

*Synopsis of Improving Comprehension of Expository Text in Students with Learning Disabilities:
A Research Synthesis*

Description: This synopsis is drawn from a synthesis of 29 studies that addressed instructional approaches for enhancing reading comprehension in upper elementary, middle, and high school students with learning disabilities. It discusses the effect of two types of interventions (content enhancement and cognitive strategy instruction) on students with learning disabilities in the upper elementary, middle, and high school grades. It describes the results and their implications for helping students with learning disabilities improve their reading comprehension in content-area instruction.

Information Level: intermediate

Intended Audience for Internal Knowledge Development:

State: policy, licensure, grants

District: policy, planning

School: literacy plan

To expand RCCs' capacity, this activity or resource:	
Raises awareness of new developments in fields important to states' work.	This synopsis summarizes instructional approaches for enhancing reading comprehension in upper elementary, middle, and high school students with learning disabilities.
Helps the RCC help states frame a problem in new ways.	It describes how to provide instructional interventions to enhance comprehension of expository text in a way that is most effective for advancing student achievement and motivation.
Helps the RCC help states accomplish a goal or solve a problem.	It allows states to identify a specific method for instructional change or improvement.
Helps the RCC help states improve or support an ongoing state program, policy, or practice.	It can inform existing state professional development initiatives to ensure that interventions for improving comprehension in content-area instruction are included as important, research-based instructional strategies.
Helps the RCC help states plan or initiate a new state program, policy, or practice.	It can inform the development of state professional development initiatives to ensure that interventions for improving comprehension in content-area instruction are included as important, research-based instructional strategies.
Helps the RCC enhance states' ability to address NCLB requirements.	It is designed to deepen RCC staff knowledge of interventions to enhance understanding of expository text.
Helps RCC improve states' ability to work with districts.	It is an accessible resource for busy state people.
Enables the RCC to carry out its work more effectively.	It offers more precise information about effective instructional strategies that can be applied to all content-area texts.

Accompanying/Related Materials:

- A webinar entitled, "Improving Expository Text Comprehension in Students with Learning Disabilities" with featured presenter Asha Jitendra is available for replay on the Center on Instruction website.
- The PowerPoint presentation used during the webinar "Improving Expository Text Comprehension in Students with Learning Disabilities" is available for download from the Center on Instruction website.

Suggested Dissemination Strategies:

- Disseminate synopsis and accompanying webinar to state departments of education.
- Use PowerPoint presentation from the webinar as the basis for a professional development with state departments of education.
- Assist state departments of education with plans to disseminate the synopsis and accompanying information (PowerPoint and synopsis) to LEAs.