Hypothesis:

Improving a group of Year 1 children's

self-management strategies

will increase their self-efficacy, and in turn,

their reading accuracy on texts.

ABSTRACT

Many students, while being able to make attempts at solving unfamiliar words, are unsure how they can check to see if their guess is the right one. This uncertainty, and their consequential reliance of another, more expert reader, leads them to believe that they cannot solve reading problems on their own. This, in turn, causes further apprehension whilst reading, leading to low self-efficacy.

The present study hypothesises that improving a group of Year 1 children's self-management strategies will increase their self-efficacy, and in turn, their reading accuracy on texts.

The study compares two groups of four students, a control group and an intervention group. While the control group was pre and post tested with no intervention between, the latter group received intervention in which they were explicitly taught specific self- management strategies to use before, during and after the reading process.

Findings indicated that an improved knowledge of self management strategies, generally lead to a higher self efficacy rate. Consequently, word accuracy on texts was raised, thus supporting the hypothesis. Interestingly, students' comprehension levels were also found to be enhanced.

Implications for teaching practice as a result of this study include the ability to teach self-management strategies through think-alouds with the class group and teaching more than ten lessons to ensure more strategies are introduced, practiced and automatised.

INTRODUCTION

Many students, while being able to make attempts at solving unfamiliar words, are unsure how they can check to see if their guess is the right one. This uncertainty, and their consequential reliance of another, more expert reader, leads them to believe that they cannot solve reading problems on their own. This, in turn, causes further apprehension whilst reading, leading to low self-efficacy.

Self-efficacy is described as the perception one has of their own capability to complete a task or goal (Bandura, 1994). It manifests itself in self-talk. Research indicates that low self-efficacy causes a lack in motivation. Students will attempt tasks half-heartedly, give up quickly, or avoid or refuse to complete them. They believe they will fail to succeed in accomplishing tasks, and so do; instead, mastering strategies of *learned helplessness* (*Margolis* & McCabe, 2006). They dwell on personal deficiencies when faced with difficult tasks. On the other hand, students who are highly efficacious, accept challenges, recover quickly after setbacks, and exercise control over difficult tasks (Bandura, 1994).

McCabe and Margolis (2001, p.45) suggest it is necessary that low self-efficacy "can't-do" attitudes are transformed into realistic "can-do" attitudes. This can be achieved by changing learners' views of themselves and by providing an effective reading program tailored to their needs, dramatically increasing the chances of students becoming good readers. This view is also held by Fencl and Scheel (2005) who found in their research that teaching strategies used in the classroom can and do make a difference to students' self-efficacy.

In their article, McCabe and Margolis (2001, p.45) suggest twenty-two strategies for educators to refer to, in order to provide an "informed, focused, systematic, persistent, emotionally supportive and carefully monitored program that provides students with a wealth of successful reading experiences". Amongst their suggestions, they propose educators should teach specific

step by step strategies in order to show students how to achieve success on a specific task. They go on to say that instructors should describe the task while demonstrating, to make each step explicit.

Effective teachers think out loud regularly. In doing so, they model the importance of thinking while they are reading and comprehending (Farr and Conner, 2004; *Schmitt, 1990*). Modeling also exposes learners to the many strategies and monitoring behaviours that good readers use, since for poor readers, strategy use is limited, not automatic.

"As students think out loud with teachers and with one another, they gradually internalize this dialogue; it becomes their inner speech, the means by which they direct their own behaviours and problem solving processes" *(Tinzmann et al. 1990; cited on TeacherVision site).* Therefore as students learn to think out loud they learn how to learn *(TeacherVision site).* Consequently, they also learn that reading is a process that requires thinking, and that others too must think through problems in order to problem-solve.

Modeling of thinking processes related to reading should include "previewing, predicting, questioning, using fix-up strategies for comprehension break-downs, and summarizing as a monitoring strategy" (Schmitt, 1990 p.458). Munro (2004) describes these processes as belonging to the *getting ready or orienting stage, while-reading stage: processing the text in depth and self-monitoring* and *post reading or review stage* phases of reading. Instruction in these areas alone however, does not guarantee students will be more motivated to complete tasks or to take on challenges, but rather the success generated from the use of these self-regulatory processes, on their self-beliefs (Schunk & Zimmermann, 1998; cited in Zimmermann, 2002; Zimmermann, 2002).

Another of McCabe and Margolis' twenty-two suggestions is to ensure children are given positive, frequent and immediate feedback and assistance when introducing new strategies. This needs to be seen as being credible and task-relevant. Students "need to hear teachers praise them for re-reading, guessing, taking risks, [or for] changing pace". They need to see that their endeavors to use strategies that help them understand what the text is about are valued (Munro 2004). Salend (2001; cited in Margolis and McCabe, 2006) recommends five kinds of teacher-directed feedback: these being [1] *corrective feedback*, to show challenged readers how to correct their mistakes [2] *prompting* to help challenged readers correct their mistakes, [3] *process feedback*, whereby the instructor restates the correct answer and says why it is correct [4] *instructive feedback*, which gives struggling learners extra information to help them solve their challenge, and [5] *praise* for when struggling learners have legitimately earned it.

A third way of improving self-efficacy is to "provide multiple opportunities for supported and independent practice" (McCabe and Margolis, 2001, p. 45). Initially, students learn these reading actions through interactive reading experiences. Later, coached practice supports the use of strategies in paired and shared reading situations before they are used independently (Munro 2004). Similarly, Bandura also found that cooperative learning strategies improve both self-efficacy and academic achievement (Kirk).

Yet another of McCabe and Margolis' (2001, p. 45) twenty-two suggestions is to "help students set and monitor realistic, short term goals". This can also be taught through modeling and supported coaching. Self-regulated learners monitor their reading actions in terms of their goals and self-reflect on their effectiveness (Zimmerman, 2002). This verbalizing of their observations, comments and reactions to learning in relation to goals set, assists children with their use of strategies (Gee1998).

The present study aims to extend earlier research by examining the effect of explicitly taught self- management strategies on student self-efficacy and their reading accuracy on texts. The variables under investigation in this study are self-efficacy (Bandura, 1994; McCabe and Margolis, 2001) and self- management strategies (Munro, 2004; Schmitt, 1990).

Based on this literature, the following prediction is offered: That improving a group of Year 1 children's self- management strategies will increase their self-efficacy, and in turn, their reading accuracy on texts.

METHOD

Design

The study uses a case study OXO design, in which self-efficacy and in turn word accuracy following teaching of specific self- management strategies before, during and after the reading process, is monitored for Year One students who have reading difficulties. The study compares two groups of four students, a control group and an intervention group.

Participants

The participants consist of eight students, in their second year of schooling that are experiencing reading difficulties, often needing reassurance while reading and tending to appeal for help. They attend a school in Melbourne's Western suburbs, which has four Year 1/2 home groups within an open plan design, and in which all four class teachers share responsibility for each child's learning. Their age, background, entry reading ability and history of reading support is shown in Table 1.

