



# REWARDS<sup>®</sup>

FOR STUDENTS IN GRADES 4–9:

## What the IES Guide and Research Tell Us

*REWARDS<sup>®</sup>* is the only reading intervention on the market perfectly aligned to recently released national recommendations for teachers to deliver evidence-based interventions that meet the needs of their students.



VOYAGER SOPRIS  
LEARNING<sup>®</sup>

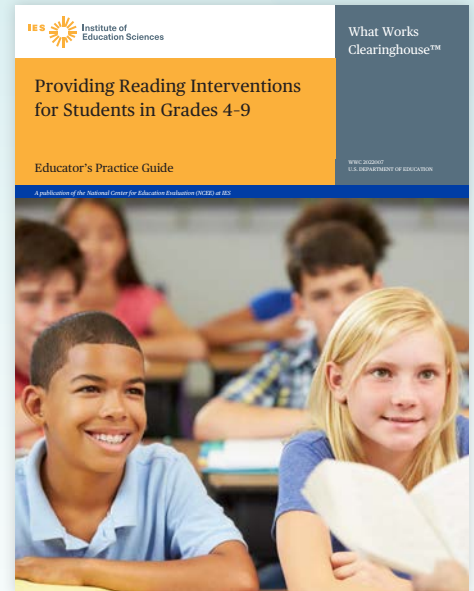
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# What is the IES Guide?

In March 2022, the [IES Practice Guide: Providing Reading Interventions for Students in Grades 4–9](#) was released. It provides recommendations based on research, experiences of practitioners, and the expert opinion of a panel of nationally recognized experts.

## The recommendations include:

- 1** Build students' decoding skills so they can read complex multisyllabic words.  
→ *Strong Level of Evidence*
- 2** Provide purposeful fluency-building activities to help students read effortlessly.  
→ *Strong Level of Evidence*
- 3** Routinely use a set of comprehension-building practices to help students make sense of the text.  
→ *Strong Level of Evidence*
- 4** Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information.  
→ *Moderate Level of Evidence*

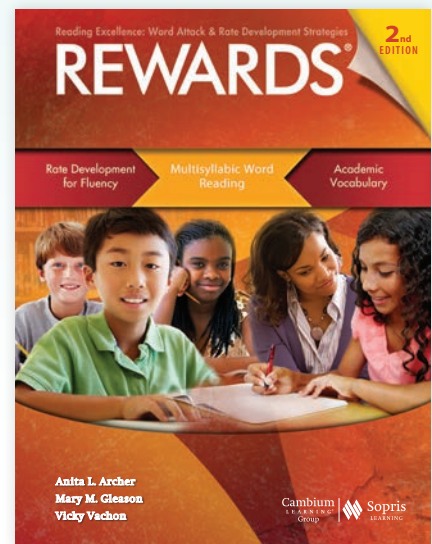


# What is *REWARDS*?

The *REWARDS* family is a powerful research-based, short-term, and specialized program for adolescent students in grades 4–12 who struggle reading long, multisyllabic words and comprehending content-area text. With explicit, systemic, teacher-led instruction, this intervention gives students new skills to unlock grade-level, content-area text.

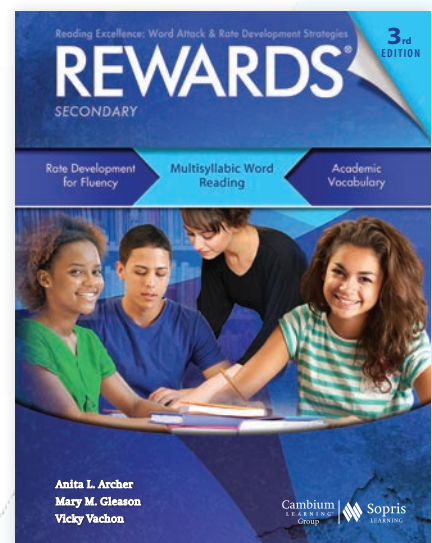
## *REWARDS* Intermediate

- Designed for intermediate students in fourth, fifth, and sixth grades.
- Short-Term Intensive Intervention
- 25 Lessons
  - Pre-skills Lessons 1-15 (Part 1 of training)
    - 50-60 Minutes
  - Strategy Lessons 16-25 (Part 2 of training)
    - Lessons 16-19, 50-60 minutes
    - Lessons 20-25, 90 minutes
- Suggested Schedule: Five days a week



