



LILIE, LLC Course Information

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Title of Course (45 hours): Effective Instruction for Struggling Readers

Course Description: This course explores the research to help struggling readers in all grade levels and reviews effective strategies. Curriculum will focus on successful techniques used to promote student success in learning to decode and instructional lessons to improve students' vocabulary and comprehension.

Overall Course Objective and Expectation(s): Educators will learn ways to improve their struggling readers' decoding, vocabulary and comprehension skills.

Course Instructional Materials:

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

Instructor Consultation and Interaction:

Real time consultation and instruction is provided through the LILIE, LLC discussion boards for each course/classroom on a daily basis.

Suggested Readings (subject to change):

- The Struggling Reader: Interventions That Work by J. David Cooper, David J. Chard, and Nancy D. Kiger
- A Classroom Teacher's Guide to Struggling Readers by Curt Dudley-Marling and Patricia Paugh

Proof of Course Completion:

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits contemplated by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructors. These enrollee postings must be made four times each week in separate sessions. Enrollees will be required to submit a detailed log documenting at least 45 hours of course work, including discussion board posts, and will be required to apply information and strategies acquired from the course content to weekly classroom instruction. Attempts to falsify logs or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Week 1

Topic(s):

- Why students struggle in reading?
- Effective reading programs being implemented in schools today.

Objectives: Educators will examine research that discusses the causes of why students struggle in reading and effective reading programs that districts are using today.

Impact on Classroom Instruction: Educators will share their thoughts and ideas about the causes of why some students struggle in reading and the effectiveness of current reading programs being implemented in schools.

Learner Outcomes:

Educators will become knowledgeable about effective reading problems and why students struggle in reading based on research findings.

Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

- Educators will brainstorm about why students struggle in reading.
- Educators will select a struggling reader to observe his/her reading behaviors/attitude and areas of weakness.
- Educators will discuss effective programs that their district is currently implementing to assist struggling readers.



Week II

Topic(s): -Building phonic skills in the classroom.

Objectives: Educators will learn instructional strategies to use in the classroom to improve phonic skills through activities and helpful lessons.

Impact on Classroom Instruction:

Educators will share their thoughts and ideas about promoting phonic skills and gain valuable information from their peers

Learner Outcomes:

Educators will become knowledgeable of instructional tools for promoting phonic skills among students in their classrooms.

Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

- -Educators will share activities that they would find helpful to use after reviewing websites.
- -Educators will share an effective phonic lesson that they have used in their classroom.



Week III

Topic(s): Building comprehension skills in the classroom.

Objectives:

- Educators will learn instructional strategies to use in the classroom to improve students' comprehension skills through activities and helpful lessons.
- Educators will learn helpful tips for helping their students summarize while reading.

Impact on Classroom Instruction: Educators will share their thoughts and ideas about promoting comprehension and gain valuable information from their peers.

Learner Outcomes: Educators will become knowledgeable of instructional tools for promoting comprehension skills among students in their classrooms.

Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

- Educators will share questioning techniques for building comprehension.
- Educators will share an effective comprehension lesson that they have used in their classroom.



Week IV

Topic(s): Building vocabulary skills in the classroom.

Objectives: Educators will learn instructional strategies to use in the classroom to improve students' vocabulary skills through activities and helpful lessons.

Impact on Classroom Instruction: Educators will share their thoughts and ideas about promoting vocabulary development and gain valuable information from their peers.

Learner Outcomes: Educators will become knowledgeable of instructional tools for promoting vocabulary skills among students in their classrooms.

Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

- Educators will share an effective vocabulary lesson they have used in their classroom and have colleagues evaluate for strong points aligned with information learned in course
- Educators will share their thoughts about research found regarding vocabulary development and offer commentary on how they will adapt such research findings their instruction