Table 1

Student	0 = Control 1 = Teaching	Age in MONTHS	Gender 0=M 1= F	Years of Schooling	EMA 0 = No 1 = Yes	ESL 0 = No 1 = Yes	LNSLN funding 0=No 1 = Yes	Reading Recovery 0 = No 1 = Yes	Text Level (Feb, 2010)	Text Level prior to Pre-Testing (June, 2010)
A	1	87	1	2	1	1	0	0	7	10
B	1	79	1	2	0	0	0	0	3	8
C	1	81	1	2	0	0	0	0	0	10
D	1	78	0	2	0	0	0	0	9	10
AA	0	86	1	2	0	0	0	0	7	12
BB	0	77	1	2	1	0	0	0	2	7
CC	0	76	1	2	0	0	0	0	6	10
DD	0	81	0	2	0	1	0	0	6	8

EMA   Education Maintenance Allowance
ESL   English as a Second Language
LNSLN   **L**iteracy Numeracy and Special Learning Needs

As positions on the Reading Recovery program this year were filled by students with very high needs many students who would have benefitted from intervention provided by the Reading Recovery program have been unable to access it. Such is the case with all eight participants. They have been, however, receiving some group intervention by a Literacy Support teacher, for twenty minutes, three times a week.

Having worked within the Year 1/2 learning area, and regularly monitoring students' progress, the student researcher had noticed a lack of confidence in these students' attempts at solving unfamiliar words. They would often appeal for help, having limited use of effective strategies and low self-efficacy. In addition, the following factors were considered when choosing these students:

Born in Australia with a Vietnamese language background, student A hears her parents speak among themselves and to their children in her first language. She responds in both English and Vietnamese, and converses with her sibling in both languages, though most often in English. She reads easy texts fluently, however at unfamiliar words only works at the word level.

Student B entered the school at the beginning of Year 1. Her mother reported that overall her daughter's experiences of Prep were not positive. Student B came to her current school reading at text level three, and with little confidence in her literacy abilities. Consequently, she spends much of her time avoiding tasks she thinks may be difficult for her to complete.

Student C's desire to be correct and to not disappoint resulted in her producing little work and speaking in class to teachers and other students very rarely and very quietly for the first eighteen months of her school life. At the end of Prep, student C was reading at text level five, however at the beginning of Year 1 had difficulty reading level one texts. Earlier in the year, her

father attended parent workshops conducted by the student-researcher, which taught him how to prompt for effective use of strategies when listening to his daughter read. By the end of term two, student C was reading at text level ten, however, still demonstrating low self-efficacy and often requiring reassurance. It was thought that intensive, explicit instruction in strategic use, as well as reinforcement of positive behaviours, would benefit student C's progress.

Student D prefers to complete tasks that require a computer, but not necessarily those set for him. He finds writing physically laborious, as well as structurally demanding. This is partly due to his difficulty in pronouncing words correctly as well as his low oral language skills. Student D entered Year 1 with a Record of Oral Language (ROL) score of 16/42 and a text level of nine. By June, his text level had only progressed by one level.

Like the students above, students in the control group were also chosen because of their limited use of effective strategies and their low self-efficacy.

With a ROL test score of 38/42 at the beginning of Year 1, student AA was reading at an instructional text level of seven. She relied heavily on sounding out each word.

Student BB craves praise and attention and is eager to please, and as such, responds well to constructive feedback. She often speaks with an immature and babyish voice, scoring just 18/42 in her ROL test at the beginning of Year 1. She relies on being told words she is unfamiliar with.

Student CC is exposed to strong language structures and a broad vocabulary at home, which is evident in her own language use. This is not matched by her reading abilities in which she has little confidence. Consequently, she spends much of her time avoiding tasks she thinks may be difficult for her.

Student DD is new to his current school this year. He loves to talk and imagine, enabling him to make interesting links to text, however his lack of belief in his own abilities, coupled with his limited knowledge of effective strategies, leads him to avoid difficult words by beginning conversations midway through reading sentences. Earlier this year, student DD spent two months overseas where he was exposed to his Spanish language background.

At the time of this study, the control group continued to receive literacy support three times a week for twenty minutes each by a literacy intervention teacher. The intervention group for this study was withdrawn from additional literacy support.

Materials

Materials used will include the following:

a) Tests

Running records: The 'PM Benchmark 2' kit was used to determine instructional text levels.

Neale Analysis of Reading Ability 3rd Edition: This test was used to establish the students' comprehension, word accuracy and rate of reading while reading aloud. Form 1 was used during the Pre-testing phase and Form 2 at Post-testing.

Self Management Checklist (SMC) (Taylor 2010): This is a checklist adapted from the *Metacomprehension Strategy Index* (Schmitt, M.C. 1990), Munro's *Self Management-Learning What To Do and Say At Each Stage Of Reading* (Munro, 2010) and Prompts to Support the Use of Strategies (Fountas & Pinnell,1996) by the student researcher to measure students' awareness of strategic reading processes before, during and after reading and at the word level. Students were asked to recall the behaviours of a good reader before, during and after

reading. The checklist was scored according to the total number of strategies students were able to recall (see Appendix 1).

Self-efficacy Scales Adapted from those designed by James W Chapman & William E Turner, Massey University New Zealand, 2002: This test was used to gauge participants' self-efficacy. Questions were read aloud to the students who responded to each of the questions or statements, indicating their reading behaviours and how they viewed themselves as a reader.

b) Texts

A collection of texts used during sessions.

c) Other Materials

- Teaching sequence as planned by student researcher
- White board and markers
- Stickers
- Sticky notes
- Pens
- Large poster paper and textas
- Reading reward cards
- Self-script prompt cards

<u>Procedure</u>

Ten teaching sessions will be conducted over a three week period. The students will be withdrawn from the classroom for the intervention and taught in a small group of four. Sessions will be conducted in a withdrawal room adjacent to their learning area. Each session has been planned for forty minute durations.

Each strategy introduced teaches what the strategy is, why it should be learned, how it should be used, when and where to use it and how to evaluate its use.

Sessions consisted of the following elements:

- Review of known reading strategies

- Introduce new strategy

- Model use of new strategy

- Verbalise new self-script

- Students read text

- Reflection of use of new reading strategy

- Acknowledge behaviours of a good reader that were used during reading

The strategies to be focused on include:

Preparing for reading

- Good readers know why they want to read a book

- Good readers read the title and look at the pictures to help them know what the story will be about. They think about what they already know about the topic

- Good readers think about what the ideas of the story remind them of

- Good readers think about the words that might be used in the text

While reading

• Good readers chunk words from left to right and think what the word might be

• Good readers re-read

• Good readers read smoothly

• Good readers cross-check

• Good readers check predictions

After reading

• Good readers check predictions

• Good readers think about the story

• Good readers retell and summarise

• Good readers think about the actions that helped them

Lessons were filmed in an attempt to monitor students' responses and behaviours. Refer to Appendix 2 for full lesson plans.

The students' strategic ability was determined through observation and analysis of their reading using running records and the Neale Analysis of Reading Ability. Students were also asked about their knowledge of strategic actions and their self-efficacy. Competencies of these areas was established to determined whether or not by improving reading strategies, self-efficacy, and in turn reading accuracy, is improved.

