

# CPSE 425- Language Arts Instructions: Disabilities

Winter 2018 Section 001: 230 KMBL Tues/ Thurs 3:00PM- 4:15PM

## Instructor/TA Info

### Instructor Information

**Name:** Gordon Gibb  
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### TA Information

**Name:** Megan Elizabeth Moeller  
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## Course Information

### Description

This course provides participants a comprehensive overview of oral language development, language disorders, language and learning, language and thought, language and culture, listening comprehension, and the foundation skills for reading and writing. Students prepare for later studies in specific teaching methods for language arts.

### Materials

No materials

### Learning Outcomes

#### **Components of oral language**

Describe the components of oral language.

#### **Process of oral language development**

Describe the process of oral language development.

#### **Common communication disorders in children**

Describe common communication disorders in children.

**Interplay between culture and language**

Explain the interplay between culture and language.

**Interplay between language and learning**

Explain the interplay between language and learning.

**Listening Comprehension**

Describe listening comprehension and its effect on learning.

**Demands of learning English as a second language**

Describe the demands of learning English as a second language.

**Cognitive processes**

Explain the cognitive processes for transitioning from spoken to written language.

**5 component skills for reading**

Explain the 5 component skills for reading.

**DIBELS®Benchmark assessment**

Administer DIBELS®Benchmark assessments for K-1.

## Grading Scale

Grades	Percent
A	95%
A-	91%
B+	88%
B	84%
B-	81%
C+	78%
C	74%
C-	71%
D+	68%
D	64%
D-	61%
E	0%

## Grading Policy

All assignments are due on the scheduled date and at the scheduled time. I will deduct 50% of assignment score if one class period late, and assign "no credit" if more than one class period late.

## Participation Policy

All participants are to engage in class discussions, lecture responses, and group activities. Active participation helps each learner mold and solidify learning and understanding. To this end, you should consider yourself a teacher with students who may be facing difficulties in the areas we discuss, rather than a college student just checking off another class and grade.

## Attendance Policy

Attendance is required. You receive **3** attendance and participation points for each class. An absence forfeits 3 points for the day; a tardy forfeits 2 points for the day; leaving early forfeits 2 points for the day. Attendance and participation points contribute **16.5%** toward your final grade. If you miss a class be sure to email me **that day** at [gordon\\_gibb@byu.edu](mailto:gordon_gibb@byu.edu). A compelling reason could gain you an excused absence for the day.

## The Mission of Brigham Young University Special Education

We maximize the potential of learners with individualized educational needs to elevate their quality of life. We accomplish this by supporting the mission and aims of a BYU education as we integrate teaching, research, and service. We specifically:

- Prepare competent and moral educators who select, implement, and evaluate research-based effective teaching practices and appropriate curriculum for learners with special needs.
- Prepare master special educators who provide leadership in problem solving and collaborative relationships with professionals and families.
- Add to the knowledge base of special education and related disciplines through research.

Serve and advocate for learners with individualized educational needs and others who support them.

## Course Expectations

**Digital devices** You are encouraged to use a digital device or computer in class. Most of the course documents can be accessed online and saved to your device for use in class. We will occasionally access the internet. You may choose to print and bring hard copies if you like. Please **do not** distract yourself or others by accessing websites other than those required for class.

**Assignment format** You are to type all assignments unless otherwise directed by the instructor. I prefer that you use Word and submit via Learning Suite online submission. If Learning Suite is being cranky you may submit to TA Megan at [meg30moeller@gmail.com](mailto:meg30moeller@gmail.com)

**Cell phones** . . . are to be turned off in class.

**Professionalism** You are preparing to become a professionally licensed teacher. Therefore, your classroom deportment is important. A professional is consistently prepared, on time, prompt with assignments, and refrains from distracting peers or the instructor by talking out of turn or engaging in unnecessary casual conversation during class.

