

PRAIRIE VIEW A&M UNIVERSITY

A Member of the Texas A&M University System

Course Syllabus

RDNG 4673 - Clinical and Laboratory Experiences in Reading

Whitlowe R. Green College of Education		Department of Curriculum and Instruction		Reading Program		Spring Semester 2013	
Instructor Name:		Lisa A. Johnson, M.A.					
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Fax:		936-261-3419					
Email Address:		lajohnson@pvamu.edu					
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				P.O. Box	519		
				Mail Stop	2400		
				Prairie View, TX 77446			
Office Hours:		4:00 - 5:00 PM Monday--Evenings					
Virtual Office Hours:		Professor Request					
Course Location:		Whitlowe R. Green College of Education Wilhelmina Fitzgerald Delco Building, Room 329					
Class Meeting Days & Times:			5:00 p.m. – 7:50 p.m. Monday				
Course Abbreviation and Number:				RDNG – 4673 – P02			
Catalog Description:		RDNG 4673 - Clinical and Laboratory Experiences in Reading: Credit 3 semester hours. Preparation, review, and analysis of case studies, research reports, trends, and issues in the teaching of reading.					
Prerequisites		None					
Corequisites:		None					

Required Text:	Lipson, M.Y., Wixson, K.K., (2009) Assessment & Instruction of Reading and Writing Difficulties: An Interactive Approach. (4 th Edition) Boston: Pearson Education. ISBN: 978-0-205-52341-2
Required Reading: iRead Program	Required Reading: Johnson., S. (2010). <i>The present: The secret to enjoying your work and life, now!</i> Broadway Business: New York., NY. ISBN: 978-0-307-71954-6
Access to Learning Resources:	PVAMU Library: phone: (936) 261-1500; web: http://www.tamu.edu/pvamu/library/ University Bookstore: phone: (936) 261-1990; web: https://www.bkstr.com/Home/10001-10734-1?demoKey=d

Course Goals or Overview:

The goal of this course is to develop competencies which will enable a candidate to achieve a satisfactory score on the Texas Examinations of Educator Standards (TExES).

Course Outcomes/Objectives

At the end of this course, the student will able to:

- 1 Understand the role of Clinical Reading and Lab procedures in the Reading program
- 2 Demonstrate an appreciation of cultural diversity in a clinical atmosphere.
- 3 Demonstrate the ability to read and evaluate case studies of students with Reading and Writing Disadvantages.
- 4 Identify and monitor fluency development in reading materials
- 5 Demonstrate the ability to integrate use of technology in the reading program
- 6 Demonstrate the ability to use communication skills (oral, written, and presentation) in the reading program.

Course Requirements & Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Exams – written tests designed to measure knowledge of presented course material

Exercises – written assignments designed to supplement and reinforce course material

Projects – web development assignments designed to measure ability to apply presented course material

Class Participation – daily attendance and participation in class discussions

Grading System

Instrument	Value (points or percentages)	Total
Assignments	5 Essays @ 10 points each	20%
Mid Term Exam	Formal Examination (Short answer/essay/fill in the blanks)	10%
Group Projects	PowerPoint Presentations	10%
Certify Teacher	6 Hours Per Week	20%
Short Test Exams Case Studies	Formal Examination (Short answer/essay/fill in the blanks)	20%
Final Examination	Formal Examination (Short answer/essay/fill in the blanks)	10%
Attendance		10%
Total:		100 Points

Grade Determination:

A = 400 – 350pts;

B = 349 – 300pts;

C = 299 – 250pts;

D = 249 – 200pts;

F = 199pts or below

Course Procedures

Submission of Assignments:

Handouts passed out in class

Formatting Documents:

Microsoft Word is the standard word processing tool used at PVAMU. If you're using other word processors, be sure to use the "save as" tool and save the document in either the Microsoft Word, Rich-Text, or plain text format.

Exam Policy

Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (See Student Handbook).

