



What Adolescent Learners Need for Good Reading Comprehension That Is Often Ignored

Webinar Tips



Close all programs & browsers to maximize bandwidth



Exit & re-enter the webinar if you experience an audio or video lag

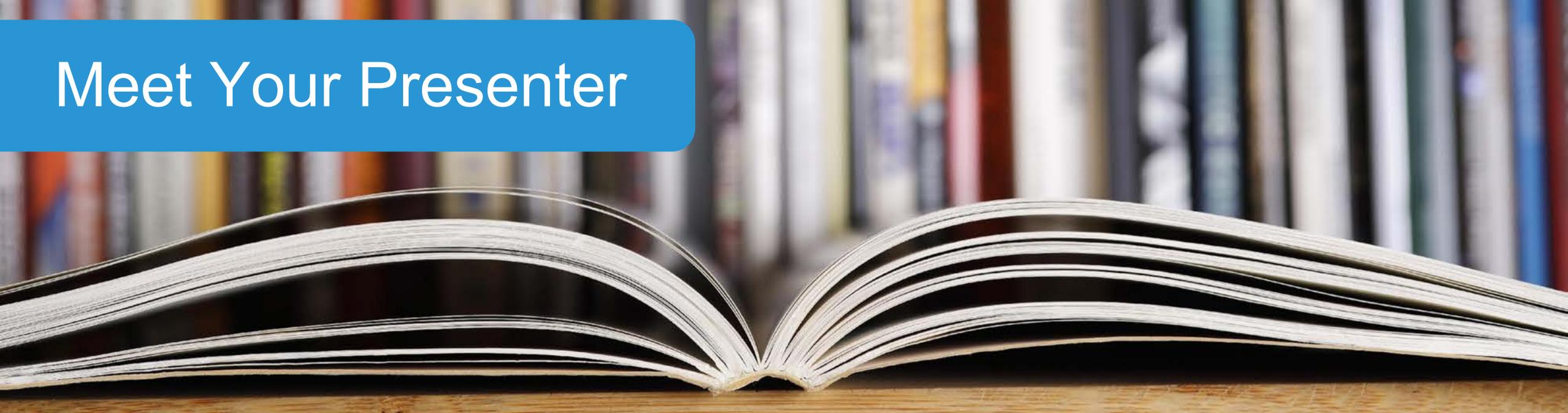


Use the Questions feature for technical assistance (and to ask a question!)



The recording, slide deck & certificate will be sent by email tomorrow

Meet Your Presenter



Dr. Claude Goldenberg

*Nomellini & Olivier Professor of
Education, emeritus
Stanford University*

What You Will Learn

- Why reading fluency matters for adolescent readers
- Why reading fluency might particularly matter for English learners
- The four key components of reading fluency
- Strategies to help both English learners and non-English learners experiencing reading difficulties due to a lack of reading fluency

Recap....

Key points for English Learners' beginning and early reading instruction:

- Teach the “Reading Pillars” explicitly: phonemic awareness, letter-sounds, decoding, fluency, vocabulary, comprehension
- Make the content and the instructions comprehensible (strategic use of L1 is OK!)
- Provide English language development instruction and opportunities that **directly supports the reading instruction**
- Questions:
 - What is necessary support?
 - What is sufficient?

After beginning and early reading—at intermediate and advanced reading stages from middle elementary to high school—

- English learners face additional challenges.
- Language demands become exponentially more difficult.
- Literacy becomes increasingly dependent on higher levels of English proficiency.
- Background knowledge and knowledge of the world become increasingly important.

What's needed for reading comprehension as reading development proceeds?

- Knowledge of the target language's
 - Vocabulary
 - Syntax
 - Genre conventions
 - Other conventions, regionalisms, etc.
- General knowledge
- Domain knowledge



But the **foundations** still matter!

WHY?

Read this sentence:

Natural resources can determine a country's economic output and productivity.

What if you
had to read it
like this?



Natural resources can
determine a country's
economic output and
productivity.



resources can
determine a country's
economic output and
productivity.

