

## Reading Instruction for Students with Mild/Moderate Disabilities

SPED 5122/6122, Spring 2023

**Hybrid (In-person and asynchronous online)**

*Class location:* SAEC 3151 (See schedule in syllabus for in-person meeting days)  
*Class time:* 4:35-7:05 (on in-person meeting days)  
*Credit Hours:* 3  
*Instructor:* Breda O’Keeffe, Ph.D.  
*E-mail:* breda.okeeffe@utah.edu  
*Office Phone:* (801) 585-1817  
*Office:* SAEC 2287  
*Office Hours:* By appointment

### **Course Description**

This course is designed for prospective special education teachers in the mild/moderate program and master’s level students. Empirically validated instructional and assessment procedures are presented to address reading for students with disabilities. The focus will be on assessing students’ reading skills, planning and implementing appropriate instructional procedures, and monitoring students’ progress. Students will be prepared to apply their skills in the classroom setting.

### **Texts**

**Required texts are included as etexts (available on Canvas on the Bookshelf tab) in the “inclusive access” fee for the course. Please visit the campus bookstore website for more information on [inclusive access](#). If you already own any of these texts, you will need to opt out of the “inclusive access” for that text within the first 2 weeks of the course. Please see the campus bookstore website for specific deadlines. In addition, they will be on electronic reserve through the Marriott Library, although access is more limited.**

### **Required:**

Carnine, D., Silbert, J., Kame’enui, E., Slocum, T., & Travers, P. (2016). *Direct Instruction Reading* (6<sup>th</sup> Ed.). Pearson. Available as an Enhanced Pearson eText plus Loose-Leaf Version (**ISBN-13: 978-0133827088**) or as a stand-alone Enhanced Pearson eText (ISBN-10: 0-13-424592-X)

Hosp, Hosp, & Howell (2016). *ABCs of CBM: Practical Guide to Curriculum Based Measurement* (2<sup>nd</sup> Ed.). Guilford Press. **ISBN-13: 9781462524662**

### **6122 ONLY:**

American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7<sup>th</sup> Ed). **ISBN-13: 978-1433832178**

### **Recommended:**

Beck, I., McKeown, M., & Kucan, L. (2013). *Bringing Words to Life: Robust Vocabulary Instruction* (2<sup>nd</sup> ed). Guilford Press. ISBN-10: **1462508162** | ISBN-13: **978-1462508167**

Additional readings will be posted on Canvas.

### **Course Objectives**

Upon completion of this course, students will be able to:

1. Define each “big idea” in reading: phonemic awareness, alphabetic understanding/phonics, reading fluency, vocabulary, and comprehension.
2. State why each skill is important in reading.
3. Describe what students should know and be able to do at specific grade levels.
4. Assess students’ skills in all 5 areas.
5. Use assessment information to plan instruction in reading.
6. Teach students reading skills in all 5 areas.
7. Monitor students’ progress in developing reading skills.
8. Know how to assess and/or collaborate with a Utah Assistive and Augmentative Technology (UAAT) team, provide instruction, and develop accommodations for students who need assistive technology supports in literacy.

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### **Course Assignments**

#### **General Assignment Requirements**

**All written assignments must be created as ONE electronic document and submitted electronically through Canvas.** This rule applies to Lesson Plans, CBM, and for 6122: Journal Article Summary, and Curriculum Critique. Acceptable document formats include .doc, .pdf, and .jpg (if scanned) documents. Please upload each assignment in Canvas through the related assignment link.

Exceptions: If you have difficulty uploading an assignment in Canvas, please email the assignment to the instructor (via Canvas or Umail). The only exception to the “one document” rule will be on the CBM assignment: graphs may be submitted in a separate Excel file, if needed (it is preferred that you copy and paste the graph into your Word document).

**All assignments are to be turned in at the start of class on the date they are due. Students must submit assignments on Canvas before class. Late assignments will result in a loss of 10% PER WEEK starting on the due date except for emergencies. Please communicate as soon as possible with me when you need an exception.**

**Assignment feedback:** I grade all assignments in Canvas and give feedback through the Canvas system. Be aware that you may receive feedback on a document itself (uploaded to comments on your assignment) and/or in the comments within each grading rubric. The lesson plan and CBM assignments are iterative, so it is imperative that you respond to feedback from earlier assignments on later assignments. If you have any trouble finding this information, please let me know as soon as possible.