## Course Objectives

Participants will:

1. Describe the components of oral language.  
Submit written summary
2. Describe the process of oral language development.  
Submit written summary
3. Explain the interplay between culture and language.  
Submit written summary
4. Explain the interplay between language and learning.  
Submit written summary
5. Describe common communication disorders in children.  
Submit written summary
6. Describe listening comprehension and its effect on learning.  
Submit written summary
7. Describe the demands of learning English as a second language.  
Submit written summary
8. Explain the cognitive processes for transitioning from spoken to written language.  
Submit written summary
9. Explain the essential reading skills of phonemic awareness, phonics, fluency, vocabulary, and text comprehension.  
Submit annotated outline
10. Demonstrate mastery of basic English phonology, including letter sounds.  
Oral mastery test with instructor
11. Administer DIBELS® Benchmark assessments for grades K and 2.  
Submit 2 completed student response booklets
12. Explain the components and skills required for successful written expression.  
Submit written summary

## Bibliography

- Armbruster, B. B., Lehr, F., & Osborn, J. (2001). *Put Reading First: The Research Building Blocks for Teaching Children To Read*. Washington, D. C.: National Institute for Literacy. Retrieved from <http://www.nifl.gov/publications/pdf/PRFbooklet.pdf>
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- Lavenda, R. H. & Shultz, E. A. (2007). Components of language (Ch. 10) in *Anthropology. What Does It Mean to be Human?* New York: Oxford University Press. Retrieved

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O'Neil, D. (2006). *Language and thought processes*. San Marcos, CA: Palomar College, Behavioral Sciences Department. Retrieved

from [http://anthro.palomar.edu/language/language\\_5.htm#blouse\\_color\\_return](http://anthro.palomar.edu/language/language_5.htm#blouse_color_return)

Readings for the Blind and Deaf. (2010). *How new technologies are changing the relationship between literacy and listening*. Retrieved from <http://www.learningthroughlistening.org/Listening-A-Powerful-Skill/The-Science-of-Listening/Learning-Through-Listening-in-the-Digital-World/How-New-Technologies-are-Changing-the-Relationship-Between-Literacy-and-Listening/147/>

Silverman, R. (2009). A multidimensional approach to vocabulary instruction: Supporting English language learners in inclusive classrooms. *Reading Rockets*. Retrieved

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University of Oregon. (2006). *Dynamic Indicators of Basic Early Literacy Skills (DIBELS®)*.

Eugene, OR: University of Oregon, Center on Teaching and Learning. Retrieved

from <https://dibels.uoregon.edu/>

## Methodologies/Teaching Strategies

Course teaching and learning strategies include lecture, whole-class discussion, small-group discussion, small-group collaborative assignments, and multimedia presentation.

## Conceptual Framework for this Course

Moral endeavor at Brigham Young University is established upon principles of eternal and unchanging truth contained in the restored gospel of Jesus Christ. Prophets of God proclaim that “all human beings—male and female—are created in the image of God. Each is a beloved spirit son or daughter of heavenly parents, and, as such, each has a divine nature and destiny.”<sup>1</sup>

Teaching is a moral endeavor that recognizes and responds to the divine destiny of each student. Moral teachers ensure that students master the knowledge, skills, and dispositions necessary to realize their divine potential for growth and achievement. Therefore, teachers:

1. Recognize and cultivate the individual worth of each student
2. Embrace and apply proven instructional practice
3. Establish and maintain positive, supportive learning environments
4. Value and enact respectful interpersonal behavior and responsible citizenship

Four assumptions guide our work:

1. All children can learn.
2. Schools exist to advance student learning.
3. Teachers are accountable for student achievement.
4. Accountability is monitored by data.

1. *The Family: A Proclamation to the World*. The Church of Jesus Christ of Latter-day Saints, Intellectual Reserve, 1997.

# Assignments

## Assignment Descriptions

### *Syllabus quiz*

Jan

16

Due: Tuesday, Jan 16 at 3:00 pm

Complete and submit the following.

#### **Course Information**

1. What is the minimum required percentage of total points to receive a grade of "A?"
2. What is the learning outcome for "Listening Comprehension?"
3. Explain the grading policy.
4. How do the attendance points work?
5. What should you do if you must miss a class?
6. How can you avoid distracting yourself or others with a computer or other device?
7. What is the required assignment format?
8. Explain the attributes of teacher professionalism expected in class.

#### **University Policies**

9. Differentiate intentional and inadvertent plagiarism.
10. Describe the Dress and Grooming standards as if you were explaining them to a new student.

### *Language Development - Honig*

Jan

16

Due: Tuesday, Jan 16 at 7:30 pm

From Honig (2007, pp. 589-595) write a brief explanation of each of these aspects of language development. Include description/definition and 2 examples, if provided.

