

# Reading Comprehension in Adolescence

## Current Theoretical Models And Applications to Intervention

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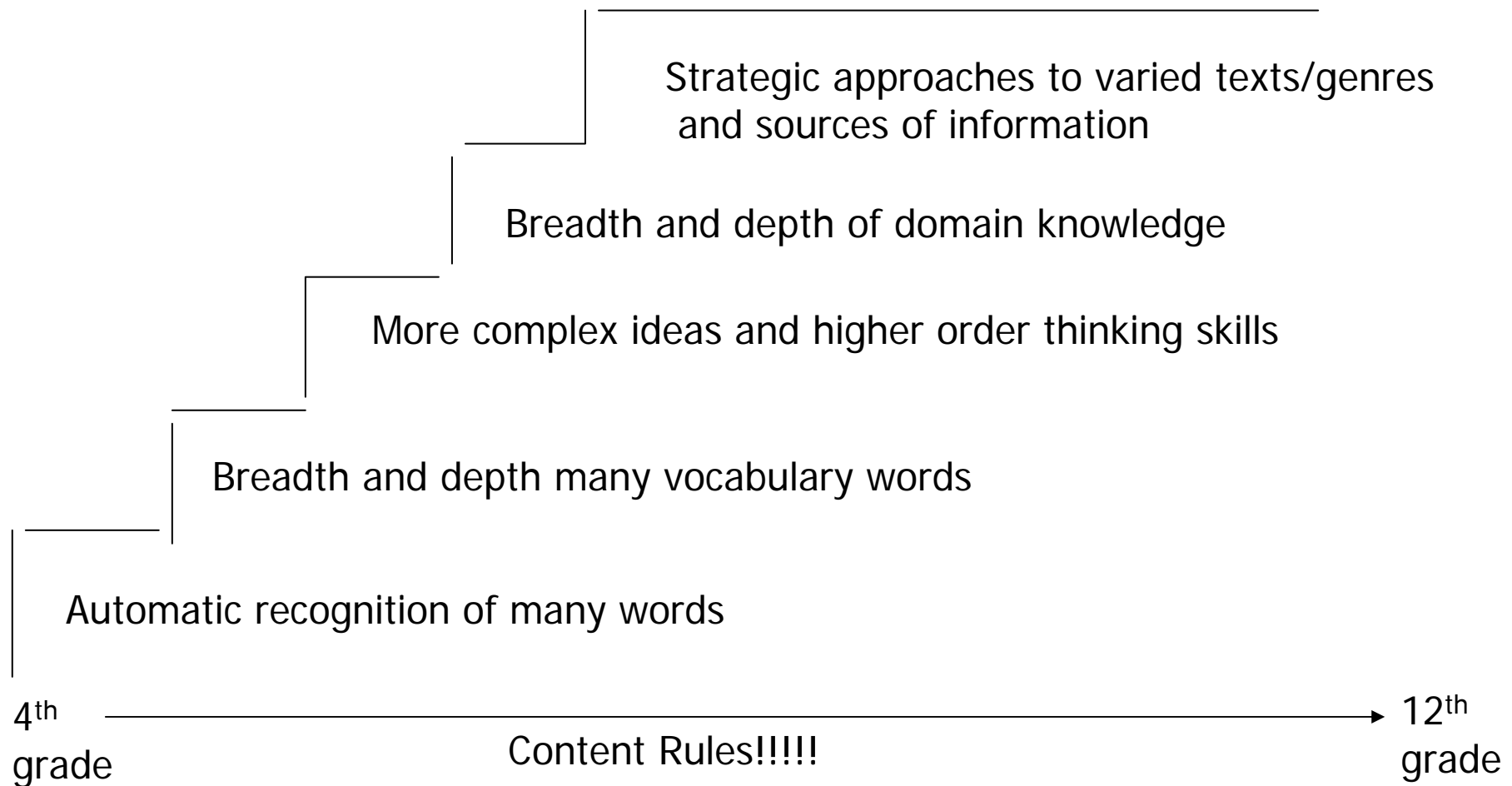
# Reality Check...

