

# Western Education

Transforming Education. Transforming Lives.

## EDUC 5437Q/S

### Supporting Primary & Junior Learners who Struggle with Reading & Writing

#### Instructor:

Jennifer Hunter Dillon (she/her)

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Office Hours: by appointment

#### Schedule:

Section 1(Q): 001, Mondays, Room 2036

Section 2(Q): 002, Thursdays, Room 2035

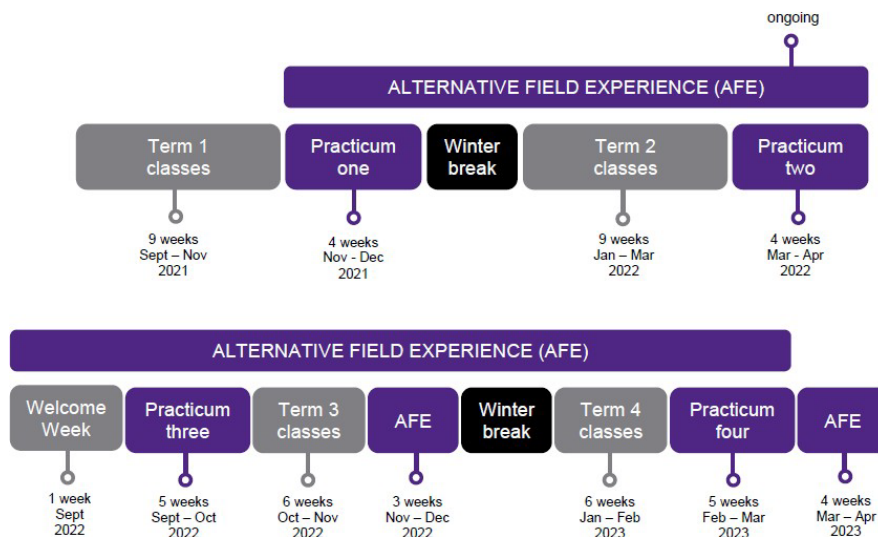
Section 1(S): 001, Mondays, Room 2036

#### Program Context:

This course is taken by Teacher Candidates in Bachelor of Education during Year 2 of the Bachelor of Education.

#### Bachelor of Education

Program Overview – Class of 2023



# Supporting Primary & Junior Learners who Struggle with Reading & Writing (EDUC 5437Q/S)

A focus on how teachers can support primary and junior learners who struggle with reading and writing. Emphasis on practical assessment and instructional strategies for use in intervention and classroom contexts.  
3 hours per week, first or second term, .25 credit.

**Learning Outcomes:** By the end of this course, students will:

- understand the characteristics of the struggling reader and writer
- analyze and critically reflect on the research related to effective literacy instruction and struggling readers and writers
- understand and critically reflect on their role in supporting struggling readers writers in classroom settings understand and apply a range of instructional
- understand and apply a range of instructional and assessment strategies that are effective supporting struggling readers and writers in the classroom.

This course will focus on the explicit, systematic teaching of foundational skills; phonological awareness, decoding, spelling, vocabulary, and writing. Key skills will be explored each week through evidence-based articles and practical application through weekly activities.  
Number of Weeks: 6

## Week 1: Understanding the Struggling Reader/Writer

### Program Organization – Structured Literacy

#### Key Skill: Phonemic Awareness

- Who are Struggling Readers and Writers?
- The Core Components of Reading and Writing: Where Students Struggle
- Ontario Human Rights Commission: The Right to Read Inquiry
- Structured Literacy
- Phonemic Awareness

Learning Activities		
Type	Name	
Reading	SpearSwerling, L. (2018) Structured Literacy and Typical Literacy Practices : Understanding Differences To Create Instructional Opportunities. TEACHING Exceptional Children, Vol. 51, No. 3, pp. 201–211.	

Assessment Activities		
Type	Name	Description
Formative Assessment	Weekly Activity #1	Details will be shared in class.