- First words
- Importance of rhymes
- Different strategies in language learning
- Gender differences
- Birth order

## ***Honig and Brooke Oral language development summaries***

Jan

18

Due: Thursday, Jan 18 at 3:00 pm

Honig

1. Why doesn't one have to "teach" babies language sounds?
2. List, describe, and give 2 examples of each of the 5 domains of language.
3. Explain the role of storytelling in the classroom, specifically addressing multiple cultures and story reading with discussion.
4. Briefly summarize the research findings regarding socioeconomic influences in language learning.

Brooke

Brooke article

1. Briefly summarize the role of oral language in reading.
2. List the six bullet points (but not the explanations) under "Importance of oral language for ELL and Title I Students."
3. From the article, why is it important to engage students in discussions with heterogeneous groups?

## ***Language Considerations in Classrooms***

Jan

23

Due: Tuesday, Jan 23 at 4:15 pm

Taken from Otto and from Rickford:

What aspects of language and culture are important to the work of teachers and why?

## ***Language and culture summary***

Jan

25

Due: Thursday, Jan 25 at 3:00 pm

### ***Family culture and communication***

1. Think of your family as a culture. What language and language-usage patterns, rituals, rules, and customs are part of your family? Provide examples.

### ***Lost in translation (Boroditsky)***

2. Briefly explain what you think this statement could mean in people's lives: "Patterns in language offer a window on a culture's dispositions and priorities."

### ***The relationship between language and culture (Elmes)***

3. Choose one of the three claims to the relationship between language and culture and explain why you agree with it. Include one or more examples to support your position.

### ***Culture and Language (Otto)***

5. What did Heath describe about children's differences in story structures, language, and sense of truth between home and school?

### ***Language delay and disorder summary***

Feb

01

Due: Thursday, Feb 01 at 3:00 pm

#### ***Oral language development*** (Honig)

1. Write three examples of how disability can affect language skills.

#### ***Definitions of communication disorders and variations*** (Ad Hoc)

2. Contrast "language disorders" and "speech disorders." What is the difference in these two terms?
3. What is the purpose of augmentative/alternative communication systems?

#### ***Preschool language disorders*** (ASHA)

4. List three symptoms of receptive language disorders, and three symptoms of expressive language disorders. Select one disorder and explain how it might be treated.
5. Select one speech-language disorder and briefly explain how you think it could affect learning in school.

#### ***Social Communication*** (ASHA)

6. List one problem with social communication and write an example of the problem.

### ***Classroom Language Cases***

Feb

01

Due: Thursday, Feb 01 at 4:15 pm

1. Name and define the five domains of language
2. Student disorder case
3. Student disorder case
4. Student disorder case

### ***Listening in Early Childhood***

Feb

08

Due: Thursday, Feb 08 at 4:15 pm

Add detail to the six statements given in class from the Jalongo article.

1. A basic principal of human development is that early experience affects later experience.
2. Far more attention needs to be given to listening skills.
3. The most common cause of early reading difficulties.
4. Listening has major implications for interpersonal relationships.
5. Listening exerts an effect on children's behavior and ability to self-regulate.



6. Difficulties with listening form a common ground among attention deficit disorder, auditory processing disorder and specific language impairment.

### ***Listening and listening comprehension summary***

Feb

13

Due: Tuesday, Feb 13 at 3:00 pm

#### ***Listening in early childhood*** (Jalongo, 2010)

1. List, describe, and give an example of each of the three levels of listening trajectory for very young children.
2. Briefly summarize how the author explains that "oral language and written language are fundamentally different."
3. Why are classrooms "notoriously poor listening environments?"

### ***Meeting the Needs of ESL***

Feb

13

Due: Tuesday, Feb 13 at 4:15 pm

As assigned in class.

### ***English language learning summary***

Feb

22

Due: Thursday, Feb 22 at 3:00 pm

#### ***Preparing all teachers to meet the needs of English language learners*** (Samson & Collins, 2012)

1. Briefly summarize the identification process for English language learners, as required by the *No Child Left Behind Act of 2001*.
2. Why are "many teachers of ELLs increasingly concerned about being held accountable for their students' progress as measured by standardized tests?"
3. List and briefly explain the three areas in which all teachers with ELLS must have a strong understanding.
4. What would be the purpose of on-the-job performance evaluations for teachers of ELLs?

