

## EDUC 5437QS

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

#### Instructor:

Jennifer Hunter

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Office Hours: by appointment

#### Schedule:

**Section 001 (Term 1):** Monday  
4:30PM-7:30PM,  
Room: 2036

**Section 002 (Term 1):** Thursday  
4:30PM-7:30PM,  
Room: 2035

**Section 001 (Term 2):** Monday  
4:30PM-7:30PM,  
Room: 2036

#### Program Context:

This is taken by Teacher Candidates during **Year 2, Term 1 or Term 2** of the Bachelor of Education.

#### BACHELOR OF EDUCATION

Program Overview - Class of 2022



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## Syllabus Report

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

**Course Description:** 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.

Extensions to course assignments must be made to the instructor, prior to the due date.

**Course Credits:** 0.25

**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	Description
		TCs will either choose from these Readings or some will be read in class:
		Spear-Swerling, L. (2018) Structured Literacy and Typical Literacy Practices: Understanding Differences To Create Instructional Opportunities. TEACHING Exceptional Children, Vol. 51, No. 3, pp. 201–211.
Reading	Week 1 Materials & Readings	Additional Readings and Resources: <a href="https://www.readingrockets.org/article/structured-literacy-instruction-basics">https://www.readingrockets.org/article/structured-literacy-instruction-basics</a>  <a href="http://www.ohrc.on.ca/en/right-read-public-inquiry-on-reading-disabilities">http://www.ohrc.on.ca/en/right-read-public-inquiry-on-reading-disabilities</a>  <a href="https://www.jollyphonicsathome.com/what_is_jp">https://www.jollyphonicsathome.com/what_is_jp</a>  <a href="https://www.readingrockets.org/teaching/reading-basics/phonemic">https://www.readingrockets.org/teaching/reading-basics/phonemic</a>

## Week 2: Connecting Reading and Writing, Key Skills: Sound-Symbol Correspondence, Decoding

Assessment with DIBELS

Graphemes, Phonemes and Morphemes

Phonics Approaches

Decoding: Basic and Advanced

Sound boxes

Word Building (Encoding)

### Learning Activities

Type	Name	Description
		TCs will either choose from these Readings or some will be read in class:
		Kaye, E. and Mary K. Lose. (2019). As Easy as ABC? Teaching and Learning About Letters in Early Literacy. <i>The Reading Teacher</i> Vol. 72 No. 5 pp. 599–610
		Manyak, P. (2018). Morphological Analysis Instruction in the Elementary Grades: Which Morphemes to Teach and How to Teach Them. <i>The Reading Teacher</i> Vol. 72 No. 3 pp. 289–300.
		Using Sound Boxes Systematically to Develop Phonemic Awareness by Patricia A. McCarthy in <i>The Reading Teacher</i> , Vol. 62, No. 4 (Dec.,2008 - Jan., 2009), pp.346-349.
		Additional Readings and Resources: DIBELS <a href="https://dibels.uoregon.edu">https://dibels.uoregon.edu</a>
Reading	Week 2 Materials & Readings	Nifty Thrifty Fifty by Dorothy Cunningham and Patricia Hall <a href="https://faculty.sites.wfu.edu/pat-cunningham/wp-content/uploads/sites/51/2017/12/NiftyThriftyFifty.pdf">https://faculty.sites.wfu.edu/pat-cunningham/wp-content/uploads/sites/51/2017/12/NiftyThriftyFifty.pdf</a>
		Making Words by Dorothy Cunningham and Patricia Hall <a href="https://www.pearson.com/us/higher-education/series/Making-Words-Series/2282163.html">https://www.pearson.com/us/higher-education/series/Making-Words-Series/2282163.html</a>
		Vidal-McLoed, H. and Kristina Smith. (2021). <i>Teach Reading with Ortho-Gillingham</i> . Ulysees Press. Berkley CA
		McGuiness, C. (1999) <i>Reading Reflex: The Foolproof Phono_Graphix Method for Teaching your Child to Read</i> .
		<a href="https://www.soundreadingsystem.co.uk/wp-content/themes/enfold/pdf/Diane-McGuinness-intro-SRS-1.pdf">https://www.soundreadingsystem.co.uk/wp-content/themes/enfold/pdf/Diane-McGuinness-intro-SRS-1.pdf</a>

## 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	Description
		TCs will either choose from these Readings or some will be read in class:
		Fountas, I., and G. Pinnell. (2006) <i>Teaching for Comprehension and Fluency</i> . Chapter 30: Expanding Vocabulary Across Instructional Contexts. pp. 524- 543.
Reading	Week 3 Materials & Readings	Heinemann. Portsmouth: New Hampshire. Fountas, I. and Pinnell, G. (2009). <i>When Readers Struggle: Teaching that Works</i> . Chapter 16: Teaching for Fluency in Processing Texts. pp. 372-396. Portsmouth: New Hampshire.
		Additional Resources: Leveled Literacy Intervention (LLI) <a href="https://www.fountasandpinnell.com/lli/">https://www.fountasandpinnell.com/lli/</a>

## 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 / Lock-Cover Write Check

### Learning Activities

Type	Name	Description
		TCs will either choose from these Readings or some will be read in class:
		Improving Sentence Writing Ability Through Sentence Combining Practice (2007) by Saddle, B., & Preschern, J. in Teaching Exceptional Children, 30(3), pp.6-11.
Reading	Week 4 Materials & Readings	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
		Additional Resources: Handwriting Without Tears <a href="https://www.lwtears.com/">https://www.lwtears.com/</a>

## Week 5: Writing Key Skill: Composition

Self-Regulated Strategy Development

Key Skills Review and Preparation for Case Study Assignment

### Learning Activities

Type	Name	Description
Reading	Week 5 Materials & Readings	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

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

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
		TCs will either choose from these Readings or some will be read in class:
Reading	Week 6 Materials & Readings	Foundations for Literacy: An Evidence-Based 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>

## Assessment Activities

Type	Name	Description
Assignment	Due Wk 6: Case Study	This assignment is designed to provide you with the opportunity to synthesize and demonstrate your understandings of the course content, readings, in class and online activities and other related teaching experiences.
		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.
		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.
Assignment	Ongoing (Wk 1-5): Online Activities	The Case Study Assignment will be completed in class during the final class, Week 6.
		Assessment details and Evaluation criteria will be shared in class.
		To demonstrate your understandings of the readings, course content, connections from theory to practice and to reflect on your learning, students will be engaged in weekly small group discussions and activities which will involve problem-solving, critical reflection and practical application of weekly readings and topics.
Practice	Professional Development Opportunities	These activities will be shared with your peers.
		Details regarding these activities and their assessment will be provided in class.
		For teacher candidates who are interested in further development of their learning in the course, opportunities will be available for Alternative Field Placements where students can apply and practice their knowledge with struggling readers and writers, utilizing the strategies and resources outlined in the course. Details will be posted on the course site for those interested in pursuing.

## This course meets the following Course Outcomes:

**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 policies 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 online) 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.

## Support 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](http://registrar.uwo.ca)



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