A consistent model that is targeted at their needs. This could be a Linguistics Class or Literacy lab for which they receive LA credit. The adults need to consider that this might be a longer-term need and plan for the necessary time, intensity, and duration. This might be a year for some kids and multiple years for others. Content needs to be rich and accessible. Teachers need the tools and skills to provide this explicit instruction to succeed with students. Data must identify the specific literacy needs of the students and progress monitor student growth in each component of instruction. High-quality reading instruction for all students that meets them where they are and builds the necessary skills: this includes the ability to decode, break words into syllables, and access the gift of morphology, which builds vocabulary and understanding in all subject areas. Combining these skills will build fluency and automaticity, which are essential for reading success.

Teachers need the tools and skills to provide this instruction. Again, the key is time, intensity, and teacher knowledge. Everyone involved can grow, thrive, and celebrate the success of each other.

Students 'should' have been taught to read by middle school. The only issue is comprehension. It's too late to start now. Computer programs alone can teach kids to read. The role of middle school and high school teachers is to teach content that includes disciplinary-specific literacy skills (standards-based - 2020 CDE Read Writing and Communicating).

Reflections:
- How do I read and write like a scientist, how do I read and write like a historian, read and write like a mathematician, etc.?
  - If I cannot read, I cannot analyze anything, let alone grade-level literature, to create meaning, how do I succeed?
- Further, having not read, I lack the vocabulary to understand: I cannot put words on paper to express what I need to express because I cannot understand what I cannot read!

Students' lack of literacy skills at middle school impacts their self-esteem and causes secondary issues, including acting out. They often just give up. So, how do we approach this tender subject and change their vision of themselves?

Educational - recognize and label the gaps - data, data, data.

Understand the solution.

Provide comprehensive training to ensure that teachers have the tools necessary to provide the essential instruction to meet those students’ needs.

Keys - time, intensity, and teacher knowledge.

Leadership understands the urgency and supports the instruction by providing the schedule and resources to support the students and their teachers.

It is very lonely to feel like a failure every day in school - we need to accept this challenge and meet students where they are.