
Explicitly teaching Repeated Reading
as a strategy for
correcting accuracy, expression, phrasing and fluency
improves reading accuracy and comprehension.

ABSTRACT

The hypothesis of the study was that, explicitly teaching students *Repeated Reading* as a strategy for correcting accuracy, expression, phrasing and fluency is associated with improved reading accuracy and comprehension.

The action research study aimed to explore further, current literature from other research into the development of reading accuracy and comprehension, through the implementation of an explicitly taught intervention program on *Repeated Reading*. The procedure was to explicitly teach students to read with correct accuracy, expression, phrasing and fluency. The students were encouraged to reflect on the positive changes noted in their reading and were given explicit teacher and peer feedback.

All the students selected were assessed for reading accuracy and comprehension throughout the action research study, and the data was used to reflect on the hypothesis and draw conclusions with other research. The findings from my research affirmed my hypothesis and that of other researchers, suggesting that explicit teaching of *Repeated Reading* as a strategy for correcting accuracy, expression, phrasing and fluency is associated with improved reading accuracy and comprehension. The results indicated a significant improvement in the reading accuracy and to a lesser extent, in comprehension, for the students in the intervention group. The results also indicated the improvements displayed by the students in the intervention group were in excess of any improvements displayed by the 'control group' who did not receive any teaching intervention on *Repeated Reading*.

The implications for future literacy learning for these students are mapped by the appropriateness of literacy teaching practices their teachers foster, their assessment of the students' needs and the frequency of explicit intervention programs targeted at the knowledge the students lack.

INTRODUCTION

Reading is a complex process that involves working on the information in a text on a number of levels. The successful reader, able to not just decode, but to understand and interact with text, operates on text at the word, sentence, conceptual, topic and dispositional level (Munro, J., 2004). Students, who have reading difficulties, have not developed all the necessary knowledge and reading strategies needed for them to access these levels of text and need explicit teaching intervention to help them make sense of the text. Poor readers do not acquire strategies automatically and need explicit instructions (Gee, H. 1998).

The students in this study experienced difficulties with reading accuracy and the problems stemmed from not being able to *bridge the gap between decoding and comprehension*. They presented difficulties with knowledge and strategies at the word and sentence levels. Consequently, the amount of information they could hold and process was very small. When their information processing was this slow, they were less likely to retain and process the words they had deciphered, resulting in poor fluency and comprehension.

Researchers have outlined a number of comprehension strategies that need to be taught. These essential strategies, that proficient readers use, are summarised by Harvey (2001) as;

visualising, making connections between prior knowledge and the text, asking questions, drawing inferences, determining important ideas and synthesising information. The implications for the students in the study are teaching a strategy that is particularly useful for improving reading comprehension *and* reading accuracy.

Evidence showed that students, who had difficulties with reading accuracy, were less likely to read with correct accuracy, expression, phrasing and fluency (Meyer, M.S & Felton, R.H., 1999). Meyer & Felton (1999) continued to explain that a logical intervention for struggling readers with accuracy and comprehension difficulties was the *Repeated Reading* strategy, as research demonstrated a strong correlation between using *Repeated Reading* and improved word accuracy, comprehension and reading rate. "*Repeated Reading* allows the student to read connected text rapidly, smoothly, effortlessly, and automatically with little conscious attention to the mechanics of reading, such as decoding" (p. 284).

Dahl (1974) supported this through his theory that "*Repeated Reading* is based on the information processing model which suggests that fluent readers are these who decode text automatically, leaving attention free for comprehension" (p. 79). Tan & Nicholson (1997) also suggested that there was a strong correlation between reading fluency and comprehension and *Repeated Reading* practices "allowed the poor readers to become more efficient readers, which in turn, enabled them to shift their processing resources to comprehension" (Young, A., Bowers, P., & MacKinnon, G. 1996, p.294).

Repeated Reading allowed for a shift in processing text at a letter, letter cluster and word level to more organised and larger chunks of information at the phrase, sentence, concept and topic levels of text. "When children are allowed to *re-read* familiar material they are being allowed to learn to be readers, to read in ways which draw on all their language resources and knowledge of the world, to put this very complex recall and sequencing behaviour into a fluent rendering of the text" (Clay, 1991, p. 184)

A second element is that of prosody, "the ability to read in expressive rhythmic and melodic patterns" (Dowhower, S.L., 1991, p.166). Munro (2002) supported this idea by stating that "a key literacy teaching procedure is having students read text *aloud*." He further stated, "reading *aloud* provides students with auditory feedback for the text read. As well, it can help students retain sentences in short term memory and to use their oral language to knowledge to reason about what they read" (p.28)

A third element is that of improving metacognitive knowledge which the student manages through self talk. Authors Harvey and Goudvis (2007) stated that it is not enough for proficient readers to simply use a given strategy, they must understand when and how to use it. A clear knowledge of comprehension strategies and their application, provide proficient readers with a framework to build upon to ensure they maintain meaning of a text as they read (p.17).

At the conclusion of the intervention it was evident that most students were using the *Repeated Reading* strategy effectively when they; automatically aimed to read with expression, phrasing and fluency, were prepared to apply *Repeated Reading* to a variety of contexts and genres, elected to use *Repeated Reading* in independent learning situations and showed evidence of an improvement in reading rate, accuracy and comprehension.

METHOD

Design

The action research study therefore, aimed to build on known research and confirm or deny the hypothesis that explicitly teaching students *Repeated Reading* as a strategy for correcting accuracy, expression, phrasing and fluency is associated with improved reading accuracy and comprehension.

The design is a case study OXO design in which word reading accuracy and comprehension tests were initially administered, a plan was designed to correct the problem and subsequently implemented in 10 intervention lessons and at the conclusion of the intervention, tests were administered to measure gains made.

