

Teaching story grammar as a self script to a small group of year one students improves the students' literal comprehension.

**Abstract:**

Many underachieving students in the early primary years have difficulty with comprehending and recalling details of a narrative text. These students are able to decode or read an age appropriate text independently, however have difficulties when asked to retell the events or respond to questions about the story to demonstrate their comprehension.

The hypothesis for this study is that explicit teaching of story grammar, as a self script to underachieving year one students, improves comprehension.

Research related to teaching story grammar as an instructional tool, indicates that it has a positive effect on developing and improving a student's comprehension.

In this study, the Story Grammar Marker instructional tool was adapted, and used as a self script to assist students in recalling details about a narrative by focusing more on the characters, theme and plot rather than the beginning, middle and end to improve comprehension.

The study monitored a small group of students who were explicitly taught the story grammar structure. The results indicated support for the hypothesis, demonstrated in the students' comprehension results showing improvement in at least one area of the post testing.

## **Introduction**

Many underachieving students in the early primary years have difficulty with comprehending and recalling details of a narrative text. These students, who are able to decode or read an age appropriate text independently, have difficulties when asked to retell the events or respond to questions about the story.

They are unable to communicate their understandings with accuracy and provide little detail about the main events of the text. The difficulty these students have in comprehending, impacts on their ability to access information and learning. If a student is unable to understand what they have read, this affects their ability to integrate the knowledge of others with their own, and then form new knowledge which is an important tool we use in all learning.

Comprehension is defined by Harvey and Goudvis “Comprehension means that readers not only think about what they are reading but what they are learning. When readers construct meaning, they are building their store of knowledge. But along with knowledge must come understanding” (2000 p 9).

To understand comprehension knowledge Munro (2011) explains that there are differences between comprehension and comprehending when reading. He explains that comprehension is what we have knowledge of after reading, and comprehending are the actions used to gain this knowledge as we read. In the reading model MLOTP (Munro, 2011) he explains that reading is the processing of a text at a number of different levels. These include word level, sentence level, conceptual level, topic level, and at a dispositional level. The use of self management and control strategies along with existing knowledge is also included. Munro (2011) also suggests that explicit instruction of comprehension strategies is necessary so the reader becomes aware of actions they can use whilst reading to access meaning from the text.

In examining research by Pressley (2000) he also discusses how reading involves a range of skills, the processing of individual letters, sounds to word recognition and text processing skills.

He also suggests that specific skill instruction in the process of reading is necessary for comprehension, and in addition should improve students' comprehension.

In his research the skills described are;

- Teach decoding skills
- Teach vocabulary
- Encourage students to build world knowledge through reading and to relate what they know to what they read
- Teach students to use a repertoire of active comprehension strategies, including prediction, analysing stories with respect to story grammar elements, question asking, image construction, and summarising
- Encourage students to monitor their comprehension, noting explicitly whether decoded words make sense and whether the text itself makes sense. When problems are detected, students should know that they need to reprocess (e.g. by attempting to sound out problematic words again or re-reading).

He continues to suggest that instruction needs to be over a long period of time and that there is little doubt, that teaching these interrelated skills will show improvement in comprehension. A common thread throughout the research examined, is that comprehension needs to be supported by the teaching of specific strategies to develop a clear understanding of what has been read.

Further research by Dymock (2007) discusses work on teaching a narrative structure as a comprehension strategy and highlights the positive effect that story grammar instruction had on comprehension. She believes teaching students about the structure assists them in understanding the story. The focus is more about the characters, theme and plot rather than the beginning, middle and end.

One comprehension strategy that has been developed to assist students in developing their comprehension is the Story Grammar Marker. The Story Grammar Marker is an instructional tool that follows a pattern in order to help a reader understand what they hear, say, read and write, regardless of their level of reading to assist them in developing their comprehension of a narrative text.

It has been designed to assist students in developing an internal dialogue of a narrative structure using the process of scaffolding, to achieve an understanding which they have not been able to achieve on their own. The idea of scaffolding breaks up the information into smaller parts using a consistent structure, using common language between the student and teacher.

It has been reported that,

“As much as 90% of what is read by elementary or primary school children are in the form of a narrative” (Moreau, Fidrych 2008; Trabasso, cited in Lehr and Osborn, 1994).

As Moreau and Fidrych (2008) research indicates, story telling is an integral part of our everyday life and places an emphasis on the understanding of a narrative structure as a basic requirement for success in literacy.

They go on to describe the Story Grammar Marker strategy as a process which assists students in building their narrative skills but also in their verbal and written work.

The scaffolding process is described below by Moreau and Fidrych (2008).

Always proceed from the concrete to the abstract

- From sharing experiences to talking about shared experiences.
- From the book to the SGM as a scaffold for talking about the story, from the SGM to a pictorial or word SGM map in order to scaffold thoughts for the writing process as a shared experience.
- From the story grammar marker to the paper

In addition Moreau and Fidrych (2008) discuss that effective readers automatically use a script or story grammar to comprehend and process what they have read. In contrast they described inefficient readers with learning disabilities as lacking in knowledge of this automatic script, or ineffective in using it to retell and comprehend a story.

Using self-management and control strategies is also described by Munro in his model MLOTP, (2011) describing how an effective reader will plan and work out what actions to use when trying to access a text and reflect on what they have done and if it was effective.

Research by (N.R.P, 2000; RAND, 2002; Williams, cited in Stetter and Hughes 2010) also refers to the story grammar strategy and its impact of explicit instruction and the benefits for helping students with learning disabilities. The research by Stetter and Hughes (2010) continues to discuss that there is a need and importance for educators to teach story grammar in the classroom along with other comprehension strategies, to improve reading comprehension of students with and without learning disabilities.

