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STRUGGLING ADOLESCENT READERS: STRATEGIES AND SOLUTIONS



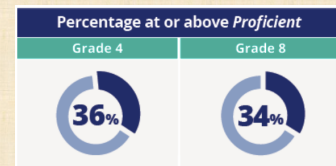
Adolescent Literacy: A Position Statement of the International Reading Association (2012)

"Adolescents entering the adult world in the 21st century will read and write more than at any other time in human history. They will need advanced levels of literacy to perform their jobs, run their households, act as citizens, and conduct their personal lives. They will need literacy to cope with the flood of information they will find everywhere they turn. They will need literacy to feed their imaginations so they can create the world of the future. In a complex and sometimes even dangerous world, their ability to read will be crucial. Continual instruction beyond the early grades is needed."

NAEP 2015 RESULTS



64% of fourth-grade and 66% of eighth-grade students DID NOT perform at or above the Proficient level in reading

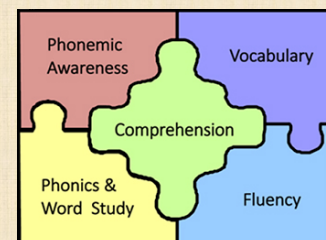


<http://www.nationsreportcard.gov/reading-math-2015/#readinggrade=4>

The Reading Gap



Foundation Skills of Reading



ADOLESCENT READING RESEARCH

WHAT DOESN'T WORK

- K-3 Strategies and practices
- Phonemic Awareness training
- Passive repetitive practice
- Sight words
- Slow labored reading
- Answering ? = comprehension
- Literacy instruction is the responsibility of ELA teachers only

WHAT WORKS

- Age appropriate instruction
- Word study & decoding strategies
- Engaging activities and motivation
- Word meaning & decoding strategies
- Fluency instruction
- Comprehension skills & strategies for deeper understanding
- Literacy needs to be connected to all content and the real world

Research-Based Recommendations for Effective Adolescent Literacy Instruction (NCET)



- Identify at-risk students early and provide effective intervention
- Direct & explicit instruction using multi-modal texts
- Differentiated instruction specific to individual needs
- Engaging & motivational materials
- Summative and formative assessments
- Technology that provides learner-centered relevant activities



A tool that meets the criteria

- *Reach Designed* for adolescent readers grades 4-10
- Research-based explicit, individualized instruction
- Embedded placement, fluency, and progress monitoring assessments
- Adaptive Intelligence Technology individualizes and differentiates instruction based on student need
- Highly motivating, engaging multi-modal content
- Responsive to needs of students and teachers
- ELL supports & fluency training

Research and Author Team

- Shane Templeton, Ph.D. (Phonics)**
Foundation Professor of Literacy Studies
University of Nevada, Reno
- Timothy Shanahan, Ph.D. (Comp., Vocab., Urban Ed & Diversity)**
Professor of Urban Education, University of Illinois at Chicago
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Professor of Education
Kent State University
- Ben Brady (Students AtRisk & Student Engagement)**
Executive Director
Children's Literacy Foundation
- Andrew Morrison (Literacy Expert & Software Development)**
President, Altis Avante Corporation
Founder of Earobics

Altis Reach provides instruction in four key areas

- **PHONICS**
- **VOCABULARY**
- **COMPREHENSION**
- **FLUENCY**

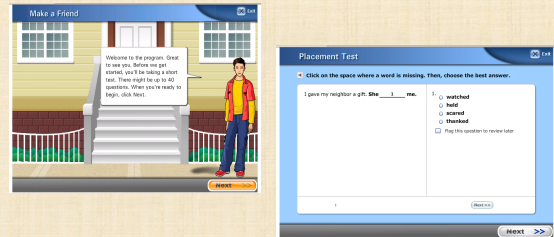


Assessments

Reach assessments developed by MetaMetrics

1. **Initial Placement Assessment**
 - Tool for placement within the Reach program
 - Lexile levels are used to match reading ability with text difficulty
2. **Progress Monitoring**
 - Level assessments automatically administered every 6 weeks
3. **Fluency Assessment**
 - Oral reading fluency (ORF) administered by teachers every three units
 - 1:1 administration
 - Phonics and Vocabulary activities allow students to listen to modeled reading, record, playback and save recording

Assessments



Differentiated Instruction Based on Student Need

- Individualized Instruction
- Adaptive technology differentiates and provides supports based on real-time data
- Explicit instruction at student level



Phonics Instruction

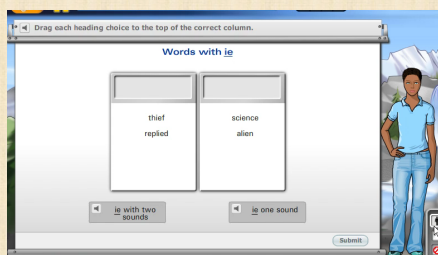
- Phonics Structural Analysis
- Word Attack strategies
- Spelling patterns
- High-Frequency words



“Recognizing Phonic patterns is essential to decoding.”

