# **Key Research on Adolescent Literacy**

# **Critical Factors Underlying Reading Proficiency** (Torgesen, et al., 2007)

## Fluency of text reading

## Vocabulary, or the breadth and depth of knowledge about the meaning of words

## Active and flexible use of reading strategies to enhance comprehension

## Background, or prior knowledge related to the content of the text being read

## Higher level reasoning and thinking skills

## Motivation and engagement for understanding and learning from text.

# **Findings** (Scammacca, et al, 2007)

## Adolescence is not too late to intervene. Interventions do benefit older students.

## Older students with reading difficulties benefit from interventions focused at both the word and the text level.

## Older students with reading difficulties benefit from improved knowledge of word meanings and concepts.

## Word-study interventions are appropriate for older students struggling at the word level.

## Teachers can provide interventions that are associated with positive effects.

## Teaching comprehension strategies to older students with reading difficulties is beneficial.

# **Findings** (Edmonds, et al., 2009)

## Struggling readers can improve in their reading comprehension when taught reading comprehension practices.

## Explicit instruction in comprehension benefits students with reading difficulties and disabilities.

## Older struggling readers benefit from explicit comprehension strategy instruction

### modeling and thinking aloud how to self-question and reflect during and after reading

### engaging students to become actively involved in monitoring their understanding and processing text meaning.

## There is a small to moderate effect for comprehension from word-level interventions.

## Increased reading rate and accuracy did not always result in improved comprehension.

## For students who lack word-reading skills, it is necessary to build these word-level skills while teaching comprehension so that access to increasingly difficult levels of print is available to them.

# **Recommendations** (Kamil, et al., 2008)

## Provide explicit vocabulary instruction.

## Provide direct and explicit comprehension strategy instruction.

## Provide opportunities for extended discussion of text meaning and interpretation.

## Increase student motivation and engagement in literacy learning.

## Make available intensive individualized interventions for struggling readers that can be provided by qualified specialists.

**Eleven Elements of Effective Writing Instruction** (Graham, S. & Perin, D., 2007)

1. Writing Strategies, which involves teaching students strategies for planning, revising, and

editing their compositions.

1. Summarization, which involves explicitly and systematically teaching students how to

summarize texts.

1. Collaborative Writing, which uses instructional arrangements in which adolescents work

together to plan, draft, revise, and edit their compositions.

1. Specific Product Goals, which assigns students specific, reachable goals for the writing they

are to complete.

1. Word Processing, which uses computers and word processors as instructional supports for

writing assignments.

1. Sentence Combining, which involves teaching students to construct more complex,

sophisticated sentences.

1. Prewriting, which engages students in activities designed to help them generate or organize

ideas for their composition.

1. Inquiry Activities, which engages students in analyzing immediate, concrete data to help

them develop ideas and content for a particular writing task.

1. Process Writing Approach, which interweaves a number of writing instructional activities in

a workshop environment that stresses extended writing opportunities, writing for authentic

audiences, personalized instruction, and cycles of writing.

1. Study of Models, which provides students with opportunities to read, analyze, and emulate

models of good writing.

1. Writing for Content Learning, which uses writing as a tool for learning content material.

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