

# Comprehension Instruction and Assessment: Building for the Future

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# A Brief Overview

- Where have we been?
- What challenges are we confronting?
- How are we moving to action?

Where have we been?

# Three Waves of Comprehension Research

1. Single Strategy Teaching and Learning
2. Multiple Strategy Teaching and Learning
3. Comprehension Frameworks

# Wave #1: Single Strategy Teaching and Learning

- a. Research that demonstrated differences between good and poor readers
- b. Research that demonstrated a lack of comprehension instruction in reading and content area instruction.
- c. What happens if we teach students a strategy?

# Wave #2: Multiple Strategy Instruction

- What do real readers do?
- Use multiple strategies when reading.
- Research that determines how to facilitate multiple strategy use.
  - Reciprocal Teaching
  - SAIL

# Wave #3:

## Comprehension Frameworks

- Can strategies be organized in meaningful ways?
- How can we balance process and knowledge development?

# What Challenges are We Confronting?

Gaps between what we know are the policies and practices in place in public schools

# Addressing the challenges through...

- Coherence (Newmann, Bryk, et al. 2001)
- Content learning - problems with “learning to read/reading to learn;” every teacher is NOT a reading teacher (disciplinary literacy)
- Changing texts and resources -- what do we need to continue and what new strategic knowledge will successful readers need? (Leu et al., 2006)

# How are we moving to action?

One example: the Standards-  
Based Change Process

# Two Examples from Our Own Work

- Standards-Based Change Process (Au, 2005)
  - Bringing coherence
- Reasoning from Evidence curriculum work (in progress)
  - Not every teacher is a reading teacher, BUT
  - Every disciplinary teacher needs to address the way(s) in which literacy knowledge is used in their field