

Abstract

The purpose of the action research was to determine which reading strategies the current reading curriculum taught and then determine which of these strategies students used most often while reading. The researcher used a pre- and post-survey, informal observations, surveys, and weekly lesson comprehension tests to collect data. The research was conducted in a fourth grade classroom in which the researcher was a volunteer. Results of the study showed that while students used reading strategies, it did not necessarily result in an increase in test scores. The results indicated that the more students learned about reading strategies and practiced them, the more likely they were to use them independently.

Key words: reading, comprehension, reading strategies



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