

ABSTRACT

This qualitative research study documents the observed and reported experiences of a third grade remedial reading group and their teacher when using authentic literacy activities to increase student comprehension and motivation to read. In this study, the teacher explored the process of implementing metacognitive reading comprehension strategies, using diary entries as a way to walk in the shoes of the stories' characters, allowing book choice, and creating authentic culminating literacy activities in order to engage students in reading. During the study, the teacher stayed attuned to the needs of the students, adjusting and implementing reading comprehension strategies as needed by the students. The students wrote personal and reflective diary entries taking on the persona of the character in the story and used their writing as the basis for authentic literature discussions as well as authentic culminating literacy activities. The teacher discovered that giving students book choice, making them aware that they are in control of their own comprehension, and providing them authentic literacy activities positively influenced their reading experience.