Participants

The students determined to be most in need of this intervention were a group of 8 Year 2 students who were all assessed as functioning in the bottom 30% of their Year 2 class in reading. A sub-set of this group of 8 was selected and became the *Intervention* group and the other students who did not receive the intervention became the *Control* group. The two groups were matched by selecting an even distribution of reading difficulties to minimise the confounding variables.

Most of the students had received Reading Recovery within the past 12 months as in intervention to develop their reading and writing strategies, however in most cases, they had not consolidated these strategies to achieve ongoing success independently in the classroom context after discontinuing from the program. These students demonstrated a learning need for much more explicit intervention than that of their peers. The students' entry abilities are shown in *Table 1*.

TABLE 1

Student Data Set - Pre Intervention

Student	T / C Group	Age (mths)	Years of school	Gender	ESL	Interv	TEXT LEVEL	NEALE		PROBE	
								Accuracy (%ile Rank)	Comp (%ile Rank)	Accuracy (%)	Comp (%)
A	1	103	3	2	0	1	7	6	7	94	40
B	1	96	3	1	0	1	18	17	11	93	50
C	1	91	3	2	1	1	14	11	19	91	0
D	1	91	3	1	0	1	16	14	34	92	28
E	0	91	3	1	0	0	17	21	22	89	28
F	0	90	3	1	1	1	18	16	26	91	57
G	0	89	3	2	0	0	8	9	7	92	40
H	0	89	3	2	1	1	19	19	22	87.5	37.5

T / C Group
0 = Control
1 = Teaching

Gender
1 = Female
2 = Male

ESL / Earlier Intervention
0 = No
1 = Yes

A more detailed Student Data Set - Pre Intervention is located in *Appendix, Table 13*.

Materials

- TEXT LEVEL BENCHMARKING

Texts from PM BENCHMARK KIT (Nelley, E., Smith, A., 2000) were used to measure reading accuracy. Each Benchmark text from levels 15 – 30 have been checked for validity using the *FRY READABILITY FORMULA*¹. All guidelines on how to administer the texts were adhered to according to *PM Benchmark Kit – Teachers’ Notes, pages 9 – 14*.

- NEALE ANALYSIS

Reading accuracy and comprehension levels were attained from administering the NEALE ANALYSIS OF READING ABILITY (Neale, M.D., 1999). The standardised attainment test was administered according to *Guidelines for Administering the Neale Analysis, Chapter 3*. The students read *Form 1* in the pre-program assessment and *Form 2* in the post-program assessment. The student’s reading accuracy and comprehension raw scores were converted to standardised scores using the procedures in *Interpreting and Using Standardised Scores, Chapter 4*.

- PROBE

The PROBE READING ASSESSMENT (Parkin, C., Parkin C., Pool, B., 2002), was administered as an informal reading inventory. The students’ reading age and comprehension were depth measured using the six elements of comprehension defined in PROBE as; Literal, Vocabulary, Reorganisation, Evaluation, Inference and Reaction.

- PROBE

The PROBE READING ASSESSMENT (Parkin, C., Parkin C., Pool, B., 2002) Fiction and Non-Fiction texts were used during the intervention program as reading stimulus for the teaching and rehearsing of Repeated Reading (*Table 1*). Each student had their own individual pathway through the complexity of texts and were monitored for an approximate text accuracy range of 90 – 100% to ensure they were operating at an instructional / easy level of text difficulty (*Table 2*).

- ‘3 GOLDEN RULES’ READING CUE PROMPTING CARD

The use of the prompting card encouraged the students to monitor independently for orthographic, syntactic and semantic sources of information or the ‘3 Golden Rules’ for reading (*Appendix*).

¹ (Edward Fry, *Reading Instruction for Classroom and Clinic*, McGraw Hill, 1972.

Procedure

Prior to the commencement of the intervention program, students in Year 2 were administered the PM Benchmark tests to measure each student's reading accuracy on an unfamiliar text. According to these results, 8 students (30% of the class) were reading under level 20, the benchmark that this class is expected to read at by the end of the year.

It was necessary then to gather further data on each student's reading accuracy and comprehension to ensure there was varied and quantitative information to measure the intervention against the hypothesis.

The students were tested for reading accuracy and comprehension using the NEALE Analysis of Reading Ability Revised (Form A) and the PROBE Reading Assessment. All of this information provided the basis for selecting and matching students in the control and intervention groups (*Appendix, Table 13*).

Implementation of the teaching intervention consisted of developing 10 lessons that were taught to the 4 students collectively in the 'Intervention Group' only. The teaching approach was used in the following way:

- 2 lessons in which the strategy was demonstrated and explained explicitly
- 4 lessons in which the students were guided to apply the strategies
- 4 lessons in which the students practiced the strategies independently and monitored their comprehension.

During the intervention, comprehension and text accuracy was also monitored to ensure suitability of reading material and perceived effect of the teaching implementation.

The texts used were based on their performance in the PROBE pre-testing from. If the student read with 90 – 95% accuracy on a text, this same text was reintroduced in Lesson 1. Teaching sessions then followed on from this level and using the PROBE student assessment sheet, each student was monitored for a consistent accuracy rate of 90 – 95% on each new text. The PROBE reading assessment texts used are listed in the *Tables 2 & 3*.

