

**DePaul Center for Urban Education Research Base**

**Drawing and Reading**

Core Element	Connections Structure	Basis in Research	Relevant Research
Students draw what they read	Students illustrate sentences, paragraphs, texts, poems that they read and write	Imagery is a strategy that increases comprehension	Gambrell & Bales, 1986. Long, Winograd, & Bridge, 1989. Pressley, Borkowski, & Johnson, 1987. Pressley, El-Dinary, Gaskins, Schuder, Bergman, Almasi, & Brown, 1992. Sadoski, 1985. Gambrell, 1981. Gambrell & Bales, 1986. Pressley, 1976. Sadoski, 1985. Pressley, Johnson, Symons, McGoldrick, & Kurita, 1989; Sadoski, 1983. Sadoski, Goetz, & Kangiser. Levin, Bender, & Pressley, 1979. Guttman, Levin, and Pressley, 1977. Gambrell and Jawitz, 1993.

The following research supports the emphasis on this element of the Connections structure:

Mental imagery has been identified as a strategy for enhancing reading comprehension performance (Gambrell & Bales, 1986; Long, Winograd, & Bridge, 1989; Pressley, Borkowski, & Johnson, 1987; Pressley, El-Dinary, Gaskins, Schuder, Bergman, Almasi, & Brown, 1992; Sadoski, 1985). The construction of mental images encourages use of prior knowledge as part of creating vivid representation of prose. Teaching children to construct mental images as they read enhances their abilities to construct inferences, make predictions, and remember what has been read (Gambrell, 1981; Gambrell & Bales, 1986; Pressley, 1976; Sadoski, 1985). This ability to use imagery as an aid to understanding and remembering (i.e., to organize and store information as mental images) is associated with efficient reading comprehension (Pressley, Johnson, Symons, McGoldrick, & Kurita, 1989; Sadoski, 1983; Sadoski, Goetz, & Kangiser) (p. 265).

Levin, Bender, & Pressley (1979) found that second and fifth graders who received instructions to attend to text illustrations and construct mental images while listening to sentences outperformed those in a control group on central and peripheral sentence information. In a study with kindergarteners, second

graders, and third graders, Guttman, Levin, and Pressley (1977) demonstrated that complete pictures (depicting the complete contents of each sentence of a story) and partial pictures (depicting only a portion of the contents) enhanced listening comprehension as compared to imagery and text-only treatment conditions (p. 267).

The major finding in this study by Gambrell and Jawitz (1993) was that comprehension performance was enhanced when fourth grade students received instructions to induce mental imagery and attend to text illustrations. The result of this study suggested that when readers combine the two strategies of inducing mental imagery and attending to illustrations something happens apart from that which occurs when imagery and illustrations are employed in isolation. The results of this study are viewed as support for an imagery-illustrations interaction. In the combined strategy group, mental imagery + illustrations, 70% of the students wrote complete stories as compared to 58% in the imagery-only group, 40% in illustrations-only group, and only 33% in the control group (271).

L. B. Gambrell and P. B. Jawitz, "Mental Imagery, Text Illustrations, and Children's Story Comprehension and Recall", Reading Research Quarterly, 28(3), July/August/September, 1993.