

BYU CPSE 425 – Fall 2022 Syllabus

**Teaching Reading and Language Arts to Students with Mild to Moderate Disabilities:
Elementary**

Course Details

| | |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| Professor | Dr. Elizabeth A. Cutrer-Párraga Office Location: 340-R MCKB Office Phone: 801-422-7603 Email: elizabethcutrer@byu.edu |
| Teacher Assistant (TA) | Jola Gjini Office Location: 340-R MCKB Email: jolagj@gmail.com |
| Class meetings | Tuesdays and Thursdays 2 pm - 3:15 pm 355 MCKB |
| Prerequisites | Fingerprint clearance |

Readings

- **Main textbook:** Fundamentals of Literacy Instruction & Assessment (Pre-K-6) by Martha C. Hougen and Susan M. Smartt.
- The Intensive Phonological Awareness (IPA) Program by Schuele & Murphy
- **Assigned articles**

Course 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.

Expected Learning Outcomes

In this course, CPSE 425 students will be able to demonstrate an understanding of:

- Theories of reading and writing development and effective instruction for elementary learners.
- Major approaches to literacy instruction for elementary learners.
- Differentiating instruction for struggling and special needs readers and writers at the elementary level.
- How to use assessment to inform literacy instruction for specific students at the elementary level.

Learning questions

Upon completion of the course, you should be able to answer the following questions:

- What do I need to understand about typical development in reading to teach elementary students who are vulnerable to reading failure?
- What do I need to understand about typical development in writing to teach elementary students who are vulnerable to writing failure?
- What are the primary domains of reading development and how are they evident in reading for primary readers?
- How do I assess reading skills for the purpose of developing an individual learning profile and planning and delivering individualized, remedial, or intensive instruction in elementary settings?
- How do I assess writing skills for the purpose of planning and delivering individualized, remedial, or intensive instruction in primary settings?
- How do I provide supported and intensive instruction in reading in primary settings?
- How do I provide supported and intensive instruction in writing in primary settings?
- What instructional strategies have evidence of greatest impact on elementary student outcomes?
- How does Special Education contribute to school-wide systems of literacy instruction in primary settings?

Learning Competencies

Students who complete CPSE 425, will be able to demonstrate an understanding of the follow literacy competencies:

Literacy Competencies and Exemplars

| Competency | Exemplars |
|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| Know the components and development progression of oral language, concepts of print, | Explain the components of language (phonology, morphology, syntax, semantics, pragmatics) and their importance to proficient reading and writing. |

