



FRAMEWORK FOR READING COMPREHENSION INSTRUCTION

DEVELOPMENT FOR TEACHERS TO INCREASE COMPREHENSION AND ENGAGEMENT IN READING ACROSS THE CURRICULUM

DEVELOPING THE COGNITIVE ATTRIBUTES OF READERS

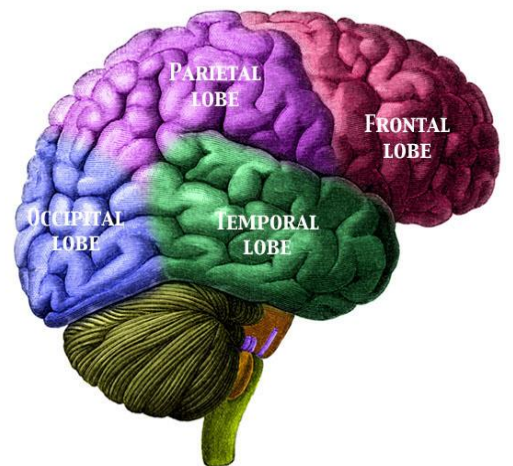
Reading Comprehension and the Brain

Decoding: word meaning and reading fluency

Linguistic comprehension: listening comprehension, vocabulary and background knowledge

Phonological awareness and Rapid Word Naming

Working memory



COGNITIVE ATTRIBUTES OF READING COMPREHENSION

- ❑ 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.

COGNITIVE ATTRIBUTES OF READING COMPREHENSION

- ❑ 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.

LISTENING 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.

LISTENING COMPREHENSION

- 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.

LISTENING COMPREHENSION

- This content-rich text relies on students' background knowledge for understanding.

VERBAL KNOWLEDGE – VOCABULARY DEVELOPMENT

- ❑ 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.