#### **Initial Competencies**

These are graded pass/fail. To show competency, students: 1) demonstrate competence on basic instructional signals, and 2) demonstrate correct pronunciation of letters and letter combinations. The Initial Competency tests are detailed in a separate handout.

### **In Class Learning Activities (3 x 5 pts = 15 pts)**

To provide students opportunities to demonstrate mastery of knowledge gained from readings/lecture and to apply the information they are learning, in class learning activities will be given periodically throughout the course. Students will work on these activities in class and will be allowed to work in groups. In class activities will not be graded but students will receive five points for careful and considerate attempts in completing the activity. We will discuss the outcomes of each activity and students will turn in a completed activity sheet or form that was handed out for the activity. **Students who are absent or leave early the day of the in class learning activity or who do not participate in the activity will receive no credit.**

### **Quizzes (9 x 5 pts = 45 pts)**

To help ensure accountability to the readings and lectures, 10 quizzes will be given online in Canvas. Each quiz will be worth 5 points. Quizzes may cover lecture content from the previous week(s) and the reading assignments for the week assigned. Each quiz will be closely aligned with the study guide. In order to be successful on quizzes, it is imperative that you can answer all items on the study guide. Each quiz will be posted Tuesday night after class and available until the next Tuesday before class starts. You may take the quiz as many times as you would like before the deadline **(4:35pm the day of the relevant class – see schedule below and on Canvas)**. Quizzes will be closed after the deadline, so they cannot be completed late. The highest score on each quiz will be retained for your grade. At the end of the semester, your lowest quiz score (out of the 10 quizzes) will be dropped in calculating your grade for the class. **Quizzes are to be taken independently on Canvas. Each quiz will include a statement that you completed the quiz independently according to the University of Utah Student Code.**

### **Lesson plans (4 x 20 pts = 80 pts):**

You will write up 4 lesson plans. Each of these will provide independent practice on particular aspects of reading lesson design and reading instruction. The assignments will focus on the following topics:

- Lesson Plan 1: Beginning decoding skills lesson. 20 points
- Lesson Plan 2: Advanced decoding skills lesson. 20 points
- Lesson Plan 3: Vocabulary instruction lesson. 20 points
- Lesson Plan 4: Comprehension instruction lesson. 20 points

### **Progress Monitoring using Curriculum Based Measure (CBM) (3 x 20 pts = 60 pts)**

You will be required to monitor at least one student's reading progress using reading CBM for at least 9 weeks to gain experience administering the assessments, interpreting data, writing related academic goals, and making appropriate instructional changes. At the beginning, you will determine your student's reading grade level and skill to progress monitor and plan instruction based on the data. Then you will progress

monitor, graph the data, interpret the data, and plan further instruction based on the data. You need to conduct the assessments, graph and interpret the data. You need to contact the instructor immediately if you experience any problems with this arrangement (e.g., excessive student absences, behavior issues, or concerns of your cooperating teacher). This assignment will be turned in at 3 intervals:

1. **CBM, Part 1:** After initial assessment of student level, goal. 20 points
2. **CBM, Part 2:** After progress monitoring for at least 4 weeks. 20 points
3. **CBM, Part 3:** At the end of progress monitoring, at least 4 weeks after CBM part 2, with a written summary. 20 points

The following CBM assessments are available online:

Good, & Kaminski. (2010). *Acadience Reading*. Retrieved from: [Acadience Learning](#) (free, after registration)

## **GRADUATE STUDENTS ONLY (SPED 6122)**

### **Curriculum Critique (50 pts)**

Graduate students will be required to critique two strands of a reading curriculum (i.e., phonemic awareness, alphabetic principle, decoding, vocabulary, or comprehension), and summarize the critique in writing (handout).

