

# Key Points about Struggling Secondary Readers

These students . . .

- comprise about one fourth of all secondary students
- struggle with the reading required for academic survival at their grade level
- come from varied populations, including
  - some second language learners who may read in their native language may need social interaction to develop oral proficiency in English
  - students with learning disabilities
  - students marginalized from the culture of school
  - students who have received inappropriate reading instruction
- likely suffer psychological, emotional, and cognitive consequences of years of lack of reading success
- need support in orchestrating strategies and in transferring reading skills beyond the remedial reading context, such as into content classrooms and nonschool settings
- may lack motivation
  - need meaningful materials and tasks
- may struggle with decoding
  - challenged by multisyllabic words
  - need to acquire and apply morphological knowledge
  - need reading practice to develop fluency
- may have limited language comprehension
  - limited linguistic knowledge
  - need for language differences to be recognized and honored in the classroom
  - need multiple opportunities and sources for active learning of words
  - limited background knowledge
  - need to connect experiences beyond the classroom with school reading
  - difficulty making inferences
  - need scaffolded reading of complex texts
  - difficulty in self-regulated comprehending
  - need explicit strategy instruction
  - need to use metacognitive assets from second language learning
- may not transact with text
  - need models for making personal responses to text
- need support following principles of effectiveness that have emerged from years of research in reading instruction and teacher professional development