**Using Strategy Instruction to Improve Reading Comprehension**

**What is the level of evidence?**

This is a research-based practice. It is based on seven group experimental and one single-case study using rigorous research designs.

**Where is the best place to find out how to do this practice?**

The best place to find out how to implement strategy instruction is through the following research to practice lesson plan starters:

- [http://transitionta.org/sites/default/files/LP_Strategy_Read_RAP.pdf](http://transitionta.org/sites/default/files/LP_Strategy_Read_RAP.pdf)

**With who was it implemented?**

- Students with
  - Learning disabilities (8 studies, n ≥ 172)*
  - Mild intellectual disability (2 studies, n = 6)
- Grades ranged from 6th – 9th
- Gender
  - Males (n ≥ 97)*
  - Females (n ≥ 48)*
- Ethnicity
  - African-American (n ≥ 10)*
  - White (n ≥ 11)*
  - Hispanic (n ≥ 8)*
  - None reported (n ≥ 1)*

*Not all studies disaggregated participants by the above categories. Therefore, these data reflect the number of participants from studies that disaggregated for the relevant category. All studies contributing to the level of evidence for this practice did demonstrate effects for students with disabilities.

**What is the practice?**

Strategy instruction has been defined as “a heuristic or guide that serves to support or facilitate the learner as she or he develops the internal procedures that enable them to perform the higher level operations” (Rosenshine, 1995, p. 266).
How has the practice been implemented?

- Using a variation of the “model-lead-test” format of instruction, strategy instruction was used to teach
  7. Paraphrasing and comprehension of texts (Lauterbach & Bender, 1995)
  8. Comprehension of expository science text (Bakken, Mastropieri, & Scruggs, 1997; Boyle, 2010)
  9. Theme identification in narrative text (Wilder, & Williams, 2001; Williams, Brown, Silverstein, & deCani, 1994)
  10. Comprehension of expository prose (Gajria & Salvia, 1992)
- Using a series of successive questions, strategy instruction was used to teach
  7. Comprehension of expository text (Mastropieri et al., 1996)
- Using a series of tasks to increase strategic abilities, strategy instruction was used to teach
  7. Comprehension according to the Gates-MacGinitie and The Standard Reading Inventory comprehension tests (Brailsford, Snart, & Das, 1984)

Where has it been implemented?

- General education classroom (1 study)
- Small group instruction in a separate classroom (e.g., resource; 4 studies)
- One-on-one instruction in a controlled setting (e.g., separate room; 3 studies)

How does this practice relate to Common Core Standards?

- CCSS.ELA-Literacy.RL 9-10.2 - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- CCSS.ELA-Literacy.RI 9-10.2 - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

How does this practice relate to the Common Career Technical Core?

- Career Ready Practices
  2. Apply appropriate academic and technical skills.
  7. Employ valid and reliable research strategies.
  8. Utilize critical thinking to make sense of problems and persevere in solving them.
- Design/Pre-construction Career Pathway (AC-DES)
  2. Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.
- Restaurants & Food/ Beverage Services Career Pathway (HT-RFB)
10. Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.

References used to establish this evidence base:


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