

# Adolescent Reading Skills Overview

## A cross-curricular approach

Skills develop at varying rates and build on each other as text complexity increases

### Prosody/Expression

**What is it?** Reading with expression, intonation, acknowledgement of punctuation, and appropriate emphasis when reading.

**Importance:** Oral reading, speaking and presentation leads to comprehension and meaning making.

**Strategies:**

[Readers Theatre: The Kite](#)

### Automaticity

**What is it:** Pace of reading and automaticity.

**Importance:** Automaticity leads to critical thinking skills, as a sub-skill to higher level thinking. Automaticity goal is to be accurate and effortless.

**Strategies:** Accuracy and automaticity of words and phrases read comes from opportunities to read and be read to.

<https://relayreader.org/>

### Irregular High Frequency Words

**What is it:** Common words with irregular phonemes that need to be taught explicitly.

**Importance:** Words committed to memory lead to fluency in reading.

**Strategies:** Daily review and introduction of new words with connections to current learning. Group irregular words with common spelling.

### Syntax

**What is it:** The rules by which words are combined in order to create phrasing that leads to grammatical and meaningful sentences.

**Importance:**

**Strategies:** Explicit teaching of phrasing and phrase cueing can lead to comprehension.

### Morphology

**What is it:** Understanding the meaning and origins of base words, roots, prefixes and suffixes.

**Importance:** Supports acquisition of new vocabulary and leads to independence in reading and writing skills.

**Strategies:** Awareness and development will continue into later high school years.

### Vocabulary

**What is it:** Applying prior knowledge of word meanings when encountered in text.

**Importance:**

**Strategies:** New words can be learned through reading or explicit instruction. Content based words should be explicitly taught to support word identification and meaning making in context.

[Word Walls](#)

### Extending Text

**What is it:** Ability to use and apply information read by asking questions, identifying themes, connecting to learning or personal experience, etc.

**Importance:** increases student motivation and engagement in literacy experiences

**Strategies:** opportunities for meaningful discourse, critical thinking and collaborative learning

### Critical Thinking

**What is it:** Application of increasingly conceptual reading strategies (e.g., predicting, inferencing, analyzing, summarizing, etc.) in a variety of texts.

**Importance:** knowledge transference, problem solving, reasoning, judgement

**Strategies:** enhance domain knowledge, metacognitive strategies, scientific thinking, bias understanding

### Comprehension

**What is it:** constructing or extracting meaning from text once words and phrases have been understood

**Importance:** sets and maintains a purpose for reading, leads to enjoyment, knowledge and thinking

**Strategies:** pre-reading, monitor meaning and understanding, chunking, questioning.

Experienced Reader

Practicing Reader

### Fluency

Reading words at an adequate rate, with a high level of accuracy, appropriate expression, and understanding.

(Birsh & Carreker 2018)

### Vocabulary

The knowledge of words and word meanings. Instruction shifts from oral to written as reading skills develop.

(NIL, 2007; Honig, Diamond & Gutlohn, 2008)

### Comprehension

Comprehension is making sense of what we read.

Comprehension depends on good word recognition, fluency, vocabulary, prior knowledge, and language ability. (Birsh & Carreker 2018)

## Pillars of Reading

### Phonological Awareness

Phonological awareness is the ability to notice the sound structure of spoken words.

(Kilpatrick, 2015)

### Phonics (Alphabetic Code)

A system for approaching reading that focuses on the relationship between letters and sounds.

(Kilpatrick, 2015)

Early Reader

All of these skills are relevant and applicable to *all curricular areas* to support literacy in adolescents.