Professional Organizations

International Reading Association

Texas State Reading Association

Professional Scholarly Journals

The Reading Teacher

Journal of Adolescent and Adult Literacy

Reading Improvement

Reading Research Quarterly

Phi Delta Kappan

Newspapers and Magazines

Education Weekly

Reading Today

The New York Times

McKinney-Vento Act (Federal Law) 2011

The McKinney-Vento program for Pre-K–16 is authorized under Title VII-B of the McKinney-Vento Homeless Assistance Act (42 USC 11431 et seq.). The program was originally authorized in 1987 and, most recently, reauthorized by the No Child Left Behind Act of 2001.

The program is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, State educational agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth. Homeless children and youth should have access to the educational and other services that they need to enable them to meet the same challenging State student academic achievement standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment. States, school districts, colleges and universities are required to review and undertake steps to revise laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.

University Rules and Procedures

Disability statement (See Student Handbook):

Students with disabilities, including learning disabilities, who wish to request accommodations in class should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

Academic misconduct (See Student Handbook):

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of academic dishonesty:

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

Nonacademic misconduct (See Student Handbook)

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

NO HATS, EATING/DRINKING/SHORTSHIRTS OR PANTS
CELL PHONES ON VIBRATE – ONLY-(WHEN STUDENTS USE PHONES IN THE CLASSROOM;GRADE POINT AVERAGE WILL BE LOWERED

Sexual misconduct (See Student Handbook):

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Attendance Policy:

Prairie View A&M University requires regular class attendance. (Three absences will result in lowering grades.) (Three tardies will result in on grade lowered).Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class.

Technical Support: Students should call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282

Communication Expectations and Standards:

All emails or discussion postings will receive a response from the instructor within 48 hours.

You can send email anytime that is convenient to you, but I check my email messages continuously during the day throughout the work-week (Monday through Friday).

I will respond to email messages during the work-week by the close of business (5:00 pm) on the day following ***my receipt*** of them. Emails that I receive on Friday will be responded to by the close of business on the following Monday.

PURPOSE OF THE COURSE:

To develop competencies which will enable a candidate to achieve a satisfactory score on the *Texas Examinations of Educator Standards (TExES)*.

COURSE GOALS: RDNG 4673 focuses on goals identified in the Whitlowe R. Green College of Education Conceptual Framework:

Educators as Facilitator of Learning for Diverse Populations (E-FOLD-P MODEL), is fundamental to learning content in all areas and in teaching a diverse population. It is designed to achieve these outcomes:

1. Develop the reading teacher as a problem-solver, critical thinker, and decision maker.
2. Develop the reading teacher as a reflective and a continual learner utilizing effective teaching practices.
3. Develop the reading teacher as a facilitator of student growth and development, by precept and example.
4. Develop the reading teacher who demonstrates an understanding and appreciation of human diversity and global awareness.

Scientifically-Based Reading Research

National Reading Panel. (2000). *National Reading Panel report*. Washington, DC:

Department of Education. Available online at <http://www.nationalreadingpanel.org>

(This report can be read online or downloaded or a free copy can be ordered.)

