

Explicitly teaching the Repeated Reading strategy to Year 3 students will improve fluency and comprehension of prose.

ABSTRACT

Many children in the middle years of primary school are competent decoders but are challenged when it comes to reading fluently and comprehending prose at different levels. Fluency is a reading skill that needs to be explicitly taught to help support children's thinking and scaffold their learning as they read with speed, accuracy and expression. Students are often not equipped with the specific strategies they need to develop fluency or taught how to extract and gain meaning from text at all different levels of thinking.

Research into Repeated Reading implies an increase in word recognition, fluency and comprehension because it gives the student lots of reading practice. The aim of this study was to research the impact of this intervention on a group of Year Three student's.

There were eight students in total, these was divided into two equal groups, the experimental group and control group, two boys and two girls in each. Both groups were administered testing for their reading rate, accuracy and comprehension. The experimental group were taught in a small group, withdrawn from their classroom. There were 10 sessions of 40 minutes for a duration of 5 weeks.

The findings indicate that word reading accuracy showed significant improvement across both groups. The intervention group overall made their greatest gain in comprehension of prose. It is evident that all students in the middle primary school would benefit greatly from the explicit teaching of this strategy, to promote the development of fluency and comprehension.

INTRODUCTION

Reading involves thinking, processing and developing knowledge to gain meaning at a word, sentence, conceptual, topic and dispositional level. (Munro 2007) Many students experience difficulty decoding words and extracting meaning from text in tandem .Students need to be developmentally ready and equipped with specific knowledge and skills to become successful readers.

Research tells us that automatic decoding and reading fluency instruction are necessary for efficient text comprehension. Reading fluency instruction plays a very important role in reading, because it enables the reader to read effortlessly with expression and understanding.

Studies show that a dysfluent reader often sounds monotonous and reads word-by –word rather than in phrases to make reading sound like spoken language. Children with reading difficulties have trouble recognizing words accurately and quickly, so the focus for many students is at the word level and the oral reading becomes disconnected and meaningless. “When children read with phrasing that sounds like spoken language there is a far chance that the reader can read for meaning and check what they read against their language knowledge” (Clay 1993,)

A fluent reader has the ability to read a text with speed, accuracy and expression. The successful reader decodes words automatically and can focus attention on constructing meaning from text and background knowledge concurrently. A number of studies have examined how fluency is a critical component to gaining meaning from text. If word automaticity is evident, more attention can be directed to the comprehending of the reading (Adams, 2000,La Berge & Samuels, 1974,cited in Therrien, Gormley and Kubina, 2006)

Repeated Reading is one fluency strategy that has an extensive research base. This technique assists children to achieve reading fluency and inadvertently impacts on their comprehension. When using Repeated Reading, research indicates an increase in oral reading fluency and overall reading achievement. (Adams, 1990, NRP, 2000, Therrien, 2004, cited in Therrien Kubina 2006) Evidence suggests that Repeated Reading is a key instructional method to developing reading fluency. Samuels (1997) noted that, when a passage is read and re-read , word errors decrease and reading speed increases. Since the main purpose of Repeated Reading is to build fluency it is important to understand what we mean by this term.

Oral reading fluency has become a measure by which comprehension can be predicted more readily than the strategies of questioning, retelling and cloze (Fuchs, Fuchs, and Hosp. 2001, cited in Therrien , Kubina , 2006) Meyer and Felton define fluency as “the ability to read connected text rapidly, smoothly, effortlessly and automatically, with little conscious attention to the mechanics of reading, such as decoding” (1999 p.284 cited in Mather, Goldstein 2001)) A skilled reader can adjust their reading rate depending on the purpose and can bridge the gap, between decoding words and comprehension. Kuhn (2005) argues that fluency plays a vital role in a reader’s ability to build meaning from text, the ultimate goal of reading.

In more recent studies there is evidence to suggest that that there are three key elements to reading fluently, accurate word decoding, automatic word recognition and prosody. By making use of appropriate phrasing , pitch and rhythm, fluent readers make their oral reading sound like spoken language. (Stahl & Kuhn, 2002 cited in Kuhn 2005)

Rasinski (2006) concludes that prosody can be taught through modelling, explicit instruction and assisted reading techniques. Both Kuhn (2005) and Rasinski (2006) argue that if fluency is to impact on comprehension, good fluency instruction with an emphasis on reading for meaning is vital. Research supports that there is a strong correlation between the two. Readers must be able to piece together meaningful phrases with appropriate expression to gain meaning from text.

