

how to teach comprehension strategies

How to Teach Comprehension Strategies for Deeper Reading Understanding

how to teach comprehension strategies is a question many educators and parents grapple with, especially as reading becomes more complex in higher grades and across diverse subjects. Comprehension isn't just about reading words on a page; it's about making meaning, connecting ideas, and thinking critically. Teaching these skills intentionally can transform how learners engage with texts, boosting their confidence and academic success.

In this article, we'll explore effective approaches to teaching comprehension strategies that empower students to become thoughtful, independent readers. Whether you're a classroom teacher, tutor, or homeschooling parent, these insights and practical tips will help you foster deeper understanding skills.

Understanding What Comprehension Strategies Are

Before diving into how to teach comprehension strategies, it's essential to clarify what these strategies actually entail. Comprehension strategies are the mental processes readers use to understand, interpret, and remember what they read. They include techniques like predicting, summarizing, questioning, visualizing, and making connections.

These strategies are not innate; they need to be explicitly taught and practiced. Skilled readers often use multiple strategies simultaneously and adjust their approach depending on the text and purpose. Teaching these strategies equips learners with tools to navigate challenging texts and extract meaning confidently.

Why Teaching Comprehension Strategies Matters

Many students struggle with reading comprehension because they don't have a clear toolkit for approaching texts. When readers lack strategies, they may read passively, missing key points or failing to grasp the author's intent. By teaching comprehension strategies, educators help students:

- Develop active reading habits
- Improve critical thinking skills
- Increase retention and recall of information
- Engage more deeply with diverse genres and subjects
- Build lifelong literacy skills

Effective Approaches to Teaching Comprehension Strategies

Now that we understand what comprehension strategies are and why they're important, let's explore practical ways to teach them effectively.

Modeling Through Think-Alouds

One of the most powerful ways to teach comprehension strategies is to model them explicitly. Think-alouds involve the teacher verbalizing their thought process while reading a text aloud. This method helps students see how a skilled reader navigates a text, asks questions, makes predictions, and clarifies confusing parts.

For example, while reading a story, the teacher might say, "I wonder why the character did that? Maybe the author wants us to think about...", or "This part is a bit confusing, so I'm going to reread it to make sure I understand." These insights demystify the reading process and encourage students to adopt similar habits.

Teaching Specific Strategies One at a Time

Comprehension strategies are best taught in manageable chunks rather than all at once. For instance, start by focusing on predicting—encouraging students to use clues in the text and their background knowledge to guess what might happen next. Once they become comfortable with this, introduce summarizing, then questioning, and so forth.

Breaking down strategies allows learners to master each one and see how it helps improve understanding. It also provides multiple opportunities for guided practice and feedback, which are essential for skill development.

Using Graphic Organizers

Visual aids like graphic organizers support comprehension by helping students organize information logically. Tools such as story maps, Venn diagrams, cause-and-effect charts, and KWL charts (Know, Want to know, Learned) make abstract thinking concrete.

For example, after reading a passage, students can use a story map to outline the setting, characters, problem, and resolution. This not only reinforces comprehension but also aids memory and writing skills. Incorporating graphic organizers caters to diverse learning styles and makes strategy instruction interactive.

Incorporating Questioning Techniques

Teaching students to ask questions before, during, and after reading fosters active engagement. Encourage learners to generate different types of questions:

- Literal questions (What happened?)
- Inferential questions (Why did the character do that?)
- Evaluative questions (Do you agree with the author's point?)

Questioning helps students think critically and monitor their understanding. Teachers can model question-asking and create a classroom environment where curiosity and dialogue thrive.

Practical Tips for Implementing Comprehension Strategy Instruction

Create a Reading-Friendly Environment

A literacy-rich environment supports comprehension development. Surround students with diverse reading materials, from fiction and nonfiction to poetry and informational texts. Provide comfortable reading spaces and encourage regular reading habits.

When learners have access to interesting texts at appropriate levels, they are more motivated to practice comprehension strategies. Also, integrate discussions about books and texts to reinforce understanding and make reading social.

Make Connections to Prior Knowledge

Activating background knowledge is a key comprehension strategy. Before reading, encourage students to think about what they already know related to the topic or theme. This makes new information more meaningful and easier to integrate.

For example, before reading a passage about ecosystems, ask learners what they know about animals and plants in their local environment. These connections bridge the gap between old and new knowledge, enhancing comprehension.

