A Strategic Approach to Adolescent Literacy:
A Diagnosis and Prescription for Students with Reading Deficits

SPED 644

Fall, 2006

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The sheer process of reading requires a complex arrangement of processes with a definitive hierarchy. It is truly a miracle in itself that children begin this process of reading before they can even tie their shoes. For most, the act of reading comes naturally. These individuals instinctively maneuver the steps that eventually lead to fluency. However, for those individuals who lack the instinct, the steps become obstacles that seemingly are insurmountable. They continue to stumble along, learning enough to get by, but not enough to keep up. According to Torgesen and Burgess (1998, in Papalewis, 2004), only one in eight of those children who are classified as having a reading deficiency at the end of their first grade year will go on to achieve a satisfactory level of reading in subsequent grades.

The current trend is to provide superior reading instruction in the primary grades (Archer, Gleason, & Vachon, 2003) and intervene early when problems become apparent. Despite all of the literature and studies on the importance of high quality reading instruction and the wealth of reading programs made available, a large number of middle and high school students read between the second and fifth grade level (Archer et al., 2003). Although the intentions of the inclusion movement are intended to provide peer models for students in all academic areas, "non-readers make little or no progress acquiring skills in the whole classroom, inclusion settings, even with substantial support." (Klingner et al. in McCray, Vaughn, & Neal, 2001, p.17). By placing these students in an inclusive setting, the need for reading instruction is still unmet in many cases. This results in the need for an adolescent student to receive reading instruction past the primary grades to further develop the reading skills that they have acquired and to build upon those skills to produce better readers. Many students often feel that the instruction that they receive does not match their personal motivations for reading, nor does it meet the specific needs of their individual reading deficit (McCray, et al. 2001).

The purpose of this paper is to explore the reasons that older students have not reached an age-appropriate level of reading and to collectively assemble and briefly summarize a small inventory of techniques that are adolescent specific and have been proven to close the gap between the struggling reader and their non-struggling peers. The paper concludes with a summary of the attributes of a proactive stance towards reading instruction and how our attitudes towards older students and reading instruction must be flexible. Allowances must be made for those adolescent students who have not mastered the basic reading fundamentals. Utilization of the varied and vast supply of resources is the first step in reducing the numbers of adolescent students who are poor readers.

Reasons for the Struggle

Factual implications

According to Polloway (lecture, October, 2006), as a student progresses from the primary to the secondary grades, the purpose of reading moves from one of learning to read to reading to learn. For those students who have mastered the basic fundamentals, the transformation is made with little or no effort. However, the struggling reader not only is grappling with the difficulty of reading the text, but the comprehension of the material is inadequate. Consequently, a substantial impact is felt in other areas of the student's curriculum. Why do these children struggle with reading? Timing is a critical component in acquiring the skills that are necessary to become a good reader. The relevance of the timing is a determining factor for those students who have not yet become proficient in these skill areas. These students are passed through grades until they become an adolescent who cannot read on a level that is commensurate with their peers (Kamil, 2003).

Many of the factors that contribute to the ineffectiveness of reading instruction can be attributed to variables that are cultural or environmental. Poverty, being a second language learner, and poor attendance may adversely affect a student's academic survival (Papalewis, 2004). While those and other factors are not within the realm of control for a public education system, there are a number of ways that teachers and administrators can positively influence the number of successful readers in our schools today. The importance of providing research-based interventions to these students is undeniable. Ongoing professional development in the area of reading instruction is essential for providing the explicit instruction that is required for these individuals to close the achievement gap between themselves and those who have mastered the art of reading. Areas that should be focused upon include but are not limited to decoding, fluency, vocabulary, and comprehension (Archer et al., 2003).