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>alphabetic principle, phonemic awareness, phonics and spelling, fluency, vocabulary, comprehension, writing, motivation, and engagement and the interplay of environmental, cultural, and social factors that contribute to literacy development.</p> | <p>Explain major research findings regarding the contribution of environmental factors to the prediction of literacy outcomes (e.g., language spoken at home, language and literacy experiences, cultural values).</p> |
| <p>Understand the science of reading, including the four-part processor (orthographic, phonological, meaning, context)</p> | <p>Cite evidence and give practical examples showing how phonemic awareness affects attaining the alphabetic principle, decoding and spelling development, and storage and retrieval of spoken words, and that learning to read affects aspects of language processing, including the extent of phonemic awareness and precision of phonological representations of words in our mental dictionaries.</p> |
| <p>Synthesize evidence on reading instruction and current federal, state and local policies</p> | <p>Explain the most fundamental provisions of federal and state laws (IDEA, 504, etc.) pertaining to the rights of students with disabilities, especially students' rights to a free, appropriate public education, an individualized educational plan, services in the least restrictive environment, and due process.</p> <p>Distinguish IEP goals and objectives that are clear, specific, appropriate to students' needs, and attainable</p> |
| <p>Understand that learning to read requires explicit instruction.</p> | <p>Explain the importance of explicit instruction in the early grades and language comprehension once word-recognition skill is established; recognize that vocabulary and other aspects of oral language development must be nurtured from the earliest grades through reading aloud and classroom dialogue.</p> |
| <p>Identify and explain aspects of cognition and behavior that affect reading and writing development.</p> | <p>Explain the defining characteristics of major types of reading difficulties (i.e., dyslexia, fluency deficits, specific reading comprehension difficulties, mixed reading difficulties).</p> <p>Recognize the major types of reading difficulties when they manifest in a student's developmental history, test performance, and reading behavior.</p> |
| <p>Understand the relationship between writing and reading and the ability to write has a positive and reciprocal effect on students' reading skills and that readers who understand how texts are composed can apply this knowledge to their own writing.</p> | <p>Cite examples of tasks or tests that measure each general cognitive factor; explain how problems in these areas might be observed in classroom learning.</p> <p>Identify how the following aspects of cognition and behavior affect reading and writing development: attention, automaticity, executive function, verbal memory, processing speed, graphomotor control</p> |
| <p>Competency</p> | <p>Exemplars</p> |
| <p>Identify core components of Multi-Tiered System of Support, including high-quality core instruction (Tier 1), universal screening, student academic data, diagnostic assessment, continuous progress monitoring, research-based interventions (Tier 2 and Tier 3), and fidelity of instructional intervention.</p> | <p>Recognize the components of Multi-Tiered System of Support:</p> <ul style="list-style-type: none"> • Collaboration with colleagues in multiple forms (e.g., vertical and horizontal data teams, PLCs, etc.) • Tier 1- High-Quality Core Instruction- Addressing the core areas of reading instruction, considering time recommendations • Tier 2- Provided in addition to the previous tier, supplemental small-group instruction • Tier 3- Provided in addition to the previous tiers, targeted instruction based on diagnostic, supplemental small-group or individual instruction • Universal screening |

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> • Student academic data • Diagnostic assessment • Continuous progress monitoring • Research-based interventions • Fidelity of instructional intervention |
| Describes the differences among Tier 1, Tier 2, Tier 3 and special education instruction. | <p>Explain the differences among Tier 1, Tier 2, Tier 3 and special education instruction.</p> <ul style="list-style-type: none"> • Tier 1- Whole group high-quality instruction at the grade level, • Tier 2- Small-group instruction (5-8 students), several days a week • Tier 3- Small-group instruction (1-3 students), daily, targeted instruction based on diagnostic assessment <p>Special education instruction- Determined by the IEP team, in the least restrictive environment,</p> |
| Plan for and implement differentiated instruction by selecting and using appropriate assessments, including amount of teacher regulation of learning, feedback, group size, instructional time allotment, frequency, duration, research-based instructional materials, and opportunities to respond. | <p>Plan and deliver lessons that incorporate differentiated instruction and utilizes the formative assessment process.</p> <p>Demonstrate the ability to provide and receive feedback</p> <p>Demonstrate the ability to reflect on student learning and determine instructional time</p> <p>Demonstrate flexibility with instruction to meet student needs including group size, instructional time allotment, frequency, duration, opportunities to respond and research-based instructional materials and strategies.</p> |
| Understand the purposes and differences among and purposes for screening, diagnostic, progress-monitoring, curriculum-based measures (CBMs), and outcome assessments (e.g. formative and summative assessment) | <p>Identify and explain the purpose for:</p> <ul style="list-style-type: none"> • Screening • Diagnostic • Progress-monitoring • Curriculum-based measures (CBMs) <p>Outcome assessments</p> |
| Incorporates a continuous problem-solving model using well-validated screening and diagnostic assessments to determine interventions for students including setting goals, regular monitoring of student progress, and analyzing student response patterns to make instructional adjustments. | <p>Demonstrate a continuous problem-solving model:</p> <ul style="list-style-type: none"> • Administer a screening and diagnostic assessment • Plan and deliver interventions for student(s) <ul style="list-style-type: none"> ○ Incorporate goal setting ○ Monitor progress <p>Adjust instruction after analysis of student response</p> |
| Competency | Exemplars |
| Understand and apply the general principles and practices of structured language and literacy teaching, including explicit, | <p>Develop and use a scope and sequence that includes explicit and systematic literacy instruction in whole group, small group and intervention settings.</p> <p>Schedule literacy instruction on a daily basis to ensure maximum use of time in developing readers and writers</p> |

