Instructor/TA Info

Instructor Information

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TA Information

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Course Information

Description

In this course, we will explore the nature of reading and writing with a special emphasis on effective instructional practices to meet the needs of all learners, while respecting diversity. CPSE 430 students will learn to become thoughtfully adaptive teachers of literacy meanwhile engaged in both a professional learning community as a class and partnership amongst the local elementary schools. CPSE 430 students will learn practical and hands-on approaches for teaching reading and writing to students with disabilities. CPSE 430 students will actively participate in lectures, demonstrations, discussions, and also work with children to implement specific assessment and teaching strategies learned throughout.

Prerequisites

Admission to Special Education Major or licensure program.

Materials

Item	Price (new)	Price (used)
PACKET CPSE 430 TRI Kit Paper Items - *Required* by Cutrer, E	22.50	
Comprehensive Reading Intervention in Grades 3-8 - *Required* by Gelzheiser, L	36.00	27.00
Strategies That Work 3e - *Required* by Harvey, H	52.00	39.00
Words Their Way 7e - *Required* by Bear, D	59.99	45.00

Learning Outcomes

Assessment for planning and instructing reading.

1. Assess individual student learning needs for reading and language arts to create IEPs and plan instruction.

Core curriculum for reading and language arts

2. Plan effective core curriculum instruction to meet individual student needs.

Instruction for reading and writing

3. Demonstrate effective instruction for reading and writing.

Progress monitoring for reading and writing

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

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Grading Policy

All grades will be rounded (e.g., 89.50% is calculated as 90%)

Participation Policy

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 discussions. For EACH class please bring either a hard copy of the assigned readings or download it to your electronic device before class due to questionable internet access. Keep in mind, you are expected to participate professionally throughout the 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 the 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.

Attendance Policy

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 the entire time and attend every class session.

Assignments

Assignment Descriptions

Literacy Learning Preferences Project

Jan 21 Due: Friday, Jan 21 at 11:59 pm

Considerations of motivation and engagement for secondary students' literacy learning is underutilized. As such, you will create a portfolio of resources to motivate and engage secondary literacy learners. As

part of this project you must include a literacy preference survey, elements of culturally responsive teaching (such as a funds of knowledge assessment) and show evidence that you have considered your own literacy learning privileges and or challenges by completing a literacy autobiography.

Your Literacy Autobiography should include the following:

1. The Self-Reflection – please include:

- A time line of when you learned to read to the best of your memory.
- A time line of when you learned to write to the best of your memory.
- How did you learn to read and write?
- What activities (if any) did you engage in at your home that supported your reading and writing development?
- Did reading and writing come easily? Explain how and why?
- Was learning to read and write difficult? Explain how and why?
- List favorite books.
- Did you visit the library outside of school growing up? Explain.
- What is your experience in working with students who struggle in reading and writing?
- What do you think are the best ways (strategies) to teach a struggling reader to read? Struggling writer to write? Why?
- Remember to give background information to give reader some context (This is where you include major reading/writing milestones, age, grade, memories of teachers and/or parental support during this process?)

2. The Interviews- you must interview 3 people and ask them the above questions. You must have one interview from a person of a different gender than you. You must also have one interview from a person from a different racial or ethnic group than you.

3. The Summary

- Synthesize and summarize information you collected in steps one and two.
- Compare and contrast the information you collected from your interviews and your self-reflection.
- Include a section reflecting on why you have been asked to complete this assignment for this class. What insights have you discovered?
- How will you use the information you have discovered in your work as a special educator?

Be prepared to share in class.

Comprehension Project

Feb
04

Due: Friday, Feb 04 at 11:59 pm

For this project you will demonstrate basic knowledge of all the factors that contribute to reading comprehension, including oral language proficiency, word reading accuracy, reading fluency, background knowledge and vocabulary, knowledge of literary and content area text conventions, and use of reading comprehension strategies. In addition, you will examine, design, adapt, implement, and evaluate evidence-based, instructional approaches to comprehension instruction, including modeling metacognitive strategies and choosing appropriate texts for instruction. In addition you will demonstrate understanding of the teacher's role as an active mediator of text-comprehension processes. More information will be delivered in class.

What to include:

- Define and describe comprehension and its importance in literacy.

- File for each skill set in comprehension (oral language proficiency, word reading accuracy, reading fluency, background knowledge and vocabulary, knowledge of literary and content area text conventions)

- Include a brief summary (4 sentences/bullet points or less) that explain each 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).

