ABSTRACT

This qualitative research study shares the observed and reported experiences of a first grade teacher and her focused participant group of students when reading comprehension strategies were modeled through authentic read aloud lessons, and then practiced by students during guided reading. Five first grade students participated in the study in a suburban elementary school in Northeastern Pennsylvania, in the United States. Students were encouraged to talk out their thoughts and actively engage with texts as they developed metacognitive behaviors. This study examines students’ interest in reading, comprehension, their application of strategies during reading, and awareness of personal strategy use. Methods of analysis include student work, student surveys, student interviews, student observations and anecdotal notes, curricular and norm referenced assessments, a research into peer-reviewed educational studies and philosophies, coding and theme statement development. Findings suggest that students use strategies to self-monitor while reading, but need time, practice, and consistent modeling to develop accuracy in the use of these strategies, self-awareness of strategy use and appropriateness, and their overall metacognition.