Encourage Metacognition

Teaching students to think about their own thinking—metacognition—builds self-awareness and responsibility for learning. Prompt learners to reflect on questions like:

- Did I understand what I just read?
- What strategy helped me figure out a tricky part?
- What should I do if I don't understand a section?

By developing metacognitive skills, students become more independent readers who can adjust strategies based on their comprehension needs.

Provide Plenty of Guided and Independent Practice

Like any skill, comprehension strategies improve with practice. Incorporate both guided practice—where the teacher supports and provides feedback—and independent practice, giving students space to apply strategies on their own.

Use varied texts and formats to keep practice engaging. Reading groups, paired reading, and reading journals are all excellent ways to reinforce strategy use. Regular practice ensures that comprehension strategies become natural parts of a student's reading process.

Use Technology and Digital Tools

Digital resources can enhance comprehension instruction. Interactive eBooks, reading apps, and online quizzes offer immediate feedback and multimodal support. Some tools allow students to highlight text, make notes, or answer embedded questions, actively involving them in the reading process.

Leveraging technology can also cater to diverse learning preferences, making comprehension strategies accessible to all students.

Adapting Comprehension Strategy Instruction for Different Learners

Every student is unique, and comprehension instruction should be flexible to meet varied needs.

Supporting English Language Learners (ELLs)

For ELL students, comprehension strategies are especially critical. Simplify language when introducing strategies and use visuals and gestures to aid understanding. Building vocabulary alongside comprehension instruction helps ELLs access texts more fully.

Pairing ELLs with peers for collaborative reading and discussion can provide social and language support while practicing strategies.

Addressing Struggling Readers

Struggling readers may require more explicit, scaffolded instruction with frequent checks for understanding. Use shorter texts and focus on one strategy at a time to avoid overwhelm. Celebrate small successes to build confidence.

Incorporate multisensory approaches, such as reading aloud or acting out scenes, to make comprehension more tangible.

Challenging Advanced Readers

Advanced readers benefit from higher-order comprehension strategies like analyzing author's purpose, comparing multiple texts, or evaluating arguments. Encourage critical discussions and independent projects that deepen engagement.

Providing choice in reading materials and tasks also fosters motivation and ownership of learning.

Teaching comprehension strategies is a dynamic process that grows alongside your students. By combining clear instruction, modeling, practice, and differentiation, you can help learners unlock the true power of reading—not just to decode words but to think deeply and connect meaningfully with texts.

Frequently Asked Questions

What are comprehension strategies in reading instruction?

Comprehension strategies are techniques that readers use to understand, remember, and communicate what they read. These include predicting, questioning, clarifying, summarizing, and visualizing.

How can teachers introduce comprehension strategies effectively?

Teachers can introduce comprehension strategies by modeling each strategy through think-alouds, providing guided practice, and gradually releasing responsibility to students for independent use.

What role does questioning play in teaching comprehension strategies?

Questioning encourages active engagement with the text, prompting students to think critically and monitor their understanding. Teachers can teach students to ask themselves who, what, where, when, why, and how questions while reading.

How can graphic organizers support teaching comprehension strategies?

Graphic organizers help students visually organize information, making it easier to comprehend and remember text. They can be used for summarizing, sequencing events, comparing and contrasting, or identifying cause and effect.

What strategies help struggling readers improve comprehension?

For struggling readers, explicit instruction in comprehension strategies, repeated reading, scaffolding, and using texts at appropriate difficulty levels can improve understanding.

How can teachers assess students' use of comprehension strategies?

Teachers can assess comprehension strategy use through observations, think-aloud protocols, student discussions, written responses, and comprehension quizzes that require application of strategies.

Why is it important to connect comprehension strategies to students' prior knowledge?

Connecting strategies to prior knowledge helps students make meaningful connections, which enhances understanding and retention of new information.

How can technology be integrated to teach comprehension strategies?

Technology can provide interactive reading materials, digital graphic organizers, and tools for annotation and discussion, supporting engagement and practice of comprehension strategies.

What is the benefit of teaching multiple comprehension strategies rather than focusing on just one?

Teaching multiple strategies equips students with a toolkit to approach different types of texts and challenges, promoting flexible and effective comprehension across subjects.