8 Million Americans Grades 4-12 not fluent readers

- 3,000 kids drop out of high school every day
- Reading Failure was called a 'national health problem'
- 50% of adolescence with criminal records have reading problems
- 26% of 8<sup>th</sup> graders below reading level

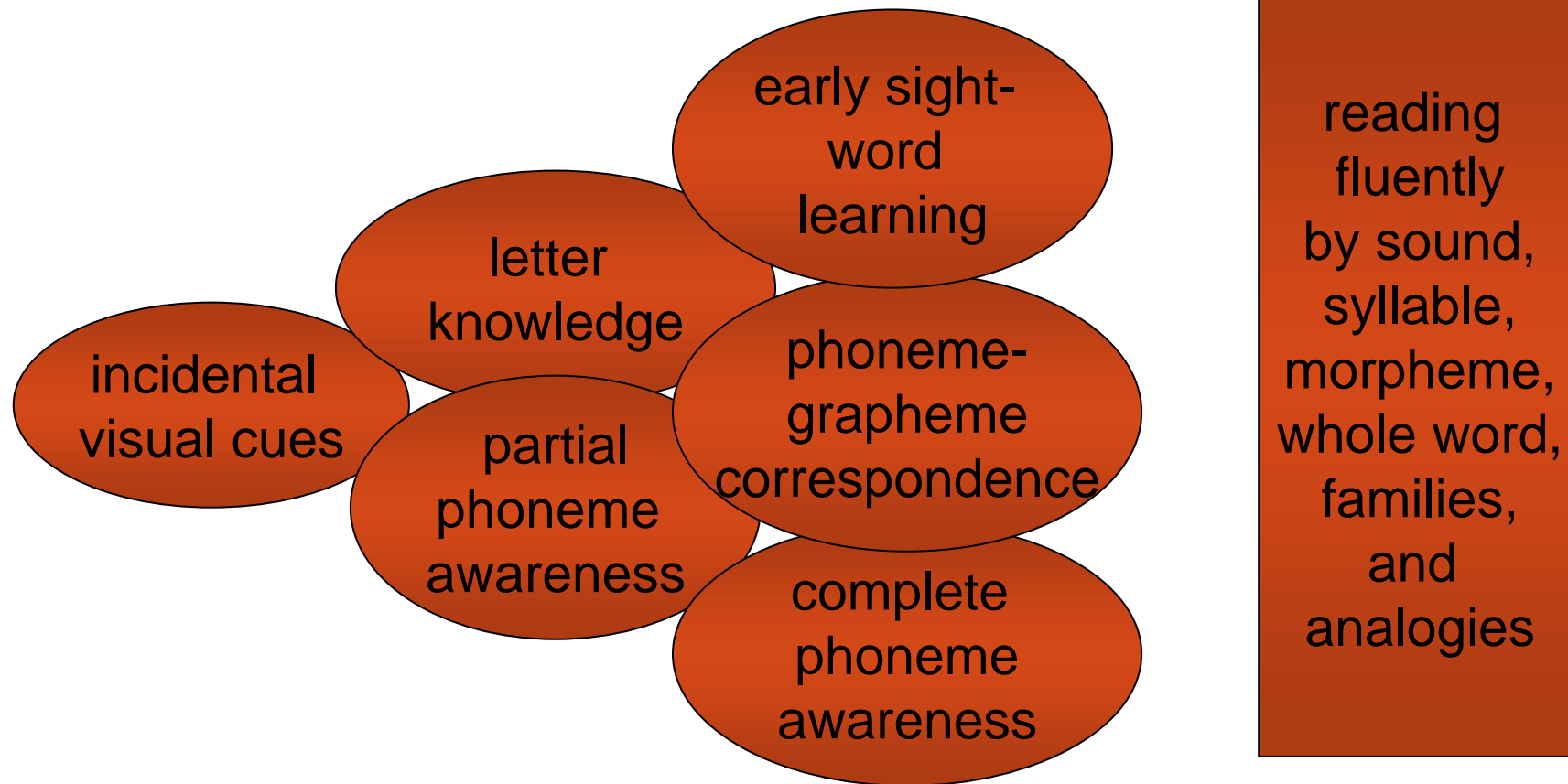
# Increasing literacy demands across the grades...

Adapted Torgeson, 2006



- 1) Models of Reading Comprehension are they different for adolescence?
- 2) Diversity of Readers: Do They have different challenges than younger children do?
- 3) Models of Intervention: What are current focuses?

