



## ***Using Strategy Instruction to Improve Reading Comprehension***

### **What is the level of evidence?**

- This is an evidence-based practice for **students with disabilities** based on six methodologically sound group experimental studies with random assignment across 328 students with disabilities.
- This is an evidence-based practice for **students with learning disabilities** based on six methodologically sound group experimental studies with random assignment across 318 participants with learning disabilities.

### **Where is the best place to find out how to do this practice?**

The best place to find out how to implement strategy instruction is through the following research to practice lesson plan starters:

- [Using the RAP Strategy to Teach Reading Comprehension \(Lauterbach & Bender, 1995\)](#)

### **With whom was it implemented?**

- Students with
  - **Learning disabilities (6 studies, n=318)**
  - Intellectual disability (1 study, n = 10)
  - No disability (1 study, n=38)
- Ages ranged from 11-15
- Gender
  - Males (n =217)
  - Females (n=149)
- Ethnicity
  - African-American (n=42)
  - White (n=103)
  - Hispanic (n=30)
  - American Indian (n=1)
  - Other (n=5)
  - None reported (n=184)

## **What is the practice?**

Strategy instruction has been defined as “a heuristic or guide that serves to support or facilitate the learner as she or he develops the internal procedures that enable them to perform the higher level operations” (Rosenshine, 1995, p. 266).

## **How has the practice been implemented?**

- Using a variation of the “model-lead-test” format of instruction, strategy instruction was used to teach:
  - Comprehension of expository science text (Bakken, Mastropieri, & Scruggs, 1997; Boyle, 2010)
  - Theme identification in narrative text (Wilder, & Williams, 2001; Williams, Brown, Silverstein, & deCani, 1994)
  - Comprehension of expository prose (Gajria & Salvia, 1992)
- Using a series of successive questions, strategy instruction was used to teach:
  - Comprehension of expository text (Mastropieri et al., 1996)
- Using a series of tasks to increase strategic abilities, strategy instruction was used to teach:
  - Comprehension according to the Gates-MacGinitie and The Standard Reading Inventory comprehension tests (Brailsford, Snart, & Das, 1984)

## **Where has it been implemented?**

- General education classroom (1 study)
- Small group instruction in a separate classroom (e.g., resource; 4 studies)

## **How does this practice relate to Common Core Standards?**

- CCSS.ELA-Literacy.RL 9-10.2 - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- CCSS.ELA-Literacy.RI 9-10.2 - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

## How does this practice relate to the Common Career Technical Core?

- Career Ready Practices
  2. Apply appropriate academic and technical skills.
  7. Employ valid and reliable research strategies.
  8. Utilize critical thinking to make sense of problems and persevere in solving them.
- Design/Pre-construction Career Pathway (AC-DES)
  2. Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.
- Restaurants & Food/ Beverage Services Career Pathway (HT-RFB)
  10. Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.

## References used to establish this evidence base:

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