## *REWARDS* Secondary

- Designed for middle and high school students in sixth grade and beyond.
- 20 Lessons
- Delivered daily
  - Pre-skills Lessons 1-12
    - Can be completed in approximately 50-60 minutes each
  - Strategy Lessons 13-20
    - Require 90 minutes each, or two class periods





## What student outcomes is *REWARDS* striving for?

At the end of the program, the goal is for students to be able to:

- ✓ Decode unknown multisyllabic words containing two- to eight-word parts.
- ✓ Read narrative and informational text accurately with appropriate rate (fluency).
- ✓ Have expanded general academic and domain specific vocabulary.
- ✓ Experience increased comprehension and facility with text-dependent comprehension questions.
- ✓ Accurately spell more multisyllabic grade-level words.



How does *REWARDS* align to the IES Guide's recommendations and what steps can be taken to achieve them?

# RECOMMENDATION 1

Build students' decoding skills so they can read complex multisyllabic words.

## STEP 1

Identify the level of students' word-reading skills in the intervention group and teach vowel and consonant letter-sounds and combinations, as necessary.

| Vowel Sounds | Vowel | Key Words | Vowel | Key Words    | Vowel | Key Words |
|--------------|-------|-----------|-------|--------------|-------|-----------|
|              | a     | cat       | ay    | say          | ow    | low, down |
|              | e     | let       | ea    | meat, thread | oy    | boy       |
|              | i     | sit       | ee    | feet         | ar    | farm      |
|              | o     | hot       | oa    |              |       |           |
|              | u     | cup       | oi    |              |       |           |
|              | ai    | rain      | oo    |              |       |           |
|              | au    | sauce     | ou    |              |       |           |

| ACTIVITY B: Vowel Combinations |              |    |    |              |       |
|--------------------------------|--------------|----|----|--------------|-------|
|                                | oa<br>(boat) |    |    | ou<br>(boat) |       |
| 1                              | oa           | oi | au | ou           | i - e |
| 2                              | ee           | or | oy | ay           | oa    |
| 3                              | ou           | er | ar | a - e        | ai    |

Pre-teach pronunciation of prefixes and suffixes:

| Prefixes | Prefix   | Key Word for Pronunciation  | Meaning of Prefix | Prefix   | Key Word for Pronunciation | Meaning of Prefix           | Prefix   | Key Word for Pronunciation               | Meaning of Prefix   |
|----------|----------|-----------------------------|-------------------|----------|----------------------------|-----------------------------|----------|------------------------------------------|---------------------|
|          | a        | afraid                      | in, on; not; to   | de       | deforest                   | not, opposite of; away from | mis*     | misprint                                 | wrongly, wrong, not |
| ab       | abnormal | away from; not, opposite of | dis*              | disagree | not, opposite of           | per                         | permit   | through, throughout                      |                     |
| ad       | admit    | to, toward; near, at        | en                | enlist   | cause to; in, into; on     | pre*                        | prepay   | before                                   |                     |
| be       | belong   | to make; to provide with    | ex                | export   | out of, away from          | pro                         | proclaim | forward, before; instead of; in favor of |                     |