### **Journal Article Summary (50 pts)**

Graduate students will be required to summarize one journal article chosen from articles provided by the instructor. The summary will be between 3 – 5 pages and follow a specified format (handout). APA formatting will be required, and the summary must be in the student's own words.

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## **ADDITIONAL COURSE INFORMATION**

### **Indigenous Land Acknowledgement Statement**

The University of Utah has both historical and contemporary relationships with Indigenous peoples. Given that the Salt Lake Valley has always been a gathering place for Indigenous peoples, we acknowledge that this land, which is named for the Ute Tribe, is the traditional and ancestral homelands of the Shoshone, Paiute, Goshute, and Ute Tribes and is a crossroad for Indigenous peoples. The University of Utah recognizes the enduring relationships between many Indigenous peoples and their traditional homelands. We are grateful for the territory upon which we gather today; we respect Utah's Indigenous peoples, the original stewards of this land; and we value the sovereign relationships that exist between tribal governments, state governments, and the federal government. Today, approximately 60,000 American Indian and Alaska Native peoples live in Utah. As a state institution, the University of Utah is committed to serving Native communities throughout Utah in partnership with Native Nations and our Urban Indian communities through research, education, and community outreach activities.

### **COVID-19 Information, Resources**

I understand that this semester brings additional stressors with it. I am committed to providing a safe and productive learning environment for all. With humor and grace, we will get through this together. Please let me know if you are having difficulties with anything, and I will help you find resources. Also, see <https://coronavirus.utah.edu/>

University leadership has urged all faculty, students, and staff to model the vaccination, testing, and masking behaviors we want to see in our campus community. These include:

- Vaccination
- Masking indoors
- If unvaccinated, getting weekly asymptomatic coronavirus testing
- Quarantining after exposure

### **Vaccination**

• **Get a COVID-19 vaccination and the booster shot recommended for pairing with your vaccine** if you have not already done so. Vaccination is proving highly effective in preventing severe COVID-19 symptoms, hospitalization and death from coronavirus. Vaccination is the single best way to stop this COVID resurgence in its tracks.

University of Utah students are required (as of August 27, 2021) to complete a cycle of COVID-19 vaccination and booster shot with an approved vaccine, or complete an exemption form. The university provides three convenient vaccination options:

- Attend one of the regularly scheduled [vaccine events](#) at the Student Union on campus.
- Schedule an appointment with Student Health [here](#).
- Visit <http://mychart.med.utah.edu/>, <https://alert.utah.edu/covid/vaccine/>, or <http://vaccines.gov/> to schedule your vaccination.

### **Attendance**

This is a hybrid course. Parts of this course will be online (asynchronous) and parts will be held in person. Except in cases of ADA accommodations or quarantining due to COVID-19 exposure or infection, you will be expected to attend class in person on scheduled dates (see below) and complete some assignments in person (in-class learning activities). Changes to this policy are up to the discretion of the instructor. If you need to seek an ADA accommodation to request an exception to this attendance policy due to a disability, please contact the [Center for Disability and Access](#) (CDA). CDA will work with us to determine what, if any, ADA accommodations are reasonable and appropriate.

### **Student Mental Health Resources**

- Rates of burnout, anxiety, depression, isolation, and loneliness have noticeably increased during the pandemic. If you need help, [campus mental health resources are available](#), including counseling, trainings and other support.
- Consider participating in a [Mental Health First Aid](#) or other [wellness-themed](#) training provided by Student Affairs' Center for Student Wellness to help contribute to creating a healthier and safer campus community. These are designed to equip you to better recognize and respond to signs and symptoms of mental health and substance abuse challenges.

### **Changes in Course Assignments and Schedule**

The instructor reserves the right to adjust the course assignments, quizzes and schedule in order to best meet the objectives of the course. Any changes in assignments, due dates, quiz dates, and quiz content will be announced in class or on Canvas.

