

Effective Instruction for Adolescent Struggling Readers: A Practice Brief

Description: This practice brief focuses on the five reading components adolescents need to succeed in school and beyond. Each component – word study, fluency, vocabulary, comprehension, and motivation – is discussed in terms of the available research, comparisons of successful and struggling readers’ behaviors, and recommended instructional practices. It is aligned with *Interventions for Adolescent Struggling Readers: A Meta-Analysis with Implications for Practice*, a meta-analysis of 31 studies between 1980 and 2006 that consisted of an intervention focused on word study, fluency, vocabulary, reading comprehension, or multiple components of reading instruction.

Information Level: novice

Intended Audience for Internal Knowledge Development:

State: grants, professional development

District: professional development

School: professional development

To expand RCC’s capacity, this activity or resource:	
Raises awareness of new developments in fields important to states’ work.	It provides a summary of the current research on word study, fluency, vocabulary, reading comprehension, or multiple components of reading instruction.
Helps the RCC help states accomplish a goal or solve a problem.	It allows states to identify interventions in various components of reading that are effective with adolescent struggling readers.
Helps the RCC help states improve or support an ongoing state program, policy, or practice.	It can inform existing state literacy/intervention plans to ensure reading interventions for adolescents are research-based and that reading coaches and teachers receive necessary professional development.
Helps the RCC help states plan or initiate a new state program, policy, or practice.	It can inform the development of state literacy/intervention plans to ensure reading interventions for adolescents are research-based and that reading coaches and teachers receive necessary professional development.
Helps the RCC enhance states’ ability to address NCLB/*ESEA requirements.	It deepens the RCC staff knowledge of reading interventions for adolescents.
Helps RCC improve states’ ability to work with districts.	It is a resource that is easily disseminated to staff at SEAs and LEAs.
Enables the RCC to carry out its work more effectively.	It offers recent and accurate information on effective reading interventions for adolescents.

Accompanying/Related Materials

- *Interventions for Adolescent Struggling Readers: A Meta-Analysis with Implications for Practice*
- *Academic Literacy Instruction for Adolescents: A Guidance Document from the Center on Instruction*
- *Adolescent Literacy Resources: An Annotated Bibliography*
- *Effective Instruction for Adolescent Struggling Readers: Professional Development Module – Coming Spring 2008*

Suggested Dissemination Strategies:

- Email link to the practice brief (<http://centeroninstruction.org/files/Practice%20Brief-Struggling%20Readers.pdf>) or email pdf of the practice brief to SEA staff.
- Meet with SEA staff to discuss the instructional strategies highlighted in the practice brief and how district and school implementation of these strategies could lead to improved student outcomes.
- Notify SEA staff of the professional development module that will be available this spring.
- Assist SEA with plans to disseminate the information contained in the practice brief (and/or the practice brief itself) to LEAs.

*ESEA – Elementary and Secondary Education Act