

Study Confirms That New Approach Short-Circuits Reading Intervention For Adolescent Struggling Readers

For Immediate Release

HEALDSBURG, Calif./EWORLDWIRE/April 17, 2006 --- Teacher and researcher Matthew Glavach, Ph.D., who spent years working with adolescent struggling readers developed a new reading program to short-circuit reading intervention and connect students to core academic textbooks.

Despite the common perception that reading is the most important skill learned in school and the gateway to knowledge, research shows that twenty-five to sixty percent of middle school and high school students read below grade level and cannot read core textbooks such as history, science and literature.

To be successful readers, students must decode difficult words, read fluently and implement strategies for understanding textbooks. Middle and high school students who already are behind four or five years in reading need an accelerated reading intervention to meet the demands of academically rigorous subject matter and to succeed in school.

Dr. Glavach's unique approach consists of grouping words from core textbooks into rhyming and suffix patterns and taps into students' natural abilities for rhythmic patterns internalized through years of exposure to spoken words. The approach resulted in most students making significant reading progress and succeeding in core academic classes with over half of them making three, four, and five years growth in less than one year.

Dr. Glavach's promising research now appears in Academic Leadership, an on-line journal, at www.academicleadership.org or at the Struggling Leaders Web site www.strugglingreaders.com.

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