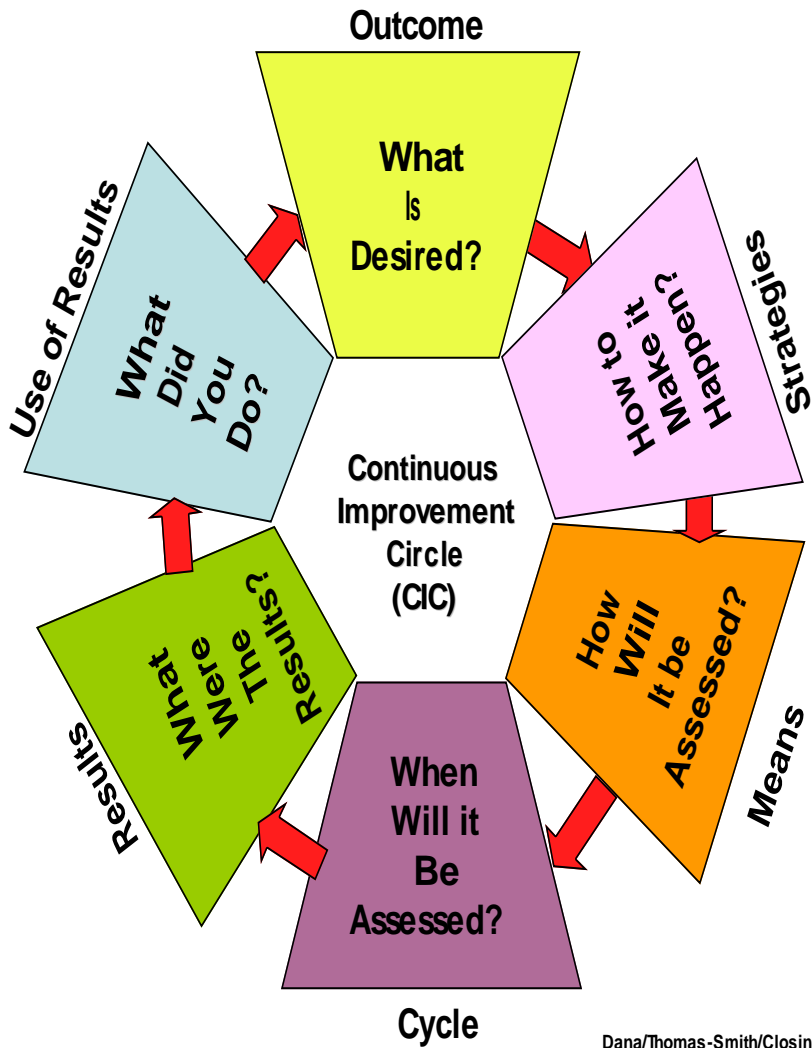
- | | |
|-----------------------|-----------------------|
| 1. Phonemic Awareness | 4. Vocabulary |
| 2. Phonics | 5. Text Comprehension |
| 3. Fluency | |

Professional Education Unit Conceptual Framework



The conceptual framework for both the basic and advanced programs at Prairie View A&M University has evolved over the last fourteen years to view educators as facilitators of learning for diverse populations. The conceptual Framework was developed by the Unit faculty after extensive review of the literature in education and guidelines of learned societies. The conceptual framework is based upon current issues such as changes in demographics, global perspectives, importance of problem solving, critical thinking and decision-making skills, technological demands, and the need for life-long learning. This new visual depiction of the conceptual framework with no changes in the wording was adopted by the Teacher Education faculty, in February 2008. The framework consists of four major goals anchored by technology.

Quality Without Compromise
Closing the Loop
The Six Question Model at Prairie View A&M University



Dana/Thomas-Smith/Closing the Loop Six Question Model/landscape

STATE STANDARDS or COMPETENCIES

NEW EDUCATOR STANDARDS

ENGLISH LANGUAGE ARTS AND READING GENERALIST EC-6 STANDARDS

ENGLISH LANGUAGE ARTS AND READING (GRADES 4-8) STANDARDS

ENGLISH LANGUAGE ARTS AND READING GENERALIST EC-6 STANDARDS

<http://www.sbec.state.tx.us/SBECOnline/standtest/e...>

http://www.sbec.state.tx.us/stand_framework/TEXES/texas.htm

<http://www.ritter.tea.st.tx.us/rules/tac/chapter110/index.html>

- Standard I. Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.
- Standard II. Phonological and Phonemic Awareness: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.
- Standard III. Alphabetic Principle: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.
- Standard IV. Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.
- Standard V. Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.
- Standard VI. Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.
- Standard VII. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.
- Standard VIII. Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.
- Standard IX. Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions.
- Standard X. Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

- Standard XI. Research and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.
- Standard XII: Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.