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| systematic, cumulative, teacher directed instruction. | |
| Recognize and plan for cultural and linguistic diversity and social inequity to inform literacy instruction and the creation/selection of materials | Consider in lesson planning the effects of environmental factors in literacy instruction (i.e. language spoken at home, cultural values, etc.). Adapt the content, strategy or format of instruction to increase student success. |
| Create a positive, literacy-rich learning environment anchored in digital and print literacies. | Develop a print-rich learning environment including displays on walls, materials available in the classroom, resources incorporated into lesson plans, and access to digital resources. |
| Use the processes of reflection, data collection and analysis, and ongoing inquiry to improve their professional practice. | Identify appropriate reading and writing assessments, administer them with students, analyze results and adapt instruction based on analysis results. |
| Competency | Exemplars |
| Begin lessons with a clearly stated objectives, relevance, and measured outcomes. | Establishing learning intentions and success criteria that articulate the purpose of the learning, why they are learning it, and how students will know they have learned it. For example, a teacher might say, “You are going to learn how to read some more words with special letter combinations such as “oa” and “ow”. You will know you have learned it when you can read all the words in the list without errors, then read them in the story.” |
| Review relevant prior skills and knowledge before beginning instruction. | Before introducing phonemic segmentation of a 4-phoneme words, the teacher provides practice on the previously mastered skill of phonemic segmentation of 2- and 3-phoneme words. |
| Provide carefully sequenced modeled demonstrations including an adequate range of strategically selected examples and non-examples. | When teaching a concept (e.g., vocabulary term) the teacher explicitly shows or describes multiple examples that demonstrate the range of the concept and shows or describes multiple non-examples that demonstrate the limits of the concept. When teaching a strategy (e.g., VCe rule) the teacher explicitly models applying the rule to examples that demonstrate its range (variety of words that end VCe) and multiple non-examples that demonstrate the limits of the concept (variety of words that do not end VCe). |
| Use clear and concise language. | Modeling a think-aloud use the fewest possible words without sacrificing meaning while still incorporating appropriate academic language. Modeling how to write the letter <i>h</i> . The teacher may say, “I start at the top, go down to the bottom line, curve up to the middle line, and then down to the bottom line.” |
| Provide sufficient, scaffolded guided practice and independent practice with specific relevant feedback. | Guides students in applying strategy, prompts them by asking them what to do on each step, provides reminders as needed on each step. Incrementally reduces support based on student response. Then, provides unprompted practice and monitoring with feedback as needed. |
| Require frequent, instructionally relevant student responses and interactions. | Teacher frequently asks students to make active responses (oral, written, action, etc.) that require application of the strategy to relevant items. A few examples of response types include: choral response, partner response, pointing, hand signals, and response boards |
| Deliver the lesson at a brisk, engaging pace. | Teacher leaves little “down time” at beginning of lesson, in transitions, and at end of lessons. In order to keep a perky not pokey pace, the teacher must be prepared, provide just enough think time, provide just enough time for oral, written, and physical |