TABLE 2

Intervention Lessons Student texts (PROBE Reading Assessment texts)

Student	Lessons 1 & 2	Lessons 3 & 4	Lessons 5 & 6	Lessons 7 & 8	Lessons 9 & 10
A	Paul's Birthday	Birds	The Car	Swimming	The Gift
B	Stormy Night	Crocodiles	River Journey	Long Ago	Puppy
C	Birds	The Car	Swimming	The Gift	Snails
D	The Gift	Snails	Stormy Night	Crocodiles	River Journey

TABLE 3**PROBE Reading Assessment text and Equivalent Reading Age**

Text Title	PROBE Set	Equivalent reading age
Paul's Birthday	Set 2 Fiction	(5.5 – 6.5 years)
Birds	Set 2 Non-Fiction	(5.5 – 6.5 years)
The Car	Set 3 Fiction	(6.0 – 7.0 years)
Swimming	Set 3 Non-Fiction	(6.0 – 7.0 years)
The Gift	Set 4 Fiction	(6.5 – 7.5 years)
Snails	Set 4 Non-Fiction	(6.5 – 7.5 years)
Stormy Night	Set 5 Fiction	(7.0 – 8.0 years)
Crocodiles	Set 5 Non-Fiction	(7.0 – 8.0 years)
River Journey	Set 6 Fiction	(7.5 – 8.5 years)
Long Ago	Set 6 Non-Fiction	(7.5 – 8.5 years)
Puppy	Set 7 Fiction	(8.0 – 9.0 years)

The PROBE student assessment sheet was also used to monitor ongoing oral comprehension and the effectiveness of the teaching and learning being administered.

The intervention began discussions about current reading behaviours on easy, familiar texts and more difficult, unseen texts. The group were encouraged to draw comparisons between the two and the correlation with accuracy, fluency and comprehension. They were told about *Repeated Reading* as a strategy that would help them to achieve this goal of understanding text and the importance of correcting errors, expression, phrasing and fluency. It was at this time that the students were taught how to identify when this strategy would help with accuracy and comprehension.

It was important that the group then discussed the importance of 3 key aspects to reading. They were:

1. The reading has to look right
2. The reading has to sound right
3. The reading has to make sense.

They were introduced to the "3 Golden rules" poster (*Appendix*) to ensure they had a visual reminder of this discussion for the lessons and together they agreed upon a simple gesture for each aspect as a physical prompt. This poster explicitly outlined the need to self-monitor and self-talk as an important strategy to reading. The teacher modelled the steps several times and the students then practiced the *Repeated Reading* strategy on the text from the PROBE pre-testing reading assessment texts.

In the next 8 lessons, explicit and interactive teaching was modelled and guided with structured practice. Villaume & Brabham (2002) outlined the importance of this so that any attempts or confusions were addressed and clarified and students' understandings extended as they worked on integrating the strategy in guided reading.

Following this guided reading, the students used independent reading and comprehension questions, to reflect and comment on how they felt their reading sounded, what they did while they were reading (self-talk & strategic action), and what they had learnt about effective and strategic reading.

RESULTS

The following series of tables shows the students' reading accuracy and comprehension results after administering the NEALE Analysis of Reading Ability Revised (Form B), the PROBE Reading Assessment and PM Benchmarking Kit.

Table 4 shows each student's result as a Percentile ranking, Stanine and Reading Age for the NEALE and PROBE.

TABLE 4
Student Profile Data Set - Post Program

Student	T / C Group	TEXT	NEALE								PROBE		
			ACCURACY				COMPREHENSION				Reading Age	Accuracy (%)	Comp (%)
			Raw Score	%ile Rank	Stan-ine	Reading Age months	Raw Score	%ile Rank	Stan-ine	Reading Age months			
A	1	12	15	10	2	78	5	12	3	78	84	89	71
B	1	20	26	25	4	86	9	20	3	86	102	94	0
C	1	16	18	17	3	76	7	15	3	81	90	97	75
D	1	18	22	18	3	83	9	20	3	86	96	94	62
E	0	20	24	22	3	84	7	15	3	82	84	95	0
F	0	20	20	18	3	82	9	20	3	86	90	94	25
G	0	10	12	4	2	76	3	3	1	74	78	89	33
H	0	21	26	25	4	86	8	17	3	84	96	87.5	50

T / C Group (Evidence of an **increase** / Evidence of a **decrease** / Evidence of **no change**)
 0 = Control
 1 = Teaching

A more detailed Student Data Set - Post Intervention is located in *Appendix, Table 14*.

These results have been summarised further in the following tables.

TABLE 5
Increase / Decrease / No Change summary: All students (%)

%	TEXT	NEALE Accuracy	NEALE Comp	PROBE Accuracy	PROBE Comp
Increase	100	59	37	75	50
Decrease	0	19	50	6	50
No change	0	21	12	19	0

TABLE 6
Accuracy / Comprehension Summary: All students (%)

%	ACCURACY	COMPREHENSION
Increase	78	44
Decrease	8	50
No change	13	12

The data in *Table 5* shows that all students performed very well in the PM Benchmarking, slightly lower in the PROBE and weaker in the NEALE in both accuracy and comprehension. The data in *Table 6* summarises the 3 assessment tasks to show that the students made significantly more gains in accuracy than they did in comprehension, with accuracy being 34% overall better in growth. Another interesting result is that 50% of students overall actually decreased in comprehension, with only 25% of these students in the Teacher Group.

However, these results do continue to support the hypothesis that *Repeated Reading* as a strategy for correcting accuracy, expression, phrasing and fluency is associated with improved reading accuracy and comprehension.

The data in *Table 7* breaks down this information into the 2 groups (*Teacher and Control*), and compares them to determine the effectiveness of:

1. The impact of the strategies on reading accuracy and comprehension
2. The impact of the teaching in the lessons, and

The data in *Table 8* has combined the 3 assessment tasks to see a summary of improvement in accuracy and comprehension for both groups.

