

Choosing the Most Effective Adolescent Reading Intervention

Supporting adolescent students who struggle with learning to read can be a challenge in today’s face-to-face, remote, and hybrid learning environments. It’s important to consider who the at-risk student is in each scenario to find the right remote-ready literacy intervention based on instructional strategies, best practices, and curriculum that supports virtual and in-classroom settings. Here are some guidelines for success.

How to Identify the Adolescent Learner Reading Below Grade Level

What traits do struggling adolescent readers in grades 5–12 have in common? Middle and high school students in your district who will benefit from evidence-based, age-appropriate literacy intervention may exhibit the following characteristics:

- Recognizes letter-sound connections more than at the phoneme-grapheme level
- Performs well on comprehension measures when reading is not required
- Has automatic recognition of 300+ sight words
- Has difficulty reading vocabulary words by sight
- Struggles with decoding
- Has poor spelling
- Appears to have comprehension problems on a reading test
- Misinterprets figurative language
- Often confuses academic direction words
- Is interested and motivated by topics similar to age-level peers

Does Your Reading Intervention Check the Boxes?

If your district is currently searching for a remote-ready adolescent reading program that will lead struggling students to reading proficiency, referring to this “Intervention Program Criteria Checklist” in the decision-making process will be a helpful resource for vetting:

INTERVENTION PROGRAM CRITERIA CHECKLIST	YES	NO
Do the reading and writing components include both instruction and practice?		
Does the blended-learning model include face-to-face or virtual face-to-face instruction and online learning?		
Does the program allow for personalized instruction?		
Are there daily opportunities for differentiated instruction?		
Is there ongoing rigorous assessment and progress monitoring?		
Does the program include sufficient scaffolding to meet higher ELA standards?		
Does the technology engage students and help them direct their own learning?		
Do students have access to a motivating social media platform for peer-to-peer learning?		
Does the program support teachers in basic and advanced phonics instruction?		
Is there a robust selection of age-appropriate and engaging grade-level texts about topics of interest to middle and high school students?		
Are there multiple text genres that inform and engage middle and high school students?		



Activating the Reading Brain

Where do educators start when vetting instructional literacy strategies for students at least two years behind in reading skills? Reading experts have agreed on the most important elements of adolescent literacy instruction. A successful program must:

- Be driven by continuous formative assessments and progress-monitoring data
- Provide explicit instruction in literacy-related foundational skills
- Honor the students' entering skill levels without insulting their age or interests
- Include a focus on higher-level thinking to promote engagement
- Teach the structure and functions of language and provide opportunities for extended discussion of text meaning and interpretation
- Use direct, systematic lessons organized by a logical scope and sequence
- Teach word-analysis techniques
- Provide opportunities for students to build fluency through practice and repeated readings
- Directly preteach critical vocabulary that is essential to reading new text
- Explicitly teach comprehension-monitoring techniques
- Carefully scaffold instruction to help the student become more independent
- Provide choice to students to increase motivation and active engagement, and to instill student accountability
- Involve students in peer-mediated learning

About LANGUAGE! Live

LANGUAGE! Live[®] is a comprehensive, research-based English Language Arts curriculum for struggling adolescent readers and writers that is flexible for use in face-to-face, remote, and hybrid learning environments. It activates the reading brain and weaves together foundational skills, creating pathways for automatic word and text reading while simultaneously and strategically developing advanced literacy skills to gain meaning from text, understand text structure, and build critical skills for writing. The remote-ready blended learning model of direct teacher-led instruction (Text Training) and online instruction for Word Training and Text Training practice helps learners close the reading and writing gap and accelerate their skill development as they move toward grade-level achievement. *LANGUAGE! Live* meets your district's hybrid teaching needs with sample delivery plans, eBooks, sight word games, online text training, online homework pages, reteach activities, and remote student engagement ideas. It's important to keep all of these criteria and more in mind as your district considers which intervention program will be most effective in supporting your teachers and developing critical literacy skills in your middle and high school students.

To learn more about selecting literacy intervention for the struggling adolescent readers in your district, read the complete "How to Choose The Most Effective Adolescent Reading Program: A Buyer's Guide" here:



go.voyagersopris.com/ll-buyersguide-2020