

Curriculum Planning Tool

Reading Module 0

Overview of Learning and Reading Disabilities

Use this Curriculum Planning Tool to assist you in planning the best use of an Online Academy module in your courses. The Planning Tool contains four pages. Page one (below) shows the module Table of Contents. Page two provides an overview of the module's contents, including the (1) goals of the module, (2) discussion questions relevant to the module, (3) the topic title of each lesson in the module, and (4) a list of the glossary words used in the module. Page three is a course integration plan form that allows you to record where the module could fit into the courses you teach. Page four contains a breakdown of all the student tasks included in the module. There is also space on page four for you to plan where each task may fit into your course plan.

Module 0 Overview of Learning and Reading Disabilities

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Content Overview

Reading Module 0: Overview of Learning and Reading Disabilities

This module examines the relationship between learning disabilities and reading disabilities. Effective instructional principles for teaching reading to individuals with learning disabilities and continuous assessment procedures are discussed. The module is appropriate for teachers of students of all ages.

Goals:

1. Describe the impact of a learning disability on the process of learning to read.
2. Provide an overview of the components involved in promoting word recognition and reading comprehension.
3. Explain why teachers need to use the critical dimensions of instruction and the principles of continuous assessment when teaching individuals with learning disabilities.
4. Explain why teaching reading to individuals with learning disabilities is a shared responsibility.
5. Describe the elements that characterize each critical dimension of instruction and provide rationales for why each is important to use when teaching reading to students with learning disabilities.
6. Give examples of how the elements of each critical dimension of instruction can be included in reading instruction.
7. Define assessment and explain why students' reading skills and abilities should be continually assessed.
8. Describe the different methods used to gain information about students' progress.
9. Describe how students' progress can inform instructional decisions.

Discussion Questions:

1. What are the challenges faced by individuals with reading and learning disabilities?
2. What are the critical dimensions of instruction for teaching reading to individuals with learning disabilities?
3. How does reading assessment inform instructional decision making?

Lesson Topics:

1. Understanding the Challenge of Reading and Learning Disabilities
2. Critical Dimensions of Instruction for Teaching Reading to Individuals with Learning Disabilities
3. Assessing Students' Reading Progress to Inform Instructional Decisions

Glossary:

Accommodation
Aphasia
Assessment
Attention deficit disorder (ADD)
Attention deficit hyperactivity disorder (ADHD)
Basal reading series
Connected instruction
Continuous assessment
Curriculum-based assessment
Decoding
Dyslexia (specific developmental dyslexia)
Elaborated feedback
Explicit instruction
Expressive language

Fluency
Formal assessment
High engagement
Implicit instruction
Informal assessment
Informative instruction.
Instructional accommodation
Intensive instruction
Intervention
Learning strategy
Occupational therapist
Off-task
Paraphrasing
Phoneme
Physical therapist

Prediction
Probe
Receptive language
Responsive instruction
Scaffolded instruction
Scaffolding
Self-questioning
Strategic
Structured instruction
Sufficient time
Summarizing A
Systematic instruction.
Word recognition

Course Integration Plan

Course Integration: Courses in which this module would be applicable:	
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Lessons	Courses in which the lessons would be applicable:
Lesson 1 Understanding the Challenge of Reading and Learning Disabilities	
Lesson 2 Critical Dimensions of Instruction for Teaching Reading to Individuals with Learning Disabilities	
Lesson 3 Assessing Students' Reading Progress to Inform Instructional Decisions	

Notes:

Students' Tasks

The following is a comprehensive list of every task that students are asked to complete in this module. Use this task breakdown sheet to designate where each task best fits into your course(s).

Support Level Assessment	
Support Level Directed Questions	
Lesson 1 Assessment	
Lesson 1 Activity	
Lesson 1 Directed Questions	
Lesson 2 Assessment	
Lesson 2 Activity	
Lesson 2 Directed Questions	
Lesson 3 Assessment	
Lesson 3 Activity	
Lesson 3 Directed Questions	
Practice 1	

A Curriculum Planning Tool is available for each of the 22 modules produced by the Online Academy. The modules cover three content areas: Positive Behavioral Supports, Reading, and Technology in Education. All the Curriculum Planning Tools are available online at onlineacademy.org. Instructors are free to access the tools and print multiple copies.