Abstract

This qualitative research study examined the effects of using authentic literacy to build high levels of comprehension and motivation with adolescent readers. The participants were fourth grade general education students who were pulled from their reading classroom. The students met five out of six days in the cycle for twenty to thirty minutes. During that time students learned reading strategies to aid in their comprehension, as well as had opportunities for choice in texts and literacy activities to enhance motivation. The students were also engaged in peer and whole-group discussions. During independent reading the teacher conducted one-on-one conferences with the students to check comprehension and strategy use. Students enjoyed having choice in reading materials and benefited from learning reading strategies more in depth.