<table>
<thead>
<tr>
<th>Program</th>
<th>Early Reading</th>
<th>Struggling Readers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UW-Eau Claire</strong></td>
<td>222</td>
<td><strong>UW-Green Bay</strong></td>
</tr>
<tr>
<td># of annual grads (2010)</td>
<td>Rating on scale of 0-4</td>
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</tr>
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| 222 | 3: The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks. All of a program's required reading courses — not just some courses — should impart what is necessary to teach reading. The program does not fully meet the standard because its coursework covers four of the five of the components of effective reading instruction:  
  - Phonics  
  - Fluency  
  - Vocabulary  
  - Comprehension Strategies  
  but does not address:  
  - Phonemic Awareness | 0: The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks. All of a program's required reading courses — not just some courses — should impart what is necessary to teach reading. The program does not meet the standard. Looking at a full range of course materials, there is little or no evidence of adequate instruction on the components of effective reading instruction. | 0: Because reading failure presages a host of difficulties in schooling, all elementary teachers need to have a working knowledge of appropriate interventions when early readers lag their peers. The program fails to meet the standard because there is no required reading course that delivers instructional strategies necessary for teaching struggling readers and requires candidates to practice such strategies. |
| **UW-La Crosse** | 209 | 0: Because reading failure presages a host of difficulties in schooling, all elementary teachers need to have a working knowledge of appropriate interventions when early readers lag their peers. | 0: Because reading failure presages a host of difficulties in schooling, all elementary teachers need to have a working knowledge of appropriate interventions when early readers lag their peers.  

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The program partly meets the standard because its coursework covers three of the five of the components of effective reading instruction:

- Fluency
- Vocabulary
- Comprehension Strategies

but does not address:

- Phonemic Awareness
- Phonics

**UW-Madison**

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**UW-Milwaukee**

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### UW-Oshkosh 282

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The program meets only a small part of the standard because its coursework covers two of the five of the components of effective reading instruction:

- Vocabulary
- Comprehension Strategies

but does not address:

- Phonemic Awareness
- Phonics
- Fluency

### UW-Platteville 123

4: The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks. All of a program's required reading courses — not just some courses — should impart what is necessary to teach reading.

The program meets the standard because its coursework covers all five of the components of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension strategies. In addition, all required coursework covers one or more components of effective reading instruction.

### UW-River Falls 165

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- Phonics
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- Vocabulary
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- Phonemic Awareness

| UW-Stevens Point 241 | 2: The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks. All of a program's required reading courses — not just some courses — should impart what is necessary to teach reading. The program partly meets the standard because its coursework covers three of the five of the components of effective reading instruction:  
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**UW-Superior**

| 54 |

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**UW-Whitewater**

| 313 |

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