

Inquiry: Comprehension Strategies

Key points from articles

- Comprehension is a reading process that consists of various elements which include predicting/infering, summarizing/retelling, drawing conclusions, and monitoring/clarifying.
- Comprehension takes place in various elements of reading instruction, in both large group and guided reading.
- Metacognition is closely related to comprehension instruction. This means to think about one's thinking.
- Modeling of strategies and metacognition by the teacher is vital in comprehension instruction. This can be done through think-alouds.
- Scaffolding should take place in comprehension instruction. While the teacher begins by modeling, gradually, responsibility should be released to students as they actively engage in their own learning.
- A variety of instructional modes can be effective for comprehension in order to reach all learners. This includes kinesthetic modes where learners use movements and manipulation to interact with their text.
- Text structure is relevant in comprehension strategy instruction. Students may employ different strategies for narrative, expository, and information text.
- Graphic organizers are useful tools in comprehension instruction. Some examples include webs, T-charts, and KWL charts.
- Acquisition of vocabulary and use of context play key roles in comprehension. Semantic gradients are visual spectrums which can aide in vocabulary instruction.
- Motivation and reader beliefs impact comprehension. This means that a student's background knowledge and experiences with text will drive his or her comprehension in one way or another.
- Reading aloud in a meaningful way lends itself to active engagement and discussion for comprehension. This strategy also reaches readers who may struggle with fluency and/or decoding.
- Content areas are relevant in considering comprehension. Strategies can be used across the areas of curriculum, not just with reading.

References

The following are references to key articles which I found both relevant and useful.

Lapp, D., Fisher, D., & Grant, M. (2008, February). You can read this text – I'll show you how: Interactive comprehension instruction. *Journal of Adolescent & Adult Literacy*, 5, 372-383.

This article focuses on think-alouds and metacognitive strategies to teach comprehesnin.

Glenberg, A.M., Brown, M., & Levin, J.R. (2006, June 5). Enhancing comprehension in small reading groups using a manipulation strategy. *Contemporary Educational Psychology*, 32, 389-399.

This article describes how the use of manipulatives in guided reading can increase a child's comprehension of text.

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Collins Block, C., Parris, S.R., & Whiteley, C.S. (2008, March). CPMs: A Kinesthetic Comprehension Strategy. *The Reading Teacher*, 61, 460-470.

This article introduces a method known as Comprehension Processing Motions as a non-linguist approach to teaching comprehension.

Boulware-Gooden, R., Carreker, S., Thornhill, A., & Joshi, R.M. (2007, September). Instruction of Metacognitive Strategies Enhances Reading Comprehension and Vocabulary Achievement of Third Grade Students. *The Reading Teacher*, 61, 70-77.

This article makes the connection between vocabulary instruction and comprehension.

Edwards Santoro, L., Chard, D.J., Howard, L., & Baker S.K. (2008, February). Making the Very Most of Classroom Read-Alouds to Promote Comprehension and Vocabulary. *The Reading Teacher*, 61, 396-408.

This article describes how meaningful read-alouds can be used in primary classrooms to aide in comprehension instruction.