

## **Research Base for AIM Higher! Reading Comprehension**

*The following document outlines some of the research on which the approach taken in Aim Higher! Reading Comprehension is based. This approach involves explicit teaching of metacognitive strategies for comprehension in the areas of main ideas, sequences, cause-and-effect relationships, context clues, and inferences, as well as explicit modeling of those strategies.*

### **Training in metacognitive skills has been shown to be effective for improving comprehension.**

Brown et al. (1984). Instructing comprehension-fostering activities in interactive learning situations. In H. Mandl, N. L. Stein, and T. Trabasso, (Eds.), *Learning and Comprehension of Text* (pp. 255-286) Mahwah, NJ: Lawrence Erlbaum Associates.

Paris et al. (1984). Informed strategies for learning: A program to improve children's reading awareness and comprehension. *Journal of Educational Psychology*, 76:1239-1252.

Gambrell, L.B., & R.J. Bales (1986). Mental imagery and the comprehension-monitoring performance of fourth- and fifth-grade poor readers. *Reading Research Quarterly*, 21(4)454-464.

Paliscar, A.S., & A.L. Brown (1984). Reciprocal teaching of comprehension-fostering and comprehension-monitoring activities. *Cognition and Instruction*, 1 :117-175.

### **Of particular value is instruction in particular comprehension strategies complemented by modeling of expert-level active reading of the text done in such a way that the ordinarily hidden processes of comprehension are displayed.**

Kucan, L., & I. Beck (1997). Thinking aloud and reading comprehension research: Inquiry, instruction, and social interaction. *Review of Educational Research*, 67:271-99.

Beck, I. L., et al. (1996). Questioning the author: A yearlong classroom implementation to engage students with text. *Elementary School Journal*, 96(4)385-414.

### **Context is important in interpreting the meaning of a word in a sentence, and skilled readers do this more efficiently than less skilled readers.**

Gernsbacher, M. A. (1993). Investigating difference in general comprehension skill. *Journal of Experimental Psychology: Learning, Memory and Cognition*, 16:430-445.

### **Although skilled readers are very good at using context to figure out the meaning of a word, it is less skilled readers who make the greater use of context to identify a word.**

Stanovich, K. E., et al. (1981). A longitudinal study of sentence context effects: Tests of an interactive-compensatory model. *Journal of Child Psychology*, 32:185-199.

Perfetti, C.A., et al. (1979). Reading skill and the identification of words in discourse context. *Memory and Cognition*, 2:273-282.

### **Understanding the situation described in story-like texts typically requires understanding the narrative and the temporal-causal structures, even when the causal relations between text elements are only implicit.**

van den Broek, P. (1994). Comprehension and memory of narrative texts: Inferences and coherence. In M. A. Gernsbacher, (Ed.) *Handbook of Psycholinguistics*, (pp. 539-588). Sand Diego: Academic Press.

### **Because texts cannot be fully explicit, situation models require the use of knowledge and inferences.**

Fletcher, et al. (1994). Cognitive profiles of reading disability: Comparisons of discrepancy and low achievement definitions. *Journal of Educational Psychology*, 86(1):6-23.

### **Less skilled comprehenders derive more benefit from comprehension training than they do from practice of rapid decoding.**

Yuill, N., & J. Oakhill (1988). Understanding of anaphoric relations in skilled and less skilled comprehenders. *British Journal of Psychology*, 79(2):173-186.