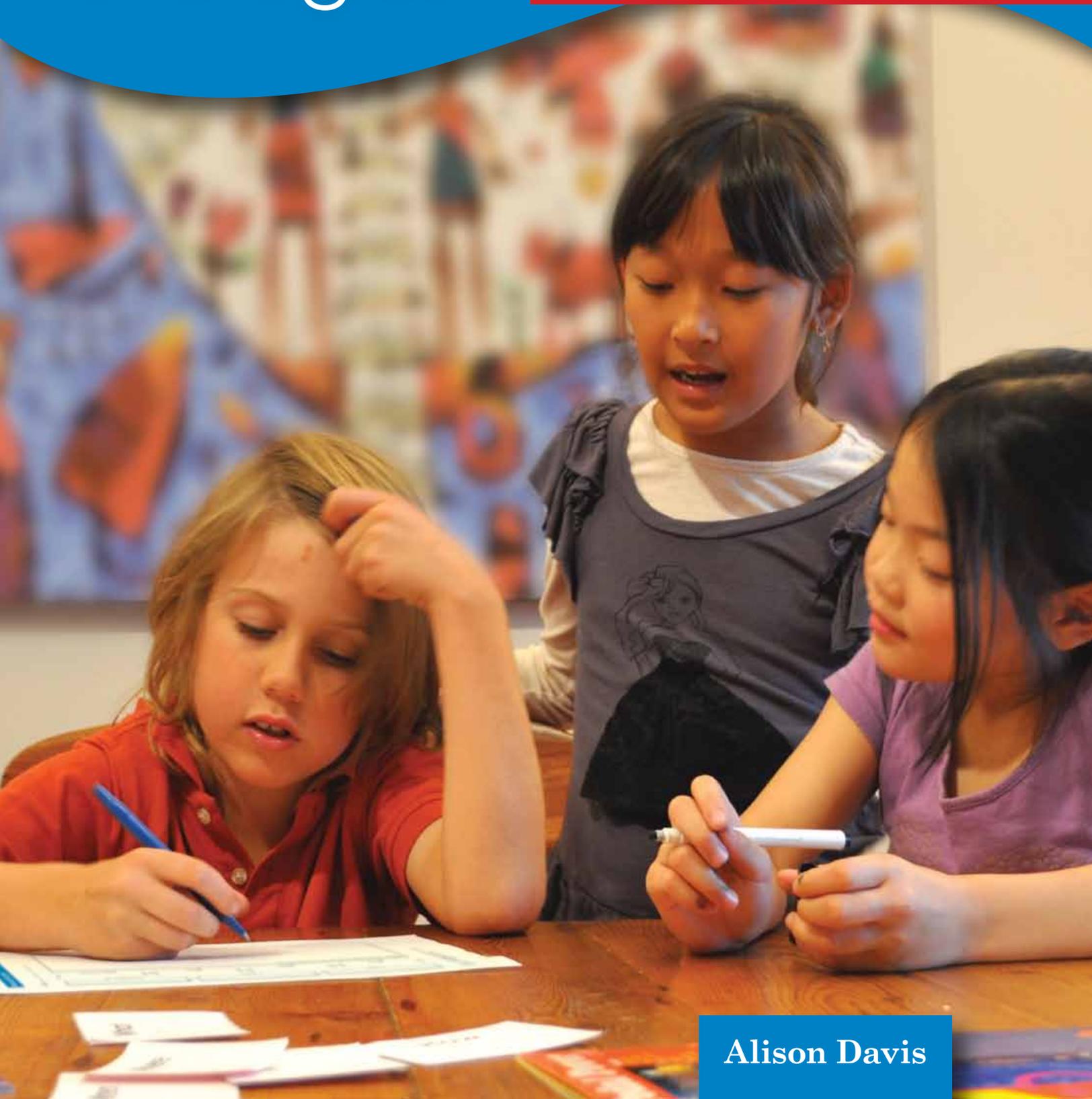# Building
comprehension
strategies

for the primary years

Alison Davis

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PUBLISHING

Contents

Introduction

Skilled readers are active readers. They draw on and combine their knowledge of a range of processes, skills and strategies in order to comprehend text written for a variety of purposes and audiences and using a range of text structures. They learn to know and explain:

- the strategies they use
- how they can use these strategies
- when to use these strategies
- how using strategies will help them develop as active and self-regulated readers.

