

# Assessment of the Development of a Child's Comprehension of Texts Read Aloud<sup>1</sup>

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**Abstract:** The paper deals with the issue of evaluating the level of comprehension of a child of texts read aloud in nursery school and the related development of the relationship to reading. The attitude component as a part of reading literacy is especially strongly influenced by the family environment (Gavora, 2018; Meng, 2016; Trávníček, 2014; Baker, Scher, & Mackler, 1997). At the same time, nursery schools should create suitable conditions for the development of reading literacy and support the development of text comprehension and children's relationship to reading. One possible way is to use reading strategies while the teacher is reading aloud. The application of reading strategies in preschool education is not very widespread in the Czech Republic; teachers lack methodological support and the opportunity to gain experience (Koželuhová, 2020). At the same time, they need to see the contribution of new methods before proceeding with a permanent change in the way they work (Šedová, Švaříček, Sedláček, & Šalamounová, 2016; Kindle, 2011). We conducted the research with the aim of proposing a procedure for evaluating the comprehension of children of a text read aloud. We developed the evaluation procedure and criteria on the basis of a case study, during which the development of comprehension in a randomly selected child in a nursery school was monitored over a period of 26 months. The results provided an overview of several phases of comprehension, and their characteristics were used in the creation of a simple evaluation tool suitable for preschool teachers to assess the level of understanding and relationship to reading in children. The examination of the effectiveness of the proposed instrument will be the subject of a more in-depth investigation.

**Key words:** assessment, reading, preschool education, development of comprehension

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## Introduction

The issue of reading comes to the fore in the discussion of the definition of reading literacy. Functional reading literacy is seen as a prerequisite for an individual's participation in society, while the idea of a specific form of functional literacy is related to the culture in which it is assessed (Gavora, 2002; Rabušicová, 2002). We perceive functional reading literacy from a qualitative point of view, not as a developmental phase of the development of literacy (cf. Košek-Bartošová, 2014). It includes the attitude component – the perception of reading as a value, where reading is used not only as an activity necessary for participation in society, but also for personal pleasure and cultivation (Trávníček, 2014; Vykoukalová & Wildová, 2013). We are not born readers; the path to reading is a process that is influenced by many factors. It begins in early childhood, when a child first comes into contact with the world of books through an adult. The period of the development of reading literacy, during which the preconditions for reading and writing are developed and the foundations of future interest in reading are formed, lasts until the child enters the first grade, when systematic teaching of reading and writing begins (Koželuhová, 2020; Kucharská, 2014; Helus, 2012). It is characteristic of this period that the child spontaneously acquires assumptions about literacy, i.e. specific skills and

knowledge “emerge” (Koželuhová, 2020; Rohde, 2015; Kucharská, 2014; Lonigan, 2004). The conditions and socio-cultural context in which the child grows up are therefore key to the development of reading literacy.

## Influence of the environment on the development of reading literacy

At preschool age, two social groups primarily influence the child's development. The first is the family, the second is the nursery school. The influence of parents' reading and their attitude towards reading arguably represent the most important factor involved in shaping children's future attitudes to reading (Gavora, 2018; Meng, 2016; Trávníček, 2014; Baker, Scher, & Mackler, 1997). If parents are convinced of the importance of reading, they also read to their children. The age at which parents begin to read to their children also plays a role; an early start of reading, ideally before 24 months of age, has a great effect. According to a survey, Czech parents read to their preschool children, but only less than 40% daily (Gavora, 2018; Fasnerová, 2014). Other factors are also important – the frequency, length, and method of reading (Sonnenschein & Munsterman, 2002). Comprehension is an important factor in developing a relationship with reading. If the child does not understand a text that is read aloud, it misses not

only the content of the reading, but also the meaning of reading. The experience of the meaningfulness of reading as an activity that leads to the fulfilment of needs (pleasure, satisfaction of curiosity, experience, relaxation, etc.) is a motivating factor for mastering reading and writing and for overcoming any difficulties associated with it. Therefore, it is essential for reading to be accompanied by facilitation of comprehension (Gavora, 2018). This can take the form of explaining unfamiliar words or plots, putting questions to a child, having a conversation about what was read, or referring to illustrations in a book.

