EDUC 5437QS
Supporting Primary & Junior Learners who Struggle with Reading & Writing

Instructor:
Jennifer Hunter
E: jhunte24@uwo.ca
Office Hours: by appointment

Schedule:

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

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

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

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

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<th>Type</th>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>Reading</td>
<td>Week 1 Materials &amp; Readings</td>
<td>TCs will either choose from these Readings or some will be read in class:</td>
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<tr>
<td></td>
<td></td>
<td>Additional Readings and Resources:</td>
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<td></td>
<td></td>
<td><a href="https://www.readingrockets.org/article/structured-literacy-instruction-basics">https://www.readingrockets.org/article/structured-literacy-instruction-basics</a></td>
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<td><a href="https://www.jollyphonicsathome.com/what_is_jp">https://www.jollyphonicsathome.com/what_is_jp</a></td>
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<td><a href="https://www.readingrockets.org/teaching/reading-basics/phonemic">https://www.readingrockets.org/teaching/reading-basics/phonemic</a></td>
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**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**

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TCs will either choose from these Readings or some will be read in class:


**Additional Readings and Resources:**
- DIBELS https://dibels.uoregon.edu

**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**

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TCs will either choose from these Readings or some will be read 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 / Lock-Cover Write Check

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<tr>
<td>Reading</td>
<td>Week 4</td>
<td>TCs will either choose from these Readings or some will be read in class:</td>
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<tr>
<td></td>
<td>Readings</td>
<td>Improving Sentence Writing Ability Through Sentence Combining Practice (2007)</td>
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<td></td>
<td>Additional Resources:</td>
<td>Handwriting Without Tears <a href="https://www.lwtears.com/">https://www.lwtears.com/</a></td>
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Week 5: Writing Key Skill: Composition

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

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<tr>
<td>Reading</td>
<td>Week 5</td>
<td>TCs will either choose from these Readings or some will be read in class:</td>
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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.

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<td>Reading</td>
<td>Week 6</td>
<td>TCs will either choose from these Readings or some will be read in class:</td>
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### Assessment Activities

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<tr>
<td>Assignment</td>
<td>Due Wk 6: Case Study</td>
<td>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. The Case Study Assignment will be completed in class during the final class, Week 6.</td>
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Assignment | Ongoing (Wk 1-5): Online Activities        | 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. These activities will be shared with your peers. Details regarding these activities and their assessment will be provided in class. |

Practice | Professional Development Opportunities    | 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. |

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### 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 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

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
- Peer Support: westernusc.ca
- Learning Skills: uwo.ca/sdc/learning
- Indigenous Services: Indigenous.uwo.ca
- Student Accessibility Services: sdc/uwo.ca/ssd
- Writing Support: writing.uwo.ca
- Financial Assistance: registrar.uwo.ca
- Not sure who to ask? Contact the Teacher Education Office at eduwo@uwo.ca