Natural

A clear glass bottle is shown lying on its side, tilted towards the right. The bottle is empty and has a simple, rounded shape with a narrow neck. The text is printed in a clean, black, sans-serif font on the side of the bottle's body. The bottle is set against a light gray, semi-transparent rectangular background that is slightly offset from the white page background.

can determine a
country's economic
output and
productivity.

Natural

resources

A clear glass bottle is shown lying on its side, tilted upwards. The bottle is empty and has a textured surface. Inside the bottle, the text "determine a country's economic output and productivity." is written in a black, sans-serif font, following the curve of the bottle's body.

determine a country's
economic output and
productivity.

Natural resources can

Natural

resources

can

determine

A clear glass bottle is shown vertically, with the text "a country's economic output and productivity." written inside it in a black, sans-serif font. The bottle is empty and has a slightly tapered neck.

a country's economic
output and productivity.

Natural resources can determine a country's



Natural

resources

can

determine

a country's

economic



output and
productivity.

Natural

resources

can

determine

a country's

output



economic

Natural

resources

can

determine

a country's

output

and

economic

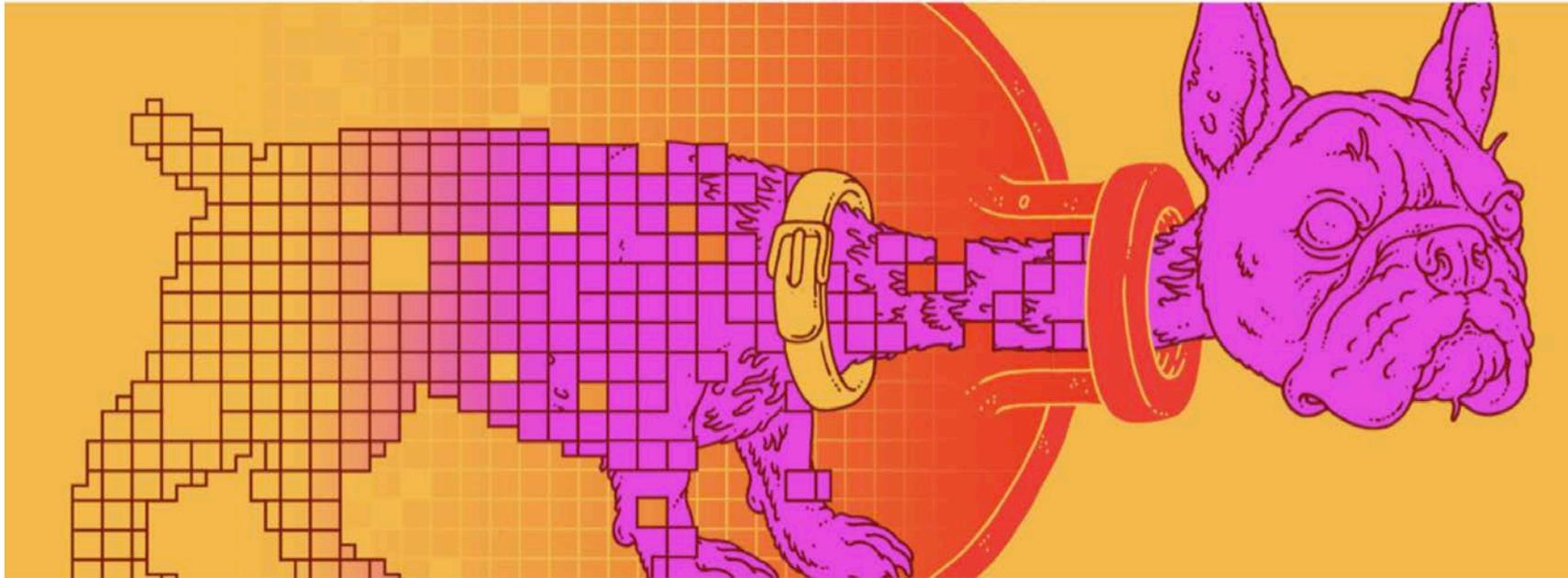


productivity.

Natural resources can determine a country's economic output and productivity.



BOTTLENECK!



Even if you have adequate oral proficiency, vocabulary, content and world knowledge, etc.

What's missing?

