

ACTION RESEARCH QUESTION:

WILL TEACHING AND MONITORING THE
USE OF SPECIFIC BEFORE AND DURING
READING STRATEGIES ACROSS TWO
CONTENT AREAS IMPROVE
COMPREHENSION IN BOTH?

Pre, during and post reading strategies, including;



Pre Reading:

1. Locating and highlighting the title and headings
2. Examine, reflect and take note on pictures to gain more insight and spark prior knowledge about what will be read
3. Read and highlight captions to gain more insight into what will be read

During Reading:



1. Highlighting vocabulary words
2. Highlighting key facts and information
4. Using the Double Entry Journal to log facts and connections
 - Connections can be made on a sticky note and stuck to the right column

Annotated Bibliography

Double entry journal page 124, Give them a purpose for reading, page 51, Making connections, page 120.

Do I Really Have to Teach Reading? Content Comprehension, Grades 6-12 by Cris Tovani. Copyright © 2004. Stenhouse

Highlighting the area in which they will be expected to provide explanation. Provide students with rubrics so that they know that the criteria on which they will be evaluated, page 110. Teaching students to use advanced organizers, such as headings and subheadings, pictures and captions, page 118.

Classroom Instruction That Works by Robert j. Marzano, Debra J. Picering and Jane E. Pollock. Copyright 2001.

Reading with Meaning: Teaching Comprehension in the Primary Grades by Debbie Miller. Copyright © 2002.

Annotated Bibliography

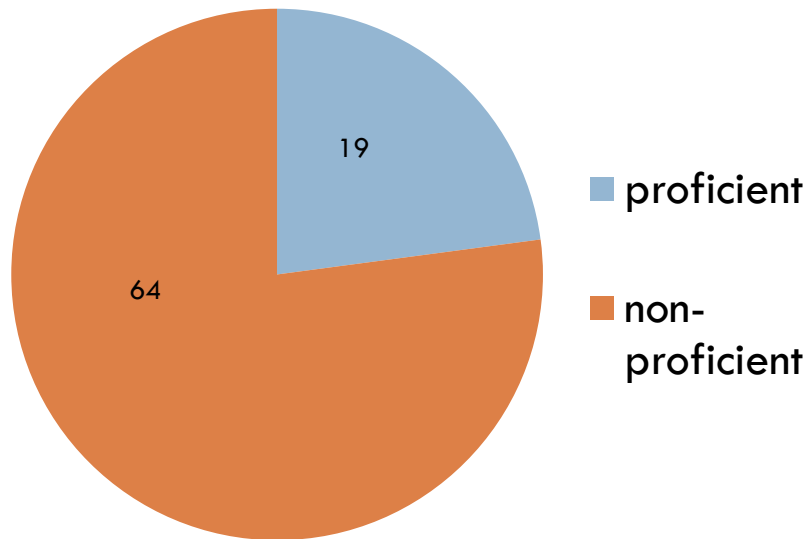
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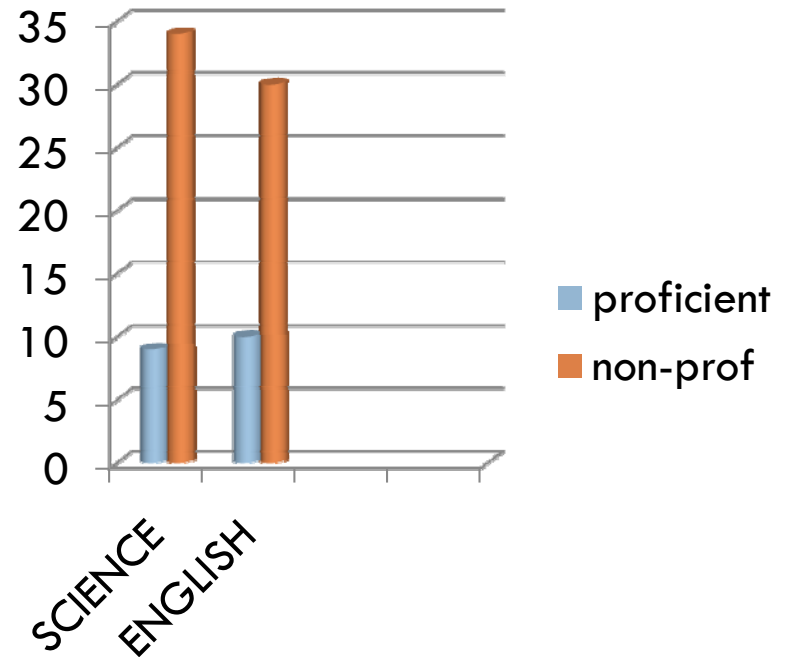
COMPREHENSION