Here is a sample with an idea of how to create your comprehension portfolio

- Comprehension Project example.pptx Download (plugins/Upload/fileDownload.php?fileId=85f6fca1-qSkU-Y8nM-Cv4L-9Idab9496694&pubhash=tgkpo5L4fpHMpnU_Y9mzmvZoBfpCOuw75R-n4YOID-RlBRQCVWVuJs0QG8gMp35-WQ5vIIGp_ModIum2PVctwA==) ☐

Rubric:

Comprehension Project

		Scores
Skills (48 pts)	1. Identifies the 6 main skills (4 pts for each skill)	**/24**
	2. Describes the importance of each skill succinctly (4 pts each)	**/24**
Activities (72 pts)	Each of the 6 activities should include:	
	1. Clear instructions (3pts per activity)	**/18**
	2. Supply List or picture (3pts per activity)	**/18**
	3. Picture of the supplies (3pts per activity)	**/18**
	4. Correctly match activity to the skill. (3pts per activity)	**/18**
	3-point deductions per missing required element for each activity	
Conventions (30 pts)	1. Organized effectively	**/10**
	2. Fewer than 3 spelling errors.	**/5**
	3. References sources when quoting or referencing others' ideas or work.	**/5**
	Total	**/150**

Vocabulary Project

For this project you will provide evidence of understanding for vocabulary. You will provide evidence of
explicit vocabulary instruction, how to teach tier 2 vocabulary words, and understanding of the role of
vocabulary breadth, depth and levels of word knowledge. In addition, you will also identify, design,
implement and evaluate evidence-based instructional approaches for direct vocabulary instruction for
secondary learners.

What to include:

- Define and describe vocabulary and its importance in literacy.

- Create a file for each skill set in vocabulary

- 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 3 learning activities 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).

Here is a sample with an idea of how to create your fluency portfolio

- 425 final sample 2020.pptx Download (plugins/Upload/fileDownload.php?fileId=85f6fca1-qSkU-
  Y8nM-Cv4L-9Idab9496694&pubhash=tgkpo5L4fpHMpnU_Y9mzmvZoBfpCOuw75R-n4YOID-
  RlBRQCVWVuJs0QG8gMp35-WQ5vIIGp_ModIum2PVctwA==) ☐

Final Project Rubric

Skills (50 points total)	1. Identifies the main skills. 2. Describes the importance of each skill succinctly.
Activities (90 points)	Each activity should include: 1. Clear instructions 2. Supply List 3. Picture of the supplies 4. Correctly match activity to the Phonemic Awareness Skill. 3-point deductions per missing required element.

Flow Chart (25 points)	The flow chart should:
	1. Visually neat (5 points)
	2. Correctly identify what skill to address (10 points)
	3. Provide the correct decision (5 points)
Conventions (35 points)	1. Organized effectively
	2. Fewer than 3 spelling errors.
	3. References sources when quoting or referencing others' ideas or work.

Fluency Project

Feb 25 Due: Friday, Feb 25 at 11:59 pm

For this project you will provide evidence of understanding for fluency. For fluency, you will demonstrate knowledge in the three areas of fluency, including rate, accuracy and prosody. In addition, you will demonstrate understanding of word reading fluency strategies for secondary learners. In addition, you will also identify, design, implement and evaluate evidence-based instructional approaches for direct vocabulary instruction for secondary learners. More information to come.

What to include:

- Define and describe fluency and its importance in literacy.

- File for each skill set in fluency (rate, accuracy, prosody)

- 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 3 learning activities 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).

- Create a decision tree/flow chart (see model in class) that will help you know what to address, and what to do after you have done activities with a student.

Here is a sample with an idea of how to create your fluency portfolio

- 425 final sample 2020.pptx Download (plugins/Upload/fileDownload.php?fileId=85f6fca1-qSkU-Y8nM-Cv4L-9Idab9496694&pubhash=tgkpo5L4fpHMpnU_Y9mzmvZoBfpCOuw75R-n4YOID-RlBRQCVWVuJs0QG8gMp35-WQ5vIIGp_ModIum2PVctwA==) ☐

Skills in fluency (50 points total)	1. Identifies the 3 main skills. 2. Describes the importance of each skill succinctly.
Activities (90 points- 10 points per activity)	Each activity should include: 1. Clear instructions 2. Supply List 3. Picture of the supplies 4. Correctly match activity to the Phonemic Awareness Skill. 3-point deductions per missing required element.
Flow Chart (25 points)	The flow chart should: 1. Visually neat (5 points) 2. Correctly identify what skill to address (10 points) 3. Provide the correct decision (5 points)
Conventions (35 points)	1. Organized effectively 2. Fewer than 3 spelling errors. 3. References sources when quoting or referencing others' ideas or work.

