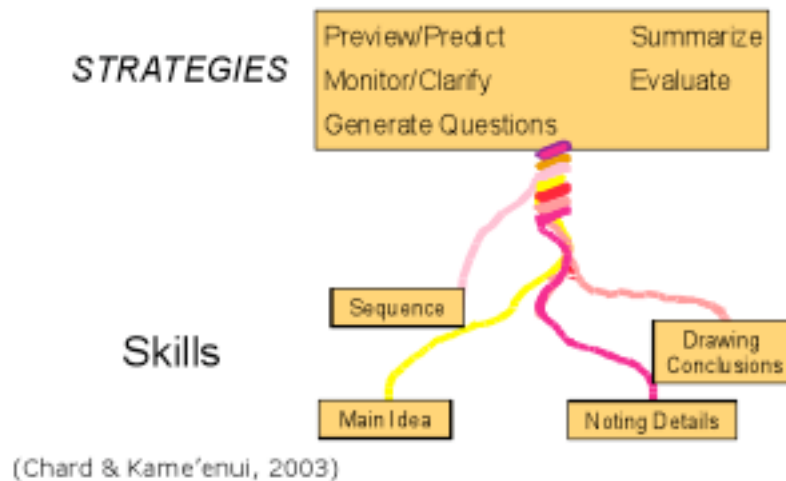


Understanding the Relationship Between Reading Comprehension Skills and Strategies

Strategies are generally more complex than skills because they require the orchestration of several skills to effectively use the strategy. In order to use the strategy of summarizing, students have to apply several skills including sequencing of events, making judgments, noting details, making generalizations, and using story structure or text organization. Effective instruction links comprehension skills to strategies to promote strategic reading.

The Relationship Between Skills and Strategies



Teaching Children to Read: The Report of the National Reading Panel 2000) concluded that strategies employed by effective readers can be explicitly taught to improve reading comprehension. The NRP analyzed 203 studies of comprehension strategy instruction and found that there was research evident for the direct, explicit instruction of 8 strategies. Explanation of each strategy and the research supporting the use of the strategies is listed in the first section.

It is important to infuse informational text into communication arts classrooms and, it is also important to integrate comprehension instruction into content area classrooms, especially for adolescent learners (Sadler 2001; Alvermann and Eakle 2003; Fisher and Frey 2004). Doing so helps improve the learning of the content and student's comprehension abilities. Torgenson (2007) provides five recommendations for improving content area instruction:

Recommendation 1: Provide explicit instruction and supportive practice in the use of effective comprehension strategies throughout the school day.

Recommendation 2: Increase the amount and quality of open, sustained discussion of reading content.

Recommendation 3: Set and maintain high standards for text, conversation, questions, and vocabulary.

Recommendation 4: Increase students' motivation and engagement with reading.

Recommendation 5: Teach essential content knowledge so that all students master critical concepts.

The following chart, based on research by Pressley and Afflerback (1995), outlines how strategies are used by students and can be taught and supported by teachers before reading, during reading, and after reading.

What Good Readers Do Before, During, and After Reading	What Teacher's Can Do to Support All Readers Before, During, and After Reading
Before Reading	Before Reading

<p>Set a goal Preview the text Predict what the text will say</p>	<p>Introduce and teach key vocabulary Activate prior knowledge Build critical background information</p>
<p><u>During Reading</u> Reading sequentially, skimming some parts, focusing on others Rereading some sections Make notes Tune into main ideas and ideas related to goal Check and adapt predictions Monitor and repair comprehension Connect to world knowledge to make inferences Paraphrase and summarize passages Respond to and evaluate text</p>	<p><u>During Reading</u> Model “good reader” strategies Teach students how to monitor their comprehension through demonstrations and think-alouds Develop and guide students through deep questions and higher level thinking Teach students how to draw inferences through think alouds and initial and follow up questions during and after reading Teach students how to summarize the main idea of selected paragraphs Ask students to students to confirm, disconfirm, or extend predictions and questions generated prior to reading knowledge to make inferences.</p>
<p><u>After Reading</u> Reread selectively Summarize Reflect Thinks about how information might be used in the future</p>	<p><u>After Reading</u> Teach students to reflect upon what they have read Teach students to reread critical sections of the text Teach students how to summarize what they have read Teach students to think about how they might use the information in the future</p>

Source: Diamond, Gutlohn, Honig, *Teaching Reading Sourcebook*, 2008, p. 613