



**Times:** 5:00 to 7:50 P.M.

**Catalog Description:** **RDNG 4673 - Clinical and Laboratory Experiences in Reading Instruction:** Credit 3 semester hours. Preparation, review, and analysis of case studies, research reports, trends, and issues in the teaching of reading. Stages in the development of reading ability. Emphasis of readiness, experiential backgrounds, individual needs and interests and enrichment.

**Prerequisites** None

**Co-requisites:** None

**Required Text:** Lipson, M.Y., Wixson, K.K., (2009) **Assessment & Instruction of Reading and Writing Difficulties: An Interactive Approach.** (4<sup>th</sup> Edition) Boston: Pearson Education.

**Recommended Text/Readings:** **IREAD** **Publication Manuel of the American Psychological Assoc. 6<sup>th</sup> Ed.**  
Lenski, S.D. & Nierstheimer, S.L. (2004). **Becoming a teacher of reading: A developmental approach.** Merrill, Upper Saddle River, NJ.  
ISBN. 0-13-060857-2.  
Johnson, S. (2009). Peaks and Valleys. ISBN:13: 978-1-4391-0325-8

**Access to Learning Resources:** PVAMU Library:  
phone: (936) 261-1500;  
web: <http://www.tamu.edu/pvamu/library/>  
University Bookstore:  
phone: (936) 261-1990;

**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**

- 1 Be able to understand the role of the Clinical Reading and Lab student in the reading program.
- 2 Be able to demonstrate an appreciation of cultural diversity in today's societal differences.
- 3 Demonstrate the ability to integrate use of technology in the reading program
- 4 Define an understanding of state and national standards in reading, the English Language Arts and Reading (ELAR), and Spanish Language Arts and Reading (SLAR) Texas Essential Knowledge and Skills (TEKS), and Texas Examinations of Educator Standards (TExES).
- 5 Be able to understand Reading and Evaluating case studies pertaining to the Clinical Reading and Lab student.
- 6 Identify and monitor fluent readers involving reading materials.

## 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

<b>Instrument</b>	<b>Value (points or percentages)</b>	<b>Total</b>
Assignments	5 Essays @ 10 points each	25%
Mid Term Exam	Formal Examination (Short answer/essay/fill in the blanks)	10%
Group Projects	Open House/TEKS	10%
Individual Project	Certify Teacher  6 Hours a Week	10%
Short Test Exams	Formal Examination (Short answer/essay/fill in the blanks)	15%
Final Examination	Formal Examination (Short answer/essay/fill in the blanks)	20%
Case Studies	(3) Case Studies-Research Studies (Information TBA)	10%
<b>Total:</b>		<b>100%</b>

**Grade Determination:**

## **Course Procedures**

### **Submission of Assignments:**

Unless a candidate has a documented written statement granting an excused absence, late or past due assignments will not be accepted.

Submit all assignments, tests, essays on the scheduled due date(s) and during the regular scheduled time class time.

References are to be properly cited and written accordingly to the Publication manual of the American Psychological Association, 6th ed., 2010.

Submit quality reports for all assignments. Document data.

Keep a duplicate of all written work submitted. Document data.

Complete all professional reading and writing assignments according to directions provided by the professor of the course. Be sure to document date.

