

Social Emotional Skills Help Accelerate Adolescent Reading Intervention

LANGUAGE! Live[®] helps students learn self-awareness, self-management, empathy, good decision-making, and social awareness. Educators will find ideas and strategies in this eBook to reinforce these skills and accelerate learning.



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The Adolescent Reading Crisis Deepens

**According to
The Nation's
Report Card,
two-thirds of
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grade level.**

The Nation's Report Card: Reading 2019 (National Center for Education Statistics, 2019) reveals that eighth-grade students scored lower on reading proficiency than in 2017 for all races/ethnic groups except Asian/Pacific Islander students who experienced no significant change. Only 34 percent of students scored at or above proficiency levels, meaning that 66 percent of eighth-grade students do not read at grade level. The score gaps between white students and students of color also increased.

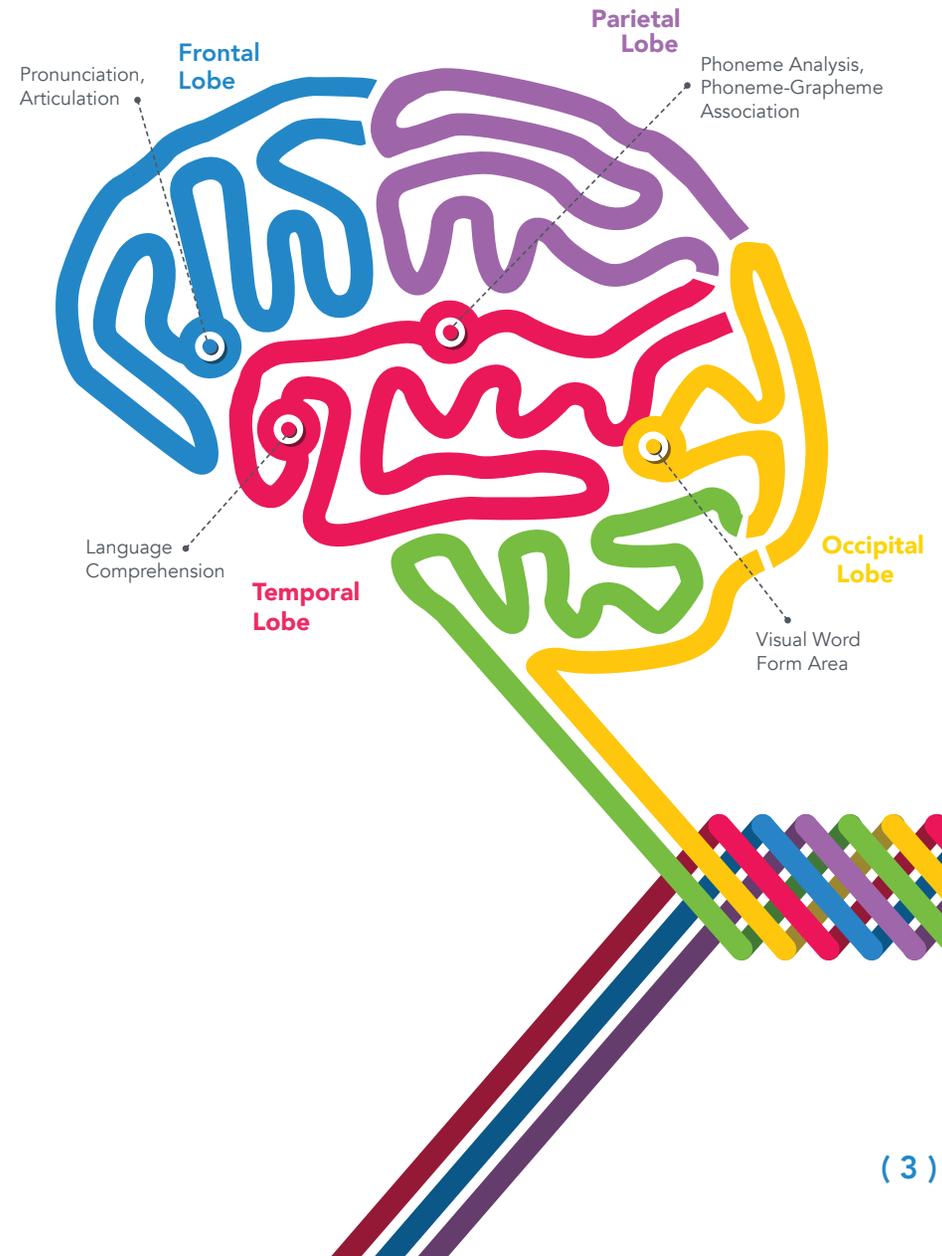
Research shows when an adolescent student reads at less than a third-grade level, the most likely reason is either slow or inaccurate word recognition. Most adolescents who read below grade level are also challenged by other essential components of reading: vocabulary, fluency, and many aspects of comprehension. However, there is a body of research that suggests these literacy challenges can improve if students receive direct, explicit, and systematic word recognition, vocabulary, and comprehension instruction. Lessons that incorporate these instructional approaches with adolescent struggling readers also have yielded promising results.