Additional Resources

How to Teach Comprehension Strategies: Enhancing Reading Understanding in Education

how to teach comprehension strategies is a pivotal question for educators striving to improve students' reading proficiency and critical thinking skills. Comprehension—the ability to understand, interpret, and analyze text—is foundational not only for academic success but for lifelong learning. While decoding skills help students read words, comprehension strategies empower them to grasp meaning, infer context, and engage with texts on deeper levels. This article explores effective methods, research-backed approaches, and practical tools educators can employ to teach comprehension strategies in diverse learning environments.

Understanding Comprehension Strategies

Before delving into instructional techniques, it is essential to define what comprehension strategies entail. Comprehension strategies are deliberate, goal-oriented approaches readers use to make sense of texts. They encompass skills such as predicting, summarizing, questioning, clarifying, and visualizing. Teaching these strategies involves guiding students to become metacognitive readers—those who are aware of their thinking processes and can regulate their understanding as they read.

Research in educational psychology underscores that explicit instruction in comprehension strategies significantly improves reading outcomes. According to a meta-analysis published in the *Journal of Educational Psychology*, students who receive direct teaching on comprehension techniques outperform peers who rely on implicit learning methods by approximately 15-20% on reading assessments. This evidence highlights the importance of intentional, scaffolded instruction.

Core Comprehension Strategies to Teach

1. Activating Prior Knowledge

One of the earliest steps in comprehension is connecting new information to what the reader already knows. Activating prior knowledge helps students set a context and anticipate content, which improves retention. Educators can encourage this by prompting students to discuss what they know about a topic before reading or by using KWL charts (Know, Want to know, Learned).

2. Predicting

Prediction involves making informed guesses about upcoming content based on textual clues and background knowledge. Teaching students to predict keeps them engaged and fosters active reading. For example, instructors might pause during reading to ask, “What do you think will happen next?” This strategy also assists in monitoring comprehension as predictions are confirmed or revised.

3. Questioning

Encouraging students to ask questions before, during, and after reading stimulates curiosity and deeper understanding. Questioning strategies might include generating who, what, where, when, why, and how questions about the text. This practice can be supported through graphic organizers or questioning prompts embedded in lesson plans.

4. Clarifying

Clarifying helps students resolve confusion by identifying unclear vocabulary, ideas, or passages. Teaching learners to pause and seek definitions, reread sections, or use context clues empowers them to overcome obstacles independently. Clarification strategies are vital for developing self-regulated readers.

5. Summarizing

Summarizing requires condensing information into main ideas and essential details. This strategy reinforces comprehension by demanding the synthesis of content. Teachers can model summarization through think-alouds and ask students to write or verbally present summaries after reading.

6. Visualizing

Visualizing encourages students to create mental images based on textual descriptions. This multisensory approach enhances memory and engagement, especially for learners who benefit from concrete representations of abstract ideas. Drawing scenes or diagrams related to the reading material can support this technique.

How to Teach Comprehension Strategies Effectively

Explicit Instruction and Modeling

Effective teaching of comprehension strategies begins with explicit instruction. Educators need to clearly explain each strategy's purpose and demonstrate its use through think-alouds, where the teacher verbalizes their thought process while reading. Modeling provides students with clear examples of how to approach texts strategically.

Gradual Release of Responsibility

Adopting the “I do, We do, You do” framework facilitates mastery. Initially, the teacher models the strategy (I do), then guides students through joint practice (We do), and finally encourages independent application (You do). This scaffolded approach builds confidence and autonomy.

Integrating Strategies Across Disciplines

Comprehension is not confined to language arts; it is equally crucial in science, social studies, and technical subjects. Teaching strategies in varied contexts helps students generalize skills. For instance, predicting outcomes in a scientific experiment or summarizing a historical event strengthens comprehension universally.

Using Varied Texts and Media

Exposing students to diverse genres—narrative, expository, technical, and multimedia formats—broadens their ability to apply strategies flexibly. Digital texts, videos, and interactive content also offer opportunities for comprehension practice, especially when paired with guiding questions or annotations.

Assessment and Feedback

Ongoing formative assessment is critical to monitor student progress and tailor instruction. Tools such as comprehension quizzes, retellings, or concept maps provide insights into students' understanding. Feedback should be specific, constructive, and aimed at reinforcing strategy use rather than simply evaluating correctness.

Challenges and Considerations in Teaching Comprehension

While teaching comprehension strategies has clear benefits, educators must navigate certain challenges. Differentiation is key, as students possess varying linguistic backgrounds, cognitive abilities, and motivation levels. Strategies that work for one learner may require adaptation for another.

