

## Instructor/TA Info

### Instructor Information

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## Course Information

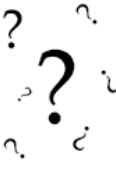
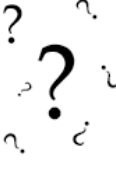
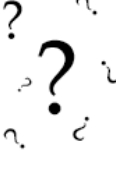

### Description

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 - Required</u> by LAPIN, G	12.99	
 <u>RESEARCH BASED METHODS OF READING INSTR GRADES K-3 - Required</u> by VAUGHN, S	23.95	18.00
 <u>TEACHING READING CHILDREN W/ DOWNS SYNDROME - Required</u> by OELWEIN, P	24.95	18.75
 <u>TEACH YOUR CHILD TO READ IN 100 EASY LESSONS - Required</u> by ENGLEMAN, S	24.00	18.00

### 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.

Per University Policy, all assignments are due by the last day of class.

**USOE Teacher Candidate Grade and Retention Rule**

Candidates must have grades of C or better and a total BYU GPA of 3.0 in all courses required for a teaching major to be recommended for licensure in Utah. Students must meet these requirements to be admitted to and remain in a teaching major and to student teach. If students do not meet the requirements, they may change their major or retake courses until they meet the requirements.

**Participation Policy**

Students will be graded on their participation level in class including: This is screen-free classroom. If you need to text, please excuse yourself to the hallway to do so. Plan to actively participate in class and group discussions and please do not participate in activities that may be distracting to others and that do not pertain to the topic for class that day.

**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

### Quiz 1

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Jan  
06

Due: Wednesday, Jan 06 at 8:50 am

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### DIBELS Materials

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Jan  
06

Due: Wednesday, Jan 06 at 8:50 am

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- Go to [dibels.org](http://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](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

### LP 1

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Jan  
20

Due: Wednesday, Jan 20 at 8:50 am

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DI Lesson plan: Phonemic Awareness blank lesson plan.doc [Download \(plugins/Upload/fileDownload.php?fileId=1128cf96-rB9f-LY1N-aKnd-IG575bf3dd0e&pubhash=b-R-EJLlOcfNF\\_iQ2\\_TiVJWDBzVkrZbYpwv\\_gohTvWNg33D5A-9-GuXrGKMBP12-oCpNuVcnAZcO4s8OUmbS9w==\)](http://www.provo.edu/pluginfile.php/1128cf96-rB9f-LY1N-aKnd-IG575bf3dd0e&pubhash=b-R-EJLlOcfNF_iQ2_TiVJWDBzVkrZbYpwv_gohTvWNg33D5A-9-GuXrGKMBP12-oCpNuVcnAZcO4s8OUmbS9w==)

### DIBELS Testing 1

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Jan  
25

Due: Monday, Jan 25 at 8:50 am

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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 the following teachers if you do not have someone you can test. Their contact information is:  
Alyssa Richins at Grovecrest Elementary School in Pleasant Grove [arichins@alpinedistrict.org](mailto:arichins@alpinedistrict.org)  
Tawni Poole at Provo Peaks <[tawnid@provo.edu](mailto:tawnid@provo.edu)>  
Jessie Morley <[jessicav@provo.edu](mailto:jessicav@provo.edu)>  
Kristi Johnson at Timpview in Provo <[kristijo@provo.edu](mailto:kristijo@provo.edu)>  
Michelle Harris Dixon Middle School in Provo <[michelleh@provo.edu](mailto:michelleh@provo.edu)>

### Professionalism

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Jan  
27

Due: Wednesday, Jan 27 at 8:50 am

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At the midterm, students will evaluate their professionalism skills for class. This includes items such as: punctuality, staying the full duration of class, actively participating in class assignments and discussions, using class time appropriately (no cell phone use, laptops, or anything else that is off topic), turning assignments in on time and done

well. Failure to maintain professionalism may result in probation status with the program and a consultation with the program coordinator.

