FITCHBURG STATE UNIVERSITY

Please submit the typed original with all required signatures to the Graduate Council
Course syllabus must be attached and completed according to Fitchburg State guidelines

Form functionality most compatible using Adobe Acrobat 9 and newer.

Course Title: READ 8017: Specialized Reading Approaches

Existing Banner Abbreviation:

S	p	e	c	i	a	l	i	z	e	d		R	e	a	d	i	n	g		A	p	p	r	o	a	c	h	e	s

Proposed Banner Abbreviation:

S	p	e	c	i	a	l	i	z	e	d		R	e	a	d	i	n	g		A	p	p	r	o	a	c	h	e	s

Banner limit of 30 characters, including punctuation, spaces, and special characters.

Faculty member(s) who revised the course: Margaret O'Hearn-Curran

Contact Person: Margaret O'Hearn-Curran   Graduate Program Proposing Change: Reading Specialist

Nature of course revision:

- [ ] Course Level
- [ ] Course Credits
- [ ] Course Prerequisites
- [ ] Other (please specify):

- [ ] Change in additional requirements
- [ ] Course Title
- [x] Description

Course Revision Details (Please provide current and proposed version of changes):

Current Course DescriptionThis course is designed to give students a comprehensive, instruction based overview of the various reading approaches. Students will utilize research to analyze the components and effectiveness of these programs.

Proposed Course Description This course is designed to provide candidates with a comprehensive knowledge base regarding the alignment of instructional practices with the reading profiles of students. There is an emphasis on evaluating the components of supplemental and alternative reading programs utilizing high quality research. Candidates will develop competencies in targeting the instructional (and social emotional) needs of students within a multi-tiered system of supports. A 20 hour pre-practicum is required.

Rationale and expected outcomes for the course change:

READ 8017 (Specialized Reading Approaches) is cross-listed with SPED 8017. Their descriptions need to be aligned and this change to READ 8017 would accomplish that. The required fieldwork should be included in the description.

Is this an Extended Campus course? ◯ Yes   ◉ No

Course syllabus must be attached and completed according to Fitchburg State guidelines.

☒   Reviewed by Dean: Nancy Murray

[Print Form]

Required Signatures—Graduate and Continuing Education Course Change Approval

Course Change Initiator:_____ Date:_____

Department Chair:_____ Date:_____

Graduate Council Chair: _____ Date:_____
(Indicates Graduate Council approval)

President:_____ Date:_____

Fitchburg State University
Teacher Education
Comprehensive Syllabus

Spring 2020
Specialized Reading Approaches, 3 cr.
READ/SPED 8017

Instructor: Stephney Gonzalez, S.Y.C.
Office Hours: TBD as needed
E-mail: sgonzal9@fitchburgstate.edu

Important Dates: As this Spring 2020 semester begins on a Tuesday, all modules will open on Tuesdays at midnight and related assignments are due by Tuesday at midnight.

Course Description:

This course is designed to give candidates a comprehensive instruction-based course focusing on a variety of specialized reading approaches used in many of today's schools. Candidates will demonstrate an understanding of language and reading development that is based in research. Candidates are expected to develop the knowledge, skills and competency in utilizing current research to analyze the components of various reading programs developed as supplements or alternatives to regular education programs.   Candidates will also develop the skills to design and implement a program of assessment as well as develop effective reading instruction programs to match the needs of students with diverse educational and/or cultural needs.

Taking an Online Course:
You are strongly encouraged to familiarize yourselves with the general format of the class and its expectations. As the class is online, it is essential to be self-motivated and manage your time. I strongly recommend that you stay active in the class and the discussions on a regular basis. Also, make use of the supports available to you. All these supports are detailed in the Student Introductory Course within your Blackboard account. The class itself is a great resource. In addition, make sure to ask me any questions that you have. I am readily available via email and Blackboard IM. Also, remember that the IT Helpdesk is available 24/7 by emailing helpdesk@fitchburgstate.edu or by calling 978-665-4500.

