

Instructor/TA Info

Instructor Information

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Assignments

Assignment Descriptions

Asynchronous 1

Jan
05

Due: Wednesday, Jan 05 at 11:59 pm

- 1) Please complete the Reading Survey for Adult Students and submit it here.
- 2) Go to digital dialog and complete the discussion prompt and respond to two of your peers.
- 3) Complete the Quiz for this assignment.

Quiz 1

Jan
10

Due: Monday, Jan 10 at 11:59 pm

Asynchronous 1 - Reading Preferences

Jan
12

Due: Wednesday, Jan 12 at 11:59 pm

Reading for fun can be thought of as a reinforcing activity. After completing the Reading Survey for Adult Students please post below. Summarize your thoughts on your responses to the survey. Then, read and respond to two other students in the class.

Quiz 2

Jan
17

Due: Monday, Jan 17 at 11:59 pm

Asynchronous 2

Jan
17

Due: Monday, Jan 17 at 11:59 pm

Watch the following video on Pre-Literacy skills. Think about the implications for Dr. Justice's research on early literacy for older learners.

<https://www.youtube.com/watch?v=jROaG8NtusA>

You will receive points for this when you do the quiz.

Go to Quiz 2 and answer the following question:
What does Dr. Justice's research mean for older learners?

Asynchronous 3: Vocabulary

Jan
18

Due: Tuesday, Jan 18 at 11:59 pm

- 1) Read the article under Content, "Elleman" on vocabulary.
- 2) On a document (Word or Google Docs) summarize the five recommendations in a few sentences each. Submit it on Learning Suite on this Asynchronous 3 assignment.
- 3) Complete Quiz #3

Quiz 3

Jan
24

Due: Monday, Jan 24 at 11:59 pm

Asynchronous 4: Multicomponent Intervention

Jan
26

Due: Wednesday, Jan 26 at 11:59 pm

Asynchronous Assignment:

1. Watch this YouTube video on multicomponent intervention. You can stop when the QandA begins.

<https://www.youtube.com/watch?v=WiNw0BA31YA>

2. Do "Quiz" 4 to describe the following:

- a. Why do some kids with reading difficulties struggle with anxiety?
- b. What is the impact of the intervention on anxiety?
- c. What were three intervention components that you found valuable?

Quiz 4

Jan
31

Due: Monday, Jan 31 at 6:59 am

Big 5: Phonemic Awareness Programs

Jan
31

Due: Monday, Jan 31 at 11:59 pm

Big 5: Phonics Programs

Feb
02

Due: Wednesday, Feb 02 at 11:59 pm

Quiz 5

Feb
07

Due: Monday, Feb 07 at 11:59 pm

Asynchronous 6

Feb
09

Due: Wednesday, Feb 09 at 11:59 pm

Watch the video here: <https://www.thinksrsd.com/srsd-7/>

Find the materials under content/SRSD materials

Asynchronous Assignment:

ASYNCHRONOUS ASSIGNMENT:

1. Identify a strategy for teaching vocabulary skills.
2. Practice the vocabulary activity with a human.
3. Access materials for the 3 spelling assessments (Words Their Way, Appendix A, pp.373-387.
4. Follow the instructions and complete the assessments with a human (if your human is not a student learning literacy, invite your human to make mistakes.) Use the "inventory feature guide" to determine your student's areas of relative strength and weakness.
5. Write a 1-2 paragraph synopsis of what you learned or experienced. Submit it to digital dialog.

Quiz 6

Feb
14

Due: Monday, Feb 14 at 11:59 pm

Asynchronous 5

Feb
16

Due: Wednesday, Feb 16 at 11:59 pm

Over the next two weeks, your job is to look for exemplars of **vocabulary** and **comprehension** programs in your practicum site.

Observe reading and language arts instruction and attend to examples of how teachers are teaching vocabulary and comprehension skills. This may include and be exclusively listening comprehension or vocabulary on assistive technology.

In two weeks, turn in a word document that includes one paragraph for each skill (vocabulary and comprehension) that describes the learner, the skill, how it was taught, and the overall outcome of the type of instruction (was it good or bad)?

Asynchronous 7

Feb
16

Due: Wednesday, Feb 16 at 11:59 pm

1. Work with your group (the one assigned in class Thursday) to read a chapter in WYW.
2. Prepare a group powerpoint that covers the information in the chapter. (provide audio for the presentation too). Be sure to include at least 2 examples of activities to do. On one slide list the names of the group members and what they did to contribute to this project.
3. Upload the audio-visual presentation to Digital Dialog.
4. Watch the other presentations.