# Ehri's Phases of Word-Reading Development



**Prealphabetic** → **Early Alphabetic** → **Later Alphabetic** → **Consolidated Alphabetic**

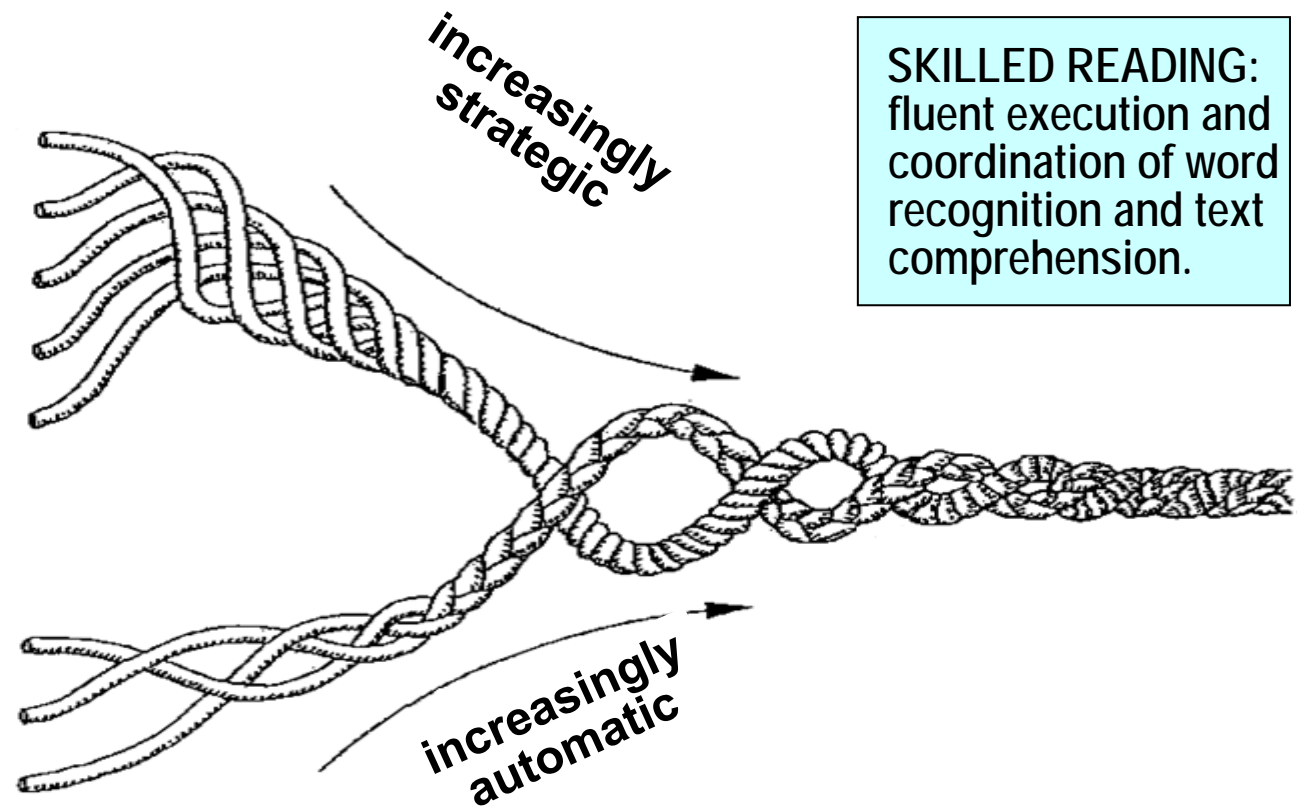
# Scarborough's Reading Rope (2001)

