



Professional Development Institute

Flex Course Syllabus

Reading and Writing Strategies for Students with Special Needs (K-5)

PDI Course Number: 134T02

ACE Course Number: LE5740

UCSD Course Number: EDUC42383

If you would like information about receiving credit for completing this course, [please click here](#).

Course Timeline

Participants have one year to complete the course. Participants must spend a minimum of three weeks in this course.

Course Description

As more and more students with special needs find their way into inclusive classrooms, do you find yourself stretching to accommodate their diverse learning needs? This online course is specifically designed to address the myriad literacy needs of students with learning disabilities who are present in general education K-5 classrooms. The course begins by introducing teachers to the science of reading so that they can understand why so many students with learning disabilities tend to struggle with reading and writing. From there, an overview of the MTSS framework is provided to help teachers understand the process of moving struggling students through the various literacy interventions throughout the tiers. Teachers will take a deep dive into all the foundational components of literacy as they explore numerous strategies and interventions to help students with special needs succeed and exceed in the areas of phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing. Throughout this course, teachers will learn how to use developmentally-appropriate activities, lessons, and interventions to help students with learning disabilities increase their literacy skills, often using a multi-sensory approach. By the end of this course, teachers will feel more confident and successful in their quest to embed best literacy practices into their K-5 classrooms so that the needs of all students can be met.

Educational Outcomes

1. Teachers will be introduced to the science of reading, and they will explore how it relates to the elements of an effective “Big Five” reading lesson.
2. Teachers will learn the various stages of writing development (emergent, early, and fluent).
3. Teachers will understand the reasons why students struggle with reading and writing, including such things as the underdevelopment of the “Big Five,” a lack of background knowledge, oral language deficits, working memory deficits, and poor executive functions, and they will learn a variety of strategies to offset these deficits.
4. Teachers will explore how a multi-tiered system of supports (MTSS) framework can be used to help struggling students perform better in terms of reading and writing.
5. Teachers will explore phonemic awareness in detail, and they will understand how a lack of knowledge in this area can lead to reading and writing disabilities.
6. Teachers will learn a variety of strategies that can be used to help struggling students become more proficient with their phonemic awareness skills.
7. Teachers will understand the influence that fluency has on reading and writing.
8. Teachers will be introduced to the six elements of reading fluency (pausing, phrasing, stress, intonation, rate, integration), and they will learn how a lack in any one area can affect students’ fluency skills.
9. Teachers will learn a variety of strategies that can be used to help struggling students become more proficient with their fluency skills.
10. Teachers will understand how the different types of vocabulary (listening, speaking, reading, writing) and the three tiers of words influence comprehension, and how a lack in any one area can cause reading and writing disabilities.
11. Teachers will be introduced to dyslexia, a very common reading disability, and they will learn some general strategies for addressing same.
12. Teachers will take a deep dive into decoding, and they will learn how these deficits affect students with reading disabilities, including dyslexia.
13. Teachers will explore several strategies to help struggling students become more proficient with their decoding skills.
14. Teachers will be introduced to the six types of syllables (closed, open, magic-e, vowel teams, r-controlled, and consonant +le), and they will learn a specific syllabication strategy for helping students with reading disabilities become more proficient readers.
15. Teachers will explore several strategies to help struggling students become more proficient with their syllabication skills.
16. Teachers will explore the skills needed to successfully encode language, and they will learn how deficits in this area can impact students with reading and writing disabilities, including dysgraphia.
17. Teachers will understand how working memory deficits affect students’ writing skills, and they will explore several strategies to help them more easily teach encoding to their students.
18. Teachers will learn specific strategies to strengthen students’ oral language skills as a means to expand their writing skills.

19. Teachers will explore a variety of strategies to expand students' writing skills from the sentence level to multi paragraphs.
20. Teachers will learn specific strategies to help struggling students expand their writing, broken down by the three initial stages of writing development — emergent, early, and fluent.
21. Teachers will explore the steps involved in breaking down a question into smaller steps so that it can be answered as an extended written response.
22. Teachers will learn how explicitly model all the steps involved in the research process so that students better understand it.
23. Teachers will learn how to break expository text into a simpler color-coded structure, which makes it easier for students with special needs to comprehend and work with.
24. Teachers will learn the basic structure for opinion writing, including how to color code it to make it easier for their students with special needs to comprehend and work with.
25. Teachers will learn how to incorporate graphic organizers, rubrics, and checklists into the opinion writing process so that it becomes easier for students with special needs to understand and work with.
26. Teachers will learn the difference between developmentally appropriate and age-appropriate activities.
27. Teachers will learn several general reading intervention strategies such as incorporating instructional read-alouds into daily practice and using a technique known as Partner Reading - Paragraph Shrinking, among others.
28. Teachers will understand what multi-sensory instruction is, and they will learn a variety of classroom strategies to incorporate this best practice into all aspects of foundational literacy.

Instructional Media

- Online Discussions
- Online Engagement
- Online Collaboration
- Instructor Feedback
- Instructor Interaction
- Online Resources and Websites
- Supplemental Instructional Materials
- Printable Classroom Resources

Evaluation

- Test #1 (5% of final grade)
- Test #2 (5% of final grade)
- Test #3 (5% of final grade)
- Test #4 (5% of final grade)
- Test #5 (5% of final grade)
- Autobiography and Goals for the Course (10% of final grade)
- Article/Video Reflection (15% of final grade)

- Course Collaboration/Share Ideas with the Class (10% of final grade)
- Cumulative Assignment/Project: Respond to Three Classroom Literacy Scenarios (20% of final grade)
- Culminating Practicum (20% of final grade)

Topical Outline

Unit One

- The Science Behind Reading and Writing
- Why Students Struggle
- A Multi-Tiered System of Supports
- **Assignment #1**
Write an autobiography including information about yourself, your grade level and what you specifically hope to learn about helping students with special needs become better readers and writers so that they can succeed in an inclusive K-5 classroom. Your autobiography should be a minimum of three paragraphs.
- **Test #1**