The schematic make up of the individual's prior knowledge in also influential. Time is a major factor in the sense of urgency that must be adhered to when dealing with older students who struggle with reading. (Archer et al., 2003).Students that possess reading difficulties are of epidemic proportions. The large numbers of older students that will struggle with the consequences of being unable to read and comprehend their textbooks is rising (Kamil, 2003). These students need teachers who care and will advocate for the instruction that they so desperately need to be academically successful. The first step is devising a plan of attack that is appropriate for the specific deficit. Just as in war, one must know the enemy that is being fought. Difficulties in reading must be pinpointed so that the appropriate strategy can be implemented. The appropriate tools are readily available to teachers and school districts. The time must be set aside for reading instruction that will promote success in their schools. Despite

the reasons why the students have failed to acquire the necessary skills for reading, they still possess the desire to want to learn how (McCray et al., 2001).

Decoding: A recent study (Archer et al., 2003) indicates that the most prevalent difficulty with decoding occurs with multisyllabic words. These students possess the very basics of phonemic awareness whereby they can decode single syllable words and have some recognition of a limited number of irregular high frequency words but encounter difficulty with words containing multiple syllables (Archer et al., 2003). These students need to be instructed on the strategies that are necessary to break these words down so that they can approach these words strategically The REWARDS strategy (See Figures 1 & 2) is an excellent example of this style of instruction. According to research (Nagy & Anderson, 1984 in Archer, et al., 2003), students will encounter a staggering ten thousand words per year that they do not know, most of which are multisyllabic. The implications of these findings intensify the need for strategic instruction in the area of decoding. Many studies have indicated that word recognition is the foundation for which other reading fundamentals build upon, such as reading comprehension and vocabulary building (Stanovich,1996 in Archer, et al., 2003). Implementation of strategies in these areas is warranted as well.

Vocabulary: Acquiring the vocabulary skills that are essential for reading is not an easy task for those students who possess decoding difficulties. What most of us take for granted often becomes a very laborious task for some students. Decoding the word is daunting for most students with a reading disability. To add insult to injury, they have exhausted all of their energy on the decoding process so that little is left to try to understand its meaning. The possibility that most struggling readers will actually understand the key words that are presented to them throughout a text is very minimal, due largely in part to the lack of engagement that they have in

the reading process (Bryant, Hamff, & Thompson, 1999, in Fuchs & Saenz, 2002). This is often impacted by a student's socioeconomic status which can contribute to the limited exposure that some students encounter with reading. Studies have indicated that direct, explicit instruction that adheres to the criteria for vocabulary instruction (See Table 1) "may be useful in closing the gap" between students who have an extensive vocabulary and those who do not (Kamil, 2003, p.11).

Fluency: How do individuals become proficient at any given task? The golfer must practice his swing. The quarterback of the football team must pass the pigskin for countless hours at practice. The operative word is practice. Fluency in reading in similar to anything else that is undertaken in daily living. The more we engage in the activity, the more proficient we become. Students will not become fluent readers without practice (Manset-Williamson & Nelson, 2005). A student's opportunities for reading may be limited for a variety of reasons in the home and outside of school, however, in the classroom, students need time to practice. They need the opportunity to ask questions and they need the opportunity to be instructed on the correct way to read.

Reading fluency is usually measured at a rate of words per minute. For those who struggle, reading is a slow and awkward process. It is a task that is often without appropriate expressive inflection. The lack of fluency in reading can and often does breed contempt for reading, lack of comprehension, and lack of self-belief (Nes, 2003). The reasons why fluency should be a primary function of any intervention are not hard to understand.

Comprehension: The ultimate goal of reading is to comprehend. It is a simple statement and yet so difficult to ascertain for students with reading difficulties. Comprehension is the pinnacle of the process.   Each of the areas previously mentioned contribute to this goal. According to Kamil (2003), each step of the reading process must be achieved before a true

understanding of the text can be developed. Decoding links to word recognition, word

recognition links to vocabulary enhancement, and so forth and so on. This puzzle has few

pieces, but the pieces are critical to the outcome. For this reason, it is imperative that strategic

instruction is provided to these students who lack the instinct of their peers who excel in reading.

Not only is the need for how to use the strategy essential, when to use it is of equal significance

(Manset-Williamson & Nelson, 2005).

A student's use of his or her prior knowledge or schema can facilitate a better

understanding of the text. Consequently, comprehension in enhanced. Fuchs and Saenz (2002)

define content schema as the utilization of prior knowledge that helps the students to make

connections to the text in areas of what is already known or what they might expect to find out.