Required Texts:

  Birsh, Judith R. (2019).   Multisensory Teaching of Basic Language Skills-Fourth Edition. Paul H. Brookes
    Publishing Co., Baltimore, MD.
  Moats, Louisa Cook. (2010) Speech to Print: Language Essentials for Teachers, 2nd Edition. Paul H. Brookes
    Publishing Co., Baltimore, MD.
  Massachusetts Department of Education (2011).*Massachusetts Curriculum Framework for English Language
    Arts and Literacy,* Malden, MA . (http://www.doe.mass.edu/candi/commoncore/)

Students will also be required to read the Report of the National Reading Panel: Teaching Children to Read published by the National Institute of Child Health and Human Development and various other relevant articles provided by the instructor.

Fitchburg State University Teacher Education Conceptual Framework

This course will address the dispositions of the Conceptual Framework in the following way(s):

Knowledge: As a result of the learning experiences in the course, you will become more cognizant of:
- your own skill development and knowledge of English language structure needed for Reading and Writing
- the principles of multisensory structured language instruction
- the elements that make up a good research based Reading /Language Arts program and the skills needed to evaluate such a program
- the elements of a high quality program of assessment
- many of the most popular specialized programs on the market today

Skill: As a result of the learning experiences in this course, you will become better able to:
- identify your own strengths and weaknesses in the knowledge of our English language structure
- develop lesson plans that utilize effective teaching methodology and instructional techniques based on current research
- identify strengths and weaknesses in school programming based on available data and current research
- evaluate Reading programs for critical elements and make recommendations for their use

Caring: As a result of the learning experiences in the course, your will become more competent in your ability to:
- assess to the programming needs of individual students and make recommendations that will match programs to student need
- assess the programming needs of schools and make recommendations that will match programs to systemic need
- respond to colleagues and classmates who present issues and concerns related to Reading development and programming in their individual settings
- provide support to staff who may need expert knowledge or professional development in the Reading area

Ethical: As a result of the learning experiences in the course, you will become more competent in your ability to:
- recognize your own individual strengths and weaknesses and identify how they may impact your work with students and colleagues
- commit to recognizing the need to take advantage of present and future opportunities to expand personal knowledge and competence in Reading/Language Arts development
- develop programming sensitive to student need and designed to maximize student strengths
- collaborate with colleagues to evaluate programs within the college classroom as well as evaluate and develop programming in the professional setting

Technology Initiatives:

Users of Fitchburg State University computer systems are subject to all applicable federal, state, and international computer laws. Questions regarding regulations may be directed to the office on Information Technology Systems.

Candidates will utilize technology as:
- a means of presenting information;
- a tool for the analysis of data;
- a means of communicating with others.

Fitchburg State University Library Online Services

Fitchburg State University Homepage at www.fitchburgstate.edu/library. Candidates may access any of several full-text online databases. Passwords are available to candidates by calling 978-665-3762.

Course Objectives:

Upon completion of Specialized Reading Approaches students will be able to:
1. Discuss a range of theories, practices and programs for developing reading skills and reading comprehension for reading instruction;
2. Demonstrate a comprehensive selection process of appropriate reading programs, materials and technology for reading instruction to meet the needs of their students;
3. Demonstrate the appropriate use of a variety of reading programs, materials and technology specifically designed for the teaching of reading skills;
4. Compare and contrast reading programs citing current research reflecting solid research practices;
5. Identify and use specialized approaches and materials based on research in the teaching of individuals with disabilities;
6. Using assessment data, match specialized reading approaches to individuals' with disabilities learning styles;
7. Modify reading and writing lessons and instruction for students with diverse educational needs, ages and abilities;
8. Teach reading and writing lessons and instruction for students with diverse educational needs, ages and abilities;
9. Understand and be able to verbalize the nature and causes of disabilities that contribute to problems in reading and writing;
10. Create learning environments to assist students with disabilities to improve self-esteem, enjoy learning and make gains;
11. Develop knowledge of, and selection criteria for literature and informational books for children and adolescents;
12. Support classroom teachers in providing differentiated instruction
13. Reflect on own instructional practices to better understand personal strengths and areas of challenge

