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Reading comprehension in elementary school children: cognitive studies of the reader, the text, and the task

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Propositions

- Children's reading behavior can be characterized as belonging to different reading profiles based on the number and types of inferences they generate (this dissertation)
- The use of inferences during reading is partially dependent on children's underlying reading and cognitive abilities (this dissertation)
- The characterization of reading profiles is stable across text genres but not across think-aloud and recall tasks (this dissertation)
- Working memory capacity and working memory updating make separate contributions to children's reading comprehension (this dissertation)
- Examining both working memory capacity and updating in children helps to understand how reading models apply to developing readers.
- When you are not satisfied with the answer, rephrase your question to emphasize the 're' in research.
- Reading and listening to texts make partially different demands on working memory which impacts comprehension differently (this dissertation)
- Readers in different profiles, based on various data, differ in whether they focus predominantly on local coherence or try to comprehend global coherence of text.
- Educational sciences and practices need to account for interactions of reader, text, and task to provide good explanations of reading development.
- Educators in schools need to be given the means to get knowledgeable about new research to find the solutions necessary in their daily work and function as a sounding board to the reasearch community.