### **Policy Regarding Email Response**

Please e-mail the instructor well in advance of deadlines to insure you get your questions answered. Emails after 5:00 PM will typically not be responded to until the next day. Emails on Friday after 4:00 PM will typically not get a response until Monday. On occasion, I will respond to emails in the evening or on weekends, but this should not be expected. Please plan ahead for this and do not wait until the last minute for assignment or course related needs. I often can respond to e-mails within 24 hours, but in the past students have expected a response within an hour or two. This is not always possible and I will do my best to respond to e-mails promptly. Unless my auto-reply is on stating I am out of the office, please e-mail again if you have not heard back from me within 24 hours (during normal business hours).

### **Announcements**

The instructor will send out classwide reminders and updates via Canvas announcements. Please make sure you receive these announcements by updating Canvas (in Settings) to notify you as soon as they are posted, and through an account that you check regularly (email, social media, etc.).

### **Course Expectations**

Student attendance and participation are essential for successful performance in the class. Please e-mail the instructor prior to class if you will be absent. **If you miss a class it is your responsibility (not the instructor's) to obtain all notes, handouts, and assignments missed.** If you come in late or must leave early, please do not interrupt the class. Turn off cell phones and pagers (or place on vibrate). Also, out of respect, please do not engage in conversations when the instructor or other students are talking. I reserve the right to request that you alter your behavior if I think it is problematic or request that you leave the class if necessary. **You may be asked to leave the class session if you are engaging in behavior such as sleeping, text messaging, using phones/computer for e-mail, or other excessive chatting (talking to your neighbor while others are talking, etc).**

My intent is for this course to be as participatory as possible, with regard to discussion, etc. I therefore expect that each and every member of the class will overtly participate at least once in every class session by either responding to questions or initiating comments or questions about the class presentation/discussion. This may occur in either a whole class large group context or a small group context if we're divided into such groups for some type of activity.

In order to maintain a positive, civil environment for learning I expect that all students will meet the goals described in the University of Utah's Student Code (<http://www.regulations.utah.edu/academics/6-400.html>), which states *"the mission of the University of Utah is to educate the individual and to discover, refine and*

*disseminate knowledge. The University supports the intellectual, personal, social and ethical development of members of the University community. These goals can best be achieved in an open and supportive environment that encourages reasoned discourse, honesty, and respect for the rights of all individuals. Students at the University of Utah are encouraged to exercise personal responsibility and self-discipline and engage in the rigors of discovery and scholarship.”*

Following the Student Code, I adopt a zero-tolerance policy for academic misconduct in this course. “Academic misconduct,” according to the University of Utah Student Code, *“includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.”* Again, utilizing the ideas, expressions, or words of others without citing the source constitutes plagiarism. Therefore, you must cite sources in ALL your work. Please also note that you may not submit an assignment for this class that has been previously submitted for another course. You will be held accountable to high standards for academic integrity and should read and understand the policy on academic integrity as printed in the University of Utah’s Student Handbook. Please read the Student Code available at: <http://www.regulations.utah.edu/academics/6-400.html>.

### **Confidentiality**

I expect you to protect the rights of confidentiality afforded to students and their families inside and outside of this class. Often in class we will discuss individual students, instructional and assessment situations, and outcomes. Your experience with students with disabilities and their families is helpful in adding to the content and understanding of issues in applied settings. However, when discussing an individual student you are working with or have worked with in the past, **please do not reveal any information that would allow other people to identify the student (e.g. name, school, age, parent’s name, etc.).**

### **Respectful Language & Diversity**

Students are expected to use respectful language **in class discussion and in written work**. People with disabilities are just that: people who happen to have physical, sensory, behavioral, or intellectual disabilities. Please avoid phrases like “the handicapped,” “LD kids,” “severely retarded,” “autistic student” or other statements that highlight the disability rather than the individual. Instead, speak and write in a way that puts “people first,” for example, “the student with a learning disability,” “the program for students with behavior disorders.” This small change emphasizes the humanity and individuality of the person and clarifies that disability is only one of many characteristics (and not necessarily the most important!) that people possess.

The Department of Special Education is committed to the policies of equal opportunity and affirmative action and prohibits discrimination on the basis of race, color, national origin, religion, gender, sexual orientation, age, status as a veteran or person with a disability. As your instructor, I am committed to providing a classroom atmosphere that is respectful of diverse views and backgrounds.