Unit Two

- Phonemic Awareness
- The Influence of Fluency on Reading and Writing
- Vocabulary: The Key to Unlocking Comprehension
- **Assignment #2**
As an educator, it is important to be aware of the research, studies, and professional work done in the field. In the course, you will find an article and video that are relevant to the specific course content. Read the article and then write an essay with your thoughts.
- **Test #2**

Unit Three

- Diving Deep into Decoding
- Syllables
- Encoding
- **Assignment #3**
Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to helping students with special needs become better readers and writers so that they can succeed in an inclusive K-5 classroom. The tip, strategy, or idea that you share needs to make a difference to other teachers in their own classrooms. Your assignment should be a minimum of three paragraphs and detailed enough for another teacher to follow easily. This is a great opportunity to share and collaborate with other teachers at your grade level around the country. Take time to review and respond to

other postings that are relevant to your classroom population in order to gain effective ideas to use immediately in your classroom.

- **Test #3**

Unit Four

- The Reading-Writing Connection
- Expanding Students' Writing Skills
- Extended Written Response
- **Test #4**

Unit Five

- Expository Text with Research
- Expository Text without Research
- Opinion Writing
- **Test #5**

Unit Six

- Using Developmentally Appropriate Activities
- Reading Interventions for Struggling Students
- An Overview of Multi-Sensory Instruction
- **Assignment #4**

Review the classroom literacy scenarios and respond to three of them. Applying what you have learned from this course, what can the teacher do in each of these fictitious scenarios to scaffold his/her literacy instruction so that each student's individual needs can be best met? Each response should consist of a minimum of two paragraphs with the first paragraph clearly stating where the difficulty lies (e.g., phonemic awareness, phonics, fluency, vocabulary, comprehension, and/or writing). The second paragraph should explore at least one specific strategy or intervention that can be used to address the fictitious student's literacy deficit. The second paragraph should also discuss how the chosen strategy/intervention is expected to benefit the learning outcome for the given learner. One of the responses needs to include a multi-sensory approach as well. The strategies and interventions you choose must be different from one another, meaning that you cannot use a particular literacy strategy more than once within each of your three paragraphs. When you are finished with this assignment, you will have written a total of six paragraphs.

- **Assignment #5**

The culminating practicum is a three-step process. (1) In the first assignment, you were asked what goals you had and what you hoped to learn from the course. Think back to your original goals for this course. Write a minimum two-paragraph reflection specifically describing how what you learned can be used to help you reach those goal(s). (2) Next, write a minimum three-paragraph plan that specifically describes the ways in which you intend to implement a particular strategy you learned in this course into your own teaching situation. (3) Last, write a minimum two-paragraph reflection

describing a student you have or have had in the past. Then, discuss how the strategies you learned in this course will specifically benefit that student as you put your plan into action.

Bibliography

Adams, M. J., Foorman, B. R., Lundberg, I., & Beeler, T. (1998). *Phonemic Awareness in Young Children: A Classroom Curriculum*. Baltimore, MD: Paul. H. Brookes Publishing Co.

Allington, R. L. (1998). *Teaching Struggling Readers: Articles from The Reading Teacher*. (5th ed.). Newark, DE: International Reading Association.

Allington, R. L. (2001). *What really matters for struggling readers? Designing research-based programs*. New York, NY: Longman.

American Psychiatric Association. (APA, 2022). "What is Specific Learning Disorder?" Retrieved 17 Oct. 2022 from <https://psychiatry.org/patients-families/specific-learning-disorder/what-is-specific-learning-disorder#:~:text=An%20estimated%2080%25%20of%20those,affecting%2020%25%20of%20the%20population.&text=Dyslexia%20affects%20male%20and%20females%20equally>.

Amorsen, A. & Miller, M. G. (2017). "Children's Oral Language Development and Early Literacy Practices." In *Educating Young Children: Learning and Teaching in the Early Childhood Years*, 23(1), pp. 24-27.

Atkinson, R. C. & Shiffrin, R. M. (1968). "Human memory: A Proposed System and its Control Processes." In Spence, K.W. and Spence, J.T. (Eds.) *The Psychology of Learning and Motivation*, Vol. 2, pp. 89-195. New York, NY: Academic Press.

Bafile, C. (2005). "Reader's Theater: Giving Students a Reason to Read Aloud." In *Reading Rockets*. Retrieved 18 Oct. 2022 from <https://www.readingrockets.org/article/reader-s-theater-giving-students-reason-read-aloud>

Bailey, E. (2017). "Tips for Teaching Vocabulary to Students with Dyslexia." Retrieved 11 Aug. 2022 from <https://www.thoughtco.com/teaching-vocabulary-to-students-with-dyslexia-3111207>

Banister, S., Reinhart, R. V., & Ross, C. (2010). "Meaningful Media Production: Creating Virtual Field Trips in Washington D.C." In *Journal of Educational Multimedia and Hypermedia*, 19(4), pp. 379-397.

Barnum, M. (2021). "The pandemic's toll: National test scores show progress slowed, gaps widen." Retrieved 22 July 2022 from <https://www.chalkbeat.org/2021/7/28/22596904/pandemic-covid-school-learning-loss-nwea-mckinsey>

Bear, D., Invernizzi, M., Templeton, S., & Johnston, F. (2008). *Words Their Way: Word Study For Phonics, Vocabulary, and Spelling Instruction*. 4th ed. Upper Saddle River, NJ: Prentice Hall.

Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. New York: Guilford Press.

Beck, I., McKeown, M., & Kucan, L. (2020). "Choosing Words to Teach." Retrieved 10 Aug. 2022 from <https://www.readingrockets.org/article/choosing-words-teach>

Bengel, J. (2018). "The 6 Characteristics of Fluency." Retrieved 11 June 2022 from <https://www.outofthisworldliteracy.com/the-6-characteristics/>

Betgevergiz, L. (2020). "The Importance of Orthographic Mapping." In *The Institute for Multisensory Education*. Retrieved 24 Aug. 2022 from <https://journal.imse.com/the-importance-of-orthographic-mapping/>

Biemiller, A. (2005). "Vocabulary development and instruction: A prerequisite for school learning." In D. Dickinson & S. Neuman (Eds.), *Handbook of Early Literacy Research* (Vol. 2)., New York, NY: Guilford Press.