TRI Green 1 Video

Mar 05 Due: Saturday, Mar 05 at 11:59 pm

You will submit a recording of you teaching the following activities with a human:

Segmenting Words

Read Write make

Diagnostic Map

Rubric for TRI Green (a) Videos

Activity	Target Behaviors	Points

Segmenting Words (5 words- one for each pattern) 40 pts	- Introduce the vowel pattern - Talk about the word (Strive for 5) - Teacher asks for the sounds - Student says the sound and pulls it down - Teacher covers letters when student is not picking the letter that matches the sound - Student checks the sounds and says the word - Teacher provides positive praise - Teacher uses green letter tiles for vowel patterns - Picture dictionary used	40 points if the teacher consistently does each step in the process 30 points if the teacher demonstrates each piece correctly at least once 20 valiant attempt, yet incorrectly done every time
Read Write Make (3 irregular sight words) 35 pts	- Teacher uses alphabet letter shapes (magnet or not) - Teacher sets up white board in 3 rows - Teacher uses permanent irregular sight words - Student reads the word - Student writes the word and uses **letter names** - Student organizes the alphabet letter shapes to make the word and says the letter names - Student reads the 3 words - Teacher provides praise	35 points if the teacher consistently does each step in the process 25 points if the teacher demonstrates each piece correctly at least once 20 points valiant attempt, yet incorrectly done every time
Diagnostic Map (25)	- Filled out completely (for the work being done) - Words selected before lesson - Teacher is prepared with all materials before starting the lesson	25 points for complete work 20 points for incomplete work 15 points if there was no diagnostic map, but there was a plan.

100 points total

Mid Term Evaluation

Mar
11   Due: Friday, Mar 11 at 11:59 pm

Group Contingency:
If 90% of the class completes the mid-term evaluation, everyone in the class earns 10 extra credit points.
Just write "done" or "complete" in the comments in this assignment in Learning Suite after you finish the evaluation.

TRI Green 2 Video

Mar
18   Due: Friday, Mar 18 at 11:59 pm

TRI Green video 2 will focus on the following activities:

Sort Write Say, Word Division, Guided Oral Reading & Search for the Sound.

RUBRIC for Green TRI Video (b)

Sort, Write Say (5 words, one for each vowel pattern) 25 points	• Review vowel pattern • Student reads the word • Talk about the word (Strive for 5) • Uses a picture dictionary for Strive for 5 • Student sorts the word by vowel pattern • Student writes the word on the Sorting Page • Student says the sounds aloud as they write • Student reads all the words • Teacher provides positive praise	25 points if the teacher consistently does each step in the process 20 points if the teacher demonstrates each piece correctly at least once 15 valiant attempt, yet incorrectly done every time
Word Division (3 words)	• Teacher writes a long vowel word • Student underlines each sound • Student says sound as they underline • Talk about the word (Strive for 5) • Uses a picture dictionary in Strive for 5	25 points if the teacher consistently does each step in the process 20 points if the teacher demonstrates each piece correctly at least once 15 points valiant attempt, yet incorrectly done every time
Diagnostic Map	• Filled out completely (for the work being done) • Words selected before lesson • Teacher is prepared with all supplies before beginning the lesson	10 extra credit points
Guided Oral Reading	• Select passage that maps onto the TRI level (long vowel words for green-bonus should match up with the vowel pattern practiced in word work) • Teacher asks a prediction question • Teacher scaffolds with (blend as you go) • Teacher provides praise • Teacher incorporates search for the Sound • Limits time reading to 3 minutes (for this video limit time...real life 5 minutes ish)	25 points for following each step 20 points for including all but 1 component of guided oral reading 15 points- missing more than one component of guided oral reading