## LANGUAGE COMPREHENSION

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

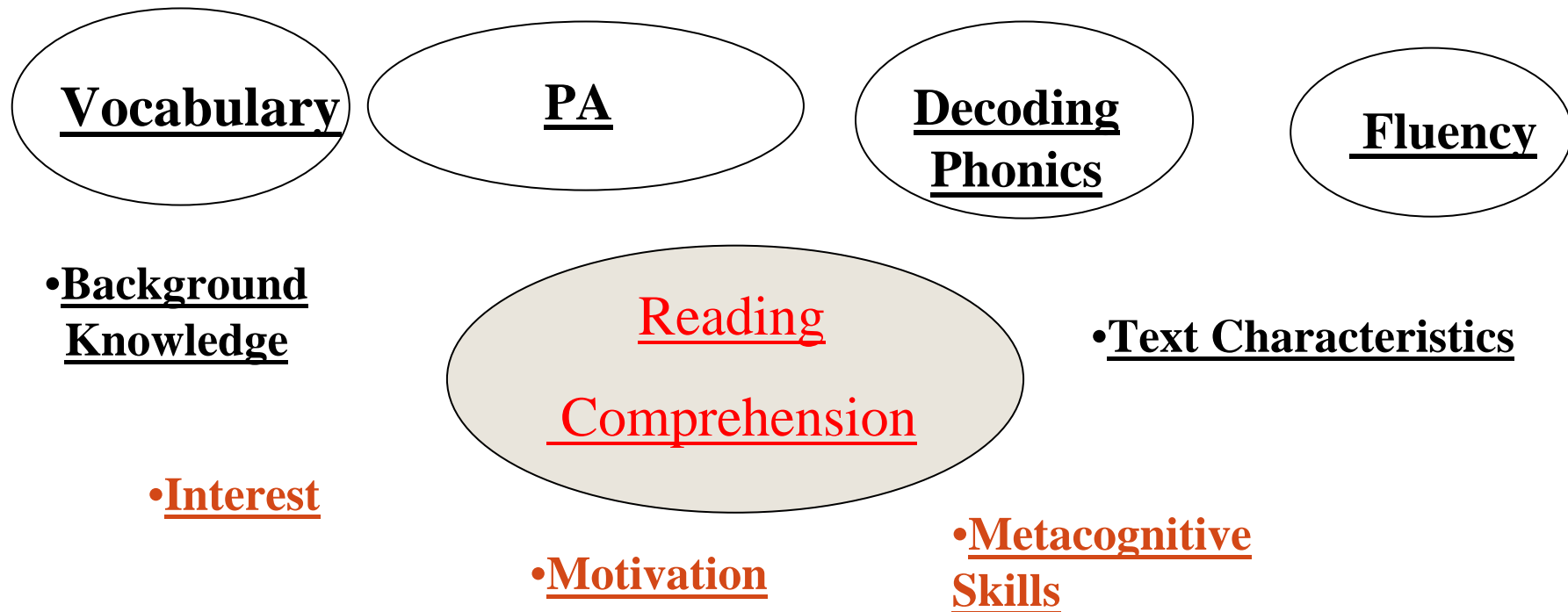
## WORD RECOGNITION

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition



Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

# Reading Comprehension



Sweet & Snow, 2004; Chapmen & Tunmer, 2003; Meltzer et al., 2004; Katzir et al. 2009

**“language comprehension becomes the dominant process in reading comprehension when the reader has acquired enough facility in word identification to comprehend in written language text which would be normally comprehended in spoken language....”**

**Vellutino,**

**Tunmer, Jaccard & Chen, 2007**



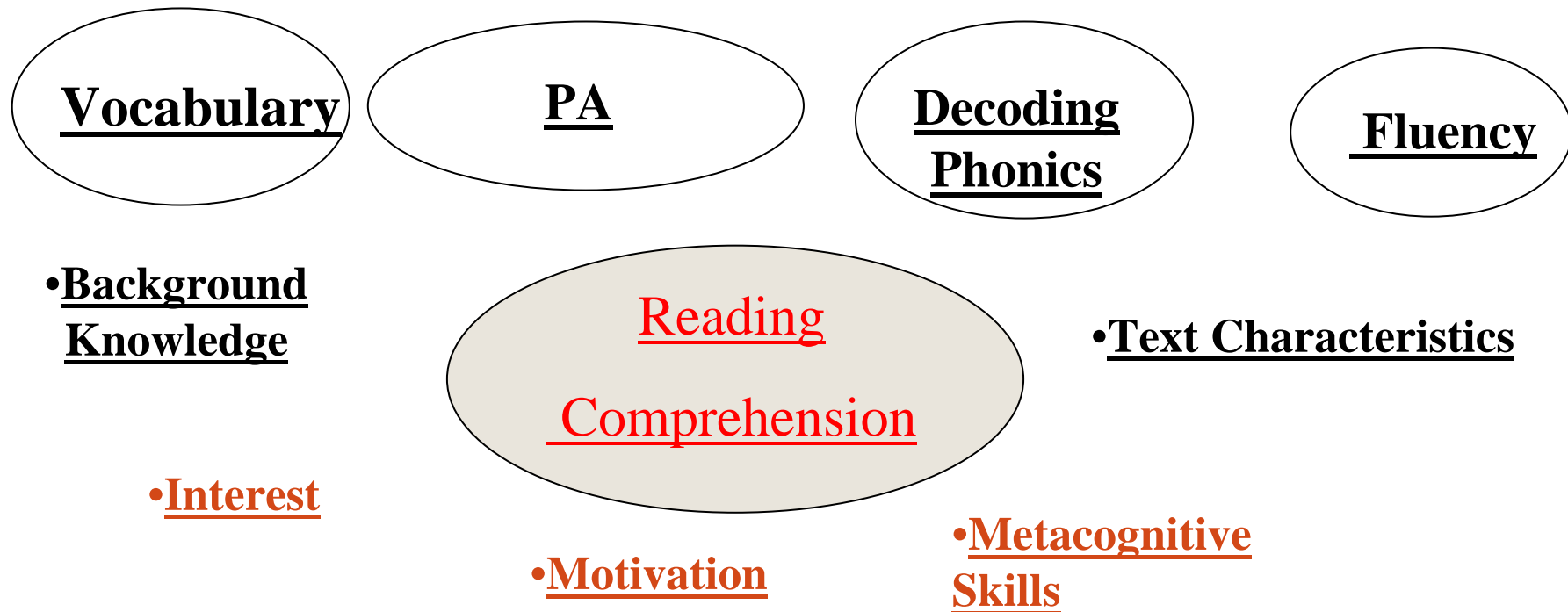
“Many adolescents with LD transition to secondary education with under-developed language, literacy and executive function skills and struggle to meet grade level expectations”

NJCLD, 2008

“Adolescents with LD often have persistent receptive and expressive oral language deficits that become more pronounced as demands increase in areas such as **vocabulary**, content specific **knowledge**, organizations and retrieval of **semantic information**, basic and complex **syntax** and **higher order semantic processing** (e.g. figurative language, inferencing).”