**Additional Resources:**

<https://www.readingrockets.org/article/structured-literacy-instruction-basics>

<http://www.ohrc.on.ca/en/right-read-public-inquiry-on-reading-disabilities>

[https://www.jollyphonicsathome.com/what\\_is\\_jp](https://www.jollyphonicsathome.com/what_is_jp)

<https://www.readingrockets.org/teaching/reading-basics/phonemic>

**Week 2: CONNECTING READING AND WRITING**

**Key Skills: Sound-Symbol Correspondence**

**Decoding**

- Graphemes, Phonemes and Morphemes
- Phonics Approaches
- Decoding: Basic and Advanced
- Sound boxes
- Word Building (Encoding)

Learning Activities		
Type	Name	
Reading	<p>Kaye, E. and Mary K. Lose. (2019). As Easy as ABC? Teaching and Learning About Letters in Early Literacy. The Reading Teacher Vol. 72 No. 5 pp. 599–610</p> <p>Manyak, P. (2018). Morphological Analysis Instruction in the Elementary Grades: Which Morphemes to Teach and How to Teach Them. The Reading Teacher Vol. 72 No. 3 pp. 289–300.</p> <p>Using Sound Boxes Systematically to Develop Phonemic Awareness by Patricia A. McCarthy in The Reading Teacher, Vol. 62, No. 4 (Dec., 2008 - Jan., 2009), pp.346-349.</p>	
<i>Note: Teacher candidates will choose one of these to read.</i>		

Assessment Activities		
Type	Name	Description
Formative Assessment	Weekly Activity #2	Details will be shared in class.

**Additional Resources:**

DIBELS <https://dibels.uoreg.on.edu>

Nifty Thrifty Fifty by Dorothy Cunningham and Patricia Hall [https://faculty.sites.wfu.edu/patcunningham/wpcontent/uploads/sites/51/2017/12/Nifty\\_ThriftyFifty.pdf](https://faculty.sites.wfu.edu/patcunningham/wpcontent/uploads/sites/51/2017/12/Nifty_ThriftyFifty.pdf)

Making Words by Dorothy Cunningham and Patricia Hall <https://www.pearson.com/us/highereducation/series/Making-WordsSeries/2282163.html>

Vidal-McLoed, H. and Kristina Smith. (2021). Teach Reading with Ortho-Gillingham. Ulysees Press. Berkley CA McGuiness, C. (1999)

Reading Reflex: The Foolproof Phono\_Graphix Method for Teaching your Child to Read.

<https://www.soundreadingsystem.co.uk/wp-content/themes/enfold/pdf/Diane-McGuinness-intro-SRS-1.pdf>

**Week 3: READING**

**Key Skills: Vocabulary Development**

**Fluency**

**Comprehension**

- Thinking Actively: Strategies for Comprehension
- What is Fluent Reading? How does fluency impact comprehension?
- The Role of Vocabulary development in reading with understanding

Learning Activities		
Type	Name	
Reading	Fountas, I., and G. Pinnell. (2006 ) Teaching for Comprehension and Fluency. Chapter 30: Expanding Vocabulary Across Instructional Contexts. pp. 524- 543. Heinemann. Portsmouth: New Hampshire.	
<i>Note: Teacher candidates will choose one of these to read.</i>		
	Fountas, I. and Pinnell, G. (2009). When Readers Struggle: Teaching that Works. Chapter 16: Teaching for Fluency in Processing Texts. pp. 372-396. Portsmouth: New Hampshire.	

Assessment Activities		
Type	Name	Description
Formative Assessment	Weekly Activity #3	Details will be shared in class.