Trends

Table 2 illustrates students' test scores at the commencement of this research and again at post testing.

Table 2

Student	Pre-testing									Post-testing								
	Text level	Self efficacy scale	SMC	Neale analysis: accuracy		Neale analysis: compre-hension		Neale analysis: rate		Text level	Self efficacy scale	SMC	Neale analysis: accuracy		Neale analysis: compre-hension		Neale analysis: rate	
				Raw score	Stanine	Raw score	Stanine	Raw score	Stanine				Raw score	Stanine	Raw score	Stanine	Raw score	Stanine
A	15	51	3	18	4	7	4	21	4	18	50	10	22	4	6	4	19	3
B	14	60	1	9	3	1	1	15	3	15	65	13	14	4	4	3	11	2
C	15	56	5	23	4	3	2	26	4	18	60	14	27	5	9	5	26	4
D	13	46	4	21	4	9	5	28	4	17	58	9	19	4	9	5	21	4
AA	9	50	3	16	4	9	5	28	4	11	44.5	3	13	4	9	5	35	5
BB	10	45	2	16	4	9	5	14	2	13	50	1	22	4	8	4	18	3
CC	14	62	2	16	4	9	5	21	4	16	65	3	21	4	8	4	38	5
DD	9	47	4	11	3	4	3	29	4	10	47	5	12	3	6	4	19	3

Observations of the self-efficacy scale results indicate that three of the four students who participated in the intervention group improved in their self efficacy scores between pre and post-testing periods. In total, their results improved by 21 points. Student A scored one less point in her post self-efficacy test than she had in her pre-test. Of the students who participated in the control group, students BB and CC showed improvements of five and three points respectively, student DD showed no movement in her self-efficacy test results between pre and post-testing periods, while student AA scored 5.5 points less when post-tested (see Figure 1).

Text level scores at the post testing stage of the research indicate that all eight students made gains in their ability to read texts of greater difficulty. Improvements made by the control group show a combined growth of eight text levels, having improved from between one and three text

levels. The study group made a combined increase of eleven text levels. Closer analysis illustrates that while student B's ability to read text improved by one level, students A, C and D all improved by three or four text levels (see Figure 2).
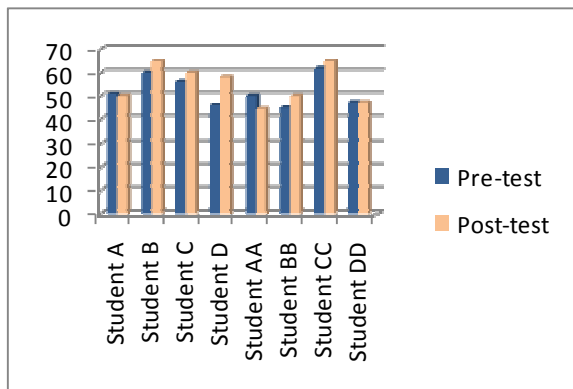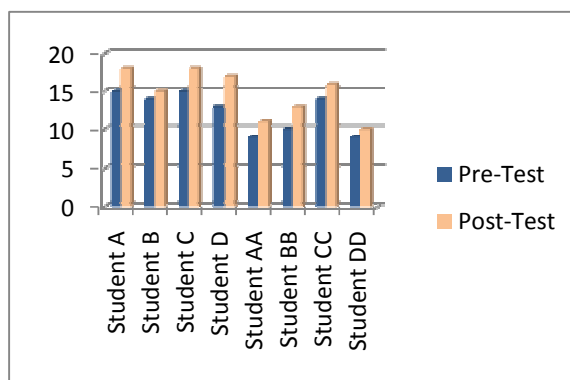

Figure 1: **Self efficacy scale**

Figure 2: **Text level**

The Neale Reading Analysis test for accuracy indicates that six of the eight students' post-test stanine levels remained the same, and that students A and B, both of the intervention group, made reading accuracy gains of one stanine level each. Contrary to those results, when comparing the raw scores of each of the groups, the control group made a combined total growth of fifteen points, while the intervention group showed a total improvement of nine points; thirteen points from students A, B and C, but -4 from student D (see Figures 3 & 4). Interestingly, when comparing text level results with the Neale Reading Analysis results, despite having only improved by one text level post intervention, student B made a raw score improvement of five points, and one stanine level.

Graphs of the Neale Reading Analysis test for comprehension show more movement between pre and post-test stanine levels than was evident in the accuracy stanine level results. Students B and C made dramatic gains of two and three stanine levels respectively while student DD
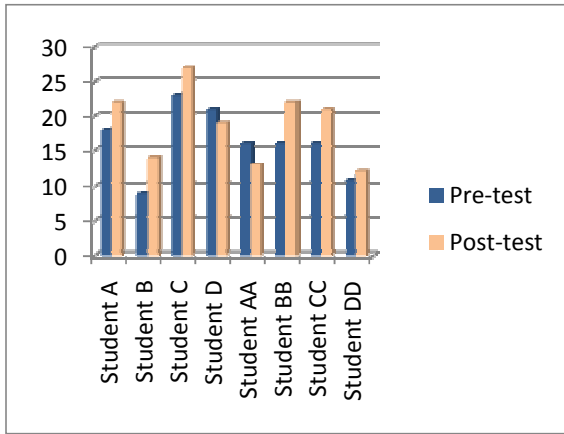
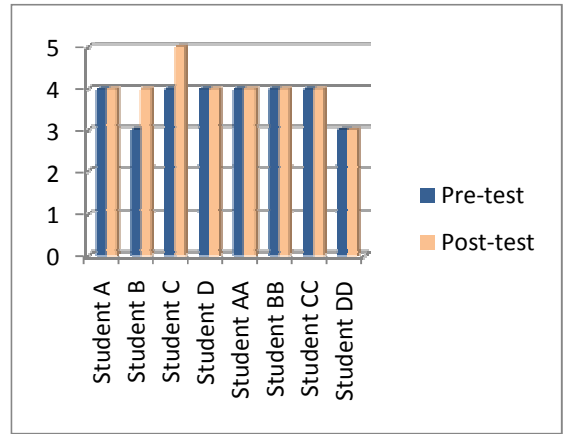Figure 3: **Neale analysis: Accuracy- raw score**

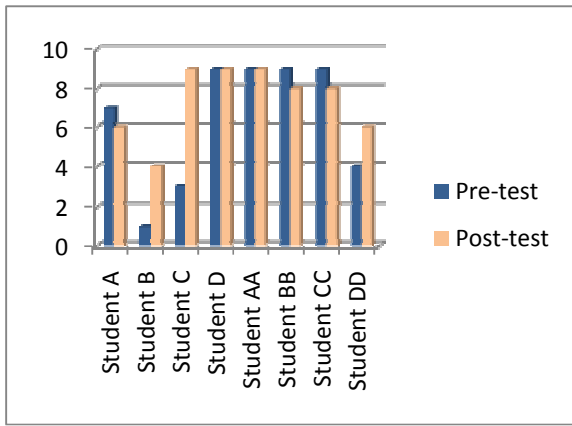Figure 4: **Neale analysis: Accuracy- stanine**