| Suffixes | Suffix        | Key Word for Pronunciation                    | Meaning of Suffix | Suffix      | Key Word for Pronunciation    | Meaning of Suffix | Suffix     | Key Word for Pronunciation                | Meaning of Suffix           |
|----------|---------------|-----------------------------------------------|-------------------|-------------|-------------------------------|-------------------|------------|-------------------------------------------|-----------------------------|
|          | able          | agitable                                      | able to be        | able        | capable                       | full of           | ment       | argument                                  | act of, result of, state of |
| age      | average       | act of, state of                              | ible              | convertible | able to be                    | ness              | kindness   | act of, result of, state of, condition of |                             |
| al       | personal      | like, related to                              | ic                | classic     | like, related to              | ness              | treachery  | person, connected with                    |                             |
| ance     | disturbance   | act of, state of, quality of                  | ing               | meaning     | doing, something related to   | ness              | survival   | full of                                   |                             |
| ant      | substantive   | one who, included in                          | ish               | varnish     | like, related to              | s                 | humble     | more than one; mark or adverb form        |                             |
| ary      | intestinary   | related to place                              | less              | vacation    | agent of, action of           | ness              | intention  | act of, result of, state of               |                             |
| ate      | opposite      | agent of, quality of, or related to the agent | ness              | action      | person who does               | ness              | repression | act of, result of, state of               |                             |
| ed       | backed        | to have                                       | ness              | solidity    | agent of, quality of          | ful               | partial    | like, related to                          |                             |
| ence     | intentionence | act of, state of, quality of                  | ness              | memorize    | to make                       | ness              | action     | act of, result of, state of               |                             |
| ent      | ambivalent    | one who, included in                          | ly                | backly      | with, adverbial, or noun form | ness              | relative   | act of, quality of, state of              |                             |
| er       | farmer        | person connected with                         | ness              | vacation    | without, not                  | ness              | patience   | act of, result of, state of               |                             |
| est      | greatest      | the most                                      | ly                | solidly     | in a manner that is           | y                 | theory     | like, full of                             |                             |

## STEP 2

Teach students a routine they can use to decode multisyllabic words.

### Strategies for Reading Long Words

#### Overt Strategy

1. Circle the prefixes.
2. Circle the suffixes.
3. Underline the vowels.
4. Say the parts of the word.
5. Say the whole word.
6. Make it a real word.

EXAMPLE

reconstruction

#### ACTIVITY D: Strategy Instruction

|                |            |
|----------------|------------|
| 1 prevention   | community  |
| 2 helplessness | marvelous  |
| 3 excellence   | spectator  |
| 4 destructive  | generosity |
| 5 numerous     | intensity  |

#### Covert Strategy

1. Look for prefixes, suffixes, and vowels.
2. Say the parts of the word.
3. Say the whole word.
4. Make it a real word.

## STEP 3

Embed spelling instruction in the lesson.

- Dictation of multisyllabic words
  - Teacher dictates the spelling word. (inventiveness)
  - Repeat spelling word.
  - Segment the word into oral syllables.
  - Say the oral syllables as you write the word.
  - Compare spelling to correct spelling.
  - Cross out and rewrite word correctly.

## STEP 4

Engage students in an array of activities that allow them to practice reading multisyllabic words accurately and with increasing automaticity.

### ACTIVITY D: Strategy Instruction

- |   |              |              |
|---|--------------|--------------|
| 1 | considerable | dramatically |
| 2 | abnormality  | prominent    |
| 3 | organization | summarize    |
| 4 | standardize  | exuberant    |

Provide practice reading multisyllabic words in isolation.

### ACTIVITY E: Sentence Reading

- 1 The clown's performance was so marvelous that the spectators stood up as they clapped.
- 2 Mobility is important to kids of all ages so they can feel independent.
- 3 After the tornado destroyed many homes, the community displayed incredible generosity.
- 4 Because of the snowstorm, numerous school and community events were postponed.
- 5 Although scientists have learned a lot about hurricane prediction, they cannot predict the intensity of these storms.
- 6 All spectators hope for excitement when they watch competitive sports.
- 7 Saying something a second time makes one of the statements redundant.
- 8 Two passages in the history book gave the same information, making one of the passages redundant.
- 9 The food consultant helped the students plan a mouth-watering dinner.
- 10 The city awarded a medal of distinction, or excellence, to the police department for marvelous crime prevention.

Then, provide practice reading multisyllabic words in sentences.

