

Effective Instruction in Reading Comprehension

Project Description:

The first step in realizing this goal requires that every student in Ontario develop reading, writing, mathematics, and comprehension skills at a higher level by the age of 12. Progress will be measured by ensuring that by 2008, 75 percent of students reach or exceed the provincial standard.

Effective Instruction in Reading Comprehension

Living in today's information age, students need to be competent communicators who are comfortable interpreting, creating, and using a wide variety of texts for varied purposes in familiar and increasingly complex contexts.

Comprehension is central to effective communication. In order to make meaning, students must understand how language and words work and what strategies they need to utilize as communicators in order to critically analyze, make, or convey meaning. Students need to understand that the skills, strategies, and behaviours they develop are transferable to all content areas within school and beyond school.

The purpose of this webcast is to inspire dialogue, reflection, and action as participants explore critical aspects of effective comprehension instruction. The following questions are provided as a guide for further reflective conversations:

- What does it mean to be critically literate? What does this look like in the classroom?
- What is the content of comprehension instruction and how can I make this learning relevant?
- What is the role of language and word study in the teaching of comprehension?
- What routines/strategies are most effective in the cross-curricular teaching of comprehension?
- How might students be actively engaged in their own learning?
- How can I support my students in developing their metacognitive awareness and independence as learners?
- How can I purposefully integrate and teach accountable talk throughout the school day?
- How will I structure the learning to develop the habits of mind necessary to being a literate global citizen?

"Tomorrow's citizens face greater reading demands than ever before. The written word is no longer restricted to paper form. Children of all ages are bombarded with information from the Internet and other electronic forms of print. The 'E' generation needs to comprehend more than ever before."

Tovani, C. *I Read It But I Don't Get It*. 2000