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Similarly, the RAND reading model, another influential reading framework for research and practice, defined reading comprehension as the process

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of “extracting and constructing  
meaning through interaction and  
involvement with written language”  
(RAND Reading Study Group, 2002, p.  
11). Specifically, reading  
comprehension is the interaction  
between reader, text, and task  
characteristics ...

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Reading Comprehension Research ...  
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Abstract We review the body of research on reading comprehension for students with learning disabilities. First, we describe the factors that lead

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to the comprehension difficulties of these students. Next we describe our procedures for reviewing the literature on effective instructional methods for this population.

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Strategies ... - SAGE Journals

Michael Swan, Catherine Walter,  
Misunderstanding comprehension,  
ELT Journal, Volume 71, Issue 2, 1  
April 2017, Pages 228–236,  
<https://doi.org/10.1093/elt/ccw094>

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Misunderstanding comprehension |  
ELT Journal | Oxford Academic

This study was conducted to find out the students' level of reading comprehension through some notes written in the reading journal, the extent to which the activity of writing reading journals...

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(PDF) Reading Journal as a Way to Improve Students ...

In this paper, the researchers define the term reading and reading comprehension, explain the types of reading, declare models of reading



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process, state theories of reading  
comprehension, review...

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(PDF) How Can Students Improve  
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Reading comprehension is often a  
concern for the teachers of students

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with autism. The comprehension strategies described in this article may help some students gain comprehension skills and improve their ability to read and communicate about written material. Content Area Literacy: Individualizing Student Instruction in Second-Grade Science

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ALSC 2012 doi:

10.1016/j.sbspro.2013.01.113 Akdeniz

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Language Studies Conference 2012

Improving reading skills through  
effective reading strategies \*

Hacettepe University, Ankara, 06532,

Turkey Abstract Researchers have  
found that teaching reading strategies  
is a key element in developing student  
comprehension.

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Improving Reading Skills Through  
Effective Reading ...

Reading comprehension can be defined as the ability to extract the required information from a written text and interpret this information properly

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(Grape & Stoller, 2002:17; Grellet, 1981). In other words, reading comprehension refers to how people understand and interpret what they read in an appropriate way.

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## TEACHING READING ... - EA Journals

About this Journal The Journal of Research in Reading provides an international forum for research focusing on literacy. It is a peer-reviewed journal principally devoted to reports of original empirical research in

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reading and closely related fields (e.g., spoken language, writing), and to informed reviews of relevant literature.

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Since understanding is the goal of reading, comprehension strategies are the underlying thinking processes that readers use when they attempt to

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Understand text. Different texts make different comprehension demands on readers. For example,

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Journal | sara sousou ...

Using active reading strategies can

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Improve comprehension and ensure that you actually retain the information you read. Journal articles bring their own set of challenges. Since journal articles are usually significantly different from other texts, it's even more important to have a good understanding of active and effective

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Reading strategies, especially ones  
that are specific to journal articles.

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Reading Journal Articles – Learning  
Center

This study aimed to explore inference  
strategies necessary to successfully

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read journal articles. Eighty-eight graduate students read a set of texts on education and economic growth and answered comprehension questions. Twenty-four of these participants also volunteered for an in-depth interview.

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Inference Strategies to Improve  
Reading Comprehension of ...

Reading comprehension is the ability  
of an individual to understand  
information in a text. Literate people  
usually keep in their memory 60  
percent of what they read, according

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to Jacqueline Comas, the professor of literacy at George Washington University. Sometimes people are not able to read effectively and cannot remember the main information in a text as they do not have sufficient knowledge of the subject matter.



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List of books and articles about  
Reading Comprehension ...

The facilitation and illustration of texts through pictorial support have an added advantage in the sense that it stimulates both spheres of the human brain, thus making lasting effects on

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the impression of cognitive strategies  
understanding of the content read and  
boosting reading comprehension.

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A Picture Is Worth a Thousand Words:  
The Use of Pictures ...  
Introduction Research studies on

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Reading comprehension have revealed that reading is a complex cognitive activity that is crucial for adequate functioning and for obtaining information in current society and requires an integration of memory and meaning construction (Alfassi, 2004).

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The Relationship between Reading  
Comprehension and Reading ...

The present study aimed to investigate  
the overall and relative contribution of  
four subcomponents of vocabulary  
knowledge to reading comprehension.  
The four vocabulary subcomponents

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Comprehension Strategies  
were vocabulary size, word  
association knowledge, collocation  
knowledge, and morphological  
knowledge. The participants were 124  
college students from a university in  
Taipei, Taiwan.

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A Study on the Relationship between  
English Reading ...

Reading in children and adolescents  
after early-onset hydrocephalus and in  
normally developing peers:  
Phonological analysis, word  
recognition, word comprehension, and  
passage comprehension skill. Journal

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Articles On Reading  
of Pediatric Psychology, 17, 445—  
465 .

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A model of comprehension in spina  
bifida meningomyelocele ...  
According to Liu and Jackson's (2009)  
studies, reflective journal writing

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helped students reduce  
communication apprehension and  
improve English speech performance  
while Zhou and Siriyothin's study  
(2009) found that students had  
positive tendency towards reading with  
journal writing and journal writing could  
enhance reading teaching and



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learning. With the application of journal writing, students' different language skills, including reading, writing and speaking, had been improved.