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | responses, move on after providing feedback on a response, avoid digressions, and utilize instructional routines. |
| Provide immediate, affirmative and corrective feedback based on monitoring of student performance. | Utilizing an appropriate tone, the teacher provides immediate corrections that affirm correct responses and demonstrate how to improve the incorrect response. The teacher provides another opportunity to ensure that the feedback ends with the student giving the correct response. |
| Competency | Exemplars |
| Awareness that oral language is the foundation for all literacy skills. | Exam question about how oral language forms the foundation of literacy. |
| Understand the connection between oral language development and the acquisition of reading and writing skills, for all students. | Exam question about the reciprocal relationship between oral language and reading and writing. |
| Teachers understand that speaking and listening are the primary means by which many children make sense of the world and communicate with others and that development of oral language supports further development in reading, writing, listening, and viewing. | Teachers can explain the connection between speaking and listening and how children communicate. |
| Know, value, and teach oral language development, listening, and communication skills as essential components of literacy. | Teachers can speak to the value of teaching oral language as an essential literacy component. |
| Know effective speaking involves such factors as fluency; clarity; appropriate volume and speed; and awareness of audience, purpose, and context. | Exam question: what are the factors of effective speaking. |
| Awareness of some of the common problems associated with oral language development and access interventions for addressing them. | Use a checklist/anecdotal notes to assess a child's oral language ability and provide possible intervention suggestions. |
| Understand that different cultures apply different conventions to verbal and nonverbal communication. | Teacher can explain or give an example of how a different culture may impact their verbal and nonverbal communication. |
| Teachers must provide students with explicit instruction and rich language experiences geared to their individual needs. | Teacher provides and models a sentence frame(s) including academic language in order to scaffold instruction. |
| Teachers provide opportunities for all students to listen and speak for a variety of purposes and audiences. | Evidence in a lesson plan showing opportunities to take turns to listen and speak (turn and talk, collaborative conversations, think/pair/share, etc.). |
| Teachers purposefully model how to use language in a variety of settings related to learning activities and social interactions. | Teachers will model the purposeful use of language in a video or observational setting. |
| Competency | Exemplars |

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Correctly identify pronounce, classify, and compare all the consonant phonemes and all the vowel phonemes of English. | Explicitly teach articulatory features of phonemes and words during PA lessons by such example techniques as modeling, using a mirror, describing the speech sound, or using a hand gesture or mouth picture to illustrate the way the speech sound is produced. |
| Know/apply general and specific goals of phonemic awareness instruction (e.g. blending, segmentation, isolation, manipulation—add, delete, substitute). | Routinely incorporate phonemic-awareness instruction into reading, spelling, and vocabulary instruction. |
| Know and apply the principles of phonemic-awareness instruction: brief, fast-paced, multisensory, conceptual, articulatory, auditory-verbal. | Use tactile and kinesthetic aids, such as blocks, chips, sound boxes, body mapping, finger tapping, or left-to-right hand motions in learning a variety of early, basic, and more advanced PA activities as appropriate. |
| Understand and apply differentiation for varying levels of student phonological sensitivity (e.g., word, syllable, onset-rime, phoneme). | Incorporate activities that would help children acquire these early, basic phonological-sensitivity skills (e.g., rhyme recognition and rhyme production, syllable counting, first sound matching, first sound segmentation) in words with a simple onset that has only one phoneme, blending onset and rime. |
| Understand and apply accommodations for students experiencing phoneme awareness difficulties. | Select appropriate words to illustrate each phoneme that feature non distorted phonemes. |
| Know how to obtain information and instructional support for second language learners in phonemic awareness. | Compare a student's first language phonological system with Standard American English to anticipate which speech sounds in English are not in the student's native language or dialect and are likely to be challenging for the learner to distinguish and produce. |
| Competency | Exemplars |
| Understand the alphabetic principle—that symbols represent sounds that are blended together to form printed words. | Exam question for showing a working understanding of the alphabetic principle. |
| Understand that phonics is the connection between graphemes and phonemes and how they form words. | Exam question that demonstrates the understanding of the connection of the sounds and corresponding letters. |
| Know and apply strategies for organizing word recognition and spelling lessons by following an explicit instruction phonics lesson plan. | Use an explicit phonics lesson framework that includes review of a previously learned skill or concept, introduction of a new skill or concept, supported practice, independent practice, and fluent application to meaningful reading and/or writing. |
| Know the importance of and demonstrate the ability to systematically, cumulatively, and explicitly teach basic and advanced decoding and spelling skills. | Teach a system of basic and advanced strategies that uses a logical progression from simple to complex. |
| Know and use different types and purposes of texts, with emphasis on the role of decodable texts in teaching beginning readers. | Effectively develop or select, and utilize, decodable texts to support developing readers in applying taught phonics concepts in context. Discern texts that do not support decoding lessons because they contain too many untaught word patterns and high-frequency words. |
| Competency | Exemplars |
| Define rate, accuracy, prosody, and explain the role each skill | Explain rate, accuracy and prosody and identify how each component relates to fluency. Cite examples of tasks or tests that measure fluency. |

