Research Supporting Shift 3: Building Knowledge

The Research Supporting Building Knowledge

Primary Research


   Relevant finding:
   Knowledge of the topic had a greater impact on reading comprehension than generalized reading ability.


   Relevant finding:
   - Synthesizes and summarizes a vast body of research to show how knowledge of a subject aids thinking, memory, and learning of new information.


   Relevant finding:
   - In this seminal work, Kintsch develops a model for comprehension showing the essential role of knowledge in the comprehension process. This model, termed the “situation model” now forms the basis of much current comprehension research.


For more information, visit achievethecore.org/ela-research


Relevant finding:
- These three studies together illustrate how Guthrie's knowledge-based literacy programs achieved better results on standardized tests and other measures than traditional skills-based approaches.

The Research Supporting Informational Text in Building Knowledge

**Primary Research**


Relevant finding:
Summarizes research on the connection between informational text and reading comprehension, as well as how the dominance of narrative and fictional text in the elementary curriculum has lessened the growth of knowledge necessary to comprehension.


Relevant finding:
- Shows how growing knowledge via informational text is essential to students' literacy development.


Relevant finding:

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This research shows that both in school and at home, students in K-3 read or have read to them far fewer informational texts than narrative texts (pg. 2) thus inhibiting the growth of knowledge necessary to comprehension proficiency, especially of complex texts.

For additional research, see also:

**Building Knowledge**


**Informational Text**