Selected Knowledge Base on Interventions for Struggling Adolescent Readers

A Review of the Literature

Region 10 Comprehensive Center

December 2020

About Us

Wisconsin Evaluation Collaborative

The Wisconsin Evaluation Collaborative (WEC) is housed at the Wisconsin Center for Education Research at the University of Wisconsin-Madison. WEC's team of evaluators supports youth-serving organizations and initiatives through culturally responsive and rigorous program evaluation. Learn more at http://www.wec.wceruw.org.

Comprehensive Center Network

The Wisconsin-Minnesota Comprehensive Center (WMCC10) aims to improve the academic achievement of elementary and secondary school students in the two-state region by advancing the use of evidence-based practices. The WMCC10 team has extensive experience working with the Wisconsin Department of Instruction (DPI), Minnesota Department of Education (MDE), regional education support organizations, professional associations, and school districts to translate research into practical applications.

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Introduction

Purpose of Knowledge Base

This document was created in response to a request from the Wisconsin Department of Public Instruction (DPI) to the Wisconsin-Minnesota Comprehensive Center (WMCC) Region 10 to provide information on reading interventions for struggling adolescent readers. DPI requested specific information on supports for students of color, English Learners, and students with disabilities. This summary of the knowledge base is intended for internal use by DPI to inform professional development provided to Wisconsin districts, schools, and other stakeholders.

Overview of Knowledge Base

There is a breadth of information from a variety of sources on interventions for struggling adolescent readers. To make the information easier to interpret, this document is organized, by rigor and content, into the following sections and sub-sections:

Introduction

Review Methods

This document summarizes a review of research, evaluation, resources, and stakeholder knowledge related to the topic of interventions for struggling adolescent readers. Databases used for conducting this review included Google Scholar and ERIC. Literature from peer-reviewed, scholarly journals was reviewed, along with national reading and literacy organizations' websites and white papers from state departments of education and national education organizations. The search primarily was limited to studies and sources published from 2000-2020. Search terms used include but are not limited to: "struggling adolescent readers", "struggling" AND "intervention" AND "adolescent readers", "struggling" AND "adolescent" AND "intervention" AND "policy", etc.

Summary of Knowledge Base

Overall, this review suggests that supports and interventions for struggling adolescent readers can be highly effective when delivered thoughtfully via high-quality instruction, in ways that motivate and empower students. A summary of high-level findings includes the following:

- Students labeled as struggling readers are not a monolithic group; their reading motivations, abilities, and challenges vary. Accordingly, these students require significantly differentiated instructional interventions, delivered by highly qualified teachers and based on continuous review of student data.
- Consideration should be paid to the ways that educators label students as "struggling," and the ways adolescent students may perceive this label. It is important to reframe and understand students who are positioned as struggling in literacy classrooms. Greenleaf and Hinchman's (2009) commentary suggests that Americans should "reimagine instruction that acknowledges such young people and that helps them to acknowledge themselves as thriving, literate, intelligent human beings with important contributions to make."
- There are a variety of successful reading interventions, although commonalities across the most effective practices include a comprehensive approach to reading and writing; access to engaging and diverse material for students; and direct and explicit instruction on successful reading strategies.
- Intervention placement and instruction should be driven by assessment data that include frequent progress monitoring measures.
- Interventions should be delivered by highly-qualified teachers who participate regularly in relevant professional learning opportunities.
- Successful reading intervention for adolescent students does not happen in isolation. Instead, reading intervention should happen concurrently with opportunities for writing and discussion across disciplines. Additionally, the intervention material should be culturally relevant, empower students both in and out of school, and integrate students' linguistic strengths (especially in the case of English Learners).

Peer-Reviewed Articles

Overview

All articles in this section were selected from peer-reviewed academic journals and have been divided into three sub-sections. The three sub-sections of articles in this section are:

- Struggling Readers and Identity
- Instructional Practices and Interventions
- Research Reviews and Syntheses

For each article, the citation is provided along with either the abstract (if available) or a brief summary. Articles denoted with a plus sign (+) are empirically based studies. All PDFs of the articles can be found in this Google Drive folder.

Peer-Reviewed Articles: Struggling Readers and Identity

CITATION	ABSTRACT/SUMMARY
Collins, K. & Ferri, B. (2016). Literacy Education and Disability Studies: Reenvisioning Struggling Students. *Journal of Adolescent & Adult Literacy, 60*(1), 7-12.	· In this commentary, the authors present disability studies in education (DSE) as an alternative way to reframe, understand, and teach students who are positioned as struggling in literacy classrooms. As the authors detail, a DSE perspective changes the relationship between teachers and students to a more reciprocal one, and in doing so, it relocates the source of and responsibility for literacy struggles. The authors begin with a discussion of DSE, followed by a reconsideration of how to support students in developing their academic literacies. The commentary concludes with a discussion of why, in an era marked by increasing educational standardization and homogenization, a move to teaching that is informed by a DSE perspective is increasingly a matter of great urgency.
+Dennis, D.V. (2012). Heterogeneity or Homogeneity: What Assessment Data Reveal About Struggling Adolescent Readers. *Journal of Literacy Research,* 45(1), 3-21	· The confluence of No Child Left Behind and the National Reading Panel report on the five essential components of reading instruction forged a path for struggling adolescent readers that supports a narrow curriculum designed to address gaps in constrained skills. Adolescents from a large school district in the state of Tennessee who failed state assessments in reading (n= 94) were assessed using measures of phonemic awareness, decoding, fluency, orthography, vocabulary, and comprehension. Factor and cluster analysis of the assessment data revealed a heterogeneous population of students. Based on three factors (meaning, rate, and word knowledge), four clusters emerged representing varying abilities.

Peer-Reviewed Articles: Struggling Readers and Identity

CITATION	ABSTRACT/SUMMARY
+Dennis, D.V. (2010). "I'm Not Stupid:" How Assessment Drives (In)Appropriate Reading Instruction. *Journal of Adolescent & Adult Literacy*, *53*(4), 283-290.	• What I found when I moved beyond standardized tests and a prescribed curriculum were patterns in assessment data that allowed me to more accurately address my students' literacy needs. I individually administered (N = 94) five assessments that measured phonemic awareness, phonics, fluency, vocabulary, and comprehension skills. Preliminary data analysis suggested that most of the students in the study earned below-grade-level scores in the categories of meaning (comprehension and vocabulary), word identification, and reading rate. However, cluster analysis, a statistical procedure used to link students with similar abilities and needs, revealed that many students were strong in one or more of these categories. Notably, four distinct groups emerged from the cluster analysis, each representing both the abilities and needs of young adolescent readers, and none representing students missing phonics and decoding skills. • Certainly, what was learned through this research is that struggling young adolescents demonstrate complex, heterogeneous reading abilities requiring significantly different instructional interventions. In order for those interventions to be successful, we must consider the abilities with which our students enter the classroom, based on substantial data, and turn our focus to how best to build upon those abilities to provide meaningful instruction to our striving readers.

