Research Base for AIM Higher! Reading Comprehension

The following document outlines some of the research on which the approach taken in Aim Higher! Reading Comprehension is based. This approach involves explicit teaching of metacognitive strategies for comprehension in the areas of main ideas, sequences, cause-and-effect relationships, context clues, and inferences, as well as explicit modeling of those strategies.

Training in metacognitive skills has been shown to be effective for improving comprehension.


Of particular value is instruction in particular comprehension strategies complemented by modeling of expert-level active reading of the text done in such a way that the ordinarily hidden processes of comprehension are displayed.


Context is important in interpreting the meaning of a word in a sentence, and skilled readers do this more efficiently than less skilled readers.


Although skilled readers are very good at using context to figure out the meaning of a word, it is less skilled readers who make the greater use of context to identify a word.


Understanding the situation described in story-like texts typically requires understanding the narrative and the temporal-causal structures, even when the causal relations between text elements are only implicit.


Because texts cannot be fully explicit, situation models require the use of knowledge and inferences.


Less skilled comprehenders derive more benefit from comprehension training than they do from practice of rapid decoding.