In order for students to understand what they have read Beck (1984) also views reading comprehension as a complex process which involves a number of interactive processes. She suggests that to improve comprehension, attention needs to be given to the skills and knowledge required for accessing meaning, similarly described as the 'what' and 'how' of reading (Munro, Lecture notes 2011). These instructional methods used, need to be taught explicitly.

In studies by Beck (1984) reviewed comprehension instruction in reading programs, and the issues that could play a role in improving comprehension. One of the areas reviewed investigated setting the direction for a story lesson. It was suggested that directed setting activities in reading provide a framework to organise events and ideas so that the parts of the text become connected and that lessons should be devised to match a schema design. The students formulate a schema of relevant ideas to think in ways to help them understand and recall the story elements. This textual schema is also discussed by Amer, (1992) and how it can assist the reader to process ideas about what to expect through having knowledge of the structure. However this is different from a student using their own schemata of using clues from the text to access information and gain meaning. Whilst these two processes work simultaneously for a reader (Amer 1992, cited in Anderson, Pearson, 1984) it's the readers' schemata that provide the structure for them to be able to link meaning with the text and comprehend.

Amer (1992) also suggests that for a reader to comprehend a text they need to have knowledge of how an author organises their ideas. Research by (Taylor and Beach 1984, cited in Amer 1992) suggests the teaching of strategies which focused on text structure enhances a students' comprehension. Thus, students need to be taught how to read and understand the structure of different texts types and the information being communicated.

Research by Mandler (1984) describes story grammar as a set of rules for describing the consistent features found in a narrative text. This includes the parts of the text, its organisation and how they are related. The story grammar structure assists students in recognising the elements of a narrative text and the knowledge of these elements are used to improve their comprehension.

The present investigation aims to examine the effect of teaching story grammar as a self script to a small group of year one students. The focus is to improve the students' literal comprehension through the use of the story grammar structure as a self script. The students involved in this study are able to read a simple narrative independently but unable to retell information from the text accurately. In this study we are looking at teaching a strategy that will promote the use of a self management action when reading a narrative text. The teaching of the story grammar self script will provide an organized pattern or structure to assist them in understanding that a narrative has a particular structure and this can be used to recall details about a narrative text.

## **Method**

### **Design**

The study uses a case study oxo design (assess, teach, assess) in which the gains in comprehension, following the explicit teaching of a story grammar structure used as a self script, is monitored for year one students with comprehension difficulties.

### **Participants**

All students selected to participate in the study are currently in year one ranging in age from 6 – 7 yrs. Students were selected based on their literacy scores from the observational survey testing, implemented at the beginning of 2011.

The students identified scored below, or at the minimum target expected for their year level in reading, for the beginning of year one. Three of the students have an ESL (English as a Second Language) background (B,C and D)and two of the students (A and B) have undergone speech assessments and participated in programs to assist their speech development in Prep. Student B also experienced ear and eye problems during their kinder year and currently wears glasses. Both student D and B are receiving continued monitoring under a Speech Pathologist. The classroom teacher chose these students to receive additional instruction focusing on a comprehension strategy to improve their understanding of a narrative text and its structure. The students are able to decode a simple text, however experience difficulty recalling information accurately to demonstrate an understanding of the information they have read

Table 1.

Name	Control Teaching=1	Age in MONTHS	Gender 0=Male 1=Female	Years of Schooling	ESL No=0 Y	Earlier Intervention RR=1 ERIK=3 Speech Assessment Program=4	Observation Survey Text Level	EMA No=0 Y
A	1	79	1	2	0	4	8	0
B	1	89	1	2	Yes	4	6	0
C	1	80	1	2	Yes	1 and 3	0	0
D	1	80	1	2	Yes	4	3	0

### Materials

The pre and post testing tools used for this study were the

- Spontaneous and Cued Retelling (adapted from John Munro 2011 notes)
  - Reading Progress Test (Marion M. de Lemos 1996)
  - The 'Great Lion and Tiny Mouse' retold by Beverly Randell
  - The 'PM Benchmark 2' kit was used to determine instructional reading levels.
- 
- Story Grammar Marker Kit (Lessons and ideas adapted for grade one students)
  - Making of SAM (See Appendix 2, Lesson Plan 2)
    - Concrete materials to make Story Grammar resource (SAM) have been adapted,
    - Thick curtain cord,
    - Coloured pom poms,
    - Stickers of footballs, football boots, stars,
    - Stick on eyes,
    - Ribbon
    - Large wooden beads,
    - Craft glue
  - Story grammar proforma for lessons have been adapted (Appendix 2)
    - Writing tools, pencils and textas
    - A3 coloured paper sequencing pictures in green, yellow and red

## Big Books (Texts)

- Barty's Ketchup Catastrophe by Sally Chambers
- Barty's Scarf by Sally Chambers
- Eggs, Eggs, Eggs by Jill Eggleton

## **Procedure**

The pre and post testing tools used for this study were the Spontaneous and Cued Retelling (adapted from John Munro 2011 notes) and the Reading Progress Test (Marion M. de Lemos 1996).

The text selected for the Spontaneous and Cued Retelling was based on ensuring all the participating students were able to read the text independently, with approximately 95% reading accuracy. This was established by first finding each students' easy reading level by using the PM Literacy Testing Kit, and completing running records on each student to establish their reading accuracy level. A text was then selected that would be within a range of 90 to 95% accuracy for all the students to, ensure they would be able to read the text independently and without too much difficulty.

