The Effects of Close Reading on Third Graders’ Reading Comprehension and Writing Skills

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Date
2019-05

Type of Work
50 pages
Text
Action Research Paper

Program
Masters of Education

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Subjects
Close Reading
Third Grade
Impacts
Education -- Research papers (Graduate).

Abstract
The study was designed to examine the effectiveness that close reading strategies have on the improvement of reading comprehension, writing, and attitudes toward reading in third-grade students as compared with similar students using the customary county curriculum. The reading comprehension and writing tests were measured using Anne Arundel County Public Schools Quarter 2 and 3 English Language Arts Reading Benchmark Assessment. The students’ attitudes toward reading were measured using the Elementary Reading Attitude Survey. This research employed a quasi-experimental design using a pre-and posttest with the intact classrooms. The results of the study showed non-significant gain from pre-to posttest for both the treatment and control groups. The small increase in test scores were most likely due to the small sample size rather than the lack of substantial treatment effects. Further research needs to be conducted with a larger sample size for a longer time period.
High quality reading comprehension worksheets for all ages and ability levels. Teachers in the classroom and at home are sure to find our materials very useful. Our worksheets elicit the use of critical thinking skills at every level. While some questions ask the reader to peruse the passage for particular details, most questions involve the use of deductive reasoning, conclusion making, logical inference, sequential analysis, tonal awareness, and an understanding of scope. Critical Thinking Reading Comprehension Worksheets. In this series, readers are tested on their ability to perform interpretations, make deductions, and infer the meaning of vocabulary words based on an informational passage. 40 4.4 Effects of Reading Difficulties (Comprehension Errors) on Academic Performance. 41 4.4.1 General Students Performance in English. Reading appears to affect performance in all other academic subjects as well as to impact vocational needs and options (Feagans, 1983; Hallahan, Kauffman & Lloyd, 1985). Mercer (1987) denotes several types of reading problems that are typically found among students such as reading habits, word recognition errors, comprehension errors and miscellaneous symptoms. Word recognition, reading comprehension and application are the reading skills assessed most often (Kerr, Nelson & Lambert, 1987).