Learning Standards from the Massachusetts Curriculum Framework for English Language Arts and Literacy incorporating the Common Core State Standards

- Reading Standards for Literature (RL) PreK-5, 6-12
- Reading Standards for Informational Text (RI) PreK-5, 6-12
- Reading Standards: Foundational Skills (RF) PreK-5
- Writing Standards (W) PreK-5, 6-12
- Speaking and Listening (SL) PreK-5, 6-12
- Language (L) Pre-K-5, 6-12

Instructional Strategies/Student Learning Activities

X Data Collection and Analysis	X Creating Visual Illustrations of Concepts
X Discussion	X Pre-Practicum
__ Laboratory	X Role Playing/Simulation
X Problem Finding/Solving	X Independent Learning
X Discovery	__ Field Trips
_ Interviewing	X Computer Application
X Viewing or Listening to Followed by Discussing	X Reflective Responses

Topics

- Overview of Research Analysis Skills
  - National Reading Panel Report (2000)
  - 5 Big Ideas in Reading
- Multisensory Structured Language Instruction
- Response to Intervention
- Curriculum Based Measurement
- Specialized Reading Approaches
  - Theoretical basis for specialized reading programs
  - Which programs qualify?
  - What do they have in common?
  - How do we determine their effectiveness?
- Analysis of various programs
  - Including, but not limited to:
    - Lively Letters- the Telian Letter approach
    - Language!
    - Project Read
    - Reading Mastery
    - Orton-Gillingham
    - Fundations
    - Wilson Reading System
    - Edmark
    - Lindamood-Bell –LIPS, Visualizing And Verbalizing
    - Read Naturally
    - Lexia
    - Keys to Literacy: Vocabulary
    - Keys to Literacy: Comprehension
    - Words Their Way
    - Reading Plus
    - REWARDS
    - Reading Milestones
    - Corrective Reading
    - Sonday Let's Play Learn, System 1, 2
    - Elements of Reading- Comprehension, Fluency, Phonics and Phonemic Awareness
    - Elements of Reading
    - Great Leaps
    - Making Connections
    - Scott Foresman Early Reading Intervention
    - Others may be proposed for consideration but must be considered a Tier 3 intervention program.
  - Custom fitting reading programs to students with reading disabilities
  - Examining differences in educating students with reading disabilities vs. students without disabilities

Course Content and Assignments

The following outline is approximate and is subject to change with appropriate notice.

Date	Topic	Readings/Activities	Assignments Due
Orientation and Welcome	• Introductions • Review/demonstrate Blackboard • Overview of the course (review texts, syllabus, and other readings)	• Review the syllabus, assignment descriptions, rubrics	1. Respond to Discussion Board 0 question/activity. 2. Reply to at least two classmates' posts. **All above assignments are due by Friday, January 24.**
Module 1 (2 weeks) 1/21-2/4	• The NRP and the 5 Big -Ideas of Reading	• Read *Why Reading is Not a Natural Process* • Read Birsh Chapter 1 (Connecting Research to Practice) • Read Moats Chapter 1 (Why Study Language?) • Listen to *Hard Words_Emily Hanford* • Read *National Reading Panel Summary* and review other NRP resources • Read *9 Components of Effective, Research-Supported Reading Instruction*	1. Respond to Discussion Board 1 question/activity. 2. Reply to at least two classmates' posts. **All above assignments are due by Tuesday, January 28**
	• Response to Intervention • Assessment	• Read Birsh Chapter 14 (Assessment) • Read *RTI and Reading* • Read *Teaching Reading is Rocket Science* • Enage the Reading Rockets' Assessment Module • Read *Multiple Tiers of Intervention: A Framework for Prevention and Identification of Students with Reading/Learning Disabilities* • Review *Reading Risk Indicators by Grade Level*	1. Respond to Discussion Board 2 question/activity. 2. Reply to at least two classmates' posts. 3. Article Review #1: RTI **All above assignments are due by Tuesday, February 4**
Module 2 (2 weeks) 2/4-2/18	• Multisensory Structured Language Instruction • Research based criteria for good reading programs • Lesson planning	• Read Birsh chapter 2 (Multisensory Structured Language Education) • Read Birsh chapter 15 (Planning Multisensory Structured Language Lessons and the Classroom Environment) • Watch *Spear-Swerling_Structured Literacy and Typical Literacy Practices* • Listen to *At a Loss for Words_Emily Hanford* • (Optional) Read *Whole Language High Jinks* • Review Lesson Assignments	1. Reading Program Review **All above assignments are due by Tuesday, February 11**
	• Language Development	• Read Birsh Chapters 3 (Development of Oral Language and Its Relationship to Literacy) • Read Birsh chapter 4 (The History and Structure of Written English) • Read Moats Chapter 2 (Phonetics: The Sounds in Speech)	1. Respond to Discussion Board 3 question/activity. 2. Reply to at least two classmates' posts. 3. Article Review # 2: Language Development