Form schema is the prior knowledge that a student has about text structure such as the basic

elements of fiction and the listing of sequential steps in an expository passage (Fuchs & Saenz,

2002). Either type of schema that a student may possess has the potential to affect a student's

understanding of the text that may otherwise go misunderstood.

Emotional Implications of the Struggle: While the academic implications of a reading

disability are debilitating to a student's academic success, the emotional implications often cause

deep wounds that are slow to heal (Triplett, 2003). Adolescence is a period in a child's life when

everything is emotionally driven, more so during this period than any other that follows.

Motivation is what drives individuals to succeed. It is the very basis for achieving individual

goals and aspirations. Motivation is deeply rooted in emotions. Is it any wonder that so many

students who are reading deficient lack the motivation to want to read and simply adopt an "I

won't" attitude in contrast to an "I can't". There is a dangerous difference. When students lose

the motivation for attempting a difficult task, half the battle is lost. It is the responsibility of the

teacher to nurture the motivation and build the self confidence so the "I can't" and the "I won't" become "I'll try". The motivation to read is a determining factor in the literacy of adolescent students (Kamil, 2003). The consistent failure that many of these students face is overwhelming. Lack of motivation is frequently a result of poor self-esteem and a lack of the belief that all things are achievable to some degree.

Pride and happiness are emotions that are associated with situations that bring pleasure or benefit (Tripplet, 2003). Likewise, feelings of anger and fear are often associated with situations that are deemed to be harmful or detrimental in some way. The latter is the approach that many students with a reading disability view the task of reading and understandably so. Many students experience a vast array of emotions when dealing with the literacy component of their education. Many students feel a sense of helplessness and anger from the many years of frustration that they have experienced (Tripplet, 2003). When thought of in these terms, there is very little that a student does control within the educational environment other than their own personal aspirations. In many cases, those aspirations are far beneath the surface.

For the most part, the only aspect of education that a student can control is their desire to learn. This desire can be drastically diminished by the struggle that students who are learning disabled encounter on a daily basis. Socially, students with learning disabilities feel shame, fear, and indifference when interacting with their peers who are not challenged with a learning difficulty. Opinions that they are stupid or lazy add unnecessary injury to a self image that is already bruised. The frustrations that are experienced by struggling readers usually "manifest themselves in stress related behaviors" (Kos, 1991, in McCray, et al., 2001, p.18) that provide escape from the difficult task of reading. It is commonly assumed that many learning disabilities coexist with some degree of emotional disorder. It is important for the teacher to see the

behavior for what it is. So often the emotional misbehavior of a child overshadows the true

problem (Salinger, 2003). It has been stated that all behaviors are a form of communication

(Barnhill, 2006). Once the opinion that a student has towards reading and the reasons why they

want to read are identified, that knowledge can serve as a useful determinant for choosing the

instruction that best suits their individual needs (McCray et al., 2001). Imagine the anxiety of

entering an environment that intensifies feelings of shame and ridicule that are already present

and this is the world in which students with reading difficulties exist on a daily basis.

What is Effective?

It is important to distinguish between remediation and intervention and when each is

appropriate. Remediation has customarily been considered the extra help that is given to a

student that is experiencing difficulty in reading. Neal and Kelly (2002, in Papalewis, 2004)

portray remediation as a "school's wait and let fail approach to poor readers" (p.25).

Remediation evolves into intervention only after a child has fallen two grade levels behind their

peers and is usually characterized by worksheets and activities that are customarily administered

by volunteers and paraprofessionals (Papalewis, 2004).

In contrast, Neal and Kelly (2002, in Papalewis, 2004) offer the following characteristics

of effective interventions that successfully improve the reading skills of older students:

- Tailored to the individual

- Model teaching and learning

- Select appropriate materials for skill level and age

- Recognize the importance of fluent responding

- Provide for positive feedback and verification of success

A collaborative approach between special and general education teachers would expedite the effectiveness of interventions that adhere to the above characteristics. Administrators and teachers must recognize the importance of such an approach in order to increase successful outcomes among this population. "It is clear that when schools turn from remediation to intervention strategies, poor readers accelerate their growth more quickly." (Papalewis, 2004, p.24). When it becomes clear that remediation is not adequately meeting the needs of the student, interventions should begin in an effort to decrease the number of older students with reading deficits. Early intervention is so often thought of as the primary factor in curbing the reading crisis, however, these good intentions often fall prey to budgets and time constraints. Ultimately, the very ones that have been promised a free and appropriate education are the ones that end up paying the price.