Peer-Reviewed Articles: Struggling Readers and Identity

CITATION	ABSTRACT/SUMMARY
+Frankel, K.K. (2016). The Intersection of Reading and Identity in High School Literacy Intervention Classes. *Research in the Teaching of English, 51*(1), 37-59.	• It is common practice to enroll adolescents in classes designed to improve their reading. Previous studies of literacy intervention classes have focused on students' acquisition of reading skills and strategies, but few studies have considered how reading identities may contribute to literacy learning. To address this gap, I used theories of positioning and identity to answer the question: How did students' understandings of literacy and their own reading identities interact with the figured worlds of their literacy intervention classrooms? I analyzed interviews, field notes, and artifacts for two students and teachers in different classrooms, focusing on students' acts of agency. Analyses revealed that both students' identities as good readers conflicted with the figured worlds of their classrooms, but they responded differently. One challenged the norms of his classroom in a manner contrary to his teacher's expectations and was unable to disrupt his positioning as a struggling reader. The other acquiesced to the norms of her classroom in ways her teacher recognized as characteristic of a capable reader, ultimately upsetting her struggling reader subject position. The findings reveal that students' acts of agency and teachers' interpretations of those acts are informed by students' perceptions of themselves as readers and teachers' understandings of literacy and learning in intervention classrooms. The findings problematize the practice of placing students in classes that position them as deficient.

Peer-Reviewed Articles: Struggling Readers and Identity

CITATION	ABSTRACT/SUMMARY
+Franzak, J.K. (2008). On the Margins in a High-Performing High School: Policy and the Struggling Reader. *Research in the Teaching of English, 42*(4), 466-505.	• This article extends recent work on the consequences of literacy-learning reforms by complicating the notion of "policy." Through a qualitative study in one high school, I explored how policy in its many forms, including the ways it was perceived and misperceived, shaped the literacy-learning experiences of marginalized adolescent readers. Employing critical policy analysis, I considered the perceptions of five ninth-grade students who had previously participated in a reading strategies course, four district- and school-site administrators, and four ninth-grade English teachers. Findings suggested that official ("inscribed") policies were immobilized in the focal classrooms; that unwritten understandings (what I call "phantom policies") concerning required canonical texts were powerful influences; that literary study did not ensure that students became better readers; and that policies that emphasized the study of literature (rather than reading strategies) served to further marginalize struggling readers. I argue that because teachers play key roles in constructing and enacting policy at the classroom level, they must be actively enlisted in the formulation and critique of policies affecting their students.

Peer-Reviewed Articles: Struggling Readers and Identity

CITATION	ABSTRACT/SUMMARY
Greenleaf, C.L. & Hinchman, K. (2009). Reimagining Our Inexperienced Adolescent Readers: From Struggling, Striving, Marginalized, and Reluctant to Thriving. *Journal of Adolescent & Adult Literacy, 53*(1), 4-13.	• This commentary invites Americans to confront what these authors view as the travesty that typically passes for literacy instruction for older youth in the United States who struggle with reading. In too many U.S. schools, these young people face an impoverished curriculum, receiving literacy instruction that is ill suited to their needs, or worse, receiving no literacy instruction at all. The authors invite Americans to consider, in contrast, teaching that helps young people to read a wide range of texts more effectively. They also ask Americans to reimagine instruction that acknowledges such young people and that helps them to acknowledge themselves, as thriving, literate, intelligent human beings with important contributions to make--including interpreting the First Amendment. In this article, the authors explain why they believe dramatic change is essential. They introduce one young man who struggles with reading but who has begun to thrive, and they consider the implications of the young man's growing success for future policy, research, and classroom practice.

Peer-Reviewed Articles: Struggling Readers and Identity

CITATION	ABSTRACT/SUMMARY
+Paterson, P.O. & Elliott, L.N. (2006). Struggling Reader to Struggling Reader: High School Students' Responses to a Cross-Age Tutoring Program. *Journal of Adolescent & Adult Literacy, 49*(5), 378-389.	• This qualitative study examines the perceptions and responses of struggling ninth-grade readers who are teaching reading to struggling second- and third-grade students in a cross-age tutoring program. The program was designed to overcome the entrenched, negative affective barriers that older students often bring to the required reading class by placing them in a leadership role. It also intended simultaneously to improve their vocabulary, fluency, and comprehension. Results indicate that the older students developed strong mirroring relationships with their younger counterparts based on shared community strengths and norms, shifted their perspective to see themselves as increasingly competent role models, and applied their developing reading abilities as they selected and modified strategies based on the needs of their younger students. Important implications for literacy teachers include a clearer understanding of the powerful, positive attitudinal effects of a well-planned, low-cost tutoring program that provides authentic opportunities for literacy learning for all students involved.
Skerrett, A. (2012). "We hatched in this class:" Repositioning of identity in and beyond a reading classroom. *High School Journal, 95*(3), 62-75.	• This article presents a case study of development of reading identity in Angelica, a 15-year-old Latina. The paper explores the literacy experiences in school that positioned Angelica as a struggling reader. It also examines the efforts of significant others in school and out-of-school contexts, as well as her own efforts, to contest this identity. In particular, it analyzes the pedagogical practices of Angelica's ninth grade reading teacher that were pivotal in Angelica's repositioning of her reading identity in school. Moving beyond teachers exploring with their students the broad construct of academic identity, the article argues for critical exploration of disciplinary identity as part of an academic curriculum. It offers some suggestions for doing so. The paper also advocates for building students' academic identities in the out-of-school contexts of their lives. In departure from typical approaches, it stresses that students should take a significant role in deciding how to extend their academic learning and identities into outside-school spaces.

Peer-Reviewed Articles: Instructional Practices and Interventions

CITATION	ABSTRACT/SUMMARY
Bhattacharya, A. (2020). Syllabic Versus Morphemic Analyses: Teaching Multisyllabic Word Reading to Older Struggling Readers. *Journal of Adolescent & Adult Literacy, 63*(5), 491-497.	• The purpose of this commentary is to share information about two word-reading approaches, syllabic and morphemic analysis, which could be used to teach struggling readers to read long words. The author's intent is to describe these two instructional approaches that can be used to promote accurate, fluent, and independent reading of complex words by middle and high school readers who read words at the third-, fourth-, or fifth-grade reading level. Consequently, the focus is mainly on adolescent struggling readers' word-reading skills, rather than reading comprehension. The author begins with an explanation and illustration of the differences between the spelling patterns of short and long words, followed by a discussion of older struggling readers' difficulties with reading words because of complexity of spelling patterns in multisyllabic words. The commentary concludes with a discussion of the two word-reading approaches, syllable-based and morpheme-based analyses, which could help older struggling readers read long words.