Reading aloud is a formal routine in most primary school classrooms and an explicit teaching strategy for building reading competencies. Modelling from teachers and re-reading as a group, individually or with a partner can increase fluency and contribute to a deeper understanding of text. When Repeated Reading is used as a meaningful reading instruction, the text is read several times aloud until a certain criteria level is achieved. ((Dahl, 1977, Samuels, 1979 cited in Therrien, Kubina). (Dowhower (1994) reported that the research on the positive effects of Repeated Reading was so effective that it should be an integral part of daily practice. Evidence for this comes from a number of studies, O’Connor, White and Swanson (2007) found that students achieved improvement in reading rate, word identification and reading comprehension. Rasinski (2006) noted that Repeated Reading made remarkable progress in the students reading rate as well general growth in their interest and enjoyment of reading. Meyer and Felton (1999) concluded that Repeated Reading improves the reading rate for a wide variety of readers. They make the following suggestions for fluency improvement. Have the students read the text multiple times, use simple text for at

risk readers and instructional level text for more able students. Sessions for reading practice need to be frequent and feedback on progress and performance essential. (Mather , Goldstein 2001)

The present investigation aims to build on earlier research by further investigating the impact of the Repeated Reading strategy to increase oral reading fluency and comprehension.

Conclusions can be made from recent evidence suggesting that there are important instructional components within the Repeated Reading intervention to consider. This study will examine whether the Repeated Reading technique using appropriate text genres, will improve students accuracy, automaticity, prosody and comprehension.

The hypothesis for this study is explicitly teaching the Repeated Reading strategy to Year 3 students will improve fluency and comprehension of prose.

METHOD

Design

This study uses the case study OXO design – test, teach, test. Year Three children were screened to identify reading fluency and comprehension problems. A group of eight students were chosen to be explicitly taught the Repeated Reading strategy. Four students participated in the teaching group, withdrawn from the classroom in a supportive environment , another four became the control group. The students selected were from different Year 3 classrooms. Assessment was selected to measure the student’s reading and comprehension levels. Explicit teaching of the Repeated Reading strategy was conducted over a series of 10 lessons to the teaching group and they were closely monitored. The control group did not participate in explicit lessons on Repeated Reading. Post testing was administered and comparisons made between the two groups to find whether or not the explicit teaching of this strategy had a positive impact on the student’s level of fluency and comprehension.

Participants

Eight Year Three students were chosen to partake in this project because they were not seen as fluent readers. All have some history of reading difficulties. The participants attend a middle class school in the North-Eastern suburbs of approximately 550 children.

The participating students testing results from the beginning of the year showed they were reading, below their expected reading age level. After further testing, it became evident that decoding was not a major issue for the majority of students, but lack of fluency and comprehension. Their classroom teachers indicated the children were having difficulty

beyond basic decoding skills and only able to demonstrate limited understanding of a text. The students processing of information was inhibited by their lack of fluency and knowing what good readers do when they read. I decided to work with four students as I believed they would benefit from the extra opportunity and explicit teaching to further develop their reading skills and knowledge.

These four students were withdrawn from their classroom for instruction; the other four became the control group. Two children of each gender made up the groupings. Each of the students chosen to participate in the teaching group was very enthusiastic and willing to learn more to enhance their overall reading skills. They really enjoyed being withdrawn from the classroom environment and working in a small focus group. The children’s age range was from 8 years 1 month to 9 years 1 month. Student 2 from the teaching group is from a Non –English speaking background and has very limited opportunity to speak English at home.

Table 1

CHILD	GENDER	AGE IN MONTHS	T. GROUP	C. GROUP
1	M	104	<i>Y</i>	
2	M	97	<i>Y</i>	
3	F	100	<i>Y</i>	
4	F	104	<i>Y</i>	
A	F	98		Y
B	M	109		Y
C	M	98		Y
D	F	99		Y

Materials:

All children involved in the study were pre-tested on Probe and the Neale Analysis Ability of Reading.

1. **The Probe test** was administered as a running record, to observe and assess students whilst reading aloud and to establish their level of comprehension.

2. **Neale Analysis Ability of Reading** – To determine the student’s reading age when reading aloud by measuring rate, accuracy and comprehension levels.

There was 10 sessions conducted over 4 weeks for the teaching focus group who were withdrawn from the classroom for the intervention. Each session was 40 minutes in duration. The teaching procedure followed the same format each lesson and the students were monitored on their fluency and comprehension. The texts chosen for instruction started off in the easy range to scaffold and build student’s confidence and gradually became more complex, in the relation to the vocabulary.

The post- testing procedure used the same assessment tools to make comparisons and analyze the effects of the repeated reading intervention.

Teaching Materials

1. The reading material used was sourced from, The School Magazine, *Countdown* series.
2. A bookmark (Appendix 2) A visual reminder for the children to use as an aid, while reading.
3. Tape Recorder / tape
4. Reading fluency record sheet – Teaching tool designed to keep tally of how many words students could read in 1 minute.

Teaching Procedure:

The students worked in a group of four with peers from their classroom and were taught the Repeated Reading strategy. As stated earlier, they were of very similar reading ability. The control group continued with their normal classroom reading program.

The implementation of the teaching procedure was as follows:

1. Introduce text – **Look at new/unfamiliar vocabulary, discuss meanings in context**
2. **Teacher models** reading of **text aloud**.
3. The **students** have time to **read over text silently**, before reading aloud.
4. Students and teacher **read together**
5. **Students read with / to a partner**
6. What was the **writer’s message?**
7. **Discussion and questions** in reference to the text.
8. Students complete a **one minute reading onto tape**.

