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Measuring the Application and Transfer of “Contrast and Contradictions” Comprehension Strategy

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ABSTRACT

We investigated how students comprehend and transfer their understanding using one of the strategies written by Kyleene Beers and Robert E. Probst in their book, *Reading Nonfiction: Notice and Note Stances, Signposts, and Strategies*, called “Contrasts and Contradictions”. “Contrasts and Contradictions” is when, in a text, the author shows the reader how things/people/ideas contrast or contradict one another, or shows the reader something that is different from what they already know and what is happening in the story. The strategy teaches and reinforces how to recognize internal conflicts, and, at times, theme, and inferencing. Our goal was for students to be able to fully understand, use, and transfer this comprehension strategy into other classes, curriculum, and areas of reading at a metacognitive level. This study took place in a public school that is within a Native American reservation. The students involved in this study were from a general education 6th grade classroom, an upper elementary Title One reading intervention classroom, and 7th-12th grades Special Education classroom.