Figure 5: **Neale analysis: Comprehension -raw score**
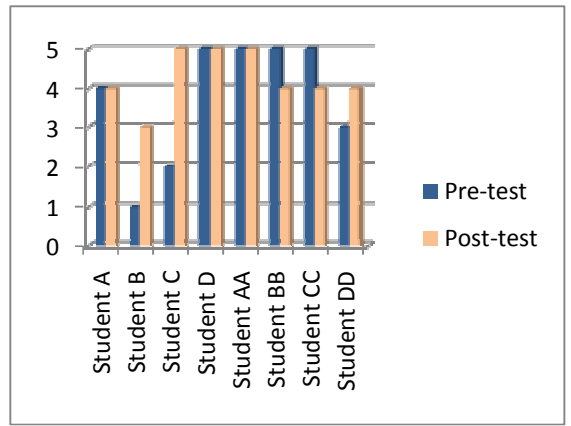

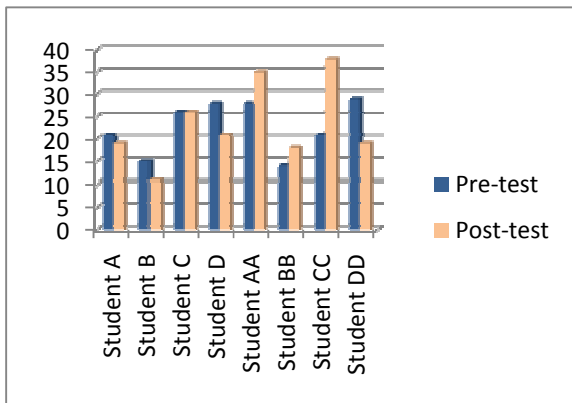Figure 6: **Neale analysis: Comprehension -stanine**
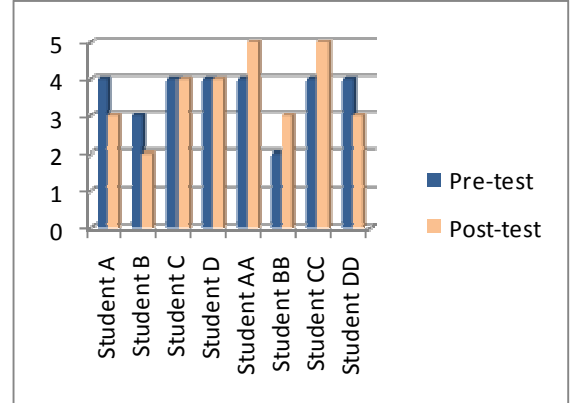

Figure 7: **Neale analysis: Rate- raw score**

Figure 8: **Neale analysis: Rate- stanine**

enhanced his comprehension abilities by one stanine. Students BB and CC showed a decrease of one stanine level each whereas students A, D and AA maintained their comprehension stanine level. When comparing comprehension pre and post test raw scores, as a whole, the control group made no gain, however the intervention group achieved an improved combined total of eight points (see Figures 5 & 6).

In direct contrast to the comprehension test group trend results, data of the Neale Reading Analysis test for rate of reading indicates that the control group achieved a total of eighteen points higher than their pre-test score. This was largely due to student CC who scored seventeen points more than her previous effort. On the other hand, student DD scored ten less point than previously. Dissimilarly, three of those in the intervention group scored lower than their pre-test rate results while students C scored the same as her prior test outcome (see Figures 7 & 8).
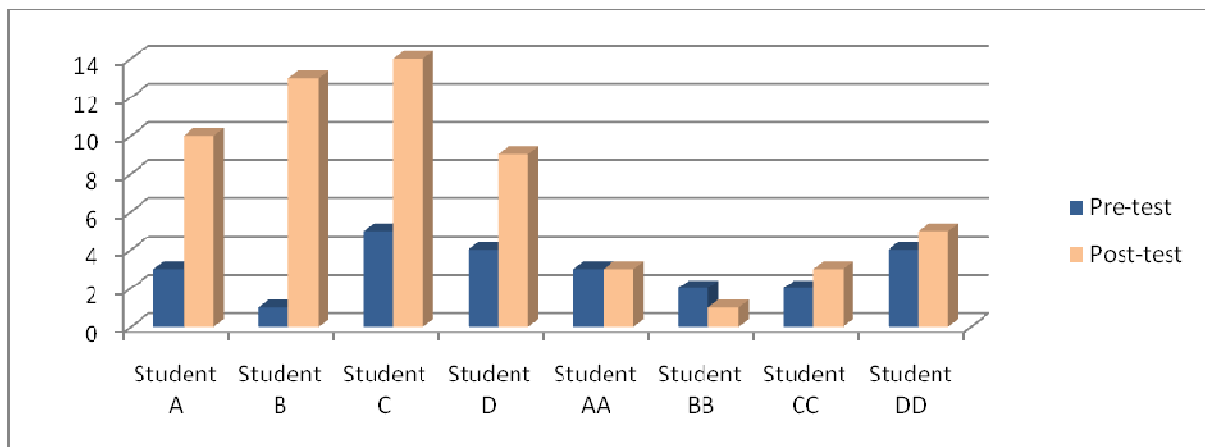

Figure 9: **Self Management Checklist (SMC)**

Clearly, Figure 9 illustrates the remarkable growth of the study group, post intervention, in their knowledge of self management strategies, recalling a combined 33 strategies more than in their pre-test. The control group improved their combined total responses by one strategy.

