Children in the 21st century are born into a digital age and are exposed to media literacy in their homes and communities long before they arrive at school. Recent studies examine the pervasive role that media plays in the literate lives of children, as it relates to reading and reading instruction (Gainer, Valdez-Gainer, & Kinard, 2009; Larson, 2009, Zawalinski, 2009). Additionally online tools such as online dialogues and blogs are gaining recognition as useful digital tools, which enhance teaching and learning. Both blogs and online dialogues have been found to help students reflect on content, which deepens their learning (Arzt, 2012, Grisam & Wolsey, 2006, Harland & Wondra, 2011). In this article, a first grade teacher uses blogging as a digital tool to help students think metacognitively about reading comprehension strategies. First graders demonstrated evidence of strategy awareness through blogging and in doing so, it can be argued that blogging has the potential to provide a useful layer of scaffolding in the process of teaching reading comprehension strategies.

Teaching Comprehension Strategies
There is a wide body of literature which suggests that the explicit teaching of multiple strategies improves comprehension. Studies and instructional literature both indicate that learners need to understand strategies and how to orchestrate, coordinate, and apply multiple strategies in order to improve comprehension (Brown, Pressley, Van Meter, & Schuder 1996; Courtney, King, & Pedro, 2006, 2007; Dole, 2000; Miller, 2002; National Reading Panel, 2000; Pressley, El-Dinary, Wharton-McDonald, & Brown, 1998; Serafini, 2004, 2006). Such effective instruction include strategies such as: using schema, visualizing, questioning, summarizing, determining importance, inferring, monitoring comprehension and meaning, synthesizing, and attending to text structures and text features during reading.

Metacognition of multiple comprehension strategies promotes deeper understanding during reading and supports readers in knowing when and how to use strategies effectively. This is firmly established in theories of reading (Alvermann & Guthrie, 1993; Clay, 1991; Harvey, & Goudvis, 2007; Keene & Zimmerman, 1997; Keene, 2008, 2011; Mccarthey, Hoffman & Galda, 1999). Metacognition is thinking about thinking, knowing “what we know” and “what we don’t know.” Thus, it entails both the conscious awareness, as well as the conscious control of one’s learning and is important in the role of strategy development. Kuhn (2000) writes, “During its extended developmental course, metacognition becomes more explicit, powerful, and effective, as it comes to operate increasingly under the individual’s conscious control.

Using Digital Tools
The use of digital tools such as blogging has become more common practice in learning communities. Leu and Zawilinski (2007) suggest that blogs are a strong way to engage students in authentic literacy activities...