		• Read Moats chapter 8 (Language and Reading Instruction) • Watch YouTube Video: *The Young Reader's Journey* • Watch *The Evolutionary Roots of the Reading Brain* • Read *Total Physical Response for OL Development* • (Optional) Read *The Critical Role of Oral Language in Reading Instruction and Assessment*	**All above assignments are due by Tuesday, February 18**
Module 3 (1 week) 2/18-2/25	• Phonological Awareness	• Read Birsh Chapter 5 (Teaching Phonemic Awareness) • Read Moats Chapters 3 (Phonology: Speech Sounds in Use) • Enage the Reading Rockets' Phonological and Phonemic Awareness 101 Module • Watch *Sound Scientists* video • Review Phonological Skills Awareness Test • Review DIBELS FSF and PSF • Review FCRR website and materials/activities	1. Article Review #3: Focus on Phonological or Phonemic Awareness. 2. Administer PA assessment (e.g.: DIBELS Next FSF and/or PSF. **All above assignments are due by Tuesday, February 25**
Module 4 (2 weeks) 2/25-3/10	• Alphabet and Sound Symbol Instruction	• Read Birsh Chapter 6 (Alphabet Knowledge: Letter Recognition, Naming and Sequencing) • Read Moats Chapter 4 (The Structure of English Orthography) • Engage Reading Rockets Phonics 101 Module • Review DIBELS NWF • Read *Rapid Automatized Naming Assessments*	1. Lesson Plan Assignment #1 Phonological/Phonemic Awareness 2. Respond to Discussion Board 4 question/activity with lesson synopsis and reflection. **Lesson Plan due by midnight Friday, Feburary 28.** 3. Provide coaching feedback to two classmate's Lesson Plan and Reflection posts. 4. Administer rapid letter naming assessment (i.e. DIBELS or DIBELS Next LNF, assessments from Birsh) for alphabetic lesson. **All above assignments are due by Tuesday, March 3**
	• Decoding	• Read Birsh Chapter 8 (Teaching Reading: Accurate Decoding) • Read *Orthographic Mapping_Ehri* • Watch *Open-Closed Syllables* • Watch *Phoneme Grapheme Mapping* • Review Orton-Gillingham website • Review IDA website	1. Respond to Discussion Board 5 question/activity. 2. Reply to at least two classmates' posts. 3. Administer QPS or DIBELS/DIBELS Next NWF for Decoding Lessons. **All above assignments are due by Tuesday, March 10**