Search for the Sound	- Reading a text with matched to the TRI level - Student looks for the target sound in the book and "marks it" - Teacher picks a phrase that has the target vowel pattern - Teacher writes the phrase on a note card - Student practices reading it with expression - Teacher signs back of the card - Teacher provide instructions for taking it home and reading to others - Teacher provides praise	25 points for following each step 20 points for including all but 1 component of guided oral reading 15 points- missing more than one component of guided oral reading

TRI Purple Video

Mar 25 Due: Friday, Mar 25 at 11:59 pm

Submit a video of you working with a human on:

- Segmenting Words in Purple,
- Read Write and Say by Chunk
- Word Division by Chunk
- A PURPLE Diagnostic Map

SRSD Project

Apr 01 Due: Friday, Apr 01 at 11:59 pm

You will design a SRSD intervention with the following components.

1) You will determine which writing skill your intervention will target. For example, handwriting, timed writing prompts, etc.

2) Write out the steps to implementing this intervention. If you used a resource, please cite it.

3) Design an assessment for measuring the progress of this intervention.

4) Using your assessment and intervention steps, implement this with a person. If you are still in practicum, please do it in that setting. If you aren't you can implement it with a classmate.

5) Video record step 4.

Submit via learning suite.

Final Project

Apr 11 Due: Monday, Apr 11 at 11:59 pm

DUE: April 20, 2020, submit to Learning Suite (LS) by 11:59 pm.

****NEW****

Work with a group or on your own. Your choice!

You are a first year special education teacher at Olive Mountain Elementary School. Your principal has assigned you to meet with the Third Grade team for team meetings. You are excited because you know

However, when you attend the first meeting, you notice that one teacher named Mark continues to be the naysayer about students with reading learning disabilities. Mark tells the entire group that new ideas about reading will not work, that nothing has worked with these students in the past. Mark then adds that the parents of the school do not care and will not show up to school events. As this teacher pauses, another Third Grade teacher named Joanna shares that she believes all of the students with reading disabilities in her third grade class are beyond help. Joanna says she has given up on them. Joanna suddenly turns to you and says – "wait – you just graduated with your degree and special education. What are your ideas about teaching reading?" Mark – pipes up and invites you to teach his third grade reading class instead of him going through the "motions" of it by giving his students with reading disabilities worksheets to keep them quiet.

Laticia, the third grade team leader, who has been an ally for you in the first weeks of school addresses the other teachers and reminds them to stop giving the new teacher a hard time. Laticia responds to Mark by saying you will not be teaching his class. Laticia also reminds Joanna not to put you on the spot. Just as you take a deep breath as a sigh of relief, Laticia turns to you and says:

"While we don't want to put you on the spot, we **would** like to understand better how to teach third grade students with learning disabilities how to read. Next Friday, I would like for you to present a training covering the basics of reading instruction for students with disabilities. Before we do anything else, I want to make sure our team understands the foundations of reading for students with reading disabilities."

YOUR JOB- WITH YOUR GROUP:

1. Create a PowerPoint or Google slide show with the training you would provide.
2. There should be no more than 20-29 slides.
3. You will provide a background of the importance of reading instruction for students with reading disabilities.(2-4 slides)
4. You will also provide information regarding the foundational components of reading instruction for students with reading disabilities.(5-7 slides)
5. You will provide sample strategies for reading instruction. (5-7 slides)
6. You will provide sample assessments (3-5 slides)
7. You will provide information on what to do if the strategies aren't working (4-5 slides)
8. You will provide a conclusion that includes your own theoretical beliefs about teaching children with learning disabilities to read. (1-2 slides)

Be sure to:

1. Reference evidence based practices
2. Create a visually engaging presentation
3. Provide citations/references/links to materials

Attendance & participation

Everyone automatically has full points for attendance and participation. I will subtract points for missed days and/or missed exit tickets.

Materials

Apr **13**	Due: Wednesday, Apr 13 at 11:59 pm

Student has appropriate materials....
Prepared TRI kit
Please submit a picture of your TRI kit. If you use an apple device, please save your file as a jpeg or paste your picture in a word/google doc. (LS does not recognize heic files)

Thanks

Student Course Evaluations

Apr **14**	Due: Thursday, Apr 14 at 11:59 pm

You can receive 10 pts extra credit if you complete the student course evaluation. Just write "done" or "complete" in the comments in this assignment in Learning Suite after you finish the evaluation.

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.

