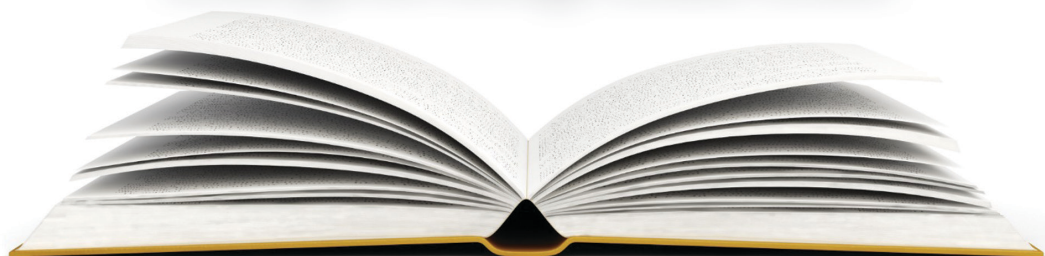


OVERCOMING READING CHALLENGES

Kindergarten through Middle School



Margaret Vaughn & Dixie D. Massey



PETER LANG

Given the current emphasis on how to teach reading, also known as the debate on the “Science of Reading,” this text addresses the fundamentals of reading instruction and provides practical evidence-based research and strategies to support students who may be experiencing reading challenges. With a keen focus on how to apply knowledge of effective teaching along with reading strategies, this text addresses the flexibility teachers must know in order to teach reading to a wide variety of learners. Drs. Margaret Vaughn and Dixie Massey focus on critical questions about reading instruction ranging from, “When should a child be reading?” to “How do you strengthen decoding and fluency in students?” to “What to do when a student starts middle school?” The book opens with critical questions like these and outlines each chapter with knowledge of the theory and practical instructional actions teachers of all levels can engage in to support students experiencing reading challenges. As former classroom teachers and now literacy researchers and professors, the chapters reflect their combined knowledge of over 20 years along with current research and practical strategies for teachers of all levels.

Every chapter opens with guiding questions, followed by theories and recommended instructional practices to support effective and equitable reading instruction for a wide variety of learners. Key areas addressed include:

- Phonemic awareness
- Decoding
- Fluency
- Reading Comprehension
- Vocabulary

In addition, there are chapters that focus on often overlooked areas of reading instruction such as motivation and student agency, critical to support and engage readers in today’s educational settings. This practical guide highlights how to support students experiencing reading challenges as well as how to engage and partner with families to support students.

Margaret Vaughn, PhD, is a professor in the Department of Teaching and Learning at Washington State University. Her award-winning research addresses literacy teaching and research, teacher practice, and contemporary educational issues. As a former classroom teacher, she is an advocate for developing equitable schools and student agency. Dr. Vaughn collaborates with schools in the US and across the globe. Her notable books include *Student Agency: Honoring Student Voice in the Curriculum*, *Accelerating Learning Recovery for All Students* (with Seth Parsons), *Principles of Effective Literacy Instruction, Grades K-5* (with Seth Parsons), and *Teaching with Children’s Literature: Theory to Practice* (with Dixie Massey).

Dixie D. Massey teaches at Seattle Pacific University. Her research interests include teacher decision-making, the role of motivation in literacy learning, and the history of literacy instruction. She co-authored *Teaching with children’s literature: From theory to practice* with Margaret Vaughn. As an author and co-author, she contributed to the curriculum series such as *Comprehension Strategies for World History and U.S. History in the Social Studies*, *Targeted Vocabulary Instruction*, and the *Seeds of Inquiry* series published by The Social Studies School Services. Dr. Massey has served as a historian for the Literacy Research Association and the Association of Literacy Educators and Researchers. Currently, she chairs the History of Literacy ICG for the Literacy Research Association.

ADVANCE PRAISE FOR

Overcoming Reading Challenges

“A much-needed summary of what we know about supporting struggling readers. By unpacking key concepts related to literacy instruction and student agency, Vaughn and Massey strike a chord between empowering teachers and readers alike.”

—Robin Griffith, PhD., Professor and Chair of
Department of Teaching and Learning Sciences,
Texas Christian University

“Using clear and digestible language, Vaughn and Massey’s *Overcoming Reading Challenges: Kindergarten through Middle School* provides its readers with the mindsets and instructional moves they need to be effective literacy practitioners. With a focus on equity that helps bridge theory to practice, Vaughn and Massey’s text serves both as a primer for those new to the field and a touchstone text for experienced teachers looking to engage with current research. I’m excited to use this compelling text with the pre-service teachers with whom I work, as well as the veteran teachers I help lead.”

—Kyle Arlington, Superintendent of Kenilworth Schools, New Jersey

“Vaughn and Massey know that children are humans too. When so much of schooling focuses on measurement, achievement and accountability, Vaughn and Massey illustrate what we must know, but have sometimes forgotten, about the human element in literacy instruction: the roles of identity, and family and community, in raising a reader.”

—Rachael Gabriel, PhD., Professor, Chair, of Literacy Instruction,
University of Connecticut

“Overcoming Reading Challenges: Kindergarten through Middle School” by Vaughn and Massey offers insight into how teachers can support children and youth who experience difficulties learning to read. Through easy-to-read chapters, the authors provide readers with nuance that can often be so difficult to capture in questions related to teaching reading and literacy research. ”

—Sam DeJulio, Assistant Professor of Literacy,
University of Texas at San Antonio

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Dedication

*For Gerry Duffy and Sam Miller
whose mentorship and friendship continue to inspire us.*

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Part I
BACKGROUND