### **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).

## **McKinney-Vento Act (Federal Law) 2011**

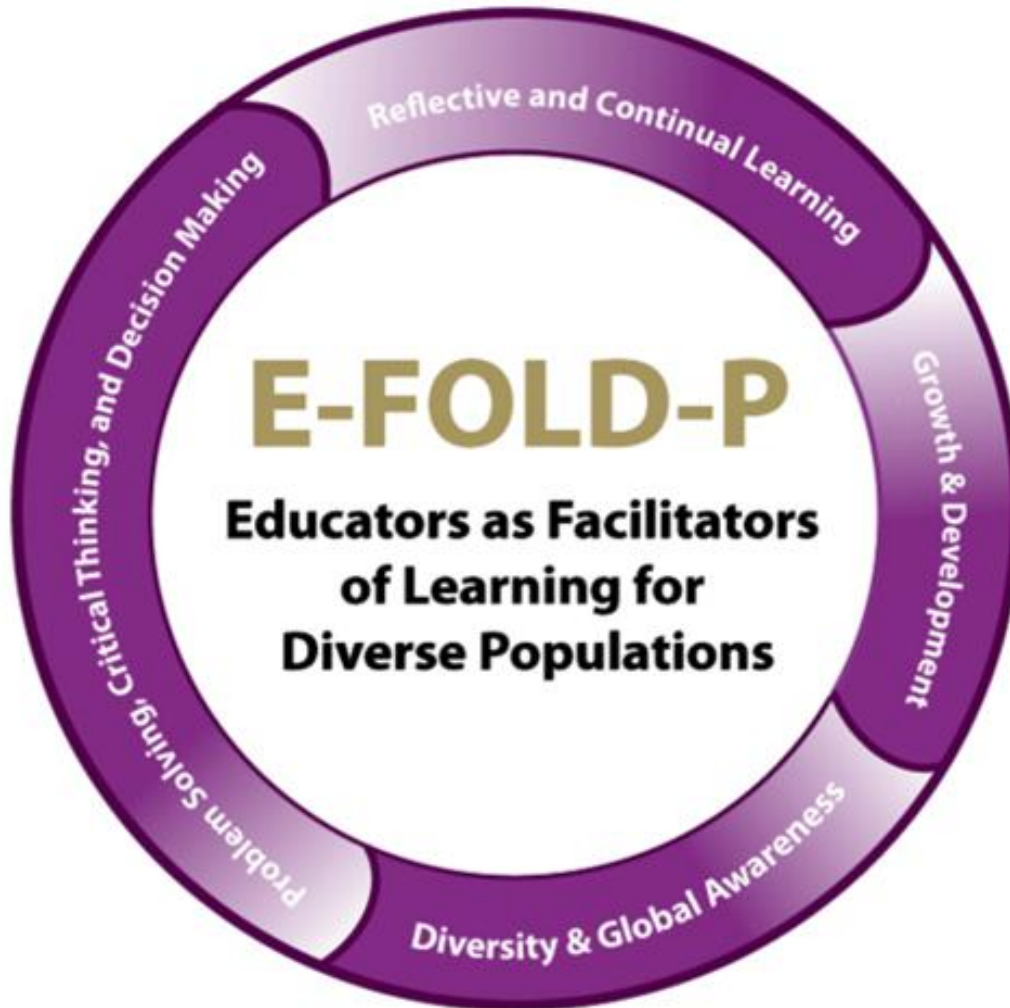
The McKinney-Vento program for Pre-K–16 is authorized under Title VII-B of the McKinney-Vento Homeless Assistance Act (42 USC 11431 et seq.). The program was originally authorized in 1987 and, most recently, reauthorized by the No Child Left Behind Act of 2001.

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.

## **House Bill 2504-**

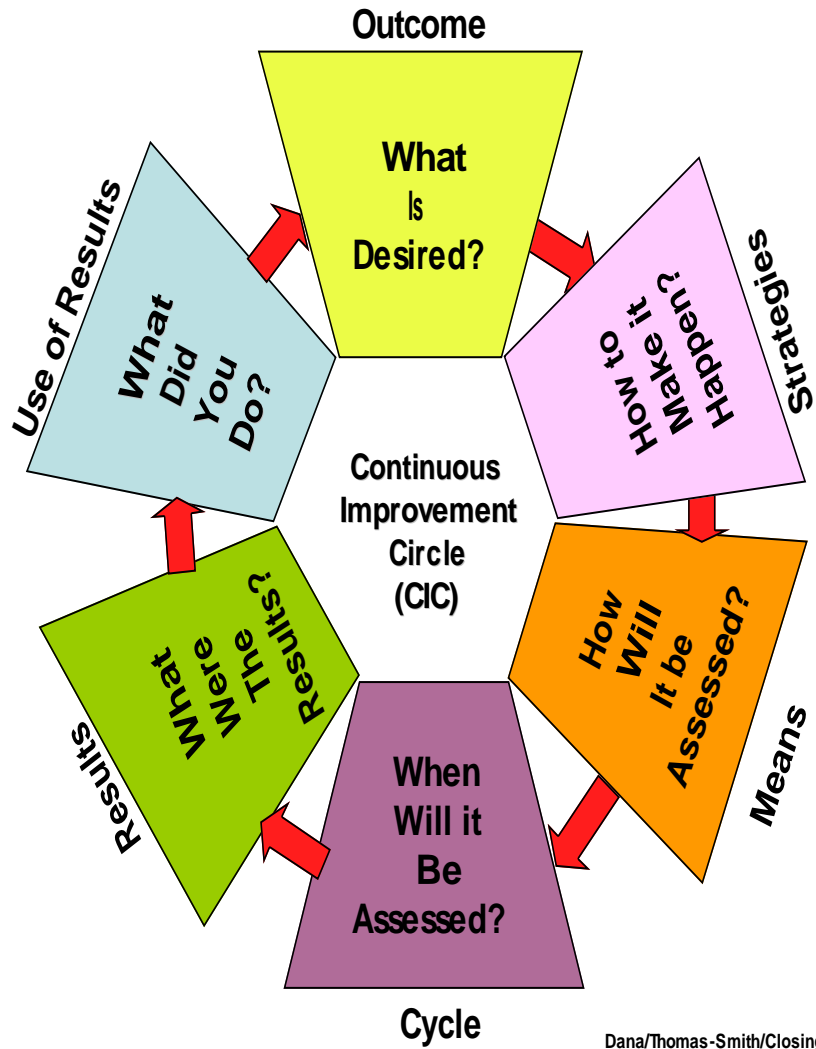
Purpose: Each institution of higher education, other than a medical and dental unit, shall make available to the public on the institution's Internet website certain undergraduate course information, and information about available work study opportunities