**Additional Resources:**

Leveled Literacy Intervention (LLI) <https://www.fountasandpinnell.com/lli/>

**Week 4: WRITING**

**Key Skills: Printing/Handwriting**

**Spelling**

**Sentence Structure (Syntax)**

- Handwriting Instruction: Why? How?
- Syntax: What is it? Why is it Important?
- Improving Sentence Writing through Sentence Combining
- Invented Spelling / Look-Cover Write Check

Learning Activities		
Type	Name	
Reading	Improving Sentence Writing Ability Through Sentence Combining Practice (2007) by Saddle, B., & Preschern, J. in Teaching Exceptional Children, 30(3), pp.6-11.	
<i>Note: Teacher candidates will choose one of these to read.</i>		
	Beringer, W. & Wolf, B.J. (2009). General guidelines for handwriting instruction. Teaching Students with Dyslexia and Dysgraphia: Lessons from Teaching and Science. Baltimore, MD: Paul H. Brookes.	
	Schrodt, K. et al. (2020). Becoming Brave Spellers. The Reading Teacher Vol. 74 No. 2 pp. 208–214.	

Assessment Activities		
Type	Name	Description
Formative Assessment	Weekly Activity #4	Details will be shared in class.

**Additional Resources:**

Handwriting Without Tears <https://www.lwtears.com/>

**Week 5: WRITING**

**Key Skill: Composition**

- Self-Regulated Strategy Development
- Key Skills Review and Preparation for Case Study Assignment

Learning Activities		
Type	Name	

Reading	Rogers, M. et al (2020). Self-Regulated Strategy Development in Reading, Writing and Mathematics for students with Specific learning Disabilities. TEACHING Exceptional Children, Vol. 53, No. 2
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Assessment Activities		
Type	Name	Description
Formative Assessment	Weekly Activity #5	Details will be shared in class.

### Week 6: Case Study | Final Assignment: In Class

Teacher Candidates will complete their Final Assignment during class time in week 6. Candidates are asked to submit their assignment online in the Assignments Tab. You will be given a choice of Case Study and will be asked to work individually or in pairs, to provide an analysis of the learner's needs and specific next steps for instruction/intervention using course readings/lectures/weekly activities as a rationale. Specific details will be provided in class.

Learning Activities		
Type	Name	Description
Reading	Foundations for Literacy: An EvidenceBased Toolkit for the Effective Reading and Writing Teacher	<a href="https://www.idaontario.com/wp-content/uploads/2017/06/Hawkin-2008-Foundations-for-literacy-an-evidence-based-toolkit-for-the-effective-reading-and-writing-teacher.pdf">https://www.idaontario.com/wp-content/uploads/2017/06/Hawkin-2008-Foundations-for-literacy-an-evidence-based-toolkit-for-the-effective-reading-and-writing-teacher.pdf</a>
	The Differentiated Instruction Scrapbook	<a href="http://www.edugains.ca/resources/DI/EducatorsPackages/DIEducatorsPackage2010/2010DIScrapbook.pdf">http://www.edugains.ca/resources/DI/EducatorsPackages/DIEducatorsPackage2010/2010DIScrapbook.pdf</a>
<i>Note that these readings are optional but provide support for completion of the Final Assignment, Case Study.</i>		

Assessment Activities		
Type	Name	Description
Summative Assessment	Case Study	Specific Details will be shared in class.

### Assessment:

Assessment Activities		
Type	Name	Description
Assignments	Weekly Activities: Weeks 1-5 Due prior to the next class.	This assignment is designed to provide you with the opportunity to synthesize and demonstrate your understanding of the course content, readings, in class and online activities and other related teaching experiences.  (Specifics in OWL)
Final Assignment	Case Study: In-Class Week 6 Due at end of Class.	Students will analyze a case study of a struggling reader or writer.  After analyzing learner needs and reflecting on the strategies learned in class, students will create a detailed support plan for the student.

		<p>The support plan will include two lesson plans to support the learner, a plan for ongoing assessment as well as a rationale for the strategies and assessment suggested which reference course content and readings.</p> <p>The Case Study Assignment will be completed in class during the final class, Week 6.</p> <p>(Specifics in OWL)</p>
<p>You must complete <b>all</b> assessment activities (weekly activities 1-5 and the final assignment) with a passing grade in order to pass the course.</p> <p>If you absent from class, you will be asked to submit a synopsis (500-750 words) of one of the weekly readings prior to the next class. You will also be expected to complete the Weekly Activity that was missed.</p>		

This course meets the following Competencies:

Understand Characteristics.: Understand the characteristics of the struggling reader and writer.