Students who require reading instruction need approaches that will not cause embarrassment within the social context of middle and high school (McCray et al., 2001). All students want to read. Proficiency in reading is the skill that determines success or failure among most adolescents. Every student that struggles with reading maintains the desire to read, however, they are unaware of how to advance to the next level. Strategic instruction gives these students the skills and confidence they need to develop a course of action for confronting their disability and learning to read. According to Salinger (2003), instruction is most effective when building upon what is already known. Instruction that reinforces the skills that have been taught previously and enables the student to gain knowledge of new skills is more effective that replicating instruction from previous grades (Salinger, 2003).

Reading instruction should involve all the pieces of the cognitive puzzle: phonemic awareness, phonics, fluency, vocabulary and comprehension (Salinger, 2003). Adolescents

transition from learning to read in the primary grades to content type reading in the upper grades. Reading instruction must make the transition as well. While instruction that focuses on these components is essential, it must be presented in a manner that is more consistent with the demands that they encounter from reading to learn (Salinger, 2003). "Increased capabilities and knowledge coupled with the depth of their decoding, fluency, and comprehension deficits suggest that meaningful reading interventions for older children with RD will differ in both intensity and quality from those for primary-age students." (Manset & Nelson, 2005, p. 59).

As students enter middle school, those who receive special education services are guided toward a path of survival more than one of mastery. Reading is replaced with resource class and remediation in the content areas (McCray, et al., 2001.) McKenna (2003) suggests that 75-80 % of those students who receive special education services have a reading disability. If a student continues to require reading instruction to promote academic success, then the introduction of a resource or study skills class is interfering with the requirement of all educational professionals to ensure that the academic needs of each child are being met.

In recent years, legislation has been focused on ensuring the reading capabilities of all children. The funding is made available and the wealth of approaches to instruction is readily accessible (Kamil, 2004). The one component that is not provided for is the time that is required to adequately instruct a student with a reading disability. The focus of instruction has shifted from one of teaching the concepts for the purpose of mastery to one of teaching the concepts at the appropriate pace. For students with reading disabilities, the pace is much too swift (Kamil, 2003). The result is a curriculum that does not meet the needs of the individual student but one that adheres to the mandates set forth by federal, state, and local administrations.

The very mandates that were developed to insure adequate instruction by holding school systems and teachers accountable for the level of instruction that students receive are the very mandates that are "the Achilles heel" of special education programs and general education curriculums everywhere. The thrust for pacing guides and SOL scores do not provide for the student that struggles. Students with reading disabilities will continue to be unsuccessful academically as long as the instructional needs that they require are ignored, for what ever reason (Kamil, 2003).

Effective instruction is a blend of teaching and learning strategies that promote skill enhancement while improving the level of confidence that the student can acquire. McKenna (2003) has adapted twelve criteria for evaluating the effectiveness of an instructional reading program (See Table 2) that may be utilized when deciding which program to use. Kamil (2003) offered the following definitions of teaching and learning strategies. *Teaching strategies* are those strategies that are focused on the substance of the material and are directed by the teacher through directed reading activities (DRA), questioning, use of graphic organizers, and guided reading and writing. *Learning strategies* are more student-oriented and focus on developing independent readers and may include summarizing, note taking, and outlining. Whether teacher or student directed, both offer a strategic approach to improving the skills that are necessary for a struggling reader.

Phonics and the Older Student: Phonics and phonemes seem to surface whenever reading instruction is discussed. While the fact that phonics instruction is critical to developing good reading skills is rarely disputed with regard to younger students, the relevancy of the effectiveness when instructing older students has been questioned. According to Baker and Ivey (2004), school systems have been quick to incorporate phonics instruction in curricula that span

all grade levels with little regard as to the purpose of such instruction and with little evidence to support their decisions. Instruction for the older struggling reader should address two critical issues: does the type of instruction give the student a relevant purpose for reading and does it help the student read better (Baker & Ivey, 2004)?