The Spontaneous and Cued Retell was administered using the text 'Great Lion and Tiny Mouse'.

Each student completed the assessment one on one with the teacher.

The students read the story aloud, independently, and then were asked to retell the events of the story in their own words immediately afterwards. The students' responses were recorded. After each student had completed their retelling of the story they were asked six questions using direct questioning to examine further, comprehension in the literal area for this particular study and one inferential question. The students were first required to read the 'Great Lion and Tiny Mouse' story aloud independently, then immediately after reading asked to retell the events of the story in their own words. The students' responses were recorded as they spoke and later scribed.

The Reading Progress Test was administered in a small group for the pre testing. The Post Test was administered in a small group also for students B, C and D. Student A completed the assessment on their own, 3 weeks after the final lesson, as they went on holidays.

The teaching tasks were administered over three weeks: three lessons in the first two weeks and four lessons in the third week. The lesson duration was between 30-40 minutes between 9am and 10am, during the Literacy block.

For each lesson, with the exception of the first and second, a lesson focus was followed before, during and after reading the text.



## **Results**

Results indicate support for the hypothesis that the teaching of story grammar as a self script improves students' comprehension. The scores for the post testing of Comprehension Spontaneous and Cued Retell, indicated improvements for 75% of the students involved in the research with the exception of student C. The following results of the Comprehension test are described in two parts, independent of each other, as Spontaneous and Cued Retell.

The following graph (Figure 1) shows the pre and post testing results for the Spontaneous Retell. The results indicate a group average improvement of 11.5%. Both Student A and D made gains of 3.8 and 7.5% respectively and Student B made the greatest gain of 19.3%. The results for Student C indicted a decline in results of 15.4%.

Student A demonstrated a slight improvement when recalling information in the post testing by using two event sentences instead of one, and made attempts to use structural phrases, beginning and middle. Student A retold information related to the events more concisely in the structure of the beginning, middle and end. (See Appendix 3)

Student B showed the most improvement in the group in recalling information related to the middle and ending of the text. Student B's responses in the post testing provided more details about the events of the story, they were retold in one and two event sentences. This student provided more information about who, what and where of the characters. Student B was also able to provide some inferential details which wasn't demonstrated in the pre testing. (See Appendix 3)

Student C showed a decline in results and did not provide as many details about the events in the beginning and middle of the text as in the pre testing results.

Student D made a small improvement in percentage, however the language they used when recalling information was slightly more complex by using one and two event sentences and they included adjectives and verbs to describe details about the events in the text.

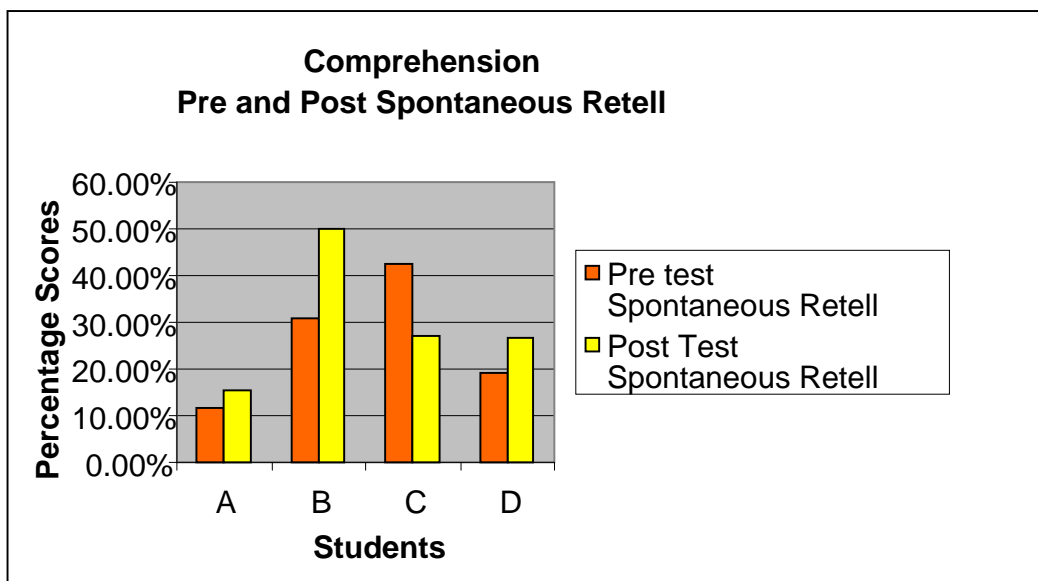


Figure 1

The following graph (Figure 2) represents the pre and post testing of the Comprehension Cued Retell. All students in the research group demonstrated improvement in the post testing results.

The average improvement of the group was 10.6%. This improvement was slightly lower than that of the Spontaneous Retell (Figure 1) by 0.9%. Students A and D made the least gains of 3.9% in the Cued Retell, and similarly the least gains for the Spontaneous Retell.

Students B and C made the greatest gains 11.5% and 23.1% respectively. Student C made the overall greatest improvement in the Cued Retell as opposed to their 15.4 % decline in the Spontaneous Retell (Figure1)

Student A whilst only improving by a small percentage used more complex language to retell information. They included additional details in their responses about the middle of the narrative using one and two event sentences. They included some adjectives and verbs to describe details about the events in the text and were able to comment about the message of the text more accurately.

Student B also showed an improvement by including more detail about the who and what in their responses in the middle and end of the text.