~ National Reading Panel

Phonics Activities



Vocabulary Instruction

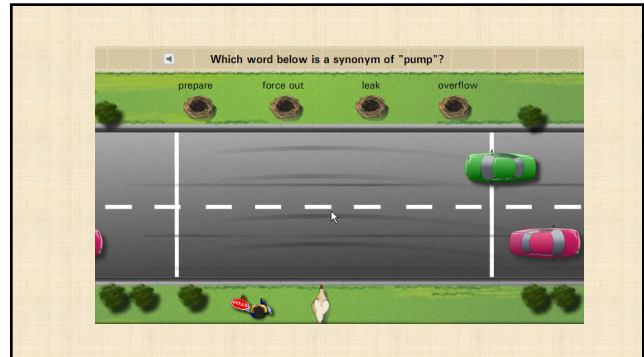
- Vocabulary words in multiple contexts
- Morphology
- Idioms
- Homophones
- Multiple Meaning Words
- Tier II & III Core Academic Words

WHAT MAKES REACH UNIQUE?

❖ **Most curriculum & interventions use ACT/SAT word lists created 30 years ago**

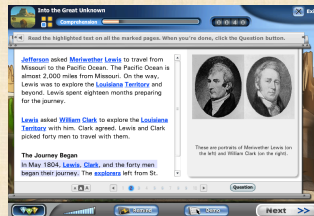
❖ **Researchers spent 1.5 years to identify real-world words encountered in day-to-day life**

Vocabulary activity: Morphology

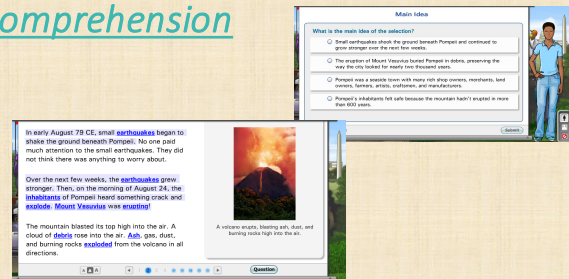


Comprehension Instruction

- Making Inferences
- Summarizing
- Making Predictions
- Activating Prior Knowledge
- Questioning
- Understanding the Text
- Main Idea and Details
- Monitoring Understanding
- Text Structures



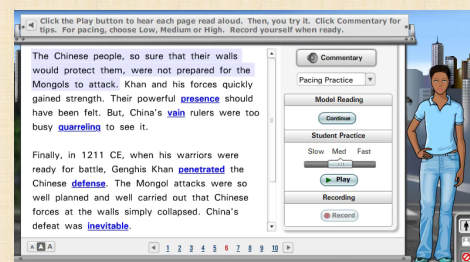
Comprehension



Fluency Instruction

- Variety of Passages
 - Provides modeled reading
 - ✓ Echo reading
 - ✓ Pacing Practice
 - ✓ Fluency recording
 - High Frequency Phrases
- ❖ **Students record, playback and practice modeled reading**
- ❖ **Tips are provided to help students develop prosodic features of model**
- ❖ **Recordings can be submitted to teacher for review and evaluation**

Fluency



"Motivation can determine whether adolescents engage with or disengage from literacy learning."

National Council of English Teachers;
Adolescent Literacy: A Policy Research Brief



Research-Based Recommendations for Effective Adolescent Literacy Instruction (NCTE)



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Reach

"I love it! I think it's the best of the programs we have tried. It put me at the right level so I'm not having to start at the same level as everyone else doing things that are either too easy or too hard for me. It's challenging, but at a level that I CAN do, and I feel like it's helping me learn quickly."

- Student age 16, reading at the 2-3rd grade level

"My students don't want to stop Reach training when my class is over. They'd like to spend more time in the program."

- Teacher at Ritenour School District

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Resources

- Adolescent Literacy Resources; <http://www.adlit.org/researchbytopic/c124/>
- Adolescent Literacy: A Position Statement of the International Reading Association (2012); <https://www.literacyworldwide.org/docs/default-source/where-we-stand/adolescent-literacy-position-statement.pdf?sfvrsn=8>
- Effective Instruction for Adolescent Struggling Readers; <http://www.centeroninstruction.org/effective-instruction-for-adolescent-struggling-readers---second-edition>
- National Council of Teachers of English. Adolescent Literacy: A Policy Research Brief; <http://www.ncte.org/library/NCTEFiles/Resources/Positions/Chron0907ResearchBrief.pdf>
- On the Job Lexile Requirements – National Adult Literacy Study (MetaMetrics)
- <http://slideplayer.com/slide/725120/24/images/13/On-the-Job-Lexile-Requirements-National-Adult-Literacy-Study.jpg>
- Altis Reach Research Base. Altis Reach: An intensive reading intervention solution for struggling readers grades 4-10.