### ***Oral to written language summary***

Mar

01

Due: Thursday, Mar 01 at 3:00 pm

#### ***Differences between oral and written communication*** (Ferraro & Palmer)

1. Explain how “writing is a fairly static form of transfer” and speaking is a “dynamic transfer.”
2. Differentiate between a speech and an oral presentation of written text.

#### ***Oral language and beginning reading*** (Hill)

3. What was the purpose of this study?
4. Refer to the summary section and briefly explain the relationship between phonology and reading.

### ***MIDTERM exam***

Mar

01

Due: Thursday, Mar 01 at 4:15 pm

### ***Phoneme Pronunciation Test***

Mar

06

Due: Tuesday, Mar 06 at 4:00 pm

Each participant will pass off the Phoneme Pronunciation Test in an oral exercise.

### ***Phonemic awareness and phonics outline***

Mar

08

Due: Thursday, Mar 08 at 3:00 pm

Start a *Put Reading First* outline by listing the topics "Phonemic Awareness" and "Phonics" and listing the definition and headline research findings under each topic as bullet points.

For example:

Phonemic awareness

(Definition here)

- Phonemic awareness can be taught and learned.
- Phonemic awareness instruction helps children learn to read.
- ...and so on

***Fluency added to outline***

**Mar**

**15**

Due: Thursday, Mar 15 at 3:00 pm

***Vocabulary "Summer of the Monkeys"***

**Mar**

**20**

Due: Tuesday, Mar 20 at 4:15 pm

Completed in class

***Vocabulary added to outline***

**Mar**

**22**

Due: Thursday, Mar 22 at 3:00 pm

***Comprehension Summer of the Monkeys***

**Mar**

**22**

Due: Thursday, Mar 22 at 4:15 pm

***Text comprehension added to outline***

**Mar**

**27**

Due: Tuesday, Mar 27 at 3:00 pm

***DIBELS test booklets***

Apr

17

Due: Tuesday, Apr 17 at 3:00 pm

Administer, score, and record on booklet cover for the following:

1. Kindergarten **Benchmark 2** for FSF, LNF, PSF, NWF
2. Grade 1 **Benchmark 2** for DORF

***DIBELS Daze assessment***

Apr

17

Due: Tuesday, Apr 17 at 3:00 pm

Assess one person using the DIBELS Daze Grade 3 Benchmark 1 assessment and score correctly.

***Attendance***

Apr

17

Due: Tuesday, Apr 17 at 3:00 pm

Attendance is required. You receive 2 attendance and participation points for each class. An absence forfeits 2 points for the day; a tardy forfeits 1 points for the day. Attendance and participation points contribute toward your final grade.

If you miss a class be sure to email me **that day** at [gordon\\_gibb@byu.edu](mailto:gordon_gibb@byu.edu). A compelling reason could gain you an excused absence for the day.

***Final Exam***

Apr

20

Due: Friday, Apr 20 at 3:00 pm

3:00-6:00 pm

# 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

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university 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 all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

## 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	Topics	Readings	Assignments Due
Week 1			
T Jan 09 Tuesday	Welcome and introductions What is language?		
Th Jan 11 Thursday	Components of language How language develops	<p><b>NOTE:</b> For EACH class please bring either a hard copy of the assigned readings or download to your electronic device <b>before</b> class due to questionable internet access.</p> <p><i>The Critical Role of Oral Language in Reading Instruction and Assessment</i> (Brooke, 2017)  <a href="https://www.lexialearning.com/resources/white-papers/oral-language">https://www.lexialearning.com/resources/white-papers/oral-language</a></p> <p><i>Oral Language Development</i> (Honig, 2007)  <b>pp. 581-589</b>  <b>Available in Content</b></p>	