# 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.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.

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

[http://www.sbec.state.tx.us/stand\\_framework/TEXES/texas.htm](http://www.sbec.state.tx.us/stand_framework/TEXES/texas.htm)

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

## **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/TEExES/texas.htm](http://www.sbec.state.tx.us/stand_framework/TEExES/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

<b>16 WEEK CALENDAR</b>	
<b>Week One:</b>  <b>August 27</b>	<b>Introductions-Faculty /Students/Test Preparation/Handouts</b>  <b>Expectations/Review of Course Syllabi</b>  <b>Read Chapter 1 –Discuss Competencies/Standards/ Ethical Responsibilities</b>
<b>Sept 3</b>  <b>Chapter 1</b>	<b>Developing a Theory of Literacy Learning</b>  Discussions of Cultural Differences with group.  Discussion on How to write Case Studies?  (Identifying your personal Culture)
<b>Sept 10</b>	<b>Assignment: Write a two page essay on What are the Issues in Teaching Reading? ( 5 - APA References)</b>  <b>Lecturer/Presenter – Kimberly Gay - Librarian</b>
<b>Week Two:</b>  <b>Sept 10</b>	Discussions on Social Constructivism: Cognitive/Schema/Constructivist/Theories  Theories and Influences with Piaget/Vygotsky/Maslow
<b>Chapter 2</b>  <b>Chapter 3</b>	<b>Developing Your Knowledge About Early Readers</b>  <b>Instructing Early Readers in Whole Groups</b>  Emergent Theory/Motivating Students to Read:  Vygotsky’s Theories Support Shared Reading-  Students memorize Competencies 1 - 3
<b>Assignment (s):</b>	Students memorize Competencies 1 – 3

<b>Sept 17</b>	Write a Two page essay on Piaget / Vygotsky/ Maslow <b>Due (Use 5 APA References) 12'font/double space</b>
<b>Week Three: Chapter 4 Chapter 5</b>	<b>Instructing Early Readers in Small Groups</b> Discussion: of Guided Readers/Choral Reading/Ditto Reading <b>Instructing Early Readers Working Independently and With Families</b> Discussion: What are Genres? Students memorize and discuss Competencies 4 – 6. <b>1<sup>st</sup> Test On Chapters 1 – 4.Lectures ---Case Study Due</b> <b>Discussion:</b> Communicating with Parents
Assignment (s): <b>Sept 24</b>	Students memorize and discuss Competencies 4 – 6. Write a Letter for a Parent Conference Draw and Design Open House for Parents/Guardians/etc.
<b>Week Four: October 1 Chapter 6</b>	<b>Early Readers Working With Words</b> <b>Discussion:</b> on Phonics Instructions/Consonants/Vowels/consonant Digraph/Sight Words or Sight Vocabulary/High Frequency Words/Phonemic Awareness/Learning about Syllables/Teaching Phonics/Learning how to write and Assessment Rubric
<b>Chapter 7 October 8 Chapter 8</b>	<b>Developing your Knowledge about Interpretive Readers</b> <b>Discussion:</b> on Interpretive Readers with Special Needs/Teaching students with learning disabilities/struggling readers/identifying gifted readers <b>Instructing Interpretive Readers in Whole Groups</b> <b>Discussion:</b> Teaching with Basal Readers (Case Study Due)
Assignment (s):	<b>Students memorize Competencies 6 – 8.Group Project</b>
<b>Week Five:</b>	<b>Instructing Interpretive Readers in Small Groups</b>