ENGLISH LANGUAGE ARTS AND READING (Grades 4-8) STANDARDS

<http://www.sbec.state.tx.us/SBECOnline/standtest/e...>

http://www.sbec.state.tx.us/stand_framework/TEXES/texas.htm

<http://www.ritter.tea.st.tx.us/rules/tac/chapter110/index.html>

- Standard I. Oral Language: Teachers of students in grades 4-8 understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for students to develop listening and speaking skills.
- Standard II. Foundations of Reading: Teachers of students in grades 4-8 understand the foundations of reading and early literacy development.
- Standard III. Word Analysis and Reading Fluency: Teachers understand the importance of word analysis (including decoding, blending, structural analysis, sight word vocabulary) and reading fluency and provide many opportunities for students to practice and improve their word analysis skills and reading fluency.
- Standard IV. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach students strategies for improving their comprehension.
- Standard V. Written Language: Teachers understand that writing is a developmental process and provide instruction that helps students develop competence in written communication.
- Standard VI. Study and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.
- Standard VII. Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce visual images and messages in various media and to provide students with opportunities to develop skills in this area.
- Standard VIII. Assessment of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement instruction.

HAVE Students to go online and research items below:

<http://www.sbec.state.tx.us/SBECOnline/standtest/e...>

http://www.sbec.state.tx.us/stand_framework/TEXES/texas.htm

<http://www.ritter.tea.st.tx.us/rules/tac/chapter110/index.html>

COURSE SCHEDULE

16 WEEK CALENDAR	
<p>Week One: January 14</p>	<p>Introductions- Expectations/Review of Course Syllabi Read Chapter 1 –Discuss Competencies/Standards</p>
<p>Week Two: January 21</p>	<p>No Class –Martin Luther King Observation Day</p>
<p>Week Three: Chapter 1 January 28</p>	<p>Discussion: Historical perspectives on Reading and Writing/Cognitive Information/Social Perspectives Write a three page essay on Ethical Responsibilities</p> <p><u>Due on January 28, 2013</u></p> <p>Work in Lab Room 220/240. On how to write an Essay- Library Dates/Access to Certify Teacher/Lecture on Assessments</p>
	<p>Assignment: Write a two page essay on Why is Reading Comprehension important for schools, faculty and students? <u>Due on February 11, 2013</u></p>
<p>Week Four: Chapter 2 February 4</p>	<p>Discussion: Understanding the Elements of Skilled Performance/Comprehension/Vocabulary Development/Word An Interactive View of Reading and Writing Identification/Rate and Fluency/Grammar, Usage, and the Mechanics of Writing –Library Review</p>
	<p>Reading and Writing Disability and the Assessment Instruction Process Discussion: Understanding an Interactive View of Reading and Writing Ability and Disability. Students memorize Standards 1 – 3</p>
	<p>Students Continue memorize Standards 1 – 3</p>
<p>Week Five: Chapter 4 Chapter 5 February 11</p>	<p>Discussion: Getting Started with Assessment --Discussion: Understanding Assessment/Contexts for Assessment/Guidelines for Assessment/Tools and Strategies for Getting Started</p> <p>Evaluating the Instructional Environment/Context Students memorize and discuss Competencies 4 – 6. Discussion: Understanding Literacy learning Environments/Understanding the Role of Instructional Settings in Reading and Writing Performance/Diagnostic Portfolio</p>
	<p><u>1st Test On Chapters 1-4 February 11, 2013</u></p>