Please self-evaluate your professionalism by filling out the following form and submitting it on Learning Suite: <http://education.byu.edu/sites/default/files/CPSE/documents/PIBS.pdf>

## Iris Module

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Jan  
27

Due: Wednesday, Jan 27 at 10:50 am

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Out of class assignment: Complete Assessment Questions for this IRIS Module and submit on Learning Suite: [http://iris.peabody.vanderbilt.edu/module/rti03-reading/cr\\_assess/#content](http://iris.peabody.vanderbilt.edu/module/rti03-reading/cr_assess/#content)

## LP 2

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Feb  
01

Due: Monday, Feb 01 at 8:50 am

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Lesson Plan: Phonics

## TWS-Beginning

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Feb  
01

Due: Monday, Feb 01 at 8:50 pm

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TWS: Phonics

## Worksheet - SEEL

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Feb  
01

Due: Monday, Feb 01 at 11:59 pm

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*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) ([http://education.byu.edu/seel/what\\_is\\_seel.html](http://education.byu.edu/seel/what_is_seel.html))

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## Worksheet - Beginning Reading

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Feb  
03

Due: Wednesday, Feb 03 at 8:30 am

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*Beginning Reading to Older Students Worksheet Beginning Reading for Older Students-1.doc* [Download \(plugins/Upload/fileDownload.php?fileId=50315379-9FwP-rYIP-RbCa-nee7023830d0&pubhash=KsNeobCKHDLV6-6w3NdBMx1P\\_I\\_O5R0cVU6WWn8P21jwpLf4g9ilZsEx6KNzjXwofjZ4rSBv6W1slbPzCcF0g==\)](#)

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## Worksheet - 100 easy lessons

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Feb  
03

Due: Wednesday, Feb 03 at 8:50 am

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*Teach Your Child to Read in 100 Easy Lessons Worksheet 100 easy lessons wksht-1.doc* [Download \(plugins/Upload/fileDownload.php?fileId=eb4fa5c9-Z5g5-dcqh-9UYn-7d407a25730c&pubhash=zeLYwFfswm3FTP1pjRn\\_LNyBES\\_pvPZMoHDS7r\\_Q72ywp0HPKwBjs0CMzpDpljySQLhbNg-NUdGxp9jUE5FTSw==\)](#)

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## Down Syndrome Presentation

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Feb  
08

Due: Monday, Feb 08 at 8:30 am

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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

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Feb  
08

Due: Monday, Feb 08 at 8:50 am

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Down Syndrome Worksheet Downs book wksht.doc [Download \(plugins/Upload/fileDownload.php?fileId=242e5704-76Vq-vygo-w1NZ-gA3de0511260&pubhash=RILrI3VOof0rManQNpUTMLkpWEYvMf4DfYsFMKv1Y649O-Nd4-IWNQOUgkDZzGSWenmDMdh1hQzRtCkU-Vj8j6A==\)](https://www.dropbox.com/s/76Vq-vygo-w1NZ-gA3de0511260&pubhash=RILrI3VOof0rManQNpUTMLkpWEYvMf4DfYsFMKv1Y649O-Nd4-IWNQOUgkDZzGSWenmDMdh1hQzRtCkU-Vj8j6A==)

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### DIBELS

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Feb  
10

Due: Wednesday, Feb 10 at 8:30 am

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

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### TWS-First Draft

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Feb  
10

Due: Wednesday, Feb 10 at 8:50 am

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TWS: Vocabulary or Comprehension

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### Midterm

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Feb  
16

Due: Tuesday, Feb 16 at 11:59 pm

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Midterm

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### DIBELS Testing

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Feb  
17

Due: Wednesday, Feb 17 at 8:50 am

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

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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
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### LP 3

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Feb  
17

Due: Wednesday, Feb 17 at 8:50 am

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**DI Lesson plan: Vocabulary or Comprehension** Using Promethean Board

