## Contents

Chapter	1	General introduction	1
	1.1	Background	1
	1.2	Low-achieving adolescents	2
	1.3	The role of linguistic knowledge, fluency, and metacognitive	
		knowledge in adolescents' reading and writing	3
		Development in reading comprehension and writing proficiency	5
	1.5	Goals and outline of this thesis	6
Chapter	2	Linguistic knowledge, fluency and metacognitive knowledge as components of reading comprehension in adolescent low achievers: Differences between	_
		native-Dutch and language-minority students	7
	2.1	Introduction	8
	2.2	Method	13
	2.3	Results	19
	2.4	Discussion	24
Chapter	3	Reading comprehension level and development in native	
		and language-minority adolescent low achievers: Roles	
		of linguistic and metacognitive knowledge and fluency	29
	3.1	Introduction	30
	3.2	Method	35
	3.3	Results	40
	3.4	Discussion	46
Chapter	4	Writing proficiency level and writing development of low-achieving adolescents: Roles of linguistic knowledge, fluency and metacognitive knowledge	53
	. –	Introduction	54
		Method	61
		Results	66
	4.4	Discussion	72

Chapter	5	Discussion	81
	5.1	Introduction	81
	5.2	Level of reading comprehension and writing proficiency: Roles	
		of linguistic knowledge, fluency, and metacognitive knowledge	82
	5.3	Reading and writing development from Grades 7 to 9	88
	5.4	Differential findings between native-Dutch and	
		language-minority students	90
	5.5	Suggestions for future research	95
	5.6	Implications for educational practice	100
	5.7	Concluding remarks	102
	6	References	103
	7	Appendices	123
	8	Summary in English	131
	9	Samenvatting in het Nederlands	137
	10	Dankwoord	143