ABSTRACT

This qualitative research study used structured reading strategies to motivate students to improve comprehension and attitudes toward reading. The students who participated in this study attended an inner city middle school in a sixth grade, proficient level language arts class. The study incorporated various interactive strategies, such as reciprocal teaching and think-alouds, to encourage student self-questioning and participation. To encourage student interest and participation, a classroom online discussion board was created using laptop computers.

Surveys focusing on reading interest and metacomprehension were administered at the onset of the study to gather information about students' involvement while reading. A classroom anthology and the novel, Number the Stars, were the primary resources needed to gain information concerning student use of the modeled strategies. Guided questioning work samples gathered during independent, small, and large group interactions, as well as written on online journal entries, provided data for the study.

A final questionnaire given at the conclusion of the study showed an increased use of reading strategies by the students to improve comprehension. The students participating in the study also showed an improved attitude toward reading in general.