Nursery schools complement family education with their educational offer and should create optimal conditions for the development of reading literacy. This includes ensuring suitable material conditions: a sufficient and varied offer of quality children's literature, freely accessible to children, the establishment of a place for reading and children's libraries and creating time for spontaneous "reading" of books by the child. Preschool teachers should be erudite in their knowledge of didactic procedures to support the development of skills preceding reading and writing and in their familiarity with the current literature for children. Reading to children should be involved in educational activity, not only during resting time. Also, in nursery schools the correct way of reading to children is important; it is necessary

to facilitate children's comprehension, engage them in dialogue with reader, and strive to develop comprehension.

### **Development of comprehension in preschool age**

We understand comprehension as a complex cognitive process that allows us to acquire the meaning of a message. It occurs because of interaction with the text in the context of the reader's activity and the reader's cultural environment. Comprehension is influenced by the reader's experience (including knowledge of the topic), his/her approach to the text (motivation, way of working with the text), and the level of his/her cognitive functions (attention, memory, analytical thinking, imagination). Therefore, the level of comprehension is an individual matter and may vary from reader to reader (Zápotočná, 2015; Rybárová, 2018; Gavora, 2002). For preschool children, differences in the comprehension of a text read to them can be very significant. This is due to differences in the breadth of their vocabulary, the level of development of their speech, and the level of development of their thinking. They must perceive the causal relationships and internal states of the characters (their motives, the goals of the characters, their experiences) and connect the individual episodes with each other (McNamara, 2007). This is often difficult for a preschool child, so

it needs facilitation from an adult. One way to help children comprehend stories that are read to them is to use reading strategies.

### **Reading strategies in preschool education**

Reading strategies are intentional and thoughtful ways of working with a text that aim to achieve comprehension. In preschool age, their use is possible and appropriate, although it has its own specifics (Burris & Brown, 2014; Strasser & del Río, 2014; Fellowes & Oakley, 2010; McNamara, 2007). In nursery school, a teacher chooses a suitable reading strategy and provides children with support in comprehension through modelling or scaffolding. This is usually in the form of asking questions, working with illustrations, models, or graphic schemes, activities with props, etc. The aim of this procedure is to help the child to imagine the story and to understand the causal relationships in the story. To do this, it needs to recall its previous experience and knowledge of the topic. Suitable strategies for preschool age are therefore strategies of making connections, prediction, reasoning, visualization, summarization, evaluating, and questioning (Koželuhová, 2020; Nádvořníková, Svobodová, Švejďová, & Vítečková, 2019; Wildová et al., 2019; Strasser & del Río, 2014; Roberts, 2013; Fellowes & Oakley, 2010; Duke & Pearson, 2009; Robb, 1996).

In the Czech Republic, the use of reading strategies in preschool education is not yet a common method. Teachers more often proceed intuitively when reading, without prior training, when they respond only to children's immediate reactions. They do not think so much about the meaning of the story. However, there is a risk that the facilitation of comprehension will be insufficient and will not lead to the expected results (Koželuhová, 2021; Maňourová, Štefánková, Laibr, Garabíková Pártlová, & Bílková, 2019). One of the consequences of a lack of comprehension can be children's lack of interest in reading, and even at the time when these children later learn to read, they do not strive for independent reading. Therefore, it is important that preschool teachers monitor the level of comprehension and try to develop it when reading to children and working with children's literature.

Teachers must be convinced of the benefits of the new methods in order to be willing to implement them (Šeďová, Švaříček, Sedláček, & Šalamounová, 2016; Kindle, 2011; Richardson, Andres, Tidwell, & Lloyd, 1991). In the Czech Republic there is not enough research data to prove the effects of reading strategies in preschool age. Abroad, research shows that the application of reading strategies in preschool education has a positive impact, especially when the teacher reads to the whole class (Pentimonti & Justice, 2010). In her study,

Roberts (2013) examined the ways in which parents read to children. It turned out that the experimental group of parents, who were guided with application strategies through several workshops, showed a statistically significant increase in their children's comprehension of the text within eight weeks. Kendeou, Van Den Broek, White, and Lynch (2007) examined the development of understanding in a sample of 229 children aged four and six years for two years. They concluded that children's levels of comprehension evolve as they develop speech and vocabulary and that it is important to support the development of comprehension through reading strategies. This recommendation corresponds to the recommendation of the National Panel for Education (NICHD, 2000).

