The Effects of Instruction in Prereading Strategies on Reading Comprehension

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Abstract
This study evaluated the effects of instruction in prereading strategies on reading comprehension. Through using Running Reading Records as an assessment tool, I compared reading growth over an eight week period without prereading instruction against reading growth over an eight week period with prereading instruction. This study consisted of 12 students over a sixteen week period. Running Reading Records were initially given in order to find each student's instructional reading level. Over the course of eight weeks, I instructed the students, in small groups according to their ability level, in guided reading groups. After eight weeks, Running Reading Records were given in order to determine each child's reading growth over a period of eight weeks used as a pretest. After that, I continued with another eight weeks of reading instruction, but this time I used prereading strategies in the small groups. After eight weeks, Running Reading Records were evaluated again as a posttest. The results were evaluated quantitatively using a t test, as I compared the reading growth from the first set of eight weeks with the reading growth from the second time period. The findings strongly favored the treatment group although it did not show statistical significance.

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Pre-reading comprehension strategies. At the stage of getting ready to read, readers should preview a text, analyze the features of a text, find organization pattern, anticipate guide, find signal words and extend vocabulary. They are understood as a preparation step of navigation. The Dissertation on The Effect of Using KWL (Know, Want, Learned) Strategy on Efl Students' Reading Comprehension Achievement. shows the advantages of using KWL strategy in improving students' reading comprehension achievement, improves the English teachers' knowledge about teaching reading strategy effectively, and offers findings on. It was used to find out whether the reading texts were determine to the reading comprehension level of the sample. The effects of improved decoding, fluency, and comprehension show that using direct instruction of reading strategies will improve reading comprehension. It also shows that a. balance of all the strategies being taught using explicit means is necessary for adolescent students to see gains in reading comprehension. 17. The pre-assessment covers the five different objectives I have throughout my unit so therefore I believe it is an accurate, consistent, and fair evaluation of their fluency and comprehension learning. The passages have been taken from district AIMSweb resources in order to make sure they are accurately leveled.