ABSTRACT

The purpose of this study was to guide my students to take ownership of their reading experience, by being aware of what they are reading rather than simply going through the motions. My hope was that implementing the think-aloud process would develop the students’ ability to stay engaged and comprehend what they read more effectively. As a special education teacher, this study is not focused on students as learning disabled. This study attempts to provide struggling readers with the skills necessary to become independent readers who are confident in their abilities. These struggling readers come from a very urban community with the majority of the population being of Hispanic origin. At the time of the study, I had eight students enrolled in my supplemental learning support classroom.

The methods of collecting data included student journaling, observations, field logs detailing class and small group discussions, student work and student surveys. The findings suggest that teaching thinking-aloud does not substantially impact students’ reading comprehension, but does lead to more motivated and engaged readers. The data also suggest the students’ attitudes about reading independently improved, as did their ability to think critically about the text.