Student C showed the most improvement in the group in recalling information related to the middle and ending of the text. Student C's responses in the post testing provided more details about the events and characters' actions in the story, they were retold in one and two event sentences. The student was also able to identify the message being inferred in the story which was not identified in the pre testing.

Student D's improvement was also very small including slightly more detail in the middle of the text however their responses were simple one event sentences.

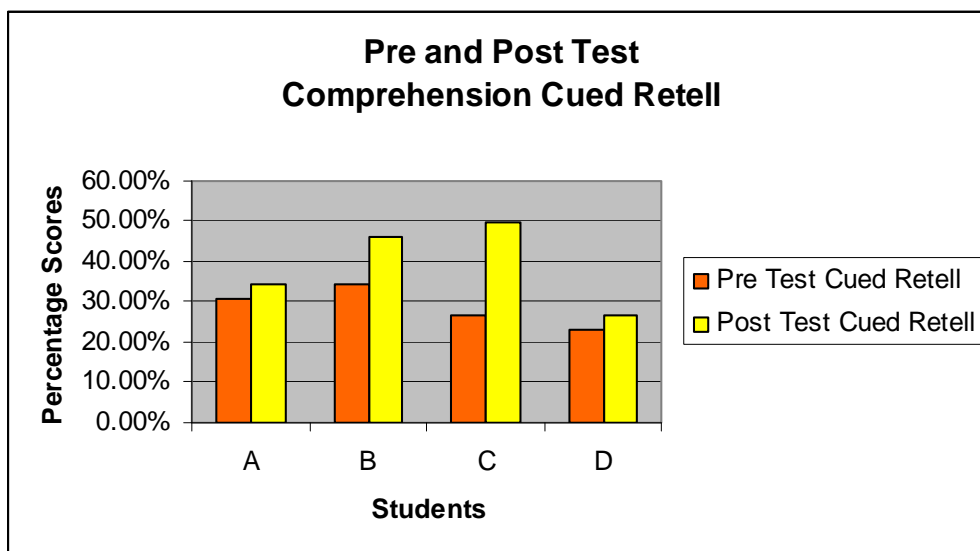


Figure 2

The following graph (Figure 3) represents the pre and post testing results of the Reading Progress Test. The average improvement of the group was 13.2%. Student A indicated a decline in results of 3.1% and Student B made a small improvement of 3.2%. The most gains were made by students C and D, 21.9% and 31.3% respectively.

Student Results

Student A showed a minimal decline in results. The incorrect responses were related to inferential questions rather than literal questions.

Student B's results were very inconsistent. Incorrect responses were recorded in both literal and inferential areas in the post testing, which were previously answered correctly in the pre testing.

Student C's results indicated improvement in literal and inferential questions related to the text. Correct responses were slightly higher in relation to the inferential questions.

Student D's results indicated improvement in literal and inferential questions, related to the text. Correct responses were slightly higher similar to Student C in relation to the inferential questions.

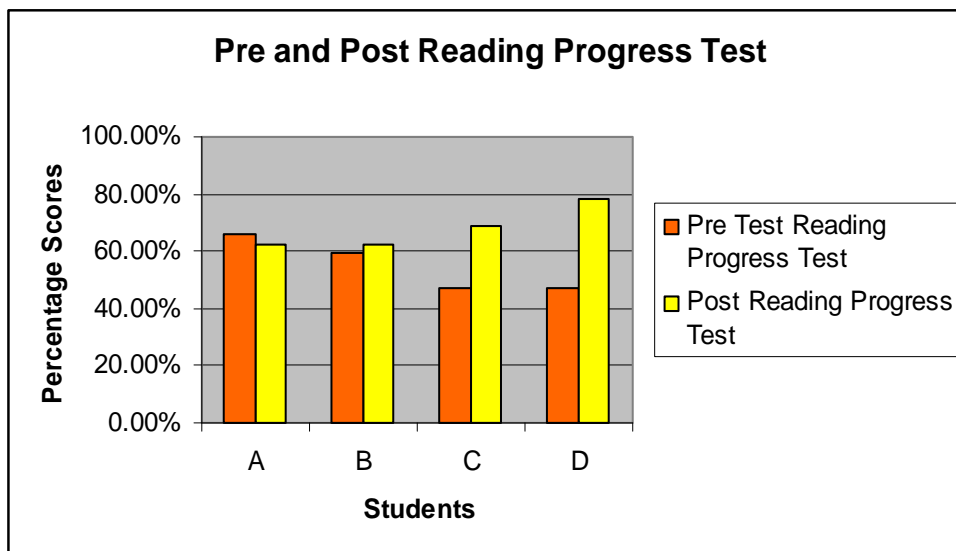


Figure 3

The following graphs (Figure 4) compare the results of the Spontaneous and Cued Retells broken down into episodes or parts - beginning, middle and end. (See Appendix 3)

The following graph shows the results for the beginning episode of the Spontaneous Retell.

The average gain for the group was 11.5%. Students A and B made the greatest improvement of 7.6% and 11.5% respectively, however Students C indicated a decline in their results of 7.5% and Student D no change.

The results for the beginning episode of the Cued Retell indicated only a small average gain for the group of 0.97. Student A made a small improvement of 3.9% and Student B, C and D's results indicated no gains in the post testing. When comparing the beginning episode of the Spontaneous and Cued Retell, the group made the greatest gains in the beginning episode of the Spontaneous Retell of 7.7%. There were no students that made improvements in both the Spontaneous and Cued retell.