However, preschool teachers in the Czech Republic perceive the employment of reading strategies in an ambivalent manner. They declare positive results in the form of an increased interest in reading, better comprehension of the text, and an overall higher development of thinking and speech. They state that their work with the text is of better quality, more thoughtful, and more interesting for them when they employ reading strategies. On the other hand, they perceive reading strategies as challenging and requiring more time to prepare for reading. Because of that they include reading strategies irregularly (Koželuhová, 2021; Koželuhová, 2020). On the

basis of these findings, we developed methodological recommendations. We supplemented these with video samples from practice, which should help teachers to work more easily with reading strategies and apply them effectively. It is necessary to verify the impact of these recommendations. It is also necessary to offer teachers a simple tool to monitor the progress of children's comprehension, so that they are able to evaluate their work.

## Methodology

### Goal and research questions

The aim of the survey was to propose a procedure by which teachers should be able to evaluate the effectiveness of the use of methodological recommendations for working with reading strategies. Furthermore, another intention was to determine the identifiers that preschool teachers could apply in evaluating the development of comprehension of children. The indicators were based on the mapping of the comprehension development of texts read aloud to a preschool child. The following research questions were formulated:

- 1.) How does the child's reaction to reading change in the context of the application of reading strategies by the preschool teacher?
- 2.) What characteristics of the reaction to reading can be observed in

a preschool child during a reading in nursery school?

The survey followed up on action research, in which the preschool teacher sought to incorporate reading strategies into her reading to the children. As part of the action research, we monitored the development of children's level of comprehension of stories, in connection with the monitoring of the level of development of their speech. (Koželuhová & Rybárová, 2020) The data obtained in the action research was secondarily analysed and used in this survey to describe the development of comprehension of a read text.

### **Research strategy, case selection, data collection and analysis**

A qualitative approach was chosen in the design of the case study. It makes it possible to describe the processes in the context of a change in the way a preschool teacher reads to children. It allows the phenomenon to be looked at from different perspectives and the factors involved considered (Yin, 2018; Švaříček & Šedová, 2016; Hendl, 2005). Because of the specifics of the survey, which took place in the preparation of methodological materials and was therefore its initial verification at the level of one class, it is not possible to generalize the results. Therefore, we

chose a descriptive type of case study to describe the case (Yin, 2003). We paid attention to the selection of a case that would meet the selected criteria arising from the research questions (Yin, 2018; Hendl, 2016; Miles & Huberman, 1994). We selected four children that met these criteria: 1.) the child was present in the class for the entire duration of the survey; 2.) the child was present when the teacher applied reading strategies. One child, a boy, was randomly selected from these children. We monitored the development of his comprehension in the period from October 2018 to December 2020. During this time, we made a video recording of the teachers' readings. The video was always filmed by a second colleague in the class who the children knew. Thus, the class environment was not disturbed, and the children's reactions were not affected by shyness towards the researcher. We transcribed the uncut recordings later and analysed them; we used an observation sheet, on which the application of reading strategies by the teacher and the corresponding reactions of the child were recorded. We recorded 26 videos with a total length of 468 minutes. Another source of data was semi-structured interviews with teachers and the child's mother. The interviews were transcribed and manually coded; first by open coding (ad hoc), then by axial. We used logical modelling to create a summary report (Yin, 2018). To ensure

internal validity, we provided the report to the participants in the survey – the child’s teachers and his parents.

### **The context of the school**

We conducted the survey in one class of a six-class nursery school in a regional town. The class was mostly age-homogeneous, the first year most of the children were aged four to five years, and only a few children were younger (the case was subsequently selected from among them). In the third year of the survey, after the departure of most children to primary school, the composition of the class turned into a heterogeneous one, with children from three to six years, and the child who was being observed was one of the oldest children. There were 26 children in the class; the average attendance was 21 children. Both teachers were qualified with a bachelor’s degree in the study programme of preschool teaching. They both had two years’ experience. Before the survey started, the teachers read to children in the usual way, usually when they went to bed for their afternoon nap. During the reading, they explained unfamiliar words and asked the children questions to verify the memorization of the information heard (e.g. Where did the teacher put the Oakman?). After they had become acquainted with the methodological material, the way of reading changed,

reading strategies were included, and the teachers began to provide support for the children’s comprehension in the form of open questions. The organization of reading also changed; it was regularly included in the educational activity and was followed by other activities motivated by the text that had been read.