Blachman, B. A. (1995, March). *Identifying the core linguistic deficits and the critical conditions for early intervention with children with reading disabilities*. Paper presented at the annual meeting of the Learning Disabilities Association of America, Orlando, FL.

Blevins, W. (2017). *A Fresh Look at Phonics: Common Causes of Failure and 7 Ingredients for Success*. Thousand Oaks, CA: Corwin.

Bolger, D. J. (2007). *The Development of Orthographic Knowledge: A Cognitive Neuroscience Investigation of Reading Skill* [Doctoral dissertation, University of Pittsburgh]. Available at: http://d-scholarship.pitt.edu/10342/1/Bolger_Donald_Dissertation_2007c.pdf

Bottari, M. (2020). "Transitioning from Word Walls to Sound Walls." Retrieved 17 June 2022 from <https://www.readingrockets.org/article/transitioning-word-walls-sound-walls>

Brace, E. (n.d.). "Encoding, Decoding and Understanding (Print) Language." Retrieved 30 Aug. 2022 from <https://www.theliteracybug.com/encoding-decoding-and-understanding>

Brooks, C. (2021). "Decoding Disparity." Retrieved 25 Aug. 2022 from <https://www.uoflnews.com/magazine/decoding-disparity/>

Brown, M. (1986). *Arthur's Eyes*. New York, NY: Little, Brown, and Company.

Brynildssen, S. (2000). "Vocabulary's Influence on Successful Writing." Retrieved 11 Aug. 2022 from <https://www.ericdigests.org/2001-3/influence.htm>

Burkins, J. & Yates, K. (2021). *Shifting the Balance: 6 Ways to Bring the Science of Reading into the Balanced Literacy Classroom*. Portland, ME: Stenhouse Publishers.

California Department of Education. (2021). "Definition of MTSS." Retrieved 01 Aug. 2022 from <https://www.cde.ca.gov/ci/cr/ri/mtsscompri2.asp>

Campos, M. (2022). "7 Effective Strategies to Build Writing Fluency." Retrieved 08 Sept. 2022 from <https://englishpost.org/strategies-build-writing-fluency/#:~:text=Writing%20Fluency%20refers%20to%20a,word%20patterns%2C%20vocabulary%20and%20content>.

Carreker, S. (2021). "Trust the Science of Reading to Inform Instruction." Retrieved 07 June 2022 from https://www.lexialearning.com/user_area/content_media/raw/trust-science-reading-inform-instruction.pdf

Cassady, J. C., Kozlowski, A. & Kornmann, M. (2008). "Electronic Field Trips as Interactive Learning Events: Promoting Student Learning at a Distance." In *Journal of Interactive Learning Research*, 19(3), pp. 439-454.

Chall, J. S. (1996). *Stages of Reading Development (2nd ed.)*. Fort Worth, TX: Harcourt Brace Jovanovic College Publishers.

Chalnick, J. (2015). "The 5 Ways Sign Language Helps Improve Language Skills." [Blog post]. In *Gemm Learning*. Retrieved 18 Oct. 2022 from <https://www.gemmlearning.com/blog/learning-issues/top-5-ways-sign-language-helps-improve-language-skills/#:~:text=A%20great%20way%20to%20work, reap%20the%20benefits%20of%20this>.

Chatterjee, R. (2022). "Kids are back in school — and struggling with mental health issues." Retrieved 01 Aug. 2022 from <https://www.npr.org/sections/health-shots/2022/01/07/1070969456/kids-are-back-in-school-and-struggling-with-mental-health-issues>

Classful. (2022). "Reading Fluency (Why is it important?)" Retrieved 13 June 2022 from <https://classful.com/reading-fluency-why-is-it-important/>

Cox, J. (2020). "What is a Graphic Organizer and How to Use It Effectively." *TeachHub*. Retrieved 03 Oct. 2022 from <https://www.teachhub.com/classroom-management/2020/09/what-is-a-graphic-organizer-and-how-to-use-it-effectively/>

Craik, F. I. M. & Lockhart, R. S. (1972). "Levels of Processing: A Framework for Memory Research." In *Journal of Verbal Learning and Verbal Behavior*, 11, pp. 671-84. Available at: http://wixtedlab.ucsd.edu/publications/Psych%20218/Craik_Lockhart_1972.pdf

Cunningham, P. M. & Cunningham, J. W. (1992). "Making Words: Enhancing the Invented Spelling-Decoding Connection." In *The Reading Teacher*, 46(2), pp. 106-115.

Daniels, M. (2000). *Dancing with Words: Signing for Hearing Children's Literacy*. Westport, CT: Praeger Publishers.

Daniels, M. (2009). "The Effect of Sign Language on Hearing Children's Language Development." In *Communication Education*, (43), 4, pp. 291-298.

Davis, J. (2018). "Helping students with learning disabilities tackle the tough words." Retrieved 26 Aug. 2022 from <https://ed.unc.edu/2018/10/15/helping-students-with-learning-disabilities-tackle-the-tough-words/>

Denton, C. A. (n.d.). "Classroom Reading Instruction That Supports Struggling Readers: Key Components for Effective Teaching." Retrieved 26 July 2022 from <http://www.rtinet.org/essential/tieredinstruction/tier1/effectiveteaching>

DiGuilio, A. (n.d.). "Teaching the Lips the Fish Strategy." Retrieved 25 Aug. 2022 from <https://guidedreaders.com/guided-reading/teaching-the-lips-the-fish-strategy-to-emergent-readers/>

Donovan, M. (2021). "Improve Your Writing with Poetry." *Writing Forward*. [Blog post]. Retrieved 08 Sept. 2022 from <https://www.writingforward.com/better-writing/improve-your-writing-with-poetry#:~:text=Writing%20is%20about%20connecting%20with,writers%20are%20impatient%20with%20poetry.>

Drummond, K. (n.d.). "About Reading Disabilities, Learning Disabilities, and Reading Difficulties." In *Reading Rockets*. Retrieved 17 Oct. 2022 from <https://www.readingrockets.org/article/about-reading-disabilities-learning-disabilities-and-reading-difficulties>

Dymock, S. (2005). "Teaching Expository Text Structure Awareness." In *The Reading Teacher*, 59(2), pgs. 177-182.

