

ABSTRACT

DEVELOPMENTAL CONTENT LITERACY AT THE SECONDARY LEVEL

This study examined the effects of the thoughtful and organized teaching of reading strategies within content area classrooms at the secondary level. Subjects were students from a mid-sized suburban school district in California's central valley. All subjects completed a pre- and post-informal reading inventory. One half of the subjects, Group A, received specific instruction in reading strategies within their content specific class. The other half, Group B, received no specific strategic reading instruction within their content specific class. The results indicated that Group A demonstrated a slight increase in reading instructional level in comparison to Group B. The results of this study are significant, when combined with past research and current position statements concerning the ability of secondary students to increase their reading comprehension.

Kathleen Hildman Thornburg
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