Module 5 (2 weeks) 3/10-3/24	• Spelling/Encoding • Handwriting	• Read Birsh chapter 7 (Teaching Handwriting) • Read Birsch chapter 9 (Teaching Spelling) • Engage Reading Rockets Spelling 101 Module • Watch TED Talk: *Where Did English Come From?* • Read *How Spelling Supports Reading* • Read *Best Practices in Spelling Instruction: A Research Summary* • Watch *What is Dysgraphia? (NCLD)* • (Optional) Read *What is Dysgraphia?*	1. Lesson Plan #2 Alphabetic Lesson Plan 2. Respond to Discussion Board 6 question/activity with lesson synopsis and reflection. **Lesson Plan due by midnight Friday, March 13.** 3. Provide coaching feedback to two classmate's Lesson Plan and Reflection posts. 4. Article Review #4: Focus on Phonics/Decoding **All above assignments are due by Tuesday, March 17**
	• Fluency	• Read Birsh chapter 10 (Fluency in Learning to Read: Conceptions, Misconceptions, Learning Disabilities and Instructional Moves) • Engage the Reading Rockets Fluency 101 Module • Review DIBELS ORF • Administer Developmental Spelling Inventory for spelling lessons	1. Lesson Plan #3 Decoding Lessons 2. Respond to Discussion Board 7 question/activity with lesson synopsis and reflection **Lesson Plan due Friday, March 20** 3. Provide coaching feedback to two classmate's Lesson Plan and Reflection posts. 4. Article Review #5: Focus on Spelling, Handwriting, or Fluency **All above assignments are due by Tuesday, March 24**
Module 6 (2 weeks) 3/24-4/7	• Vocabulary	• Read Birsh chapter 11 (Word Learning and Vocabulary Instruction) • Read Moats chapter 5 (Morphology) • Read Moats chapter 7 (Semantics: Word and Phrase Meanings) • Engage Reading Rockets Vocabulary 101 Module • Read *Integrated Vocabulary Instruction* • Read *Narrowing the Language Gap* • Read *Putting the Pieces of the Puzzle Together* • Watch *The Power of Words (TED Talk, Cortiz)* • Read *The Vocabulary Rich Classroom* • Read *The Influence of Vocabulary on Reading Acquisition* • Read *Using Assessment Data to Make a Difference in Vocabulary Outcomes* • Read *Effective Vocabulary Instruction (Keys to Literacy)*	1. Lesson Plan Assignment #4 Spelling Lesson 2. Respond to Discussion Board 8 question/activity with lesson synopsis and reflection. **All above assignments are due by Friday, April 3** 3. Provide coaching feedback to two classmate's Lesson Plan and Reflection posts. 4. Article Review #6: Focus on Vocabulary 5. Administer MAZE assessment for comprehension lesson. **All above assignments are due by Tuesday, April 7**
Module 7 (2 Weeks) 4/7-4/21	• Comprehension	• Read Birsh chapters 12 (Strategies to Improve Reading Comprehension in the Multisensory Classroom) • Read Moats chapter 6 (Syntax) • Engage Reading Rockets Comprehension 101 Module • Watch *Text Talk_Comprehension* • Watch *Syntax and Sentence Level Comprehension*	1. Lesson Plan Assignment #5 Vocabulary Lesson 2. Respond to Discussion Board 9 question/activity with lesson synopsis and reflection. **All above assignments are due by Friday, April 17**

		• Engage *IRIS Center Module: Collaborative Strategic Reading (CSR)* • Read *The Usefulness of* Brief *Instruction in Reading Comprehension Strategies_Willingham* • Read *Knowledge of the World_Hirsch* • Read *Teaching Comprehension and Text Structure_Sedita*	3. Provide coaching feedback to two classmate's Lesson Plan and Reflection posts. 4. Article Review #7: Focus on Comprehension **All above assignments are due by Tuesday, April 21**
Module 8 (2 week) 4/21-5/6	• Written Language	• Read Birsh chapter 13 (Composition) • Engage Reading Rockets Writing 101 Module • Engage *IRIS Center Module: Improving Writing Performance* • Review Self-Regulated Strategy Development website • Read *A Path to Better Writing* • Read *Writing: Importance, Development and Instruction* • Read *Effective Writing Instruction_Hochman* • Read *The Writing Revolution_Tyre*	1. Lesson Plan Assignment #6 Comprehension Lesson 2. Respond to Discussion Board 10 question/activity with lesson synopsis and reflection. **Lesson Plan due Friday, May 1.** 3. Provide coaching feedback to two classmate's Lesson Plan and Reflection posts. 4. Article Review #8: Focus on Writing 5. DUE: Staff Development Plan **All above assignments are due by Tuesday, May 6, 2019**