#### Student Results

Student A began their response using the structural phrase "beginning", and included a little more detail, by using two event sentences when recalling information in the post testing for the Spontaneous and Cued Retell. The post testing results showed Student B included slightly more detail about the events in the text for the Spontaneous Retell, however there was no change to the Cued Retell. Student C included less information in the post testing of the Spontaneous Retell than the pre testing and similar information for the Cued retell including some irrelevant information.

The results for Student D showed no change.

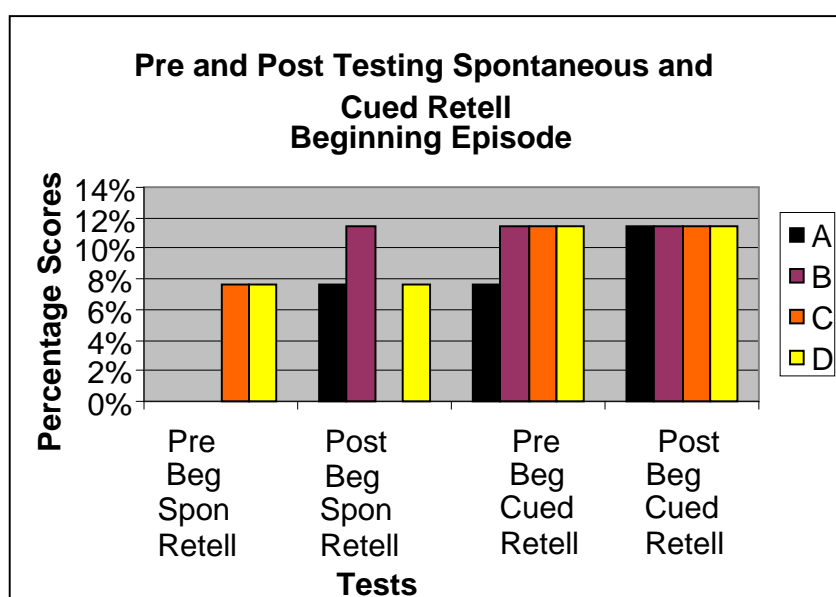


Figure 4

The following graph (Figure 5) shows the results for the **middle** episode of the Spontaneous and Cued Retell. The results show an average improvement for the group of 19.4% for the Spontaneous Retell. Student B displayed the greatest gain of 11.6% whilst Student C and D both showed similar gains of 7.7%. Student A was the exception and showed a decline in results of 7.6%.

The group results for the middle episode of the Cued Retell also showed a small group average improvement of 4.8%. Student A made a small improvement of 3.8% and Student C made the greatest gain of 7.7%. The results of Student D did not change and Student B made gains in both Spontaneous and Cued retells.

Overall the greatest average gains were made by students in the middle episode of the Spontaneous Retell compared to the Cued Retell. Student B and C were the only students that made gains in both the Spontaneous and Cued Retell.

Student Results

The results for Student A showed a decline in their Spontaneous Retell due to the lack of responses and a slight increase in their Cued Retell by responding in two event sentences.

Student B showed improvement in the Spontaneous Retell using greater detail in their post testing results. They included additional information about events and used more complex sentences in their responses. The results for Student B in the Cued Retell showed an improvement in the amount of information provided. The results for Student C showed gains in both the Spontaneous and Cued Retell. The student used some structural phrases and retold the events in more complex sentences using more verbs and adjectives in the post testing. Results for Student D showed improvement in the Spontaneous Retell, where responses included more detail, however there was no improvement in the Cued Retell.

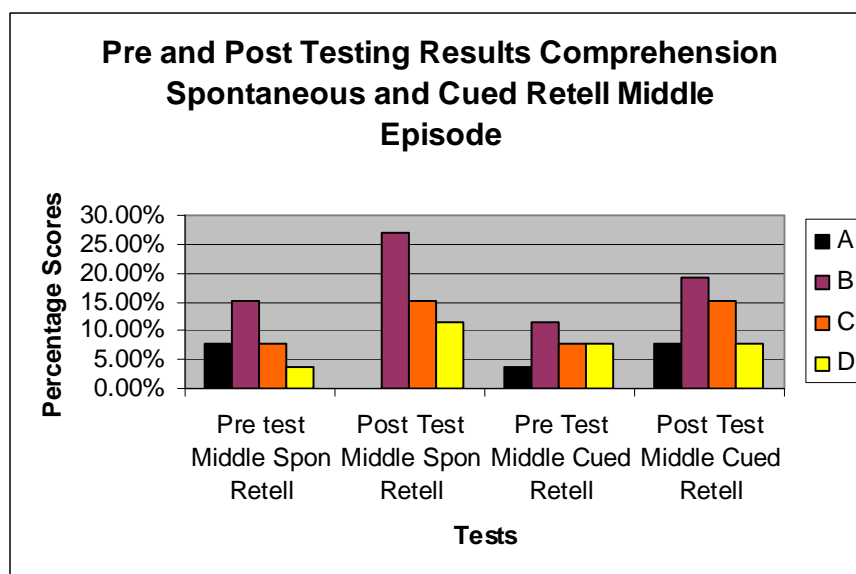


Figure 5.

The following graph (Figure 6) shows the results for the ending episode of the Spontaneous and Cued Retell. The results indicated a very small group average improvement of 4.8% for the Spontaneous Retell. Student B showed the greatest gain of 11.6% whilst Student C and D made no gains. The results for Student A showed an improvement of 7.7%. The results for the ending episode of the Cued Retell showed an average group improvement of 11.5%. Student A made the greatest gains of 23.1% and Student B and C also made improvements of 7.7% and 11.6 % respectively. The group made the greatest gains in the ending episode of the Cued Retell, Student A made the most improvement in the Cued Retell.