Peer-Reviewed Articles: Instructional Practices and Interventions

CITATION	ABSTRACT/SUMMARY
Brooks-Yip, M. & Koonce, J. B. (2010). Taking Another Look at Struggling Adolescent Readers. *Language Arts Journal of Michigan, 26*(1), Article 13.	This article looks at what it means to "struggle" with literacy, some specific problems of the struggling reader, and some of the ways teachers are currently helping these students. The authors suggest what teachers can do to help struggling adolescent readers, including: · Teachers should try to observe their struggling students in a variety of contexts, including outside the classroom, watching for what they can do and for ways to bring their strengths into the classroom · Consider interdisciplinary project-based pedagogies · Teachers should think about what texts adolescents' value, such as comic books or magazines The authors recommend other tactics that teachers can employ: · Direct, explicit comprehension instruction · Motivation and self-directed learning · Strategic tutoring · Diverse texts · Intensive writing · A technology component

Peer-Reviewed Articles: Instructional Practices and Interventions

CITATION	ABSTRACT/SUMMARY
+Casey, H.K. (2008). Engaging the Disengaged: Using Learning Clubs to Motivate Struggling Adolescent Readers and Writers. *Journal of Adolescent & Adult Literacy, 52*(4), 284-294.	• This article describes a seventh-grade teacher's use of learning clubs to motivate struggling students to engage in literacy events and foster literacy development. The data suggest the evolution of these learning clubs in this teacher's classroom is organic, emerging in response to the unique literacy needs of the students in this urban setting. This teacher motivates the struggling students in this heterogeneous class towards success by balancing a strong awareness of content, context, discourse, and pedagogy. The findings suggest learning clubs offer a useful framework for supporting adolescents who struggle with literacy and offers potential for work with all students across the content areas.
+Fisher, D. & Frey, N. (2014). Close Reading as an Intervention for Struggling Middle School Readers. *Journal of Adolescent & Adult Literacy, 57*(5), 367-376.	• Thousands and thousands of middle school students around the world participate in reading intervention programs, many that are very expensive with limited effectiveness. We wanted to know if an after-school intervention focused on close reading procedures could improve student achievement. Close reading of complex text involves annotations, repeated reading, text-dependent questions, and discussions. This manuscript reports on 75 students in grades 7-8 who received the close reading intervention and compares their outcomes with 247 students who received a traditional intervention. Results suggest that close reading can be an effective intervention, with significant increases in student attendance, self-perception, and achievement.

Peer-Reviewed Articles: Instructional Practices and Interventions

CITATION	ABSTRACT/SUMMARY
Fisher, D. & Ivey, G. (2006). Evaluating the Interventions for Struggling Adolescent Readers. *Journal of Adolescent & Adult Literacy, 50*(3), 180-189.	The authors assess current reading interventions for struggling readers and offer five guidelines for choosing an effective program: • The teacher should play a critical role in assessment and instruction • The intervention should reflect a comprehensive approach to reading and writing • Reading and writing in the intervention should be engaging • Interventions should be driven by useful and relevant assessments • The intervention should include significant opportunities for authentic reading and writing
+Guerin, A. & Murphy, B. (2015). Repeated Reading as a Method to Improve Reading Fluency for Struggling Adolescent Readers. *Journal of Adolescent & Adult Literacy, 58*(7), 551-560.	• This paper examines the implications of a seven-week program of repeated readings on the fluency levels of three struggling adolescent readers. The study focused from a broad conceptualization of fluency which recognizes that practice and assessment should address all components of fluency, i.e., prosody and comprehension, as well as rate and accuracy. In keeping with this broad understanding of fluency, the methodology used included multiple assessment measures and a range of qualitative data gathered from the three adolescent participants throughout the seven-week program. The limitations of fluency practice which fails to address a complex definition of fluency emerge as significant. The findings indicate that success also lies in the potential of instructional programs to enable students to uncover meaning in text by becoming more strategic when reading, both orally and silently, through increased levels of self-directed learning.

Peer-Reviewed Articles: Instructional Practices and Interventions

CITATION	ABSTRACT/SUMMARY
Lupo, S.M., Strong, J.Z., & Smith, K.C. (2018). Struggle Is Not a Bad Word: Misconceptions and Recommendations About Readers Struggling with Difficult Texts. *Journal of Adolescent & Adult Literacy, 62*(5), 551-560.	• Many teachers feel that students should not struggle with text; instead, they should read easier texts in order to learn from them and make adequate growth in reading. In turn, teachers might use easier or leveled texts as a solution or a graphic novel or multimodal version to differentiate text reading and to motivate and engage reluctant readers. The authors refute commonly held assumptions or misconceptions and offer alternative recommendations to improve students' ability to learn from text and develop reading comprehension. • The authors also suggest that teachers should embrace the struggle by providing supportive opportunities for all students to engage with challenging texts with appropriate instructional supports. Comprehension scaffolds include addressing adolescent readers' knowledge and vocabulary needs, engaging readers in discussion about the text, and motivating and engaging readers with the topic and text throughout the reading experience.

Peer-Reviewed Articles: Research Reviews and Syntheses

CITATION	ABSTRACT/SUMMARY
Edmonds, M.S., Vaughn. S., Wexler, J., Reutebuch, C., Cable, A., Tackett, K.K, & Schnakenberg, J.W. (2009). A Synthesis of Reading Interventions and Effects on Reading Comprehension Outcomes for Older Struggling Readers. *Review of Educational Research, 79*(1): 262–300.	• This article reports a synthesis of intervention studies conducted between 1994 and 2004 with older students (Grades 6–12) with reading difficulties. Interventions addressing decoding, fluency, vocabulary, and comprehension were included if they measured the effects on reading comprehension. Twenty-nine studies were located and synthesized. Thirteen studies met criteria for a meta-analysis, yielding an effect size (ES) of 0.89 for the weighted average of the difference in comprehension outcomes between treatment and comparison students. Word-level interventions were associated with ES = 0.34 in comprehension outcomes between treatment and comparison students. Implications for comprehension instruction for older struggling readers are described.
Faggella-Luby, M.N., Ware, S.M., & Capozzoli, A. (2009). Adolescent Literacy—Reviewing Adolescent Literacy Reports: Key Components and Critical Questions. *Journal of Literacy Research, 41,* 453-475.	• The purpose of this essay review is to identify key components and pressing critical questions from a variety of adolescent literacy reports that will direct improvement in reading for older students. This article serves as a primary review, presenting common threads across the reports related to core instruction for all students, supplemental instruction for adolescent struggling readers, the infrastructure necessary to support improved outcomes, and critical questions for moving forward as a field. Following this core review, three responses highlight perspectives from research, practice, and policy. First, Elizabeth Moje invites readers to consider the historical and sociocultural dimensions of the topic, discussing both overlooked research that has been conducted, and overlooked topics that have yet to be addressed by research. Next, Lori Digisi provides a practitioner's viewpoint, looking at literacy practices and results in her state, district, and school. Finally, Kris Gutierrez calls for the development of a broad federal literacy policy, one that is inclusive of individuals across the lifespan and is sensitive to the needs of students from non-dominant communities.