Week 2			
M Jan 15 Mon day	<b>Martin Luther King Jr Day</b>		
T Jan 16 Tues day	How language develops	<i>Oral Language Development</i> (Honig, 2007) <b>pp. 589-595, 603-605</b> <b>Available in Content</b>	<b>Language Development - Honig</b>  <b>Syllabus quiz</b>
Th Jan 18 Thur sday	Language and culture Language and thought Culture and communication	<i>Lost in translation</i> (Boroditsky, 2010) <b>Available in "Content"</b>  <i>The relationship between language and culture</i> (Elmes, 2013) <a href="http://www2.lib.nifs-k.ac.jp/HPBU/annals/an46/46-11.pdf">http://www2.lib.nifs- k.ac.jp/HPBU/annals/an46/46- 11.pdf</a>  <i>Culture and Language</i> (Otto, 2013) <a href="http://www.education.com/reference/article/culture-language/">http://www.education.com/reference /article/culture-language/</a>	<b>Honig and Brooke</b> <b>Oral language development summaries</b>
Week 3			
T Jan 23 Tues day	Language and culture Language and thought Culture and communication	<i>Social Language Use (Pragmatics)</i> <a href="http://www.asha.org/public/speech/development/Pragmatics/">http://www.asha.org/public/speech/ development/Pragmatics/</a>  What is Ebonics? <a href="https://www.linguisticsociety.org/content/what-ebonics-african-american-english">https://www.linguisticsociety.org/co ntent/what-ebonics-african- american-english</a>	<b>Language Considerations in Classrooms</b>
Th Jan 25 Thur sday	Language delay and disorder	<i>Oral language development</i> (Honig, 2007) <b>pp. 606-611</b> <b>Available in "Content"</b>  <i>Definitions of communication disorders and variations</i> (ASHA <sup>1</sup> ) <a href="http://www.asha.org/policy/RP1993-00208.htm">http://www.asha.org/policy/RP1993- 00208.htm</a>	<b>Language and culture summary</b>



		<p><i>Preschool language disorders</i> (ASHA<sup>2</sup>)  <a href="http://www.asha.org/public/speech/disorders/Preschool-Language-Disorders/">http://www.asha.org/public/speech/disorders/Preschool-Language-Disorders/</a></p>	
Week 4			
T Jan 30 Tues day	Language delay and disorder	<p><i>Speech and Language Services in Schools</i> (ASHA)  <a href="http://www.asha.org/public/speech/development/Speech-and-Language-Services-in-Schools/">http://www.asha.org/public/speech/development/Speech-and-Language-Services-in-Schools/</a></p> <p><i>Social Communication</i> (ASHA)  <a href="http://www.asha.org/public/speech/development/Social-Communication/">http://www.asha.org/public/speech/development/Social-Communication/</a></p>	
Th Feb 01 Thur sday	Speech impairment	<p><i>Early Detection of Speech, Language and Hearing Disorders</i>  <a href="http://www.asha.org/public/Early-Detection-of-Speech-Language-and-Hearing-Disorders/">http://www.asha.org/public/Early-Detection-of-Speech-Language-and-Hearing-Disorders/</a></p>	<p><b>Language delay and disorder summary</b></p> <p><b>Classroom Language Cases</b></p>
Week 5			
T Feb 06 Tues day	Listening Listening comprehension	<p><i>Listening in early childhood</i> (Jalongo, 2010)  Available in "Content"</p> <p><i>Let's Talk about Listening</i> (Ontario Schools, 2009)  <a href="http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Talk_about_listening.pdf">http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Talk_about_listening.pdf</a></p>	
Th Feb 08 Thur sday	Listening Listening comprehension		<b>Listening in Early Childhood</b>
Week 6			

<p>T Feb 13 Tues day</p>	<p>English as a second language English language learners</p>	<p>ESL Statistics <a href="https://nces.ed.gov/programs/coe/indicator_cgf.asp">https://nces.ed.gov/programs/coe/indicator_cgf.asp</a></p> <p><i>First and second language acquisition in childhood</i> (Clark, 2000) <a href="http://files.eric.ed.gov/fulltext/ED470889.pdf">http://files.eric.ed.gov/fulltext/ED470889.pdf</a></p> <p><i>Effective instruction for English learners</i> (Calderon, Slavin, &amp; Sanchez, 2011) <a href="https://www.princeton.edu/futureofchildren/publications/docs/21_01_05.pdf">https://www.princeton.edu/futureofchildren/publications/docs/21_01_05.pdf</a></p> <p><i>Preparing all teachers to meet the needs of English Language Learners</i> (Samson &amp; Collins, 2012) Available in "Content"</p>	<p><b>Listening and listening comprehension summary</b></p> <p><b>Meeting the Needs of ESL</b></p>
<p>Th Feb 15 Thur sday</p>	<p>English as a second language English language learners</p>		
<p>Week 7</p>			
<p>M Feb 19 Mon day</p>	<p><b>Presidents Day</b></p>		
<p>T Feb 20 Tues day</p>	<p><b>Monday Instruction</b></p>		