NJCLD, 2008

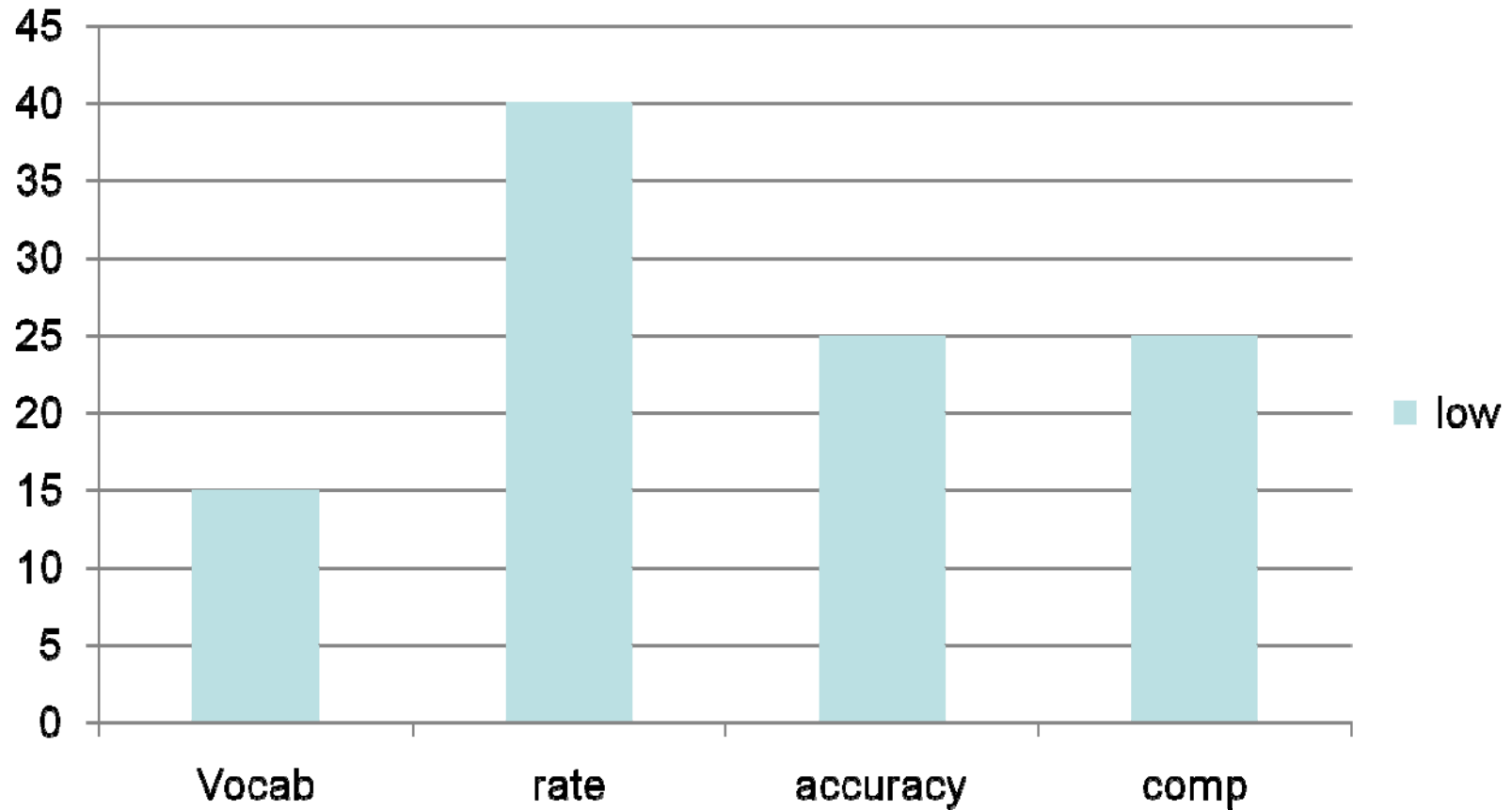
# Reading Comprehension



Sweet & Snow, 2004; Chapmen& Tunmer, 2003; Meltzer et al., 2004; Katzir et al. 2009

# Preliminary Characteristics of Seventh Grade-midpoint evaluation

N=90



- Same proportion of poor fluency and vocabulary across grades 4-8

(Yovanoff, 2005)

- Low SES associated with low vocab in Middle School

(Leasux & Kieffer, 2010)

- Problems with low Interest as well..( Chapman, 2003)

- Metacognitive processing (Meltzer et al., 2003)

Diversity of Readers: Do They have different challenges than younger children do?

