FRAMEWORK FOR READING COMPREHENSION INSTRUCTION

DEVELOPMENT FOR TEACHERS TO INCREASE COMPREHENSION AND ENGAGEMENT IN READING ACROSS THE CURRICULUM
DEVELOPING THE COGNITIVE ATTRIBUTES OF READERS

Reading Comprehension and the Brain

Decoding: word meaning and reading fluency
Linguistic comprehension: listening comprehension, vocabulary and background knowledge
Phonological awareness and Rapid Word Naming
Working memory
Successful readers decode letters and words to create meaning from text. Decoding extends to word reading and fluency.

Linguistic comprehension involves listening comprehension, vocabulary, and background knowledge.
Phonological awareness and rapid naming are essential for word reading and decoding for fluency.

Struggling readers often have difficulty with working memory and nonverbal reasoning, linked closely to linguistic comprehension.
Involves encoding aural stimuli, transforming encoded content to a mental representation, integrating the representation into existing knowledge, and storing it in long-term memory.

Cho et al., 2015, p. 160
There is a direct correlation between listening and reading comprehension, and it becomes more prevalent as students read complex, content-specific text in middle years and high school.

Cho et al., 2015, p. 160
This content-rich text relies on students’ background knowledge for understanding.

Cho et al., 2015, p. 160
essential to reading comprehension.

- vocabulary is directly linked to oral language skills in early education. explicit vocabulary instruction has been well established as a predictor of reading comprehension.

Teachers must facilitate instruction that embeds vocabulary that targets literal and inferential skills.
VERBAL KNOWLEDGE – VOCABULARY DEVELOPMENT

- Vocabulary development becomes increasingly pertinent as students begin to read challenging passages from text, specifically targeting content in subject-specific areas.

- Lack of vocabulary can impede a student’s ability to understand text.

Teachers must facilitate instruction that embeds vocabulary that targets literal and inferential skills.
ENGAGEMENT, SELF-EFFICACY, ATTENTION

HOW DO THESE FACTORS AFFECT THE READING COMPREHENSION GROWTH OF STUDENTS?

- Students’ ability to maintain focus on a specific reading passage greatly affects the level of understanding. Students need strategies to help them maintain attention during reading.

- Self-efficacy – Students who believe they can learn to read will learn to read. Self-efficacy is a predictor of “engagement, effort expenditure, and persistence, especially when confronted with difficulties” (Cho et al., 2015, p. 161).
ENGAGEMENT, SELF-EFFICACY, ATTENTION

HOW DO THESE FACTORS AFFECT THE READING COMPREHENSION GROWTH OF STUDENTS?

- Self-efficacy directly correlates with a student’s willingness to try to learn something new. A student who doubts his/her capacity to read with understanding will be less likely to accept challenges in reading new passages.

- Although these factors are non-cognitive, they become more strongly correlated with reading difficulties than cognitive deficits.