Intervention that Activates the Reading Brain

Comprehensive, evidence-based reading intervention that teaches foundational skills with age-appropriate content and critical thinking skills will help adolescent readers get back on track.

The best intervention programs are:

- ✓ **EVIDENCE BASED**—activate the reading brain with world-renowned literacy research and science
- ✓ **EFFECTIVE**—blended models of online and teacher-led instruction that differentiate with purpose. Can be customized for unique district needs
- ✓ **AGE APPROPRIATE**—content engages adolescents with authentic, age-appropriate, grade-level text that instills confidence and motivates them. Use of relevant topics matters to adolescents and provides foundational skills training and practice



Intervention that Activates the Reading Brain



Using teaching strategies from the science of reading allows middle and high school students to increase proficiency through explicit instruction and individualized intervention.

Research-proven Structured Literacy is recommended for successful reading intervention by a broad consensus of literacy researchers and should:

- 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 them
- Include a focus on higher-level thinking to promote engagement
- Use direct, systematic lessons organized by a logical scope and sequence
- 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

Creating a Safe Zone for Growth and Learning

Students need to feel safe when they attempt challenges and make mistakes, and they need a teacher who will get to know them well enough to recognize when and why they are struggling, especially as they move into middle and high school. To read proficiently, as well as succeed in life, students need to be able to take risks, be resilient, and monitor their own learning and emotions.

Here are some strategies for building connections with students while reinforcing social emotional characteristics.

- ✓ **TAKING RISKS:** If we model risk taking, talk about it in class, and reward risks even when they don't pan out, we show students that mistakes are part of learning and taking on challenges pays off.
- ✓ **TRY AND TRY AGAIN:** Remind students that if they get it right every time, they aren't challenging themselves. Reward the willingness to try something new, rather than consistent success.
- ✓ **BUILD A CULTURE OF RESPECT:** Every student is entitled to respect and should not be bullied. Institute zero-tolerance for bad social behavior in your classroom so students know they are safe and will not be bullied or ridiculed.
- ✓ **BUILDING RESILIENCE:** Teaching students to recognize signs of frustration and how they can power through helps create lifelong learners who can persevere through challenges and adopt a growth mindset.

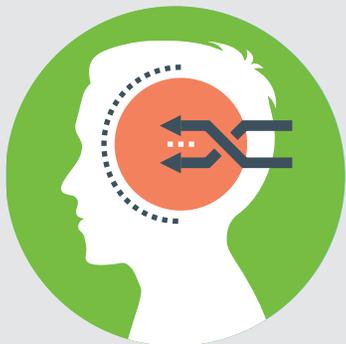
- ✓ **CREATE SELF-AWARENESS:** Use journaling for students to write about their thought processes and assess their emotions during an assignment. Help them think analytically about their feelings, rather than be overwhelmed by them. Responding to each journal entry helps students feel heard and can help introverts connect to you in a non-threatening way.
- ✓ **TEACHING META COGNITION:** Slow down and pay attention. Call attention to the physical symptoms of stress when you see them. If students are breathing fast, fidgeting excessively, or getting tense, take a few minutes to help them slow their breathing, relax their muscles, and calm down. Calming the body helps calm the mind.
- ✓ **MODEL META COGNITION:** When reading out loud to students, narrate your own thinking: "Right now, I'm a little confused, because I'm not sure why this character is doing this. I'm not sure if I should go back and read the paragraph again or keep going and see if I figure it out. What do you think?" Praise students who use meta cognition when sharing how they solved problems.



Building Social Emotional Skills that Accelerate Learning

Students who learn perseverance, resilience, self-management, and the growth mindset will be able to achieve personal and academic goals that will make them confident readers. They will know how to achieve personal and academic goals to make them successful learners and help them to work collaboratively toward common goals.

Asking the right questions helps teachers incorporate SEL competencies into instruction:



SELF-AWARENESS

How can the activity help students process their thoughts and feelings and learn how to express them to others?



SELF-MANAGEMENT

How can the activity help students control their emotions and behaviors in different contexts and environments?