Can not assume that.....

**.... “Most adolescents have acquired the foundational word recognition and decoding skill associated with early reading instruction....., some struggling readers still need intervention in this area.**

(Brasser, Hock & Deshler, 2005)

# Content of Intervention

# Model of Word Learning

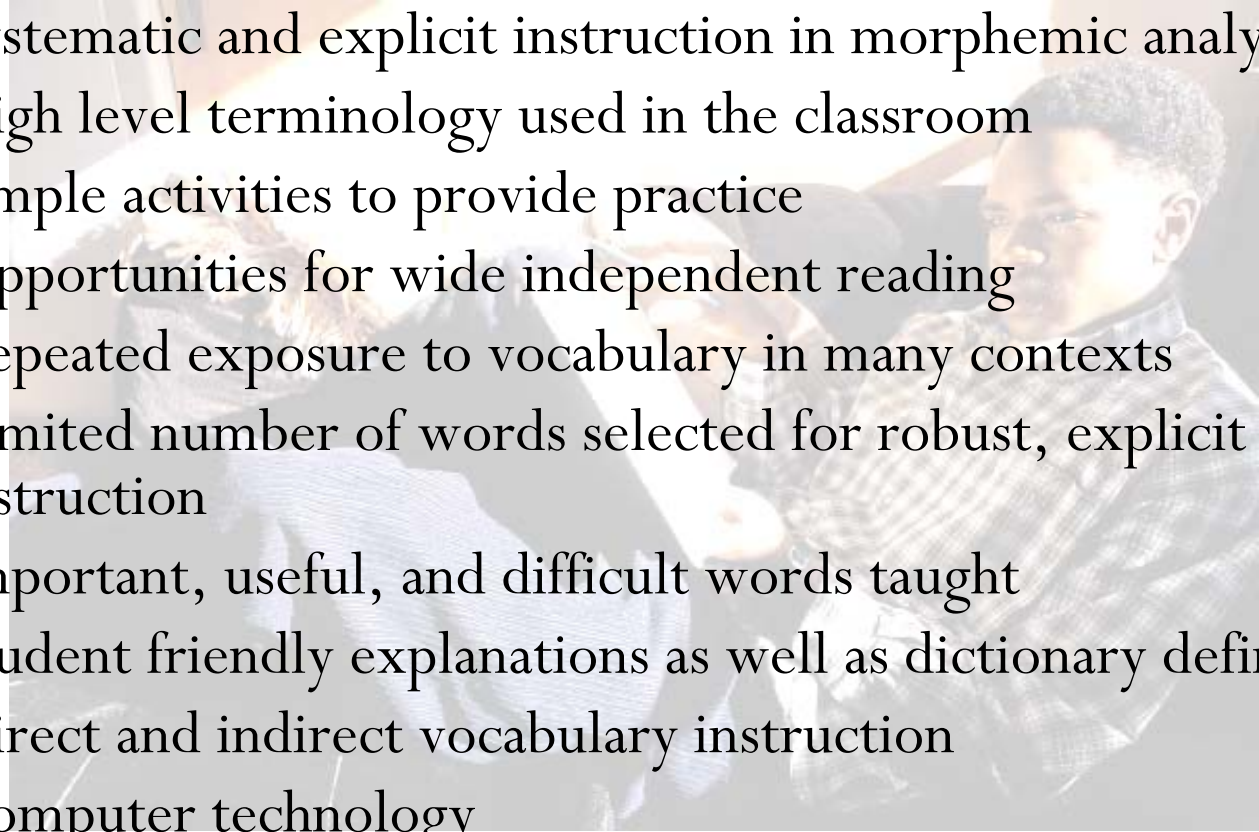
1. I don't remember having seen that word before.
2. I have seen this word before, but I don't know what it means.
3. I recognize it in context, and I think it means....
4. I know this word. It means....
5. I can use this word in a sentence

(Paribakht & Wesche, 1997)