Ehri, L. C. (1995). "Stages of development in learning to read words by sight." In *Journal of Research in Reading*, 18(2), pp. 116-125.

Elish-Piper, L. (2010). "Parent Involvement in Reading." In *Illinois Reading Council Journal*, 38(2), pp. 1-2. Available at: <https://www.npd117.net/cms/lib/IL01001910/Centricity/Domain/257/Assets/parent%20involvement%20in%20reading.pdf>

Elley, W. B. (1989). "Vocabulary Acquisition from Listening to Stories." In *Reading Research Quarterly*, 24(2), pp. 174-187.

Elwer, A., Keenan, J. M., Olson, R. K., Byrne, B., & Samuelsson, S. (2013). "Longitudinal stability and predictors of poor oral comprehenders and poor decoders." In *Journal of Experimental Child Psychology*, 115(3), pp. 497-516.

Evans, K. (2022). "Wordle for Phonics Instruction in 6th Grade." [Blog post]. In *Teach Better*. Retrieved 18 Oct. 2022 from <https://www.teachbetter.com/blog/wordle-for-phonics-instruction-in-6th-grade/#:~:text=Playing%20Wordle%20as%20bell%20work,the%20growth%20they're%20making.>

Fani, T. & F. Ghaemi (2011). "Implications of Vygotsky's Zone of Proximal Development (ZPD) in Teacher Education: ZPTD and Self-scaffolding." In *Procedia - Social and Behavioral Sciences*, 29, pp. 1549-1554.

Graham, S., Liu, X., Aitken, A., Ng, C., Bartlett, B., Harris, K. R., & Holzapfel, J. (2017). "Effectiveness of Literacy Programs Balancing Reading and Writing Instruction: A Meta-Analysis." In *Reading Research Quarterly*, 53(3), pp. 279-304. Available for download at: <https://ila.onlinelibrary.wiley.com/doi/abs/10.1002/rrq.194>

Hall, S. (2009). "Is It a Reading Disorder or Developmental Lag?" Retrieved 16 June 2022 from <https://www.readingrockets.org/article/it-reading-disorder-or-developmental-lag#:~:text=The%20three%20key%20research%20conclusions,struggle%20throughout%20their%20school%20careers.>

Hanford, E. (2019) "At a Loss for Words: How a flawed idea is teaching millions of kids to be poor readers." Retrieved 10 June 2022 from <https://www.apmreports.org/episode/2019/08/22/whats-wrong-how-schools-teach-reading>

Harris, J. (2020). "What is MTSS? How to Explain MTSS to Almost Anyone." Retrieved 01 Aug. 2022 from <https://www.illuminateed.com/blog/2020/01/what-is-mtss-education/>

Harris, K. R. & Graham, S. (1992). "Self-Regulated Strategy Development: A Part of the Writing Process." In M. Pressley, K. R. Harris, & J. Guthrie (Eds.), *Promoting academic competence and literacy in school*. New York, NY: Academic Press.

Hastings and Prince Edward District School Board. (n.d.). "Quick Phonological Awareness Screening (QPAS)." Available at: https://www.uen.org/syc/downloads/Handout6_QPAS.pdf

Head, R. M., & Leblanc, R. (2014). "Effective Vocabulary Strategies for Students with Learning Disabilities." Retrieved 11 Aug. 2022 from <https://www.ldatschool.ca/effective-instructional-vocabulary/>

Hiebert, E. (2020). "The Core Vocabulary: The Foundation of Proficient Comprehension." In *The Reading Teacher*, 73(6), pp. 757– 768.

Honos-Webb, L. (2018). *Brain Hacks: Life-Changing Strategies to Improve Executive Functioning*. Emeryville, CA: Althea Press.

Illuminate Education. (2022). “What is MTSS? How to Explain MTSS to Almost Anyone.” Retrieved 01 June 2022 from <https://www.illuminateed.com/blog/2020/01/what-is-mtss-education/>

International Dyslexia Association. (2008) “Spelling and Dyslexia.” retrieved 22 June 2022 from <https://www.readingrockets.org/article/spelling-and-dyslexia#:~:text=The%20kind%20of%20visual%20memory,language%20that%20those%20letters%20represent.>

International Dyslexia Association. (2022). “Understanding Dysgraphia.” Retrieved 30 Aug. 2022 from <https://dyslexiaida.org/understanding-dysgraphia/>

Jenkins, J. R., Fuchs, L. S., van den Brock, P., Espin, C., & Deno, S. (2003). “Sources of Individual Differences in Reading Comprehension and Reading Fluency.” In *Journal of Educational Psychology*, 95(4), pp. 719-729.

Jenkins, J. R. & O’Connor, R. E. (2001). “Early identification and intervention in young children with reading/learning disabilities.” In R. Bradley, L. Danielson, and D. P. Hallahan (Eds.), *Identification of Learning Disabilities: Research to Practice* (pp. 99-149). New York, NY: Routledge.