Figures 10 – 13 illustrate the comparison of pre and post-test results for individuals within the intervention group. The trend for this cohort indicates an improved knowledge of self-management strategies, leading generally to a higher self-efficacy rate. Word accuracy on texts was raised slightly, however the rate of reading overall, was reduced. Interestingly, students' comprehension levels were also enhanced.
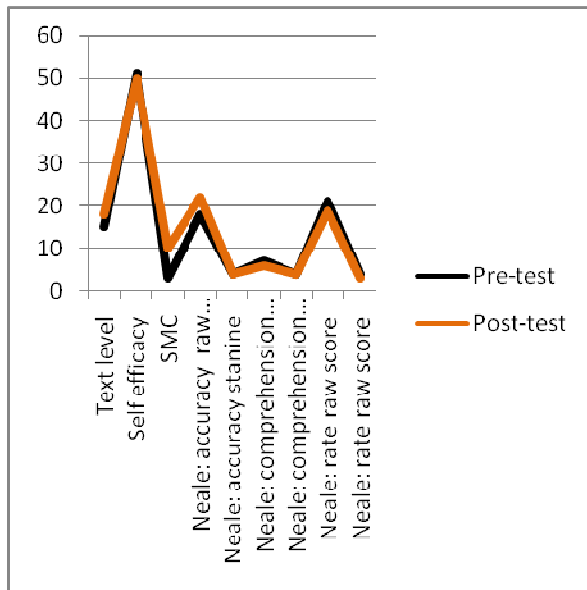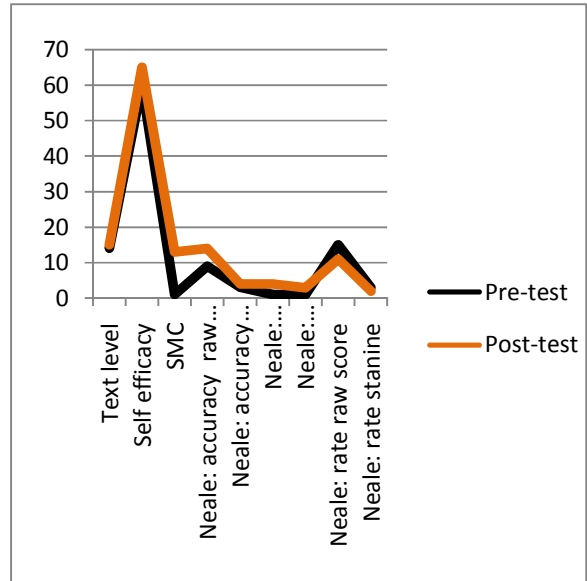
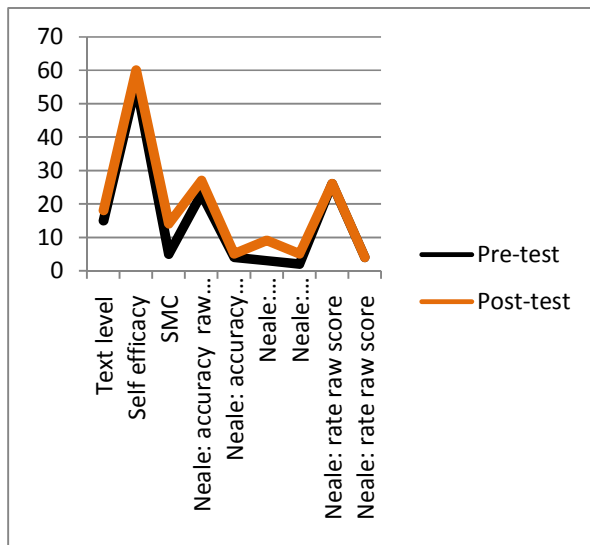Figure 10: **Student A**

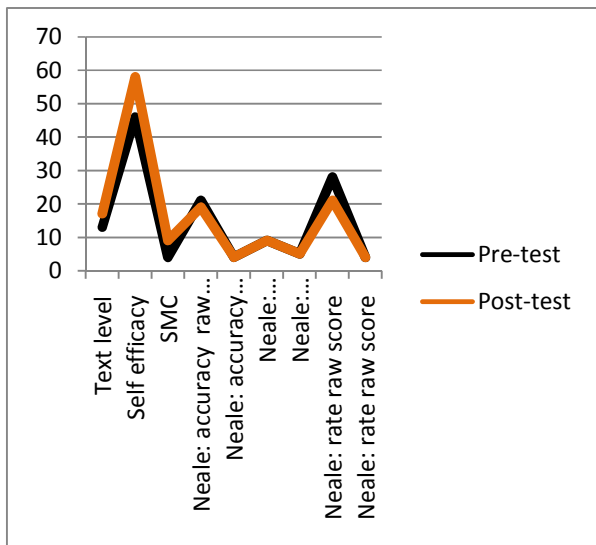Figure 11: **Student B**

Figure 12: **Student C**

Figure 13: **Student D**

Figures 14 – 17 illustrate the comparison of pre and post-test results for individuals within the control group. The trend for this cohort indicates no improvement was made in the knowledge of self-management strategies. Consequently, although making some gains in their level of self-efficacy, this was to a lesser degree than that of the intervention group. While reading accuracy of words on text and the rate of reading were further developed by this cohort, no gains were made in the area of comprehension.
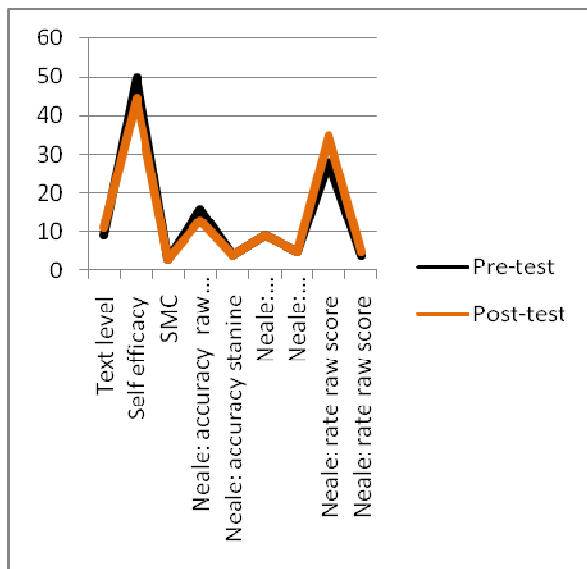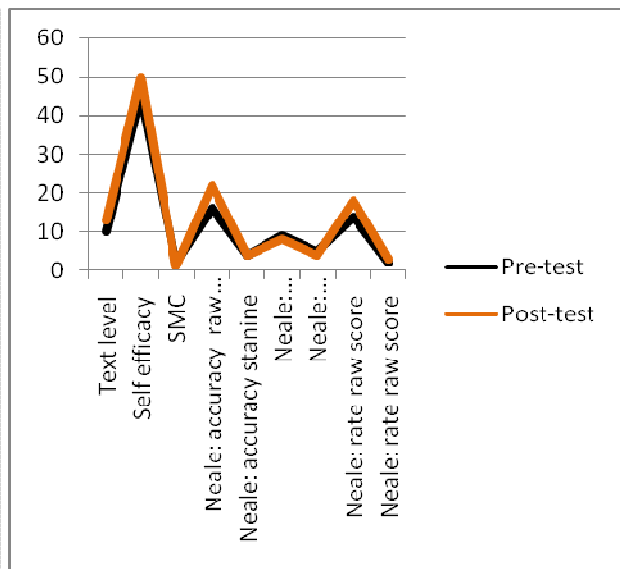