	<p>Students memorize and discuss Standards 4 – 6. Write a Case Study on a Student with Reading/Writing Disadvantages. Draw and Design Open House for Parents/Guardians/etc. <u>-Mid Term Exam</u></p>
<p>Week Six: Chapter 6 February 18</p>	<p>Discussion: Tutoring Programs/Information and Communication Technology/Assessing Instructional Resources Instructional Resources</p> <p>(Have Read Chapters 1 – 3 The Present Completed)</p>
<p>Chapter 7 Chapter 8 February 18</p>	<p>Foundations of Literacy</p> <p>Discussion: Instructing Interpretive Readers in Whole Groups How Language is learned/The Development of Written Language</p> <p>Informal Classroom-Based Assessment</p> <p>Write a Two page essay on The effects of Informal Classroom. <u>Due on February 18 , 2013</u> Due (Use APA References) 12'font/double space</p>
<p>Assignment (s):</p>	<p>Students memorize Standards 6 – 8.Group Project (Open House on Assessments) How are your students being assessed/and the Outcomes of those Assessments? <u>Presentation Due on TBA</u></p>
<p>Week Seven: Chapter 9 February 25</p>	<p>Structured Inventories and Assessments</p> <p>Discussion: Understanding Structures Inventories and Assessments</p> <p>A Classroom System: Benchmark Book Events</p> <p>Group Discussion on IRead Book:</p>
	<p>Case Study Due February 25</p>
<p>Week Eight: March 4</p>	<p>Study Standards and Competencies</p>
<p>Week Nine: March 11</p>	<p>Spring Break (No Class)</p>
<p>March 11</p>	<p>Students Review Standards</p>
<p>Week Ten: Assignment (s) March 18</p>	<p>Chapters 1 thru 3–Write three page Essay on IRead Book: The Present</p> <p>Due March 18, 2013</p>
<p>Week Six:</p>	<p>Formal Assessment</p>

Chapter Eleven	Discussions: Concerns/General Test/Validity/Reliability/Test Scores/Test Fairness/Guidelines for Evaluating Standardized Test
	2nd Test on Chapters 5 – 9/Lectures (March 18)
Assignment (s):	Organize a Test for Students (classmates) using the above test. Group Project.
Week Seven: Chapter Twelve March 25	Discussions: Evaluating the Match Between Learner and context/Reflection, Decision Making, and Planning/Diagnostic Teaching Interactive Decision Making
Assignment (s):	Write two page essay on any above topic <u>Due March 25, 2013</u>
Week Thirteen: Chapter 13	Getting Started in Instruction Discussion: Key characteristics of the Instructional Program/Goal and objectives/Organizational Patterns/Materials/A Lesson Framework
Assignment (s):	Students memorize Competencies 8 – 10 Create a lesson plan for your grade level Prepare and Review for End Chapters on IREad Book: The Present
Week Fourteen: Chapter 14 April 1	Adapting Instruction to Focus on Word Recognition, Fluency, and Spelling Discussion: Instructional Techniques Focused on Word Recognition and Analysis
	Groups will be in discussion on how to prepare for the competencies.
Assignment (s):	Students will work and have group discussions on Preparing for Standardized Testing – <u>April 1, 2013</u>
Week Fifteen: Chapter 15	Adapting Instruction to Focus on Vocabulary Discussion: Understanding Vocabulary Instruction/Strategies for Vocabulary Instruction/General Vocabulary Development
Assignment (s):	Competencies Review
Week Sixteen: Chapter 16	Adapting, Instruction to focus on Comprehension, Composition, and Studying Discussion: Instructional Techniques Focused on comprehension and Composition
Assignment (s):	Competency Reviews– Due on April 1, 2013
Week Sixteen: Chapter 16	Professional Roles and Responsibilities

April 8	Discussion: Students present with group members on how to teach Developmental Students in their content areas/Reporting to Others
Group Assignment	Working on Competencies with group members April 8, 2013
Assignment (s):	
Week Seventeen:	Review Chapters for Final Review
Project	Projects with groups
Assignment (s): April 15	Design and Implement a Case Study/Write an Essay on Teaching Students to Study: Due on April 15, 2013
Chapter (s):	Review Chapter 4 - 10
Projects April 22	Due on April 22, April 29, 2013
April 29	Review for competencies/Final Exam
Project/Dinner	
Assignment (s):	Classes are subject to change due to weather related conditions or special projects.
Week Sixteen Final Exam May 1	
May 8 Closure of class/Dinner/Presentations	