Jones, R. C. (2007). “Making Sense in Social Studies.” Retrieved 28 July 2022 from <https://pdf4pro.com/amp/view/readingquest-org-making-sense-in-social-studies-7df02.html>

Joseph, L. (2002). “Best Practices in Planning Interventions for Students with Reading Problems.” In *Reading Rockets*. Retrieved 17 Oct. 2022 from <https://www.readingrockets.org/article/best-practices-planning-interventions-students-reading-problems#:~:text=The%20purpose%20of%20implementing%20interventions,in%20making%20letter%2Dsound%20associations.>

Kaushik, N. (2016). “Difference Between How and Why.” Retrieved 08 Sept. 2022 from <http://www.differencebetween.net/language/grammar-language/difference-between-how-and-why/#:~:text=%E2%80%9CHow%E2%80%9D%20and%20%E2%80%9Cwhy%E2%80%9D%20are%20both%20interrogative%20words%2C,for%20what%20purpose%20or%20reason%3F%E2%80%9D>

Kearns, D. M. & Whaley, V. M. (2018). “Helping Students with Dyslexia Read Long Words: Using Syllables and Morphemes.” Retrieved 25 Aug. 2022 from <https://education.ufl.edu/patterson/files/2020/05/KearnsWhaley2019.pdf>

Kerns, G. M. & Bryan, J. (2018). “10 Staggering Statistics About Struggling Readers and Reading Growth.” Retrieved 04 Aug. 2022 from <https://www.weareteachers.com/staggering-statistics-about-struggling-readers-and-reading-growth/>

Kilpatrick, D. A. (2015). *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties*. Hoboken, NJ: John Wiley & Sons, Inc.

Kilpatrick, D. A. (2016). *Equipped for Reading Success: A Comprehensive, Step-by-Step Program for Developing Phonemic Awareness and Fluent Word Recognition*. Syracuse, NY: Casey & Kirsch Publishers.

Knebel, C. (n.d.) "Dyslexia reading strategies for students." Retrieved 25 Aug. 2022 from <https://www.readandspell.com/us/dyslexia-reading-strategies>

Laflamme, J. G. (1997). "The Effect of Multiple Exposure Vocabulary Method and the Target Reading/Writing Strategy on Test Scores." In *Journal of Adolescent & Adult Literacy*, 40(5), pp. 372-384.

Lane, K. L., Graham, S., Harris, K. R., & Weisenbach, J. L. (2006). "Teaching Writing Strategies to Young Students Struggling with Writing and At Risk for Behavior Disorders: Self-Regulated Strategy Development." In *Teaching Exceptional Children*, 39(1), pp. 60–64.

Lange, S. M. & Thompson, B. (2006). "Early Identification and Interventions for Children at Risk for Learning Disabilities." In *International Journal of Special Education*, 21(3), pp. 108-119.

Larson, K., Russ, S. A., Kahn, R. S., & Halfon, N. (2011). "Patterns of Comorbidity, Functioning, and Service Use for US children with ADHD, 2007." In *Pediatrics*, 127(3), pp. 462–470.

Learning Disabilities Association of America. (LDAA, n.d.). "Reading Methods for Students with LD." In *Reading Rockets*. Retrieved 14 Oct. 2022 from <https://www.readingrockets.org/article/reading-methods-students-ld>

Leung, C. B. & Pikulski, J. J. (1990). "Incidental learning of word meanings by kindergarten and first grade children through repeated read aloud events." *National Reading Conference Yearbook*, 39, pp. 231-239.

Levine, M. (n.d.). "Difficulties with Writing." Retrieved 22 June 2022 from <https://www.pbs.org/wgbh/misunderstoodminds/writingdiffs.html>

Levine, M. (1998). *Developmental Variation and Learning Disorders*. (2nd ed.). Cambridge, MA: Educators Publishing Service.

Lieberman, I. Y., Shankweiler, D., & Liberman, A. M. (1989). "The alphabetic principle and learning to read." In D. Shankweiler and I.Y. Liberman (Eds.), *Phonology and reading disability: Solving the reading puzzle*. Ann Arbor, MI: University of Michigan Press.

Licht, D., Hull, M., & Ballantyne, C. (2020). *Scientific American: Psychology* (3rd ed.). New York, NY: Worth Publishers.

Logan, J. A. R., Justice, L. M., Yumus, M., & Chaparro-Moreno, L. J. (2019). “When Children Are Not Read to at Home: The Million Word Gap.” In *Journal of Developmental & Behavioral Pediatrics*, 40(5), pp. 383-386. Available at:

https://earlychildhood.ehe.osu.edu/files/2019/11/When_Children_Are_Not_Read_to_at_Home_The_Million.9.pdf

Manuel, J. (2022). “7 Effective Strategies to Build Writing Fluency.” Retrieved 04 Aug. 2022 from <https://englishpost.org/strategies-build-writing-fluency/>

Manyak, P. C., Manyak, A. M., & Kappus, E. (2021). “Lessons from a Decade of Research on Multifaceted Vocabulary Instruction.” In the *Reading Teacher*, 75(1), pp. 27– 39.

Marzano, R. J. (2010). “The Art and Science of Teaching / Summarizing to Comprehend.” Retrieved 28 July 2022 from <https://www.ascd.org/el/articles/summarizing-to-comprehend>

Massachusetts Department of Elementary and Secondary Education. (2021). “Phonological Skills Can Be an Underlying Cause of Difficulties With Fluent Word Reading.” Retrieved 08 Aug. 2022 from <https://www.doe.mass.edu/massliteracy/reading-difficulties/phonological-skills.html>

Mathes, P. G. (n.d.). “The Case for Early Intervention in Reading.” Retrieved 16 June 2022 from https://p8cdn4static.sharpschool.com/UserFiles/Servers/Server_1159852/File/case-early-intervention-in-reading.pdf

Mayer, K. (2007). “Research in Review: Emerging Knowledge about Emergent Writing.” In *Young Children*, 62(1), pp. 34-40.

