To provide quality professional learning and ongoing support so that educators have the skills and tools they need to help their students become fluent, independent readers, who are ready to explore the endless possibilities the world of reading has to offer.

Adolescent Literacy

“Consistent with NAEP results, experts in adolescent literacy estimate that as many as 70 percent of students struggle with reading in some manner, and therefore require differentiated instruction—especially in areas where multiple circumstances conspire against students’ chances for success, such as in urban centers.”


Research to Practice


Simple View of Reading


Reports on Instructional Practice for Adolescent Struggling Readers


Interventions for Adolescent Struggling Readers

1. Adolescence is not too late to intervene. Interventions do benefit older students.
2. Older students with reading difficulties benefit from interventions focused at both the word and the text level.
3. Older students with reading difficulties benefit from improved knowledge of word meanings and concepts.
4. Word-study interventions are appropriate for older students struggling at the word level.
5. Teachers can provide interventions that are associated with positive effects.
6. Teaching comprehension strategies to older students with reading difficulties is beneficial.
7. Older readers’ average gains in reading comprehension are somewhat smaller than those in other reading and reading-related areas.
8. Older students with learning disabilities benefit from reading interventions when it is appropriately focused.
9. To learn more about instructional conditions that could close the reading gap for struggling readers, we will need studies that provide instruction over longer periods of time and assess outcomes with measures more like those schools use to monitor reading progress of all students.


Improving Adolescent Literacy: Effective Classroom and Intervention Practices

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Level of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provide explicit vocabulary instruction.</td>
<td>Strong</td>
</tr>
<tr>
<td>2. Provide direct and explicit comprehension strategy instruction.</td>
<td>Strong</td>
</tr>
<tr>
<td>3. Provide opportunities for extended discussion of text meaning and interpretation.</td>
<td>Moderate</td>
</tr>
<tr>
<td>4. Increase student motivation and engagement in literacy learning.</td>
<td>Moderate</td>
</tr>
<tr>
<td>5. Make available intensive and individual interventions for struggling readers that can be provided by trained specialists (i.e., Never too late).</td>
<td>Strong</td>
</tr>
</tbody>
</table>


Adolescent Literacy

• 70% of adolescent students struggle with reading
• Difficulties with reading fluency
• Difficulties with comprehending text
• No difficulties with accurately reading words

Question 1

Do the majority of adolescent struggling readers have deficits in reading comprehension and fluency but not accuracy?

The answer to this question will guide what the majority of struggling adolescent readers will be provided in the classroom to help them overcome their deficits.

Process Model of Reading

The Process Model of Reading is used to illustrate the interrelatedness of various reading skills and strategies. It highlights how fluency and comprehension are developed through a combination of automaticity and fluency skills. The model emphasizes the importance of integrating word-level skills with higher-level comprehension strategies to support effective reading.

Development of Fluency and Comprehension


Middle School Struggling Readers

Middle school struggling readers often exhibit deficits in multiple areas of reading. The chart shows the average scores for various reading subscales and levels of accuracy, comprehension, and automaticity. The data indicate that struggling readers may have specific areas where intervention is needed to improve overall reading performance.
Question 1

• Do adolescent struggling readers have deficits in reading comprehension and fluency but not accuracy?
• Adolescent struggling readers identified based on a state test of reading comprehension showed decreased reading fluency, comprehension and accuracy relative to their peers who scored proficient on the state test of reading comprehension (Vaughn et al. 2010).

Question 2

• What types of interventions are used with adolescent readers?

<table>
<thead>
<tr>
<th>Type of Intervention</th>
<th>Number of Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension</td>
<td>12</td>
</tr>
<tr>
<td>Multiple Component</td>
<td>6</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>5</td>
</tr>
<tr>
<td>Fluency</td>
<td>4</td>
</tr>
<tr>
<td>Word Study</td>
<td>4</td>
</tr>
</tbody>
</table>


Question 3

• How much intervention time have adolescent readers received in past studies?