Figure 14: **Student AA**
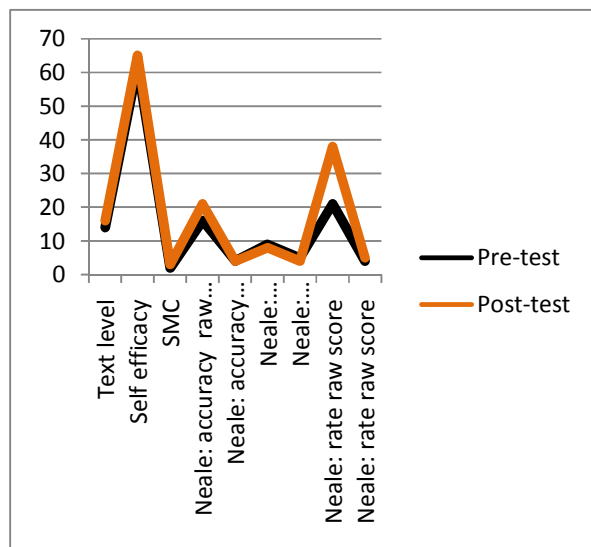

Figure 15: **Student BB**
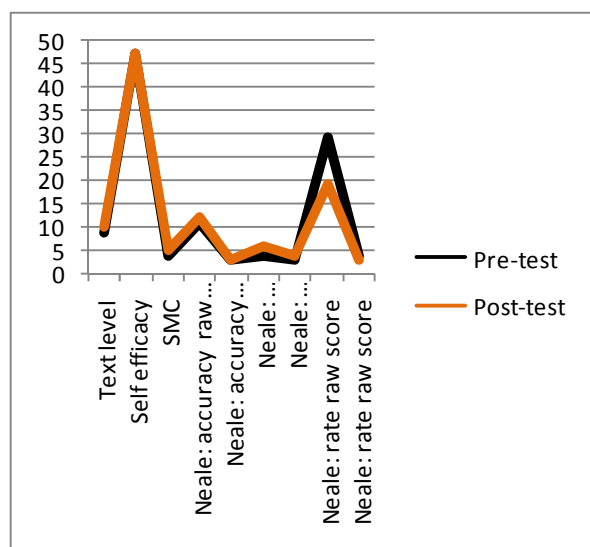

Figure 16: **Student CC**

Figure 17: **Student DD**

These findings point toward the prediction that improving a group of Year 1 children's self-management strategies increases their self-efficacy, and in turn, their reading accuracy on texts, is supported. Furthermore, comprehension has also been found to be improved.

DISCUSSION

When reflecting on the results of this study, it can be seen that there is support for the initial prediction that improving students' self- management strategies increases their self-efficacy, and in turn, reading accuracy on texts. Student results indicate that improvement in self-management strategies was evident in all participants, however, 100% of those in the intervention group were able to recall at least five more strategies than they could pre-intervention. None of the students in the control group bettered their previous score by more than five; in fact, the maximum improvement by the control group was by one self-management strategy. Self-efficacy improved in 75% of the teaching group and 50% of the control group. A considerable improvement was seen in student B who, at pre-testing, could only respond to the question of what good readers do by saying 'sound it out'. Remarkably, her SMC post-testing score shows an improvement of twelve, in strategy knowledge. Therefore, the impact on students' self-efficacy can be said to be related to an improvement in self management strategies. This is supported by Schunk & Zimmerman, (1998 cited from becoming a self-regulated learner: an overview), who say that research shows that self-management is teachable and can lead to increases in students' motivation and achievement.

Support for the hypothesis, however, is not conclusive as one student in the teaching group did not show improvement in her self-efficacy measure. When analysing the results of the self-efficacy scales, and comparing these to observations of students' behaviours when reading texts, it is apparent that responses to the questions and statements of the self-efficacy scales were answered in a way that reflected students' knowledge of the behaviours of a good reader; not necessarily their own reading behaviours. At post-testing, while using this same test form, students' responses were a little more reflective of their own reading behaviours. In the case of

student A who scored one point lower in her post self-efficacy test, although her latter test score was more revealing of her reading behaviours post intervention, the fact that when pre-tested she had answered according to what she knew she should be doing, rather than what she was doing when reading, left her little room for improvement.

The reliability of this test, and consequently the validity of its results, can be questioned therefore, as it is dependent upon the correct interpretations of the questions and statements, at the time of testing. It is also reliant on the mood and feelings of the child at the time of answering the survey.

Inconclusive support for the hypothesis is also acknowledged in the fact that some students in the control group, despite maintaining a low knowledge of self-management strategies, also showed an increase in their self-efficacy, reading accuracy and rate. These gains were greater than those made by the intervention group in the areas of reading accuracy and rate. It must be noted, however, that these children had continued to attend extra literacy support sessions three times per week, in addition to the teaching received during literacy sessions by their class teacher. Intervention for the control group focused on word knowledge, accuracy and automaticity. It must also be noted that due to holidays immediately following the intervention, students within the study group were post-tested before the holidays, while the control group were post-tested three to four weeks later. This delay impacted on students within the control group as they had had an extra month of instruction and growth. This may have accounted for their increase in self-efficacy, reading accuracy and rate.

Another variable which would have impacted on the final result for the intervention group was the number of days students attended sessions. Due to school organization, events within the school at the time of this research and school holidays at the end of the planned intervention, only nine sessions were able to be taught before the school holidays. In addition, student C went on a seven day holiday, missing four sessions, while student D was sick and absent for a week, also missing four sessions. Given that their interrupted intervention program resulted in gains in their self-management strategies, self-efficacy, text level and reading accuracy, one can only assume the greater gains an uninterrupted, more cohesive intervention program would have resulted in. Deshler (2006) noted, "It is also important that instruction be highly intensive. Intensive instruction involves helping students maintain a high degree of attention and response during instructional sessions that are scheduled as frequently and consistently as possible."

Through the intervention received by the study group, students were taught to use the before reading strategies of getting clues from the title and pictures, thinking about the kind of vocabulary that may have been in the text, and identifying with the characters. As the passages of the Neale analysis did not give a title, or series of illustrations about the text, students were unfamiliar with the style of these texts and could not gather enough information about the text to predict ahead. In addition, student D found himself to be extremely distracted at the post-testing session. This was partly due to special events of the day that he had been briefly withdrawn from, and from the fact that he was being filmed during the testing session.

Often, the key to motivating and engaging struggling learners is to get them to believe that they can succeed (Pressley et al., 2003 as cited in McCabe and Margolis, 2006). This was done throughout the teaching intervention by providing frequent, immediate, task-specific feedback to students as suggested by McCabe and Margolis, (2006 as cited in Kirk).

It is expected that as students become more aware of monitoring and self-management strategies, they concentrate more on using their new knowledge, and so their reading slows down. This occurred for the intervention group as they considered before, during and after reading strategies, and comprehension, while reading, resulting in a lowered rate of reading.

Some of the implications for teaching practice which evolve from this study include the ability to teach self-management strategies through think-alouds with the class group. Having students repeat these models and verbalising prompts themselves was a powerful strategy that would see benefits for students if continued in the classroom. This could be introduced with the whole-class, through shared reading instruction, and then reinforced with smaller groups, working at individuals' instructional level. Being aware of students' self-efficacy before beginning, and during tasks, and implementing some of the twenty-two suggestions of Margolis and McCabe (2001) in an attempt to reduce reading anxiety, is yet another implication for teaching following the results of this research.

Directions for future research suggested by these results include extending the size of the research by having more students participate in the control and intervention groups. Self-management strategies could also be taught in other areas of the curriculum. If this research were to be repeated, changes that might be made to the implementation would include teaching more than ten lessons to ensure more strategies are introduced, practiced and automatised. This is supported by Swanson & Deshler, (2003 cited in Margolis & McCabe, 2006), who suggest that after pre-testing to understand the areas struggling readers need to master, "teachers must help learners understand when and why to use the strategy and have them overlearn it, so they successfully apply it when working alone." They continue to say that

without overlearning of the strategies and knowing when to use them, it is likely that struggling learners will not make use of their new learning.