Furthermore, overemphasis on strategy instruction without sufficient authentic reading practice can hinder engagement. Balancing strategy teaching with meaningful, purposeful reading experiences is essential to avoid reducing reading to mechanical tasks.

Technology integration presents both opportunities and pitfalls. Digital tools can scaffold comprehension but may also overwhelm students if not carefully selected and integrated. Educators must critically evaluate resources for alignment with instructional goals.

Technological Tools Supporting Comprehension Instruction

Several digital platforms and applications have emerged to support comprehension strategy instruction. Tools like Newsela and ReadWorks provide leveled texts with embedded questions targeting comprehension skills. Interactive e-books often include features such as highlighting, note-taking, and vocabulary support that encourage active reading.

Adaptive learning technologies can personalize instruction by analyzing student responses and adjusting difficulty accordingly. However, reliance on technology should complement, not replace, teacher-led strategy instruction.

Professional Development and Teacher Preparation

Equipping educators with knowledge and skills to teach comprehension strategies effectively is crucial. Professional development programs focusing on literacy instruction, cognitive strategy teaching, and classroom implementation have demonstrated positive impacts on teacher confidence and student outcomes.

Collaborative learning communities and coaching models enable teachers to share practices, reflect on challenges, and refine approaches. Given the evolving research in reading comprehension, ongoing training ensures that educators remain informed about evidence-based methods.

Teaching comprehension strategies is a multifaceted endeavor that requires deliberate planning, informed pedagogy, and responsive adjustment. By fostering metacognitive skills and providing diverse, scaffolded opportunities for practice, educators can significantly enhance students' ability to understand and engage

with texts critically.

How To Teach Comprehension Strategies

how to teach comprehension strategies: Teaching Comprehension Strategies

R.I.C.Publications, 2007-09-01 contemporary photocopiable series that methodically and creatively teaches pupils the strategies and skills needed for effective comprehension twelve strategies covered: understanding words; finding information; identifying main idea; sequencing; comparing; predicting; concluding; summarising; inferring; cause and effect; fact or opinion; point of view. original fiction and non fiction texts, customised to suit the strategy being taught each strategy taught through modelling and followed by practice and independent activities test page provided for each strategy to aid assessment detailed teachers notes for each strategy, including answers includes digital version on accompanying CD

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McNamara, 2007-05-24 First published in 2007. The focus of this book is on the cognitive processes involved in comprehension, and moreover, on techniques that help readers improve their ability to comprehend text and it is also on reading comprehension strategies. Indeed, the use of effective reading comprehension strategies is perhaps the most important means to helping readers improve comprehension and learning from text.

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Sheena Cameron, 2009 Teaching Reading Comprehension Strategies is a step-by-step guide based on the latest reading comprehension research and is the result of Sheena's learning journey into research-based practice and her experiences teaching in a real classroom. This book includes information on how to introduce and teach strategies and how they fit into your literacy programme. Each strategy has its own chapter, with: an explanation of the strategy and how it supports comprehension the language we use when using a strategy guided and independent student activities that support teaching the strategy. There is also an extensive range of teacher- and student-friendly support material, including strategy starter posters, photocopiable masters, bookmarks and certificates. Teaching Reading Comprehension Strategies comes with a CD that provides all photocopy masters and support material in digital format.

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series of books using modelling, guided and independent practice to teach students strategies they can use to develop different reading comprehension skills.

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This practitioner resource and course text has given thousands of K-12 teachers evidence-based tools for helping students--particularly those at risk for reading difficulties--understand and acquire new knowledge from text. The authors present a range of scientifically validated instructional techniques and activities, complete with helpful classroom examples and sample lessons. The book describes ways to assess comprehension, build the skills that good readers rely on, and teach students to use multiple comprehension strategies flexibly and effectively. Each chapter features thought-provoking discussion questions. Reproducible lesson plans and graphic organizers can be downloaded and printed in a convenient 8 1/2 x 11 size. New to This Edition *Chapters on content-area literacy, English language learners, and intensive interventions. *Incorporates current research on each component of reading comprehension. *Discusses ways to align instruction with the Common Core State Standards. *Additional instructional activities throughout.