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### Writing

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Feb  
22

Due: Monday, Feb 22 at 8:50 am

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

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### Readings

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Feb  
24

Due: Wednesday, Feb 24 at 8:50 am

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

### Teacher Work Sample Unit

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Feb  
24

Due: Wednesday, Feb 24 at 9:00 am

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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 \(plugins/Upload/fileDownload.php?fileId=0bd7b204-Yrma-o6NZ-QPbA-c6abd4ad8c7b&pubhash=kYJpWig8JFkolyylmGtC4sS70oLjhz1-jllWwQkUvSeBvOB9uBOQzKacW6DeXCXyqvUSzh2PTOIhtXjZeYBxA==\)](https://plugins/Upload/fileDownload.php?fileId=0bd7b204-Yrma-o6NZ-QPbA-c6abd4ad8c7b&pubhash=kYJpWig8JFkolyylmGtC4sS70oLjhz1-jllWwQkUvSeBvOB9uBOQzKacW6DeXCXyqvUSzh2PTOIhtXjZeYBxA==)

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### Oral presentations

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Feb  
24

Due: Wednesday, Feb 24 at 8:50 pm

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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
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## 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 Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter sexual misconduct, please contact the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report-concern> (<https://titleix.byu.edu/report-concern>) or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>).

### 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.

### Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

### Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

### Schedule

Date	Schedule	Assignment
Week 1		
M Jan 04 Monday	<p><b>First Day of Winter Semester (01/04/2016 - 04/12/2016)</b></p> <p>Introduction and overview</p> <p>All students can read</p> <p>National Reading Panel Overview of the Big 5</p>	
W Jan 06 Wednesday	<p>Research Based Reading Instruction</p> <p>DIBELS</p>	<p>Chapter 1&amp;7 <i>Reading Instruction</i></p> <p><b>DIBELS Materials</b></p>

Week 2		
M Jan 11 Monday	<b>Add/Drop Deadline (Full Semester &amp; 1st Term)</b> DIBELS Direct Instruction Introduction	
W Jan 13 Wednesday	Direct Instruction Reading Lesson Plan <b>Phonemic Awareness</b>	Chapter 2 <i>Reading Instruction</i>
Week 3		
M Jan 18 Monday	<b>Martin Luther King Jr Day</b>	
W Jan 20 Wednesday	<b>Phonics &amp; Fluency</b> <b>Teacher Work Sample</b>	<b>LP 1</b> Chapters 3 & 4 <i>Reading Instruction</i>
Week 4		
M Jan 25 Monday	<b>Vocabulary &amp; Comprehension</b> TWS DIBELS Data	<b>DIBELS Testing 1</b> Chapters 5 & 6 Reading Instruction
W Jan 27 Wednesday	Out of class assignment: Complete Assessment Questions for this IRIS Module: <a href="http://iris.peabody.vanderbilt.edu/module/rti03-reading/cr_assess/#content">http://iris.peabody.vanderbilt.edu/module/rti03-reading/cr_assess/#content</a>	<b>Professionalism</b> <b>Iris Module</b>
Week 5		
M Feb 01 Monday	SEEL: Dr. Culatta Review final project: Design reading program	<b>LP 2</b> <b>TWS-Beginning Worksheet - SEEL</b>
W Feb 03 Wednesday	100 Easy Lessons Teaching reading to older students: Match/Sort/Select/Name: Fry Words	<b>Worksheet - 100 easy lessons</b> <b>Worksheet - Beginning Reading</b>
Week 6		
M Feb 08 Monday	Teaching reading to children with down syndrome presentations  TWS	<b>Worksheet - Teaching Reading to Children with Down Syndrome</b> <b>Down Syndrome Presentation</b>
W Feb 10 Wednesday	Edmark Reading for all learners DIBELS Making Instructional Changes Progress Monitoring	<b>TWS-First Draft</b> <b>DIBELS</b>
Week 7		
M Feb 15 Monday	<b>Presidents Day</b>	
T Feb 16 Tuesday	<b>Monday Instruction</b> MIDTERM	<b>Midterm</b>
W Feb 17 Wednesday	Severe Reading Instruction	<b>LP 3</b> <b>DIBELS Testing</b>



	Browder Reading Program-Early Literacy Skills Builder Teaching Writing TWS	<b>Writing</b>
Week 8		
M Feb 22 Monday	Practice teaching writing lesson plans Oral Presentations-TWS-group work time-meet with Katie	<b>Writing</b>
W Feb 24 Wednesday	Oral presentations-Design Reading Program	<b>Oral presentations Teacher Work Sample Unit Readings</b>