Peer-Reviewed Articles: Research Reviews and Syntheses

CITATION	ABSTRACT/SUMMARY
Franzak, J.K. (2006). Zoom: A Review of the Literature on Marginalized Adolescent Readers, Literacy Theory, and Policy Implications. *Review of Educational Research, 76*(2), 209-248.	• The achievement of adolescent literacy learners has become a significant topic of research and policy. This review of literature links current literacy learning theories, research that addresses the individualized nature of adolescent readers, and the literature delineating adolescent literacy policy. Researchers using naturalistic inquiry have studied adolescent readers from a variety of perspectives; interview-based studies show adolescents having some commonalities in reading preferences. Current pedagogical models include reader response, strategic reading, and critical literacy; each model has benefits and drawbacks for marginalized readers. Adolescent literacy policy fosters the belief that we are in a crisis that calls for intervention. The article concludes with recommendations for policy and research that would better serve marginalized adolescent readers.
Scammacca, N. K., Roberts, G. J., Cho, E., Williams, K. J., Roberts, G., Vaughn, S. R., & Carroll, M. (2016). A century of progress: Reading interventions for students in Grades 4–12, 1914–2014. *Review of Educational Research, 86*(3), 756–800.	• The history of research on interventions for struggling readers in Grades 4 through 12 dates back to 19th-century case studies of seemingly intelligent children who were unable to learn to read. Physicians, psychologists, educators, and others were determined to help them. In the process, they launched a century of research on a wide variety of approaches to reading intervention. As shown in this systematic narrative review, much has changed over time in the conceptualization of reading interventions and the methods used to determine their efficacy in improving outcomes for struggling readers. Building on the knowledge gathered over the past 100 years, researchers and practitioners are well-poised to continue to make progress in developing and testing reading interventions over the next 100 years.

White Papers

Overview

Resources in this section are not peer-reviewed but do contribute to a greater understanding about how to serve struggling adolescent readers. The sub-sections for white papers are:

- Position statements
- Reports, practice briefs, and guidance documents
- State model plan

For each resource, the name and source are provided along with a description and brief summary. Most resources are hyperlinked; for those that do not have a hyperlink, a PDF version can be found in this Google Drive folder.

White Papers: Position Statements

CITATION	RESOURCE DESCRIPTION	FINDINGS
International Literacy Association. (2019). *Engagement and adolescent literacy* [Position statement and research brief]. Newark, DE.	• A position statement and research brief from the International Literacy Association (ILA).	• The International Literacy Association maintains that effective engagement is the critical component of literacy instruction for adolescents. To effectively engage adolescent students means offering them the opportunity to use literacy in meaningful ways, interact with a variety of texts, participate in assessment for and as learning, and experience a community of learners in and out of school. This brief contains sections on: Learning Context; Disciplinary Literacy; and Scaffolding Through Inquiry.
National Council for Teachers of English (NCTE) (2018). A Call to Action: What We Know About Adolescent Literacy Instruction.	• The purpose of this document is to provide a research-based resource for media, policymakers, and teachers that acknowledges the complexities of reading as an ongoing, developmental process and addresses the needs of secondary readers and their teachers.	• Literacy encompasses much more than reading and includes writing, and a variety of social and intellectual practices, including digital and interdisciplinary literacies. Literacy learning is an ongoing and non-hierarchical process in which each academic content area poses its own literacy approaches and challenges. In addition to content-area literacies, adolescents rely on out-of-school literacies in their identity development. Part of the belief system underlying this statement is that students often have literacy skills that are not made evident in the classroom and teachers must make special efforts to include them. This position statement includes the following sections: • Dimensions of Adolescent Literacy • Implications for the Teaching of Reading • What Adolescent Readers Need • What Teachers of Adolescent Readers Need

White Papers: Position Statements

CITATION	RESOURCE DESCRIPTION	FINDINGS
International Reading Association. (2012). *Adolescent Literacy* (Position statement, Rev. 2012 ed.). Newark, DE.	• The International Reading Association (IRA) offers this updated position statement as a guide for supporting adolescents' ongoing literacy development.	This position statement includes the following sections, amongst others: *What do we need to provide to successfully support adolescent literacy development?* Adolescents need access to engaging and motivating content and instruction to support their continued development. Areas to consider include the following: • Provide opportunities for adolescents to work with text that is inclusive of print and nonprint materials. • Offer web-based learning experiences. • Implement multiple assessment methods that demonstrate students' strengths as well as needs. • Expand the focus on disciplinary literacies. • Increase the number of middle and high school literacy specialists. • Offer access to relevant resources. • Provide appropriate professional development for educators. *What do adolescents deserve?* 1. Adolescents deserve content area teachers who provide instruction in the multiple literacy strategies needed to meet the demands of the specific discipline. 2. Adolescents deserve a culture of literacy in their schools with a systematic and comprehensive programmatic approach to increasing literacy achievement for all. 3. Adolescents deserve access to and instruction with multimodal, multiple texts. 4. Adolescents deserve differentiated literacy instruction specific to their individual needs. 5. Adolescents deserve opportunities to participate in oral communication when they engage in literacy activities. 6. Adolescents deserve opportunities to use literacy in the pursuit of civic engagement. 7. Adolescents deserve assessments that highlight their strengths and challenges. 8. Adolescents deserve access to a wide variety of print and nonprint materials.