**Student Results**

Results for Student A showed an improvement in the post testing scores for the Spontaneous Retell with more detailed responses. In the Cued Retell Student A made the most gains providing more detail and using complex sentences when responding. Student A was also able to infer what they thought the message of the story was about.

Student B made gains in both the Spontaneous and Cued retell providing information in two event sentences and including verbs and adjectives in their responses.

Student C made no improvement in the Spontaneous Retell and showed a 11.6% improvement in their results for the Cued Retell. Student D made no gains in the Spontaneous Retell however made a slight improvement with the Cued Retell by adding a small amount of information.

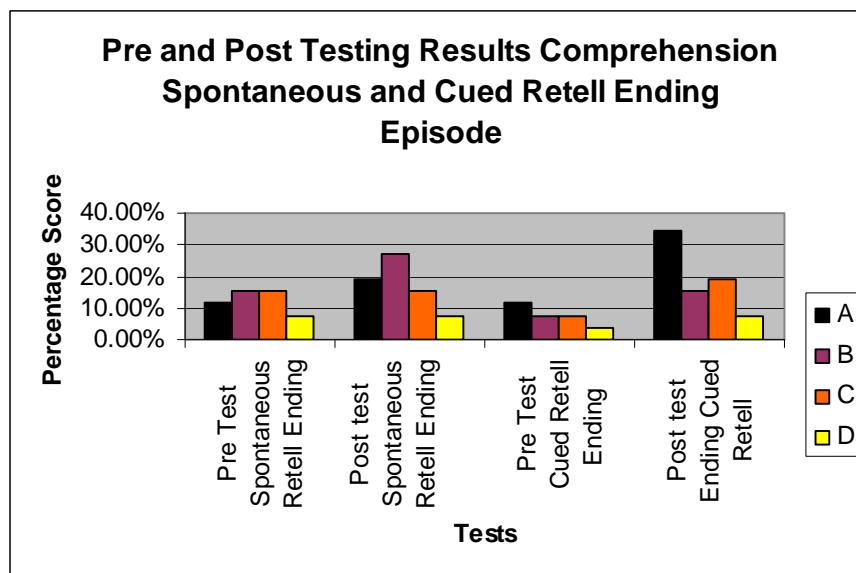


Figure 6

The results for the beginning, middle and end episodes indicate that the group made gains in all episodes with the exception of Student C. The greatest gains of the group were made in the middle episode of the text in the Spontaneous Retell. In the Cued Retell there was a gradual improvement, throughout each episode, the beginning 0.97% to 4.8% in the middle and 11.5% in the end episode.

### **Discussion of Results**

In reflecting on the results of the study there is support for the research and hypothesis that explicit teaching of a story grammar as a self script improves comprehension. The students participating in the study, with the exception of Student C, all made improvements in the Spontaneous and Cued Retell. The students demonstrated an improvement in their comprehension knowledge by recognising and describing key events in more detail that were related to the text in their post testing.

The students also demonstrated improvement in their post testing results of the Reading Progress test with the exception of Student A. The results lend support to the work of (Dymock, 2007) who suggested the effect of story grammar instruction would assist students in understanding a narrative through focusing on the characters, theme and plot. This was demonstrated clearly in the results of Student B's Spontaneous Retell. Their responses provided more detail about the character or event and the student began to use two event sentences in their retell. The addition of simple details about the who or what became a common thread demonstrated in the post testing of all the students, although the amount varied from student to student.

The post testing results for Student A and in particular B were pleasing in both the Comprehension Retell and the Reading Progress Test. Both students A and B were of ESL background which lends support to the use of the Story Grammar Marker. It was designed to follow a pattern to help the reader understand what they hear, say, read and write regardless of their reading level. Students need to understand what they are reading and why, particularly an ESL student, as their first language will have structural differences that would affect their understanding of English. The Story Grammar Marker focuses on the internal dialogue of a narrative structure and then it is scaffolded. The scaffolding assists the students to break down the information into smaller parts using a common language. The ESL student gains were possibly due to understanding that in English a narrative text has a particular language structure. The knowledge of the framework of the story grammar structure assisted them in developing a self script to use when recalling information about a story. It also taught them a story has specific parts which they may not have had knowledge of. This idea is supported by Amer, (1992) suggesting students need to have knowledge of how an author organises their ideas to comprehend a text. Student D was also ESL however did not show improvement in the Spontaneous Retell; they actually showed a decline. However Student D did show pleasing gains in the Cued Retell.

On the post testing day for Student D, they were unwell which may have impacted on the results. In reference to Student A, it's interesting to note that they were not ESL and their results indicated the least improvement overall.

When implementing the story grammar developed by Moreau and Fidrych (2008) they suggest that the narrative connects speech and written work. This link between oral language and written work was apparent throughout the discussion and lesson plans. The different components in the text were introduced orally; oral language was used in the questions and answers of the students, comments about the characters and general discussion. The text was read to the children by the teacher and the icons for the eg characters, setting, kick off, events and ending, were introduced strategically at the relevant episodes in the text.

The students would often respond to the text or share their learning verbally or record it in pictures or words. Whilst this study did not assess the oral language or written component of the Story Grammar Marker, it was underlying in the implementation of the tool. This was supported in the research groups results for the retell, they demonstrated an improvement in retelling their ideas by using two event sentences rather than one. Some of the students began to include more detail about the who, what and where. Although this was only an observable change and not monitored in the study this could be an area for further investigation.

