

Creating and Answering Questions

The IRIS Center. (2006). RTI (part 3): Reading instruction. Retrieved from

<https://iris.peabody.vanderbilt.edu/module/rti03-reading/>

According to the IRIS Center's RTI module on reading instruction, explicitly teaching comprehension strategies to scholars, particularly those with SLDs, can assist those scholars in comprehending texts even when those strategies stop being used. Because Rachel struggles with reading comprehension in particular due to memory deficits, teaching her the strategy of creating and answering questions as she reads can act as a way to continue to engage her with the text as she reads, and the written questions can serve as self-generated notes to assist in recall.

Offering Opportunities for High-Quality Discussion

Murphy, P. K., Wilkinson, I. A. G., Soter, A. O., Hennessey, M. N., & Alexander, J. F. (2009).

Examining the effects of classroom discussion on students' comprehension of text: A meta-analysis.

Journal of Educational Psychology, 101(3), 740–764. <https://doi.org/10.1037/a0015576>

This meta-analysis showed that many strategies with the purpose of increasing student talk time and reducing the amount of teacher talk time can significantly improve student reading comprehension. While it would not be smart to use this in isolation with Rachel, as she may feel put on-the-spot, offering ample opportunity for her to discuss texts with the support of notes or the other strategies here could assist in the comprehension and long-term retention of texts read in class through social/emotional engagement.

Emphasizing Paraphrasing and Summarizing Strategies

Berkeley, S., Scruggs, T. E., & Mastropieri, M. A. (2009). Reading Comprehension Instruction for Students With Learning Disabilities, 1995–2006: A Meta-Analysis. *Remedial and Special Education*, 31(6), 423-436. doi:10.1177/0741932509355988

This study shows, through the analysis of a variety of different implementations and programs, that direct and repeated instruction on paraphrasing and summarizing skills, even when implemented via peer-mediated instruction and self-regulation, has “generally been very effective” in improving reading comprehension among students with disabilities. Like the other two strategies, this can be easily implemented in whole-class instruction, and will likely benefit all students. Rachel in particular, though, could benefit from this, as not only would it allow her to better comprehend texts, but also allow her to produce summaries and paraphrases that she can use to easily access previously-read information.