TABLE 7
Accuracy / Comprehension Increase : Teacher / Control Group (%)

Student	TEXT	NEALE								PROBE		
		ACCURACY				COMPREHENSION				Reading Age	Accuracy	Comp
		Raw Score	%ile Rank	Stan-ine	Reading Age months	Raw Score	%ile Rank	Stan-ine	Reading Age months			
Teacher Group	100	100	100	25	75	50	50	75	50	100	100	75
Control Group	100	0	75	25	75	0	25	25	25	50	50	25

(Greater than CG / Less than CG / Matching CG)

TABLE 8
Increase Summary: Teacher / Control Group (%)

Student	ACCURACY	COMPREHENSION
Teacher Group	85	60
Control Group	54	20

The results in *Table 7* show that the Teacher Group made greater gains in the Post testing overall (T = 75% / C = 25%) and the summary information in *Table 8* shows that the Teacher Group performed better than the Control Group by a total of:

- 25% for accuracy, and
- 34% for comprehension

Considering that the comprehension results overall showed the least improvement after the intervention for both groups, it is the Teacher Group that still made the greatest gains. Therefore, these results continue to indicate support for the hypothesis that explicitly teaching ... will improve reading accuracy and prose comprehension.

TABLE 9

Student Profile Data Set
Neale Reading Accuracy: Pre And Post Program Comparisons

T / C Group

Student	T / C	Raw Score	%ile Rank	Stanine	Reading Age months	Raw Score	%ile Rank	Stanine	Reading Age months	%ile Rank	Stanine	Reading Age months
A	1	10	6	2	72	15	10	2	78	4	0	6
B	1	24	17	3	82	26	25	4	86	8	1	4
C	1	16	11	3	76	18	17	3	76	6	0	0
D	1	21	14	3	80	22	18	3	83	4	0	3
E	0	28	21	3	85	24	22	3	84	1	0	-1
F	0	23	16	3	81	20	18	3	82	2	0	1
G	0	13	9	2	73	12	4	2	76	-5	0	3
H	0	27	19	3	85	26	25	4	86	6	1	1

0 = Control
 1 = Teaching

(Evidence of an **increase** / Evidence of a **decrease** / Evidence of **no change**)

All the students in the intervention group showed an increase in accuracy, with up to 6 months increase in reading age. The improvement is also greater in the intervention group than the non-intervention group.

TABLE 10

Student Profile Data Set
Neale Reading Comprehension: Pre And Post Program Comparisons

T / C Group
 0 = Control
 1 = Teaching

Student	T / C	PRE				POST				COMPARISON (+/-)		
		Raw Score	%ile Rank	Stanin	Reading Age months	Raw Score	%ile Rank	Stanin	Reading Age months	%ile Rank	Stanine	Reading Age months
A	1	4	7	2	73	5	12	3	78	5	1	5
B	1	6	11	3	77	9	20	3	86	9	0	11
C	1	9	19	1	83	7	15	3	81	-4	2	-2
D	1	12	34	4	89	9	20	3	86	-14	-1	-3
E	0	10	22	3	85	7	15	3	82	-7	0	-3
F	0	11	26	4	87	9	20	3	86	-6	-1	-1
G	0	4	7	2	74	3	3	1	74	4	-1	0
H	0	10	22	3	85	8	17	3	84	-5	0	-1

(Evidence of an **increase** / Evidence of a **decrease** / Evidence of **no change**)

The *Repeated Reading* strategy allowed the students to re-read the text three to seven times, however the NEALE did not allow for this under test conditions and therefore it is difficult to use the NEALE as a testing tool to measure the effectiveness of the Repeated Reading strategy for accuracy and comprehension.

TABLE 11

Student Profile Data Set
PROBE Pre And Post Program Comparisons

Student	T / C Group	PRE			POST			COMPARISON (+/-)		
		Reading Age	Accuracy (%)	Comp (%)	Reading Age	Accuracy (%)	Comp (%)	Reading Age	Accuracy (%)	Comp (%)
A	1	72	80	60	84	89	71	12	9	11
B	1	90	91	50	102	94	0	12	3	-50
C	1	72	93	0	90	97	75	18	2	75
D	1	84	92	28	96	94	62	12	6	34
E	0	84	89	29	84	95	0	0	3	-29
F	0	84	91	57	90	94	25	6	3	-32
G	0	72	92	40	78	89	33	6	-3	-7
H	0	96	87.5	37.5	96	87.5	50	0	0	12.5

T / C Group (Evidence of an **increase** / Evidence of a **decrease** / Evidence of **no change**)

0 = Control
1 = Teaching

For the purposes of comparing chronological age and reading age the PROBE reading age in this study has been recorded as the median of the 12 month band indicated in the conversion tables. For eg. A PROBE reading age of 5.5 – 6.5 has been converted into 6.0 years and recorded as 72 months.

The action research has continued to support my hypothesis. All students in the intervention group increased by at least 12 months in reading age according to results from the PROBE Reading Inventory.

TABLE 12

Student Profile Data Set
Text Level/Pre And Post Program Comparisons

T / C Group (Evidence of an **increase** / Evidence of a **decrease** / Evidence of **no change**)

0 = Control
1 = Teaching

Student	T / C Group	PRE	POST	COMPARISON (+/-)
A	1	7	12	5
B	1	18	20	2
C	1	14	16	2
D	1	16	18	2
E	0	17	20	3
F	0	18	20	2
G	0	8	10	2
H	0	19	21	2

All students increased in Text Level and again the Teacher group (ave. 2.75) increased more than the Control Group (ave. 2.25) by on average 0.5 of a reading level.

DISCUSSION

In reflecting on the results from the testing and the intervention program implemented, there is consistent support for the hypothesis and the research, which suggests that explicitly teaching students *Repeated Reading* as a strategy for correcting accuracy, expression, phrasing and fluency is associated with improved reading accuracy and comprehension.