Skilled readers know and control cognitive and metacognitive strategies to:

- decode unknown words, drawing on their understanding of phonemic awareness, phonics, orthographical and morphological knowledge and strategies
- develop automaticity of the high-frequency words in the English language
- develop and use a wide vocabulary, using morphological and context strategies to help them work out unknown words
- read with fluency and accuracy
- develop, use and control a range of processes and strategies to understand and comprehend text at sentence, paragraph and whole-text level.

This text, ***Building comprehension strategies for the primary years***, provides explicit support for effective classroom teaching and learning of the following comprehension strategies:

- making connections to prior knowledge
- prediction and re-prediction
- visualisation
- asking and answering questions
- inference
- retell and paraphrasing
- summarisation.

Each strategy is explained in its own chapter, which provides a detailed definition of the strategy, suggested learning goals and success criteria for teaching and learning, examples of approaches to teach the strategy, tasks for teaching and maintaining strategy use and reflective questions for learners. The accompanying CD ROM provides blackline masters and graphic organisers for practice and assessment. The CD symbol indicates material that can be found on the CD ROM.

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Chapter 1

Effective reading comprehension practices

Introduction

In recent years, research about effective reading comprehension instruction has helped educators to understand that learning to read is a complex process, requiring knowledge, strategies, skills and awareness to be developed together and over time. Learning to comprehend text is a continual and recurring process that is built up as students engage with a range of texts, simultaneously and actively accessing and constructing meaning.

Students read many types of text, including fiction and non-fiction, continuous and non-continuous, printed and electronic, text presented through words and text presented through images.

As students comprehend these texts they learn to draw on their personal, social, cultural and academic knowledge and experiences in order to read and interact with the ideas in the text and the ideas and reactions of other readers. They take the information they read and integrate it with their own thoughts, knowledge and experiences to help them make meaning from the text. They also develop their ability to respond to the ideas presented in the text and to think critically about what they are reading. This involves developing knowledge, skill and an understanding of processes and strategies that enable developing readers to read with accuracy and understanding.

Reading comprehension: processing strategies

Beginning and developing readers are learning the processes of knowing how to read. As they develop control over the processes, they learn to use and integrate a range of information. This information includes their knowledge and experience of the text topic and content, their knowledge and experience of print conventions, letters, sounds and words, and their knowledge and ability to use semantic, syntactic, visual and graphophonic information. They also learn about the ways in which oral and written language interrelate and how oral language supports learning.

Semantic information: the meaning gained from the words or images. 'Does what I have read make sense?'

Syntactic information: the grammatical structure—the parts of speech and the order of words in a sentence. 'Does what I have read sound right?'

Visual and graphophonic information: the features of the letters and words and conventions of print. 'Does what I have read look right?'

Developing and early readers learn to read for meaning by using reading comprehension processing strategies. They learn to attend to the print and visual information on each page, to search purposefully for particular information and to anticipate/predict to form expectations about what the text might be about. They cross-check and monitor their reading to either confirm that what they are reading makes sense or to self-correct when it does not. These processes can be described as follows.

- **Attending and searching:** focusing attention on particular letters and letter clusters and drawing on knowledge of letter–sound relationships; identifying words they already know; looking for information in illustrations and diagrams; using analogies, e.g. their knowledge of familiar words to work out new words.
- **Anticipating/predicting:** drawing on letter–sound knowledge; decoding strategies; awareness of patterns in text; using detail in illustrations and diagrams; using prior knowledge.
- **Cross-checking and confirming:** drawing on meaning from text; looking at patterns in text; using illustrations and word knowledge to check and confirm; using re-reading strategy to check and confirm.
- **Self-correcting:** thinking about what they are reading and the meaning of what they have read and self-correcting when needed.