The foundational reading skills of

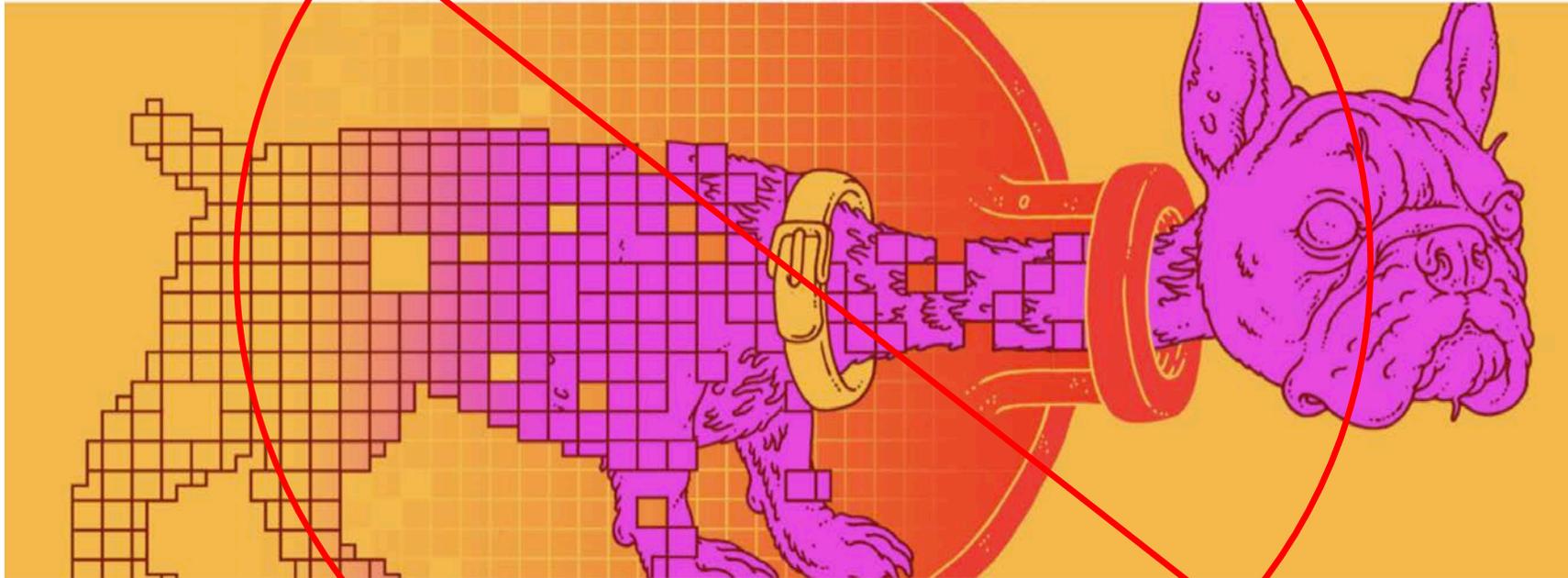
✓ fast, accurate word recognition

+

✓ reading fluency

Missing these foundational skills creates....

BOTTLENECK!



How to eliminate these bottlenecks:

Word Recognition

- Assure all decoding rules are known and can be applied automatically
- Practice recognizing irregular words and reading them fluently
- Carefully sound out new words, then practice reading them fluently
- Cumulative word lists and flash cards, increasing automaticity
- Games and friendly competitions
- Use known words to challenge students' automatic recognition
- **LOTS OF READING!**

How to eliminate these bottlenecks:

Reading Fluency



Imagine 2 paths that begin as distinct ...