### **The context of the family**

The boy comes from a complete family. The father and mother are both university-educated; the mother works as a high school teacher; the father is a designer. The boy has a sister 2.5 years older than him. She is attending the third grade of primary school and enjoys reading on her own. The family spends a lot of time together, mainly doing sports activities and going on trips (both parents are active athletes). Both parents are interested in their children’s education, communicate with his teachers, and participate in activities organized by the nursery school. They have been reading to children since they were little, they have an evening ritual connected with reading, and both parents take turns reading. They consider themselves readers. The boy entered nursery school at the age of 3.0 years because of his mother’s employment. It was in the middle of the school year. The boy was included in a homogeneous class of three-to-four-year-old children. He became the youngest child in the

class. His adaptation went smoothly. He liked attending the nursery school.

## Results

The period between 3.5 and 4.0 years of the boy's age was characterized by his interest in reading. The boy always sat next to the teacher who was reading and listened intently, fixed on the teacher's eyes or the picture being shown, or reacted to another child who was answering questions or commenting on the reading. He himself was not actively involved. The boy's interest in reading was due to his being from a family in which the children were regularly read to. *We started reading when he was a baby, because by having an older sister, she was two and a half when he was born, which means that we had been reading goodnight stories for a long time, so he felt it from an early age. It is the early experience with books that is important for the development of interest in reading. I would say that as he got older, he started to be interested in those books earlier, I would just say because we actually read to him from an early age.* At this age, the boy could not yet memorize more facts from the story or perceive causal relationships and understand the main idea of the story. It is evidenced by the boy's result in a comprehension test conducted as a part of the action research. In it, individually and without the presence of other children, the teacher asked questions

about the story he had just read. The questions were focused on recalling explicit and implicit information from the text (what characters appeared in the story, what happened in the story, where it took place, why a certain event took place). The boy mentioned only the main character from the story and answered one causal question inaccurately (Why did the piglet escape from the farm? He did not like it there.).

At age 4.0, the boy made progress in comprehending the story. This happened after three months of the application of reading strategies by his teachers. This resulted from repeated testing in action research. There was only a slight shift in the field of speech (from 11 points to 14). The memory processing of explicit facts had improved; the boy introduced two characters from the story and two different locations, and described one story episode. He could now answer all five causal questions correctly (e.g. Why was it important for the piglet to find the sparrow? He wanted to put him back home; Why didn't the sparrow remember the pig? Because he hit his head on a tree). Progress in the comprehension of causal relationships can be linked to a change in reading methods, with the teachers systematically guiding the children to understand causality through their questions during the reading. At this time, the mother also noticed an increase in the boy's interest in reading and his need to share the experience of

the book being read. *He tells us about books that are read in the class. He wants to read during the day when he rests, or when he is sick.* Also, the boy began to spontaneously engage in reading discussions in the class.

The period from 4.0 to 4.5 years was characterized by an interest in reading and the onset of sharing reading experiences. The boy began to actively engage in reading and responded to questions. He was able to recall the information explicitly stated in the text. However, he was not yet able to think independently and link the information in the text (What will the dwarf do now? He spoke. What did he say? He tells the story of the whale.). He began to spontaneously link information from the text with his experience and knowledge. E.g., in response to the information that the protagonist of the story would be named Jakub, he responded: "I know him, it's in a fairy tale, it's not just Jakub, but it's a machine."

At the age of 4.8, the boy began to anticipate and judge in response to the teacher's questions with the help of a picture, and he was not afraid to communicate his suggestions to others.

Teacher: The fairy tale we will read has a colour that is not in the rainbow.

Boy: Black! I saw the black one a little.

Teacher: What will the Moon do?

Boy: That the sun peeks out.

He was active in the readings, sit-

ting close to the reader, reporting, and responding to the teachers' questions. He also spontaneously linked information from the book with his experience (There the sun shines from a fairy tale). The mother also registered his anticipation. *He told me, (...) that he always guessed what might be in the next chapter.*

Linking the text with his own experience began to become more pronounced at the age of 5.8; the boy repeatedly mentioned during the reading what the text reminded him of (This is a PET bottle. And we have it there, he showed). He foresaw (for example, that he would think of something and it would appear), while his predictions were more accurate and he took more account of the facts from the story. His foresight was not affected by his imagination as much as it was before. He noticed the details in the picture and used the details for anticipation and reasoning. He began to evaluate the story and show sympathy for the inner states of the characters (If only he had the fish!). For the first time, spontaneous reasoning was also recorded (That he would enchant those shoes and go alone.). The frequency of involvement in the reading increased significantly; during a 19-minute reading 25 spontaneous reactions or responses to the teacher's questions were recorded. During the reading, he was focused, fixating the teacher with his eyes, and not being disturbed by younger children who had not kept their attention for so long.