However, in the future, an intervention group should show greater gains if the lessons were over a longer period of time and with a variety of genres and text complexities (6 – 8 weeks). This intervention group however, were able to decode more confidently, and use the text more effectively when trying to answer comprehension questions.

In the classroom, this intervention group will benefit from leading other groups of students in the Year 2 classroom with *Repeated Reading* in the context of 'Reader's Theatre'. "Readers Theatre provides reluctant readers with an acceptable, legitimate reason to reread the same text several times. Rereading occurs naturally in the context of preparing for the performance" (Tyler, B.J. & Chard, D.J., 2000, p.163). They go on to suggest that using Repeated Reading in Reader's Theatre is a motivational tool to get children to reread the same text a number of times.

The components of feedback were essential also to the *Repeated Reading* strategy as all the students really enjoyed receiving the positive feedback from the teacher and peers. It was a very positive and affirming experience for the students who have all exhibited low levels of expectation of their own success in reading activities in the past.

Therrien (2004) stated in his research that "if repeated reading is intended as an intervention to improve students' overall reading fluency and comprehension, there are three essential components: passage should be read aloud to an adult, corrective feedback on word errors should be given, and passage should be read until a performance criterion is reached" (p.259). The students in the intervention group were able to model this performance criterion to each other and began to use literacy learning vocabulary to explain or question their understandings.

The intervention program in the study, aimed to explicitly teach one effective reading strategy, *Repeated Reading*, and develop a confidence in using it successfully. However, these students will need to be applying this strategy frequently to a wider variety of genres and learning contexts to consolidate the targeted gains of reading with expression, phrasing and fluency. In referring to the 'High reliability Literacy Teaching Procedures' Munro explains that reading aloud short portion of relevant text can be used within any lesson to achieve a purpose, for example a lesson on the 'Earth's crust' in Science (Munro, J., 2002).

The intervention program initially targeted the students acknowledging their own literacy knowledge and began to develop oral language skills linked to learning. Through associated teaching of metacognitive and oral language skills they developed their self-perception as a reader and also began to associate reading with levels of success, motivation and enjoyment.

It is also in my opinion that this intervention group had experienced reading difficulties because they had an immature vocabulary, grammatical knowledge and a low self efficacy. In their future learning, as gains for word and sentence level knowledge emerge, the teaching will need to target conceptual and topic level knowledge and associated metacognitive and oral language strategies. This will target improving their organisation of the ideas in the text and linking them with concepts familiar.

As these Year 2 students move into older grades, the frequency of reading aloud text as a teaching procedure may decrease which could put these students at a greater risk of comprehension difficulties again. Teachers need to be aware that fluency is important, and needs to be part of a balanced reading program. Fluency is not just an outcome of successful reading, but rather a contributor to successful reading. Wolf (2001) asserts that fluency must start at the beginning of the reading acquisition process. They also need to be aware of the factors that influence fluency acquisition.

The school will need to assist teachers to continue to improve pedagogy to ensure that students, especially those who have reading difficulties, are engaged in explicit classroom activities that meet learning needs and improve literacy outcomes.

The results from this study support research orientated around intervention practice, identifying that literacy outcomes are built upon a 'framework' of literacy learning needs, involving the design and implementation of explicitly taught intervention procedures.

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APPENDIX

Teaching Unit

The intended outcomes of the teaching unit are to:

- enhance beliefs about the purposes of reading,
- enhance knowledge of different grammatical structures,
- enhance knowledge of punctuation,
- improve the linking of ideas in a sentence / paragraph / text,
- improve the skill of listening to ourselves as we read,
- improve talking about strategies we use when we read,
- improve planning reading strategies before reading, and
- improve monitoring of reading while reading and reviewing after reading

The teaching instruction aims to:

- teach the use of Self-monitoring,
- teach the use of Re-reading,
- improve graphophonic, syntactic and semantic accuracy,
- teach the use of *Repeated Reading*,
- improve accuracy, expression, phrasing, fluency and comprehension,
- enhance understandings of how 'good' reading sounds, and
- enhance understandings of the links between accuracy, expression, phrasing and fluency with comprehension success.

The teaching unit is designed for the following format:

- Grade 2 students,
- 10 small group sessions, and
- 45 minutes in duration.

Lesson 1									
Aims	<ul style="list-style-type: none"> • Share and articulate understandings of 'why we read?' and 'what do we need to <u>know</u> & what do we need to <u>do</u> to be able to read?' • Model Repeated Reading • Practice Repeated Reading 								
Connection to MLOTP model	<ul style="list-style-type: none"> • Using grammar, punctuation and sentence structure • Listening to ourselves read • Re-reading at the phrase and sentence levels 								
Teacher / Student Interactions	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Time</th> <th></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">5</td> <td> <ul style="list-style-type: none"> • Teacher to ask students to share comments about reading from the recorded reading activity (refer to Procedure for Pre-testing) • Teacher to ask students to brainstorm how "good" reading sounds </td> </tr> <tr> <td style="text-align: center;">10</td> <td> <ul style="list-style-type: none"> • Teacher to model phrased, fluent and expressive reading (texts from <i>Table 2</i>) • Teacher to model the Repeated Reading strategy and explain the benefits of this for comprehension </td> </tr> <tr> <td style="text-align: center;">5</td> <td> <ul style="list-style-type: none"> • Students to practice phrased, fluent and expressive reading using the Repeated (texts from <i>Table 2</i>) Reading strategy simultaneously (Appendix) and teacher to guide students individually </td> </tr> </tbody> </table>	Time		5	<ul style="list-style-type: none"> • Teacher to ask students to share comments about reading from the recorded reading activity (refer to Procedure for Pre-testing) • Teacher to ask students to brainstorm how "good" reading sounds 	10	<ul style="list-style-type: none"> • Teacher to model phrased, fluent and expressive reading (texts from <i>Table 2</i>) • Teacher to model the Repeated Reading strategy and explain the benefits of this for comprehension 	5	<ul style="list-style-type: none"> • Students to practice phrased, fluent and expressive reading using the Repeated (texts from <i>Table 2</i>) Reading strategy simultaneously (Appendix) and teacher to guide students individually
Time									
5	<ul style="list-style-type: none"> • Teacher to ask students to share comments about reading from the recorded reading activity (refer to Procedure for Pre-testing) • Teacher to ask students to brainstorm how "good" reading sounds 								
10	<ul style="list-style-type: none"> • Teacher to model phrased, fluent and expressive reading (texts from <i>Table 2</i>) • Teacher to model the Repeated Reading strategy and explain the benefits of this for comprehension 								
5	<ul style="list-style-type: none"> • Students to practice phrased, fluent and expressive reading using the Repeated (texts from <i>Table 2</i>) Reading strategy simultaneously (Appendix) and teacher to guide students individually 								

