

## ***T&L 2900—Early Interventions for Reading Difficulties***

### **Course at a Glance**

**Instructor/Presenter:** Michelle Kalina

**Length:** 30 Hours

**Dates:** Enroll Anytime – Complete in 4 months

**Number of Professional Development Credits:** 2, from the University of North Dakota

### **Introduction**

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Learning to read is the key to academic success for all students. However, it is one of the most difficult skills to teach and learn. In this course, teachers will learn how to anticipate and teach the most common obstacles students face in the process of becoming fluent readers. Based upon the latest research and using response to intervention (RTI) techniques as a foundation, educators will learn how to improve their student's decoding, fluency, comprehension, and writing skills for use in individual, small group and classroom instruction. Reproducible materials are provided to produce relevant, practical and accessible tools for immediate use in the classroom. Among some of the specific interventions that educators will learn include: increasing student motivation for reading and writing, increasing phonological awareness, improved techniques for learning sight and high frequency words, learning early concepts of print, increasing vocabulary and comprehension across all subject areas, and improving inferential skills using context cues and the student's world knowledge. This course is appropriate for general education and special education teachers.

This self-paced course can be started and completed at the student's own leisure **within four months from the UND course registration date.**

### **Course Objectives**

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As a result of this participation in this course, students should:

1. Understand the Interactive Strategies and Response To Intervention Approaches (RTI) to anticipate and alleviate difficulties students may have in learning to read.
2. Promote student interest and motivation in learning to read and write.
3. Improve student decoding skills through research based application of phonological awareness, letter-sound awareness, and a sound knowledge of the alphabetic code.
4. Improve word identification and high-frequency word learning for fluency and automaticity.
5. Develop interventions to increase comprehension and vocabulary development across all academic subjects.
6. Modify and implement reading intervention for individual, small group and classroom instruction.

### **Session Topics**

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The course content is provided in three parts:

Part One – Chapter Readings and Packet Assignments

Part Two – Lesson Plans/Interventions

Part Three – Summary Project

## **Course Materials**

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The required reading is found in the text listed below. The required text is:

Scanlon, D., Anderson, K., & Sweeney, J. (2010). *Early intervention for reading difficulties: The interactive strategies approach*. New York: Guilford Press. (353 Pages)

**Technical Requirements** – Any online browser should work but IE 7 or Google Chrome are recommended.

## **Assignments & Grading Percentages toward Final Grade**

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- Reading/Packet Assignments (53% of final grade)
- Lesson Plans/Interventions (40% of final grade)
- Summary Project (7% of final grade)

## **Grading**

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**This online course uses Letter Grading (A – F) or Satisfactory/Unsatisfactory (S/U). The grading option must be selected at the time of course registration.**

The course instructor will review students' answers and provide feedback generally within 24 to 48 hours.

## **Scholastic Dishonesty**

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Students enrolled in this course are expected to be aware of the seriousness of scholastic dishonesty. Unacceptable behavior such as submitting someone else's work as your own, cheating on exams, or plagiarizing can result in failure of the course or other sanctions. For a more detailed description of these policies, please refer to the UND Code of Student Life; Appendix IIIa-3, at: <http://und.edu/student-affairs/code-of-student-life/>