

5-9-2012

Reading Comprehension Strategies in the ELA classroom

Jenna Budynsky
Valparaiso University

Follow this and additional works at: <http://scholar.valpo.edu/sarp>



Part of the [Education Commons](#)

Recommended Citation

Budynsky, Jenna, "Reading Comprehension Strategies in the ELA classroom" (2012). *Education Senior Action Research Projects*. Paper 3.
<http://scholar.valpo.edu/sarp/3>

This Research Project is brought to you for free and open access by the Department of Education at ValpoScholar. It has been accepted for inclusion in Education Senior Action Research Projects by an authorized administrator of ValpoScholar. For more information, please contact a ValpoScholar staff member at scholar@valpo.edu.

Reading Comprehension Strategies in the English/Language Arts Classroom

Jenna Budynsky

Valparaiso University Education Department

Abstract

This action research project analyzes reading comprehension strategies in the English/Language Arts classroom. The comprehension strategies implemented were as follows: "Read Write Pair Share," "Student Questioning for Purposeful Learning," "Reciprocal Teaching," "Dialectical Journals," and "Exit Slips." The goal of this study was to determine which of these strategies are most effective in improving reading comprehension in the ELA classroom. Research participants were comprised of eighteen students in an English 12, Track 3 classroom. The strategies were incorporated as a component of a curriculum unit around the novel *Persepolis*. As students read, they completed the designated reading comprehension strategy for the particular lesson. At the end of the unit, after all of the student work was collected, strategies were compared based on student assessment results. Students also completed a survey, asking them to rank the strategies based on how well each strategy helped improve their comprehension of the novel. Based on data from both student assessment scores and survey answers, "Exit Slips" seemed to be the most helpful strategy in improving reading comprehension. Students scored the second highest on this strategy, and the "Exit Slip" was rated as the most helpful strategy in improving comprehension by the largest number of students (53%) on their surveys.

Participants

This study was conducted at a public high school in Indiana. It is classified as a suburban school, with over 2,500 students. Specifically, the action research took place in an English 12, Track 3 classroom. The class is comprised of 5 females and 14 males (19 students). Most of the students in this class have learning disabilities around decoding language. Furthermore, the majority of students have Individualized Education Plans and/or 504 plans for both academic and behavioral reasons.

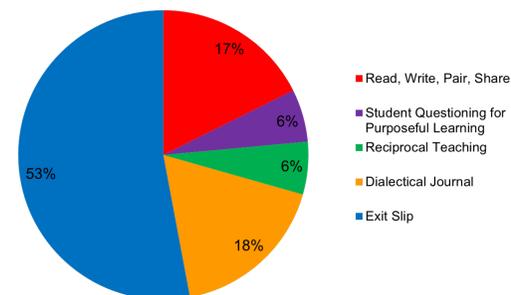
Methodology

- Students completed the reading comprehension strategies in class and turned in their work for assessment.
- Work was graded based on both completion and depth of understanding/analysis.
- Each strategy was practiced for one week, over the period of 5 weeks.
- Students completed a survey after completing each strategy, asking them to rank the strategies and identify which one helped their comprehension the most.

Results

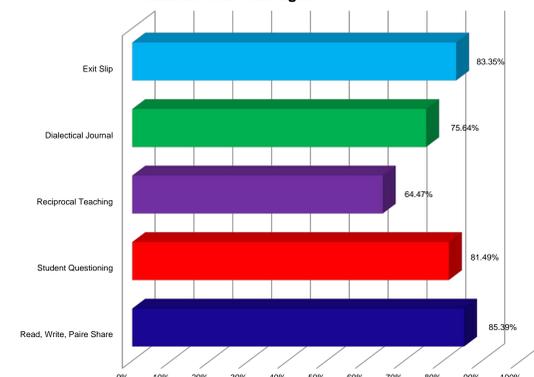
- Out of the 5 strategies, over half of the students indicated that "Exit Slips" helped improve their reading comprehension the most.

Which strategy helped improve your comprehension the most?



- Student scores for each comprehension strategy were averaged, which is shown on the bar graph below.
- Students scored the highest on "Read, Write, Pair, Share," with a 85.39% average. They scored the second highest on "Exit Slips," with a 83.35%.

Student Score Averages



Reading Comprehension Strategies

Read, Write, Pair, Share

- Students read a section from the novel, respond to questions around the reading on their own, pair up with partners and share their responses, and share with the entire class.

Student Questioning for Purposeful Learning

- Instructor writes a controversial statement on the board that relates to the text. Students verbalize and record questions around the statement, and find answers to their questions in the text.

Reciprocal Teaching

- Break into groups and assign each group a task: predictor, summarizer, connector, clarifier, and questioner. Each group presents their section to the class on the following day.

Dialectical Journal

- Students first write a summary of the section, then create a T-chart, recording a meaningful quote in the left section and responding the quote in the right.

Exit Slip

- Students ask one question around the section, answer a writing prompt, and turn in before leaving the door.

Data Analysis

- The data shows that there is a correlation between student survey responses and student score averages.
- While the student survey results indicate that "Exit Slips" are the most helpful, data averages show that students scored second highest on this strategy.
- Although they scored slightly higher on "Read, Write, Pair, Share," only 17% of students expressed that this strategy was the most helpful.
- Therefore, "Exit Slips" seemed to be the most helpful reading comprehension strategy in this study.

Limitations

Ideally, this study would be conducted over a longer period of time. If time allowed, each strategy would be revisited several times. Due to time constrictions, I was only able to conduct this study for a total of 5 weeks. The data that I have collected reflects results from only a week's time per strategy, which did not allow students enough room for improvement. Since I conducted the study during student teaching, I was also limited to only one classroom section. Ideally, I would conduct this study with several classes in order to compare results. Rather, I was constrained by having the freedom to use these strategies in only one section, which was English 12, Track 3.

Conclusion

Based on both student assessment score averages and survey responses, this study concluded that the "Exit Slip" strategy was the most helpful in improving students' reading comprehension around the novel, *Persepolis*. While these findings are an accurate reflection of the learning abilities and preferences of students in this particular class, they do not speak for all students. Further research is needed to determine which of these strategies is most helpful in different tracked classes.



Implications

The research results from this study may be helpful for teachers, tutors, and students. While reading comprehension strategies are especially helpful for those who struggle with language decoding, they can also be useful for all students.

Contact information

Jenna Budynsky

364 N. Addison Ave.
Elmhurst, IL. 60126

Phone: (630) 207-6178
Email:
Jenna.budynsky@valpo.edu