Course Requirements and Description of Assignments: *Each assignment will be accompanied by a specific description of the requirements and evaluation criteria.*

1. Forum/Discussion Board
Each week there will be at least one discussion board forum posted within the course. Candidates are expected to respond once to the original question as well as a response to at least two classmates' posts. You may choose your modality: a traditional written post, video post, voiced over Powerpoint, Prezi presentation, video post, etc. To post, please select "Create thread" and label with your name. Please refer to the rubric on discussion forum grading.

2. Reading Program Review
Candidates will be required to conduct an initial description and analysis of one reading program (core or intervention) used in their school or district and provide the outlined information including the program's purpose, intended population, program elements that may or may not be multilsensory etc. Please refer to the assignment detail post and rubric for grading.

3. Article Reviews
Candidates will examine current research involving the 5 Big Ideas of Reading along with vocabulary and writing. The articles are chosen by the candidate. Participants will submit a 2-3 page summary (12 pt. font, double spaced) of their findings with a personal reflection. Please refer to the assignment detail post and rubric for grading.

4. Lessons/Practicum
A 20 hour practicum is required as part of the coursework. Candidates are required to prepare a series of brief lessons utilizing topics/methods presented in the weekly readings. These activities will require practical work with students. Therefore, a student or group of students, preferably elementary or middle school aged should be identified for use to administer planned lessons for the whole semester. Evaluation and reflection of practical work will be required for each lesson/topic. The purpose is to provide practice and application of material presented in class. Please refer to the assignment detail post and rubric for grading.
Lesson plan topics are:
1. phonological awareness/phonemic awareness
2. alphabetics (sound/letter correspondence)
3. phonics (decoding)
4. spelling (encoding)
5. vocabulary
6. comprehension

5. Staff Development Plan:
Candidates are required to prepare a Staff Development Plan on a specialized reading program or the pillars of reading. The components required are:
1. Candidates develop a needs assessment based on the ILA Standards at the Reading Specialist/Literacy Coach Level.
2. The content of the staff development projects needs to be translated into goals for student achievement. The content selected should be driven by the needs of teachers related to student learning.
3. Preparation for the projects should be documented and involve:
   a. needs assessment
   b. peer collaboration
   c. research evidence related to the content
   d. materials activities, and resources for presentation (visual aids/technology)
   e. connections to student learning
   f. evaluation of workshop presentation by participants

        g.   a follow up plan to work with teachers, paraprofessionals and other support personnel regarding content presented
    4.   Please refer to the assignment detail post and rubric for grading.

Evaluation:
Your grade will be determined according to the quality of your work on each of the following:
1. Forum Discussion Board Responses-15%
2. Reading Program Review-10%
3. Article Reviews-20%
4. Lessons/Practicum- 25%
5. Staff Development Plan- 30%

Grading System

FITCHBURG STATE Grade	Letter Grade Equivalency	% Range
4.0	A	95-100
3.7	A-	92-94
3.5	A-/B+	89-91
3.3	B+	86-88
3.0	B	83-85
2.7	B-	80-82
2.5	B-/C+	77-79
2.3	C+	74-76
2.0	C	71-73
0.0	F	0-70
W	Withdrawn	
IN	Incomplete (80% of course requirements must be completed before a student can request a grade of IN)	

Late Assignments*:* An assignment is considered late if it is passed in after the close of the class session on the date it is due. Late assignments will receive **a 5% reduction in the overall grade for each day it is late.**

Rewrite Policy*:* Students will have the opportunity to rewrite assignments that have received unsatisfactory grades. The final grade for any such assignment will be the average of the original grade and the rewrite grade. Rewrites are due one week from the date that the original graded assignment is returned to the student. No exceptions will be made. The group activity projects are not eligible for a rewrite.