White Papers: Reports, Practice Briefs, and Guidance Documents

CITATION	RESOURCE DESCRIPTION	FINDINGS
Biancarosa, C., & Snow, C. E. (2006). Reading next—A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York (2nd ed.). Washington, DC: Alliance for Excellent Education.	• A panel of five nationally known and respected educational researchers met in spring 2004 with representatives of Carnegie Corporation of New York and the Alliance for Excellent Education to draw up a set of recommendations for how to meet the needs of our eight million struggling readers while simultaneously envisioning a way to propel the field forward. • Although this report originally was targeted to the funding community, it offers information that will also prove invaluable to others, including researchers, policymakers, and educators.	This report delineates fifteen elements aimed at improving middle and high school literacy achievement right now: 1. Direct, explicit comprehension instruction 2. Effective instructional principles embedded in content 3. Motivation and self-directed learning 4. Text-based collaborative learning 5. Strategic tutoring 6. Diverse texts 7. Intensive writing 8. A technology component 9. Ongoing formative assessment of students 10. Extended time for literacy 11. Professional development 12. Ongoing summative assessment of students and programs 13. Teacher teams 14. Leadership 15. A comprehensive and coordinated literacy program

White Papers: Reports, Practice Briefs, and Guidance Documents

CITATION	RESOURCE DESCRIPTION	FINDINGS
Boardman, A. G., Roberts, G., Vaughn, S., Wexler, J., Murray, C. S., & Kosanovich, M. (2008). Effective instruction for adolescent struggling readers: A practice brief. Portsmouth, NH: RMC Research Corporation, Center on Instruction.	• The purpose of this practice brief is to provide schools, districts, and states with background knowledge about best practices for older students who struggle to read. It focuses on the reading skills that adolescents need to more fully access content-area curricula and, in turn, secure a productive future.	Instructional recommendations for older readers differ only slightly from those for younger readers. They can be organized into five general areas: • Word study • Fluency • Vocabulary • Comprehension • Motivation • This practice brief offers suggested practices for each of the above areas.
Hougen, M. (2014). Evidence-based reading instruction for adolescents, grades 6-12 (Document No. IC-13). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website.	• This paper features an innovation configuration (IC) matrix that can guide teacher preparation professionals in the development of appropriate use of evidence-based reading instruction for adolescents in Grades 6-12.	• This IC focuses on developing adolescent readers' abilities to decode multisyllabic words, read with prosody, develop vocabulary knowledge, and increase reading comprehension. • Both sections of this IC (Evidence-Based Reading Instruction: Knowledge of the Essential Components & Evidence-Based Reading Instruction: Application of the Essential Components) are organized by essential components of reading instruction and tiers, corresponding to a Multi-Tiered System of Supports (MTSS) framework.

White Papers: Reports, Practice Briefs, and Guidance Documents

CITATION	RESOURCE DESCRIPTION	FINDINGS
Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). *Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide* (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.	• The goal of this practice guide is to present specific and coherent evidence-based recommendations that educators can use to improve literacy levels among adolescents in upper elementary, middle, and high schools.	Recommendations for improving adolescent literacy, along with a checklist for carrying out the recommendations (pp. 9-10): • Provide explicit vocabulary instruction • Provide direct and explicit comprehension strategy instruction • Provide opportunities for extended discussion of text meaning and interpretation • Increase student motivation and engagement in literacy learning • Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists

White Papers: Reports, Practice Briefs, and Guidance

CITATION	RESOURCE DESCRIPTION	FINDINGS
Shanahan, C. (2005). Adolescent Literacy Intervention Programs: Chart and Program Review Guide. Learning Point Associates: North Central Regional Educational Laboratory.	• In this paper, the author describes characteristics of programs developed for adolescents who are struggling with literacy. The paper references both a chart the author developed to compare and contrast those characteristics and a review guide she created to help schools make principled decisions when choosing programs for use with their students.	• The chart and the review guide should help schools make good decisions regarding the programs in which they invest. Once decisions are made, the difficult work begins—the work of implementation. • Perhaps the most important consideration in implementation is providing the time for it. Increasing the time spent teaching students how to read can make a big difference. • As time goes on, teachers will participate in professional development, engage in problem solving, and make decisions about students based upon assessment data. With a well-chosen program and a dedicated group of teachers who have time to learn, reflect, and plan, it is likely that achievement in literacy will continue to rise.

White Papers: Reports, Practice Briefs, and Guidance Documents

CITATION	RESOURCE DESCRIPTION	FINDINGS
Torgesen, J. K., Houston, D. D., Rissman, L. M., Decker, S. M., Roberts, G., Vaughn, S., Wexler, J. Francis, D. J, Rivera, M. O., Lesaux, N. (2007). Academic literacy instruction for adolescents: A guidance document from the Center on Instruction. Portsmouth, NH: RMC Research Corporation, Center on Instruction.	• This document was prepared to assist literacy specialists in the national Regional Comprehensive Center network as they work with states to improve educational policy and practice in the area of adolescent literacy.	This document comprises three major parts: 1. Improving academic literacy instruction for students in grades 4-12. 2. Advice from experts about improving academic literacy instruction for adolescents. 3. Examples of state activities in support of improved adolescent literacy instruction. Advice about teaching students with reading difficulties (p. 129): • Provide intensive instruction for students who are significantly behind • Give intensive instruction and practice in fluency and/or comprehension strategies • Instruction should be provided by a highly qualified teacher • Placement and instruction should be driven by assessment data including progress monitoring • Make a variety of leveled and high-interest materials available • Provide explicit vocabulary instruction • Hire a literacy coach • Plan for ongoing professional development

White Papers: State Model Plan

CITATION	RESOURCE DESCRIPTION	FINDINGS
Minnesota Department of Education (2011). An Updated Model Plan for Adolescent Reading Intervention and Development.	• The *Model Plan for Adolescent Reading Intervention and Development* is meant to serve as an exemplar for districts and schools as they develop their own reading intervention plans and curricula. These suggestions reflect both research- and evidence-based best practices.	This Model Plan features four main areas that are essential considerations in a comprehensive intervention plan designed to meet the needs of struggling adolescent readers: Motivation and Engagement; Comprehension; Vocabulary Expansion; and Word Recognition, Analysis, and Fluency. It is important to acknowledge that there are a variety of beliefs and assumptions that underlie the development of this plan: • Students that are significantly behind their peers in grade-level reading achievement need: 　◦ An intervention plan that will accelerate their literacy growth. 　◦ Additional support above and beyond reading in language arts and other content areas. 　◦ Instruction from a licensed reading professional during time specified for reading instruction. 　◦ Intervention in addition to other services such as special education or limited English proficiency. • Students reading at or above grade level will also benefit from explicit reading instruction to encourage ongoing growth and development of critical thinking skills. • An instruction and intervention plan should be data driven and based on students' needs to assure growth in reading development and to support the independent application of strategic reading throughout the school day. • Triangulation of multiple data measures which includes norm-referenced, criterion-based, and informal assessments should be used to create or redesign reading intervention plans and for moving students into, between, and out of appropriate interventions. • Entrance and exit criteria should represent the accelerated growth needed to ensure students are making adequate progress toward grade-level expectations

Resources for Specific Populations of Struggling Readers

Overview

Resources in this section pertain to one of the following three specific subgroups of struggling adolescent readers:

- Students of Color
- English Learners
- Students with Disabilities

It is important to acknowledge that there are overlaps between these three populations; however, for the sake of organization, the articles have been placed into the section for which they are most relevant. For each resource, the resource name and source are provided along with a brief description and overview of contents. Most resources are hyperlinked directly; for those that do not have a hyperlink, a PDF version can be found in this Google Drive folder. Resources marked with an asterisk (*) indicate the article is from a peer-reviewed source. Articles denoted with a (+) are empirically based studies

