

knowledge, clarifying, evaluating through questioning, and summarizing), a reading intervention designed specifically for struggling readers in high school. Following the decoding and comprehension strategy instruction, significant gains in letter-sound knowledge and multisyllabic word reading were revealed for those involved with PHAST PACES relative to control group participants, confirming that adolescence is not too late to address basic decoding gaps. Effect sizes ranged from 0.35 to 1.21 with a median effect size of 0.63 across measures. At follow-up, passage comprehension showed continued growth among PHAST PACES graduates a full year after intervention had ended.

CONCLUSION

There is much to celebrate in the advances made in both research and practice regarding thoughtful well-designed interventions for RD and in the encouraging evidence that continued intervention for older, struggling readers can yield positive outcomes. The need for multifaceted reading interventions, with a firmer grounding in theory and evidence and more attention paid to instructional needs beyond the literacy-related ones, is obvious. As demands for literacy competencies in youth have escalated, so too have demands to design instructional programs that address the long-term learning, motivational, social-cognitive, and self-efficacy needs of today's struggling readers. These remarks end with a wish list. After more than 30 years of intervention research experience, from my perspective, the following areas require focused attention and renewed effort. We need the following:

1. Better-developed, comprehensive, cohesive road maps for providing intervention and instruction that allow for the construction of an efficient reading system. This would involve scaled remedial scaffolding for learners' different needs.
2. More evidence on how to build deeper comprehension skills in learners with vocabulary weaknesses and limited language experiences.
3. More implementation studies on reading intervention that will allow an understanding of the social and motivational contexts that promote optimal reading growth for different struggling readers.
4. An ability to harness new technologies to engage struggling readers in much more reading practice, thus providing some of the reading experience needed to achieve reading fluency and deeper comprehension.
5. Useful assessment instruments both to measure growth in vocabulary knowledge—in terms of breadth, depth, and connections—and to measure online and offline comprehension processes and their growth over time.