In sessions 1 and 2 the children were versed and questioned on what a good reader does when he/she reads aloud. A poster of prompts was designed with the group as a scaffold for good practice when reading. The Repeated Reading strategy was explained to the group. A short, simple, narrative text piece, with familiar vocabulary was chosen for the beginning sessions. The children were orientated into the text by reading the title aloud and having time to discuss, predict, review and interpret difficult words selected by the teacher before each reading.

Sessions 3 and 4 the children were asked to recall, what a good reader sounds like. The group was asked if they had remembered to use these strategies when reading back in their classroom and if knowing this information helped them as a reader. A bookmark was given as a prompt when reading. In these lessons the students worked on prediction of the story from the title and were introduced to the reading for the lesson, then scaffolded through unfamiliar vocabulary before the Repeated Readings. Individual children located words in the text and added these to the target words chosen by the teacher. Time was devoted to working out the meaning of words in the context of the story.

In sessions 5 and 6 a poem was used for instruction. The genre was discussed and students taught to skim and scan the text with a focus on words they were unable to pronounce or familiar with. The teacher modelled reading of the poem and explicit instruction was given to focus on the importance of reading the punctuation. Each group member displayed more confidence when reading aloud because of the rhyme and rhythm along with their prior knowledge of the vocabulary. They were beginning to remember to transfer skills from their bookmark, used as a scaffold. The lesson procedure was quite familiar to them, so more time was available for focussed reading practice and discussion.

In sessions 7-10 (two different texts were read over the 4 sessions) the students were asked to explain the Repeated Reading strategy and recall the purpose of re-reading a text. The question was posed at each session, "What does a good reader sound like?"

Again they were introduced to the text and discussion of the title and selected vocabulary was highlighted by the children as they were instructed to skim and scan. Time was given to discuss and interpret meaning of words in context before any reading commenced. Children were reminded to read for meaning, not only speed and accuracy.

RESULTS

The following tables show the results for individuals in both the control and teaching groups on the Neale Analysis of Reading Ability. The pre test was conducted using Form 1 and the post test Form 2 . Each table indicates the raw score, reading age and percentile ranking under accuracy, comprehension and reading rate. The students' ages, documented at time of post testing. The post test was administered 5 weeks after the pre- test.

Pre /Post - Neale Analysis of Reading Ability - Control Group

STUDENT A	ACCURACY			COMPREHENSION			RATE		
	Raw Score	Reading Age	Percentile Ranking	Raw Score	Reading Age	Percentile Rank	Raw Score	Reading Age	Percentile Rank
8 years 3 months									
Pre Test	31	7.4	24	10	7.1	22	86	11.5	90
Post Test	33	7.7	31	10	7.4	24	44	7.7	37

Student A has made gains in her accuracy rate, comprehension shows improvement overall, but a significant decline in reading rate.

STUDENT B	ACCURACY			COMPREHENSION			RATE		
	Raw Score	Reading Age	Percentile Ranking	Raw Score	Reading Age	Percentile Rank	Raw Score	Reading Age	Percentile Rank
9 years 2 months									
Pre Test	38	7.10	38	17	8.5	63	50	7.11	45
Post Test	44	8.4	54	16	8.3	55	49	8.0	43

Student B displays improvement in accuracy, comprehension and reading rate show an overall decrease.

STUDENT C	ACCURACY			COMPREHENSION			RATE		
	Raw Score	Reading Age	Percentile Ranking	Raw Score	Reading Age	Percentile Rank	Raw Score	Reading Age	Percentile Rank
8 years 3 months									
Pre Test	41	8.1	48	14	7.10	47	64	9.2	61
Post Test	44	8.4	54	13	7.9	39	67	9.5	70

Student C shows an increase in accuracy and reading rate. There is a slight decline in comprehension.

STUDENT D	ACCURACY			COMPREHENSION			RATE		
	Raw Score	Reading Age	Percentile Ranking	Raw Score	Reading Age	Percentile Rank	Raw Score	Reading Age	Percentile Rank
8 years 4 months									
Pre Test	41	8.1	48	15	8.0	53	51	8.0	45
Post Test	47	8.7	61	13	7.9	39	54	8.4	51

Student D has made gains in accuracy and rate, in comprehension there has been a slight decrease.

Pre /Post - Neale Analysis of Reading Ability - Teaching Group

STUDENT 1	ACCURACY			COMPREHENSION			RATE		
8 years 9 months	Raw Score	Reading Age	Percentile Ranking	Raw Score	Reading Age	Percentile Rank	Raw Score	Reading Age	Percentile Rank
Pre Test	32	7.5	25	12	7.5	34	33	6.10	21
Post Test	41	8.2	49	14	7.11	46	58	8.8	59

Student 1 shows significant gains in reading rate and notable gains in accuracy and comprehension

STUDENT 2	ACCURACY			COMPREHENSION			RATE		
8 years 2 months	Raw Score	Reading Age	Percentile Ranking	Raw Score	Reading Age	Percentile Rank	Raw Score	Reading Age	Percentile Rank
Pre Test	39	7.11	41	12	7.5	34	46	7.8	40
Post Test	35	7.9	34	10	7.4	24	31	6.11	20

Student 2 shows a decrease across all areas, reading rate indicating a significant decline.