<b>Chapter 9</b>	<b>Discussion:</b> Small-group instruction/Grouping ideas for Struggling Readers/Group Discussion on Good to Great.
<b>October 15</b>	<b>2<sup>nd</sup> Test on Chapters 5 – 9/Lectures</b>
Assignment (s):	<b>Chapters 1 and 2 – Discussion on “Peaks and Valleys”</b>
<b>Week Six:</b>  <b>Chapter 10</b>	<b>Instructing Interpretive Readers Independently and with Families</b>  <b>Discussions:</b> Facilitating Reading Workshops
Assignment (s):	<b>Organize Open House with Group members</b>
<b>Week Seven:</b> <b>October 22</b> <b>Chapter 11</b>	<b>Developing your Knowledge About Critical Readers</b>  <b>Discussion:</b> Understanding Critical Readers/Physical and Emotional Development/Social Development/A critical approach to Reading/
Assignment (s):	<b>Write two page essay on any above topic Due Oct 29</b>
<b>Week Eight:</b> <b>Chapter 12</b>	<b>Instructing Critical Readers Using a Common Text</b>  <b>Discussion:</b> Literature Anthologies/Trade books/What is Reading comprehension.
Assignment (s):	<b>Students memorize Competencies 8 – 10</b>  <b>Prepare and Review for Mid-Term Exam</b>
<b>Mid-Term Exam</b>	
<b>Week Nine:</b> <b>November 5</b>	<b>Reading in the Content Area</b>  <b>Discussion:</b> Identifying friendly Content-Area Textbooks

<b>Chapter 13</b>	<b>(Case Study Due)</b>
	<b>Groups will be in discussion on how to prepare for the competencies.</b>
Assignment (s):	<b>Students will work and have group discussions on What is Reading Comprehension?</b>  <b>Read Chapters 3 -5 Peaks and Valleys (Two page paper aligned with APA References).</b>
<b>Week Ten:</b>  <b>Chapter 14</b>	<b>Instructing Critical Readers in Small groups Independently and with Families</b>
	<b>Standards and Competencies Review</b>
Assignment (s):	<b>Competencies Review with Group Members</b>
<b>Week Eleven:</b>	
<b>November 12</b>	<b>Test 3 Chapters</b>
Assignment (s):	<b>Competencies Review</b>
<b>Week Twelve:</b>	<b>Students present with group members on how to teach Clinical Reading and Lab Students in their content areas</b>
Group Assignment	<b>Working on Competencies with group members</b>
Assignment (s):  <b>November 19</b>	<b>Write a three page essay on Special Education Students</b>  <b>Read Chapters 6 – 9 (Final Paper due on (Peaks and Valleys)</b>
<b>Week Thirteen:</b>	<b>Review Chapters for Final Review</b>
Project Due  November 12/19	<b>Projects with groups – Open House</b>
Assignment (s):	<b>Thanksgiving Holiday—Assignments TBA</b>

<b>November 26</b>	
<b>Week Fourteen:</b> <b>December 5</b>	<b>Test on Certify Teacher/Review Final Exam</b>
Chapter (s):	<b>Review Final Exam</b>
Project	
<b>Week Fifteen</b> <b>December 10</b>	<b>Dinner/Closing of the Fall Semester</b>
<b>December 12</b>	<b>Project/Dinner</b>
Assignment (s):	
<b>Week Sixteen</b>	
<b>Final Exam</b>	
Name	
Course Number/Prefix	
Professor Name	
Date	
<b>Title of Course (all left hand side)</b>	



## **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.

## **NO HATS/SHORTS/SHORT OUTFIT/SHADES/TEXTING/CELL PHONES IN CLASS**

### **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.

### **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. Excessive absences will result in lowered grades. 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.

