

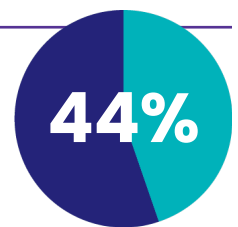
Meeting the Challenges of Older Students Through Professional Learning

Adolescent students are expected to have adequate reading skills to learn in all subjects, yet too many still struggle with literacy. Teachers of these students often lack the proper training or background to support students who can't decode or comprehend the texts they are studying.

The **2024 RAND American Teacher Panel** found that while grade 3–8 teachers know their students, they face challenges in accelerating literacy for older students. Lexia Aspire® Professional Learning, designed for teachers of grades 4–8, gives them the tools to address each challenge identified by RAND.

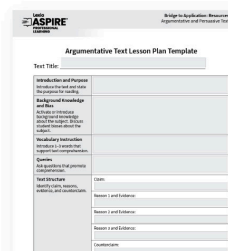
CHALLENGE: Supporting Struggling Readers

Forty-four percent of students in grades 3–8 always or nearly always have difficulty reading the written content in their instructional materials.



ASPIRE SOLUTION

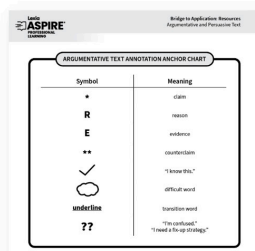
- Modules that provide actionable strategies for decoding, fluency, and comprehension
- Bridge to Application resources teachers can immediately use in the classroom



Argumentative Text Lesson Plan Template

A **planning resource for educators**, this **lesson plan template** introduces and guides students through reading an argumentative text and supports student comprehension and engagement.

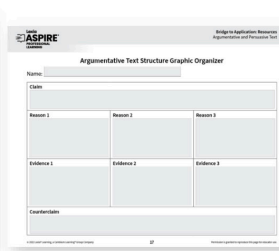
For Educators



Argumentative Text Annotation Anchor Chart

This **anchor chart** resource displays symbols that can be used to **annotate** an argumentative text when introducing, practicing, or reviewing annotation as a comprehension strategy.

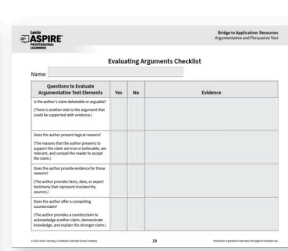
For Students



Argumentative Text Structure Graphic Organizer

This **graphic organizer** supports students with learning the structure of an argumentative text and identifying the claim, transition words, reasons, evidence, and counterclaim.

For Students



Evaluating Arguments Checklist

This **activity** supports students with **evaluating** the strength of an author's claim, reasons, evidence, and counterclaim. It can also be used as students write their own argumentative paragraphs and essays.

For Students

CHALLENGE: Lack of Effective Intervention Strategies

Many teachers **lack access** to reading specialists, diagnostic literacy assessments, and structured intervention tools.

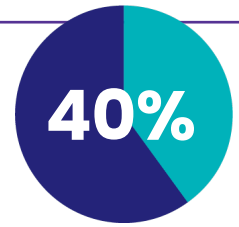
ASPIRE SOLUTION

- Modules that show teachers how to analyze data to identify students in need of intervention and tailor instruction for them



CHALLENGE: Teacher Knowledge Gaps and Misconceptions

Forty percent of teachers hold misconceptions about how students develop word reading skills, often relying on personal experience rather than research-based methods.



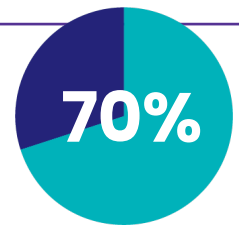
✓ ASPIRE SOLUTION

- Modules that align with science of reading research and Structured Literacy instruction
- Personalized and scaffolded learning that meets teachers where they are
- “Check for understanding” assessments that ensure teachers understand the material



CHALLENGE: Lack of Professional Learning Resources

Nearly 70% of teachers say they need additional training in reading fluency, comprehension strategies, and how to help students access grade-level texts.



✓ ASPIRE SOLUTION

- Modules that provide teachers with structured, research-based techniques to improve student literacy outcomes
- Teachers can earn certification and graduate credits through Aspire’s [partnership with the American College of Education](#)

Give your teachers the knowledge and strategies they need to help every student succeed in grades 4–8. Discover how **Aspire** equips educators with research-based tools to close literacy gaps and accelerate progress.



Grounded in the science of reading, Lexia Aspire Professional Learning is a flexible, self-paced, digital, International Dyslexia Association® (IDA)-accredited solution that empowers all educators to accelerate literacy skills among students in grades 4–8.



I love that Lexia Aspire is based on the science of reading and is specifically designed for educators working with adolescent students. The training has helped my educators weave in literacy skills in their classrooms and equipped them with the right skills to fill in the learning gaps that students had.”

–**Katherine Y. Leonard**
Executive Director of Innovation
for Special Education,
Hartford Public Schools,
Hartford, Connecticut

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