BASELINE DATA

Results for Science & English Combined



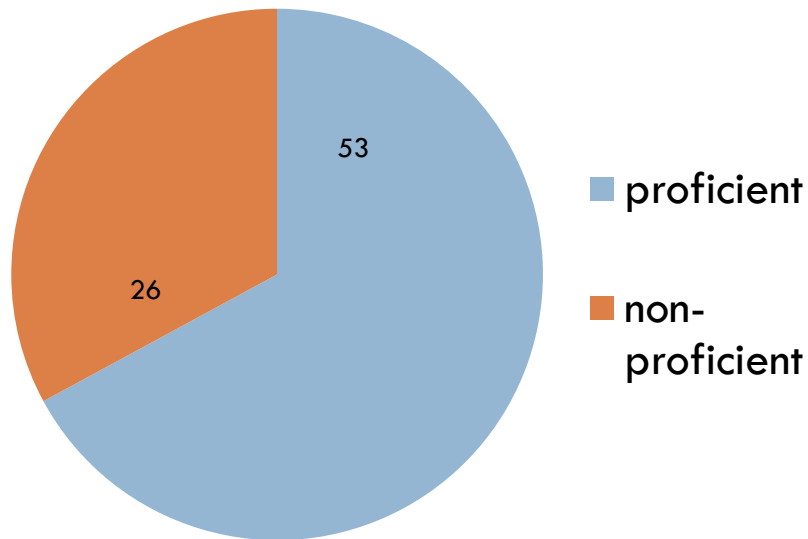
Test results by course



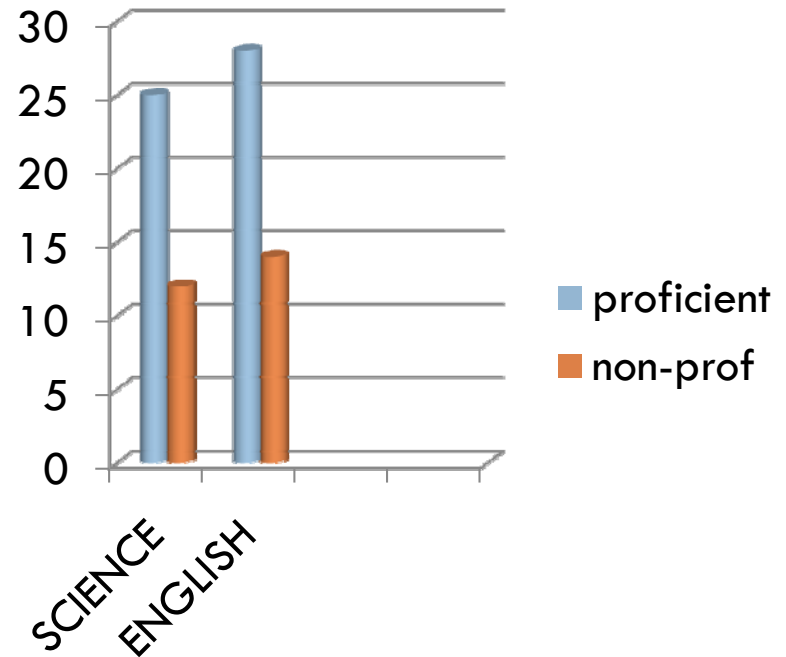
COMPREHENSION

DATA 1

Results for Science & English Combined



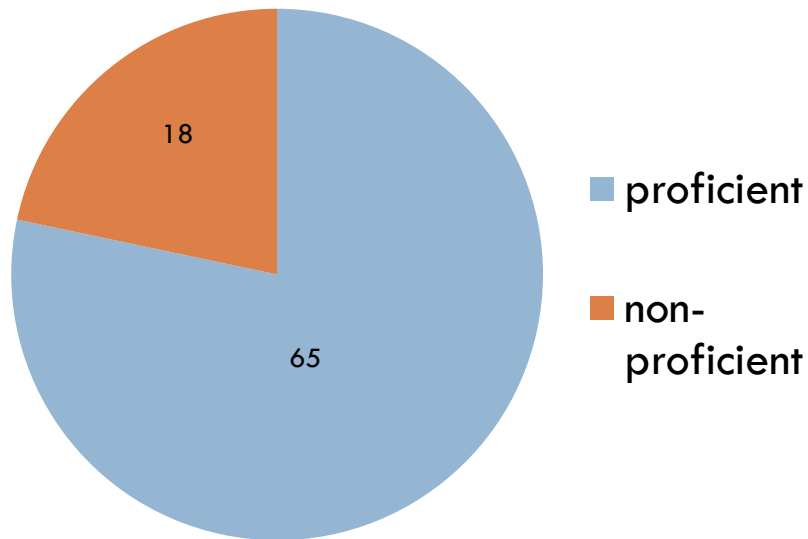
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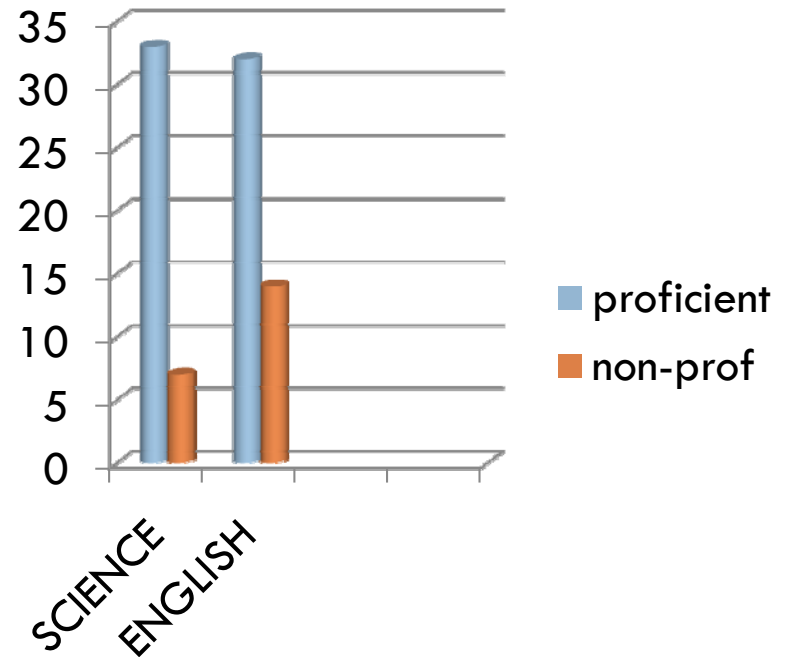
COMPREHENSION

