

CPSE 430- Teaching Reading/ Language Arts Disabilities

Section 001: 160 MCKB Mon/Wed 8:30Am- 10:50Am
Winter 2018

Instructor/TA Info

Instructor Information

Name: Katie Steed

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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

[BEGINNING READING FOR OLDER STUDENTS GRADES 4-8](#) *Required*
by LAPIN, G

[RESEARCH BASED METHODS OF READING INSTR GRADES K-3](#) *Required*
by VAUGHN, S

[TEACHING READING CHILDREN W/ DOWNS SYNDROME](#) *Required*
by OELWEIN, P

[TEACH YOUR CHILD TO READ IN 100 EASY LESSONS](#) *Required*
by ENGLEMAN, S

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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 a 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. Being in class is a critical part of your knowing the content. If you need to miss class for any reason, please do not expect to earn the same amount of points as your peers who are present. Pop quizzes cannot be made up if you are absent or too tardy to have missed the quiz.

Assignments

Assignment Descriptions

PELI Prep

Jan

10

Due: Wednesday, Jan 10 at 8:30 am

Please read the following article, watch the video and write a one page summary on what you learned in regards to PELI from each source (one page total.)

Article: <https://drive.google.com/file/d/1m7S0A3E0UWCjChCAnPxxgW9LPRqzoUQ11/view>

Video: http://media.dibels.org/peli_cooking_with_mom/

Pop Quiz

Jan

10

Due: Wednesday, Jan 10 at 11:59 am

National Reading Panel Article

Jan

17

Due: Wednesday, Jan 17 at 8:30 am

Read the following article from the findings from the National Reading Panel and submit a one page summary of what the article is about. [article:](https://www1.nichd.nih.gov/publications/pubs/nrp/Pages/findings.aspx)
<https://www1.nichd.nih.gov/publications/pubs/nrp/Pages/findings.aspx>

DIBELS Prep

Jan

22

Due: Monday, Jan 22 at 8:30 am

Review DIBELS Materials from CPSE 425:

Go to dibels.org

-On left hand side under Assessments, click DIBELS Next

-Click Sign Up or login if you already have an account

-Sign up

-Keep username and password

-login

-Accept terms

-Review DIBELS NEXT ASSESSMENT MANUAL (briefly)

-Carefully read: [DIBELS Next Scoring Booklet Printing Directions](#)

-Scroll down to the Progress Monitoring Materials. Review HOW to Print Progress Monitoring Scoring Booklets and Student Materials for: NWF and DORF Level 1 (**YOU DO NOT**

NEED TO PRINT THEM-I will have copies for you.)

-Submit through LS that you reviewed these above items for credit

on time quiz

Jan

22

Due: Monday, Jan 22 at 8:59 am

DI Observation-in Class

Jan

24

Due: Wednesday, Jan 24 at 11:59 pm

Phonemic Awareness Article

Jan

24

Due: Wednesday, Jan 24 at 11:59 pm

Please read the following article and write up a one page reflection on what you learned and/or questions you may have:

Link to article: <http://www.sciencedirect.com/science/article/pii/S0891422209001966>

Pop Quiz chapters 2 and 3

Jan

24

Due: Wednesday, Jan 24 at 11:59 pm

Pop Quiz

LP 1

Jan

29

Due: Monday, Jan 29 at 8:50 am

DI Lesson plan: Phonemic Awareness blank lesson plan.doc [Download](#)

BRING A HARD COPY TO CLASS

Rubric for grading lesson plans: Rubric for Scripted Lesson Plans.docx [Download](#)

Grade lesson

Jan

31

Due: Wednesday, Jan 31 at 8:30 am

PELI/DIBELS Testing 1

Jan

31

Due: Wednesday, Jan 31 at 8:50 am

Complete PELI and DIBELS (NWF and DAZE) testing on a child at least 3 years-old to an adult that is reading at a 1st grade level or below. Fill-in graph on cover of DIBELS testing booklets. 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

Katie Hilton kthltn7@gmail.com

Whitney Clancy <whitneyc@provo.edu>

Professionalism

Jan

31

Due: Wednesday, Jan 31 at 8:50 am

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, distracting side conversations, or anything else that is off topic), turning assignments in on time and done well. Failure to maintain professionalism may result in creating a personal action plan for how you will improve your performance. Failure to meet the demands of your action plan may result in consulting with other coordinators in the department.