STUDENT 3	ACCURACY			COMPREHENSION			RATE		
8 years 5 months	Raw Score	Reading Age	Percentile Ranking	Raw Score	Reading Age	Percentile Rank	Raw Score	Reading Age	Percentile Rank
Pre Test	36	7.8	31	11	7.3	26	30	6.8	16
Post Test	34	7.8	33	13	7.9	39	31	6.11	20

Student 3 results indicate moderate gains in all areas.

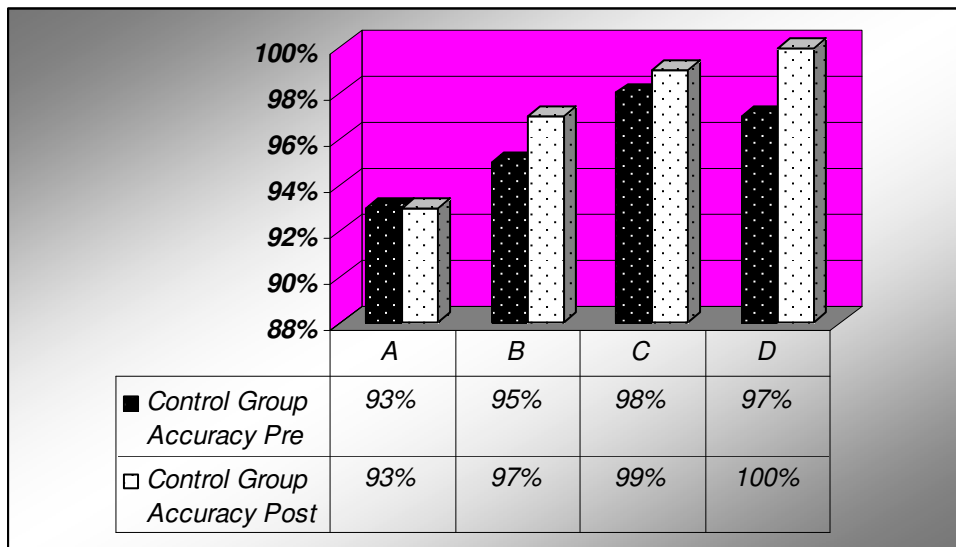
STUDENT 4	ACCURACY			COMPREHENSION			RATE		
8 years 9 months	Raw Score	Reading Age	Percentile Ranking	Raw Score	Reading Age	Percentile Rank	Raw Score	Reading Age	Percentile Rank
Pre Test	39	7.11	41	9	6.11	19	41	7.4	34
Post Test	42	8.3	51	9	7.2	20	31	6.11	20

Student 4 shows improvement in accuracy and comprehension, particularly in reading age, her reading rate indicates a decline.

These graphs indicate the results of the Probe pre and post test “Puppy”, a fiction text appropriate for 8-9 year olds. All students administered the test were 8 years and above. The test scores show students accuracy and comprehension levels. The comprehension component is divided into six elements. These are literal, reorganizational, inference, vocabulary, evaluation and reaction.

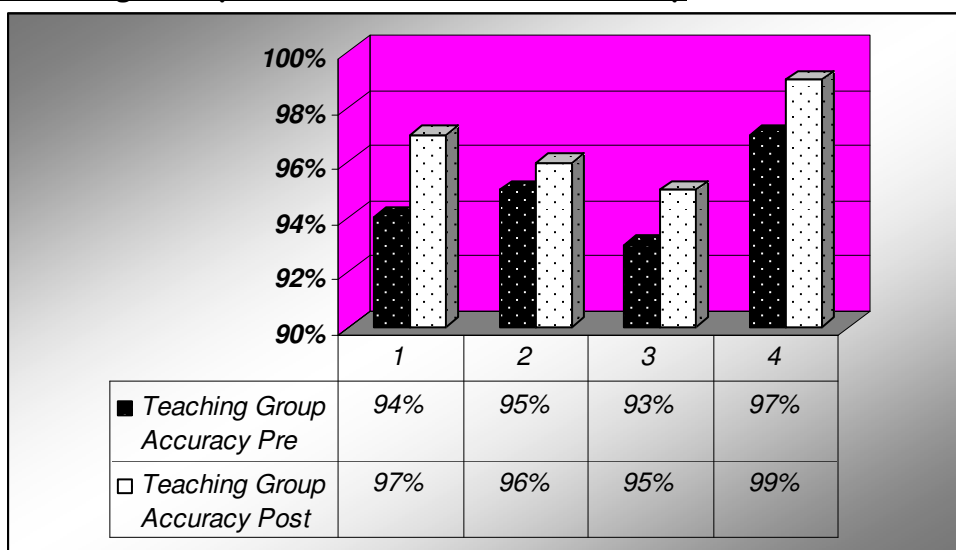
If a student scores 96% or higher with their accuracy score, they can generally be classified as competent decoders at that level, according to Probe.