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Goudvis, 2023-10-10 Since the first publication of Strategies That Work, numerous new books on

reading comprehension have been published and more educators than ever are teaching comprehension. In this third edition of their groundbreaking book, authors Stephanie Harvey and Anne Goudvis bring you *Strategies That Work: Teaching Comprehension for Understanding, Engagement, and Building Knowledge*. This new edition is organized around three sections: Part I: Starting with the Foundation of Meaning, these chapters provide readers with a solid introduction to reading comprehension instruction, including principles that guide practice, suggestions for text selection, and a review of recent research. Part II: Part II contains lessons to put these principles into practices for all areas of reading comprehension. Part III: This section shows you how to integrate comprehension instruction across the curriculum and the school day, with a focus on science and social studies. In addition, this new version includes updated bibliographies, including the popular Great Books for Teaching Content, online resources, and fully revised chapters focusing on digital reading, strategies for integrating comprehension and technology, and comprehension across the curriculum. Harvey and Goudvis tackle close reading, close listening, text complexity, and critical thinking and demonstrate how your students can build knowledge through thinking-intensive reading and learning. This third edition is a must-have resource for a generation of new teachers – and a welcome refresher for those with dog-eared copies of this timeless guide to reading comprehension.

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Knowledge. This new edition is organized around three sections: Part I: Starting with the Foundation of Meaning, these chapters provide readers with a solid introduction to reading comprehension instruction, including principles that guide practice, suggestions for text selection, and a review of recent research. Part II: Part II contains lessons to put these principles into practice for all areas of reading comprehension. Part III: This section shows you how to integrate comprehension instruction across the curriculum and the school day, with a focus on science and social studies. In addition, this new version includes updated bibliographies, including the popular Great Books for Teaching Content, online resources, and fully revised chapters focusing on digital reading, strategies for integrating comprehension and technology, and comprehension across the curriculum. Harvey and Goudvis tackle close reading, close listening, text complexity, and critical thinking and demonstrate how your students can build knowledge through thinking-intensive reading and learning. This third edition is a must-have resource for a generation of new teachers and a welcome refresher for those with dog-eared copies of this timeless guide to reading comprehension.

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Instruction, Grades K-3 Sharon Vaughn Vaughn, Sylvia Linan-Thompson, 2004-08-15 What does research tell us about how teachers can most effectively help young students learn to read? In *Research-Based Methods of Reading Instruction, Grades K-3*, Sharon Vaughn and Sylvia Linan-Thompson explore the research on reading, providing a comprehensive overview of the five core instructional areas and how each affects student achievement: *Phonemic awareness *Phonics and Word Study *Fluency *Vocabulary *Comprehension The authors include dozens of reading activities and lesson plans that teachers can use immediately, all of which have worked in actual classrooms and are grounded in solid research. A glossary and annotated resource lists will help you better understand key reading concepts and find reliable resources, including relevant Web sites. Whether your students have special needs or show no apparent learning difficulties, this book will expand your repertoire of teaching strategies and help you put students on the road to literacy.

how to teach comprehension strategies: Put Reading First: the Research Building

Blocks for Teaching Children to Read Bonnie B. Armbruster, 2010-11

how to teach comprehension strategies: Method Mania Lynne Ecenbarger, 2005-11

Although educators often disagree about many aspects of literacy, there appears to be universal agreement that the primary purpose for reading is to comprehend text. Yet defining comprehension has not been easy. Synonyms for comprehension instruction include critical thinking, understanding, making meaning, reasoning, and higher level thinking skills. To complicate matters, we're asked to assess an entity in which there is no agreed-upon definition. Forced to focus on comprehension separately in order to explain and discuss it, teachers have long used superficial methods to monitor students' learning. My purpose for writing this book is not to engage in the battle over defining comprehension, nor to detail best practices for assessing learning. It is my goal to help students develop a sense of conscious control over the reading process using a set of strategies that they can adapt when reading any text. These include: retelling, summarizing, making and confirming predictions, and asking good questions before, during, and after reading. Activities are included for explicitly modeling and teaching these very strategies. Also included are activities for developing skills that lead to flexible strategy use. Skills are generally thought to be less complex than strategies, almost embedded in strategy use. For instance, in order to successfully summarize one must be able to determine importance. An effective retelling includes the ability to sequence and pay attention to details. Skills are generally not, by themselves, sufficient to accomplish the complex jobs required of mature readers. The book is written for teachers in grades K-5. Not all activities will be appropriate for every grade. Please refer to your state standards to determine which of these comprehension strategies your students need to use independently as they read. No longer are we operating under the conventional wisdom that students learn to read in the primary grades and then read to learn in the intermediate years. Keep in mind that there is no hierarchical fashion in which to teach these skills and strategies. In other words, we don't teach predicting before summarizing, etc. Since not all text is created equal, we look at which lesson the text in hand lends itself to and select

our activities accordingly. Whether this book is used to supplement any commercial programs you may be using or it becomes the source for most of your teaching, if we continue to set our expectations high and support our students in reaching these goals, the pay-off will be immense.

