

EDUC596

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Course Summary

Course : EDUC596 **Title :** Literacy Instruction for Struggling and Challenging Students

Length of Course : 8

Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: This course is designed for the education professional and focuses on positive classroom management approaches and strategies. This course reviews models of classroom management as well as the fundamentals of behavior change. Students will explore the impact of legislation such as No Child Left Behind (NCLB) and the Individuals with Disabilities Education Act of 2004 (IDEA) with emphasis on systematic approaches including Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS). In this course, students will focus on implementing strategies for class-wide, small group, and individual intervention as well as methods for monitoring student progress. (Prerequisite: EDUC 503)

Course Scope:

This course focuses on combining research with everyday strategies to work with struggling readers in all areas of reading instruction components including: phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation. These components often are intertwined, with each area affecting another area, thereby creating further difficulties for struggling readers. Participants will review current research, apply strategies, and analyze the effectiveness of the approach. Current programs to help struggling readers will be compared and evaluated. This course will also closely examine the various implications of language, culture, and intervention on the success of struggling readers. Participants will implement and reflect upon differentiated instruction. Finally, this course will also appraise strategies to develop and strengthen each of the areas of reading components. Each of these goals will be considered while continuing to maintain the tenets of reading education and meeting the needs of the individual child.

Objectives

After successfully completing this course, you will be able to:

- Demonstrate knowledge of reading research and histories of reading. (IRA Standard 1.2)
- Demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity. (IRA Standard 1.3)
- Demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies,

- and motivation) and how they are integrated in fluent reading. (IRA Standard 1.4)
- Use a wide range of instructional practices, approaches and methods, including technology-based practices, for learners at different stages of development and from differing cultural and linguistic backgrounds. (IRA Standard 2.1).
 - Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds. (IRA Standard 2.3)
 - Use assessment information to place, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from differing cultural and linguistic backgrounds. (IRA Standard 3.3)
 - Model reading and writing enthusiastically as valued lifelong activities. (IRA Standard 4.3)
 - Motivate learners to be lifelong readers. (IRA Standard 4.4)
 - Work with colleagues to observe, evaluate, and provide feedback on each other's practice. (IRA Standard 5.3)
 - Participate in, initiate, and evaluate professional development programs. (IRA Standard 5.4)
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Outline

Week 1: Differentiating Reading for the Struggling Reader

Learning Objectives

- Demonstrate knowledge of reading research and histories of reading.
- Participate in, initiate, and evaluate professional development programs.

Readings

File Download: Struggling First-Grade Readers: The Frequency and Progress of their Reading.

File Download: How Differentiated Instruction Helps Struggling Students.

File Download: A Comparison of Teacher-Directed Versus Peer-Assisted Instruction to Struggling First Grade Readers.

File Download: Interactional Differentiation in the Mixed-Ability Group: A Situated View of Two Struggling Readers.

Review the Additional Resources to supplement your learning.

Assignments

Forum 1

Assignments

- **Assignment 1**
- **Assignment 2**

Week 2: Comprehension Strategies for the Struggling Reader

Learning Objectives

- Demonstrate knowledge of reading research and histories of reading.
- Work with colleagues to observe, evaluate, and provide feedback on each other's practice.
- Demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity.

- Demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.
- Model reading and writing enthusiastically as valued lifelong activities.

Readings

Text: “Strategies that Work: Teaching Comprehension to Enhance Understanding”. Harvey & Goudvis. Part II.

Text: “I Read It, but I Don’t Get It: Comprehension Strategies for Adolescent Readers”. Tovani.

File Download: Help for Struggling Upper-Grade Elementary Readers

Website: Comprehension Strategies Instruction from the Literacy Achievement Research Center.

Website: Direct Reading/Thinking Activity DRTA.

File Download: Supporting Comprehension Acquisition for Emerging and Struggling Readers: The Interactive Information Book Read-Aloud.

File Download: Thinking Aloud: Struggling Readers Often Require More than a Model.

Assignments

Forum 2

Assignments

• Assignment 3

Week 3: Phonemic Awareness for the Struggling Reader

Learning Objectives

- Demonstrate knowledge of reading research and histories of reading.
- Participate in, initiate, and evaluate professional development programs.
- Demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity.
- Demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.
- Use a wide range of instructional practices, approaches and methods, including technology-based practices, for learners at different stages of development and from differing cultural and linguistic backgrounds.

Readings

File Download: The Stop and Go Phonemic Awareness Game: Providing Modeling, Practice, and Feedback.

File Download: Preparing Teachers to Support Struggling First-Grade Readers.

File Download: Adolescent Literacy: Wordy Study with Middle and High School Students.

File Download: Explicit Instruction in Phonemic Awareness and Phonemically Based Decoding Skills as an Intervention Strategy for Struggling Readers in Whole Language Classrooms.

Review the Additional Resources to supplement your learning.