### ACTIVITY F: Passage Reading and Comprehension

#### Meat-Eating Plants

All plants need nutrients to stay alive, grow, and reproduce. Most plants get these nutrients from the soil and from the air. Some soil, however, is so nitrogen-poor that plants cannot get enough nutrients. Plants that live in nitrogen-poor areas sometimes get additional nutrients by eating insects and small animals. We call these plants **carnivorous**, or meat-eating, plants. (#1)

Carnivorous plants use various ways to attract and capture the insects for food. Bright colors or patterns, certain smells, or leaves covered with sparkling droplets draw the insects toward them. (#2)

The sundew plant is a fascinating example of a carnivorous plant. Tiny hairs cover the leaves of a sundew plant. The hairs produce a sticky material that clings to the tips of the hairs. The sticky drops on the ends of the hairs sparkle like dew in the sunlight. The glistening droplets usually attract insects, such as flies. In some environments, however, a sundew plant is large enough to attract small animals, such as frogs. The insects or small creatures approach the plant, hoping for water or food. (#3)

A curious fly gets too close to a sundew plant and sticks to the hairs on a leaf. In a few seconds, the plant traps the unsuspecting fly. When the fly wriggles and tries to get away, its movement signals the sticky leaf to curl tightly around it. As the leaf strangles the desperate fly, the leaf pours digestive juices onto it. The juices dissolve the prey, and the plant absorbs the nutrients it needs. After the plant has finished digesting the fly, the leaf uncurls and fills up with more sticky drops and waits for its next meal. Some sundews are so sticky that people used to hang them in their houses to catch flies. (#4)

Lastly, provide practice reading multisyllabic words in passages.

## RECOMMENDATION 2

Provide purposeful fluency-building activities to help students read effortlessly.

### STEP 1

Provide a purpose for each repeated reading.

- Choose short, content-rich passages with multisyllabic words and vocabulary that has already been taught.
- Read same passage three to four times.

### STEP 2

Focus some instructional time on reading with prosody.

- Prosody refers to reading with expression, appropriate pitch and tempo, and pauses at the right places.
- Teach students to pause at commas, stop at periods, raise or lower their voices when encountering a question mark, and show emotion when encountering an exclamation mark.



## RECOMMENDATION 3

Routinely use a set of comprehension-building practices to help students make sense of the text.

**PART 3A.** *Build students' world and word knowledge so they can make sense of the text.*

### STEP 1

Teach the meaning of a few words that are essential for understanding the passage

- Identify essential words that are critical and conceptually central for understanding the passage but are likely to be difficult for students.

| ACTIVITY I: Content-Area Vocabulary |               |                                                                                                                      |
|-------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------|
| List 1                              |               |                                                                                                                      |
| 1                                   | nutrients     | <i>n.</i> <b>Nutrients</b> are specific materials in food that a plant or animal needs to stay alive.                |
| 2                                   | nitrogen-poor | <i>adj.</i> If the soil is <b>nitrogen-poor</b> , the soil does not have much nitrogen.                              |
| *3                                  | dissolve      | <i>v.</i> When you <b>dissolve</b> something, you mix a solid into a liquid until the solid disappears.              |
| *4                                  | various       | <i>adj.</i> If you say that there are <b>various</b> things, you mean that there are many different kinds of things. |
| 5                                   | electricity   | <i>n.</i> <b>Electricity</b> is the power that makes electrical appliances work.                                     |
| 6                                   | wiggles       | <i>v.</i> If something or someone <b>wiggles</b> , they twist or squirm, often to try to escape.                     |
| 7                                   | miniature     | <i>adj.</i> If something is <b>miniature</b> , it is very small.                                                     |
| 8                                   | fascinating   | <i>adj.</i> If you describe something as <b>fascinating</b> , you find it extremely interesting.                     |

