

# Reading Comprehension Strategies: Theories, Interventions, and Technologies

How Can Reading Comprehension Strategies and Recall Be Improved in Elementary School Students?

*¿Cómo pueden mejorarse las estrategias de comprensión y el recuerdo textual en estudiantes de primer curso de Educación Primaria?*

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**Abstract:** The purpose of this article was to analyze whether students in the first grade of primary school who were taught using a direct instruction method improved their use of reading comprehension strategies and their text recall. The participants were 48 first-course Primary School students. The design was quasi-experimental with a pretest and two posttest measures in both groups (control and experimental). The instrument applied to collect the data was the Contextualized Scale for the Evaluation of Learning Strategies. The findings favor direct instruction in first course. Thus, in the majority of the students who participated in our direct instruction method, the results showed an improvement in reading comprehension strategies and text recall.

**Keywords:** reading comprehension strategies; recall; direct instruction; elementary school.

**Resumen:** La meta de este artículo fue analizar si los estudiantes de primer grado pueden mejorar sus estrategias de comprensión lectora y recuerdo del texto desde el enfoque de la instrucción directa. Los participantes fueron 48 estudiantes matriculados en primero de Educación Primaria. El diseño fue cuasi-experimental (pretest y dos posttest con un grupo control). El instrumento aplicado para recoger los datos fue la escala de evaluación contextualizada de estrategias de aprendizaje. Los resultados indicaron que la mejora en estrategias de comprensión y recuerdo del texto de la mayoría de los estudiantes del grupo que recibió la intervención de instrucción directa fue mayor que la del grupo de control.

**Palabras clave:** estrategias de comprensión lectora; recuerdo textual; instrucción directa; educación primaria.

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