McLeod, S. (2018). “Jean Piaget’s Theory of Cognitive Development” Retrieved 14 Oct. 2022 from <https://www.simplypsychology.org/piaget.html>

Melville, N. A. (2022). “Sign Language Improves Reading Skills.” Retrieved 18 Oct. 2022 from <https://consumer.healthday.com/kids-health-information-23/child-development-news-124/sign-language-improves-reading-skills-109892.html>

Mesmer, H. A. E. & Griffith, P. L. (2005). “Everybody’s Selling It — But Just What Is Explicit, Systematic Phonics Instruction?” In *The Reading Teacher*, 59(4), pp. 366-376.

Miles, K. P. (2021) “Reading Ready: A guide for educators to teach students word reading skills.” Retrieved 16 June 2022 from <https://www.readingrescue.org/reading-ready>

Miller, G. A. (1956). “The magical number seven, plus or minus two.” In *Psychological Review*, 63(2), pp. 81-97.

Miller, J. B. (2022). “The Importance of Vocabulary.” Retrieved 13 June 2022 from <https://www.jcfs.org/blog/importance-vocabulary>

Moats, L. & Tolman, C. (2009). “Why Phonological Awareness is Important for Reading and Spelling.” Retrieved 08 Aug. 2022 from <https://www.readingrockets.org/article/why-phonological-awareness-important-reading-and-spelling#:~:text=Phonological%20awareness%20is%20critical%20for,poor%20reading%20and%20spelling%20development.>

Moyer, M. W. (2022). “The COVID generation: how is the pandemic affecting kids’ brains?” Retrieved 27 July 2022 from <https://www.nature.com/articles/d41586-022-00027-4>

National Assessment of Educational Progress. (NAEP, 2019). “NAEP Report Card: Reading.” Retrieved 22 July 2022 from <https://www.nationsreportcard.gov/reading/states/achievement/?grade=4>

National Center for Education Statistics. (2019). “Adult Literacy in the United States.” Retrieved 22 July 2022 from <https://nces.ed.gov/pubs2019/2019179/index.asp>

National Center for Learning Disabilities. (NCLD, 2017). “The State of LD: Understanding the 1 in 5.” Retrieved 30 Aug. 2022 from <https://www.nclld.org/news/newsroom/the-state-of-ld-understanding-the-1-in-5/>

National Centre of Literacy and Numeracy for Adults. (2012). “Decoding for reading; Spelling (encoding) for writing.” Retrieved 22 June 2022 from <http://nclana-archive.ako.ac.nz/resources/354995.html>

National Institute on Deafness and Other Communication Disorders. (NIDCD, 2022). “Specific Language Impairment.” Retrieved 30 Aug. 2022 from [https://www.nidcd.nih.gov/health/specific-language-impairment#:~:text=children%20in%20kindergarten,-,What%20is%20specific%20language%20impairment%20\(SLI\)%3F,listening%2C%20reading%2C%20and%20writing.](https://www.nidcd.nih.gov/health/specific-language-impairment#:~:text=children%20in%20kindergarten,-,What%20is%20specific%20language%20impairment%20(SLI)%3F,listening%2C%20reading%2C%20and%20writing.)

National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Washington, D.C.: National Institute of Child Health and Human Development. Available at: <https://www.nichd.nih.gov/sites/default/files/publications/pubs/nrp/Documents/report.pdf>

The Nation’s Report Card. “How Did U.S. Students Perform on the Most Recent Assessments?” Available at: <https://www.nationsreportcard.gov/>

Nelson, K. (2016). “Cracking the Code: 9 Hands-On Strategies for Improving Decoding Skills.” Retrieved 25 Aug. 2022 from <https://www.weareteachers.com/cracking-the-code-9-hands-on-strategies-for-improving-decoding-skills/>

Nelson-Herber, J. (1986). “Expanding and Refining Vocabulary in Content Areas.” In *Journal of Reading*, 29(7), pp. 626-633.

Nieparent, F. (202). "What is Reading Fluency? And Why is it Important?" Retrieved 09 June 2022 from <https://mylearningspringboard.com/what-is-reading-fluency-and-why-is-it-important/>

Northwest Evaluation Association. (NWEA, 2021). "Learning during COVID-19: Reading and math achievement in the 2020-2021 school year." Retrieved 22 July 2022 from <https://www.nwea.org/content/uploads/2021/07/Learning-during-COVID-19-Reading-and-math-achievement-in-the-2020-2021-school-year.research-brief-1.pdf>

NSW Government. (2022) "Vocabulary." Retrieved 13 June 2022 from <https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/effective-reading-in-the-early-years-of-school/vocabulary>

O'Conner, R. E. (2018). "Reading Fluency and Students With Reading Disabilities: How Fast Is Fast Enough to Promote Reading Comprehension." In *Journal of Learning Disabilities*, 51(2), pp. 124-136. Available at: <https://files.eric.ed.gov/fulltext/EJ1167383.pdf>

Olive, T. (2004). "Working memory in writing: Empirical evidence from the dual task technique." In *European Psychologist* 9, pp. 32-42.

Orpi, D. (2020) "How to Switch to and Use a Sound Wall in the Classroom." Retrieved 17 June 2022 from <https://thriveedservices.com/sound-wall/>

Osewalt, G. (n.d.). "15 phonics rules for reading and spelling." Retrieved 23 June 2022 from <https://www.understood.org/en/articles/phonics-rules-for-reading-and-spelling>

Overcoming Obstacles. (2022). "What is Overcoming Obstacles?" Retrieved 01 Aug. 2022 from <https://www.overcomingobstacles.org/curriculum>

Passanisi, J. & Peters, S. (2013). "What's So Hard About Research?" *Scientific American*. [Blog post]. Retrieved 29 Sept. 2022 from <https://blogs.scientificamerican.com/guest-blog/whats-so-hard-about-research/#:~:text=In%20reality%2C%20research%20requires%20students,for%20most%20students%20to%20hold.>

Paul, S. (2022). "Phonemic Awareness Assessment FREEBIE." Available for download at Teachers Pay Teachers: <https://www.teacherspayteachers.com/Product/Phonemic-Awareness-Assessment-FREEBIE-2457679>

PBIS Rewards. (2022). "What is MTSS?" Retrieved 01 Aug. 2022 from <https://www.pbisrewards.com/blog/what-is-mtss/>

Pikulski, J. & Templeton, S. (2004). "Teaching and Developing Vocabulary: Key to Long-Term Reading Success." Retrieved 10 Aug. 2022 from https://www.academia.edu/6098231/Teaching_and_Developing_Vocabulary_Key_to_Long_Term_Reading_Success

Pijanowski, L. (2014). "Fluency in the Primary Grades: The Six Dimensions of Fluency." Retrieved 11 June 2022 from <https://theprincipalspov.com/2014/05/01/fluency-in-the-primary-grades/>

Pinnell, G. S. & Fountas, I. C. (2009). *When Readers Struggle: Teaching That Works*. Portsmouth, NH: Heinemann.