	10	<ul style="list-style-type: none"> • Students to listen to each other one at a time reading • Students share read each other's text • Teacher and Students to give feedback to each student identifying phrasing, fluency and expression
	5	<ul style="list-style-type: none"> • Students independently read own text
	10	<ul style="list-style-type: none"> • Students to articulate what they have learnt
Lesson 2		
Aims		<ul style="list-style-type: none"> • Articulate understandings of 'good' reading, reading out loud, comprehension and Repeated Reading • Model self-monitoring • Model Re-reading • Practice self-monitoring, and Re-reading • Teach the '3 Golden Rules'
Connection to MLOTP model		<ul style="list-style-type: none"> • Framing up a purpose for reading
Teacher / Student Interactions	Time	
	2	<ul style="list-style-type: none"> • Teacher to ask students to share what they learnt in the previous lesson, encouraging comments on the strategy, Repeated Reading and links with reading out aloud and comprehension
	5	<ul style="list-style-type: none"> • Teacher to ask students to brainstorm reading mistakes commonly made
	5	<ul style="list-style-type: none"> • Teacher to model monitoring for V (visual), M (meaning) and S (structure) accuracy and Re-reading
	5	<ul style="list-style-type: none"> • Teacher to introduce the '3 Golden Rules' poster (see Appendix) • Students to make up an gesture for each one
	10	<ul style="list-style-type: none"> • Students to practice monitoring for V (visual), M (meaning) and S (structure) accuracy and Re-reading simultaneously and teacher to guide students individually
	10	<ul style="list-style-type: none"> • Students to listen to each other one at a time reading • Students share read each other's text • Teacher and Students to give feedback to each student identifying monitoring and self-correction rate
	5	<ul style="list-style-type: none"> • Students independently read own text
	3	<ul style="list-style-type: none"> • Students to articulate what they have learnt

Lesson 3		
Aims		<ul style="list-style-type: none"> • Articulate understandings of 'good' reading, reading out loud, comprehension and effective reading strategies • Practice Self-monitoring, Re-reading and Repeated Reading on an unfamiliar text
Connection to MLOTP model		<ul style="list-style-type: none"> • Planning how they will read • Monitor reading and decide when to re-read • Re-reading at the phrase and sentence levels
Teacher / Student Interactions	Time	<ul style="list-style-type: none"> • Teacher to ask students to share what they learnt in the previous lessons, encouraging comments on Self-monitoring, Re-reading and the '3 Golden Rules' • Students to practice monitoring for V (visual), M (meaning) and S (structure) accuracy and Re-reading simultaneously on new unseen text (<i>Table 2</i>) and teacher to guide students individually • Students to practice Repeated Reading and teacher to guide students individually • Students to listen to each other one at a time reading • Teacher and Students to give feedback to each student identifying monitoring, self-correction rate, fluency, phrasing and expression • Students share read each other's text together • Students independently read own text • Students to articulate what they have learnt
	5	
	15	
	15	
	5	
5		
Lesson 4		
Aims		<ul style="list-style-type: none"> • Articulate understandings of 'good' reading, reading out loud, comprehension and effective reading strategies • Practice Self-monitoring, Re-reading and Repeated Reading on a familiar text • Monitor comprehension accuracy
Connection to MLOTP model		<ul style="list-style-type: none"> • Re-reading at the phrase and sentence levels • Listening to ourselves read
Teacher / Student Interactions	Time	<ul style="list-style-type: none"> • Teacher to ask students to share what they learnt in the previous lessons, encouraging comments on Self-monitoring, Re-reading, the '3 Golden Rules' and Repeated Reading and links with reading out loud and comprehension • Students to practice Repeated Reading and teacher to guide students individually on previous lessons text with comprehension as a focus • Students to listen to each other one at a time reading • Teacher and Students to give feedback on fluency, phrasing and expression • Students share read the comprehension questions (PROBE student assessment sheets) to each other • Students independently read own text and orally answer the questions • Teacher to give feedback on improvements in comprehension • Students to articulate what they have learnt
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	10	
	5	

Lesson 5

Aims	<ul style="list-style-type: none"> • Articulate understandings of 'good' reading, reading out loud, comprehension and effective reading strategies • Practice Self-monitoring, Re-reading and Repeated Reading on an unfamiliar text 	
Connection to MLOTP model	<ul style="list-style-type: none"> • Planning how they will read • Monitor reading and decide when to re-read • Re-reading at the phrase and sentence levels 	
Teacher / Student Interactions	Time	<ul style="list-style-type: none"> • Teacher to ask students to share what they learnt in the previous lessons, encouraging comments on Self-monitoring, Re-reading and the '3 Golden Rules' • Students to practice monitoring for V (visual), M (meaning) and S (structure) accuracy and Re-reading simultaneously on new unseen text (<i>Appendix C, Table 14</i>) and teacher to guide students individually • Students to practice Repeated Reading and teacher to guide students individually • Students to listen to each other one at a time reading • Teacher and Students to give feedback to each student identifying monitoring, self-correction rate, fluency, phrasing and expression • Students share read each other's text together • Students independently read own text • Students to articulate what they have learnt
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Lesson 6

