEEL) Worksheet SEEL Worksheet.docx [Download \(plugins/Upload/fileDownload.php?fileId=a1480d02-wTLJ-2K7F-0dfX-9w2175edbe97&pubhash=lhitsTnSMjasWWsoimDePtjwDQvtR8eADGcXDvdATBZfh4goKSdnTAFdwkrPbG_ClkUz8uL3fiPrAvN8eSl3CA==\)](#)
http://education.byu.edu/seel/what_is_seel.html (http://education.byu.edu/seel/what_is_seel.html)

Worksheet - Beginning Reading

Feb
04

Due: Wednesday, Feb 04 at 8:30 am

Beginning Reading to Older Students Worksheet Beginning Reading for Older Students-1.doc [Download](#) (plugins/Upload/fileDownload.php?fileId=50315379-9FwP-rYIP-RbCa-nee7023830d0&pubhash=KsNeobCKHDLV6-6w3NdBMx1P_I_O5R0cVU6WWn8P21jwpLf4g9ilZsEx6KNzjXwofjZ4rSBv6W1sIbPzCcF0g==)

LP 2

Feb
04

Due: Wednesday, Feb 04 at 11:59 pm

DI Lesson Plan: Phonics

Down Syndrome Presentation

Feb
09

Due: Monday, Feb 09 at 8:30 am

Present from a chapter rubric for Downs Presentation.docx [Download](#) (plugins/Upload/fileDownload.php?fileId=6c7a5ecc-wbaA-EM6s-EibD-XGac7e33b68e&pubhash=Xis_N6QseRMkg02IMU4iR5N4qcmF8R1-vcC4jvG9_BvfUBj-oq2G6rOPulvXDFyjLhjLY7NuuzjghBnswjq4Aw==)

Worksheet - Teaching Reading to Children with Down Syndrome

Feb
09

Due: Monday, Feb 09 at 11:59 pm

Down Syndrome Worksheet Downs book wksht.doc [Download](#) (plugins/Upload/fileDownload.php?fileId=242e5704-76Vq-vvgo-w1NZ-gA3de0511260&pubhash=RILrJ3VOof0rManONpUTMLkpWEYvMf4DfYsFMKv1Y649O-Nd4-IWNQOUgkDZzGSWenmDMdh1hQzRtCkU-Vj8j6A==)

DIBELS

Feb
11

Due: Wednesday, Feb 11 at 8:30 am

Complete DIBELS testing on the same individual you tested before with DIBELS.

LP 3

Feb
11

Due: Wednesday, Feb 11 at 11:59 pm

Lesson Plan: Fluency

Midterm

Feb
17

Due: Tuesday, Feb 17 at 11:59 pm

Midterm

Worksheet - 100 easy lessons

Feb
18

Due: Wednesday, Feb 18 at 8:30 am

Teach Your Child to Read in 100 Easy Lessons Worksheet 100 easy lessons wksht-1.doc [Download](#) (plugins/Upload/fileDownload.php?fileId=eb4fa5c9-Z5g5-dcqh-9UYn-7d407a25730c&pubhash=zeLYwFfswm3FTP1pjRn_LNyBES_pvPZMoHDS7r_Q72ywp0HPKwBjs0CMzpDpljySQLhbNg-NUdGxp9jUE5FTSw==)

LP 4

Feb
18

Due: Wednesday, Feb 18 at 8:30 am

DI Lesson Plan: Vocabulary Using Promethean Board

DIBELS Testing

Feb
23

Due: Monday, Feb 23 at 8:30 am

Complete DIBELS testing on the same individual you tested before with DIBELS and complete the trend line graph

1. DIBELS: progress monitoring
 - a. Using your knowledge from IP&T prepare graphs for students you are progress monitoring
 - b. You need at least 3 scores
 - c. The graph should include an initial test, target, aimline and trendline The graph should be labeled according to instructions learned in CPSE 410
 - d. Submit your progress monitoring graph on LS

LP 5

Feb
23

Due: Monday, Feb 23 at 8:30 am

DI Lesson plan: Comprehension

Teacher Work Sample Unit

Feb
25

Due: Wednesday, Feb 25 at 9:00 am

Complete a Teacher Work Sample (TWS) on one of the big 5 elements of reading for your group of students. Include 4 scripted lesson plans that align with your TWS.

TWS Final Project.docx [Download \(plugins/Upload/fileDownload.php?fileId=0bd7b204-Yrma-o6NZ-QPbA-c6abd4ad8c7b&pubhash=kYlpWig8lFkolyylmGtC4sS70oLjzh1-jllWwQkUvSeBvOB9uBOQzKacW6DeXCXyqvUSzh2PTOIhtXlZeYBxA==\)](#)

Readings

Feb
25

Due: Wednesday, Feb 25 at 11:59 pm

Provide a list of the title and author for 10 picture books and 2 chapter books you read during this course.

Oral presentations

Feb
25

Due: Wednesday, Feb 25 at 11:59 pm

Complete an oral presentation outlining:

- How DIBELS Assessment informed your instruction
- How The Core/PLAAP/MAG/Unit Scope and 4 Daily lesson objectives align
- How Pre and Post data will be used and what assessments will be used during instruction to ensure learning is taking place
- Lesson Plans (4) -what and how will things be taught

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary

action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at 801-422-2130; the Honor Code Office at 801-422-2847; the Equal Employment Office at 801-422-5895; or Ethics Point at <http://www.ethicspoint.com>, or 1-888-238-1062 (24-hours).

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Schedule

Date	Schedule	Assignment
Week 1		
M Jan 05 Monday	Introduction and overview All students can read National Reading Panel Overview of the Big 5	
W Jan 07 Wednesday	Research Based Reading Instruction DIBELS Quiz 1	Chapter 1&7 <i>Reading Instruction</i> DIBELS Materials
Week 2		
M Jan 12 Monday	DIBELS	
W Jan 14 Wednesday	Direct Instruction Reading Lesson Plan Phonemic Awareness Quiz 2	Chapter 2 <i>Reading Instruction</i>
Week 3		
M Jan 19 Monday	Martin Luther King Jr. Holiday	

W Jan 21 Wednesday	Phonics & Fluency Teacher Work Sample	Chapters 3 & 4 <i>Reading Instruction</i>
Week 4		
M Jan 26 Monday	Vocabulary & Comprehension TWS DIBELS Data Quiz 3	Chapters 5 & 6 Reading Instruction DIBELS Testing 1
W Jan 28 Wednesday	Teaching Writing	LP 1
Week 5		
M Feb 02 Monday	SEEL Review final project: Design reading program	TS 7 - Writing Worksheet - SEEL
W Feb 04 Wednesday	Teaching reading to older students: Match/Sort/Select/Name: Fry Words	LP 2 Worksheet - Beginning Reading
Week 6		
M Feb 09 Monday	Teaching reading to children with down syndrome presentations	Worksheet - Teaching Reading to Children with Down Syndrome Down Syndrome Presentation
W Feb 11 Wednesday	Edmark Reading for all learners DIBELS Making Instructional Changes Progress Monitoring	LP 3 DIBELS
Week 7		
M Feb 16 Monday	President's Day Holiday	
T Feb 17 Tuesday	Monday Instruction MIDTERM	Midterm
W Feb 18 Wednesday	100 Easy Lessons TWS	LP 4 Worksheet - 100 easy lessons
Week 8		
M Feb 23 Monday	Severe Reading Instruction Browder Reading Program- Early Literacy Skills Builder	DIBELS Testing LP 5
W Feb 25 Wednesday	Oral presentations-Design Reading Program	Teacher Work Sample Unit Oral presentations Readings