Course Policies

Policy on Academic Integrity
Academic integrity is an essential component of the educational experience. Individual or group work submitted to fulfill course requirements should be solely that of the individual student or collaborative group seeking credit for that work. The University Academic Integrity Policy outlined in the University Catalogue will be followed in cases where students do not conform to this expectation.

Grade Appeal
If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor and refer to the Fitchburg State Grade Appeal Policy in your Student Handbook.

Policy on Disability
Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The office is located on the third floor of the Hammond Building and can be reached at 978-665-3427 or 978-665-3575 TTY. If you need course adaptations or accommodations because of a disability, if you have emergency medication information or if you need special arrangements in case the building must be evacuated, please make an appointment with the instructor at the beginning of the course. It is important that the issues relating to disabilities be discussed with the instructor as soon as possible.

Policy on Writing
Students preparing to be teachers must serve as role models of good oral and written communication. The grade will reflect the quality of the written material.

Computer Literacy Requirement
All assignments must be typed, doubled-spaced and formatted in APA style when appropriate, using computer word processing for all assignments (unless otherwise instructed). Candidates are encouraged to use email as a method of communication. Use of the Internet to obtain information, ideas, and resources is also encouraged. Candidates are also strongly encouraged to access the Blackboard system, as course documents will be posted on the site for your convenience.

Copyright Policy
You are reminded that, in preparing materials for peers or the instructor, reproduction of copyrighted material without permission of the copyright owner is illegal. Such unauthorized copying may violate the rights of the author or publisher. Fitchburg State University adheres to federal laws regarding use of copyrighted materials. See "Student Handbook" for more details.

Contacting the Professor
Email or Blackboard IM is the preferred method of communication. Contacting the professor via email allows you to maintain a written record of correspondence. Please allow 24 hours for the professor to respond to your email. If you do not receive a response within 24 hours, please resend your original email. As this is an online course, the instructor will be checking the course and email on a regular basis.

Office Hours
As this is an online class, the easiest solution is to email or use Blackboard IM to contact the professor and set up time to connect as needed.

Bibliography

Adams, M.J. (1990). *Beginning to read: thinking and learning about print.* Cambridge, MA: MIT Press.

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Sacramento County Office of Education (1999). *Read all about it: readings to inform the profession.*

Salvia, T., & Ysseldyke, J.E. (2004). *Assessment: In Special and Inclusive Education* (9th ed.)   Boston, MA: Houghton Mifflin Co.

Snow, C.E., Burns, M.S., & Griffin, O. (1998). *Preventing reading difficulties in young children.* Washington, DC: National Academy Press.

Specialized Reading Programs:

- *Corrective Reading*
- *Edmark*
- *Elements of Reading- Comprehension, Fluency, Phonics and Phonemic Awareness*
- *Fast ForWord*
- *Fundations*
- *Great Leaps*
- *Keys to Literacy: Vocabulary*
- *Keys to Literacy: Comprehension Language!*
- *Lexia*
- *Lindamood-Bell –LIPS, Visualizing And Verbalizing*
- *Lively Letters- the Telian Letter approach*
- *Making Connections*
- *Orton-Gillingham*
- *Peer Assisted Learning Strategies (PALS)*
- *Project Read*
- *Quick Reads*
- *RAVE-O*
- *Read Naturally*
- *Reading Mastery*
- *Reading Milestones*
- *Reading Plus*
- *REWARDS*
- *Scott Foresman Early Reading Intervention*
- *Sonday Let's Play Learn, System 1, 2*
- *Specialized Program Individualizing Reading Excellence (SPIRE)*
- *Success for ALL*
- *Targeted Reading Intervention*
- *Visualizing and Verbalizing® for Language Comprehension and Thinking*
- *Wilson Reading System*
- *Wisnia-Kapp Reading Programs, Inc. (WKRP)*
- *Wordly Wise 3000*
- *Words Their Way*