Reading comprehension: comprehension strategies

Skilled comprehension requires efficient application of all these processes, along with the development of strategies to understand sentences, paragraphs and whole texts. Strategies are conscious behaviours that readers use before, during and after reading to gain meaning from text. They are considered specific learned procedures that can be used by readers to foster active, competent, self-regulated and intentional reading (Pressley 2006; Trabasso & Bouchard 2002). Skilled readers often apply strategies unconsciously as they read. However, when they encounter difficulty or confusion they consciously draw on their knowledge, selecting from a range of strategies in an integrated way to assist and build their comprehension.

Over a number of years, developing and early readers actively learn to use comprehension strategies as tools to help and strengthen their understanding, knowledge and comprehension of text. When students understand what skilled reading involves, they learn to monitor their own reading comprehension and development. Skilled student readers know more about how they read than weak student readers—they are more metacognitively active and aware. They also know when and how to apply reading strategies to a particular piece of text or to a task.

We now know, from extensive research, that proficient readers use a variety of strategies—as many as thirty—to gain meaning from fiction and non-fiction material (e.g. Block & Pressley 2002; Keene & Zimmerman 1997). Early and developing readers benefit from explicit instruction in how to make these strategies conscious.

Comprehension strategies can be likened to:

- 'tools' to assist understanding
- conscious plans and activities to help students develop and control their understanding of text.

What does research tell us about the skills, strategies and knowledge of skilled readers?

Skilled readers are strategic and active readers. They:

- learn to master concepts about print, alphabetic principle, sounds, letters and high-frequency words, and practise and use a range of decoding and word recognition strategies
- develop and use context and morphological strategies to work out the meaning of an unknown word; they also recognise when a word has multiple meanings and are able to work out the correct meaning of the word from the context

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- develop and use semantic and syntactic cues to help them to understand text by drawing on their knowledge of grammatical structures of language
- develop automaticity of high-frequency words
- read with oral and 'in the head' fluency and accuracy
- become proficient in using and combining comprehension strategies to help them understand sentences, paragraphs and whole texts; these strategies include prediction and re-prediction, making connections through linking to prior knowledge, visualisation, asking and answering questions, inference, identifying most important information, understanding the structure of the text, retelling, summarising and evaluating
- make conscious decisions about when and how to use and integrate strategies for comprehension.

Furthermore, skilled readers use the skills, strategies and knowledge they have acquired to:

- read and respond to a range of texts—fiction, non-fiction, mixed text (i.e. two or more different text types within the one text), visual text
- think critically about what they have read—'What did I learn? What did the author mean?'
- continually link to their prior knowledge—'What did I already know? What do I know now?'
- self-monitor their learning, progress and achievement in reading— 'How well did I read? Did I understand? Did I self-correct when I made errors?'

Teachers who understand what skilled readers know and control and what skilled reading involves are able to provide explicit instruction that develops students' active comprehension habits. They teach students to know and understand that skilled reading requires proficiency with a combination of skills and strategies that enable meaning to be gained from print.

Building comprehension strategies for the primary years provides rich instruction on the use and integration of reading comprehension strategies. This book is based on the following principles.

- All reading comprehension instruction is underpinned by identifying the learning needs of students and deliberately planning instruction to meet these needs.
- Both teachers and students need to understand and be able to articulate the skills, strategies and behaviours that skilled readers know and control.
- Metacognition underpins all effective learning and as such is a critical element in teaching and instruction.
- The student is an active participant in their own learning.
- Successful learning requires teaching that is explicit, deliberately planned and inclusive of the diverse needs of all learners.

Building comprehension strategies for the primary years describes and explains reading comprehension instruction that is centred on the needs of individual learners and has a strong focus on developing students' awareness and automaticity of learning. This instruction is described as metacognitive strategy instruction.

Metacognitive strategy instruction

Metacognitive strategy instruction is an approach to teaching and learning that focuses on providing explicit instruction and feedback about how and when to use strategies to support learning. Initially described by Davis (2007), the approach has developed to include:

- metacognition, prior knowledge and making connections
- the regular integration of formative assessment with teaching and learning
- explicit strategy instruction through group and peer-assisted teaching approaches
- deliberate opportunities for students to talk and learn about learning
- a strong recognition of the importance of motivation and engagement of learners.

