

Comprehension Resources

This document summarizes the research on reading comprehension and recommends practical teaching strategies for implementing the seven research-based best practices outlined in chapter 2:

- Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., et al. (2010). *Improving reading comprehension in kindergarten through 3rd grade: A practice guide* (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Accessed at http://ies.ed.gov/ncee/wwc/pdf/practiceguides/readingcomp_pg_092810.pdf on March 13, 2012.

This is a valuable resource for think-alouds that is full of examples and tips for successful modeling of higher-level thinking:

- Keene, E. O., & Zimmerman, S. (2007). *Mosaic of thought: The power of comprehension strategy instruction* (2nd ed.). Portsmouth, NH: Heinemann.

The following books contain examples for lesson formats to teach reading strategies for both narrative and informational text:

- Cunningham, P. W., Hall, D. P., & Cunningham, J. W. (2011). *Comprehension during guided, shared and independent reading, grades K–6*. Greensboro, NC: Carson-Dellosa.
- Fisher, D., Frey, N., & Lapp, D. (2012). *Teaching students to read like detectives: Comprehending, analyzing, and discussing text*. Bloomington, IN: Solution Tree Press
- Harvey, S., & Goudvis, A. (2007). *Strategies that work: Teaching comprehension for understanding and engagement* (2nd ed.). Portland, ME: Stenhouse.
- Miller, D. (2002). *Reading with meaning: Teaching comprehension in the primary grades*. Portland, ME: Stenhouse.
- Taberski, S. (2011). *Comprehension from the ground up: Simplified, sensible instruction for K–3 workshop reading*. Portsmouth, NH: Heinemann.

The following book provides examples of lessons that move students to higher levels of thinking when they are reading stories:

- Cunningham, P. W., & Smith, D. R. (2008). *Beyond retelling: Toward higher-level thinking and big ideas*. Boston: Pearson.

In addition to many suggestions for teaching strategies, these two books describe how teachers can gradually shift responsibility for comprehension to students and move them toward independence:

- Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Wilhelm, J. (2004). *Reading is seeing: Learning to visualize scenes, characters, ideas, and text worlds to improve comprehension and reflective reading*. New York: Scholastic.

The following are very practical articles on comprehension from *The Reading Teacher* (www.reading.org/General/Publications/Journals/RT.aspx):

- Stricklin, K. (2011). Hands-on reciprocal teaching: A comprehension technique. *The Reading Teacher*, 64(8), 620–625.
- Talking about books to improve comprehension. (2010). *The Reading Teacher*, 64(1), 77–80.