Looking at Adolescents

 Name

 Professor

Course

Date

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**Part 1: Strategies**

The ability for adolescents to read is a core part of mastering content. However, some students have some deficits which have to be addressed. As such, there are strategies to deal with the underlying difficulties (Nippold, 2017). One of the core strategies that can be used for adolescents is literacy lift-off. This is an aspect that looks at allowing the students to read the material at their level of understanding and complexity and gradually progress in their reading and writing prowess. The strategy can be used in a class setting and it can allow for the weaker students to keep up with the more advanced students in the classroom while also engaging the more advanced students to assist the weaker students.

Edmark is another approach that can be utilized for teaching students reading skills using a multisensory approach. This is a majorly visual approach and assumes that all people can gain mastery in reading when exposed to good quality teaching and offered sufficient time. The intervention has no emphasis on phonological awareness and as such, it can be used for students who have difficulties in hearing even the deaf.

Another common strategy that can be used is paired reading. This is an approach that looks at assisting students that require professionalismby assisting them through pairing with a non-professional learner (NEPS, 2019). The non-professional first reads to the learner. The learner is then allowed to read. The helper enables the learner to read in stepwise sought of graduated system of support. This is a good approach that can utilize peer support to enable weak readers. Additionally, it can be used with students with dyslexia thus enhancing their chances of gaining reading as well as phonological awareness.

**Part 2**

The students identified from the class profile are Arturo, Bertie, and Brandie. Arturo is an English language learner who has below average skills in various areas which include oral language, reading, and written expression. Bertie has top performance in oral, reading, and writing expression but has difficulties in resolving conflict. Brandie has below average skills in reading, oral language development, and writing but is able to read sight words. The text that has been chosen is called 'A Boy called Twister' by Anne Schraff. This is a good book as it can relate to the adolescent students but has a lower level of reading complexity (Schraff, 2010).

One of the activities that can be used with the group identified is writing sentences based on the words that the group encounters. This is an appropriate literacy lift-off strategy that looks at enabling a child to write their message by using words they have picked up from their current reading. Another activity that can be undertaken is reading, building, and writing. This is an activity where the students will have the chance to read the text, then build aspects that represent chosen words from the text and write the words. This is an Edmark approach to the reading strategies for students with difficulties. Finally, the students will read aloud to each other. This is a strategy that is based on paired reading in which the less fluent students have the opportunity to gain reading skills by pairing with fluent students. This strategy is beneficial as it will assist in building confidence and identification of word sounds and pronunciation for students in a safe environment.

**Part 3**

The strategies and activities have a core part in assisting the students to master their skills. Looking at the student group – the combination is purposefully chosen to assist the students with low skills to gain from students with high skills. As such, Arturo and Brandie have low skills in reading and oral expression while Bertie has high skills in both areas but has low skills in conflict resolution which is an area that the other students are strong (Class Profile). The use of the literacy lift-off activity where the students write sentences based on the words from the text is aimed at creating a depth for the vocabulary of Arturo and Brandie as well as promoting written expression for all students including Bertie.

The use of the read, build, and write activity that is based on the Edmark strategy, look at enabling Arturo and Brandie have adequate reading abilities as well as building on their ability to read through sight words. Sight words are an area in which Brandie is particularly strong and this activity can build on her skills to develop reading and writing skills. As a social and communication skills exercise, the activity can assist Bertie to develop core skills in conflict resolution which is a weak area in her development (Class Profile). Also, this activity can help Bertie build on her below grade level written expression. The use of paired reading where the students read aloud is aimed at assisting Brandie and Arturo to gain some core skills and tricks from Bertie who has an above grade level skill in oral expression and writing. The teacher can assist the students in areas where they share common difficulties especially written expression.

 References

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