

Abstract

This project explores how differentiated, project-based learning can promote increased literacy in students who are not diagnosed with learning disabilities but struggle with literacy. Technology provides opportunities to experience literacy instruction that extends to what is taught in a mainstreamed, traditional classroom. This project will explore what needs are to be met in order for struggling readers to be successful with their literacy in inclusive traditional classrooms pairing dialing phonemic awareness, phonics and sight words with Kidspiration, the use of the Internet, teacher-led and other project-based activities. A plan for evaluation is included as well.