Analyze & Reflect on Research.: Analyze and critically reflect on the research related to effective literacy instruction and struggling readers and writers.

Understand & Reflect on Their Role.: Understand and critically reflect on their role in supporting struggling readers writers in classroom settings.

Understand & Apply Strategies.: Understand and apply a range of instructional and assessment strategies that are effective supporting struggling readers and writers in the classroom.

## How to Protect Your Professional Integrity:

The Bachelor of Education is an intense and demanding program of professional preparation. Teacher Candidates are expected to demonstrate high levels of academic commitment and professional integrity that align with both Western University's Academic Rights and Responsibilities and the Professional Standards and Ethical Standards set by the Ontario College of Teachers. These expectations govern your time in class, in your Practicum, in your Alternative Field Experiences, and include the appropriate use of technology and social media.

The Teacher Education Office will only recommend teacher candidates for Ontario College of Teachers certification when candidates have demonstrated the knowledge of, and adherence to, the faculty polices throughout the two-year program.

To review the policies and practices that govern the Teacher Education program, including attendance, plagiarism, progression requirements, safe campus and more, visit: [edu.uwo.ca/CSW/my-program/BEd/policies.html](http://edu.uwo.ca/CSW/my-program/BEd/policies.html)

## Faculty of Education Pass/Fail Policy:

All courses and assignments in the Bachelor of Education are assessed as Pass/Fail.

Instructors will make the Success Criteria of the assignments clear, and refinements of the criteria may take place in class as a means of co-constructing details of the assignments in the first two weeks of a course. This will allow for differentiation of process, product and timeline depending upon student needs.

Success Criteria will

- Articulate what needs to occur to demonstrate learning outcomes for a course/assignment;
- Inform the instructional process so that teaching can be adapted to ensure students continue to remain on track to meet the criteria as needed and appropriate.
- Align with the assignments created to provide opportunities for students to demonstrate the knowledge, skills and abilities they are working toward;
- Establish clear descriptive language that allows Teacher Candidates to identify, clarify and apply the criteria to their work and to their engagement in peer feedback;
- Focus the feedback on progress toward meeting the overall and specific tasks/assignment goals for the course.

## Participation

Participation is essential to success in the Teacher Education program. As a professional school, you need to treat coming to class as showing up for work in the profession. If you are not in class, you cannot participate. Actively participating in discussions, peer reviews/feedback, group work and activities is integral to the development of your own learning and to the learning within your classroom community.

Given the varied experiences of Teacher Candidates in the program, you may engage with ideas/concepts or skills that are familiar or unfamiliar to you.

A Professional Teacher Candidate is one who:

- Arrives in class (virtual or on-site) on time, and prepared. This includes completing any readings, viewing assignments or tasks in advance of class as requested.
- Listens to others and contributes thoughtfully to discussions;
- Models respectful dialogue and openness to learn, monitors, self-assesses and reformulates one's prior beliefs and understandings in light of new information;
- Monitors and addresses their wellness, practices self-care, and seeks appropriate support when necessary.

## Ontario Curriculum & Supplementary Resources:



**Curriculum & Resources**

[dcp.edu.gov.on.ca/en](http://dcp.edu.gov.on.ca/en)

## Campus Services & Resources:



**Health and Wellness**

[uwo.ca/health](http://uwo.ca/health)



**Peer Support**

[westernusc.ca](http://westernusc.ca)



**Learning Skills**

[uwo.ca/sdc/learning](http://uwo.ca/sdc/learning)



**Indigenous Services**

[Indigenous.uwo.ca](http://Indigenous.uwo.ca)



**Student Accessibility Services**

[sdc/uwo.ca/ssd](http://sdc/uwo.ca/ssd)



**Writing Support**

[writing.uwo.ca](http://writing.uwo.ca)



**Financial  
Assistance**  
registrar.uwo.ca



**Not sure who to ask?**  
Contact the Teacher Education Office at [eduwo@uwo.ca](mailto:eduwo@uwo.ca)