Control Group Results : PROBE - Accuracy



Student A displays no gains from the pre to the post testing.
 Student B displays an increase of 2%
 Student C displays an increase of 1%
 Student D displays an increase of 3%

Teaching Group Results - PROBE - Accuracy



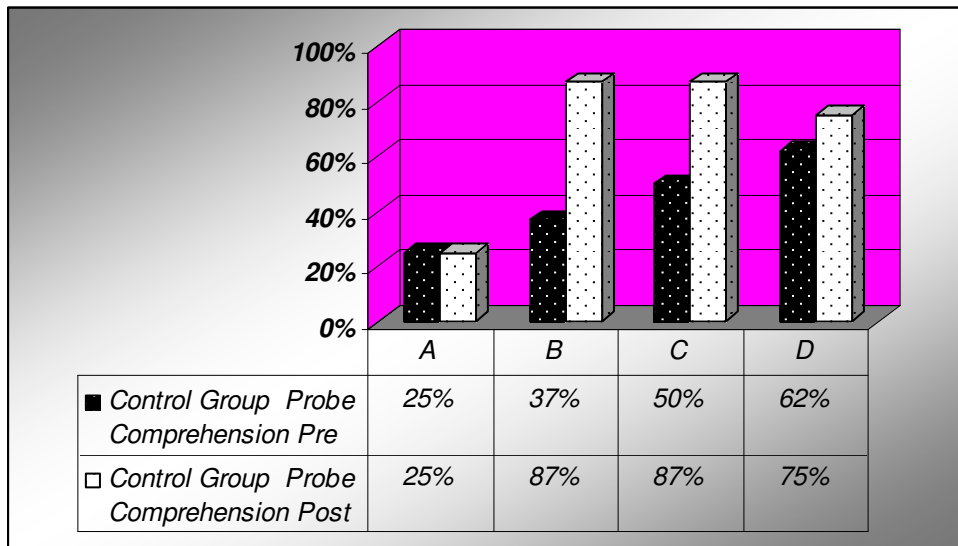
Student 1 shows an increase of 3 %
 Student 2 shows an increase of 1%
 Student 3 shows an increase of 2%

Student 4 shows an increase of 2%

Student A in the control group showed no gains from the pre to the post testing. Students B, C, D, 1, 2, 3 and 4 all demonstrated an increase in reading accuracy rate.

Control Group Results - Probe- Comprehension

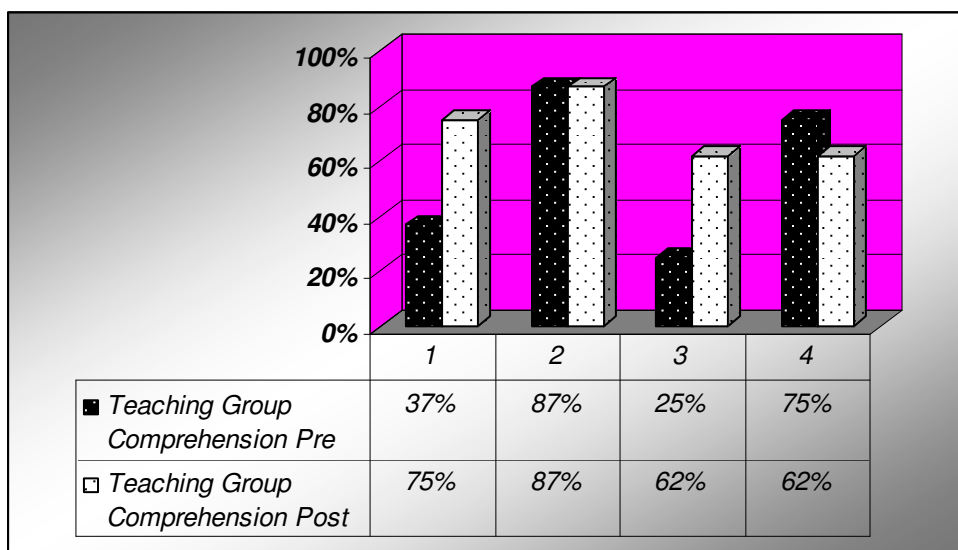
According to Probe, a success rate for comprehension is a minimum of 70% indicating that the main points and details of the text would be evident to the student.



Student A shows no gains in comprehension, a significantly low score of 25%
 Student B shows a significant gain of 50%
 Student C shows a marked improvement of 37%
 Student D shows a notable increase of 13%

The results of all students A, B, C and D in the pre test indicate a low level of achievement. The scores differ noticeably for students B and C, from the pre to post testing.