Therefore this may explain student A's results, by already having knowledge of a narrative structure internalised, this teaching strategy did not really target their learning needs, thus little gain.

In MLOTP model of reading Munro (2011) describes processing a text at different levels. Perhaps this was another reason for Student A's results, they were processing at a different level compared to the other students. To develop a better understanding of these results further investigation would be needed. Student A also did not complete the post testing until 3 weeks after the final lesson due to an overseas holiday.

The implications for teaching in this study, suggest that the explicit teaching of a story grammar structure and scaffolding, provide a framework to support students in understanding a narrative text. Whilst a longer and further study is required, there is evidence to suggest that this structure may assist students with the comprehension of a narrative, particularly the ESL students.

It is also important to acknowledge the narrative structure and the connection to oral and written language and this would need to be a consideration in the planning of lessons. It would also be important to investigate your student's data and identify assessments of oral language and written work to establish strengths and challenges.



One of the most important pieces of information in this study that I will try to implement more effectively in my practise is the emphasis that research places on explicit teaching of comprehension strategies regardless of reading levels, with or without learning difficulties. Comprehension is a very complex process and strategies are learnt over time however as a teacher attention needs to be given to these skills and knowledge to equip students at any level.

The future direction for this research would need to be implemented over a longer period of time with a larger cohort to determine the effectiveness. The study could look at a cohort of ESL students as an intervention group and control group, or possibly an ESL intervention group and a non ESL control group. This would provide data for the non ESL students and the ESL students.

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The 4 Elements of Story Grammar

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## Appendix 1 All results

Post Beginning Cued Retell	Post Beginning Cued Retell	Post Beginning Spontaneous Retell	Pre Beginning Retell	Post Reading Progress Test	Post Beginning Cued Retell	Pre Beginning Cued Retell	Post Beginning Spontaneous Retell	Pre Beginning Retell	Post Reading Progress Test	Post Reading Progress Test	Pre Test Reading Progress Test	Post Test Cued Retell	Post Test Spontaneous Retell	Pre Test Cued Retell	Pre test Spontaneous Retell	Attendance No. of sessions	EMA No=0 Yes=1	Op Survey Text Level	No=0 RR=1 Bridges=2 ERIK=3...	ESL No=0 Yes=1	Years of Schooling	Gender 0=Male 1=Female	Age in MONTHS	Control = 0 Teaching=1	Name
11.5%	7.6%	7.6%	0%	62.5%	11.5%	7.6%	11.5%	0%	62.5%	62.5%	65.6%	34.6%	15.3%	30.7%	11.5%	10	0	8	0	0	2	1	79	1	A
11.5%	11.5%	11.5%	0%	62.5%	11.5%	11.5%	11.5%	0%	62.5%	62.5%	59.3%	46.1%	50%	34.6%	30.7%	10	0	6	0	0	2	1	89	1	B
11.5%	11.5%	-7.6%	7.6%	68.7%	11.5%	11.5%	11.5%	7.6%	68.7%	68.7%	46.8%	26.9%	26.9%	26.9%	42.3%	10	0	0	2	Yes	2	1	80	1	C
11.5%	11.5%	-3.8%	7.6%	78.1%	11.5%	11.5%	11.5%	7.6%	78.1%	78.1%	46.8%	26.9%	23%	23%	19.2%	10	0	3	0	Yes	2	1	80	1	D

## **Appendix 2 Lesson Plans**

### **Lesson 1 – Time 30 - 40 minutes**

Read text Big Book Barty's Ketchup Catastrophe ( Read to 1- 9 pgs)

#### **Before Reading 15min**

The teacher selected the story grammar component eg characters

Then cued a student before reading the related passage in the story to place their thumb on the selected component eg SAM's head. (Representing the characters in the story)

When the teacher had finished reading the passage the student was asked to describe the component using a complete sentence eg The characters in the story are.....

1. The head of SAM - Characters represented in the story.
2. Setting - The star represents the setting where the story takes place.
3. The Kick Off - The football boot represents the initiating event . What has happened to the character to cause him/ her to do something. What is the event that occurred.
4. Hand - The hand tells us to stop and think about the plan or what might the character do next.
5. The Beads – The beads represent each event. In the following lesson plans only three events were represented.
6. Ribbon – The ribbon represented the ending. What happened, how were things resolved ?

#### **During Reading 10min**

After the components of the story grammar marker were introduced, the teacher read the first 4 pages of the narrative and modeled the first three components, characters, setting and the kick off event.

#### **After Reading 10min**

The teacher then selected each story grammar component in the order introduced, eg. Characters, setting and kick off event and asked students to describe each and its purpose.

## Lesson 2 30min

### Students created their own SAM

#### Materials

- Concrete materials to make story grammar resource (SAM) have been adapted
- Thick curtain cord 50cm,
- Coloured pom poms,
- Stickers of footballs, football boots, stars,
- Stick on eyes,
- Yellow Ribbon,
- 3 Large wooden beads,
- Craft Glue.

1. Glue pom pom onto top of curtain cord for SAM's head and attach eyes for **Character** icon.
2. Leave about 3cm and glue large stick on star sticker for the, **Setting** icon.
3. Leave another gap and stick on football boot sticker using glue for the **Kick off Event** icon.
4. Leave another gap and stick on hand sticker using glue for the, **Stop Plan** icon.
5. Thread on the three wooden beads and evenly space for the **Events** icon.
6. Tie a large bow at the end, for the **Ending** icon.



