

ABSTRACT

This qualitative research study examined the effects of using content reading strategies with fourth grade students while reading math texts. The participants were 22 fourth grade students in a low-ability math class. The students were introduced to a variety of content reading strategies to use while reading their math text and reading Math Literature.

This study proposes that explicit instruction in content reading strategies within math class has many benefits. Students' use of text, response to text, collaboration, and real-life connections to text improved with explicit strategy instruction. Increased metacognitive awareness was shown through student's verbal and written explanations and independent work. Student achievement and motivation were better while using content reading strategies. Increased participation in lessons, enthusiasm, peer praise, and leadership were observed throughout this study. An improvement in students problem-solving strategies resulted from explicit content reading strategy instruction as well.