Preventing Sexual Misconduct

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at https://titleix.byu.edu/report (https://titleix.byu.edu/report) or 1-888-238-1062 (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment, including the university's confidential Sexual Assault Survivor Advocate. Additional information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting http://titleix.byu.edu (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. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, eo_manager@byu.edu, or visit https://hrs.byu.edu/equal-opportunity (https://hrs.byu.edu/equal-opportunity) for help.

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.

Covid 19 Statement

While COVID 19 conditions persist and until further notice, students and faculty are required to wear face coverings at all times during class; faculty are not at liberty to waive this expectation.

Students who feel sick, including exhibiting symptoms commonly associated with COVID 19 (fever; cough; shortness of breath/difficulty breathing; chills; muscle pain; sore throat; new loss of taste or smell; etc.) should not attend class and should work with their instructor to develop a study plan for the duration of the illness.

Diversity and Inclusion in the Classroom

"Because we feel the depth of God's love for His children, we care deeply about every child of God, regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges" (President Russell M. Nelson, "The Love and Laws of God," September 2019). As a university community we strive to foster an educational environment that promotes the personal dignity of every student and accept individual responsibility to eliminate racism, sexism, and nationalism. Our course participation reflects our understanding that every individual is a child of Heavenly Parents. We create learning environments in which every individual is motivated to express their opinions and perspectives and ask questions to augment discussions and learning. We listen to, learn from, and strive to consider thoughtfully the opinions of others. We use language that is polite, considerate, and courteous—even when we strongly disagree.

Mental Health

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit https://caps.byu.edu (https://caps.byu.edu); for more immediate concerns please visit http://help.byu.edu (http://help.byu.edu).

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	Topic	Readings & Asynchronous	What's Due?
Week 1			
M Jan 03 Monday	Introductions	**Reading:** Course Syllabus	
W Jan 05 Wednesday	Motivation & Preference Assessments	**Reading:** Chapter 3 (Gelzheiser et al., 2019) **See you in class**	
Week 2			
M Jan 10 Monday	Intensifying Instruction	**Reading:** Chapter 2 (Gelzheiser et al., 2019) **See you in class**	
W Jan 12 Wednesday	Reading Comprehension Intro	**Reading:** Chapter 10 (Gelzheiser et al., 2019)	
Week 3			
M Jan 17 Monday	**Martin Luther King Jr Day**	**NO CLASS!**	
W Jan 19 Wednesday	**Carrie at CEC Conference NO CLASS!**	**Reading:** Strategies that Work (Chapter 1-3) pp 3-38 **NO CLASS** Use class time to complete the Literacy Learning Preference Project. (Due on Friday Jan. 21st)	
F Jan 21 Friday			**Literacy Learning Preferences Project**
Week 4			
M Jan 24 Monday	Reading Comprehension Continued	**Reading:** Chapter 11 (Gelzheiser et al., 2019)	
W Jan 26 Wednesday	Developing Background Knowledge	**Reading:** Strategies That Work Chapters 6, 7, 9 (skim) Chapter 8 (READ) **See you in class**	
Week 5			
M Jan 31 Monday	Connecting Background Knowledge	**Reading:** Strategies that Work Chapter 10 **See you in class**	

W Feb 02 Wednesday	Vocabulary	**Reading:** Chapter 12 (Gelzheiser et al., 2019)	
F Feb 04 Friday			**Comprehension Project**
Week 6			
M Feb 07 Monday	Vocabulary & Language Cont..	**Reading:** Words Their Way, Chapter 1 (pp 3-9) Words Their Way, Chapter 3 **See you in class**	
W Feb 09 Wednesday	Fluency & Comprehension	**Reading:** Chapter 13 (Gelzheiser et al., 2019)	
Week 7			
M Feb 14 Monday	Word Learning	**Reading:** Chapter 4 (Gelzheiser et al., 2019)	
W Feb 16 Wednesday		**Reading:** Words Their Way (chapter 2)	
F Feb 18 Friday			**Vocabulary Project**
Week 8			
M Feb 21 Monday	**Presidents Day**		
T Feb 22 Tuesday	**Monday Instruction** Targeted Reading Intervention (Green)	**Reading:** Chapter 5 (Gelzheiser et al., 2019) **See you in class**	
W Feb 23 Wednesday	Targeted Reading Intervention (Green)	**Reading:** Words Their Way Chapter 6 **See you in class**	
F Feb 25 Friday			**Fluency Project**
Week 9			
M Feb 28 Monday	Targeted Reading Intervention (Purple) Targeted Reading Intervention	**Reading:** Chapter 6 (Gelzheiser et al., 2019)	

