

DOINGWHATWORKS



SAMPLE MATERIAL

Examples of Multiple-Strategy Formats

Improving reading comprehension in kindergarten through 3rd grade: A practice guide, Institute of Education Sciences

Topic: Improving K-3 Reading Comprehension

Practice: Teach Comprehension Strategies

The IES Practice Guide, *Improving Reading Comprehension in Kindergarten through 3rd Grade*¹, recommends teaching reading comprehension strategies individually or in combination. Multiple-strategy instruction introduces several strategies simultaneously, and they are practiced in combination so that readers learn to use them together as they read. Although multiple-strategy instruction might be more complicated initially, it familiarizes students with using the strategies together from the very beginning, providing a more authentic, strategic reading experience.

This table (found on page 14 of the Practice Guide) shows four examples of multiple-strategy formats that combine strategies with an explicit method of teaching them. These methods have all been the subject of research.

¹ Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (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. Retrieved from whatworks.ed.gov/publications/practiceguides.

Table 4. Examples of multiple-strategy formats^a

<p>Reciprocal Teaching</p> <p><i>Overview:</i> Take turns leading a conversation on the text using four strategies modeled by the teacher. The teacher describes all of the strategies in succession. The teacher then models each strategy in turn and explains why the strategy helps students understand the text. This method usually occurs in small groups.</p> <p><i>Typical strategies taught:</i> Predicting, Clarifying, Questioning, and Summarizing. This combination is meant to give students the tools they need to enhance and monitor their own comprehension.</p>
<p>Transactional Strategy Instruction</p> <p><i>Overview:</i> Focus on a few strategies at a time, concentrating on improving the students' memory, comprehension, and problem-solving skills. The teacher selects from a large menu of strategies to explicitly teach (see below). Teachers then explicitly teach the strategies by explaining strategy use and processes, modeling the strategy using teaching "think-alouds," assisting in practicing the strategy, and applying the strategy to reading and writing. Teachers should gradually release responsibility to the students (see text in this recommendation on using gradual release of responsibility). Teachers may use these strategies to motivate students to involve themselves in the text and to stimulate a class discussion about the text.</p> <p><i>Typical strategies taught:</i> Select from the following: Activating prior knowledge, Predicting, Questioning, Visualizing, Summarizing, Monitoring, Clarifying, Goal setting, Text structure</p>
<p>Informed Strategies for Learning</p> <p><i>Overview:</i> Combine a variety of reading comprehension strategies to show students that the strategies they learn are useful and necessary for being able to read with understanding. To begin, teachers can explicitly teach several strategies that will help students to understand what they read. For example, teachers can model how they monitor their own understanding by stopping periodically and asking themselves whether they understand what they just read. When combining this strategy with others, teachers can display a bulletin board linking each strategy to a picture or themed metaphor (e.g., various road signs) representing how to put each into practice (in the previous example, a stop sign might remind students to stop and monitor their own understanding). The board serves as a reminder during lessons and while students read independently. Teachers encourage students to be aware of what they are reading, and students continually monitor and evaluate their own understanding.</p> <p><i>Typical strategies taught:</i> Activating prior knowledge, Drawing inferences, Visualizing, Summarizing, Monitoring</p>
<p>Concept Oriented Reading Instruction</p> <p><i>Overview:</i> Teach comprehension strategies in the context of learning about an overarching concept, typically in the natural sciences, in order to engage students and motivate them to learn (Recommendation 5 describes the motivational components of this format). Teachers introduce one strategy per week, systematically integrating the strategies in later weeks. Teachers can bring in other instructional practices, including hands-on activities, collaborative learning activities, and offering students some choice in and control over what they learn.</p> <p><i>Typical strategies taught:</i> Activating prior knowledge, Questioning, Summarizing, Text structure</p>

Sources: Reciprocal Teaching: Palinscar (1986); **Sarasti (2007); Dandele (1996); Williamson (1989)**. Transactional Strategy Instruction: **Brown et al. (1995)**; Brown and Coy-Ogan (1993); **Reutzel, Smith, and Fawson (2005)**. Informed Strategies for Learning: **Paris, Cross, and Lipson (2004)**. Concept-Oriented Reading Instruction: **Guthrie et al. (2004)**; Swan (2003).

^a The table presents only a sample of multiple-strategy formats. Some individual strategies, such as goal setting, have not been as widely tested as those the panel recommends. Other approaches, such as the use of text structure, are discussed elsewhere in this guide. Other approaches have been researched but may not have formal names. See Appendix D for details about studies of multiple-strategy formats.