<table>
<thead>
<tr>
<th>Number of Instructional Hours</th>
<th>Number of Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>NR</td>
<td>7</td>
</tr>
<tr>
<td>&lt; 2</td>
<td>4</td>
</tr>
<tr>
<td>2 – 5</td>
<td>4</td>
</tr>
<tr>
<td>6 – 10</td>
<td>9</td>
</tr>
<tr>
<td>11 – 15</td>
<td>2</td>
</tr>
<tr>
<td>16 – 20</td>
<td>4</td>
</tr>
<tr>
<td>&gt; 75</td>
<td>1</td>
</tr>
</tbody>
</table>


Additional Questions

• Is decoding needed to support reading comprehension at all developmental stages?

Suggested Reading
Question 4

What impact have interventions had on student literacy skills in past studies?

Impact of Interventions Used with Adolescent Struggling Readers

<table>
<thead>
<tr>
<th>Type of Intervention</th>
<th>ES all outcomes</th>
<th>ES stand outcomes</th>
<th>ES all read comp</th>
<th>ES stand read comp</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension strategies</td>
<td>1.25 (n = 12)</td>
<td>.65 (n = 2)</td>
<td>1.35 (n = 12)</td>
<td>.64 (n = 2)</td>
</tr>
<tr>
<td>Word study</td>
<td>.60 (n = 4)</td>
<td>.88 (n = 3)</td>
<td>.40 (n = 2)</td>
<td>.47 (n = 2)</td>
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<tr>
<td>Fluency</td>
<td>.26 (n = 4)</td>
<td>.04 (n = 2)</td>
<td>.26 (n = 4)</td>
<td>.07 (n = 2)</td>
</tr>
<tr>
<td>Multi-component</td>
<td>.66 (n = 6)</td>
<td>.41 (n = 2)</td>
<td>.60 (n = 4)</td>
<td>.58 (n = 2)</td>
</tr>
</tbody>
</table>


Recommendations

"Adolescence is not too late to intervene. Interventions do benefit older students."


Recommendations

"To learn more about instructional conditions that could close the reading gap for struggling readers, we will need studies that provide instruction over longer periods of time and assess outcomes with measures more like those schools use to monitor reading progress of all students."


Question 5

What has been learned from research published subsequent to the release of reports providing guidance on adolescent literacy instruction?

RTI Based Reading Intervention in Middle School

Additional Questions

- What is the impact of enhancing the core instruction that students receive with vocabulary and comprehension strategies on reading comprehension and knowledge?


Average amount of Tier 2 Treatment per student = 99.6 hrs

Tier 1 Content Area: Vocabulary Instruction (Beck, McKeown, & Kucan, 2002)

1. Select appropriate academic and content-specific vocabulary words to teach
2. Pronounce words part-by-part to assist students in decoding them
3. Provide brief, understandable definitions of the words
4. Provide (or support students in generating) examples and nonexamples of the words
5. Graphic organizers to provide a framework for vocabulary instruction

Tier 1 Content Area: Comprehension Strategies

1. Identifying and asking different types of questions
2. A note-taking guide completed using main idea and summarizing strategies
3. Identification of text structures and use of graphic organizers

Tier 1 Content Area: Fluency

1. Expository Test Reading (2 days per week; Social Studies)
2. Narrative Test Reading (2 days per week)

Average amount of Tier 2 Treatment per student = 99.6 hrs

Tier II Content Area: Reading Comprehension

1. Identifying and asking different types of questions
2. A note-taking guide completed using main idea and summarizing strategies
3. Identification of text structures and use of graphic organizers

Tier II Content Area: Vocabulary Instruction

1. Identifying and asking different types of questions
2. A note-taking guide completed using main idea and summarizing strategies
3. Identification of text structures and use of graphic organizers