Please self-evaluate your professionalism by filling out the following form and submitting it on Learning Suite: Professionalism.docx [Download](#)

Worksheet - SEEL

Jan

31

Due: Wednesday, Jan 31 at 11:59 pm

Systematic Engaging Early Literacy (SEEL) Worksheet SEEL Worksheet.docx [Download](#)
http://education.byu.edu/seel/what_is_seel.html

Worksheet - 100 easy lessons

Feb

05

Due: Monday, Feb 05 at 8:50 am

*Teach Your Child to Read in 100 Easy Lessons Worksheet*100 easy lessons wksht-1.doc [Download](#)

Worksheet - Beginning Reading

Feb

05

Due: Monday, Feb 05 at 12:30 pm

You should have received 3 copies of the dolch words in your collaboration class. Please cut those words out and have them ready to use for class on Monday. You do not need to do anything else.

IRIS Module

Feb

07

Due: Wednesday, Feb 07 at 10:50 am

Out of class assignment: Complete Assessment Questions for this IRIS Module and submit on Learning Suite: <https://iris.peabody.vanderbilt.edu/module/rti03/challenge/#content>

Match/Sort/Select/Name

Feb

07

Due: Wednesday, Feb 07 at 8:30 pm

- 1) Record yourself teaching 3 different sight words to someone using Match/Sort/Select/Name concept.
- 2) Upload the video to Goreact using this link: <https://byu.goreact.com/join/a34419cc-13a6-4a6d-9ab7-17de8bf6e7af>
- 3) Reflect on how you did with each step on Goreact.
- 4) Respond to feedback from the instructor within 2 business days of feedback being posted.

Down Syndrome Presentation

Feb

12

Due: Monday, Feb 12 at 8:30 am

Present from a chapter and bring a hard copy of this rubric for Downs Presentation.docx [Download](#)

Worksheet - Teaching Reading to Children with Down Syndrome

Feb

12

Due: Monday, Feb 12 at 8:50 am

Down Syndrome Worksheet Downs book wksht.doc [Download](#)

PELI/DIBELS

Feb

14

Due: Wednesday, Feb 14 at 8:30 am

Complete PELI and DIBELS testing on the same individual you tested before. Fill-in graph on cover of DIBELS testing booklets.

TWS-First Draft

Feb

14

Due: Wednesday, Feb 14 at 8:50 am

TWS: Vocabulary or Comprehension

Midterm

Feb

20

Due: Tuesday, Feb 20 at 4:30 pm

Midterm: Please submit to Katie's box in 340 MCKB by 10:50am

PELI/DIBELS Testing

Feb

21

Due: Wednesday, Feb 21 at 8:50 am

Complete PELI and/or DIBELS testing on the same individual you tested before. Fill-in graph on cover of DIBELS testing booklets if applicable. Create a trend line graph (as learned in IP&T) for your scores.

1. PELI/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 2

Feb

21

Due: Wednesday, Feb 21 at 8:50 am

DI Lesson plan:

Rubric for Scripted Lesson Plan.docx [Download](#)

Readings

Feb

28

Due: Wednesday, Feb 28 at 8:50 am

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

Feb

28

Due: Wednesday, Feb 28 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. The TWS will receive a group grade and each lesson plan should build on the previous one. Lesson plans will be individually graded and should include the name of the student that wrote it.