Resources for Specific Populations of Struggling Readers: Students of Color

CITATION	RESOURCE DESCRIPTION	FINDINGS
*+Boston, G.H. & Baxley, T. (2007). Living the Literature: Race, Gender Construction, and Black Female Adolescents. *Urban Education, 42*(6), 560-581.	• This article examines how gender construction and the literacy experiences of Black adolescent females can be shaped and motivated by their interaction with specific multicultural texts.	• This discussion further explores how current theories of race, identity and gender construction, and literacy learning in English language arts classrooms inform and provide additional clarity to the results of a content analysis study of four multicultural contemporary adolescent novels. As such, this discussion offers plausible insight for how a broader view of literacy learning theory may apply when discussing the literacy experiences of Black female adolescents and other marginalized readers. • Black females should be exposed to kinds of literacy that not only support their personal lives but also allow them opportunities to become more competent readers. Using novels, like the ones highlighted, as read-alouds exposes the adolescent to various genres, invites more challenging reading texts, models fluency, enriches vocabulary, and encourages a love for reading. • Educators should explore preventive measures and pedagogical theories that will assist struggling readers in an effort to avoid the necessity of intervention later—which does not guarantee success. Culturally responsive practices include methods that attempt to bridge the gap between students from marginalized cultures and those of the White culture. These practices should validate and affirm the culture of these students while focusing on fundamental knowledge needed to become capable readers and writers.

Resources for Specific Populations of Struggling Readers: Students of Color

CITATION	RESOURCE DESCRIPTION	FINDINGS
*+Learned, J.E. (2016). Becoming "Eligible to Matter": How Teachers' Interpretations of Struggling Readers' Stress Can Disrupt Deficit Positioning. *Journal of Adolescent & Adult Literacy, 59*(6), 665-674.	• This researcher conducted a study in which she shadowed the same eight ninth graders (two identified as African American; two as white; one as African American and American Indian; one as Hmong; and one as Latino). She shadowed them across U.S. history, algebra, and reading intervention. The following research question arose during data collection and analysis: How do student-teacher interactions serve as contexts for youths' literacy learning and identities, particularly when young people are experiencing high levels of stress?	• When young people experience high levels of stress due to, for example, homelessness or hunger, how teachers interpret that stress contributes to the construction of youths as struggling or capable readers and learners. • For instance, when teachers interpreted students' stress as low motivation or work avoidance, it exacerbated youths' deficit positioning as struggling readers or unmotivated learners in classroom communities. However, when teachers sought to understand the root causes of students' stress, teachers and young people jointly addressed students' issues in ways that bolstered youths' well-being and literacy learning. In other words, my analysis suggests that when teachers seek to understand why a struggling reader appears disengaged instead of assuming, for example, that he or she does not care about a text or an activity, it opens up avenues for building student–teacher relationships and deepening literacy. • Seven steps for immediate action are located on page 673.

Resources for Specific Populations of Struggling Readers: Students of Color

CITATION	RESOURCE DESCRIPTION	FINDINGS
*+Neugebauer, S.R. & Blair, E.E. (2020). "I Know How to Read and All, but…": Disciplinary Reading Constructions of Middle School Students of Color. *Journal of Literacy Research, 52*(3), 316-340.	• This study explores the disciplinary literacy perspectives of middle school students of color attending urban parochial schools and the reader subject positions they took up across content-area classrooms.	• Qualitative analysis of 19 student interviews and accompanying observations of subject-area classes revealed that students' constructions of reading, circumscribed by classroom literacy activities, inhibited discipline-specific reading subject positions. • In particular, this study highlights how teachers' reading activities promoted reading as being about accomplishing a task rather than being apprenticed in ways of taking discipline-specific knowledge from text. When the boundaries between students' home literacy experiences and school disciplinary literacy experiences were more contiguous, and when more meaningful, authentic literacy experiences were provided, students evidenced deeper disciplinary literacy engagement. • School curriculum must scaffold students' understanding of the language and literacy demands of disciplinary texts, along with knowledge of how to dissect and critique disciplinary texts. Students in this study were rarely exposed to instruction that scaffolded development of these higher order critical thinking skills, and as a result, neither struggling nor strong readers were engaging in deep comprehension of diverse texts. • Overall, if we want to support low-income students of color, and indeed all students, to be passionate, engaged, and critical disciplinary readers, we must develop curricula and support everyday classroom practice that encourages relevance, inculcates students' complex and critical understandings of literacy, and apprentices students in disciplinary subject positions through active, playful engagement with disciplinary texts.

Resources for Specific Populations of Struggling Readers: Students of Color

CITATION	RESOURCE DESCRIPTION	FINDINGS
*+Sciruba, K. (2017). Journeys Toward Textual Relevance: Male Readers of Color and the Significance of Malcolm X and Harry Potter. *Journal of Literacy Research, 49*(3), 371-392.	• This article combines interview data from a group of boys of color at an urban single-sex school and content analysis of The Autobiography of Malcolm X and Harry Potter and the Sorcerer's Stone to demonstrate the complexities of readers' responses to literature.	• Textual relevance, or the ability to construct personal meaning from literature, emerged in two principal forms: (a) empathetic textual relevance (a mirror approach) and (b) sympathetic textual relevance (a window approach). In addition, textual relevance took shape in forms beyond mirrors or windows. • In building upon theories of intersectionality and reader response, I argue that acknowledging the multi-dimensionality of readers' identities and their meaning-making processes can pave the way for youth empowerment. As such, this work aims to contribute to a more nuanced understanding of students' experiences as readers and to enhance literacy practices designed to promote equity. • To continue along our journeys toward textual relevance for all students, it is imperative that we seek input from young people to find out more about the various dimensions of textual relevance and the degree to which they make—and do not make—matches between their own lives and the stories they read. Rather than make assumptions about students and perpetuate the cycle of inadequately informed literacy education decisions, teachers can adopt lines of inquiry similar to this in their own classrooms, asking students how they want us to see them as readers.

Resources for Specific Populations of Struggling Readers: Students of Color

CITATION	RESOURCE DESCRIPTION	FINDINGS
*Tatum, A.W. (2008). Toward a More Anatomically Complete Model of Literacy Instruction: A Focus on African American Adolescents and Texts. *Harvard Educational Review, 78*(1), 155-180.	• In this article, Alfred Tatum argues that the current framing of the adolescent literacy crisis fails to take into account the in-school and out-of-school challenges confronting many African American male adolescents today, particularly those growing up in high-poverty communities.	• Using the metaphor of literacy instruction as a human body, he argues that in the absence of sound theory about the importance of texts for African American male adolescents, even the best instructional methods will fall flat, like a body without a head. • He offers a more anatomically complete model in which instructional methods are governed by theories about how literacy can help young men of color respond to their immediate contexts, and in which professional development gives legs to these methods by preparing teachers to engage all students. • Finally, in a case study of one Chicago youth, Tatum illustrates both the power that relevant texts can hold for young men of color and the missed opportunities that result when students do not encounter such texts in their schools.