Tier II Content Area: Fluency

1. Expository Test Reading (2 days per week; Social Studies)
2. Narrative Test Reading (2 days per week)

Average amount of Tier 2 Treatment per student = 99.6 hrs
**RTI Based Reading Intervention in Middle School**

**FIGURE 1**
Participant Movement Across Years per Initial Assignment

Non-Response Criteria: TAKS < 2150 or WJ-III Letter Word ID < 90 or GRADE < 90


**Estimated Average Amount of Instructional Time (hours) for each Instruction Condition**

<table>
<thead>
<tr>
<th></th>
<th>Word Study</th>
<th>Vocabulary</th>
<th>Comprehension</th>
<th>Motivational</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Word Study Focus</td>
<td>43</td>
<td>15</td>
<td>30</td>
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<td>95</td>
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<td>Comprehension Focus</td>
<td>0</td>
<td>15</td>
<td>73</td>
<td>7</td>
<td>95</td>
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</tbody>
</table>

Reorganizing the Instructional Reading Components

**Question 5**

- Adolescence is not too late to intervene. Interventions do benefit older students.

**Average Amount of Instructional Time (hours) for each Instruction Condition**

<table>
<thead>
<tr>
<th>Instruction Condition</th>
<th>Word Study</th>
<th>Spelling</th>
<th>Fluency</th>
<th>Vocabulary</th>
<th>Comprehension</th>
<th>Total</th>
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<tbody>
<tr>
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<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>34</td>
<td>85</td>
</tr>
<tr>
<td>Comparison</td>
<td>21</td>
<td>10</td>
<td>5</td>
<td>5</td>
<td>10</td>
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<tr>
<td>Additive</td>
<td>63</td>
<td>16</td>
<td>8</td>
<td>39</td>
<td>97</td>
<td>97</td>
</tr>
</tbody>
</table>

**Average Amount of Instructional Time (hours) for each Instruction Condition**

<table>
<thead>
<tr>
<th>Instruction Condition</th>
<th>Word Study</th>
<th>Spelling</th>
<th>Fluency</th>
<th>Vocabulary</th>
<th>Comprehension</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Alternating</td>
<td>53</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>39</td>
<td>97</td>
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<tr>
<td>Integrated</td>
<td>37</td>
<td>13</td>
<td>8</td>
<td>39</td>
<td>97</td>
<td>97</td>
</tr>
<tr>
<td>Additive</td>
<td>63</td>
<td>16</td>
<td>8</td>
<td>39</td>
<td>97</td>
<td>97</td>
</tr>
</tbody>
</table>

"Using smaller groups or providing additional instructional time improves student outcomes only to the extent that these more intense opportunities are used well. In the absence of evidence-based intervention, providing greater instructional intensity during the school day may be counterproductive and even wasteful."


**Question 5**

What has been learned from research published subsequent to the release of reports providing guidance on adolescent literacy instruction?
Middle School Intensive Reading Interventions

Calhoon, 2005

- 85 hr instruction
- PreTest
- PostTest

Calhoon et al, 2010

- 97 hr instruction
- PreTest
- PostTest

Wood et al, 2002

- 60 hr instruction
- PreTest
- PostTest

Question 5

- What has been learned from research published subsequent to the release of reports providing guidance on adolescent literacy instruction?

Middle School Intensive Reading Interventions

Calhoon, 2005

- 95 hr instruction
- PreTest
- PostTest

Calhoon et al, 2010

- 96 hr instruction
- PreTest
- PostTest

Wood et al, 2002

- 60 hr instruction
- PreTest
- PostTest

Question 5

- By middle school the majority of students who struggle with reading will require an intensive reading intervention to help them sustain and slowly close the gap.

* Suggested Reading:
Question 5

“Implementing a response-based, tiered model for supporting the reading achievement of struggling and at-risk students is challenging, particularly in middle schools. Ongoing research should consider strategies for making implementation more feasible, supporting ongoing fidelity, and building and maintaining capacity for its effective use.”

Adolescence is not too late to intervene. Interventions do benefit older students.