Research reported by the National Reading Panel (2000, in Baker & Ivey, 2004) states that the effectiveness of instruction on phonics and phonemic awareness rarely produces measurable progress in struggling readers past the first grade and that the rate of effectiveness decreases in older students. While phonics and phonemic awareness instruction has merit among the effective approaches used for reading instruction in the primary grades, its usefulness has been brought under scrutiny when used regarding older students.

The fact remains that there are high school students that are the exception to the rule and may benefit from this type of focus. The alphabetic principle is defined as the set of "skills needed to decode print to speech and oral language."(Kamil, 2003, p.8) These students have not yet acquired the skills necessary to make the connection between written and spoken language. For these students, revisiting the concepts of letters and sounds is a necessary step in their reading development. (Curtis and Longo, 1999, in Kamil, 2003).

Reasons for Reading: For those who have the basic understanding of the principle, reading must serve a purpose and provide something beneficial to them. Instruction must capitalize on their interests, thus motivating them to read. Where is it written that reading instruction must only utilize instructional text? Magazines and newspapers that target a specific interest offer an unlimited resource with the ability to tap into the interest of the older student. Reading for enjoyment provides the practice that they need to become fluent readers. By adhering to the current trend of phonics based instruction, instruction time is diminished on a

skill that may improve test scores specific to the skill but ultimately will not make the student a better reader (Baker & Ivey, 2004). There is no cure all for deficient reading. As stated earlier, a blend of strategies that considers the diverse needs of the individual student is necessary to achieve the goals of fluency and comprehension.

Effective Instructional Techniques for the Older Student

Transactional Strategies Instruction: The goal of any teacher is to provide instruction that enables a student to make intelligent choices for themselves. With regard to reading instruction, the goal is to provide the necessary tools so that the most appropriate strategy is chosen for the task at hand. The premise of transactional strategies instruction is to provide modeling and coaching, a few strategies are taught in depth, and the student learns to select the most appropriate strategy to meet their reading needs (Casteel, Isom, & Jordan, 2000).

Casteel et al. (2000) defines the three phases that encompass this approach in the following manner. The instructional phase involves explanation and modeling and introduces the various strategies to be studied. The next phase is practice and coaching whereby application of the strategies is practiced by the students with prompts that are provided through a series of process questions. The third and final stage is the transfer of responsibility. This phase is student directed whereas the students assume responsibility for selecting and applying the strategy.

A variety of strategies may be chosen to meet the specific need of the individual student. The objective of this approach is to teach a few strategies really well, in contrast to teaching numerous strategies ineffectively (Casteel, et al., 2000). Evaluation of correct application should consider the process and not only the finished product. Transactional strategies approach is procedural in nature. It is important that the student recognize the relevancy of applying a

strategy to a particular situation and the rationale associated with each step. This will further enhance the discriminatory abilities of the student. Research supports the claim that transactional strategies approach can foster comprehension as well as improve self confidence in the struggling reader (Brown et al., 1995 in Casteel et al, 2000) Research- based approaches are a teacher's best ally in the fight against reading difficulties among all students.

REWARDS: REWARDS stands for Reading Excellence: Word Attack and Rate Development Strategies. This short-term intervention reading program targets students in fourth through twelfth grades that have difficulties reading long words (Archer, Gleason & Vachon, 2000). Archer (2003) continues the explanation of the approach by detailing the two phases that encompass the approach. Students are initially presented words with "decodable chunks" (p. 93) (See Figure 1). The teacher guides the students in determining the correct pronunciation of the word. At that point the movement from an overt strategy to a covert strategy begins with instruction that details the flexible strategy of decoding (See Table 3). The flexible strategy of decoding teaches students that they have the flexibility when dividing the word into parts as long as they can construct the parts into a bona fide word (Archer et al., 2003). This approach is designed for those students who have mastered the basic skills initially taught in first and second grade, but experience trouble with long words and who read slowly and are on a second to fifth grade level (Archer et al., 2003). The intensity and short duration of the approach make it appealing to teachers. However, several prerequisite skills must me taught before the initial phase of instruction can begin (Archer et al., 2003).