Assignments

Forum 3

Assignments

- **Assignment 4**
- **Assignment 5**

Week 4: Phonics for the Struggling Reader

Learning Objectives

- Demonstrate knowledge of reading research and histories of reading.
- Participate in, initiate, and evaluate professional development programs.
- Demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity.
- Demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.
- Use a wide range of instructional practices, approaches and methods, including technology-based practices, for learners at different stages of development and from differing cultural and linguistic backgrounds.

Readings

File Download: Phonics Instruction for Older Students? Just Say No.

File Download: Teaching Children with Reading Problems to Decode: Phonics and 'Not Phonics' Instruction.

Assignments

Forum 4

Assignments

- **Assignment 6**
- **Assignment 7**

Week 5: Vocabulary for the Struggling Reader

Learning Objectives

- Demonstrate knowledge of reading research and histories of reading.
- Participate in, initiate, and evaluate professional development programs.
- Demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity.
- Demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.
- Use a wide range of instructional practices, approaches and methods, including technology-based practices, for learners at different stages of development and from differing cultural and linguistic backgrounds.

Readings

File Download: A Root Awakening: Vocabulary Instruction for Older Students with Reading Difficulties.

File Download: Vocabulary Instruction for the Struggling Reader.

Assignments

Forum 5

Assignments

- **Assignment 8**
- **Assignment 9**

Week 6: Fluency for the Struggling Reader

Learning Objectives

- Demonstrate knowledge of reading research and histories of reading.
- Participate in, initiate, and evaluate professional development programs.
- Demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity.
- Demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.
- Use a wide range of instructional practices, approaches and methods, including technology-based practices, for learners at different stages of development and from differing cultural and linguistic backgrounds.
- Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.
- Use assessment information to place, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from differing cultural and linguistic backgrounds.

Readings

File Download: From Phonics to Fluency: Effective Teaching of Decoding and Reading Fluency in the Elementary Classroom.

File Download: A Synthesis of Fluency Interventions for Secondary Struggling Readers.

File Download: Building Fluency, Word-Recognition Ability, and Confidence in Struggling Readers: The Poetry Academy.

Assignments

Forum 6

Assignments

- **Assignment 10**
- **Assignment 11**

Week 7: Technology Interventions for the Struggling Reader

Learning Objectives

- Demonstrate knowledge of reading research and histories of reading.
- Participate in, initiate, and evaluate professional development programs.
- Demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity.
- Demonstrate knowledge of the major components of reading (phonemic awareness, word identification

and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.

- Use a wide range of instructional practices, approaches and methods, including technology-based practices, for learners at different stages of development and from differing cultural and linguistic backgrounds.
- Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.

Readings

File Download: Stories About Struggling Readers and Technology.

File Download: Using Text-to-Speech Software with Struggling Readers.

File Download: Using An Interactive Singing Software Program: A Comparative Study Of Struggling Middle School Readers.

File Download: Video Feedforward for Reading.

Website: Reading Rockets: Assistive Technology.

Assignments

Forum 7

Assignments

- **Assignment 12**
- **Assignment 13**

Week 8: Family Partnerships for the Struggling Reader

Learning Objectives

- Demonstrate knowledge of reading research and histories of reading.
- Participate in, initiate, and evaluate professional development programs.
- Demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.
- Use a wide range of instructional practices, approaches and methods, including technology-based practices, for learners at different stages of development and from differing cultural and linguistic backgrounds.
- Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.
- Motivate learners to be lifelong readers.

Readings

File Download: Fun-filled Family Literacy Nights.

File Download: The Silencing of Sammy: One Struggling Reader Learning with his Peers.

File Download: Building Home-School Partnerships: A Way of Enhancing Reading Literacy of Diverse Learners.

Website: Reading Rockets video “Making Parents Partners”.

Review the Additional Resources to supplement your learning.

Assignments

Forum 8

Assignments

- Assignment 14
 - Assignment 15
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Evaluation

Grading:

Name	Grade %
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Materials

Book Title: I Read It, But I Don't Get It : Comprehension Strategies for Adolescent Readers

Author: Tovani, Cris

Publication Info: Stenhouse Publishers

ISBN: 9781571100894

Book Title: Strategies That Work : Teaching Comprehension for Understanding and Engagement, 2nd ed.

Author: Harvey, Stephanie / Goudvis, Anne

Publication Info: Stenhouse Publishers

ISBN: 9781571104816

Book Title: From Phonics to Fluency: Effective Teaching of Decoding and Reading Fluency in the Elementary School, 3rd ed. (custom)- The non-custom ISBN is:9780132855228, please use this one to search for the book from other booksellers.)

Author: Rasinski, T. and Padak, N.

Publication Info: Pearson

ISBN: 9781269649001

Book Title: If you prefer the electronic format, your required book(s) may be available for purchase from the APUS Bookstore in a VitalSource e-book format

Author:

Publication Info:

ISBN: GRAD NOTE

Required Course Materials

***Note: Required Reading articles can be found at the APUS Library unless otherwise noted.**

Allor, J., Gansle, K., & Denny, R. (2006). The stop and go phonemic awareness game: Providing modeling,

practice, and feedback. *Preventing School Failure*, 50(4), 23-30.

Anderson, R., & Balajthy, E. (2009). Stories about struggling readers and technology. *Reading Teacher*, 62(6), 540-542.