| List 2 |             |                                                                                                                                                         |
|--------|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1      | carnivorous | <i>adj.</i> If a living thing is <b>carnivorous</b> , it eats meat.                                                                                     |
| *2     | digest      | <i>v.</i> When plants and animals <b>digest</b> food, the food is broken down or changed into nutrients so the plants and animals can use them to live. |
| *3     | desperate   | <i>adj.</i> If you are <b>desperate</b> , you are in a difficult situation and have little hope.                                                        |
| 4      | curious     | <i>adj.</i> When you are <b>curious</b> , you are eager to know or learn something.                                                                     |
| 5      | portray     | <i>v.</i> When you <b>portray</b> someone or something, you tell about them or show them in a certain way.                                              |
| 6      | glistening  | <i>adj.</i> When something is <b>glistening</b> , it is shining or sparkling because of light reflecting off a wet surface.                             |
| 7      | environment | <i>n.</i> A plant or animal's <b>environment</b> is the natural world that surrounds the plant or animal.                                               |
| 8      | legendary   | <i>adj.</i> If you describe something or someone as <b>legendary</b> , you mean that they are very famous and that many stories are told about them.    |

### STEP 2

Teach prefixes and suffixes to help students derive meanings of words.

| ACTIVITY H: Meanings of Prefixes and Suffixes |                                                                                                                                                                                  |
|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                               | <i>dis</i> = not, opposite of<br><i>im</i> = in, into<br><i>pre</i> = before                                                                                                     |
| a                                             | (Activity D) the <b>act of not agreeing</b> ; an argument about ideas or actions<br>_____                                                                                        |
| b                                             | (Activity E) to <b>enroll in a panel</b> ; to choose people to serve, such as on a jury<br>_____                                                                                 |
| c                                             | (Activity E) <b>before</b> it is <b>mature</b> ; too early or not time yet, such as a baby born too early or naming the winner of an election before everyone has voted<br>_____ |

# PART 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read.

## STEP 1

Explicitly teach students how to find and justify answers to different types of questions.

**ACTIVITY J: Passage Reading and Comprehension**

**Student Objectives:**

- to accurately read an informative passage containing many long words
- to formulate accurate, coherent answers to questions about the passage content

**Activity Summary**

- With each passage section, have students work on accuracy by having them read the section silently to the embedded number and then reread the same section orally to a partner, together as a group, or individually.
- After students have finished reading the section orally, ask the corresponding comprehension question or questions as follows:
  - Decide whether to ask the scaffolding questions (when provided), which correspond to details that students will need in order to answer the main question. If your students have good comprehension skills, you can skip the scaffolding questions.
  - Ask the main question, provide thinking time, and then have students share their answers with their partners by using a complete statement, beginning with the sentence starter provided. Finally, call on individuals and discuss their answers.

**Instructional Steps / Displays 20.13 to 20.38**

- Look at page 89. Find Activity J. You are going to read a passage and answer questions about what you've read. Today's passage is about carnivorous plants and how they capture insects. The insects provide nutrients so the plants can live. Read the title with me: "Meat-Eating Plants."
- Find #1 in the passage. *Pause.* Read down to #1 silently. Look up when you are done. *Monitor silent reading.*
- While students are reading silently, move around the room and ask individual students to whisper-read to you, loud enough so you can hear but not loud enough to disturb the class. This procedure will allow you to constantly monitor the reading progress of students.
- When the majority of students have completed the silent reading, have them reread the section by reading orally to a partner (partner reading), reading aloud

**EFFECTIVE INSTRUCTION**

**Guiding passage reading:** In this activity, students first read a segment of the passage silently, allowing them an opportunity to apply their REWARDS strategy. Next, they reread the same segment orally. Rereading of passage segments allows close reading of each segment for deeper comprehension. Students are then asked comprehension questions, a proven practice for supporting reading comprehension.