Cooperative Learning: The social aspect of learning should not be underestimated when determining the type of reading instruction to introduce to the class. Social acceptability is high on an adolescent's list of priorities. The feeling of self worth can be further enhanced by the

contribution that is made by the student with a learning disability to an overall group effort. A

cooperative learning experience can actively engage a child in the learning process that might

otherwise be passive when working independently. Klingner, Vaughn, and Schumm (1998, in

Kamil, 2003) state that a cooperative learning environment allows for "students to translate

content material from "kid talk" to "teacher talk"". (p.13) As a result, the students show an

increase in their reading abilities (Kamil, 2003).

Collaborative Strategic Reading; This approach allows students to enhance reading

comprehension and vocabulary skills while working in a group environment. Students with

reading disabilities gain feelings of acceptability and self worth by contributing to the success of

the group, while receiving the help that they require to learn to be a successful reader (Klingner

& Vaughn, 1998). Klingner and Vaughn (1998) define the primary components of this approach

as "preview, click and clunk, get the gist, and wrap up" (p.32).

As a pre-reading activity, the preview phase assists with the activation of a student's

schema, which further helps with making predictions. It establishes a purpose for reading and

actively engages the student in the reading process. (Klingner & Vaughn, 1998). They continue

their explanation of the approach by defining click and clunk as a self monitoring technique. A

student may click the passage when it is understood, however, a clunk serves as a tool for

identifying those passages or words that are not understood and require further examination. Get

the gist provides for identification of the main ideas of a selection, usually a paragraph. The

student restates the most important ideas and utilizes self monitoring as a tool for comprehending

the text. The final stage is wrap up. Students learn to think critically about the events of the

selection and ask questions about what is unclear. The driving force of the collaborative

teaching strategy is that each member of the group must contribute. Consequently, each group

member is eager to participate to contribute to the success of the whole group. It is very

beneficial to a student with a learning difficulty to feel needed and respected for their opinion.

At the same time, the student is being tutored by a peer who he deems "one of his own".

      Paired Reading; This is yet another approach that utilizes the peer affect to gain a

benefit. Paired reading is s type of instruction that pairs a skilled reader with a less skilled

reader. Paired reading provides the one-to-one instruction that is so vital to the successful

outcomes that so many students and parents hope for. One-to-one instruction is limited on the

teacher-to-student level due to time constraints as well as monetary factors (Nes, 2003).

      The more skilled reader reads the passage initially, then the less skilled reader takes their

turn. The benefits of the strategy are the one-to-one instruction, engagement of the reader,

practice, evidence of progress, and choosing interesting material for the reading selection (Nes,

2003). Nes (2003) further explains that research indicates that this approach is proven to be

effective for increasing fluency rates while maintaining satisfactory levels of comprehension.

Discussion

      The level at which one reads is vital to the success that they enjoy as a student and in life

(Salinger, 2003). Students who fail to acquire the skills that are necessary for reading are likely

to be critically impaired. Reading instruction or lack there of can be attributed to the systematic

approach that is taken or not taken in the primary grades with regard to a child's ability to read.

When a person becomes injured and requires medical attention, do they wait to see if the injury

will heal on its own? Some may take that gamble, but just as in a roll of the dice, an individual's

luck may run out. It is a teacher's responsibility to see that a student's luck does not run out.

      The approach taken with reading difficulties needs to be more proactive in nature rather

than reactive. School systems react when it is determined that the child is two grade levels

behind in reading. Why wait? Do the educated and intelligent people at the federal and state levels sincerely believe that the problem will just vanish? There is a need for more research that examines the effects of waiting compared to the effects of intervening in the primary grades with respect to adolescent outcomes involving reading deficits. "Educators know that something needs to be done, but are daunted, understandably, by the considerable task of identifying and applying research based strategies" (Kamil, 2003, p. 3).