Quiz 7

Feb
21

Due: Monday, Feb 21 at 11:59 pm

Asynchronous 8

Feb
23

Due: Wednesday, Feb 23 at 11:59 pm

1. Access the TRI training videos found in the content tab. Watch Beth and Erica do the TRI green level and Read Write Make at any level.
2. Practice Green Segmenting Words with 2 humans (1 word for each letter pattern, per person)
3. Practice Read, Write Make with 2 different humans (6 total permanent irregular sight words please)
4. Look at the TRI green Diagnostic map (should be in your printed materials). Think about why it might be set up the way it is.
5. Review TRI video rubrics under content
6. Post in DD what questions you have about TRI green (specifically Read, Write Make and Segmenting Words)

Big 5: Fluency Programs

Feb

23

Due: Wednesday, Feb 23 at 11:59 pm

TRI Green**Feb
28**

Due: Monday, Feb 28 at 11:59 pm

- o 1 video of you working with a student.
- o Segmenting Words in Green,
- o Sort Write and Say,
- o Word Division
- o Read Write and Make
- o Guided Oral Reading

Quiz 8**Feb
28**

Due: Monday, Feb 28 at 11:59 pm

Asynchronous 9**Mar
02**

Due: Wednesday, Mar 02 at 11:59 pm

Asynchronous Assignment:

1. Review TRI Green videos from last week.
2. Practice Sort Write Say, Word Division and Search For the Sound with 2 humans.
3. Review the Purple TRI teacher guide. Watch one TRI purple video.
4. Type in DD any questions you have about TRI green or purple. Can you tell what differentiates TRI green from purple?
5. Think, what can you do to serve, lift or add light to a team member's life? Is there anyone who could use encouragement or a kind word?

Quiz 9**Mar
07**

Due: Monday, Mar 07 at 11:59 pm

TRI Purple**Mar
07**

Due: Monday, Mar 07 at 11:59 pm

A video of you working with a student.

- o Segmenting Words in Purple,
- o Read Write and Say by Chunk
- o Word Division by Chunk
- o Read Write and Make
- o Re Reading for Fluency
- o A PURPLE Diagnostic Map

Big 5: Vocabulary Programs**Mar
09**

Due: Wednesday, Mar 09 at 11:59 pm

Asynchronous 10**Mar**
09

Due: Wednesday, Mar 09 at 11:59 pm

1. Review TRI purple teacher guides
2. Practice Segmenting Words and Word Division with 2 different humans.
3. Preview Read, Write, Make and Read Write Say. Try those with 1 human.

Quiz 10**Mar**
14

Due: Monday, Mar 14 at 11:59 pm

Asynchronous 11**Mar**
16

Due: Wednesday, Mar 16 at 11:59 pm

1. Print/Gather SRSD materials
2. Access the book "Hop On Pop" (youtube or print copy)
3. Find the human you will teach for SRSD (team member is okay)
4. Give your "SRSD human" the prompt "Which do you like better: spring or winter?" Ask them to write about that prompt for 3 minutes. (Set a timer) Take a picture or keep what they write.
5. Type Done in DD.

Quiz 11**Mar**
21

Due: Monday, Mar 21 at 11:59 pm

Asynchronous 12**Mar**
23

Due: Wednesday, Mar 23 at 11:59 pm

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](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.

Big 5: Comprehension Programs**Mar**
23

Due: Wednesday, Mar 23 at 11:59 pm

Quiz 12

Mar
28Due: Monday, Mar 28 at 11:59 pm

Asynchronous 13

Mar
30Due: Wednesday, Mar 30 at 11:59 pm

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](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.
4. Write 3 IEP goals for writing at the level of interest.
5. Describe the steps of one intervention that can address each IEP goal. You will describe 3 interventions (1 per goal)
6. Describe a measure for each IEP goal. How will you measure the student's progress towards each goal?

Quiz 13

Apr
04Due: Monday, Apr 04 at 11:59 pm

Self Regulated Skills Development (SRSD) Project

Apr
06Due: Wednesday, Apr 06 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.

Asynchronous 14

Apr
06Due: Wednesday, Apr 06 at 11:59 pm

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](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)

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.

Quiz 14

Apr
11

Due: Monday, Apr 11 at 11:59 pm

Final

Apr
12

Due: Tuesday, Apr 12 at 6:30 pm

Answer each of the questions to the best of your ability.

Asynchronous 15

Apr
13

Due: Wednesday, Apr 13 at 11:59 pm

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](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.

TRI Writing

Apr
13

Due: Wednesday, Apr 13 at 11:59 pm

TRI Writing

Writing Programs

Apr
13

Due: Wednesday, Apr 13 at 11:59 pm

Point Breakdown

Categories	Percent of Grade
Exam	24.88%
Projects	36.07%
Asynchronous Assignments	3.73%
Asynchronous Quizzes	14.18%

Teaching Videos	14.93%
Extra Credit	0%
Digital Diaglog	6.22%

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.

