EFFECTIVE
learning solutions for struggling adolescents

INNOVATIVE
lessons inspire a new level of confidence and drive

FLEXIBLE
implementation and lessons plans
RENEWED AUTHORSHIP AND RESEARCHER

Dr. Louisa Moats
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Teaching Adolescents to Read: IT’S NOT TOO LATE
By Louisa C. Moats, Ed.D.

It is not too late; we know what to do and how to do it. We can rescue these students from the adverse consequences of chronic illiteracy.

READING INSTRUCTION THAT WORKS
Intensive reading instruction can enable older readers to acquire the skills they missed in the primary grades and can advance their skills significantly. Structured teaching of language at all levels—speech sounds (phonology), the print system (orthography), speech-to-print correspondence (phonics, word meanings [vocabulary], sentence structure [syntax]), and test organization (discourse)—is what works. Research consistently shows that intensive programs or methods for older poor readers have these characteristics.

1. They systematically, explicitly, and cumulatively teach all essential components of literacy.
2. They are intensive enough to produce significant gains in a student’s relative standing.
3. They stimulte language abilities through the direct study of phonology, orthography, syntax, and text structure.
4. They respect students’ social, intellectual, and emotional needs.

All Essential Components
Although there is less research on interventions with older students than younger learners, comprehensive programs of instruction consistently get better results than single-component programs. Researchers agree on whether word recognition and fluency should be emphasized before test comprehension or whether all essential components of reading should be taught in parallel. Data from a joint implementation of Cognitively Guided Instruction and a fixed-sequences program show that older students who work on both kinds of study and test comprehension make more than twice the rate of progress as students who work on only one aspect of reading.

Whatever the intervention, it must match the students’ level of reading development, because each stage of reading growth has...
YEARS GAINED IN ONE ACADEMIC YEAR WITH INSTRUCTION IN LANGUAGE! LIVE

ALMOST 2 YEARS’ GROWTH IN ONE YEAR!

Students exceed typical gains!
Closed the gap faster than with any another literacy product!

Typical Performance:
Middle School Students: 50–100L
High School Students: 25–50L

Average Lexile Gain
n=3,435
209L
Average Lexile Gain
n=2,700
168L
EOY

236L
BOY
445L
EOY
515L
BOY
683L
EOY
MOTIVATION AND ENGAGEMENT

Avatars
Incentives and Rewards
Social Media
Games
Avatars
At program completion, students are prepared to access most high school texts.
BLENDED SOLUTION OF LEARNING

1. **Student-Directed Online Learning**
   - Consonants and Vowels
   - Morphology
   - Greek and Latin Roots
   - Encoding and Decoding

2. **Teacher-Led Instruction**
   - Close Reading
   - Syntax & Academic Vocabulary
   - Building Content Knowledge
   - Writing for Effective Expression

**Video Needed**
ONLINE WORD TRAINING LESSON DESIGN

My Course

This week

TRAINING TIME

POINTS EARNED

WT | L2.U6: Resume Lesson 4
TT | L2.U6: Resume Practice
SW | Play Sight Words

Your Notifications

Monday, February 15th (9 days ago)
Ms. Ruiz posted an assignment on the class wall 7:43 pm

Wednesday, February 17th (7 days ago)

Leaderboards

Weekly Rank Points
1 Bailey Derek 0
1 Gill Rodney 0
1 Gomez Alma 0
Tutorial Videos

-able  -ible
Peer Review Videos

adjust
Step 3 of 3: Review Your Recording

She found a sizable bowl to stir the special flour batter.
SOUND LIBRARY: SUPPORT FOR ENGLISH LANGUAGE LEARNERS

Demonstration of sounds

Correct Pronunciation
TEACHER DIRECTED CLASSROOM INSTRUCTION

LEVEL ONE

LEVEL TWO
Language!Live incorporates all the components of instruction and instructional approaches from “The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders”
SELECTED AUTHORS
Liz Murray
F. Jimenez
S.E. Hinton
L. Sachar
K. Markandaya
Langston Hughes

AUTHENTIC SELECTIONS
- Nectar in a Sieve
- Dr. Jekyll and Mr. Hyde
- My Sister’s Keeper
- The Circuit
- Holes
- Malcolm X
- The Diary of Anne Frank
TEACHER DIRECTED CLASSROOM INSTRUCTION

- Vocabulary
- Grammar
- Reading Comprehension
- Writing
SUPPORT FOR ELL STUDENTS

Sound Library

Correct Pronunciation

Phoneme Grapheme Mapping

Video Demonstrations
** Helpers and Heroes **

A writer in England met a man named Arthur. Arthur was eighty years old. He had been a soldier in World War I. Arthur shared his memories of the war with the writer. He told how scared and lonely he had felt. He explained that during the war, the only "person" he could talk to was his horse. His horse had been his best friend.

The writer was moved by Arthur’s story. He turned it into a book. The book is called War Horse. It is about a boy named Albert, a horse named Joey, and the bond they shared. The character of Albert is based on Arthur. The character of Joey is based on the many horses that served in the war with their human friends.

> From Vandal to Artist

Jeff Castillo, 16, had serious discipline problems a few years ago. He did not control his behavior in or out of school. Thinking back, he shakes his head. "I am not proud of that phase of my life," he says. "My mom used to say my friends were a bad influence. I think I was the bad influence. If I hadn't turned things around, who knows what would have happened?"

Jeff had been a "jogger." He spray painted his personal signature on every available wall or surface. Sometimes joggers use shoe polish instead of paint. Other times they use their keys or other sharp objects to carve their signatures into glass or wood. This type of crime doesn’t usually cause pain to another person. However, it can cost people a lot of money to replace their ruined items or repair their walls. These vandals are not often caught. It’s very hard to report them when there is little evidence to use against them. Usually the people who have had their businesses and homes tagged are stuck paying the whole bill.
SUCCESSFUL IMPLEMENTATIONS AND PARTNERSHIPS

- Classoom Management
- Quality of Instruction
- Differentiation
- Amount of Instruction
- Use of Assessments

Face-to-Face Training / Coaching and Support / TOT Training
On-Demand Professional Development Included

What teachers need, when they need it.

“It really helped me understand what a good reading lesson looks like and what a good lesson looks like for someone who’s not on grade level.”

- Andrea Ensor, Teacher
Northwest Middle School, Knox County, TX
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