Teaching Group Results - Probe- Comprehension



Student 1 shows a significant increase of 38%
 Student 2 shows no gains

Student 3 shows a significant increase of 37%

Student 4 a decrease of 13%

Seven out of the eight students in both the control and teaching groups recorded gains in their comprehension scores. Notice student 2's pre test score was considerably higher than all other participants.

Accuracy pre and post rate scores for all students are overall higher than comprehension scores. This evidence suggesting that the students are quite competent decoders, at this level. In general the results from the Neale Analysis Test revealed a growth in accuracy across both groups. Three of the four students in the teaching group improved in comprehension whereas only one student in the control group made gains in this area. Four of the eight students made progress in the reading rate.

DISCUSSION

The focus of this study was to increase the student's reading fluency and comprehension of prose through explicitly teaching the Repeated Reading strategy. The pre and post testing results of this project support this hypothesis in part. Observations and comparisons can be made between the two groups. All students in the teaching group made progress in prose comprehension during teaching sessions and students 1, 3 and 4 also made gains in the Neale Analysis. An explanation for this growth in comprehension is based upon the fact that in all teaching sessions students were repeatedly reading the same text up to 4 times. The students' attention in sessions was directed to new and unfamiliar words and their meanings in context, as well as accurate and expressive reading. Furthermore there was time for discussion and questions at the literal, inferential and evaluative level to focus on comprehension.

The control group shows improvement in reading accuracy, with all students lifting their reading age in the Neale Analysis post test from between 3-6 months. This suggests that students are still at the decoding stage and may benefit from the Repeated Reading intervention strategy.

A major focus of all teaching sessions was to build an understanding of vocabulary before the repeated readings. This built the students' confidence and orientated them into the text so that attention was on fluency and not decoding of unknown words. I didn't want students inhibited by word recognition or meaning when asked to read fluently and aloud in front of their peers. Reading fluently was challenging enough for the group without the problem of decoding individual words to acquire meaning at the word, sentence and paragraph level.

Logan (1997) contended that reading is very complex and requires the reader to incorporate and process text at different levels, from decoding individual words to acquiring meaning from sentences, to paragraphs to the whole text.

In teaching sessions, if I asked the students to focus on meaning, I observed them making a greater effort in responding to questions than on word analysis and reading rate. When the focus turned to speed and accuracy the students would comment on how they wanted to beat an earlier score when reading aloud onto the tape. If I directed the students' attention to reading the punctuation with expression, the students' fluency performance would automatically lift. The interaction with students before, during and after each reading did positively affect their reading fluency and comprehension. This implies and supports the theory that students need and respond to explicit teaching and scaffolding. Repeated oral reading or rereading text is the most frequently documented approach to improving fluency. (National Reading Panel 2000) Fluent reading is promoted by frequent opportunities to practice familiar text and to increase students' exposure to words.

All students in the teaching group made gains in the Probe accuracy test. Students 1 and 3 showed the best improvement of all in the comprehension. A reason for this result may be that the students had read and were familiar with this prose from the pre test. It was a seen text and an easy level piece of prose for all students.

The teaching group did a 1 minute reading onto a tape at each lesson. Student 4 in particular enjoyed racing the stopwatch and was eager to better her score each session as well as listen to the recording. Surprisingly this is not reflected in her Neale Analysis results, possibly due to the fact that in the test situation the text was unseen and a more difficult piece of prose. These results do not reflect her level of engagement and reading of text in lessons. Initially students 1, 3 and 4 stated they were reluctant to read onto a tape in front of the group, so the participants were taped in private. Student 2's behaviour was very different, he was always very pleased with himself after reading onto the tape and commented, "Can I listen to it now?" However, by session 3 all students were very eager to listen to each other.

Appendix 3 shows a table of scores as evidence of the teaching groups' increase in reading rate. Results of this research support the belief that Repeated Reading does assist children with their fluency. Student 1's reading rate went from 45wpm-86wpm, Student 2 from 60wpm- 72 wpm, Student 3 from 51 wpm-86 wpm and Student 4 60wpm-110wpm. All students displayed significant gains in their reading rate over time.

At each session students were re-reading or repeatedly reading a text so this data was used as a valuable teaching tool and feedback for the individual students.

(Samuels, et al. 2005) “repeated readings” technique is based on automaticity theory and the simple principle that “practice makes perfect.” This technique involves students re-reading a short meaningful passage of text until they are able to read it with speed, accuracy, expression and comprehension”.

In contrast to this, observing the Neale Analysis post testing reading rate scores, only four out of the eight students show improvement. All other students show a decrease in performance. An explanation for this is that students’ reading rate automatically declines when the text becomes too challenging. Kubina and Therrien suggest an easy text for developing fluency instruction and as the student gains confidence and competence, move onto their instructional level.

Student 2’s data indicates a decrease across all areas of the Neale suggesting this form of testing too challenging for his ESL background. His performance in teaching sessions was positive and he was often the first to have the right answers to the questions or “have a go” at the meaning of new words. He was the youngest in the group and in the teaching sessions a competent decoder. With continued support the Repeated Reading strategy will provide him with success and confidence in building fluency and comprehension of prose.

