

Headway: Workbook To The Open Court Correlated Language Arts Program, 12

From *Handbook of Research on Reading Comprehension, Second Edition*.
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CHAPTER 2

The Roots of Reading Comprehension Instruction

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In the introduction to the first edition of this handbook, Pearson (2009) wrote:

This volume is a watershed in the field of reading. That we have reached the point in our history when an entire handbook could be devoted to the topic of reading comprehension is gratifying, especially for those (many of whom are authors in the volume) who have worked across the last 40 years to ensure that reading comprehension has a home in the field's portfolio of theory, research, curriculum, and assessment. (p. 3)

It is impossible, or at least highly improbable, that the second edition can also be a watershed. Nonetheless, the fact that a second volume on the topic of reading comprehension is now in print means that the streams and rivers of theory, research, practice, and policy that issue forth from the watershed are full and flowing. Cause for celebration, surely, and this volume is the embodiment of that celebration.

Even so, we would do well to remind ourselves that it has not been easy to secure a foothold for reading comprehension in these conversations about reading, especially around the question of early reading pedagogy. As we document in this chapter, it was not until the 1980s that it really started to take hold especially as a fact of everyday classroom instruction informed by theory and research. Then suddenly, after 15 years of prominence in conversations of theory, research, and practice—and for a host of reasons, many having to do with curricular politics (Pearson, 2004, 2007), reading comprehension was placed on a back burner from the mid-1990s to the mid-2000s. Then, in what seemed like a sudden reversal, reading comprehension made a comeback along with the curricular and assessment reforms ushered in by the Common Core State Standards (CCSS; National Governors Association Center for Best Practices & Council of Chief State School Officers [NGA & CCSSO], 2010) and all of the variations of the CCSS spawned by states that wanted to exploit the benefits of high and rigorous standards without aligning themselves with the movement itself.

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