

1. *I wonder if in the span of a saccade duration eyes can end up fixating elsewhere and not return, thus detracting from a student's ability to continue reading a passage.*

I often find my focus elsewhere on a page and then wondering how I got there and suddenly not at all focusing on the passage at task thus distracting me and causing me to take much longer to read and comprehend a passage.

2. "Importantly, the advantage of the phoneme-trained students persisted so that 5 years later the phoneme-trained group still scores higher than the control group on reading performance." *I wonder if it is possible for a student to catch up and make-up for lost time or if they are doomed to be behind their peers due to one short coming early on their reading lives.*

3. *(along the lines of #2) "it may be possible to break this chain before it starts" I wonder, partly because I am a new/concerned parent, at what age a child can begin to comprehend reading and when parents can begin to help their children gain the advantage to set them apart.*

4. *I wonder if the content of a text can have an effect on a reader's ability to read? (not pertaining to the difficulty but simply the message) Can a child who is reading an emotionally scarring passage be turned off from reading, thus causing a delay or even permanent decrease in reading ability and comprehension?*

5. *I wonder how reading in a native language compares to learning a new language? Is there something to the whole-word approach used by Rosetta Stone vs. the swing towards phonetics in the United States.*

6. "Children performed better in reading words that rhymed with the target, such as 'peak' and 'neak' than words that shared some word parts, such as 'bean' and 'beal', or that had little in common with 'beak', such as 'lake' and 'pake'." *I wonder how students do with the same words in later contexts.*

7. *I wonder to what extent decoding training can help more advanced readers. Would it mimic the results found with at risk readers?*

8. *I wonder if reading silently, especially by SPED students who have it written in their IEPs, is damaging. All of the examples talk about reading aloud, however I found it more shattering to read aloud as a student and I can imagine that those with serious problems would truly be turned off by the thought of reading for an audience.*

9. *I wonder why we still focus on individual spelling and vocab lessons in classes, especially at the elementary level, when studies show better*

*performance when words are given in context. Why not retrieve vocabulary from texts and additional reading resources?*

*10. I wonder how the concept of schema affects standardized tests. Do students stand a fair chance with stories that they have no prior knowledge about or cannot relate to?*

*11. "Overall, these children remembered 55%... In another study, children who were asked to simply imagine manipulating the objects to correspond to the action in each major sentence also remembered many more of the major sentences (64%)." I wonder why there was a higher percent for those who manipulated things mentally as opposed to physically.*

*12. I wonder how taking notes or highlighting during a passage affects the comprehension abilities.*

*13. Each of the examples seemed to study a wide range in age. I wonder if sentences should be structured to be more age appropriate if inferences are to be truly studied.*

*14. I wonder to what extent the expectation of making inferences can hinder standardized testing especially in a situation in which a possible multiple-choice answer is "the passage does not say".*

*15. I wonder how incorrect inferences affect the comprehension of a passage.*

*(I have completed my 15, however I still have more.)*

*16. I wonder if and to what extent inconsistencies are not pointed out because the reader does not view them as an integral part of the passage.*

*17. I wonder if forward questions can act as a sense of pre-gained knowledge.*

*18. I wonder if by having students summarize after each sentence can actually prove to be a distraction from the passage, thus lowering their comprehension level.*

*19. I wonder if poorly written signals actually hinder comprehension.*

*20. I wonder what will help a student more in the long run: an ability to answer specific questions or the ability to simply comprehend a passage and enjoy reading.*

21. While in college and learning about textbooks we were told to look for pictures of a vast student representation, color and feel-good types of pictures. *I wonder why if "the remaining 15% were organizational or explanative and thus seemed to be designed to promote deep learning" it is so important to have these other types of pictures included as opposed to cut and try textbooks of yesterday.*