Results of this research indicate some implications for further teaching practice. Middle primary school students should surely experience gains in their learning through explicit intervention strategies. In this research the students benefited from the Repeated Reading strategy, enabling them to practise and read with fluency and better understanding. This strategy could be used in a small group or whole class situation and would provide a firm foundation on which to develop reading fluency and comprehension.

In all classrooms from Junior to Senior the Repeated Reading strategy would appear to be a very worthwhile instructional strategy that could be easily implemented as part of the everyday literacy block. This approach ensures that students have increased opportunities to read connected text to build automaticity, prosody and comprehension.

Further investigations could measure the gains of Repeated Reading over a longer period of time, as this study over 10 sessions was only looking for short term goals. It will be important to continue to encourage and monitor the reading skills and development of these students over time.

The overall trend showed that teaching students the Repeated Reading strategy has a definite impact on improving the fluency and comprehension of prose.

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TEACHING SESSIONS - Appendix 1

<u>LESSON</u>	<u>TEXT</u>	<u>TUNING IN</u>	<u>REPEATED READING</u> This format is continued for all 10 sessions <u>Monitoring and assessment</u>
1.	<p>The School Magazine Countdown April 2007- Ball Dreaming pg, 76.</p> <p>Read up to "I was really lost." (pg 77)</p>	<p><u>Focussed teaching:</u></p> <p>Ask children-</p> <ul style="list-style-type: none"> ❖ <i>What Does A Good Reader Sound Like?</i> Make a poster with group. ❖ Talk about the purpose of being able to read aloud with fluency. ❖ Explain what fluency means and why it is important when reading. ❖ Tell children that they're going to learn a new strategy called Repeated Reading and it will help them become a better reader. It involves lots of practice and they will have the opportunity to do this in our sessions and at home with their home reader. ❖ Also talk about the importance of reading for meaning. Discuss with the group that if we read something a number of times , we usually attain a better understanding. <p>Teacher leads students in a discussion of the title and the meaning of some vocabulary in context- swish, seam, pity, grass trimmer, indignity, straining, Wimbledon</p> <p><u>Vocabulary focuses..</u> When working with the vocabulary have children say the word a number of times aloud after you, put an action to it if possible, then search</p>	<p>1. Teacher reads whole text to the group. (model)</p> <p>2. Students read silently to themselves.</p> <p>3. Students read along with teacher.</p> <p>4. Students read with/to a partner. (taking turns)</p> <p>5. Individuals complete one minute timing onto tape at the end of each session with teacher.</p> <p>Students listen to each other as feedback to hear what they sound like.</p> <p>Teacher questions children on text content. (literal, inferential, and evaluative level)</p>

		<p>and clarify the meaning through phrases and sentences in the text. Have children put vocabulary orally into their own sentences to gain deeper meaning.</p>	
<p>2.</p>	<p>As Above</p> <p>Pg. 77 Begin at "A man with a grass Trimmer hit me." (for students)</p>	<p>Students asked to recall what a good reader sounds like? Students given a bookmark to use as a prompt when reading. Discuss and clarify the meaning of statements on bookmark. Focus on one at a time initially. (Visuals to scaffold understanding.)</p> <p>Teacher asks students to recall what text was about from last lesson- Share and clarify ideas with the group. Revisit and recall vocabulary dealt with in lesson 1.</p> <p>Teacher models -Today I'm going to re-read the part of the story we focused on last week to refresh your memory and then continue with the remainder of the text. We're starting with- A man with a grass trimmer.....</p> <p>Students listen and follow</p> <p>❖ Revisit procedure for <u>vocabulary focus</u> in lesson 1 (a list of words chosen by teacher and children add to the list by skimming and scanning)</p>	<p>As Above</p> <p>Children told to take and use bookmark as a prompt for all reading in class and home.</p>

<p>3.</p>	<p>The School Magazine <i>Countdown June 2004-</i> The Club pg. 149</p>	<p>Teacher asks students to read bookmark and explain what each point means to them. Students respond and teacher clarifies with the group. Children asked “Have you been using your bookmark in all your other reading at school and at home?”</p> <p>Do you think it is helpful when you are reading?</p> <p>Teacher asks for predictions in relation to title of the text – “The Club”. What are some meanings you have for the word club? Where and when have you heard this word used?</p> <p>Vocabulary to highlight and work with - wreath, clover, somersault</p> <p>Discuss word meanings and have students put words into sentences.</p> <ul style="list-style-type: none"> • See lesson 1 for vocabulary focus. <p>Scan the text and discuss meanings in this piece of text . Read text .</p>	<p>As Above</p> <p>Children reminded to listen to themselves as they read.</p> <p>To be thinking as they read and getting a picture in their mind of the text.</p>
<p>4.</p>	<p>As Above</p>	<p>Recall text from lesson 3. What was the story about ? What new words did we discover? What was the message of the text ?</p>	<p>As Above</p> <p>Teacher questions children on text content. (literal, inferential, evaluative)</p>
<p>5 pg. 96</p>	<p>The School Magazine <i>Countdown April 2007-</i> The Curse Of The Dreaded Book pg. 96- Cont.</p>	<p>Students revised their bookmark. As a group they could recall all key points.</p> <p>Teacher introduces a poem. Teacher asks if students know what each group of sentences is called in this poetry format.</p> <p>No response – Teacher responds-</p>	<p>As Above</p> <p>Reminder – Remember to read the punctuation. Stop at a full-stop-change your voice. Pause at a comma.</p>