**Student Names & Personal Pronouns:** Class rosters are provided to the instructor with the student's legal name as well as "Preferred first name" (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected.

### **Addressing Sexual Misconduct**

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the [Office of Equal Opportunity, Affirmative Action, and Title IX](#), 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

### **Student Resources**

If you are a student veteran, I want you to know that the University of Utah has a Veterans Support Center on campus. They are located in Room 161 in the Olpin Union Building (hours: M-F 8-5pm). Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu>. Please let me know if you need any additional support in this class for any reason.

If you are a member of the LGBTQ community, I want you to know that my classroom is a "safe zone." Additionally, please know that the University of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Student Union Building (hours: M-F 8-5pm). You can visit their website to find more information about the support they can offer, a list of events through the center, and links to additional resources: <http://lgbt.utah.edu>. Please let me know if you need any additional support in this class for any reason.

If English is your second language, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the [Writing Center](#) page; the [Writing Program](#) page; the [English Language Institute](#) page. Please let me know if you need any additional support in this class for any reason.

### **Accommodations for Students with Disabilities**

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability and Access (CDA), 162 Olpin Union Building, (801) 581-5020 (V/TDD), <http://disability.utah.edu>. CDA will work with you and the instructor to make arrangements for accommodations. All written



information in this course can be made available in alternative format with prior notification to the Center for Disability and Access. Please let me know if there is any additional support you need in this class.

### Safety on Campus

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit [safeu.utah.edu](http://safeu.utah.edu).

### Incompletes

This class adheres to the University of Utah's policy on "incompletes" for final grades. The policy states: An incomplete shall be given and reported for work incomplete because of circumstances beyond the student's control. The grade of "I" must be used only for a student who is passing the course and who needs to complete 20% or less of the course. An "I" must not be used in a way that will permit a student to retake the course without paying tuition. If the student attends the course during a subsequent semester as part of the effort required to complete the course, he/she must be registered (either as a regular student or for audit) in the semester in which he/she attends. "I" grades will change to an "E" (fail) after one year unless a report of credit is submitted by the instructor to the registrar's office.

### Overall Grading

#### SPED 5122: Undergraduate Student Requirements

In Class Learning Activities (3 x 5)	15 points	
Quizzes (9 x 5)	45 points	
Lesson Plans (4 x 20)	80 points	
CBM Assignments (3 x 20)	60 points	Total = 200

#### SPED 6122: Graduate Student Requirements

In Class Learning Activities (3 x 5)	15 points	
Quizzes (9 x 5)	45 points	
Lesson Plans (4 x 20)	80 points	
CBM Assignments (3 x 20)	60 points	
Curriculum Critique	50 points	
Journal Article Summary	50 points	Total = 300

### Extra Credit Opportunities, Optional (Up to 10 points total extra credit across both categories):

**Glitches:** Students may receive 1 point extra credit each time they post information about an error in Canvas (e.g., a broken link, missing document, etc.) on the designated class discussion board.

**Additional resources:** Students may receive 1 point each time they post an additional resource for literacy instruction (e.g., a good video, resource or tips, etc.) to the designated class discussion board.

The following percentages will be used to determine the final grade.

**Grading Scale:**

A	= 94-100%
A-	= 90-93%
B+	= 87-89%
B	= 84-86%
B-	= 80-83%
C+	= 77-79%
C	= 74-76%
C-	= 70-73%
D+	= 67-69%
D	= 64-66%
D-	= 60-63%
E	= 59% and below

**Syllabus continues on next page.**

### Tentative Course Schedule

This syllabus and schedule are subject to change in response to student learning and/or in the event of extenuating circumstances. Note: Readings are noted by first author. Other chapters and articles are noted by author name and available on Canvas. Online components are located in Modules on Canvas for the week indicated. **When there is a “class meeting” with online components and assignments listed, the online components and assignments should be completed *before* the class meeting.**