SOCIAL AWARENESS

How can students use this lesson to gain understanding of others from various backgrounds or cultures, and internalize social norms of behavior?



RESPONSIBLE DECISION MAKING

How can my students make constructive choices about their own behavior and their social interactions?



RELATIONSHIP SKILLS

How can every learning experience build and maintain meaningful relationships with others through active and healthy communication?

Multiple studies have demonstrated how success in life, college, and career rely on the combination of students' cognitive, social, and emotional development. Not only do these skills result in immediate benefits to students but they produce long-term improvement in their academic achievements. By incorporating SEL skill development into instruction, educators are preparing students to thrive in their futures.

Instruction and Practice Support SEL Development

Educating students holistically requires finding ways to teach and provide practice for students using social, emotional, and academic skills. Explicit instruction along with practicing in developmentally appropriate ways is a powerful strategy to improve academic achievement.

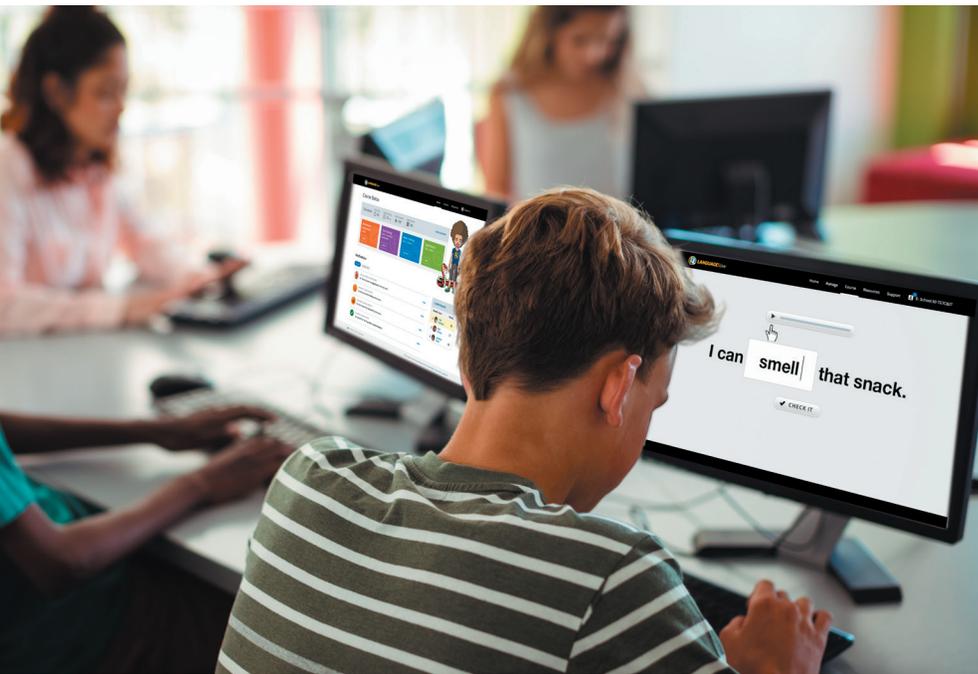
- ✓ **CONDUCTIVE ENVIRONMENTS** promote the integration of SEL in physically, intellectually, cognitively, behaviorally, social emotionally, and culturally safe and inclusive ways.
 - Create a warm and inviting physical space.
 - Encourage growth by providing actionable feedback and celebrating progress.
- ✓ **STRONG RELATIONSHIPS** are foundational for learning. Intentionally building connections with students, having a personal regard for them as individuals, and facilitating meaningful peer interactions creates caring communities.
 - Form honest, authentic relationships between students and teachers.
 - Create activities that build strong relationships between students throughout the school year.
- ✓ **TEACHABLE MOMENTS** are spontaneous learning opportunities used to help students recognize SEL in context, engage in meta cognitive reflection with peers or adults, and learn the skills being demonstrated.
 - Engage in spontaneous teachable moments as opportunities for conversation, learning, and constructive feedback, not to single out students.
 - Focus on moments that can clearly reinforce the generalization and transfer of social emotional skills that have been explicitly taught or modeled in class.

