

Strategy	Number of studies	Evidence of effectiveness	Strategy description
<i>Strategies designed to encourage students to monitor their comprehension:</i>			
Comprehension monitoring	22	Yes	Readers are taught to become aware of when they do not understand, for example by formulating what exactly is causing them difficulty.
Listening actively	4	Research inconclusive	Students learn to think critically as they listen and to appreciate that listening involves understanding a message from the speaker.
<i>Strategies designed to encourage students to relate sentences to one another:</i>			
Graphic organizer	11	Yes	Students learn how to make graphic representations of texts, for example, story maps.
Question answering	17	Yes	After students read a text, the teacher poses questions that emphasize the information students should have obtained from the text.
Question generation	27	Yes	Students are taught to generate their own questions, to be posed during reading, that integrate large units of meaning.
Summarization	18	Yes	Students are taught techniques of summarizing, e.g., deleting redundant information and choosing a topic sentence for the main idea.
Mental imagery	7	Research inconclusive	Students are instructed to create a mental visual image based on the text.
Cooperative learning	10	Yes	Students enact comprehension strategies—for example, prediction and summarization—in small groups, rather than with the teacher.
Story structure	17	Yes	Students are taught the typical structure of a story and learn how to create a story map.
Multiple strategy instruction	38	Yes	Multiple strategies are taught, often summarization, prediction, question generation, and clarification of confusing words or passages.
<i>Strategies designed to encourage students to relate sentences to things they already know:</i>			
Prior knowledge	14	Research inconclusive	Students are encouraged to apply what they know from their own lives to the text, or to consider the theme of the text before reading it.
Vocabulary-Comprehension relationship	3	Research inconclusive	Students are encouraged to use background knowledge (as well as textual clues) to make educated guesses about the meaning of unfamiliar words.
<i>Other strategies:</i>			
Curriculum	8	Research inconclusive	Instruction is carried to the curriculum beyond reading. Thus, students might study story structure during reading time, apply the structure themselves during writing time, and look for story structure during social studies.
Mnemonic	2	Research inconclusive	Students are taught to associate a keyword with some aspect of the text to help memory for that aspect; it is designed for use with very unfamiliar texts.
Psycholinguistic	1	Research inconclusive	Students are taught language conventions that will help comprehension; for example, how to find the antecedent of a pronoun like "she."
Teacher preparation	6	Research inconclusive	Teachers learn techniques by which to teach reading strategies.

Source: National Reading Panel (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Washington, D.C.: National Institute of Child Health and Human Development.

egy that students are learning. The texts that appear on standardized reading tests, however, are more unpredictable and varied. That probably explains why reading strategies look so much more effective when experimenters' tests are used as the measure. But make no mistake, when standardized read-

ing tests are used, there is still a positive effect of teaching students reading strategies, and the effect is not trivial.

## A Deeper Look at What Reading Comprehension Strategies Do

Most research has evaluated whether or not teaching reading comprehension strategies is effective; it has not evaluated which strategies are most effective, or what type of student

‡ In fact, it's known that poor readers may fail to use strategies (e.g., monitor their comprehension) because their other reading processes don't work well (Otero and Kintsch, 1992).