Resources for Specific Populations of Struggling Readers: Students of Color

CITATION	RESOURCE DESCRIPTION	FINDINGS
*Thompson, G.L. & Shamberger, C.T. (2015). The Gift that Can Save Lives: Teaching Black Students to Become Good Readers. *Journal of Research Initiatives, 1*(3).	• This article provides a critical look at the historical barriers to learning for African American students attending public schools. It includes an emphasis on the negative school experiences of Black students, as well as statistics on the academic performance of the Black student population. Strategic tools to help educators address the unique needs of Black students and ways of engaging parents to support the academic progress of their children are included.	• The reading score gaps between Black and White students indicate that the U.S. public school system continues to under-serve Black students. Because of low expectations and an increased likelihood of being assigned to classrooms with under qualified or inexperienced teachers, many Black struggling readers are promoted from one grade level to the next, even if they read far below grade level. • Teachers who truly want to work effectively with Black students must (1) adopt the mindset that they can help these students become better readers, (2) adopt the mindset that it is their professional responsibility to do their best to bring all students as close to grade-level standards as possible, (3) form alliances with parents, and (4) use effective and culturally relevant teaching strategies.

Resources for Specific Populations of Struggling Readers: Students of Color

CITATION	RESOURCE DESCRIPTION	FINDINGS
*+Vetter, A. (2013). "You Need Some Laugh Bones!": Leveraging AAL in a High School English Classroom. *Journal of Literacy Research, 45*(2), 173-206.	• The purpose of this study was to examine how a White teacher (Gina) responded to African American Language (AAL) in ways that situated students as valuable members of a high school English classroom. This 5-month qualitative study in a 10th grade classroom drew from positioning theory and discourse analysis to make sense of classroom interactions with AAL.	• Findings show that although Gina was not fluent in AAL, she leveraged it in ways that positioned students as members of the literacy community by doing the following: (a) opening opportunities for students to use AAL in ways that contributed to the community, (b) not dismissing or ridiculing the use of AAL, and (c) maintaining a classroom of respect when AAL was used in ways that disrespected that community. • Implications from the study suggest that teaching high school English is not only about knowledge of content or best practices but also about leveraging multiple languages in ways that position students as participants of a literacy community.

Resources for Specific Populations of Struggling Readers: English Learners

CITATION	RESOURCE DESCRIPTION	FINDINGS
*Noguerón-Liu, S. (2020). Expanding the Knowledge Base in Literacy Instruction and Assessment: Biliteracy and Translanguaging Perspectives from Families, Communities, and Classrooms. *Reading Research Quarterly, 55*(S1), S307-S318.	• This article is a response to claims made by proponents of "science of reading" and "structured literacy" reading instruction approaches, in regard to their effectiveness with emergent bilingual students. • The author argues that the strong knowledge base generated from studies examining the dynamic literacy practices of emergent bilingual students should also be included in reading curriculum, assessment, and teacher education decisions.	• First, the author provides an overview of the contributions and limitations of the knowledge base associated with the science of reading, in relation to bilingual learners. The author explains that the complexity of the instructional, demographic, and sociocultural realities of emergent bilinguals in the United States requires solutions informed by various vantage points and perspectives. • Second, the author summarizes family literacy research in households of Latinx bilingual children, documenting parents' and children's advocacy efforts, emergent biliteracy practices, and tensions in grappling with English dominant instruction in schools. • Finally, the author summarizes research extending oral reading assessment procedures to analyze emergent bilingual students' miscues and retellings. • Implications for teacher preparation and professional development are included throughout.

Resources for Specific Populations of Struggling Readers: English Learners

CITATION	RESOURCE DESCRIPTION	FINDINGS
Minnesota Department of Education. Incorporate Student Home Language in Core Instruction.	• This abstract of an Evidence-based Practice, Program or Policy (EBP) includes details of the importance of incorporating student home language in core instruction and implementation resources.	*Synopsis:* The inclusion of a student's home language into instruction has been shown to improve content learning and language development of both English and the home language. When students' linguistic strengths are integrated into the instructional process, students are more engaged, background knowledge is more easily activated, and home/school connections are reinforced. Teachers are encouraged to structure learning times to allow students to access their full language repertoires in support of learning. *Core Components:* The teacher should… • Be a co-learner with the students. • Gain basic knowledge of students' oral and literacy levels in their home language. • Create a multilingual ecology/multilingual classroom environment. • Provide opportunities for students to think, discuss and write in their home language. • Select culturally relevant and home language texts.

Resources for Specific Populations of Struggling Readers: English Learners

CITATION	RESOURCE DESCRIPTION	FINDINGS
Minnesota Department of Education. [Structured Productive Language Opportunities.](#)	• This abstract of an Evidence-based Practice, Program or Policy (EBP) includes details of the importance of structured productive language opportunities and implementation resources.	*Synopsis:* In order to help English Learners learn content while also mastering elements of academic English, teachers must provide opportunities for students to discuss academic content with their peers as well as extend their thinking in focused writing assignments. Teachers must ground academic discussions and writing in shared experiences, model appropriate vocabulary and language constructions, and provide ample, structured opportunities to practice the associated academic language in discussions and writing *Core Components:* The teacher will… • Anchor instruction in common shared experience. • Explicitly teach the content-specific academic vocabulary. • Provide daily opportunities for academic conversations. • Provide opportunities for students to extend their thinking with writing.

Resources for Specific Populations of Struggling Readers: English Learners

CITATION	RESOURCE DESCRIPTION	FINDINGS
*+Reichenberg, J.S. (2020). Literacy Coaching with Teachers of Adolescent English Learners: Agency, Sustainability, and Transformation for Equity. *Journal of Adolescent & Adult Literacy, 64*(1), 57-66.	• As literacy coaching grows in popularity and schools grow in diversity, it is important to explore approaches to support sustainable and transformative teacher learning in complex settings. This seven-month case study of the author's coaching with two teachers of English learners (ELs) in an urban high school illustrates the use of a reflective framework with video to support agentive, sustainable, transformative literacy coaching.	• The reflective framework, developed by the author, begins with teachers' own perplexity about literacy teaching and learning. • Dialogue from coaching sessions shows how the framework capitalized on differing expertise of the EL teacher and literacy coach, providing key entry points for both professionals into the reflective conversation. • Although one teacher chose to explore a perceived strength and the other teacher chose to explore a perceived weakness, coaching with the framework led to agency, sustainability, and transformation in both teachers, including thinking and practices that empowered ELs to take ownership of their literacy learning.