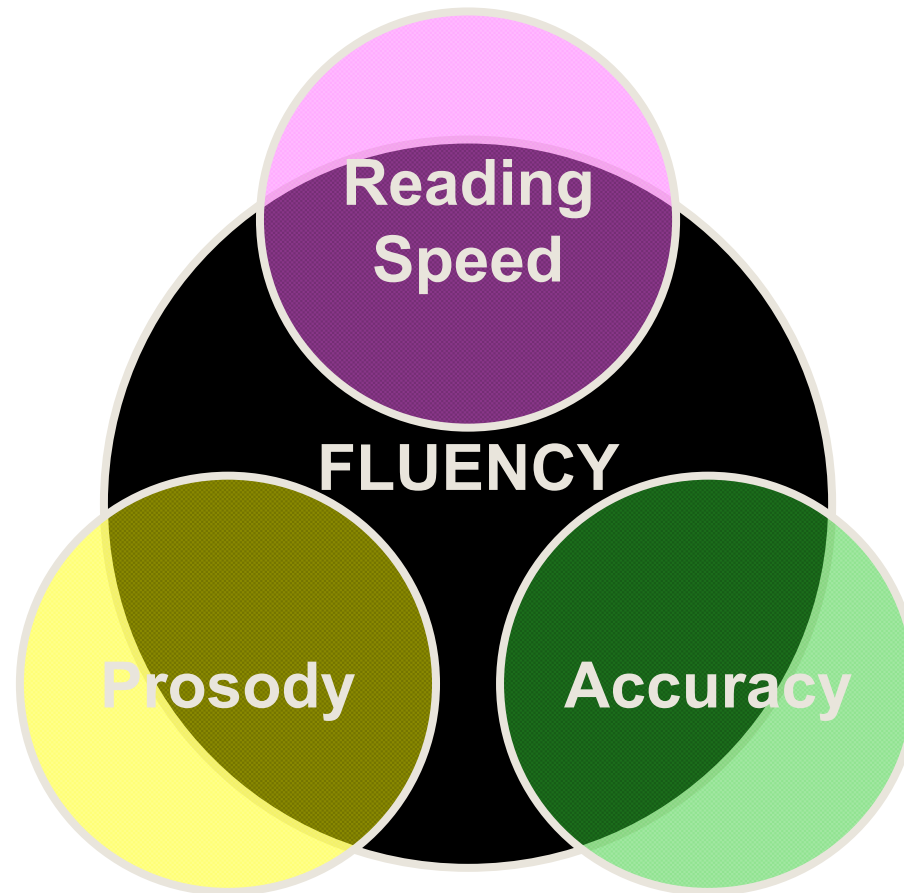


# Effective Intensive Reading- Vaughn, 2009

## **Vocabulary**

- Systematic and explicit instruction in morphemic analysis
  - High level terminology used in the classroom
  - Ample activities to provide practice
  - Opportunities for wide independent reading
  - Repeated exposure to vocabulary in many contexts
  - Limited number of words selected for robust, explicit vocabulary instruction
  - Important, useful, and difficult words taught
  - Student friendly explanations as well as dictionary definitions used
  - Direct and indirect vocabulary instruction
  - Computer technology
- 