The teachers rated the boy's reaction to the reading as very strong. *He comprehended the story very well and surprised me. But he already has reading experience.* The increased comprehension was reflected in a further increase in interest in reading, when the boy, although he had enough books at home and also went to the library, began to borrow the books from the nursery school that he wanted to read at home.

At the age of 5.11, the boy began spelling for himself spontaneously and managed to read some words. *Reading has become one of the ways he spends his free time. Quite often, he crawls over, lies down on the couch, and entertains himself by looking at a magazine and telling the story. He anticipates from pictures and reads the first words, and expresses his reading preferences (usually it must be about animals).*

During the survey, the mother emphasized that although the family tried to encourage the boy's interest in reading, she perceived a significant benefit from the nursery school. For the boy, it led to a gradual need to share reading experiences. As a result, the mother also found that the style of reading in nursery school differed from the one they practiced at home. *He subsequently modified it. We build on that (note: on the style of the teacher), we always read, but in fact only when he came and started telling some stories from the nursery school, it was only when I read something to him that*

*I thought of what to ask him. Otherwise, I had it as "I read a nice fairy tale for good night and then good night". And I went, but he, when he suddenly came with that interest from the nursery school and told me what he learned, what they read about, so except for that account, I also started asking him questions. I probably wouldn't have thought of that on my own.* The original "reading to the child" became a common family reading, where both the reader and the child actively communicate, and the adult provides support for the child's understanding.

The results of the survey showed that the comprehension of reading in preschool age changed qualitatively, while the development was not uniform and was influenced by external conditions. At the beginning, there was an interest in reading in the form of listening to reading and looking at illustrations. During the reading together, the boy was passive, did not engage in discussions, and only watched. Comprehension was on a literal level. After the incorporation of reading strategies as a method used by teachers to facilitate comprehension, the boy developed a rapid implicit comprehension, in which he was able to realize and recall the causal relationships between episodes in the story. Later, in connection with the development of thinking, the boy's activity increased during the reading, to the extent that after the age of five he had a dialogue with the teachers, he actively inquired, and he came

**Table 1.** Summary of the development of the child's observed interest in reading and reactions to it

The age of the child	Age 3.8–4.0	Age 4.0–5.8	Age 5.8–5.11	Age 5.11–6.0
<b>Observed manifestations</b>	<p><b>Interest in reading:</b> Demonstrates interest in reading – during the reading he listens and looks at the illustrations in the book.</p> <p><b>Comprehension:</b> Explicit: He remembers the main characters of the story. He remembers one episode. Implicit: Does not understand causal relationships.</p>	<p><b>Interest in reading:</b> Concentrated listening. Independent search for books and browsing through them.</p> <p><b>Comprehension:</b> Explicit and the beginnings of the causal. Understands simple causal relationships and explains them. He answers questions and retells the story with their help.</p> <p><b>Response to reading:</b> He begins to link the content of the text with his experience. He needs to share reading experiences from nursery school with his parents.</p>	<p><b>Interest in reading:</b> Concentrated listening, spontaneous involvement in discussions. He borrows books from nursery school and requests a reading.</p> <p><b>Literal and derived understanding:</b> Understands simple causal relationships. On the basis of the teacher's questions, he anticipates, judges, and evaluates. Tells a story.</p> <p><b>Response to reading:</b> Takes an evaluative view of the actions of the characters in the story. He can live through the feelings of the characters in the story.</p>	<p><b>Interest in reading:</b> Suggests books for group reading. At home, he reads by himself in his free time.</p> <p><b>Literal and inferred understanding:</b> Spontaneously connects, anticipates action, reasons. Assumptions as the story unfolds are more accurate. He can summarize the story. Asks questions about the text.</p> <p><b>Response to reading:</b> Forms an evaluative opinion. He comments spontaneously on the plot of the story.</p> <p><b>Application:</b> Starts spelling spontaneously, reads the first words. He begins to read the construction instructions from construction kits.</p>
<b>External influences</b>	In nursery school, teachers read in the usual way, most often before the afternoon nap. The teachers' questions were aimed at recalling the facts.	Teachers began to apply reading strategies. They began to ask open-ended questions – judgment and evaluation.	Reading strategies continue to be applied in the class.	Reading strategies are still applied in the class; the frequency of readings within the controlled activity has increased to two to three readings per week.