When combined, these factors provide rich instruction for early and developing readers who are not only engaging in the complex task of learning how to read and how to comprehend text, but also learning how to learn.

The following section of this chapter explores the key ideas behind metacognition and the teaching of specific comprehension strategies.

Metacognition

Metacognition is cognition about cognition—commonly referred to as thinking about thinking. Metacognition is having an awareness of and an understanding about your own cognition. In other words, metacognition enables students to become aware of how they think, and the strategies they use to help them think.[1] Cognitive skills are often described as mental or learning skills; they are the skills necessary for students to use in order to learn. They help a reader to attend to, remember, process and analyse information as they learn, not only about what they are reading but how they are reading and how they are comprehending what they read.

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[1]The term *metacognition* initially developed from the early work of Flavell (1979) and Brown (1978) along with the work of Vygotsky (1962) from whose work the term *self-regulation* was coined.

In the context of reading comprehension, metacognition involves students in knowing about learning:

- knowing what skilled readers know and control
- knowing how to learn to read
- knowing when they are learning, when they are comprehending text and when they are not
- knowing what to do when they are not comprehending as they read—which strategies to use when they encounter difficulty
- knowing how and when to use strategies, in which combination and for which purpose, and knowing which strategies to select
- knowing how to monitor the actions they have taken and the effect of these on comprehension
- knowing how to reflect on their own learning about reading and what they can do to develop and improve their reading comprehension.

I **know** about learning to read.

I **know** how and when to use strategies and which ones to use.

I **know** how to learn to read.

I **know** and can demonstrate how to monitor my understanding.

I **know** when I am learning. I know when I don't comprehend what I read.

I **know** what to do when I am not comprehending what I read.

I **know** how to reflect on my own learning—what I have learned and what I need to work on next.

Metacognitive readers understand, control and manipulate their own cognitive processes in order to learn. They have an awareness and understanding of how they think and learn and they control a range of strategies that they know they can use to help their understanding of text. Collectively, these mental activities have been termed *metacognitive comprehension strategies* (e.g. Davis 2007; Paris & Jacobs 1984; Pressley 2002, 2006).

Strategies

Strategies are often described as learning tools or behaviours that make learning more effective and efficient. They are selected and used by a reader to achieve a specific cognitive goal, for example:

- to understand the meaning of text

- to work out the meaning of a word
- to work out how to decode an unknown word
- to learn to read with fluency and accuracy.

Effective readers use a range of strategies to make meaning from text. To learn most effectively, students should not only understand what strategies are available and the purposes these strategies will serve, but also become capable of selecting, employing, monitoring and evaluating their independent use of these strategies.

A number of researchers have identified and described cognitive and meta-cognitive strategies used by skilled readers to understand text (e.g. Davis 2007; Duffy 2003; Hattie et al 1996; Keene & Zimmerman 1997; Pressley 2001, 2006; Pressley & Gaskins 2006; Schraw 2001). These strategies can be used before, during and after reading and include the ability of a reader to:

- overview a text
- link to their prior knowledge
- develop a plan for reading a text
- seek information relevant to their goal
- vary the speed of their reading in relation to their purpose and understanding
- skim and scan for information
- predict what will happen
- read on and confirm or reject their predictions
- re-predict in light of new information
- re-read sections of text
- draw on their knowledge of the structure of the text to assist understanding

- ask questions of what they are reading to either monitor their understanding or clarify something they are not sure about
- search for additional information
- make inferences about what they read
- reach conclusions
- generate a visual image as they read
- paraphrase as they read
- identify the main points
- summarise
- analyse
- evaluate.

Deliberate and explicit instruction of comprehension strategies

Good readers use a range of strategies. A reader's knowledge, control and purposeful use of comprehension strategies affects their understanding and memory of what has been read. Deliberate and explicit instruction is important to enable students to understand:

- individual strategies:
  – what the strategy is and how to use it
  – when to use the strategy
  – how use of the strategy will help them learn

- how to integrate a range of strategies to assist comprehension:
  - good readers use more than one strategy to comprehend text. Depending on the type of the text, the structure of the text and the type of difficulties encountered, good readers select a combination of strategies they know will help them comprehend
- how to use strategies to monitor comprehension.