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| plays when teaching and assessing reading fluency. | |
| Apply knowledge of learner development and learning differences to create a positive, equitable, fluency-rich learning environment. | Demonstrate strategies for assisted reading that work for all learning abilities and levels (i.e., whisper read, choral read, cloze choral read, and a variety of groupings and partnerships to help students access texts). Demonstrate repeated readings of text to build fluency (e.g., Fluency Oriented Reading Instruction). |
| Competency | Exemplars |
| Apply knowledge of learner development (e.g. English Language Learners, learners with disabilities), and learning differences to create a positive, equitable, vocabulary-rich learning environment. | Demonstrate explicit vocabulary instruction (e.g., student-friendly definition, see the word, say the word, write the word) with multiple exposures on a frequent and ongoing basis. Modify vocabulary instruction based upon grade level and learning and language development (e.g., draw pictures, add movement etc.). |
| Know and apply appropriate uses of accommodations (e.g. assistive technology) for students with limitations in vocabulary acquisition | Identify task and activities during which student benefit from accommodations to provide access to the grade level content. “Support students in learning to use assistive technology, such as print-to-speech translators, apps, e-books, and audiobooks” (IDA, 2018, p. 22). |
| Competency | Exemplars |
| Explicitly teach and model opinion, argumentative, narrative, and informational/explanatory writing. | Teach a lesson(s) that explicitly teaches one form of writing. |

Grading Methodology

The following is a grading scale for this course. Please note that ALL grades will be rounded, for instance an 89.50% is calculated as 90% at the end of the semester.

| Grade | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | E |
|-------|----|----|----|----|----|----|----|----|----|----|----|---|
| % | 95 | 91 | 87 | 84 | 81 | 78 | 74 | 71 | 68 | 64 | 61 | 0 |

Detailed Grading Methodology: Your achievement in this course will be assessed through completion of the following assignments according to given rubrics.

| Assignment Type | Percentage | Total Points |
|----------------------------|------------|--------------|
| Attendance & Participation | 5% | 50 |
| Dialogic Reading Video | 5% | 50 |

| | | |
|------------------------------------------------|------|-------------|
| Readings | 10% | 100 |
| CLEP: Classroom Literacy Environmental Profile | 10% | 100 |
| TRI Videos | 20% | 200 |
| Phonological Awareness Portfolio | 20% | 200 |
| Interactive Writing Video | 10% | 100 |
| Parent Training Presentation | 20% | 200 |
| Total | 100% | 1000 points |

Late Assignment Policy: It is very important that work be turned in on time or you will find it very difficult to catch up. All work in the course must be completed on time. Any assignments that are late will have points deducted from it (5% taken off for every late day after due date).

Assignments

This is a more in depth approach to describe the assignment categories above:

| | Assignment | Method | Due Date | Grading |
|---|--------------------------------------------|-----------------------------------|----------------|---------|
| 1 | Attendance & Participation | Check policy | Every class | 5% |
| 2 | Dialogic Reading Video | Online | Sept 22 | 5% |
| 3 | CLEP | Learning Suite + Digital Dialogue | Oct 6 | 10% |
| 4 | TRI Video | PINK TRI VIDEO | October 20 | 10% |
| | | BLUE TRI VIDEO | November 3 | 10% |
| 5 | Phonological Awareness Portfolio (midterm) | Online | November 17 | 10% |
| 6 | Interactive Writing Video | Online | December 1 & 6 | 10% |
| 7 | Parent Training Presentation (final) | Learning Suite | December 8 | 20% |

1 Attendance

About: You are enrolled in a professional school and are continuing the process of your own professional development. Members of the education profession have special responsibilities, as many other people depend on them. Among these responsibilities are meeting all obligations on time and being thoroughly prepared. With this in mind the following attendance policy has been adopted for this course.