TWS Final Project.docx [Download](#)

Oral presentations

Feb

28

Due: Wednesday, Feb 28 at 8:50 pm

Complete an oral presentation outlining:

- How PELI Assessment informed your instruction
 - How The Core/PLAAFP/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
- 7 minute time limit

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 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	Column 1	Column 2
Week 1		
M Jan 08 Monday	Introduction and overview All students can read National Reading Panel Overview of the Big 5	
W Jan 10 Wednesday	Research Based Reading Instruction PELI/DIBELS Langford	PELI Prep Chapter 1 <i>Reading Instruction-Pop quizzes will happen at random for the readings</i>
Week 2		
M Jan 15 Monday	Martin Luther King Jr Day	
W Jan 17 Wednesday	PELI/DIBELS Langford	National Reading Panel Article Chapter 7 <i>Reading Instruction-Pop quizzes will happen at random for the readings</i>
Week 3		
M Jan 22 Monday	PELI Testing DIBELS: Phonics/Comprehension/Fluency Direct Instruction Reading Lesson Plan	DIBELS Prep

<p>W Jan 24 Wednesday</p>	<p>Phonemic Awareness Phonics</p>	<p>Phonemic Awareness Article</p> <p>Chapters 2 & 3 <i>Reading Instruction-Pop quizzes will happen at random for the readings</i></p> <p>DI Observation-in Class</p>
<p>Week 4</p>		
<p>M Jan 29 Monday</p>	<p>Fluency Vocabulary Comprehension</p> <p>National Reading Panel review</p>	<p>LP 1</p> <p>Chapters 4, 5 & 6 <i>Reading Instruction-Pop quizzes will happen at random for the readings</i></p>
<p>W Jan 31 Wednesday</p>	<p>National Reading Panel Review</p> <p>TWS in groups</p> <p>PELI/DIBELS Data</p> <p>SEEL: Dr. Culatta</p> <p>Edmark</p> <p>Chapter 7 Reading Instruction REVIEW</p> <p>Review final project: Design reading program</p>	<p>PELI/DIBELS Testing 1</p> <p>Professionalism</p> <p>Worksheet - SEEL</p> <p>Chapter 7 <i>Reading Instruction-Pop quizzes will happen at random for the readings</i></p> <p>Grade lesson</p>
<p>Week 5</p>		

M Feb 05 Monday	100 Easy Lessons Teaching reading to older students: Match/Sort/Select/Name: Fry Words	Worksheet - 100 easy lessons Worksheet - Beginning Reading
W Feb 07 Wednesday	Out of class assignment: Complete Assessment Questions for this IRIS Module: https://iris.peabody.vanderbilt.edu/module/rti03/challenge/#content	Match/Sort/Select/Name IRIS Module
Week 6		
M Feb 12 Monday	Teaching reading to children with down syndrome presentations TWS	Worksheet - Teaching Reading to Children with Down Syndrome Down Syndrome Presentation
W Feb 14 Wednesday	LOCATION: 355 MCKE Class combined with M/M location TRI: Green: Long vowel patterns: Dr. Cutrer Midterm review PELI Making Instructional Changes Progress Monitoring	PELI/DIBELS TWS-First Draft
Week 7		
M Feb 19 Monday	Presidents Day	
T Feb 20 Tuesday	Monday Instruction MIDTERM	Midterm

<p>W Feb 21 Wednesday</p>	<p>Reading for All Learners Program Severe Reading Instruction Browder Reading Program-Early Literacy Skills Builder</p>	<p>LP 2 PELI/DIBELS Testing</p>
<p>Week 8</p>		
<p>M Feb 26 Monday</p>	<p>LOCATION: B135 JFSB TRI: Pocket Phrases/Rereading for fluency: Dr. Cutrer (Fluency) Teaching Writing TWS Teaching writing Oral Presentations-TWS-group work time-meet with Katie</p>	
<p>W Feb 28 Wednesday</p>	<p>Oral presentations-Design Reading Program</p>	<p>Oral presentations Teacher Work Sample Unit Readings</p>