DATA 2

Results for Science & English Combined



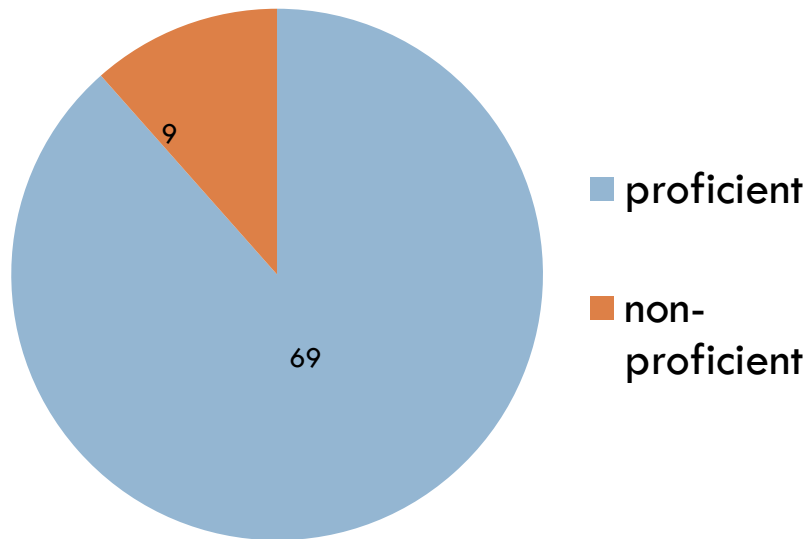
Test results by course



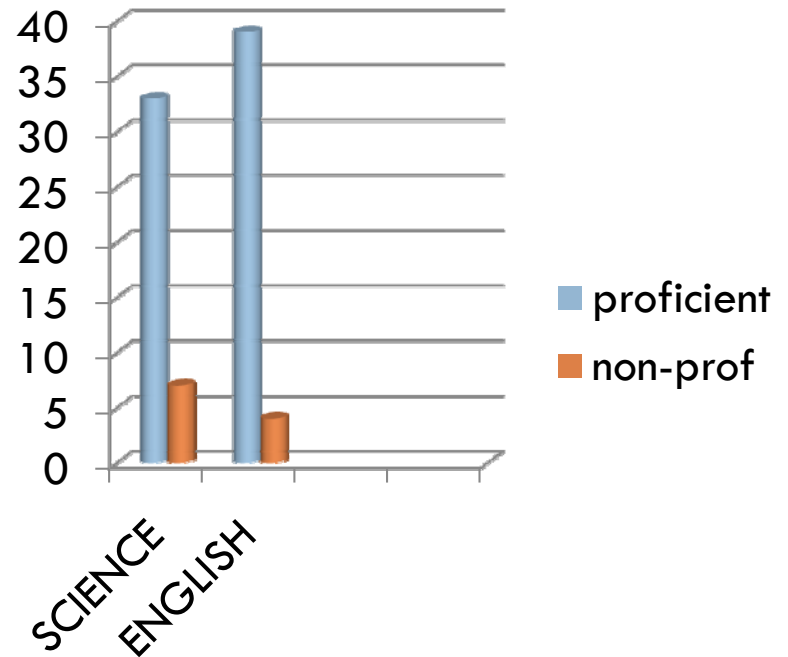
COMPREHENSION

DATA 3

Results for Science & English Combined



Test results by course



COMPREHENSION

All Data

Results for Science & English Combined