- It's expected that you're on time, stay entire time and attend every class session.
- Emergencies and situations may arise during the semester. If this is the case and you must miss class, contact me a minimum of **12 hours PRIOR** to the class session.
- In the event that you must miss class more than once: you should schedule to meet with me in order to understand what you must do to "make up" that absence.
- If you choose not to do so, you will lose **8 points** from your final grade for each absence more than one. Please note that you will forfeit the opportunity to make up an absence if you do not notify me before missing class.
- Missing class without letting me know ahead of time will also result in losing 8 points from your final grade in all situations (even the first and only absence).

Participation

About: Participation in this course is essential. It is the expectation of this course that students are introduced to the material through the readings before coming to class, and that class time is spent actively learning course material. I expect that all students have thoroughly prepared for class by reading the assigned articles, responding to them and reflecting on them, and participating (with a capital P) in class activities and discussion.

- For **EACH** class please bring either a hard copy of the assigned readings or download to your electronic device before class due to questionable internet access.
- Keep in mind, you are expected to participate professionally throughout class. This means that you are engaged with the lecture or group discussions and not using electronic devices for anything other than note taking or completing in class assignments. In other words, you may use your computers for taking notes during the lecture portion of class. You may also use your computer for in class activities where I invite you to use them.
- At all other times, your computer **should be closed**. Cell phones should not be out during class at any time.

2. Dialogic Reading Video

You will submit a video of yourself with a student engaged in dialogic reading. For full credit you must read an appropriate book (must be approved). You must engage in dialogic reading with your student. You must explicitly demonstrate each part of the CROWD strategy as you discuss the book.

3. TRI Reading Videos

You will record yourself using TRI method with a student.

Video 1 – Use the TRI Pink. You may segment the video into 2 sections if desired. The video should include

- Segmenting Words
- Change 1 Sound
- Read, Write and Say
- Read Write and Make
- Guided Oral Reading
- Pocket Phrases
- Evidence of you using the STRIVE for FIVE Strategy
- Evidence of you using the BLEND AS YOU GO Strategy
- Diagnostic Map

Video 2- Use the TRI Blue. You may segment the video into 2 sections if desired. The video should include:

Video 1 – made up of two sub videos must include:

- Segmenting Words
- Change 1 Sound
- Read, Write and Say
- Read Write and Make
- Guided Oral Reading
- Pocket Phrases
- Evidence of you using the STRIVE for FIVE Strategy
- Evidence of you using the BLEND AS YOU GO Strategy
- Diagnostic Map

4. CLEP

About: What does emergent literacy look and sound like in classrooms today? You will use the CLEP as a guide as you observe, take screenshots, and write down evidences from your classroom.

Other questions to consider include:

- a. Is the environment conducive to literacy learning and development?
- b. How is language development promoted? Are there constant interactions and conversations?
- c. Are there developmentally appropriate books? Location? How are students interacting with them?
- d. Are there read-alouds, puppet stories, flannel board stories, fingerplays, rhyming songs/chart, storytelling?
- e. Is there environmental print and an alphabet? Location?
- f. Are there tools to promote literacy (pencils, crayons, paper, etc.)? Location?
- g. How are children engaged in literacy?
- h. How do the teachers promote a literacy rich environment?

You will submit a slide presentation to Learning Suite that includes

- Use the CLEP and score each item based upon observations in your classroom.
- Score the entire CLEP (all 33 items).
- Choose up to 5 items that received a score of 2 or lower, you must state why you gave it this score. What would you do to increase the score of these items?
- Choose 3 items that received positive scores (4 or higher). Include at least THREE (total) ‘artifacts’ of literacy (photos/screenshots) with a brief description of each artifact (e.g. word wall, writing center, books) indicating why you scored these items high.
- Include responses to questions above (a-h).
- Include your overall personal reflection (what did you think was appropriate, what would you change/include more of, etc.).

5. Interactive Writing Lesson

You will engaged a student in Interactive Writing. For full credit you must read and summarize an appropriate book (must be approved). You must engage in Interactive Writing with your student. You must explicitly demonstrate each part of the Interactive Writing strategy as you summarize the book.