Baker, B. (2007). Preparing teachers to support struggling first-grade readers. *Journal of Early Childhood Teacher Education*, 28(3), 233-242.

Balathjy, E. (2007). Using text-to-speech software with struggling readers. *College Reading Association Yearbook*, 28, 364-370.

Biggs, M., Homan, S., Dedrick, R., Minick, V., & Rasinski, T. (2008). Using an interactive singing software program: A comparative study of struggling middle school readers. *Reading Psychology*, 29(3), 195-213.

Chard, D., & Kameenui, E. (2000). Struggling first-grade readers: The frequency and progress of their reading. *Journal of Special Education*, 34(1), 28-39.

Cusumano, C., & Mueller, J. (2007). How differentiated instruction helps struggling students. *Leadership*, 36(4), 8-10.

Dowrick, P., Kim-rupnow, W., & Power, T. (2006). Video feedforward for reading. *Journal of Special Education*, 39(4), 194-207.

Ebbers, S. & Denton, C. (2008). A root awakening: Vocabulary instruction for older students with reading difficulties. *Learning Disabilities Research & Practice*, 23(2), 90-102.

Frabotta, S. (2009). Fun-filled family literacy nights. *Delta Kappa Gamma Bulletin*, 75(4), 19-22.

Harris, L. (2007). Adolescent literacy: Wordy study with middle and high school students. *Teaching Exceptional Children Plus*, 3(4), 1-15.

Ivey, G. & Baker, M. (2004). Phonics instruction for older students? Just say no. *Educational Leadership*, 61(6), 35-39.

Lubliner, S. (2004). Help for struggling upper-grade elementary readers. *Reading Teacher*, 57(5), 430-438.

Mathes, P., Torgesen, J., Clancy-Menchetti, J., Santi, K., Nicholas, K., Robinson, C., & Grek, M. (2003). A comparison of teacher-directed versus peer-assisted instruction to struggling first-grade readers. *Elementary School Journal*, 103(5), 459-480.

Matthews, M., & Kesner, J. (2000). The silencing of Sammy: One struggling reader learning with his peers. *Reading Teacher*, 53(5), 382-391.

Poole, D. (2008). Interactional differentiation in the mixed-ability group: A situated view of two struggling readers. *Reading Research Quarterly*, 43(3), 228-250.

Pressley, M. (1996). *Comprehension strategies instruction*. PDF document.

Directions to obtain document:

Go to the website for the Literacy Achievement Research Center (LARC) at <http://www.msularc.org/>

Click on "Resources" tab

Then click on "For Educators" tab

Under "LARC Resources for Educators"

Then scroll down to "Comprehension Difficulties"

Then click on and open the 5-page summary document titled "Comprehension Strategies Instruction" provided by Michael Pressley.

Reutzel, R., & Cooter, R. (1992). *Directed reading/Thinking activity DRTA*. Retrieved from <http://www.rockingham.k12.va.us/English/shared/Directed%20Reading%20Thinking.pdf>

Rupley, W., & Nichols, W. (2005). Vocabulary instruction for the struggling reader. *Reading and Writing Quarterly*, 21(3), 239-260.

Ryder, J., Tunmer, W., & Greaney, K. (2008). Explicit instruction in phonemic awareness and phonemically based decoding skills as an intervention strategy for struggling readers in whole language classrooms. *Reading & Writing*, 21(4), 349-369.

Smolkin, L., & Donovan, C. (2003). Supporting comprehension acquisition for emerging and struggling readers: The interactive information book read-aloud. *Exceptionality*, 11(1), 25-38.

Stahl, S. (1998). Teaching children with reading problems to decode: Phonics and 'not phonics' instruction. *Reading & Writing Quarterly*, 14(2), 165-189.

Stanberry, K., & Raskind, M. (2009). *Reading rockets: Assistive technology*. Retrieved from <http://www.readingrockets.org/articles/33077>

Walker, B. (2005). Thinking aloud: Struggling readers often require more than a model. *Reading Teacher*, 58(7), 688-692.

Wexler, J., Vaughn, S., Edmonds, M., & Reutebuch, C. (2008). A synthesis of fluency interventions for secondary struggling readers. *Reading & Writing*, 21(4), 317-347.

White-Clark, R., & Lappin, G. (2005). Building home-school partnerships: A way of enhancing reading literacy of diverse learners. *Electronic Magazine of Multicultural Education*, 7(1), 8.

Wilfong, L. (2008). Building fluency, word-recognition ability, and confidence in struggling readers: The poetry academy. *Reading Teacher*, 62(1), 4-13.

Websites

In addition to the required course texts, the following public domain Websites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note Web site addresses are subject to change.

Site Name

Website URL/Address

International Reading Association

<http://www.reading.org/General/Default.aspx>

National Council for Teachers of English

<http://www.ncte.org/>

Reading A to Z

<http://www.readinga-z.com/>

Reading Rockets

<http://www.readingrockets.org/>

The Reading Lady

<http://www.readinglady.com/>

Course Guidelines

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University Policies

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- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

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