- ✓ **EXPLICIT INSTRUCTION** helps students develop their social emotional skills by spending time directly discussing a competency: what it is, why it is important, and helpful strategies to develop it.
 - Focus on evidence-based, high-quality approaches.
 - Use materials that reflect and represent the diversity of students in the classroom.
 - Make explicit instruction student centered. Engage students in discussion.
- ✓ **PRACTICE OPPORTUNITIES** help students try new skills they have recently learned and then transfer them to new contexts.
 - Focus on reinforcing concepts that have already been explicitly taught and modeled.
 - Create practice opportunities that respond to the range of students' abilities so that, with your support, students can build toward independently applying skills in various contexts.
- ✓ **THOUGHTFUL MODELING** provides examples of thinking or action students can observe, unpack, and adopt. Students can learn from an educator's or a peer's modeling.
 - Be intentional. Focus on being inclusive and using high-leveraged words, messages, and body language while modeling SEL.
 - Be sure to offer students opportunities to discuss what they observe, ask clarifying questions, discuss an alternative perspective, or provide feedback to educators about what they are learning.

How to Practice Social Emotional Learning in *LANGUAGE! Live*

Research-proven *LANGUAGE! Live* focuses on adolescent students who are not reading at grade level.

The instructional design underpinning *LANGUAGE! Live* was specifically developed to effectively engage adolescents. Throughout the program, students can practice skills that will serve them well in college and career: self-awareness, self-management, responsible decision-making, relationship skills, and social awareness.



With guidance from teachers, students learn appropriate behaviors associated with these activities:

- ✓ **USING SCAFFOLDED SUPPORT.** Self-management and responsible decision-making are engaged as students attempt to do hard work while controlling their emotions. The guidance and support are always there to help students constructively focus and work using their social emotional skills. The gradual-release model helps students become more independent.
- ✓ **POSTING ONLINE.** Students sign an agreement that they will use the tools responsibly. Teachers model respectful interactions for students so they practice responsible decision-making, self-management, and social awareness.
- ✓ **CREATING A PERSONAL NARRATIVE.** Open-ended questions allow students to reflect on their personal experiences as part of a discussion or setting personal goals that are open ended and connect to self-awareness.
- ✓ **DISCUSSING RESPONSES TO READINGS.** The focus on higher-level thinking promotes discussions that occur frequently throughout *LANGUAGE! Live*. These opportunities provide students chances to practice self-management and relationship skills as they engage with the content.
- ✓ **JOURNALING.** Students develop self-awareness as they reflect on their reactions to readings and class discussions. The themes and stories in *LANGUAGE! Live* connect students to others, so students learn about people who are like them, but also learn to understand people who are different from them. Building empathy is part of social awareness.
- ✓ **COLLABORATION.** *LANGUAGE! Live* encourages respectful interactions through peer collaboration and peer-mediated learning. The process touches on all five SEL competencies: self-awareness, self-management, responsible decision-making, relationship skills, and social awareness.

SEL Skill Building in *LANGUAGE! Live*

STRATEGIES WITHIN LANGUAGE! Live

SEL COMPONENTS					
STRATEGY/ACTIVITY	SELF-AWARENESS	SELF-MANAGEMENT	RESPONSIBLE DECISION MAKING	RELATIONSHIP SKILLS	SOCIAL AWARENESS
POSTING ONLINE		✓	✓	✓	✓
NETIQUETTE AGREEMENT	✓	✓	✓	✓	✓
CREATING AVATARS	✓				
PERSONAL NARRATIVE	✓				✓
PERSONAL GOALS	✓	✓	✓	✓	✓
SCAFFOLDED INSTRUCTION		✓	✓	✓	✓
JOURNALING	✓	✓			
POST-READING DISCUSSIONS	✓	✓	✓	✓	✓
COLLABORATION AND ROUTINES	✓	✓	✓	✓	✓

About *LANGUAGE! Live*

LANGUAGE! Live is a comprehensive literacy intervention for students reading below grade level in grades 5–12. Using a blended learning approach, *LANGUAGE! Live*'s instructions teach foundational reading skills while strategically using grade-appropriate authentic text to accelerate them to grade-level proficiency.

Updated reading passages now reflect a diverse range of experiences and cultures, so all students feel welcome.



- Meets students where they are by honoring their current skill levels without insulting them
- Promotes engagement with its focus on higher-level thinking
- Helps students become more independent by using the gradual-release model to provide carefully scaffolded instruction
- Models appropriate behavior and communication with engaging videos and shared reading
- Encourages respectful commentary and interactions through peer collaboration with embedded opportunities for students to participate in peer-mediated learning
- Increases motivation and active engagement by giving students choices to increase motivation and active engagement, instilling student accountability for their own learning

Visit [LANGUAGE! Live](#) for more information about this comprehensive literacy intervention for struggling students in grades 5–12.





Connect with them
using **LANGUAGE! Live.**

Learn more by calling **800.547.6747** or
visiting **voyagersopris.com/languagelive**