

Abstract

This research aims to know the effect of the power of thinking strategy on developing the conscious reading skills of literary fifth-grade students, and to achieve the research goal. The researcher followed the procedures of the quasi-experimental approach, as she adopted an experimental design with partial control. By the same way the researcher chose (B)class to represent the experimental group where it is students will learn the perusing topics using the thinking force strategy by (35) students, And Division (A) to represent the control group whose students will study reading topics in the usual way by (34) students, and then the researcher rewarded between the students of the two research groups a statistical equivalence in some variables: (chronological age, intelligence, and the test of conscious reading skills), the experiment was applied in the course The sccond academic year 2017-2018 AD.

As for the research tool, the researcher built a test in the conscious reading skills consisting of (25) items of the multiple choice type, and the researcher verified the validity and reliability of the test, and extracted the discriminatory powers, the difficulty coefficients of its items, and the effectiveness of its incorrect alternatives. On the students of the research sample, the researcher used a set of statistical methods, and after processing the data statistically, the research found that there was a statistically significant difference in testing the conscious reading skills in favor of the experimental group at a significance level (0.05). In light of the research result, the researcher concluded a set of conclusions It also recommended a set of recommendations, and suggested a set of proposals as an extension of the research to complement it.