Strategies help readers better understand what they read. They are often carried out automatically, but skilled readers can verbalise and identify them when they are needed. Readers learn to use them in a flexible manner to aid their comprehension of text when needed. Teachers can use the talk-aloud and think-aloud approaches (see below) to provide instruction so students learn to verbalise how they use comprehension strategies and how they monitor their use of these strategies. Both approaches can be used for teaching and assessing metacognitive strategy use and both can be used during and after reading.

The talk-aloud approach

This approach is used by early and developing readers as the first stage of describing the thinking that occurs when they read. It requires the students to talk aloud about what they are reading as they are reading. Talk may be about the main ideas, the main characters or an event in the text. Similarly students can be encouraged to talk about what they have read after reading is completed. In both cases the talk-aloud draws the reader's attention to what they have read and to detail surrounding it.

Prompts teachers use to help develop the talk-aloud approach include:

- 'Talk about what you are reading.'
- 'Tell me more about what you are reading.'
- 'Can you tell me anything else about what you are reading?'
- 'Talk about what you know about the main character.'
- 'Tell me more about the setting in this story.'

The aim of these prompts is to teach students to talk as a way of learning through reading.

The think-aloud approach

In this approach, students are asked to think aloud as they read. In order to do this, students need to talk about and describe the cognitive and metacognitive processes they go through as they make sense of text. As they develop their use and control of this approach, the first level of think-aloud is to learn to say out loud what they are thinking, to verbalise their thinking for themselves, their teacher and the others in their group.

Prompts teachers use to help develop the think-aloud approach include:

- 'Tell me more about what you are thinking as you read this.'
- 'Keep talking about what you are thinking as you read, keep thinking out loud.'
- 'Say out loud the thoughts that come in to your mind as you are reading.'

As students develop confidence in learning to think aloud as a way of comprehending text and monitoring their understanding, they learn to stop periodically, reflect on how they are dealing with the text and what they are understanding, and talk about what reading strategies they are using and why. Students also learn to explain their thoughts and ideas.

Prompts teachers use to help develop the think-aloud approach where students explain their thoughts include:

- 'Tell me why you thought this was important.'
- 'Tell me how you knew to use this strategy.'
- 'Tell me how you solved this problem.'
- 'Say out loud why you thought this information was important.'
- 'Explain why you chose that information to work this out.'

Each of these prompts helps students to reflect on their learning and learn to notice their own thoughts and understanding of what they are reading.

> The think-aloud approach is often described as 'saying everything you think and everything that occurs to you while performing a task'.

Metacognitively, reflective readers think about their thinking, learning and knowledge as they develop. They reflect on their developing ability by asking questions such as:

- 'What did I learn today?'
- 'How do I know I learned it?'
- 'Why was this important for me to learn?'
- 'What else might I need to learn?'
- 'How will I monitor my own learning?'
- 'How can I explain my learning to someone else?'
- 'How can I demonstrate my learning to someone else?'
- 'What will I do differently tomorrow—how and why?'
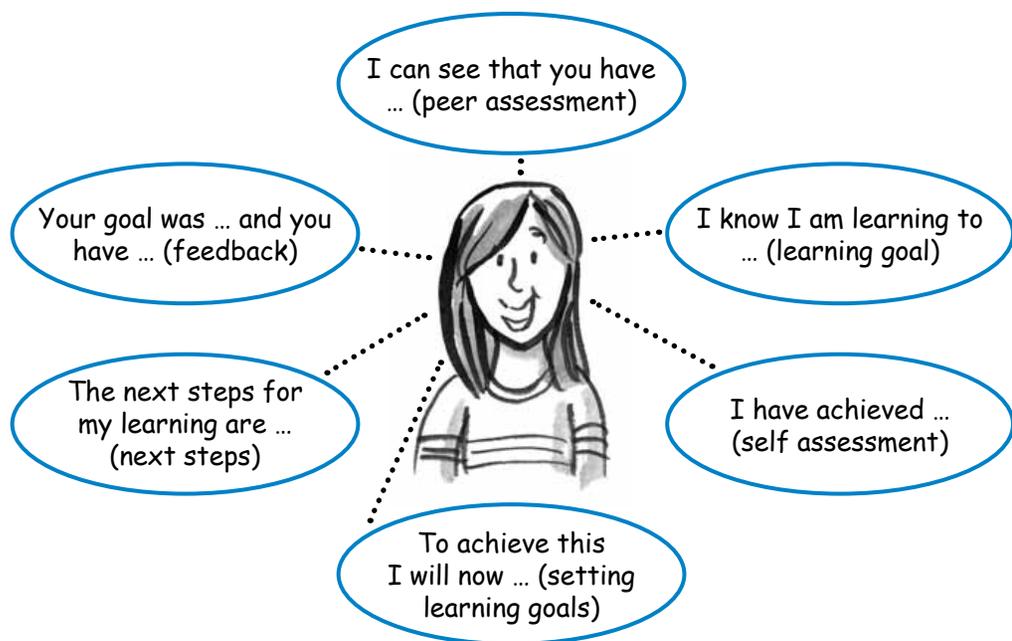
Formative assessment

Formative assessment is an integral component of effective teaching. It underlies the process through which teaching and learning is planned, implemented and adapted to meet students' learning needs. Through regular use of formative assessment, students learn about what they are learning, what else they need to learn and why this is important for them. They learn to know the goal of each lesson and what they need to know and do to be successful. They also learn to know if they are learning, i.e. if they are achieving the learning goals of the lesson and, if not, what is causing the difficulty.

Formative assessment has a number of components. These include:

- establishing and sharing with students the learning goal(s) for the lesson
- establishing and sharing with students the success criteria for the lesson
- providing students with direct feedback on their progress towards the lesson learning goal(s)
- deliberately including students in the process of reflecting on and reviewing their learning through
    - self assessment and peer assessment
    - conferences with peers and teacher
    - giving and receiving feedback
    - setting and monitoring learning goals and the next steps for instruction.

When teachers integrate formative assessment into their instruction they enable their teaching to be more transparent for their students. This leads to student learners who are able to take responsibility for monitoring and evaluating their own learning.

Formative assessment influences student learning.

- I can see that you have … (peer assessment)
- Your goal was … and you have … (feedback)
- I know I am learning to … (learning goal)
- The next steps for my learning are … (next steps)
- I have achieved … (self assessment)
- To achieve this I will now … (setting learning goals)

Sharing of learning intentions and success criteria is central to formative assessment practices and the concept of metacognitive and self-regulated learning. The following examples illustrate how learning goals and success criteria can be explicitly shared with students.

We are learning to check words for suffixes to help us recognise unknown words. We will be successful when we can:

Look to see if we can see a suffix in the word   *happen<u>ed</u>*

- *Remove the suffix if it is there*   *happen*

- *Say the word without the suffix*   *happen*

- *Add the suffix to the word and say it again*   *happen<u>ed</u>*

- *Re-read the sentence and check that what we are reading makes sense*

We are learning to predict and re-predict as we read. We will be successful when we can:

- *Make a prediction when we read*   ☺ 😐 ☹

- *Read on to check if our prediction is correct*   ☺ 😐 ☹

- *Re-predict based on new information gathered as we read*   ☺ 😐 ☹

Integrating formative assessment practices also means finding out about students' interests, habits and attitudes towards reading and using this knowledge to think about their individual learning needs and interests. The following questions can be discussed with students to better understand their learning:

- 'Do you enjoy reading? Why or why not?'
- 'What do you enjoy most about reading?'
- 'What do you like reading about most of all?'
- 'What type of texts do you read most?'
- 'Do you read at home?'
- 'Where do you read the most?'
- 'Who reads to you?'
- 'Do you enjoy listening to stories?'
- 'Who do you enjoy reading to?'
- 'Sometimes reading can be difficult. What makes reading difficult for you?'
- 'How do you work out words you don't know?'