Pondent, C. S. (2022). "Encoding vs. Decoding Strategies." Retrieved 22 June 2022 from <https://penandthepad.com/encoding-vs-decoding-strategies-12016252.html>

Powell-Smith, K. A. (2019). "Vocabulary and Oral Language: The Keys to Comprehension." Retrieved 13 June 2022 from <https://www.voyagersopris.com/blog/edview360/2019/10/22/vocabulary-and-oral-language>

Quezada, N. F. (2021). "Outcomes of a Readers' Theatre Program on Oral Reading Prosody: An Exploratory Study in Different Environments." In *International Electronic Journal of Elementary Education*, 13(5), pp. 577-588.

Reading Horizons. (2022). "The Role of Vocabulary in Reading." Retrieved 13 June 2022 from <https://www.readinghorizons.com/reading-strategies/teaching/vocabulary/vocabulary-and-reading-instruction>

Reading Rockets. (2022a) "Vocabulary." Retrieved 13 June 2022 from <https://www.readingrockets.org/helping/target/vocabulary>

Reading Rockets. (2022b) "Vocabulary." Retrieved 15 June 2022 from <https://www.readingrockets.org/teaching/reading-basics/vocabulary>

Reading Rockets. (2022c). "Phonics and Decoding." Retrieved 24 Aug. 2022 from <https://www.readingrockets.org/teaching/reading-basics/phonics>

Redford, K. (2017). "How Teachers Can Build a Word-Rich Life for Dyslexics." Retrieved 11 Aug. 2022 from <https://dyslexia.yale.edu/resources/educators/school-culture/building-a-word-rich-life-for-dyslexics/>

Reid, R. & Lienemann, T. O. (2006). "Self-Regulated Strategy Development for Written Expression with Students with Attention Deficit/Hyperactivity Disorder." In *Exceptional Children*, 73(1), pp. 53-68.

Reid Lyon, G. (n.d.). "Why Johnny Can't Decode." Retrieved 25 Aug. 2022 from <https://www.ldonline.org/ld-topics/reading-dyslexia/why-johnny-cant-decode>

Riser-Kositsky, M. (2022). "Special Education: Definition, Statistics, and Trends." In *EducationWeek*. Retrieved 17 Oct. 2022 from <https://www.edweek.org/teaching-learning/special-education-definition-statistics-and-trends/2019/12>

Robbins, C. & Ehri, L. C. (1994). "Reading Storybooks to Kindergartners Helps Them Learn New Vocabulary Words." In *Journal of Educational Psychology*, 86, pp. 54-64. Available at: <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.632.2115&rep=rep1&type=pdf>

Rosen, P. (n.d.). "What is MTSS?" Retrieved 01 Aug. 2022 from <https://www.understood.org/en/articles/mtss-what-you-need-to-know>

Roth, L. (2021) "Why Learning to Read is Difficult & How the Science of Reading Can Help." Retrieved 26 July 2022 from <https://www.mentoringminds.com/learn/blog/science-of-reading-1#:~:text=Simply%20put%2C%20learning%20to%20read,letters%20make%20in%20the%20world>

Sabatini, J., O'Reilly, T., Halderman, L, K., & Bruce, K. (2014). "Integrating scenario-based and component reading skill measures to understand the reading behavior of struggling readers." In *Learning Disabilities Research & Practice*, 29(1), pp. 36-43.

Seidenberg, M. S. & McClelland, J. L. (1989). "A distributed, developmental model of word recognition and naming." In *Psychological Review*, 96(4), pp. 523-568.

Seifert, D. (2016). "Top 5 Reasons Why Vocabulary Matters." Retrieved 13 June 2022 from <https://infercocabulary.com/top-5-reasons-why-vocabulary-matters/>

Shaywitz, S. E. (1998). "Current concepts: Dyslexia." In *The New England Journal of Medicine*, 338(5), pp. 307-312.

Simmons, E. (2002). "Visualizing Vocabulary." Retrieved 30 Aug. 2022 from <https://www.nwp.org/cs/public/print/resource/quarterly/Q2002no3/simmons.html>

Simon, G. (2020). "Encoding vs. Decoding." Retrieved 22 June 2022 from <https://journal.imse.com/encoding-vs-decoding/>

Solari, E., Hall, C., and McGinty, A. (2021). "Brick by Brick: A Series of Landmark Studies Pointing to the Importance of Early Reading Intervention." In *The Reading League Journal*, (January/February). 18-21. Available at: <https://www.thereadingleague.org/wp-content/uploads/2021/01/TRLJ-Jan-2021-Article-Sneak-Peek.pdf>

Speech & Language Development Australia. (2022) "Tiers of Vocabulary." Retrieved 13 June 2022 from <https://salda.org.au/wp-content/uploads/2019/03/SALDA-Tiers-of-vocabulary.pdf>

Spence, B. (2020). "Non-Fiction Text Features and Text Structure." Retrieved 23 Sept. 2022 from <https://thisreadingmama.com/comprehension/non-fiction/non-fiction-text-structure/>

Stanovich, K. E. (1986). "Matthew Effects in Reading: Some Consequences of Individual Differences in the Acquisition of Literacy." In *Reading Research Quarterly*, 21(4), pp. 360-407.