**Section #1**

**Meat-Eating Plants**

10 All plants need nutrients to stay alive, grow, and reproduce.  
 22 Most plants get these nutrients from the soil and from the air.  
 32 Some soil, however, is so nitrogen-poor that plants cannot  
 42 get enough nutrients. Plants that live in nitrogen-poor areas  
 51 sometimes get additional nutrients by eating insects and small  
 60 animals. We call these plants **carnivorous**, or meat-eating  
 plants. (#1)

**Section #1 Scaffolding Questions:**

- Why do all plants need nutrients? *All plants need nutrients to stay alive, grow, and reproduce.*
- How do most plants get nutrients? *Most plants get nutrients from the soil and from the air.*
- What happens to the plants if the soil is nitrogen-poor? *If the soil is nitrogen-poor, the plants cannot get enough nutrients.*
- How do carnivorous plants get additional nutrients? *Carnivorous*

**Section #1 Main Question:**

Why do carnivorous plants eat insects and small animals? Begin your answer by saying: Carnivorous plants eat insects and small animals because . . . Be sure to use information from the article. *Accept an answer such as: The soil they live in is nitrogen-poor. The soil does not give them enough nutrients.*

**Section #2**

|    |                                                                  |
|----|------------------------------------------------------------------|
| 61 | Carnivorous plants use various ways to attract and capture       |
| 70 | the insects for food. Bright colors or patterns, certain smells, |
| 80 | or leaves covered with sparkling droplets draw the insects       |
| 89 | toward them. (#2)                                                |

**Section #2 Main Question:**

Name two ways that carnivorous plants attract insects for food. Begin your answer by saying: Carnivorous plants attract insects with . . . Be sure to use information from the article. *Accept an answer such as: bright colors or patterns, certain smells, or leaves covered with sparkling droplets.*

**Section #3**

|     |                                                                 |
|-----|-----------------------------------------------------------------|
| 91  | The sundew plant is a fascinating example of a carnivorous      |
| 101 | plant. Tiny hairs cover the leaves of a sundew plant. The hairs |
| 113 | produce a sticky material that clings to the tips of the hairs. |
| 125 | The sticky drops on the ends of the hairs sparkle like dew in   |
| 138 | the sunlight. The glistening droplets usually attract insects,  |
| 146 | such as flies. In some environments, however, a sundew plant    |
| 156 | is large enough to attract small animals, such as frogs. The    |
| 167 | insects or small creatures approach the plant, hoping for       |
| 176 | water or food. (#3)                                             |

**Section #3 Scaffolding Questions:**

- What covers the leaves of a sundew plant? *Tiny hairs cover the leaves of a sundew plant.*
- What do the hairs produce? *The hairs produce a sticky material that clings to the tips of the hairs.*
- What do the sticky drops look like? *The sticky drops sparkle like dew in the sunlight.*

**Section #3 Main Question:**

Why are insects and some small creatures attracted to the sundew

plant? Begin your answer by saying: Insects and some small creatures are attracted to the sundew plant because . . . *Accept an answer such as: They think that the glistening droplets could be water or food.*

**Section #4**

|     |                                                                    |
|-----|--------------------------------------------------------------------|
| 179 | A curious fly gets too close to a sundew plant and sticks          |
| 191 | to the hairs on a leaf. In a few seconds, the plant traps the      |
| 205 | unsuspecting fly. When the fly wriggles and tries to get away,     |
| 216 | its movement signals the sticky leaf to curl tightly around it.    |
| 227 | As the leaf strangles the desperate fly, the leaf pours digestive  |
| 238 | juices onto it. The juices dissolve the prey, and the plant        |
| 249 | absorbs the nutrients it needs. After the plant has finished       |
| 259 | digesting the fly, the leaf uncurls and fills up with more sticky  |
| 271 | drops and waits for its next meal. Some sundews are so sticky      |
| 283 | that people used to hang them in their houses to catch flies. (#4) |

**Section #4 Scaffolding Questions:**

- What happens when a fly gets too close to a sundew plant? *When a fly gets too close to a sundew plant, the fly sticks to the hairs on a leaf.*
- When the fly tries to escape, what does the leaf do? *When the fly tries to escape, the leaf curls tightly around the fly and pours digestive juices onto it.*
- What do the digestive juices do to the fly? *The digestive juices dissolve the fly.*

**Section #4 Main Question:**

Explain the process used by a sundew plant to gain nutrients from an insect. Begin your answer by saying: A sundew plant gains nutrients from an insect by using the following process. First, the plant . . . *Accept an answer such as: makes sticky drops that stick to its leaves. Second, the plant attracts an insect with the glistening drops. Third, after the insect lands on a leaf and then tries to get away, the leaf curls tightly around the insect and pours digestive juices onto it. Fourth, the juices dissolve the insect and the plant absorbs the nutrients.*

## RECOMMENDATION 4

Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) to expose them to complex ideas and information.