**Class meeting** means we will meet in the classroom on campus on the date/time listed.

**Online week (Async)** means all activities will be asynchronous online activities in Canvas Modules.

Week	Date	Topic	Readings/Online Components	Assignments Due Wed. (4:35 pm)
1	Jan. 11	<ul style="list-style-type: none"> <li>Course Overview</li> <li>Effective Reading Instruction</li> <li>Letter Sounds</li> <li>Initial Competencies</li> </ul>	<p><b>CLASS MEETING (SAEC 3151)</b></p> <ul style="list-style-type: none"> <li>Read: Carnine et al., Ch. 1-4</li> </ul>	In-class Learning Activity 1
2	Jan. 18	<p>Introduction:</p> <ul style="list-style-type: none"> <li>Error Corrections</li> <li>Basic Beh. Management</li> <li>CBM Review</li> <li>Acadience Review</li> </ul>	<p><b>ONLINE WEEK (Async)</b></p> <p><b>Online</b></p> <ul style="list-style-type: none"> <li>Online Videos</li> </ul>	
3	Jan. 25	<p>Application:</p> <ul style="list-style-type: none"> <li>Initial Competencies</li> <li>Basic Beh. Management</li> <li>Error Corrections</li> </ul>	<p><b>CLASS MEETING (SAEC 3151)</b></p> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Hosp et al., Ch. 3, 4, 10</li> <li>UCS-ELA: pp. 11-20; 39-48; 69-76</li> <li>Acadience Manual: pp. 1-38</li> </ul>	<b>Quiz 1:</b> Importance of Effective Instruction

4	Feb. 1	Introduction: <ul style="list-style-type: none"> <li>Phonemic Awareness: Assessment, Instruction</li> <li>Alphabetic principle: Assessment, Instruction</li> </ul>	<b>ONLINE WEEK (Async)</b>  <b>Online</b> <ul style="list-style-type: none"> <li>Online Videos</li> </ul>	<b>Initial Competencies (on Canvas)</b>
5	Feb. 8	Application: <ul style="list-style-type: none"> <li>Phonemic Awareness</li> <li>Alphabetic principle</li> </ul>	<b>CLASS MEETING (SAEC 3151)</b> <b>Read:</b> <ul style="list-style-type: none"> <li>Carnine Ch. 5-7</li> <li>USBE Dyslexia Handbk, pp. 1-32</li> <li>WWC ELL guide (2007), pp. 4-18</li> </ul>	<b>CBM Part 1:</b> Determine level of monitoring, goal, graph
6	Feb. 15	Introduction: <ul style="list-style-type: none"> <li><b>Beginning Decoding</b> <ul style="list-style-type: none"> <li>Sounding out words</li> <li>Transition to sight words</li> <li>Irregular words at beginning stage</li> </ul> </li> <li><b>Decoding</b> <ul style="list-style-type: none"> <li>Letter combinations</li> <li>VCe words</li> </ul> </li> <li>Irregular words at later stage</li> </ul>	<b>ONLINE WEEK (Async)</b> <b>Read:</b> <ul style="list-style-type: none"> <li>USBE Dyslexia Handbook, pp. 33-44</li> </ul> <b>Online</b> <ul style="list-style-type: none"> <li>Online Videos</li> </ul>	<b>6122 Only:</b> Article Summary- Rough Draft
7	Feb. 22	Application: <ul style="list-style-type: none"> <li>Beginning Decoding</li> <li>Decoding</li> </ul>	<b>CLASS MEETING (SAEC 3151)</b> <ul style="list-style-type: none"> <li><b>Read:</b> Carnine Ch. 8-10</li> </ul>	<b>Quiz 2:</b> Beh. Management, Phonemic Awareness
8	Mar. 1	Introduction: <ul style="list-style-type: none"> <li>Advanced Decoding</li> <li>Structural Analysis</li> </ul>	<b>ONLINE WEEK (Async)</b> <b>Read:</b> Carnine Ch. 13, 15 <b>Online</b> <ul style="list-style-type: none"> <li>Online Videos</li> </ul>	<b>Lesson Plan 1:</b> Beginning Decoding  <b>Quiz 3:</b> Alphabetic principle, Beginning reading instruction
	Mar. 8	<b>Spring Break! Enjoy!</b>		
9	Mar. 15	Application: <ul style="list-style-type: none"> <li>Advanced Decoding</li> <li>Structural Analysis</li> </ul>	<b>CLASS MEETING (SAEC 3151)</b> <b>Read:</b> Carnine Ch. 14, 16; Kim et al. (2017) (on Canvas)	<b>Quiz 4:</b> Decoding  <b>6122 Only:</b> Article Summary-Final Paper
10	Mar. 22	Introduction <ul style="list-style-type: none"> <li>Passage Reading</li> <li>Reading Fluency</li> <li>Assistive Technology &amp; Literacy</li> </ul>	<b>ONLINE WEEK (Async)</b>  <b>Online</b> <ul style="list-style-type: none"> <li>Online Videos</li> </ul>	<b>CBM Part 2:</b> Progress monitoring
11	Mar. 29	Application <ul style="list-style-type: none"> <li>Passage Reading</li> <li>Reading Fluency</li> <li>Assistive Technology &amp;</li> </ul>	<b>CLASS MEETING (SAEC 3151)</b> <b>Read:</b>	<b>Quiz 5:</b> Advanced Decoding  <b>Lesson Plan 2:</b> Advanced