Resources for Specific Populations of Struggling Readers: English Learners

CITATION	RESOURCE DESCRIPTION	FINDINGS
Richards-Tutor, C., Aceves, T., & Reese, L. (2016). *Evidence-based practices for English Learners* (Document No. IC-18). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website.	• This innovation configuration (IC) identifies effective practices for English Learners (ELs) within a multi-tiered system of supports (MTSS) framework.	The authors review four key recommendations for that they found consistently represented in the literature related to academic instruction for ELs: 1. provide students the opportunity to develop academic oral language while simultaneously teaching literacy and other content areas, 2. teach vocabulary across content areas, 3. provide instruction and/or instructional support in the primary language as needed, and 4. provide appropriate interventions for ELs who need support beyond Tier 1 instruction. The authors also identify a fifth recommendation from the literature, which is to implement culturally responsive instruction. • Additionally, the authors provide key practices for progress monitoring for ELs and family-school partnerships.

Resources for Specific Populations of Struggling Readers: English Learners

CITATION	RESOURCE DESCRIPTION	FINDINGS
Torgesen, J. K., Houston, D. D., Rissman, L. M., Decker, S. M., Roberts, G., Vaughn, S., Wexler, J. Francis, D. J, Rivera, M. O., & Lesaux, N. (2007). Academic literacy instruction for adolescents: A guidance document from the Center on Instruction. Portsmouth, NH: RMC Research Corporation, Center on Instruction.	• This document was prepared to assist literacy specialists in the national Regional Comprehensive Center network as they work with states to improve educational policy and practice in the area of adolescent literacy. • One section in this document is titled: Supporting Literacy Development in Adolescent English Language Learners (pp. 91-99).	Research on instruction for ELLs, combined with data on their overall academic achievement, reveals at least three important principles to consider in the context of guidance for practitioners and policymakers: • Research-based practices that have been identified to ensure the development of successful reading skills in monolingual students may also benefit ELLs. • ELLs draw on a host of linguistic, metacognitive, and experiential resources from their first language according to their proficiency level. • Curricular design and delivery for adolescent ELLs must follow the principles of differentiated instruction.

Resources for Specific Populations of Struggling Readers: Students with Disabilities

CITATION	RESOURCE DESCRIPTION	FINDINGS
*Faggella-Luby, M.N. & Deshler, D.D. (2008). Reading Comprehension in Adolescents with LD: What We Know; What We Need to Learn. *Learning Disabilities Research & Practice, 23*(2), 70-78.	• This summary of the research on reading comprehension highlights emerging findings and related instructional conditions necessary to achieve optimal student outcomes with limited instructional time.	Six findings related to reading comprehension strategy instruction were consistently supported across the reviews (pp. 71-2): 1. Reading comprehension for both students with Learning Disabilities (LD) and those at risk for failure was improved with targeted instruction of what good readers do. Specifically, comprehension improved when readers learned to identify narrative and expository text structures, discover word meaning, tap prior knowledge, and use cognitive strategies. Results demonstrated moderate to large effect sizes. 2. The content of reading comprehension instruction focused on teaching students with LD cognitive strategies (e.g., self-monitoring and self-questioning), narrative and expository text structures, cooperative learning to increase task engagement, and blended components of each of these elements to improve reading comprehension. 3. Cognitive strategies that tended to be remembered best and used most in post instructional situations included self-monitoring, summarizing, and story grammar self-questioning. 4. Reading comprehension improvement for students with LD was demonstrated for both elementary and secondary learners. 5. Explicit instruction improved the reading comprehension of students with LD, students at risk for failure, and typically achieving students. 6. Strategy instruction that is overt and explicit provides the most accurate prediction of magnitude of treatment outcomes.

Resources for Specific Populations of Struggling Readers: Students with Disabilities

CITATION	RESOURCE DESCRIPTION	FINDINGS
International Literacy Association (2020). Literacy Leadership Brief – Intensifying Literacy Instruction in the Context of Tiered Interventions: A View from Special Educators.	• This document expresses beliefs on different necessities for literacy instruction within the context of tiered interventions, with a specific focus on students with disabilities.	For students who are struggling, or who have reading disabilities, including dyslexia, it is vital that teachers know (a) how to identify students who need help, (b) what help to provide them, and (c) how to access appropriate resources for supports within their school and district. This document includes sections on: • Teacher knowledge and skills for intensification • Tiers of instruction and intensive interventions • Special education and dyslexia
*+Leu, G. S. (2020). My Life the Way I See It: Reconstructing Minoritized Youth with Disabilities as Critical Thinkers. *Journal of Adolescent & Adult Literacy, 64*(2), 121-242.	• The author looked closely at students' artifacts as a way to consider how students with disabilities engage in critical literacy to develop critical consciousness of their worlds and re-create positive identities of themselves.	• Findings include how high school minoritized students with disabilities create counternarratives that reject dominant narratives of their identities as underachievers and academically deficient. • Students' work revealed their critical consciousness of problems within policing and urban schooling and reconstructed themselves as academically successful, persistent in overcoming difficulties, and hopeful of a positive future. • Significance for educators includes the possibilities of teaching students with disabilities using a general education curriculum.

Additional and Related Information

The following resources represent lines of inquiry that may be worth pursuing beyond the specific focus of this review.

AdLit.org – All About Adolescent Literacy: Resources for Parents and Educators of Kids in Grades 4-12

- A webcast of a discussion on English Language Learners (ELLs). An expert panel discusses demographic trends, instructional strategies, school-family partnerships, and college readiness.
- Supporting Students with Dyslexia: Standards, Accommodations, and Strategies webinar
    - In this webinar from the Center on Technology and Disability, AT specialists demonstrate AT tools to support students with dyslexia and discuss teaching interventions that are explicit, systematic, and multisensory, with plenty of opportunities for practice.

Effective Instruction for Adolescent Struggling Readers: Professional Development Module

- The Building RTI Capacity for Implementation in Texas Schools project is part of the Meadows Center for Preventing Educational Risk (MCPER) within the College of Education at the University of Texas at Austin.

Reading Black Beauty, Excellence, and Joy

- From the International Literacy Association Blog

For additional information on dyslexia, please see the following peer-reviewed articles (located in the Google Drive folder):

- Gabriel, R. (2018). Preparing Literacy Professionals: The Case of Dyslexia. *Journal of Literacy Research, 50*(2), 262-270.
- Hruby, G.C. (2019). Is My Adolescent/Adult Struggling Reader Dyslexic? *Journal of Adolescent & Adult Literacy, 62*(6), 673-676.
- Worthy, J., Svreck, N., Daly-Lesch, A. & Tily, S. (2018). "We Know for a Fact:" Dyslexia Interventionists and the Power of Authoritative Discourse. *Journal of Literacy Research, 50*(3), 359-382