   Teachers often lack adequate preparation for attending to a student's literacy needs. Whose job is it to teach reading, anyway? The fingers can be pointed and blame placed but the fact remains that there are countless numbers of adolescent students that can not read on a grade level that is commensurate with their peers. Educators have the obligation and responsibility to either provide instruction or seek out those who can provide the type of instruction that is needed. Then and only then will this literacy conundrum decline. The ultimate responsibility lies within a teacher's capacity to make a difference.

   In an effort to break the pattern of failure, teachers must rethink the ways in which instruction is delivered and offer new approaches to past instruction in order to reverse the cycle of failure that exists in so many school systems today (Salinger, 2003). The numbers are dismal with regard to the number of students in middle and high school who experience difficulty with reading. However, with adequate time for instruction, use of available resources and opportunities to apply the strategies that they have learned, the development of reading skills among middle and high school students will improve (Archer et al. 2003).

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Figure 1

REWARDS Technique

Example of part-by-part decoding instruction when preteaching
content area words.

im per ial	pro tect or ate
im per ial ism	dis cov er y
im per ial ist	lo ca tion
im per ial is tic	pro duc tion
	pos ses sion

(Archer, Gleason, & Vachon, 2003, p.92)

Figure 2

Six syllable types used in syllable-type instruction.

Syllable Type	Examples	Description of Syllable Type
Closed	rab bit de pen dent re jec tion	A syllable having a short vowel and ending in a consonant. (VC, CVC, CCVC, CVCC)
Open	ta ble de fame star vat ion	A syllable with a long vowel sound that is spelled with a single-vowel letter. (CV, CCV)
Vowel Combinations	can teen pro claim un speak able	A syllable with a vowel combination such as ai, oa, ea, or oi. (CVVC, CCVVC, CVVCC)
R-controlled	va por ize sur render per fection	A syllable containing ar-controlled vowel such as ar, er, or, ir, or ur.
Vowel-consonant-e	es cape obso lete window pane	A syllable with a long vowel sound with a consonant and final e. (VCe, CVCe, CCVCe)
Consonant-le	pud dle rum ble	A final syllable containing a consonant before le.

(Arch, Gleason, & Vachon, 2003, p. 93)

Table 1

Criterion for Vocabulary Instruction

1. Repetition and support are critical for increasing vocabulary
2. On going and frequent assessment should compliment vocabulary instruction.
3. Students should be actively engaged in vocabulary activities.
4. Computer technology is a useful resource for teaching vocabulary.
5. Instruction should be direct and indirect.
6. Incidental learning enhances vocabulary.

(adapted from Kamil, 2003,)

Table 2

Twelve criteria for evaluating reading programs have been identified

(those taken from Piotrowski & Reason, 2000, are identified by (*):

1. *presence of a comprehensive model that has its foundation in phonological   awareness, coupled with an understanding that comprehension and other   instructional approaches (i.e., whole language, metacognitive) are also   important.
2. *systematic progression in concepts;
3. multi-modal instruction (including *reading and writing, *listening, and speaking
4. teacher modeling
5. *mastery learning (planned repetition and revision)
6. use of enjoyable and engaging instructional activities
7. inter-teacher (resource and classroom) communication
8. availability of lesson plans
9. flexibility in program delivery
10. *teacher responsibility to assess what the student knows, to determine the next step in instruction
11. *role of the learner in setting targets and monitoring progress; and
12. *home-school link.

(Pitrowski & Reason (2000), in McKenna, 2003, p. 59)

Table 3

Strategy chart showing the steps used in strategy instruction.

Overt Strategy

1. Circle the word parts (prefixes) at the beginning of the word.

2. Circle the word parts (suffixes) at the end of the word.

3. Underline the letters representing vowel sounds in the rest of the word.

4. Say the parts of the word.

5. Say the parts fast.

6. Make it a real word.

EXAMPLE   re con struc tion

Covert Strategy

1. Look for word parts at the beginning and end of the word, and vowel sounds in the rest of the word.

2. Say the parts of the word.

3. Say the parts fast.

4. Make it a real word.

(Archer, Gleason, & Vachon, 2003, p. 95)