

Supporting Readers Who Struggle

Supporting Readers Who Struggle focuses on areas such as targeted foundational skills instruction, motivation and engagement, differentiated reading interventions, and increasing working memory and sustained attention. The resources provide practical, evidence-based strategies to help educators tailor their instruction to meet the needs of all their readers and, in the process, they challenge the notion of what it means to be a “struggling reader.”

About the Curators

Stefanie B. Copp ([@StefanieCopp](#)) is an assistant professor and director of the Master of Education in Reading program at the University of Lynchburg in Virginia, where she holds the Elizabeth M. Forsyth professorship. She has prior experience as an elementary school teacher and reading specialist. Her research interests include language and literacy practices in the early childhood setting and ways to promote reflective practice in teacher education. *Stephanie B. Copp curated resources for readers ages 5–11.*

George G. Hruby is associate research professor of literacy education at the University of Kentucky's College of Education and executive director of the Collaborative Center for Literacy Development, a consortium of the literacy faculty at Kentucky's eight state universities, providing statewide professional development for improved literacy instruction in early childhood through adulthood. His analyses of reading comprehension, educational neuroscience, and critical naturalism have been published in venues such as *Reading Research Quarterly*, *British Journal of Educational Psychology*, *Review of Research on Education*, *Journal of Adolescent & Adult Literacy*, *Kappan*, and elsewhere, as well as in edited volumes such as *Handbook of Research on the Teaching of the English Language Arts*, *Handbook of Research on Reading Comprehension*, *Theoretical Models and Processes of Reading/Literacy*, and others. He is an executive editor for *Cognition & Instruction* and serves on several editorial review boards. *George G. Hruby curated resources for readers ages 12+ with the following team:*

Leslie David Burns ([@DrLeslieDBurns](#)) is an associate professor of literacy and the program chair of English Education at the University of Kentucky in Lexington. Burns's scholarship focuses on adolescent literacy, learner engagement, teaching for equity and social justice, and education policy. He has published widely in journals including *Harvard Educational Review*, *Teachers College Record*, *Journal of Adolescent & Adult Literacy*, *Research in the Teaching of English*, *Language Arts*, *English Journal*, and more. He is a Fry Award-winning coauthor of the book *Empowering Struggling Readers*, and coeditor of the *Social Justice Across Contexts in Education* book series for Peter Lang International.

Jasmin H. Perry earned bachelor's and master's degrees in secondary English education from the University of Kentucky. After teaching high school English for three years, she enrolled in the University of Kentucky again, where she is currently pursuing a doctorate in interdisciplinary education sciences in curriculum and instruction. She is also a teaching assistant in the literacy department at University of Kentucky. Her research interests include education equity, standardized testing, and student engagement.

Lou Ann Roberto is a doctoral student in the department of Learning and Instruction at the University at Buffalo in New York. She is a former Hartford and Bloomfield Public Schools educator. She worked as the program coordinator for a transition program for young adults with special needs in Torrington, CT. Roberto earned her master's degree in special education from the University of Utah and a bachelor's degree in political science at York University in Toronto, Canada. She earned her National Board Certification in special education while teaching in Hartford, CT. Her research interests include reading comprehension, elementary and adolescent literacy, educational neuroscience, and the importance of early childhood literacy.

More to Explore

In addition to the resource collection, you may be interested in the following:

Videos

The following are available for purchase on demand:

- [Examining Tools and Practices for Teaching Phonological Awareness and Phonics Through an Equity Lens](#)
- [How Do We Best Support Children's Vocabulary Development? Lessons From Research and Practice](#)
- [Pushing on Multiple Levers to Meet the Needs of All Students](#)
- [The Science of Reading Comprehension Instruction](#) (through March 25, 2022)
- [Using Research to Accelerate Decoding and Letter Instruction](#) (through April 13, 2022)
- [What Is Reading Fluency and Why Does It Matter?](#)

Journal article

- [Open Access] "[The Science of Reading Progresses: Communicating Advances Beyond the Simple View of Reading](#)," by Nell K. Duke and Kelly B. Cartwright, *Reading Research Quarterly*

Position statements and briefs

- [Children Experiencing Reading Difficulties: What We Know and What We Can Do](#)
- [Intensifying Literacy Instruction in the Context of Tiered Interventions: A View From Special Educators](#)
- [Phonological Awareness in Early Childhood Literacy Development](#)

Further reading

Our curators also recommend the following:

- Castles, A., Rastle, K., & Nation, K. (2018). Ending the reading wars: Reading acquisition from novice to expert. *Psychological Science in the Public Interest*, 19, 5–51. doi:10.1177/1529100618772271
- Ehri, L.C. (2014). Orthographic mapping in the acquisition of sight word reading, spelling memory, and vocabulary learning. *Scientific Studies of Reading*, 18(1), 5–21.
- Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C.A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). *Foundational skills to support reading for understanding in kindergarten through 3rd grade* (NCEE 2016-4008). National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. whatworks.ed.gov
- Gillis, V., & Van Wig, A. (2015). Disciplinary literacy assessment: A neglected responsibility. *Journal of Adolescent & Adult Literacy*, 58(6), 455–460.
- Hall, L.A. (2016). Reconfiguring the reading experience: Using pop-culture texts to shift reading narratives. *Journal of Adolescent & Adult Literacy*, 60(3), 341–344.

- Hruby, G.G. (2019). Is my adolescent/adult struggling reader dyslexic? *Journal of Adolescent & Adult Literacy*, 62(6), 673–676.
- Hruby, G.G. (2020, December 10). *What the Phonics Is the Science of Reading?* [Video]. YouTube. youtu.be/6Lan72cVDRg
- Kilpatrick, D.A. (2015). *Essentials of assessing, preventing, and overcoming reading difficulties* (1st ed.). John Wiley & Sons, Inc.
- Kilpatrick, D.A. (2020). How the phonology of speech is foundational for instant word recognition. *Perspectives on Language and Literacy*, 46(3), 11–15.
- Moats, L.C. (2020). Teaching reading “is” rocket science: What expert teachers of reading should know and be able to do. *American Educator*, 44(2), 4.
- Seidenberg, M. (2017). *Language at the speed of sight: How we read, why so many can’t, and what can be done about it*. Basic Books.
- Shanahan, T., Callison, K., Carriere, C., Duke, N.K., Pearson, P.D., Schatschneider, C., & Torgesen, J. (2010). *Improving reading comprehension in kindergarten through 3rd grade: A practice guide*. (NCEE 2010-4038). National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. whatworks.ed.gov
- Solari, E., Hall, C., & McGinty, A. (2021). Brick by brick: A series of landmark studies pointing to the importance of early reading intervention. *The Reading League Journal*, 2(1), 18–21.

About the International Literacy Association

The International Literacy Association (ILA) is a global advocacy and membership organization dedicated to advancing literacy for all through its network of more than 300,000 literacy educators, researchers, and experts across 128 countries. With over 60 years of experience, ILA has set the standard for how literacy is defined, taught, and evaluated. ILA’s *Standards for the Preparation of Literacy Professionals 2017* provides an evidence-based benchmark for the development and evaluation of literacy professional preparation programs. ILA collaborates with partners across the world to develop, gather, and disseminate high-quality resources, best practices, and cutting-edge research to empower educators, inspire students, and inform policymakers. ILA publishes *The Reading Teacher*, *Journal of Adolescent & Adult Literacy*, and *Reading Research Quarterly*, which are peer reviewed and edited by leaders in the field. For more information, visit literacyworldwide.org.