

Studyguide for Child and Adolescent Development for Educators by Pressley, Michael

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Informative intervention programs to reading comprehension:
Development and implementation

*Programas de intervenção informativos para a compreensão de leitura:
elaboração e aplicação*

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Abstract

The objective of this study was to develop two intervention programs to promote reading comprehension, one for narrative texts and one for expository texts, to be used by 3rd-5th grade elementary school teachers in the classroom. The applicability of the programs was verified. A total of 143 elementary school students in 3rd, 4th, and 5th grades participated in this study. The students were evaluated before and after the administration of the intervention programs. There were significant differences in the answers of inferential questions about the macrostructure of the narrative texts in the three groups of students evaluated. A significant difference was also observed in the expository texts for the group of 5th graders, indicating superior performance of the students submitted to the programs. The strategies of the informative programs were more effective in improving students' reading performance on the narrative texts than on the expository texts. Therefore, the strategies used should be reviewed in future studies.

Keywords: Comprehension; Education; Reading; Reading skills.

Resumo

O estudo teve como objetivo elaborar dois programas de intervenção para a compreensão de leitura, sendo um para textos narrativos e outro para textos expositivos, para aplicação em sala de aula pelos professores do 3º ao 5º ano do Ensino Fundamental I. A investigação buscou também verificar a aplicabilidade dos programas junto aos alunos. Participaram da pesquisa 143 escolares de três turmas do Ensino Fundamental I (3º, 4º e 5º anos). Os escolares foram avaliados pré e pós-aplicação dos programas. Houve diferenças significantes nas respostas das perguntas inferenciais de macroestrutura sobre os textos narrativos nos três grupos estudados e, para o grupo do 5º ano, nos textos expositivos, com desempenho superior dos escolares submetidos aos programas. As estratégias dos programas informativos se mostraram mais eficazes quando utilizadas para a leitura dos textos narrativos em comparação à leitura de textos expositivos, o que aponta a

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