		Literacy	<ul style="list-style-type: none"> <li>• Carnine Ch. 11, 17</li> <li>• WWC ELL guide (2014), pp. 13-30</li> </ul>	Decoding
12	Apr. 5	<p>Introduction</p> <ul style="list-style-type: none"> <li>• Vocabulary: <ul style="list-style-type: none"> <li>• Specific Word Instruction</li> <li>• Morphographs</li> <li>• Contextual analysis</li> </ul> </li> </ul>	<p><b>ONLINE WEEK (Async)</b></p> <p><b>Online</b></p> <ul style="list-style-type: none"> <li>• Online videos</li> </ul>	<p>In-class Learning Activity 2</p> <p><b>Quiz 6:</b> Passage Reading</p>
13	Apr. 12	<p>Application</p> <ul style="list-style-type: none"> <li>• Vocabulary <ul style="list-style-type: none"> <li>• Specific Word Instruction</li> <li>• Morphographs</li> <li>• Contextual analysis</li> </ul> </li> </ul> <p>Introduction:</p> <ul style="list-style-type: none"> <li>• Comprehension <ul style="list-style-type: none"> <li>○ Narrative Text</li> <li>• Expository Text</li> </ul> </li> </ul>	<p><b>CLASS MEETING (SAEC 3151)</b></p> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Carnine, pp. 191-195, Ch. 18-21</li> </ul> <p><b>Online:</b></p> <ul style="list-style-type: none"> <li>• Online videos</li> </ul>	<p><b>Quiz 7:</b> Reading Fluency</p> <p><b>6122 Only:</b> Curriculum Critique Due</p>
14	Apr. 19	<p>Application</p> <ul style="list-style-type: none"> <li>• Comprehension: <ul style="list-style-type: none"> <li>○ Narrative Text</li> <li>○ Expository Text</li> </ul> </li> </ul>	<p><b>CLASS MEETING (SAEC 3151)</b></p> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• WWC ELL guide (2014), pp. 31-68</li> </ul>	<p>In-class Learning Activity 3</p> <p><b>Quiz 8:</b> Vocabulary Instruction</p> <p><b>Lesson Plan 3:</b> Vocabulary</p>
15	Apr. 26	<b>Finish Up Week!</b>	<p><b>No Class Meeting, Reading Day</b></p> <p>Instructor available for 1:1 meetings, as needed during the week</p>	<p><b>Quiz 9:</b> Narrative Comprehension</p> <p><b>CBM Part 3:</b> Final graph, summary, recommendations</p>
16	May 3	<b>FINALS WEEK (No Final Exam)</b>	<p><b>No Class Meeting</b></p> <p>Instructor available for 1:1 meetings, as needed during the week</p>	<p><b>Quiz 10:</b> Expository Comprehension</p> <p><b>Lesson Plan 4:</b> Comprehension</p>