In fall 1999, the Department of

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Education's Office of Educational Research and Improvement (OERI) asked RAND to examine how OERI might improve the quality and relevance of the education research it funds. The RAND Reading Study Group (RRSG) was charged with developing a research framework

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to address the most pressing issues in literacy. RRSRG focused on reading comprehension wherein the highest priorities for research are:

- (1) Instruction

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Students to identify the components of academic learning that contribute to high achievement, to master and practice effective learning and study strategies, and then to complete self-regulation studies that teach a process for improving their academic behavior. A framework organized around

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including digital learning platforms and  
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resources for students and instructors

The influential first volume of the

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Handbook of Reading Research was published in 1984. This classic work, an essential resource for researchers, students, and professionals across the field of reading and literacy education, is now available once again in on-line and print-on-demand versions.

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This practitioner resource and course text has given thousands of K-12 teachers evidence-based tools for helping students--particularly those at risk for reading difficulties--understand and acquire new knowledge from text.

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The authors present a range of scientifically validated instructional techniques and activities, complete with helpful classroom examples and sample lessons. The book describes ways to assess comprehension, build the skills that good readers rely on, and teach students to use multiple

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Comprehension strategies flexibly and effectively. Each chapter features thought-provoking discussion questions. Reproducible lesson plans and graphic organizers can be downloaded and printed in a convenient 8 1/2" x 11" size. New to This Edition \*Chapters on content-area

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literacy, English language learners,  
and intensive interventions.

\*Incorporates current research on  
each component of reading  
comprehension. \*Discusses ways to  
align instruction with the Common  
Core State Standards. \*Additional  
instructional activities throughout.

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Learning new words is foundational to success in school and life.

Researchers have known for years that how many word meanings a student knows is one of the strongest predictors of how well that student will understand text and be able to

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Communicate through writing. This book is about how children learn the meanings of new words (and the concepts they convey) and how teachers can be strategic in deciding which words to teach, how to teach them, and which words not to teach at all. This book offers a comprehensive

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approach to vocabulary instruction. It offers not just practical classroom activities for teaching words (though plenty of those are included), but ways that teachers can make the entire curriculum more effective at promoting students' vocabulary growth. It covers the 'why to' and 'when to' as well as



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the 'how to' of teaching word meanings. Key features of this exciting new book include: \*A variety of vocabulary activities. Activities for teaching different kinds of words such as high frequency words, high utility words, and new concepts, are explained and illustrated. \*Guidelines

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for choosing words. A chart provides a simple framework built around seven basic categories of words that helps teachers decide which words to teach and how to teach them. \*Word learning strategies. Strategies are offered that will help students use context, word parts, and dictionaries

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more effectively. \*Developing Word Consciousness. Although specific vocabulary instruction is fully covered, the primary goal of this book is to develop students' independent interest in words and their motivation to learn them. \*Integrated Vocabulary Instruction. Teachers are encouraged

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to improve the reading vocabularies of their students by looking for opportunities to integrate vocabulary learning into activities that are undertaken for other purposes.

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Recognizing the characteristics of children with learning disabilities and deciding how to help them is a problem faced by schools all over the world. Although some disorders are fairly easily recognizable (e.g., mental retardation) or very specific to single components of performance and quite

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rare (e.g., developmental dyscalculia), schools must consider much larger populations of children with learning difficulties who cannot always be readily classified. These children present high-level learning difficulties that affect their performance on a variety of school tasks, but the

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Underlying problem is often their difficulty in understanding written text. In many instances, despite good intellectual abilities and a superficial ability to cope with written texts and to use language appropriately, some children do not seem to grasp the most important elements, or cannot

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find the pieces of information they are looking for. Sometimes these difficulties are not immediately detected by the teacher in the early school years. They may be hidden because the most obvious early indicators of reading progress in the teacher's eyes do not involve



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Comprehension of written texts or because the first texts a child encounters are quite simple and reflect only the difficulty level of the oral messages (sentences, short stories, etc.) with which the child is already familiar. However, as years go by and texts get more complex,

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Comprehension difficulties will become increasingly apparent and increasingly detrimental to effective school learning. In turn, studying, assimilating new information, and many other situations requiring text comprehension -- from problem solving to reasoning with linguistic

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contents -- could be affected.

Problems with decoding, dyslexia, and language disorders have attracted more interest from researchers than have specific comprehension problems and have occupied more room in specialized journals. Normal reading comprehension has also been

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a favorite with researchers. However, scarce interest has been paid to subjects who have comprehension difficulties. This book is an attempt to remedy this situation. In so doing, this volume answers the following questions: \* Does a reading comprehension problem exist in

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Comprehension Strategies  
schools? \* How important and widespread is the problem? \* Is the problem specific? \* How can a reading comprehension difficulty be defined and identified? \* Does the "syndrome" have a single pattern or can different subtypes be identified? \* What are the main characteristics associated with a

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Reading comprehension difficulties? \*

When can other well-identified problems add to our understanding of reading comprehension difficulties? \*

Which educational strategies are effective in preventing and treating reading comprehension difficulties? \*

What supplementary information can

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we get from an international  
perspective?

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