		<p>We call them “verses” and teacher explains how they differ from a paragraph in a text.</p> <p>When we read poetry aloud, it is read differently to a story. Cue children into the idea of rhyme and rhythm when reading poetry and how important the punctuation and layout is. To gain meaning we need to read it with fluency and expression. Also emphasize the importance of maintaining an audience’s attention.</p> <p>Vocabulary to work with – curse, dreaded, gulped, menace, pleas, grim, determined, devoured (This vocabulary more complex)</p> <ul style="list-style-type: none"> • See lesson 1 for vocabulary focus. 	<p>Raise your voice slightly for a question.</p> <p>Teacher questions children on text content. (literal, inferential, evaluative)</p>
6	<p>Pg 97 The Curse Of The Dreaded Book</p>	<p>Revised and re-read over session 5 reading. Discussion with group to recall the meaning and vocabulary in poem Teacher- As you read through the poem today remember to think about the meaning of those new words</p> <p>we discussed in the last session so you’re reading with speed and accuracy.</p> <p>Vocabulary worked with – den, villains, suspense, ached</p> <ul style="list-style-type: none"> • See lesson 1 for vocabulary focus. 	<p>As above</p> <p>Teacher questions children on text content. (literal, inferential, evaluative)</p>
7	<p>The School Magazine <i>Countdown March 2004</i> The Meat Pie pg. 42 43,</p>	<p>Teacher discusses title. Children say title together then asked to predict what text may be about.</p> <p>Children are given sticky labels they skim and scan the text and write down any vocabulary they are unfamiliar with.</p>	<p>As Above</p>

	44 –up to “telling him to go on a diet”	<p>Words identified by the group- sulking, tramping, medicine, squirt, jabbed, starvation</p> <ul style="list-style-type: none"> • See lesson 1 for vocabulary focus. <p>Teacher questions children on text content. (literal, inferential, evaluative)</p>	
8	Re-read 42-44 Then lesson focussed on remainder of story.	<p>Re-call and revisit the story from last session. General discussion.</p> <p>What does a fluent reader sound like?</p> <p>Why is it important to become fluent when reading?</p> <p>Revise bookmark statements.</p> <p>Children given sticky labels – skimmed text and wrote down any vocabulary they were unfamiliar with.</p> <p>Words identified by the group- waffling, faint, glanced, slyly, freak, resist,</p> <ul style="list-style-type: none"> • See lesson 1 for vocabulary focus. 	<p>As Above</p> <p>Teacher questions children on text content. (literal, inferential, evaluative)</p>
9	<p>The School Magazine <i>Countdown Nov. 2006</i></p> <p>Thunder pg 328-329</p>	<p>Introduce new title and story to group. Discuss the title and predict possible storyline.</p> <p>What does a fluent reader sound like?</p> <p>Why is it important to become fluent when reading?</p> <p>Revise bookmark statements.</p> <p>Children given sticky labels – skimmed text and wrote down any vocabulary they were unfamiliar with.</p>	As Above

		<p>Words identified by the group – flinched. pungent, breathlessly, gloomy, manure, admit, hoped</p> <ul style="list-style-type: none"> • See lesson 1 for vocabulary focus. 	<p>Teacher questions children on text content. (literal, inferential, evaluative)</p>
10	<p>Re-read 328-329 continue/finish 330-331</p>	<p>Revise reading from last week through explicit questioning and recalling what the writer’s message was so far.</p> <p>Revise bookmark – What makes a fluent reader?</p> <p>Children given sticky labels – skimmed text and wrote down any vocabulary they were unfamiliar with.</p> <p>Target words were chosen by the teacher and the children added more to the list.</p> <p>Swollen, latch, rehabilitator, abandoned, released, startle, crooned, launched, contentedly.</p> <ul style="list-style-type: none"> • See lesson 1 for vocabulary focus. 	<p>As Above</p> <p>Teacher questions children on text content. (literal, inferential, evaluative)</p>

Appendix 2

LET'S GET FLUENT!

1. Read all the **punctuation! , . ?**



2. Read with **speed and accuracy.**



3. Read for **meaning= get a picture in your mind**



4. Read with **expression,** pause and re-read.



5. **Listen** to yourself as you read.



Appendix 3

Reading Fluency Record Results – Teaching Group only

Number of Words read in 1 minute	Student 1	Student 2	Student 3	Student 4
Session 1	45	60	51	60
Session 10	87	75	84	106
Average wpm	86	72	86	110