



Development of a Text Structure Assessment and Intervention to Improve Reading and Writing of Informational Texts

Most elementary school students have difficulties with reading comprehension and written expression. For many, informational texts are more challenging than narratives. Extensive research has established that teaching students how to identify and use common text structures (e.g., cause/effect, compare/contrast) improves reading and writing of informational texts. However, text structure assessments and instructional interventions are not widely available to teachers.

Dr. Strong will discuss two studies he conducted as a doctoral student. The first study was conducted to develop and refine a measure of fourth- and fifth-grade students' awareness of informational text structures. The second study was a cluster-randomized controlled trial conducted to investigate the effects of a text structure intervention on fourth- and fifth-grade students' text structure awareness, reading comprehension, and writing quality, as well as teachers' perceptions of the intervention.

Together, these studies provide initial evidence of the reliability and validity of a text structure assessment and of the effects of a text structure intervention that upper-elementary teachers found acceptable for classroom use.

February 23, 2022

1:25–2:25 pm (EST)

**Optional discussion to follow
Online through Zoom**



About the Speaker

John Z. Strong, PhD, is an assistant professor at the University at Buffalo, State University of New York, where he teaches graduate courses in literacy assessment and instruction. A former high school English language arts teacher and certified reading specialist, his research focuses on the design, implementation, and evaluation of reading and writing interventions in elementary and secondary grades. He is also interested in the assessment of reading comprehension, text complexity, text structure, and writing.

Dr. Strong is a recipient of the 2020 Timothy and Cynthia Shanahan Outstanding Dissertation Award from the International Literacy Association and the Reading Hall of Fame Emerging Scholars Fellowship. He earned a PhD in Education with a specialization in Literacy Development and Learning Problems from the University of Delaware in 2019.

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