Aims	<ul style="list-style-type: none"> • Articulate understandings of 'good' reading, reading out loud, comprehension and effective reading strategies • Practice Self-monitoring, Re-reading and Repeated Reading on a familiar text • Monitor comprehension accuracy 	
Connection to MLOTP model	<ul style="list-style-type: none"> • Re-reading at the phrase and sentence levels • Listening to ourselves read 	
Teacher / Student Interactions	Time	<ul style="list-style-type: none"> • Teacher to ask students to share what they learnt in the previous lessons, encouraging comments on Self-monitoring, Re-reading, the '3 Golden Rules' and Repeated Reading and links with reading out loud and comprehension • Students to practice Repeated Reading and teacher to guide students individually on previous lessons text with comprehension as a focus • Students to listen to each other one at a time reading • Teacher and Students to give feedback on fluency, phrasing and expression • Students share read the comprehension questions (PROBE student assessment sheets) to each other • Students independently read own text and orally answer the questions • Teacher to give feedback on improvements in comprehension • Students to articulate what they have learnt
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	10	
	10	
	5	

Lesson 7

Aims	<ul style="list-style-type: none"> • Articulate understandings of 'good' reading, reading out loud, comprehension and effective reading strategies • Practice Self-monitoring, Re-reading and Repeated Reading on an unfamiliar text 	
Connection to MLOTP model	<ul style="list-style-type: none"> • Planning how they will read • Monitor reading and decide when to re-read • Re-reading at the phrase and sentence levels 	
Teacher / Student Interactions	Time	
	5	<ul style="list-style-type: none"> • Teacher to ask students to share what they learnt in the previous lessons, encouraging comments on Self-monitoring, Re-reading and the '3 Golden Rules'
	15	<ul style="list-style-type: none"> • Students to practice monitoring for V (visual), M (meaning) and S (structure) accuracy and Re-reading simultaneously on new unseen text (<i>Appendix C, Table 14</i>) and teacher to guide students individually • Students to practice Repeated Reading and teacher to guide students individually
	15	<ul style="list-style-type: none"> • Students to listen to each other one at a time reading • Teacher and Students to give feedback to each student identifying monitoring, self-correction rate, fluency, phrasing and expression • Students share read each other's text together
	5	<ul style="list-style-type: none"> • Students independently read own text
5	<ul style="list-style-type: none"> • Students to articulate what they have learnt 	

Lesson 8

Aims	<ul style="list-style-type: none"> • Articulate understandings of 'good' reading, reading out loud, comprehension and effective reading strategies • Practice Self-monitoring, Re-reading and Repeated Reading on a familiar text • Monitor comprehension accuracy 	
Connection to MLOTP model	<ul style="list-style-type: none"> • Re-reading at the phrase and sentence levels • Listening to ourselves read 	
Teacher / Student Interactions	Time	
	5	<ul style="list-style-type: none"> • Teacher to ask students to share what they learnt in the previous lessons, encouraging comments on Self-monitoring, Re-reading, the '3 Golden Rules' and Repeated Reading and links with reading out loud and comprehension
	10	<ul style="list-style-type: none"> • Students to practice Repeated Reading and teacher to guide students individually on previous lessons text with comprehension as a focus
	10	<ul style="list-style-type: none"> • Students to listen to each other one at a time reading • Teacher and Students to give feedback on fluency, phrasing and expression
	15	<ul style="list-style-type: none"> • Students share read the comprehension questions (PROBE student assessment sheets) to each other • Students independently read own text and orally answer the questions • Teacher to give feedback on improvements in comprehension
5	<ul style="list-style-type: none"> • Students to articulate what they have learnt 	

Lesson 9

Aims	<ul style="list-style-type: none"> • Articulate understandings of 'good' reading, reading out loud, comprehension and effective reading strategies • Practice Self-monitoring, Re-reading and Repeated Reading on an unfamiliar text 										
Connection to MLOTP model	<ul style="list-style-type: none"> • Planning how they will read • Monitor reading and decide when to re-read • Re-reading at the phrase and sentence levels 										
Teacher / Student Interactions	<table border="1" style="width: 100%;"> <tr> <th style="width: 10%;">Time</th> <th></th> </tr> <tr> <td style="text-align: center;">5</td> <td> <ul style="list-style-type: none"> • Teacher to ask students to share what they learnt in the previous lessons, encouraging comments on Self-monitoring, Re-reading and the '3 Golden Rules' </td> </tr> <tr> <td style="text-align: center;">15</td> <td> <ul style="list-style-type: none"> • Students to practice monitoring for V (visual), M (meaning) and S (structure) accuracy and Re-reading simultaneously on new unseen text (<i>Appendix C, Table 14</i>) and teacher to guide students individually • Students to practice Repeated Reading and teacher to guide students individually </td> </tr> <tr> <td style="text-align: center;">15</td> <td> <ul style="list-style-type: none"> • Students to listen to each other one at a time reading • Teacher and Students to give feedback to each student identifying monitoring, self-correction rate, fluency, phrasing and expression • Students share read each other's text together </td> </tr> <tr> <td style="text-align: center;">5</td> <td> <ul style="list-style-type: none"> • Students independently read own text </td> </tr> </table>	Time		5	<ul style="list-style-type: none"> • Teacher to ask students to share what they learnt in the previous lessons, encouraging comments on Self-monitoring, Re-reading and the '3 Golden Rules' 	15	<ul style="list-style-type: none"> • Students to practice monitoring for V (visual), M (meaning) and S (structure) accuracy and Re-reading simultaneously on new unseen text (<i>Appendix C, Table 14</i>) and teacher to guide students individually • Students to practice Repeated Reading and teacher to guide students individually 	15	<ul style="list-style-type: none"> • Students to listen to each other one at a time reading • Teacher and Students to give feedback to each student identifying monitoring, self-correction rate, fluency, phrasing and expression • Students share read each other's text together 	5	<ul style="list-style-type: none"> • Students independently read own text
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5	<ul style="list-style-type: none"> • Students to articulate what they have learnt 										

