



## **WHY EVALUATE NARRATIVE DEVELOPMENT IN HEADSTART STUDENTS?**

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Reading comprehension has been reported as one of the challenging skills in which many children need support (National Institute of Child Health and Human Development, 2000). In the past, decoding-- the process of translating a printed word into a sound--was thought to be the primary lesson taught to children and reading comprehension came alongside with it. Therefore, most research on reading has targeted decoding, not comprehension (Priya & Wagner, 2009). However, thanks to an accumulation of evidence, it has been shown that comprehension in many cases comes before decoding skills and they are not taught or learned for that matter, side by side (Dooley & Matthews, 2009). Early reading development at this age comes with story aspect information processing, before decoding-related processing (Juel & Holmes, 1981). During preschool years, story comprehension develops as an initial step to reading comprehension. Diving deeper into the matter, young children who initially struggle with story comprehension and the breakdown of the structured narrative have challenges later, which further affects their understanding and comprehension of reading (Bianco et al., 2010; Nation & Snowling, 2004).

This shows how important it is to examine characteristics of early story comprehension among English language learning preschoolers. Researchers should provide valuable information about the foundational process related to early comprehension development, including children's understanding of story structure characteristics and their development over time. To overcome challenges that may come in future reading skill development.

## Reference

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