		Intervention (Purple)	
W Mar 02 Wednesday		**Reading:** Chapter 7 (Gelzheiser et al., 2019) Skim Words Their Way, Chapter 7 **See you in class**	
Sa Mar 05 Saturday			**TRI Green 1 Video**
Week 10			
M Mar 07 Monday	Targeted Reading Intervention (Writing)	**Reading:** Chapter 8 (Gelzheiser et al., 2019)	
W Mar 09 Wednesday		**Reading:** Chapter 9 (Gelzheiser et al., 2019) See you in class!	
F Mar 11 Friday			**Mid Term Evaluation**
Week 11			
M Mar 14 Monday	SRSD (Writing unit)	**Reading:** Chapter 14 (Gelzheiser et al., 2019)	
W Mar 16 Wednesday		**Reading:** **See you in class**	
F Mar 18 Friday	**No Classes**		**TRI Green 2 Video**
Week 12			

M Mar 21 Monday	SRSD (Writing Unit)	**Reading:** **See you in class** **Reading:** Read one article about SRSD (From Content Tab) **Asynchronous Assignment:** 1. check in with your team 2. Read over lessons from weeks 2-5 for SRSD. 3. From that pick one book from one of the weeks of lessons and plan one lesson with that book and teach a human. 4. Report to DD what you did. Be ready to discuss in class on Wednesday. 5. Please talk about how the level of difficulty increased over each of the lesson plans.	
W Mar 23 Wednesday		**Reading:** Read one article about SRSD (from content tab) **See you in class** **Self Statements**	
F Mar 25 Friday			**TRI Purple Video**
Week 13			
M Mar 28 Monday	MCLI Wrap Up Comprehension MCLI Wrap Up	**Reading:** **See you in class** **Reading:** Roehling, J. V., Hebert, M., Nelson, J. R., & Bohaty, J. J. (2017). Text structure strategies for improving expository reading comprehension. *The Reading Teacher*, *71*(1), 71-82. **Asynchronous Assignment:** 1. Check in with your team. 2. Download these slides (CPSE 430 Text structures.pptx Download) 3. Take the quiz contained in the slides. 4. Working with your team or individually, complete the learning activities in the slides. 5. Comment in DD about your take away about text structures.	

W Mar 30 Wednesday		**Asynchronous Assignment:** **1) Spend 20 minutes or so familiarizing yourself with the Common Core Essential Elements found here:** **https://dynamiclearningmaps.org/sites/default /files/documents/ELA_EEs /DLM_Essential_Elements_ELA_(2013)_v4.pdf** **2) Identify 3 different grade levels of writing Essential Elements that you are interested in. Find the grade levels you are most interested in teaching and use those elements.** **3) Write 3 IEP goals for writing at the level of interest.** **4) Describe the steps of one intervention that can address each IEP goal. You will describe 3 interventions (1 per goal)** **5) Describe a measure for each IEP goal. How will you measure the student's progress towards each goal?** This is due on 4/12/21 at 11:59 PM. I'll let you know when there is a place to turn it in on learning suite. **Reading:** **See you in class**	
F Apr 01 Friday			**SRSD Project**
Week 14			
M Apr 04 Monday	Case Studies--Applying what you learned to real students	**Reading:** **See you in class** **Reading:** Stevenson, N. A., & Reed, D. K. (2017). To change the things I can: Making instruction more intensive. *Intervention in School and Clinic, 53*(2), 74-80. **Asynchronous Assignment:** 1. Check in with your team 2. Complete the case study in DD. (you may work with a team) 3. Submit a 1 page write up to DD.	

W Apr 06 Wednesday	Group Projects	**Reading:** Fuchs, L. S., Fuchs, D., & Malone, A. S. (2018). The taxonomy of intervention intensity. *Teaching Exceptional Children*, *50*(4), 194-202. **See you in class**	
Week 15			
M Apr 11 Monday			**Final Project**
W Apr 13 Wednesday	Final Due 5:30 PM online. Final Exam: TBA TBA 2:30pm - 5:30pm		**Materials Attendance & participation**
Th Apr 14 Thursday	**Winter Exam Preparation (04/14/2022 - 04/14/2022)**		**Student Course Evaluations**