Building up a profile of individual students, their interests and their needs, along with their reading habits at home and school, helps the teacher to provide instruction relevant to students' academic and personal learning needs.

Explicit strategy instruction through group and peer teaching approaches

Group teaching approaches

Small-group instruction where students are grouped according to similar learning needs is an effective way of providing reading comprehension instruction. Small groups enable teachers to focus their assessments, planning, selection of texts, questions, feedback and follow-up tasks on the specific needs of their students. Group instruction also provides an opportunity for all students to participate in discussion and conversation around the text, to ask and answer questions, to demonstrate and explain from the text and to seek and receive individual help as required.

Common approaches for small-group reading comprehension instruction for early and developing readers include shared reading, language experience, guided reading, paired reading, reading to students and reading by students (see pages 23–35). Each approach provides opportunities for deliberate instruction based on the text, along with opportunities to integrate skill lessons or practice sessions on specific comprehension strategies.

Peer teaching and learning approaches

Peer teaching and learning approaches, where students work with one or two peers to engage in learning, are used by teachers in different ways. Collaborative learning is a key consideration in metacognitive comprehension instruction and it is important to provide opportunities for talking aloud, thinking aloud, demonstration of strategies and rich discussion and explanations about learning. Peer teaching and learning provide opportunities for close interaction between learners as they work together to solve a problem, demonstrate a task to each other, teach something new to a peer, explain their learning to each other, ask and answer questions of each other or give each other feedback on an aspect of learning. Furthermore, peer teaching and learning can group together students working at a similar cognitive or task-specific level or can enable opportunities for a more able student to support another.

Deliberate opportunities for students to talk about learning and learn about learning

Early and developing readers benefit from multiple opportunities to talk with their teacher, with peers in a small group and with partners as they engage with the text. Talk can be focused on the content of the text, the illustrations, the actions of the characters, a single idea or action, a range of new ideas presented, or a student's interpretation of what they have read. Talk can also be in response to teacher or student questions about an idea, a challenge within the text or a point of interest.

When teachers are part of the group, they can both contribute to and observe the talk their students are engaged in. Contributing to the talk enables teachers to ask questions, to engage in discussion aimed at clarifying a main idea or action and to develop rich text-based discussions. Talk is an effective way to gauge a student's knowledge, to assess how well an idea or concept has been understood through reading and to determine the type of questions or prompts that will be necessary to extend student understanding and learning.

Talk that is centred on learning includes talk that:

- supports goal-focused instruction
- describes and monitors comprehension
- expresses own ideas and learns from the ideas and experiences of others
- enables students to reflect on thinking and learning.

This talk is often generated by questions and prompts asked either by the teacher or by the students themselves (see following for examples).

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Questioning that leads to goal-focused talk

- 'Our goal today was to retell the actions of the main character in the order they occurred. How well did we achieve our goal? What did we have to do to do this? Why was this difficult? What did we learn today about achieving this goal?'
- 'Who can ask a question of our group to help us think about how well we achieved our goal today?'
- 'Timi, can you ask Jeff a question about what he learned from reading today?'

Questioning that leads to talk to describe and monitor comprehension

- 'When you read this sentence what did you think about?'
- 'When you read these words what did you feel?'
- 'We made a mistake reading this sentence. How did we know that we made a mistake? What did we do when we realised we were not right? What else would have told us this? What did we learn from this?'

Questioning that leads to talk to express own ideas

- 'What do you think about this?'
- 'Ask your partner to tell you what they thought when they read this sentence.'
- 'Can you tell us more about what you know about this character?'
- 'Can you tell us more about what you learned about [topic] from reading this today?'
- 'What else did you think about?'

Questioning that leads to talk focused on reflection

- 'What did you learn from reading this?'
- 'What was difficult to understand? Why?'
- 'What did you learn about reading that will help with your reading tomorrow?'
- 'How can you become a more accurate reader?'
- 'How did you use the [visualisation] strategy to help you understand the problem in this text?'
- 'How did you use the [asking and answering questions] strategy to think about the actions of the character?'