6. Phonological Awareness Portfolio (MIDTERM)

About: The PAST test is an effective tool to understand your student’s language development level. How should you proceed after the assessment? This project is designed to help you develop a toolbox from which you can pull learning activities to match your student’s instructional needs.

Organization: Your portfolio should be organized in a way that is meaningful and USABLE for you. You can use a binder, accordion folder, or a google file system... just don’t throw it in a box and forget about it.

What to include:

- File for each skill set evaluated in the PAST (either digital or printed)
- Include a brief summary (4 sentences/bullet points or less) that explain that skill and its foundation in literacy development.
- For each skill set, provide instructions for 1 learning activity that can be used to grow that skill. Instructions should be functional and include a list of required supplies— a paraeducator or parent should be able to read the instructions and execute the activity with fidelity.
- Include any supplies you would need for the activities. (A picture of the supplies in your possession will suffice).

7. Parent Training Night (FINAL)

About: Parents of special needs children will likely look to you as an education expert. Many are eager to support literacy development at home but may lack tools and resources to know where to begin. For this project, your team will create a 5 to 7-minute parent training video. Your parent training night will include a video presentation, a phonological awareness kit for parents to check out from your classroom, and a companion brochure for phonological awareness kit.

5-7 minute presentation-

- Explain the importance of language and literacy development.
- Show how to use items in the kit to engage students in language and literacy development activities.
- The presentation should be engaging and parent friendly.

3-D Phonological Awareness Kit. Each member of the group will create a kit. Each kit will include:

- letter tiles of each alphabet letter
- a small object that matches that letter sound
- colored chips/tiles
- laminated Elkonin box
- you will have the opportunity to observe samples in class.

In the brochure, you must include the following:

- Information about the importance of language and literacy development of young children.
- At least two graphics.
- At least two language development activities (speaking, listening) parents can do with a young child. (The activities should use the items in the kit you developed)
- At least two literacy development activities (reading, writing) parents can do with a young child. (The activities should use the items in the kit)
- You should explain each activity in parent-friendly terms, and detail exactly how to engage in the practice.

University Policy

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.

Grading Expectation

Teacher Candidates need to earn a B- or higher in all education courses in order to receive a Utah Teaching License. Teacher candidates should plan to put the time and effort into this course in order to receive a B- and meet that requirement. All teacher candidates in this course will not receive an A grade. A grades are given for exceptional performance. Meeting all requirements, completed all coursework, and participated in all class activities does not directly translate into an A grade in this course. Teacher candidates who are working toward an A grade, should plan to demonstrate performance that is beyond the stated requirements for the course.

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.

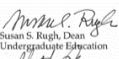
Undergraduate Education's Statement on Inclusion and Diversity

Office of Undergraduate Education

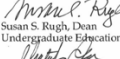
In the wake of the deaths of George Floyd, Breonna Taylor, Ahmaud Arbery and others, and in light of the ensuing civil unrest, the Office of Undergraduate Education at Brigham Young University is determined to help fulfill the charge issued by BYU President Kevin J Worthen "to address injustice and to truly love one another."

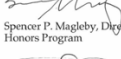
We are committed to providing our students with a general education that trains students to recognize their own prejudices, develop empathy, serve in their communities, and give voice to those who are treated unjustly. We recognize that we have an opportunity and obligation to do more to prepare our students to meet these challenges and to be forces for good in the world.


To accomplish these goals, we are firmly committed to building on and expanding our diversity requirement in our General Education program. We are developing plans to better prepare our students to understand systemic racism, confront their own biases, and work toward racial equity at the university. Our efforts are dedicated to helping all students succeed, and to prepare them to lead their communities to find solutions that will help us all unite for peace and justice.



Susan S. Rugh, Dean
Undergraduate Education



Spencer P. Magleby, Director
Honors Program


Susan S. Rugh, Dean
Undergraduate Education


Spencer P. Magleby, Director
Honors Program


Christopher P. Oscarson, Director
General Education


Phillip D. Rash, Director
First-Year Experience


Christopher P. Oscarson, Director
General Education


Phillip D. Rash, Director
First-Year Experience