But must converge to get to the destination



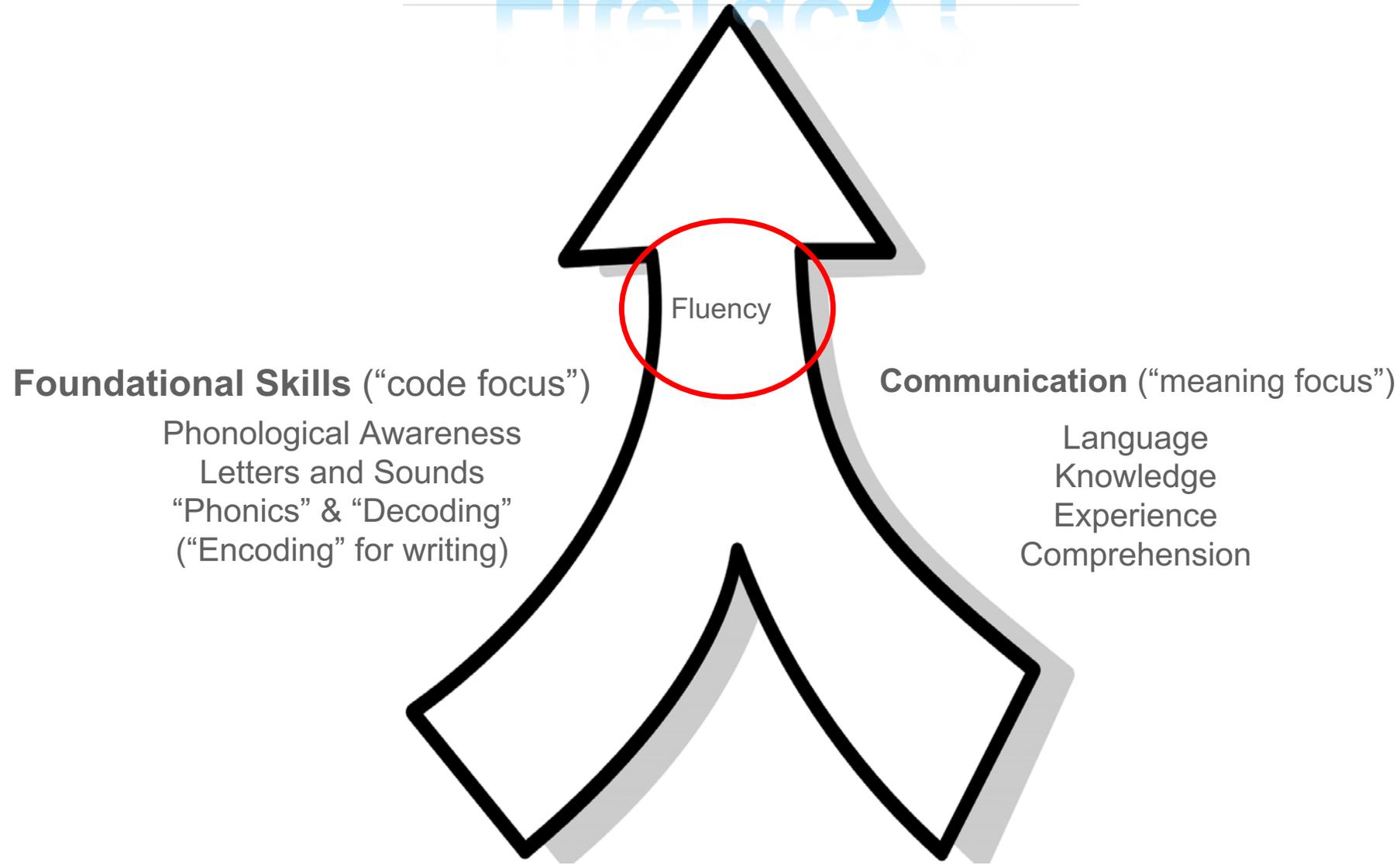
What's the destination?

Literacy!