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APPENDICES

Self Management Checklist (SMC)

Name _____ **Date** _____

Pre-testing phase ___   **Post-testing Phase ___**

Before reading strategies		
Useful strategies		
Decide why reading		
Read title		
Look at pictures		
Predict		
Ask questions		
Think what I already know about topic		
Think about characters		
Think about setting		
Think what words might be in text		
Other strategies		
While reading strategies		
Useful strategies		
Does it look right?		
Does it sound right?		
Does it make sense?		
Re-read		
read on, then go back		
Read across words from left to right		
Keep thinking title, pictures and story		
Put selves in story		
Check predictions		
Make predictions		
Re-tell main points so far		
Answer questions I asked myself		
Read smoothly		
Visualize		

Other strategies		
After reading strategies		
Useful strategies		
Check if purpose for reading met		
Check if questions answered		
Re-tell to see if understood and makes sense		
Check predictions		
Think how story matched prior knowledge		
Compare how reader would have reacted, with character		
Feelings about text		
Other strategies		

TEACHING SESSIONS

OBJECTIVES:

To recognise behaviours of a good reader
To practise behaviours of a good reader
To identify the most useful strategies to use at a particular point of need
To articulate what they have learnt
To articulate how what they have learnt helps them to read and comprehend other texts
To improve self efficacy

Teaching session	Stage of reading	Level of text processing	TEACHING FOCUS STRATEGY	TEACHER	ASK / SAY	STUDENT
1	Before reading or orienting stage	Dispositional	A. Good readers know why they want to read a book.	Explain purpose of sessions is to learn to use strategies of good readers. Today we will learn how good readers get themselves ready for reading before they read. Introduce before reading strategy A: Verbalise question 1. Discuss that some books are read to learn information and others to enjoy. Show children shared text and model making decision about whether this is an information or narrative text: *This book has a story inside, it was written for me to enjoy.*	1. Why am I reading this text? Am I reading this text to enjoy or to learn something? 2. What is the title?	Students repeat question 1 Students engage in interactive modelling of strategy 1.

		Topic	B. Good readers read the title and look at the pictures to help them know what the story will be about. They think about what they already know about the topic.	Introduce before reading strategy B: Ask question 2. Model reading title. Ask question 3. Model looking at and talking through what is seen in the pictures. Ask question 4. Model predicting what will happen in the story. Record predictions made. Ask question 5. Model thinking about what I already know about the topic. Teacher revises 'before reading' questions 1-5 Give students an easy text each. Tell children to practise before reading strategies A and B. Ask students to tell a partner what they think will happen in the story. Ask students to evaluate the effectiveness of the use of the strategy by reading the text and saying if their prediction of what the book will be about was correct and whether knowing what the book will be about helped their reading.	3. What is happening in the pictures? 4. What do I think the text is about? 5. What do I already know about the ideas in the story?	Students repeat questions 2, 3, 4, and 5 after teacher introduces them. Students engage in interactive modelling of strategy 2. Students repeat questions after teacher Students practise use of strategies A and B. Students tell a partner what they think will happen in the story.

						Students read text
						Students evaluate the effectiveness of the use of the strategy by reading the text and saying if their prediction of what the book will be about was correct and whether knowing what the book will be about helped their reading.
2	Before reading or orienting stage	Conceptual	C. Good readers think about what the ideas of the story remind them of.	Review of known before reading strategies. Ask students to recall strategies introduced in previous session. Read question cards 1-5 Introduce new text using strategies A and B. Record predictions made. Model asking questions about the text from what is known about the text from the title and pictures. Tell children today we are going to learn another thing good readers ask before they begin reading. Introduce before reading strategy C: Ask question 6. Teacher draws a concept map to assist with thinking and questioning process. Teacher revises 'before reading' questions 1-6 Give students an easy text each. Tell children to practise 'before reading'	6. What questions can I ask? Ask: Who what where when how questions.	Students recall strategies introduced in previous session. Students repeat questions 1-5 after teacher reads them Students engage in interactive modelling of strategies A, B. Students engage in interactive modelling of strategies C. Students repeat question 6 after teacher introduces it.

				strategies A, B and C, with a partner. Ask students to tell their partner what they think will happen in the story. Ask students to evaluate the effectiveness of the use of the strategies by reading the text and saying if their prediction of what the book will be about was correct and whether knowing what the book will be about and thinking about what the ideas in the book reminded them of, helped their reading.		Students work with a partner to practise use of strategies A, B and C. Students tell their partner what they think will happen in the story. Students read text Students evaluate the effectiveness of the use of the strategy by reading the text and saying if their prediction of what the book will be about was correct and whether knowing what the book will be about and thinking about what the ideas in the book reminded them of, helped their reading.
3	Before reading or orienting stage	Word	D. Good readers think about the words that might be used in the text.	Review of known before reading strategies. Ask students to recall strategies introduced in previous sessions. Read question cards 1-6 Introduce new text using strategies A, B and C. Record predictions made. Tell children today we are going to learn another thing good readers ask before they begin reading. Introduce before reading strategy D: Ask question 7. Teacher writes a list of words that might be used in the text based on their predictions from the title,	7. What words will I see on this topic?	Students recall strategies introduced in previous sessions. Students repeat questions 1-6 after teacher reads them Students engage in interactive modelling of strategies A, B and C. Students engage in interactive modelling of strategy D.

				pictures and ideas they are reminded of.		
						Students repeat question 7 after teacher introduces it.
				Teacher revises 'before reading' questions 1-7		
				Give students an easy text each. Tell children to practise 'before reading' strategies A, B, C and D.		
	B,			Ask students to share their prediction with the group.		Students practise use of strategies A, B, C and D.
				Teacher listens in as students practise strategies and read.		Students tell their partner what they think will happen in the story.
				Ask students to evaluate the effectiveness of the use of the strategies by reading the text and saying if their prediction of what the book will be about was correct and whether knowing what the book will be about and thinking about what the ideas in the book reminded them of, helped their reading.		Students read text

Students evaluate the effectiveness of the use of the strategy by reading the text and saying if their prediction of what the book will be about was correct and whether use of the four strategies helped their reading. |

| 4 | While reading or processing text and self monitoring stage | Word | E. Good readers chunk words from left to right and think what the word might be. | Ask students to recall questions good readers ask themselves before they read.

Reward students with a sticker on their strategies card for each question recalled.

Tell children that today we are going to learn a strategy that good readers use while they are reading.

Introduce new, instructional level, shared book by using strategies A – D. Introduce new strategy, strategy E.

Choose a few words in the text that might be unfamiliar to children.

During model, pause at each of the selected words. Write them on the board, and then model how the initial few sounds can be chunked from left to right, while thinking about the context of the word.

Ask students to verbalise statement 8. Give children an instructional level text. Ask students to use before reading strategies and then to read the text to a given page number, using strategy E when they come to a difficult word. Students are given a pad of sticky notes and a pen. They write words they find difficult, and the page number of those words, onto the sticky note.