Th Feb 22 Thur sday	From spoken to written language Five skills for reading	<i>Differences between oral and written language</i> (Ferraro & Palmer) <a href="https://www.mtholyoke.edu/acad/intrel/speech/differences.htm">https://www.mtholyoke.edu/acad/intrel/speech/differences.htm</a>  <i>Oral language and beginning reading</i> (Hill, 2009) Available in "Content"  <i>Put reading first</i> (Armbruster, Lehr, & Osborn) <a href="http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf">http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf</a>	<b>English language learning summary</b>
Week 8			
T Feb 27 Tues day	From spoken to written language Five skills for reading		
Th Mar 01 Thur sday	Midterm exam in class		<b>Oral to written language summary</b>  <b>MIDTERM exam</b>
Week 9			
T Mar 06 Tues day	English phonology Phonemic awareness Phonics		<b>Phoneme Pronunciation Test</b>
Th Mar 08 Thur sday	Fluency Improving fluency Neural circuitry for reading	<i>Put reading first</i> (Armbruster, Lehr, & Osborn) <a href="http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf">http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf</a>	<b>Phonemic awareness and phonics outline</b>
Week 10			

T Mar 13 Tues day	Fluency Improving fluency Neural circuitry for reading		
Th Mar 15 Thur sday	New vocabulary Teaching vocabulary	<i>Put reading first</i> (Armbruster, Lehr, & Osborn) <a href="http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf">http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf</a>	<b>Fluency added to outline</b>
Week 11			
T Mar 20 Tues day	New vocabulary Teaching vocabulary		<b>Vocabulary "Summer of the Monkeys"</b>
Th Mar 22 Thur sday	Text comprehension	<i>Put reading first</i> (Armbruster, Lehr, & Osborn) <a href="http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf">http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf</a>  <i>Comprehension instruction: What works</i> (Pressley, 2000) <a href="http://www.readingrockets.org/article/68/?theme=print">http://www.readingrockets.org/article/68/?theme=print</a>	<b>Vocabulary added to outline</b>  <b>Comprehension Summer of the Monkeys</b>
Week 12			
T Mar 27 Tues day	Assessing reading skills DIBELS	Access materials at <a href="https://dibels.org/next/index.php">https://dibels.org/next/index.php</a> <ul style="list-style-type: none"> <li>• Scroll down to "Download from DMG"</li> <li>• Sign up for free account</li> <li>• Use login to access assigned materials.</li> </ul> <ol style="list-style-type: none"> <li>1. Print, bind, and bring <ul style="list-style-type: none"> <li>• DIBELS Next Assessment Manual</li> <li>• DIBELS Next <b>Benchmark</b> Assessment Materials for Grades K and 1</li> </ul> </li> <li>2. Create two (2) Kindergarten and two (2) Grade</li> </ol>	<b>Text comprehension added to outline</b>

		1 <b>Benchmark</b> Student Scoring Booklets.	
Th Mar 29 Thur sday	Assessing reading skills DIBELS	<i>DIBELS Next</i> materials	
Week 13			
T Apr 03 Tues day	Assessing reading skills DIBELS	<i>DIBELS Next</i> materials	
Th Apr 05 Thur sday	DIBELS Daze	<i>DIBELS Daze</i> materials Go to DIBELS DMG download site again. Print for <b>Level 3</b> only <ul style="list-style-type: none"> <li>• One (1) Daze/Level <b>3</b> Benchmark Assessment Student Materials</li> <li>• One (1) Daze/Level <b>3</b> Benchmark Assessment Administration Directions and Scoring Keys</li> </ul>	
Week 14			
T Apr 10 Tues day	DIBELS decision making	Administer DIBELS <i>DIBELS Next</i> materials	Administer DIBELS
Th Apr 12 Thur sday	Flex day: we tie up loose ends and help it all make sense.		Administer DIBELS

Week 15			
T Apr 17 Tues day	DIBELS wrap up Prep for final exam	DIBELS wrapup Prep for final exam	<b>DIBELS test booklets</b>  <b>DIBELS Daze assessment</b>
Th Apr 19 Thur sday	<b>Winter Exam Preparation (04/19/2018 - 04/19/2018)</b>		
F Apr 20 Frid ay	<b>First Day of Winter Final Exams (04/20/2018 - 04/25/2018)</b>  Final Exam <b>3:00- 6:00</b> pm	Final Exam 3:00-6:00 pm	<b>Final Exam</b>