up with his own spontaneous observations. Gradually, the ability to predict and reason improved; from random suggestions that were influenced by the boy's imagination, his suggestions began to reflect more on the information provided in the text. With his social and emotional development, at the end of the preschool period, comprehension of the internal states of the characters and an evaluation of their actions appeared.

We identified some manifestations of comprehension that can serve as identifiers for preschool teachers. It can be used to assess the level of comprehension of a text read to children. It is an **interest in reading, sharing reading experiences, connecting, anticipating, reasoning, and evaluating**. During the boy's development, these traits gradually appeared, and their quality changed. In Annex I, there is a figure that lists the individual characteristics with a qualitative definition. It can serve as a simplified indicative assessment tool of the level of development of children's comprehension.

## Conclusion and discussion

Differences between levels of comprehension and interest in reading can be used to evaluate the effectiveness of the application of reading strategies. Preschool teachers do not have standardized tests for assessing the development of speech

and comprehension, so their evaluation is based on their subjective experience, often only on their observation of the children's interest in reading (Koželuhová, 2021). Developmental scales that deal with reading (Havlíňová et al., 2020; Košťálová, 2017) only report characteristics from the end of the preschool period. This is insufficient for the practice of nursery schools. Some of the characteristics that are listed, such as "begins to choose books according to illustrations, according to the cover, according to his interest and with the help of an adult" (Havlíňová et al., 2020, p. 6), can be observed in children younger than the age at the end of the preschool period. We therefore believe that long-term monitoring of a larger sample of preschool children during reading and recording their reactions could serve not only to create an evaluation tool, but also to help preschool teachers in preparing a suitable educational offer to support the development of comprehension. The proposed criteria for assessing children's comprehension, which arose from this long-term observation of one child, will also be used to verify the impact of the implementation of reading strategies into teachers' work on children's comprehension. Changes in children's manifestations (especially their activity and cognitive processes associated with anticipation and reasoning) will be monitored during a limited period of three months, during which teachers will intentionally use reading

## Annex I

	I.	II.	III.
<b>Interest in reading</b>	He/she concentrates while the teacher is reading or they are browsing through books together.	He/she starts to choose books to read, he/she demands it. He/she accepts the offer of a book to read or view.	He/she chooses books to read and view according to his/her interest. He/she spontaneously chooses reading or viewing as a leisure activity.
<b>Reading behaviour</b>	He/she listens intently, looking at the illustrations.	He/she listens intently and responds to the teacher's questions.	He/she listens intently, initiating a conversation about the reading.
<b>Explicit comprehension</b>	Introduces the main character of the story.	He/she introduces several characters from the story and some of its episodes. He/she retells the story with help.	He/she retells the story independently.
<b>Implicit comprehension</b>	He/she cannot infer causal relationships even with help.	He/she predicts, with help, trying to deduce new information from known facts.	He/she predicts independently and can derive new information from the information in the text.
<b>Making connection</b>	He/she recalls a situation like the one in the story.	He/she recognizes familiar text, character, or event.	He/she independently connects his/her experience with information from the text.
<b>Evaluating</b>	He/she can say if he/she liked the story or the fairy tale.	He/she can take a stand on the actions of the characters or events in the story.	He/she independently expresses evaluative opinions on the actions of the characters or on the events in the story.

strategies. This timespan is long enough to show possible effects (Koželuhová & Rybárová, 2020), while the factors of the child's natural development are not significant in such a short time.

The results of the survey cannot be generalized; they represent only the first small step in trying to describe how the development of comprehension manifests itself in preschool children and

what indicators teachers can monitor and, according to those, choose an appropriate educational offer. These manifestations at a specific age represent only a description of the specifics of one case and it is not possible to relate them to a whole age group. However, they can serve as a guide in designing a developmental scale for comprehension by children of texts read aloud to them in

preschool age. This is the first experiment and will have to be subjected to a larger and more extensive examination on a larger research sample.

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