Abstract

The following research study reports the effects of Think-Alouds, Reciprocal Teaching, and Reflective Journaling on the reading comprehension of third grade students. Data was gathered via pre- and post-surveys, researcher observations, student work, student quotations, member-checks, and assessment scores from global reading tests. The strategies were implemented one at a time. Think-Alouds and Reciprocal Teaching were modeled by the teacher and scaffolded so that most participants were able to use them independently by the end of the study. Reflective journal entries were collected throughout the study. Analysis of the data revealed that students’ reading comprehension was positively affected by the three metacognitive strategies. Appropriate instruction of metacognitive strategies have a beneficial impact on the reading comprehension of third grade students.