### STEP 1

Promote generalization of the decoding and comprehension strategies to grade-level informational text reading.

- After the passage preparation, students are guided in reading the passage. They read the passage segment by segment, first reading each segment silently, then orally, and answering foundation and higher-order, text-dependent questions by identifying evidence or information in the passage.

**Section #6**

|     |                                                                         |
|-----|-------------------------------------------------------------------------|
| 413 | For centuries, a group of humans has also depended upon the             |
| 424 | Porcupine caribou herd for survival. The group goes by the name         |
| 435 | Gwich'in, which means <i>the people</i> . The Gwich'in are First Nation |
| 445 | members whose villages are situated along the Porcupine caribou's       |
| 454 | migration route. The Gwich'in hunt the caribou as they go by. They      |
| 466 | rely on the caribou's meat as a major source of food for the long,      |
| 480 | cold, snowy winter. They also need the caribou as a resource for        |
| 492 | making shelters, clothes, and tools. The Gwich'in, scientists, and      |
| 501 | others are concerned that the Porcupine caribou's numbers are in        |
| 511 | decline. If the caribou were to disappear, the Gwich'in would lose      |
| 522 | their way of life. (#6)                                                 |
| 526 |                                                                         |

**Section #6 Key Details - Scaffolding Questions:**

a. Who is the predator, the Gwich'in people or the Porcupine caribou?  
*The Gwich'in people are the predators.*

b. Why do the Gwich'in hunt the Porcupine caribou? *The Gwich'in hunt the caribou because the Gwich'in use the caribou for food and for making shelters, clothing, and tools.*

**Section #6 Main Question:**

The author states that if the Porcupine caribou were to disappear, "the Gwich'in would lose their way of life." What are some ways that the Gwich'in's lives would be changed? Begin your answer by saying (or writing): If the Porcupine caribou were to disappear, the lives of the Gwich'in would change in the following ways: First, \_\_\_\_\_  
Second, \_\_\_\_\_ Third, \_\_\_\_\_. Be sure to use information from the article. Accept an answer such as: *The lives of the Gwich'in would change in the following ways: First, their major source of food, the Porcupine caribou, would not be available, and they would have to find other sources of food and change their diet. Their health might be affected by not having enough food. Second, because they use parts of the caribou to make their clothing, they would need to adopt a new style of clothing. Their health might be affected by not being warm enough. Third, the Gwich'in also use parts of the caribou for making shelters. Once again, they would have to create or adopt a new type of shelter, resulting in a major change in their way of life.*

Lesson 13
REWARDS Secondary Teacher's Guide 269



# REWARDS<sup>®</sup>

It's your goal, as it is ours, to meet your students where they are to achieve the highest learning outcomes. We believe in the power of literacy, and we're here to partner with you to help students improve essential reading skills in districts like yours with *REWARDS*. Let us answer your questions or schedule a presentation **here**.

## RESOURCES

### → IES Practice Guide

The full practice guide and supporting materials provide more details and are available on the [WWC website](#).

### → IES Webinar on Practice Guide

The webinar recording can be accessed via the Institute of [Education Sciences' YouTube channel](#).

### → IES Webinar Master Slide Deck

The master slide deck can be viewed on the [WWC Resources page](#).

### → IES Guide Webinar Presented by Dr. Anita Archer

Dr. Archer discusses the recommendations and helps you gain insight into the research about reading intervention for older struggling readers in a [recent webinar](#).