Take note of behaviours students are using. After reading, ask students to share strategies they used and their effectiveness. Reward students with a sticker on their reading strategies card for each strategy used that good readers use.

Return to their sticky notes. In the group, assist student to solve unfamiliar words by | 8. I will chunk across the word from left to right and think what the word might be. | Students recall questions good readers ask themselves before they read.

Students add a sticker on their strategies card for each question recalled.

Children engage in interactive modelling of book introduction.

Children engage in interactive modelling of strategy E.

Students verbalise statement 8.

Students read text using known before and while reading strategies.

Students write words they find difficult, and the page number of those words, onto a sticky note. |

| 5 | While reading or processing text and self monitoring stage | Sentence | F. Good reader re-read | Ask students to recall questions good readers ask themselves before they read.

Ask students to recall what good readers do while they read.

Tell children today we are going to learn another strategy that good readers use while they are reading.

Introduce and explain new strategy, strategy F. Say: *Good readers re-read. They go back to the beginning of the sentence or paragraph and re-read to help them remember what has happened and to have a try at new or hard words.*

Using familiar text, read text to students, modelling think-aloud process when making decision to re-read so as to remember what has happened, or to have a try at a new or hard word.

Ask students to verbalise statement 9.

Ask students to verbalise statements 8 and 9 after each other.

Ask students read text from previous session using while reading strategies 8 and 9 when needed.

Give students sticky note pad and pen to write words they are unable to solve.

Take note of behaviours students are using. After reading, ask students to share strategies they used, why they used them, how they knew which strategy to use and the effectiveness of the strategy's use.

Reward students with a sticker on their reading strategies card for each strategy recalled that they used as good readers | 9. I will stop and re-read when my reading doesn't make sense, stops or slows down. | Students recall questions and statements good readers ask themselves before and while they read.

.

Children engage in interactive modelling of strategy F.

Students verbalise statements 8 and 9.

Students read text using known before and while reading strategies.

Students write words they find difficult, and the page number of those words, |

6	While reading or processing text and self monitoring stage	Sentence	G. Good readers read smoothly	Introduce strategy G. Model smooth reading. Ask students to read text from sessions four and five or an easy text from sessions one to three, smoothly. Praise and reward smooth reading. Ask students to read their favourite page smoothly to a partner.	10. When I'm not sure if my guess is a good one, I will ask myself: Does it look right? Does it sound right? Does it make sense?	Children engage in interactive modelling of strategy G. Students read familiar text smoothly to selves. Students to read favourite page smoothly to a partner.
			H. Good readers cross-check	Ask students to recall questions good readers ask themselves before they read. Ask students to recall what good readers do while they read. Introduce and explain new strategy, strategy H and statement 10. As a group use before reading strategies to introduce new, instructional book. Record predictions made. Read first few pages modelling use of strategy H, by asking questions from statement 10.		Students recall questions and statements good readers ask themselves before and while they read. Children engage in interactive modelling of strategy H. Students assist in orienting stage of new book, with the group.
				Ask students to verbalise statements 9. Ask students to verbalise statements 8, 9 and 10 after each other. Ask students to continue reading text to a given page, using while reading strategies 8, 9 and10 when needed. Take note of behaviours students are using. After reading, ask students to share strategies they used, why they used them, how they knew which strategy to use and the effectiveness of the strategy's use. Reward students with a sticker on their reading strategies card for each strategy		Students verbalise statements 8 and 9. Students read text using known before and while reading strategies. Students write words they find difficult, and the page number of those words, onto a sticky note. After reading, students recall strategies they used why they used them, how they knew which strategy to use and the

| 7 | While reading or processing text and self-monitoring stage | Conceptual | I. Good readers make and check predictions while they read | Ask students to recall questions good readers ask themselves before they read.

Refer back to question 4: *What do I think the text is about?*

Explain that good readers check their predictions while they read. Using text from previous session, model strategy I using questions 11-13.

Ask students to recall text used in previous session.

Ask students to recall predictions made before reading text from previous session.

Ask students to predict ahead and to share with group.

Ask students to continue reading, making and checking predictions as they read.

Take note of behaviours students are using. After reading, ask students to share predictions made and if they eventuated. Ask students to share what other strategies they used, why they used them, how they knew which strategy to use and the effectiveness of the strategy's use.

Reward students with a sticker on their reading strategies card for each strategy recalled that they used as good readers. | 11. What might happen next?

12. Did my prediction happen?

13. Why did that happen? | Students recall questions good readers ask themselves before they read.

Children engage in interactive modelling of strategy I.

Students recall text used in previous session.

Students recall predictions made before reading text from previous session.

Students predict ahead and share predictions with group.

Students continue reading, making and checking predictions as they read.

Students share predictions made and if predictions eventuated.

Students share what other strategies they used, why they used them, how they knew which strategy to use and the effectiveness of the strategy's use.

Reward students with a sticker on their reading strategies card for each strategy recalled that they used as good readers. |

| 8 | After reading or reviewing stage | Conceptual | J. Good readers check predictions after they read. | Ask students to recall questions good readers ask themselves before they read.

Ask students to recall what good readers do and ask while they read.

Ask students to recall previous session.

Discuss predictions made, whether they eventuated, why or what else happened.

Repeat with predictions made in previous sessions, with new books.

Ask students to begin to make a poster of before, during and after strategies they know. | 12. Did my prediction happen?

13. Why did that happen? | Students recall questions good readers ask themselves before they read.

Students recall what good readers do and ask while they read.

Students recall previous session.

Students participate in discussion of predictions made, whether they eventuated, why or what else happened.

Students make poster of before, during and after strategies they know. |
| 9 | After reading or reviewing stage | Dispositional | K. Good readers think about the story | Introduce strategy K and questions 14-17.

Read new text. Model use of strategy K by discussing questions 14-17. Take note of any other 'thinking about reading' questions or ideas that evolve from the discussion.

Ask students to continue their poster of before, during and after strategies they know. | 14. Did I like the text?

15. How did it make me feel?

16. Why was the text written?

17. Would I like to read it again? | Students engage in a group discussion using strategy K and questions 14-17.

Ask students to continue their poster of before, during and after strategies they know. |

10	After reading or reviewing stage	Topic	L. Good readers retell the main ideas	Verbalise all known strategies and questions/statements.	18. What are the main things that happened in the text?	Students verbalise all known strategies and questions/statements.
				Introduce strategy L and questions 18 and 19 and model using previous session's text.		Students listen to model re-tell of main points
			M. Good readers think about the actions that helped them	Give students new, instructional text.	19. What reading actions helped me read the text?	Students use known before, during and after strategies to read and respond to text independently.
				Ask students to use known before, during and after strategies to read and respond to text independently.		
				Ask students to participate in group discussion, to share their responses to after reading strategies.		Students participate in group discussion, sharing their responses to after reading strategies.
				Introduce strategy M and question 19.		Students share what other strategies they used, why they used them, how they knew which strategy to use and the effectiveness of the strategy's use.
				With a partner, then individually to the group, students share reflections about the strategies they used while reading, which helped them read the text.		
				Complete posters.		Students complete posters.