Schedule

Date	Topic	Projects	Asynchronous
Week 1			
M Jan 03 Monday	Introductions Preference Assessments		
W Jan 05 Wednesday		Reading: Chapter 1-2 (Gelzheiser et al., 2019)	Asynchronous 1 Quiz 1 Opens
F Jan 07 Friday			
Week 2			
M Jan 10 Monday		Gelzheiser Part 1 (pp. 1-57)	Quiz 1 Closes

W Jan 12 Wednesday	Asynchronous 1 - Reading Preferences	Reading: Gelzheiser Chapters 4-5 (pages 57-90) Asynchronous	Quiz 2 Opens
F Jan 14 Friday			
Week 3			
M Jan 17 Monday	Martin Luther King Jr Day		Asynchronous 2 Quiz 2 Closes
T Jan 18 Tuesday			Asynchronous 3: Vocabulary
W Jan 19 Wednesday		Reading: Gelzheiser Chapter 6 (pages 90-132) Asynchronous	Quiz 3 Opens
F Jan 21 Friday			
Week 4			
M Jan 24 Monday	Reading Comprehension	Reading: Strategies that Work (Chapter 1-3) pp 3-38 See you in class	Quiz 3 Closes
W Jan 26 Wednesday		Reading: Chapter 11 (Gelzheiser et al., 2019) Strategies That Work (Skim Chapters 6-10) Asynchronous	Asynchronous 4: Multicomponent Intervention Quiz 4 Opens
F Jan 28 Friday			
Week 5			
M Jan 31 Monday	Vocabulary	Big 5: Phonemic Awareness Programs Reading: Chapter 12 (Gelzheiser et al., 2019)	Quiz 4 Closes
W Feb 02 Wednesday		Reading: Asynchronous Big 5: Phonics Programs	Quiz 5 Opens
Week 6			
M Feb 07 Monday		Reading: Words Their Way, Chapter 1 (pp 3-9) Words Their Way, Chapter 3 See you in class	Quiz 5 Closes

W Feb 09 Wednesday	Vocabulary & Language	<p>Reading: Chapter 13 (Gelzheiser et al., 2019)</p> <p>Asynchronous Watch TRI Green Training Video Continue observations from Asynchronous assignment last week</p>	<p>Asynchronous 6 Quiz 6 Opens</p>
Week 7			
M Feb 14 Monday	Fluency	<p>Reading: Chapter 3 (Gelzheiser et al., 2019)</p>	Quiz 6 Closes
W Feb 16 Wednesday		<p>Reading: Words Their Way Sign up for a chapter with your group here: https://docs.google.com/spreadsheets/d/1karuuFNTXz4AspROcCG4c38s8Xfv0Z4P-75nMQTYCh8/edit?usp=sharing You will post on digital dialog on the thread: Words their Way 2-24</p> <p>Asynchronous</p>	<p>Asynchronous 7 Asynchronous 5 Quiz 7 Opens</p>
F Feb 18 Friday			
Week 8			
M Feb 21 Monday	Presidents Day		Quiz 7 Closes
T Feb 22 Tuesday	Monday Instruction	<p>Reading: Chapter 5 (Gelzheiser et al., 2019) Skim Words Your Way Chapter 6</p> <p>See you in class</p>	
W Feb 23 Wednesday	Targeted Reading Intervention (Green)	<p>Reading: Chapter 4 (Gelzheiser et al., 2019)</p> <p>Asynchronous Big 5: Fluency Programs</p>	<p>Asynchronous 8 Quiz 8 Opens</p>
Week 9			
M Feb 28 Monday	Targeted Reading Intervention (Purple)	<p>Reading: Chapter 7 (Gelzheiser et al., 2019) Skim Words Your Way, Chapter 7</p>	Quiz 8 Closes
W Mar 02 Wednesday		<p>Reading: Chapter 6 (Gelzheiser et al., 2019)</p> <p>Asynchronous</p>	<p>Asynchronous 9 Quiz 9 Opens</p>

Week 10			
M Mar 07 Monday	Targeted Reading Intervention (Writing)	Reading: Chapter 8 (Gelzheiser et al., 2019)	Quiz 9 Closes
W Mar 09 Wednesday		Reading: Chapter 9 (Gelzheiser et al., 2019) Asynchronous Big 5: Vocabulary Programs	Asynchronous 10 Quiz 10 Opens
Week 11			
M Mar 14 Monday	SRSD (Writing unit)	Reading: Chapter 14 (Gelzheiser et al., 2019)	Quiz 10 Closes
W Mar 16 Wednesday		Asynchronous	Asynchronous 11 Quiz 11 Opens
Week 12			
M Mar 21 Monday	SRSD (Writing Unit)	Reading: See you in class	Quiz 11 Closes
W Mar 23 Wednesday		Reading: Asynchronous Big 5: Comprehension Programs	Asynchronous 12 Quiz 12 Opens
Week 13			
M Mar 28 Monday	MCLI Wrap Up	Reading: See you in class	Quiz 12 Closes
W Mar 30 Wednesday		Asynchronous	Asynchronous 13 Quiz 13 Opens
Week 14			
M Apr 04 Monday		Reading: See you in class	Quiz 13 Closes
W Apr 06 Wednesday	Group Projects	Synchronous class! Self Regulated Skills Development (SRSD) Project	Asynchronous 14 Final Available Quiz 14 Opens
Week 15			
M Apr 11 Monday			Quiz 14 Closes
T Apr 12 Tuesday			

W Apr 13 Wednesday

Final Due 5:30
PM online.

Writing Programs

Asynchronous
15