# Factors Contributing to Fluency

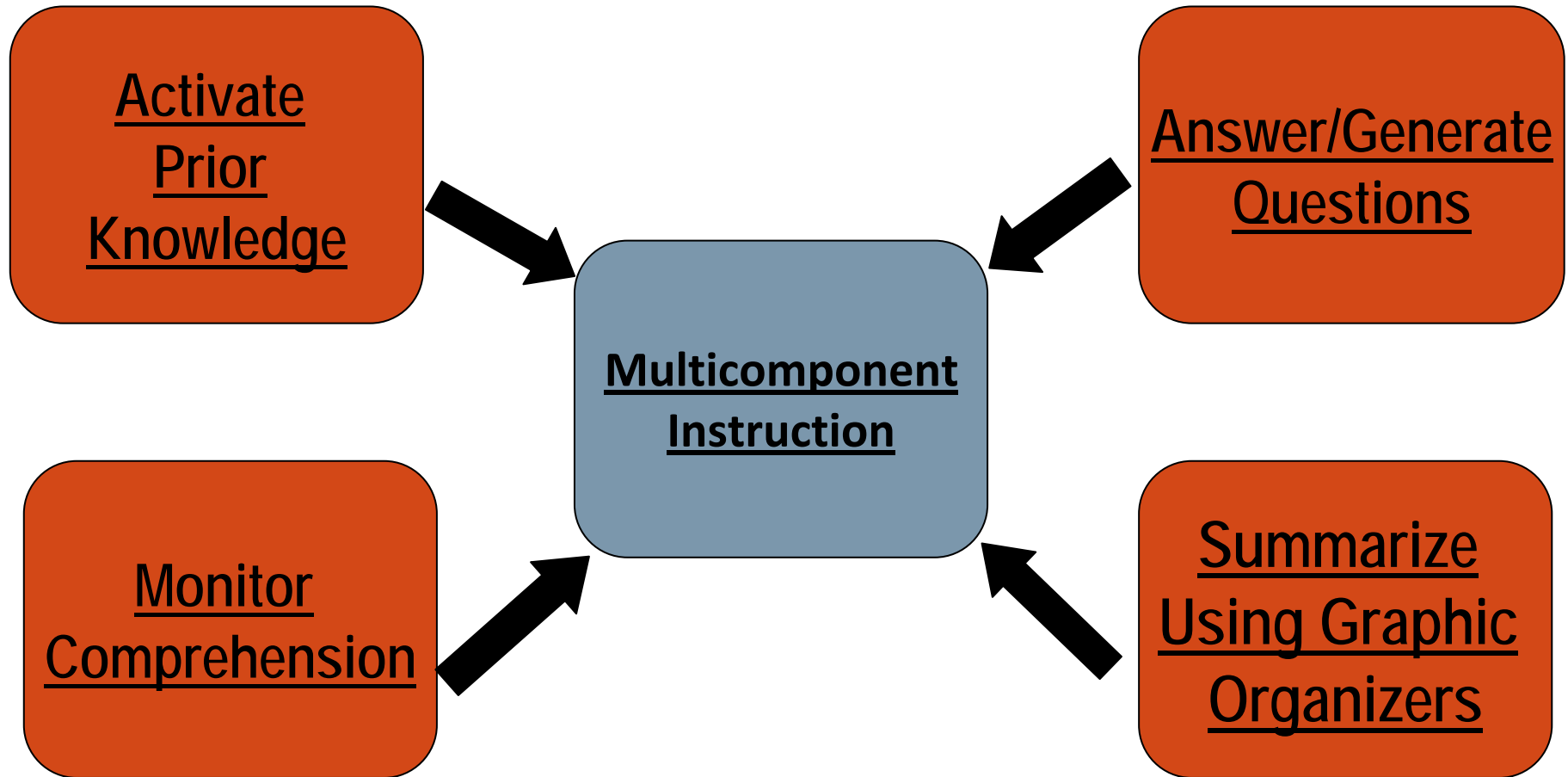


# Reader's Theatre Research Evidence

“Reader's Theatre yields improvements in ... word recognition, fluency and comprehension.”

(Rasinski, Timothy V. (2003). *The Fluent Reader: Oral Reading Strategies for Building Word Recognition, Fluency and Comprehension*. New York: Scholastic)

# Components of Comprehension Strategy Instruction



(Adapted from Simmons, Rupley, Vaughn, & Edmonds, 2006)

# Models of intervention?

- Integrative?
- Alternating?
- Additive?

(Calhoun et al., 2010)

- It is often stated for older struggling readers that the teaching of decoding is necessary but not sufficient to learning to read (e.g., Caccamise & Snyder, [2009](#)).
- While logically this statement appears balanced, it has lent support to researchers in the field of adolescent literacy to promote the idea that placing too much emphasis on or teaching decoding skills in isolation possibly leads students to miss the essential elements of reading and become unmotivated word callers lacking reading comprehension skills
- (Dymock, [1993](#); Educational Research Service, [1995](#); Hasselbring & Goin, [2004](#); Manset-Williamson & Nelson, [2005](#)).

- a recent meta-analysis shows that the focus of instruction, at this level, has been on comprehension skills
- This meta-analysis found that out of 29 reading interventions, (1994–2004), with struggling older readers
- a majority ( $N = 13$ ) of the studies focused solely on comprehension skill instruction, seven studies examined multicomponent (a combination of two or more reading components) programs, five focused on fluency, while only four focused on word study instruction. (Edmonds et al., [2009](#)).

- Instruction in comprehension strategy training significantly improved the reading comprehension skills (effect size (ES) = 1.23) of struggling older students', with and without RD.
- **Word study interventions**, similar to results found by the National Reading Panel's (NRP, [2000](#)) with low achieving students in second through sixth grades (ES = 0.27), produced only small to moderate effects (0.34) on comprehension skills. However, students with severe decoding difficulties benefited more from extensive decoding interventions.



- An emphasis on linguistics skill instruction, especially in isolation, produced the largest statistical and practical gains in comprehension skills for middle school students with RD
- (Calhoon, [2005](#); Lovett et al., [1994](#); Lovett & Steinbach, [1997](#); Lovett et al., [2000](#)),

# Challenges for Intervention

- Identify True Challenges of Children
- Address lower and higher level skills
- Incorporate motivation and interest into the curriculum
- Teacher Training

# Instructional emphasis-some recommendations from experts.....

(Biancarosa & Snow 2004, Gersten et al. 2001, Torgeson et al. 2007)

- Knowledge of text structures
- Vocabulary/depth of word meaning
- Domain/prior knowledge
- Cognitive strategies
- Increased motivation/engagement

# SERP Recommendations

- (1) ongoing reading support in middle school and high school, especially in the area of vocab and comprehension;
- (2) academic and emotional support from teachers and parents;
- (3) the intermediate steps needed to achieve long-term goals; and
- (4) risk factors such as attending multiple schools, family disruption, and social-emotional difficulties (Snow et al., 2007)