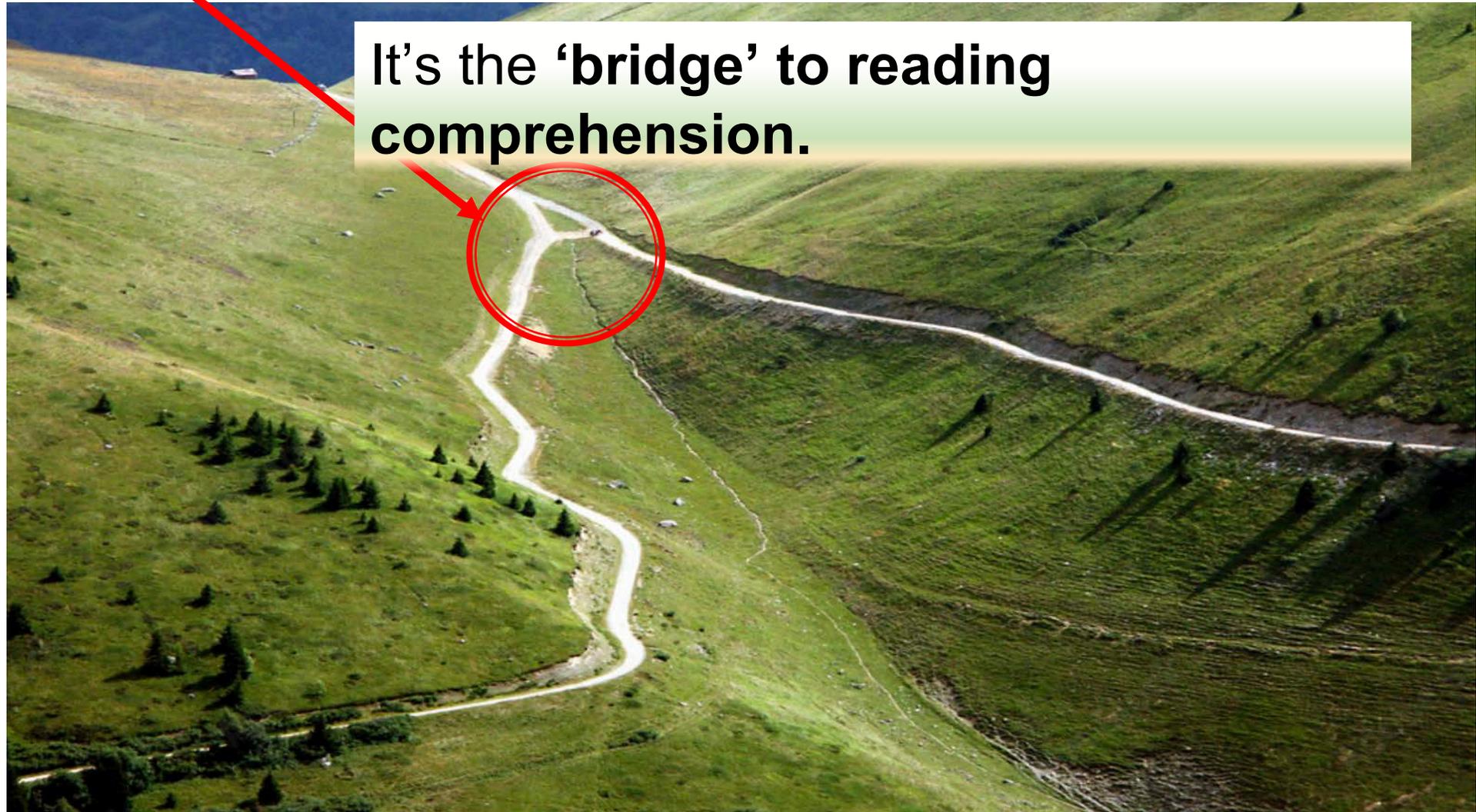
What are the pathways to **Literacy?**



Fluency



Fluency enables and reflects comprehension.



How to eliminate these bottlenecks:

Reading Fluency

Recognize that fluency is more than reading words quickly; it also includes

- Chunking word units into meaningful phrases
- Noting morphology and punctuation
- Processing connections within and between sentences
- Integrating intonational patterns to mark syntactic phrasing

READ THIS ALOUD:

Natural resources can determine a country's economic output and productivity.

Context matters!

Read this text:

In a classroom debate, Joaquín said, “Economic output and productivity are more important than natural resources for a country.”

Helen responded, “*Natural resources can determine a country’s economic output and productivity.*”

Now, how would that sentence be read?

Natural resources can DETERMINE a country’s economic output and productivity.

The four elements of fluent reading

- **Accuracy:** reading words correctly;
- **Automaticity:** recognizing words quickly, easily, and effortlessly;
- **Appropriate rate:** reading speed that fits the context;
- **Expression (aka prosody):** reading with inflection, intonation; attending to punctuation; reading meaningfully.

Think of **accuracy & automaticity** as
Unconscious Competence.