how to teach comprehension strategies: *Reading, Thinking, and Concept Development*
Theodore L. Harris, Eric J. Cooper, 1985 Intended to help teachers both improve students' text comprehension and better understand the teaching-learning process involved, this book focuses on comprehension and concept development as the central core of an effective educational program. The book's five sections deal with teaching explicit comprehension skills, precomprehension and postcomprehension strategies, interactive comprehension strategies, integrative comprehension strategies, and readability and the future of the textbook. The titles of the 15 essays and their authors are as follows: (1) 'Teaching' Comprehension, by P. David Pearson and Margie Leys; (2) How to Teach Readers to Find the Main Idea, by Joanna P. Williams; (3) Developing Comprehension of Anaphoric Relationships, by Dale D. Johnson; (4) Knowledge and Comprehension: Helping Students Use What They Know, by Judith A. Langer and Victoria Purcell-Gates; (5) The Advance Organizer: Its Nature and Use, by Robert W. Jerrolds; (6) Anticipation and Prediction in Reading Comprehension, by Joan Nelson-Herber; (7) Response Instruction, by Beau Fly Jones; (8) Using Classroom Dialogues and Guided Practice to Teach Comprehension Strategies, by Scott G. Paris; (9) Reciprocal Teaching: Activities to Promote Reading with Your Mind, by Annemarie Sullivan Palincsar and Ann L. Brown; (10) Using Children's Concept of Story to Improve Reading and Writing, by Dorothy S. Strickland and Joan T. Feeley; (11) Integration of Content and Skills Instruction, by Olive S. Niles; (12) Levels of Comprehension: An Instructional Strategy for Guiding Students' Reading, by Harold L. Herber; (13) Thinking About Reading, by Susan Sardy; (14) Matching Reading Materials to Readers: The Role of Readability Estimates in Conjunction with Other Information about Comprehensibility, by George Klare; and (15) Textbook Adoptions: A Process for Change, by Jean Osborn and Marcy Stein. (HTH)

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Trollenier, Wolfgang Lenhard, Peter Marx, 2010-06-23 Dieses Buch verbindet erstmalig die Psychologie des menschlichen Gedächtnisses mit der Psychologie der menschlichen Entwicklung und der Pädagogischen Psychologie. Über 20 national und international bekannte Autorinnen und Autoren tragen neueste Forschungsergebnisse zusammen und bieten Studierenden, Forschenden und Praktikern anhand der neuesten Befunde wertvolle Anregungen und Informationen. Die 18 Beiträge sind in vier Teile gegliedert: Der Teil »Allgemeinpsychologische Forschungen zum Gedächtnis« beinhaltet wissenswerte Aspekte zur Bildung von Begriffen, zur Wirkung von Emotionen auf Merkprozesse, zu Genom und Umwelt (»Das epigenetische Gedächtnis«), zum Cognitive Load und zu Modellannahmen über das Arbeitsgedächtnis. Die »Entwicklung des Gedächtnisses« wird mit folgenden ausgewählten Themen beleuchtet: Gedächtnis und Theory of Mind, Gedächtnis für selbst erlebte Ereignisse, Gedächtnis und Sprache, Strategiegebrauch, Metagedächtnis und strategische Eigenkontrolle, jeweils bei Kindern und Jugendlichen. Grundlegende pädagogisch-psychologische Fragestellungen werden im Teil »Gedächtnis und Schulleistung« erörtert, nämlich kognitive Determinanten von Schulleistungen, Gedächtnisdefizite bei Lern- und Leistungsstörungen, phonologische Bewusstheit und Lesen sowie Metakognition und Leseverständnis. Stärker anwendungsbezogene pädagogisch-psychologische Themen werden im Teil »Diagnostik und Förderung« behandelt, und zwar Differentialdiagnostik des Arbeitsgedächtnisses, Optimierung von Gedächtnisleistungen und die Berücksichtigung begrenzter Arbeitsgedächtnisressourcen in Unterricht und Lernförderung.

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