TeachThought. (2016). "10 Dos & Don'ts for Teaching Vocabulary In Any Content Area." Retrieved 10 Aug. 2022 from <http://www.teachthought.com/pedagogy/literacy/10-dos-and-donts-for-teaching-vocabulary-in-any-content-area/>

Templeton, S. & Morris, D. (1999). "Questions Teachers Ask About Spelling." In *Reading Research Quarterly*, 34(1), pp. 102-112.

Texas Education Agency. (2002). "The Alphabetic Principle." In *Reading Rockets*. Retrieved 30 Aug. 2022 from <https://www.readingrockets.org/article/alphabetic-principle>

ThinkImpact. (n.d.). "Literacy Statistics." Retrieved 26 July 2022 from <https://www.thinkimpact.com/literacy-statistics/>

Tindal, G., Nese, J. F. T., Stevens, J. J., & Alonzo, J. (2016). "Growth on oral reading fluency measures as a function of special education and measurement sufficiency." In *Remedial and Special Education*, 37(1), pp. 28–40.

Thomson, J. (2010). "Good Practice in interventions for teaching dyslexic learners and in teacher training in English-speaking countries." Retrieved 25 Aug. 2022 from https://impactofspecialneeds.weebly.com/uploads/3/4/1/9/3419723/teaching_dyslexic_learners.pdf

Torgesen, J. K., Alexander, A. W., Wagner, R. K., & Rashotte, C. A. (2001). "Intensive remedial instruction for children with severe reading disabilities: Immediate and long-term outcomes from two instructional approaches." In *Journal of Learning Disabilities*, 34(1), pp. 33–58.

Troia, G. A. (2004). "Phonological processing and its influence on literacy learning." In C.A. Stone, E.R. Silliman, B.J. Ehren, and K. Apel (Eds.), *Handbook of language and literacy: Development and Disorders*. New York, NY: The Guilford Press.

Tyson, K. (Dr. Kimberly's Literacy Blog, 2019). "Marzano's 6-Step Vocabulary Process." [Blog post]. Retrieved 11 Aug. 2022 from <https://www.learningunlimitedllc.com/marzanos-6-step-vocabulary-process-2/>

Uchihara, T., Webb, S., & Yanagisawa, A. (2019). "The Effects of Repetition on Incidental Vocabulary Learning: A Meta-Analysis of Correlational Studies." In *Language Learning*, 69(3), pp. 559-599.

Unsworth, N. & Spillers, G. J. (2010). "Working memory capacity: Attention control secondary memory or both? A direct test of the dual-component model." In *Journal of Memory and Language*, 62(4), pp. 392-406.

Vellutino, F., Scanlon, D., Sipay, E. R., Small, S. G., Chen, R., & Denckla, M. B. (1996). "Cognitive Profiles of Difficult-to-Remediate and Readily Remediated Poor Readers: Early Intervention as a Vehicle for Distinguishing between Cognitive and Experiential Deficits as

Basic Causes of Specific Reading Disability.” In *Journal of Educational Psychology*, 88(4), pp. 601-638.

Wanzek, J., Al Otaiba, S., & Petscher, Y. (2014). “Oral reading fluency development for children with emotional disturbance or learning disabilities.” In *Exceptional Children*, 80(2), pp. 187–204.

Washburn, E. K., Joshi, R. M. & Binks-Cantrell, E. S. (2011). “Teacher knowledge of basic language concepts and dyslexia.” In *Dyslexia: An International Journal of Research and Practice*, 17(2), pgs. 165-183.

Watson, S. M. R., Michalek, A. M. P. & Gable, R. A. (2016). “Linking Executive Functions and Written Language: Intervention for Students with Language Learning Disorders.” Retrieved 30 Aug. 2022 from <https://www.longdom.org/open-access/linking-executive-functions-and-written-language-intervention-forstudents-with-language-learning-disorders-2469-9837-1000178.pdf>

Weiser, B. (2013). “Why is vocabulary development and knowledge important for students with learning disabilities?” Retrieved 11 Aug. 2022 from <https://council-for-learning-disabilities.org/effective-vocabulary-instruction-for-kindergarten-to-12th-grade-students-experiencing-learning-disabilities/#:~:text=Students%20with%20learning%20disabilities%20often,a%20student's%20r eading%20comprehension%20skills.>

Wilson, D. & Conyers, M. (2014). “Move Your Body, Grow Your Brain.” Retrieved 28 July 2022 from <https://www.edutopia.org/blog/move-body-grow-brain-donna-wilson>

Wisconsin Department of Public Instruction (n.d.). “Early Childhood: Developmentally Appropriate Practices.” Retrieved 14 Oct. 2022 from <https://dpi.wi.gov/early-childhood/developmentally-appropriate-practices>

Wolf, M., & Bowers, P. (1999). “The double-deficit hypothesis for the developmental dyslexias.” In *Journal of Educational Psychology*, 91(3), pp. 415–438.

Woods, E. J. (2017). *Rexy the Dinosaur and a New Bike*. Scotts Valley, CA: Createspace Independent Publishing Platform.

Wright, P. W. D & Wright, P. D.(2018).”What is the Matthew Effect?” Retrieved 13 June 2022 from <https://www.wrightslaw.com/info/test.matthew.effect.htm#:~:text=In%20the%20educational%20community%2C%20%22Matthew,classmates%20who%20are%20stronger%20readers.>

Wylie, A. (Wylie Communications, n.d.). “What’s the latest U.S. literacy rate?” [Blog post]. Retrieved 26 July 2022 from https://www.wyliecomm.com/2021/08/whats-the-latest-u-s-literacy-rate/#_ftn2

Zlotnick, G. & Vansintjan, A. (2019). "Memory: An Extended Definition." In *Frontiers in Psychology, Vol. 10*, Article 2523. Available at:
<https://www.readcube.com/articles/10.3389/fpsyg.2019.02523>