Fluent reading

- **Accuracy:** reading words correctly;
- **Automaticity:** recognizing words quickly, easily, and effortlessly;
- **Appropriate rate:** reading speed that fits the context;
- **Expression (aka prosody):** reading with inflection, intonation; attending to punctuation; reading meaningfully.

Think of **accuracy & automaticity** as
Unconscious Competence.

Fluent reading

- **Appropriate rate:** reading speed that fits the context.
- **Expression (aka prosody):** reading with inflection, intonation; attending to punctuation; reading meaningfully.

Some suggestions:

- Model fluent (all 4 elements!) reading with different text genres
- Students read familiar texts aloud “as if talking to someone”
- Students practice “sight reading” new but accessible texts
- Readers’ Theater, with opportunities to practice parts

Model → Practice → Feedback

The centrality of reading fluency

Fluency further enables and reflects comprehension. For this reason, fluency is considered the **'bridge'** to **reading comprehension.**



The “House of Literacy” can be a wonderful edifice



So create and maintain a strong foundation.



Check and strengthen, as needed.



Don't let this,



turn into this,



and this.



At the same time, don't forget

- Knowledge of English
 - ✓ Vocabulary
 - ✓ Syntax
 - ✓ Discourse and other conventions
 - ✓ Genre features
- General knowledge
- Domain knowledge
- Comprehension strategies

It's a big challenge, to be sure

Our students and their families are
depending on us.

Research I drew on:

- Chard, D. et al. (2002). A Synthesis of Research on Effective Interventions for Building Reading Fluency with Elementary Students with Learning Disabilities. *Journal of Learning Disabilities*, Vol. 35(5) 386–406 .
- Clemens, N. (2017). The Prevalence of Reading Fluency and Vocabulary Difficulties Among Adolescents Struggling With Reading Comprehension. *Journal of Psychoeducational Assessment*, Vol. 35(8) 785–798. DOI: 10.1177/0734282916662120
- Elleseff, T. (2017). Adolescent Assessments in Action: Clinical Reading Evaluation. Smart Speech Therapy (<https://www.smartspeechtherapy.com/adolescent-assessments-in-action-informal-reading-evaluation/>)
- Hasbrouck, J. & Tindal, G. (2017). Fluency Norms Chart (2017 Update). <https://www.readingrockets.org/article/fluency-norms-chart-2017-update>
- Kuhn, M. R., & Stahl, S. A. (2000). Fluency: A review of developmental and remedial practices (Technical Report No. 2-008). Ann Arbor: University of Michigan, Center for the Improvement of Early Reading Achievement. (published in *Journal of Educational Psychology*, Vol 95(1), Mar 2003, 3-21)
- Lesaux, N. & Kieffer, M. (2010). Exploring Sources of Reading Comprehension Difficulties Among **Language Minority Learners** and Their Classmates in Early Adolescence. *American Educational Research Journal*, Vol. 47(3) 596–632. DOI: 10.3102/0002831209355469
- O'Connor, R. (2017). Reading Fluency and Students With Reading Disabilities: How Fast Is Fast Enough to Promote Reading Comprehension? *Journal of Learning Disabilities*. 51(2):124-136. doi:10.1177/0022219417691835
- Paige et al. (2014). Interpreting the Relationships Among Prosody, Automaticity, Accuracy, and Silent Reading Comprehension in Secondary Students. *Journal of Literacy Research*, Vol. 46(2) 123–156. DOI: 10.1177/1086296X14535170
- Washburn, J. (2021). Reviewing Evidence on the Relations Between Oral Reading Fluency and Reading Comprehension for Adolescents. *Journal of Learning Disabilities* pp. 1–21. <https://doi.org/10.1177/00222194211045122>

Learn the Science of Reading

- 7–10-week online course that teaches foundational skills and instructional practices based on the science of reading
- Learn to understand and recognize dyslexia and its warning signs
- Learn the structure of the English and Spanish language systems
- Includes the *Teaching Reading Sourcebook* and *Assessing Reading: Multiple Measures textbooks*
- Available for graduate credit

www.corelearn.com/online-elementary-reading-academy

Questions?



Get in Touch with CORE!

info@corelearn.com
888.249.6155



Consortium on Reaching Excellence in Education



@COREInc