

ABSTRACT

WHAT ARE THE BEST STRATEGIES FOR TEACHING NONFICTION READING IN THE PRIMARY GRADES?

This study examined the effectiveness of teaching three nonfiction reading strategies to students in a first-grade class. Nineteen students participated in a 4-week nonfiction thematic unit focusing on use of table of contents, indexes, and compare and contrast strategies. Students were administered a pretest survey measuring interest in nonfiction books, awareness of strategies used when reading nonfiction books, and preference for fiction or nonfiction when checking out books in the school library. Assessments were administered to students during the treatment period and after each strategy was taught. At the end of the treatment period students were administered a posttest survey. Analysis showed an increase in understanding and awareness of the three reading strategies and in student preference for nonfiction books. There was not a significant increase in student preference for checking out nonfiction books in the school library or in understanding that nonfiction books can be easy to read.

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