Lesson 10

Aims	<ul style="list-style-type: none"> • Articulate understandings of 'good' reading, reading out loud, comprehension and effective reading strategies • Practice Self-monitoring, Re-reading and Repeated Reading on a familiar text • Monitor comprehension accuracy 										
Connection to MLOTP model	<ul style="list-style-type: none"> • Re-reading at the phrase and sentence levels • Listening to ourselves read 										
Teacher / Student Interactions	<table border="1" style="width: 100%;"> <tr> <th style="width: 10%;">Time</th> <th></th> </tr> <tr> <td style="text-align: center;">5</td> <td> <ul style="list-style-type: none"> • Teacher to ask students to share what they learnt in the previous lessons, encouraging comments on Self-monitoring, Re-reading, the '3 Golden Rules' and Repeated Reading and links with reading out loud and comprehension </td> </tr> <tr> <td style="text-align: center;">10</td> <td> <ul style="list-style-type: none"> • Students to practice Repeated Reading and teacher to guide students individually on previous lessons text with comprehension as a focus </td> </tr> <tr> <td style="text-align: center;">10</td> <td> <ul style="list-style-type: none"> • Students to listen to each other one at a time reading • Teacher and Students to give feedback on fluency, phrasing and expression </td> </tr> <tr> <td style="text-align: center;">15</td> <td> <ul style="list-style-type: none"> • Students share read the comprehension questions (PROBE student assessment sheets) to each other • Students independently read own text and orally answer the questions • Teacher to give feedback on improvements in comprehension </td> </tr> </table>	Time		5	<ul style="list-style-type: none"> • Teacher to ask students to share what they learnt in the previous lessons, encouraging comments on Self-monitoring, Re-reading, the '3 Golden Rules' and Repeated Reading and links with reading out loud and comprehension 	10	<ul style="list-style-type: none"> • Students to practice Repeated Reading and teacher to guide students individually on previous lessons text with comprehension as a focus 	10	<ul style="list-style-type: none"> • Students to listen to each other one at a time reading • Teacher and Students to give feedback on fluency, phrasing and expression 	15	<ul style="list-style-type: none"> • Students share read the comprehension questions (PROBE student assessment sheets) to each other • Students independently read own text and orally answer the questions • Teacher to give feedback on improvements in comprehension
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5	<ul style="list-style-type: none"> • Students to articulate what they have learnt 										

TABLE 13**Student data set – Pre Intervention**

Student	T / C Group	Age (mths)	Years of schooling	Gend	ESL	Interv	TEXT	NEALE								PROBE		
								ACCURACY				COMPREHENSION				Reading Age	Accuracy	Comp (%)
								Raw Score	%ile Rank	Stanine	Reading Age (months)	Raw Score	%ile Rank	Stanine	Reading Age (months)			
A	1	103	3	2	0	1	7	10	6	2	72	4	7	2	73	72	94	40
B	1	96	3	1	0	1	18	24	17	3	82	6	11	3	77	90	93	50
C	1	91	3	2	1	1	14	16	11	3	76	9	19	1	83	72	91	0
D	1	91	3	1	0	1	16	21	14	3	80	12	34	4	89	84	92	28
E	0	91	3	1	0	0	17	28	21	3	85	10	22	3	85	84	89	28
F	0	90	3	1	1	1	18	23	16	3	81	11	26	4	87	84	91	57
G	0	89	3	2	0	0	8	13	9	2	73	4	7	2	74	72	92	40
H	0	89	3	2	1	1	19	27	19	3	85	10	22	3	85	96	87.5	37.5

TABLE 14**Student Profile Data Set - Post Program**

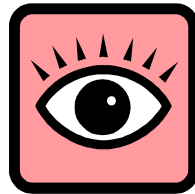
Student	T / C Group	Age (mths)	Years of schooling	Gender	ESL	Interv	TEXT	NEALE								PROBE		
								ACCURACY				COMPREHENSION				Reading Age	Accuracy	Comp (%)
								Raw Score	%ile Rank	Stanine	Reading Age (months)	Raw Score	%ile Rank	Stanine	Reading Age (months)			
A	1	103	3	2	0	1	12	15	10	2	78	5	12	3	78	84	89	71
B	1	91	3	1	0	1	20	26	25	4	86	9	20	3	86	102	94	0
C	1	96	3	2	1	1	16	18	17	3	76	7	15	3	81	90	97	75
D	1	91	3	1	0	1	18	22	18	3	83	9	20	3	86	96	94	62
E	0	91	3	1	0	0	20	24	22	3	84	7	15	3	82	84	95	0
F	0	90	3	1	1	1	20	20	18	3	82	9	20	3	86	90	94	25
G	0	89	3	2	0	0	10	12	4	2	76	3	3	1	74	78	89	33
H	0	89	3	2	1	1	21	26	25	4	86	8	17	3	84	96	87.5	50

T / C Group
0 = Control
1 = Teaching

Gender
1 = Female
2 = Male

ESL / Earlier Intervention
0 = No
1 = Yes

3 Golden Rules



Does it look right?



Does it sound right?



Does it make sense?