Deliberately teaching text structure

Texts are structured in different ways depending on their purpose and audience and the way texts are structured plays an important role in student comprehension. By teaching students to understand and draw on what they know about the organisational structure of texts, they learn how to comprehend text, how to learn important information and remember what

they have read and how to monitor their own reading. They learn to focus on the order of the sentences, the paragraphs, the use of visuals and the way the text is put together as a whole. The more students know about the structure of a text, the more confidently they will be able to read it.

For example, teaching students the organisational structure of a narrative text will help them to know that the text:

- includes one or several main characters and other minor characters
- involves a problem and a solution that make up the plot
  (note: in more complex narratives there will be more than
  one problem and solution)
- takes place in one or more settings
- can be organised into beginning, middle and end.

Knowing the structural features of a narrative helps students to focus their attention on the more important details of the text as they are reading, e.g. knowing who the main character is; knowing what the plot entails. As students read narrative texts, they learn to search for and notice this information and draw on their knowledge of structure to comprehend what is happening. Knowing about the organisation of the text helps readers to make predictions, draw inferences, identify main ideas and reach conclusions during reading.

Similarly, reading information texts builds understanding and ability to recall main ideas, reach conclusions and summarise what is learned. For example, students reading an explanation require knowledge of the organisational features of explanation text. They learn to expect a topic or phenomenon around which the explanation is developed, and they search to discover what, why or how something occurs or is so. Students can also be taught to recognise and expect subject-specific language within an explanation, along with connective vocabulary that is used to link ideas and concepts within sentences and between paragraphs. This vocabulary includes words such as 'in addition', 'as a result', 'therefore', 'for example', 'because of' and 'finally'.

Teachers can model and explain the structural features of a particular text before, during and after reading. Before reading, teachers describe the structure, providing an example to discuss with students. During reading, teachers focus students' attention on the structure of the text as they read and on how the author has organised ideas within the structure. Teachers plan and use questions and prompts to direct students' attention to the structural features of the text as they read. After reading, teachers can direct students back to the text to identify particular structures and how these structures helped students' understanding of the text.

Common text structures include narratives, poems, plays, instructional texts, reports, explanations, descriptions and persuasive texts. Teaching students the structure of these texts enables them to know how to follow the author's ideas. Charts and graphic organisers can be developed by the teacher and/or students to teach the structural features of texts and how to use these features to support understanding of a text. These tasks can be used during reading instruction and as independent or paired activities after instruction and are suitable for a wide range of texts, including cross-curriculum materials. Two examples are provided below.
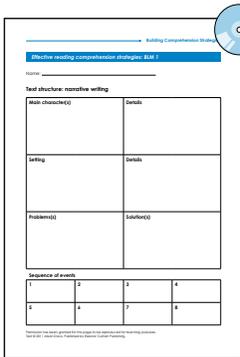
Effective reading comprehension practices: BLM 1 can be used by students to examine the text structure of narrative writing.
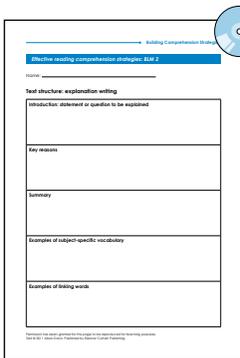
Effective reading comprehension practices: BLM 2 can be used by students to examine the text structure of explanation writing.

Chapter summary

Much of what is learned at school is learned through reading. Therefore, developing the understanding and practices of a skilled reader becomes very important. ***Building comprehension strategies for the primary years*** is about developing and improving comprehension skills so that students develop automaticity of the skills and strategies employed by skilled comprehenders of text. Integral to this is the role of metacognition and the effective delivery of metacognitively rich comprehension instruction.

Key points for consideration

- What do you understand metacognition to be and how do you develop this through your own classroom instruction?
- What is the role of formative assessment in reading comprehension instruction? How can you effectively manage this in your own classrooms?
- How can you foster regular talk-aloud and think-aloud practices in your students?
- How effective are the opportunities you create for talking and learning about learning?
- What are the challenges and possibilities that metacognitively rich strategy instruction will provide for your own teaching?