### **Student Academic Appeals Process**

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

## **Technical Considerations for Online and Web-Assist Courses**

### **Minimum Hardware and Software Requirements:**

- Pentium with Windows XP or PowerMac with OS 9
- 56K modem or network access
- Internet provider with SLIP or PPP
- 8X or greater CD-ROM
- 64MB RAM
- Hard drive with 40MB available space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Netscape Communicator ver. 4.61 or Microsoft Internet Explorer ver. 5.0 /plug-ins
- Participants should have a basic proficiency of the following computer skills:
  - Sending and receiving email
  - A working knowledge of the Internet
  - Proficiency in Microsoft Word
  - Proficiency in the Acrobat PDF Reader
  - Basic knowledge of Windows or Mac O.S.

**Netiquette (online etiquette):** students are expected to participate in all discussions and virtual classroom chats when directed to do so. Students are to be respectful and courteous to others in the discussions. Foul or abusive language will not be tolerated. When referring to information from books, websites or articles, please use APA standards to reference sources.

**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.

**Submission of Assignments:**

Assignments, Papers, Exercises, and Projects will be distributed and submitted through your online course. Directions for accessing your online course will be provided. Additional assistance can be obtained from the Office of Distance Learning.

**Discussion Requirement:**

Because this is an online course, there will be no required face to face meetings on campus. However, we will participate in conversations about the readings, lectures, materials, and other aspects of the course in a true seminar fashion. We will accomplish this by use of the discussion board.

Students are required to log-on to the course website often to participate in discussion. It is strongly advised that you check the discussion area daily to keep abreast of discussions. When a topic is posted, everyone is required to participate. The exact use of discussion will be determined by the instructor.

**It is strongly suggested** that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.

## **Academic Calendar – Fall 2012 -REVISED 08/07/12**

### **August 19, Sunday**

Check-In University College (Housing)

### **August 20-23, Monday-Thursday**

Panther Camp

### **August 20, Monday**

Check-In University Village-New Transfer Students

Check –In University Village-Returning Students

Meal Plans **Begin**

### **August 24-27, Friday - Monday**

Regular Registration for ALL Students

### **August 25, Saturday**

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

### **August 27, Monday**

**LAST DAY** of Regular Registration for ALL Students

Instruction **Begins**

### **August 28, Tuesday**

Late Registration and Drop/Add for ALL Students **Begins**

### **August 31, Friday**

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

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### **September 1, Saturday**

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

**September 5, Wednesday**

General Student Assembly **All Students to Attend**

**September 11, Tuesday**

Census Date (12th Class Day)

**LAST DAY** to Drop Course(s) without Academic Record

**Late Deadline to apply for Fall 2012 graduation**

**September 14, Wednesday**

Withdrawal from courses with academic record ("W") **Begins**

**September 21, Friday**

20<sup>th</sup> Class Day

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**October 18 - 20, Thursday-Saturday**

Mid-Semester Examination Period

**October 23, Tuesday**

Mid-Semester Grades Due

**Academic Calendar – Fall 2012 continued**

**November 5, Monday**

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

**November 13, Tuesday**

Priority Registration **Begins** for Spring 2013 Semester

**November 16, Friday**

**Deadline to Apply for Spring 2013 Graduation**

**November 22-24, Thursday-Saturday**

Thanksgiving Holiday (**University Closed**)

**November 26, Monday**

Instruction Resumes

**December 3 - 4, Monday - Tuesday**

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

**December 4, Tuesday**

Last Class Day for Fall 2012 Semester

**Last Day to Withdraw from the University (From All Courses) for the Fall 2012 Semester**

**December 5 - 11, Wednesday - Tuesday**

Final Examination Period

**December 11, Tuesday**

Final Grades Due for Graduation Candidates

**December 15, Saturday**

Commencement

**December 18, Tuesday**

Final Grades Due for All Other Students

**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*

**Newspapers and Magazines**

*Education Weekly/Reading Today/The New York Times*

## References

- Bursuck, W.D., & Damer, M. (2007). *Reading instruction: For students who are at risk or have disabilities*. Boston: Pearson Allyn and Bacon.
- 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* (8<sup>th</sup> 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* (4<sup>th</sup> ed.). Boston: Allyn and Bacon.
- Roe, B.D., & Burns, P.C. (2007). *Informal reading inventory: Preprimer to twelfth grade* (7<sup>th</sup> 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.