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Edok #4

Fall 2012

Dr. Jeanie Cozens

Scharlach, T. (2008). START comprehending: Students and teachers actively reading text. *The Reading Teacher. 62,* 20-31.

CENTRAL THEME:

 So much time is spent on preparing students for the national tests, that they don’t teach children true comprehension. Teachers will focus more on the struggling readers instead of the class as a whole. As teachers, we are responsible for improving the reading achievement of all of our students. Students must learn how to apply comprehension strategies to their reading as they are going through the reading process.

MAIN IDEAS:

1. Students should be taught reading strategies as they are immersed in reading, and not separate from it.
2. Teachers must model and explain how to use these comprehension strategies.
3. Comprehension strategies include making predictions and connections to ideas in text based on prior knowledge, construct mental images that represent ideas in text, asking questions and seeking answers, and constructing summaries of what has been read.
4. Scaffolding is strategic and can be adapted as the student’s knowledge increases. It is vital to the student’s success in gaining the knowledge needed to advance.

AUTHOR’S CONCLUSION:

 Teachers must show students how to use these strategies. This can be incorporated into mini-lessons that can occur each week. Students must be shown how to predict what is going to happen and how to question what is happening in the text. The true outcome that reflects a true understanding is when the student knows how and when to use the strategies. Giving your students choice in their selected text will create a deeper level of reading and metacognition strategies will be used on a more strategic level. These strategies are not limited to just read a-louds. It needs to be demonstrated and utilized within independent reading as well. Have students demonstrate their knowledge on answer sheets so that teachers can evaluate their understanding of these strategies.

EVALUATION:

 This article made me realize that I don’t know much about how to utilize comprehension strategies. I knew what text-to-text was, but I didn’t know that it was a strategy. Teaching students how to predict and ask questions about the text is also something I didn’t know how to do. Scaffolding these lessons on strategies is essential and necessary to develop thorough readers. A reader must understand to context of what they are reading and be able to ask themselves what was the author’s intent. This article demonstrates that as teachers we need to have multiple ways and strategies to teach students how to be fluent and strategic readers.