WEEK 8 - **MID-TERM EXAMINATION: TBA**

WEEK 9 - **SPRING BREAK:**

WEEK 15 - **Review for Final Exams –
Study Days -**

WEEK16 - **Final Examination Period: -**

Essay Format

Name

Date

Clinical and Laboratory Experiences in Reading- 4673

Prof. Lisa A. Johnson, M.A. Essay – 1

Title

12 inch font

Time Roman

1 ½ inch space

(5) APA References

Academic Calendar – Spring 2013

January 9, Wednesday
New Student Orientation

January 10 - 11, Thursday – Friday
Regular Registration for Returning Students

January 12, Saturday
Regular Registration for Graduate Students (**UG students if advised and issued alternate pin**)

January 14, Monday
Instruction **Begins**
Late Registration and Drop/Add **Begins**

January 18, Friday
Late Registration, Add Courses, Change Major/Certification or any Matriculation Change **Ends** for Undergraduate Students – **Student Web Registration Access Closed**

January 19, Saturday
Late Registration, Add Courses, Change Major/Certification or any Matriculation Change **Ends** for Graduate Students – **Student Web Registration**

January 21, Monday
Dr. Martin Luther King Jr. Day (**University Closed**)

January 24, Thursday
General Student Assembly-**All Students Attend**

January 30, Wednesday
12th Class Day (Census Date)
Last Day to Withdraw from Course(s) **without Academic Record**
Late Deadline to apply for Spring 2013 graduation

January 31, Thursday
Withdrawal from courses **with Academic record ("W") Begins**

February 11, Monday
20th Class Day

March 7 – 9, Thursday – Saturday
Mid-Semester Examination

March 11 - 16, Monday – Saturday
Spring Break

March 12, Tuesday
Mid-Semester Grades Due

March 15, Friday
Spring Break (University Closed)

March 18, Monday

Instruction Resumes

March 27, Wednesday

Founders Day/Honors Convocation

March 29 - 30, Friday - Saturday

Good Friday/Easter (**Student Holiday**)

April 1, Monday

Withdrawal from Course(s) **with Academic record ("W") Ends**

April 9, Tuesday

Priority Registration **Begins** for Summer/Fall 2013

April 12, Friday

Graduation Application Deadline for SUMMER 2013 AND FALL 2013

April 29-30, Monday-Tuesday

Course Review Day [Classes **must** convene and instructors will prepare students for Final Exams]

April 30, Tuesday

Last Class Day for Spring

Last Day to Withdraw from the University (From All Courses) for the Spring 2013 Semester

May 1 - 7, Wednesday-Tuesday

Final Examination Period

May 7, Tuesday

Final Grades due for Graduating Candidates

May 11, Saturday

Commencement

May 14, Tuesday

Final Grades Due for All Other Students

References

- Bursuck, W.D., & Damer, M. (2007). *Reading instruction: For students who are at risk or have disabilities*. Boston: Pearson Allyn and Bacon.
- Johnson., S. (2010). *The present: The secret to enjoying your work and life, now!* Broadway Business: New York., NY.
- Lipson, M.Y., Wixson, K.K., (2009) *Assessment & Instruction of Reading and Writing Difficulties: An Interactive Approach*. (4th Edition) Boston: Pearson Education
- Moore, D.W., Alvermann, D.E., & Hinchman, K.A. (Eds.). (2000). *Struggling adolescent readers: A collection of teaching strategies*. Newark, DE: International Reading Association.
- Orlich, D.C., Harder, R.J., Callahan, R.C., Trevisan, M.S., & Brown, A.H. (2007). *Teaching strategies: A guide to effective instruction* (8th ed.). Boston: Houghton Mifflin Company.
- Snow, C., Burns, M., & Griffin, P. (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.
- Strunk, W., & White, E.B. (2000). *The elements of style* (4th ed.). Boston: Allyn and Bacon.
- Roe, B.D., & Burns, P.C. (2007). *Informal reading inventory: Preprimer to twelfth grade* (7th ed.). New York: Houghton Mifflin Company.
- Vaughn Gross Center for Reading and Language Arts. (2005). *Intervention instruction*. Austin, TX: University of Texas System/Texas Education Agency.