**Lesson 3    Time    30 - 40 minutes**

**Revised Lesson 1    10min**

**Before Reading – ( 5min short and sharp recall of components)**

The teacher revised the story grammar components by passing SAM around to different students and asking them to tell us what each of the 3 icons meant, e.g. characters, setting and kick off

Teacher re-read the first part of the story - Barty's Ketchup Catastrophe 1- 9 pgs

**During Reading    15min**

Teacher cued a student before reading the related passage in the story to place their thumb on the selected component, e.g. SAM's head. (Representing the characters in the story)

When the teacher had finished reading the passage the student was asked to describe the component using a complete sentence, e.g. The characters in the story are.....

This was done for each of the three components

**After Reading    10min**

Students revised the 3 components of SAM, characters, setting and kick off event.

## **Lesson 4**

Text Reading Big Book Barty's Ketchup Catastrophe ( Read to 10 -25 pgs )

### **Before Reading 10min**

Each student to hold their own SAM and we quickly revise the first 3 icons verbally.

Teacher introduces the next three components

4. Hand - The hand tells us to stop and think about the plan or what might the character do next
5. The Beads – The beads represent each event. In the following lesson plans only three events were represented.
6. Ribbon – The ribbon represented the ending. What happened, how were things resolved?

### **During reading 10min**

Teacher would cue a student beforehand to focus on the next component, e.g. Hand, and after the passage was read, stop and ask the student to describe what's happening. This was done for the events and ending.

### **After Reading 20min**

Students reviewed all components by quickly verbalising the names of each icon in the correct order. Students then completed a sequencing activity using 8 pictures from the story, Barty's Ketchup Catastrophe.

The pictures were pasted onto large coloured paper and were colour coded into the 3 main sections of the story to assist students in identifying sections of the narrative: initial episode, the middle episode and the end episode.

Green – The first 4 pictures were of the Character, Setting, Kick off event and Plan

Yellow – The next 3 events

Red – The final event or ending

The students then assembled them into the correct order and coloured the pictures in.

## **Lesson 5**

New text Big Book Barty's Scarf (Read to 1-10 pgs)

### **Before Reading 10min**

The teacher revised the story grammar components by asking each student to hold their own SAM, then asked different students to describe what each of the 4 icons meant, e.g. characters, setting and kick off.

### **During Reading 15min**

Teacher read Barty's Scarf 1 -10pgs and cued a student before reading the related passage in the story to place their thumb on the selected component, e.g. Sam's head. (Representing the characters in the story) . When the teacher had finished reading the passage the student was asked to describe the component using a complete sentence, e.g. The characters in the story are.....

This was done for each of the three components for the first part of the story.

### **After Reading 15min**

Students were then given a proforma (See Appendix 6) to record their knowledge in words and pictures of the first 4 icons Character, Setting, Kick off and Plan. (See Materials SAM proforma)



## **Lesson 6**

Big Book Barty's Scarf (Read to 11 -22 pgs)

### **Before Reading 10min**

The teacher revised the story grammar components by asking each student to hold their own SAM. Ask different students to describe what each of the icons mean, e.g. characters, setting and kick off, plan, event 1,2,3 and the ending.

### **During Reading 15min**

Teacher reads Barty's Scarf 1 -10pgs focusing on events 1, 2, 3 and the ending.

A student is cued before reading the related passage in the story, to place their thumb on the selected component, e.g. SAM's head. (Representing the characters in the story). When the teacher had finished reading the passage the student was asked to describe the component using a complete sentence, e.g. The characters in the story are.....

This was done for each of the three components for the second part of the story. This completed the reading of the whole story.

### **After Reading 15min**

Students were then given a proforma (See Appendix 6) to record their knowledge in words and pictures of the first 4 icons, Character, Setting, Kick off and Plan.

## **Lesson 7**

Big Book Barty's Scarf (Read to 11 -22 pgs)

### **Before Reading 10min**

The teacher revised the story grammar components by asking each student to hold their own SAM. Ask different students to describe what each of the icons mean, e.g. characters, setting and kick off, plan, event 1,2,3 and the ending.

### **During Reading 10min**

Students were asked to think about the story while holding SAM and just enjoy the story and think about their favourite part.

After Reading – Students reviewed all components by quickly verbalising the names of each icon in the correct order and some described their favourite part of the story in a complete sentence e.g. I liked the character because.....

### **After Reading 15min**

Students then completed a sequencing activity using 8 pictures from the story Barty's Scarf .

The pictures were pasted onto large coloured paper and were colour coded into the 3 main sections of the story to assist students in identifying sections of the narrative: initial episode, the middle episode and the end episode.

Green – The first 4 pictures were of the Character, Setting, Kick off event and Plan

Yellow – The next 3 events

Red – The final event or ending

The students then assembled them into the correct order and coloured the pictures in.

**10min** - Students were then given a proforma (See Appendix 6) to record their knowledge in words and pictures of the last 4 icons, 3 events and ending.

## **Lesson 8**

New text Eggs Eggs Eggs by Jill Eggleton

### **Before Reading 10min**

The teacher revised the story grammar components by asking each student to hold their own SAM. Ask different students to describe what each of the icons mean, e.g. characters, setting and kick off, plan, event 1,2,3 and the ending.

### **During Reading 15min**

Teacher reads text focusing on first 4 components.

A student is cued before reading the related passage in the story, to place their thumb on the selected component eg SAM's head. (Representing the characters in the story). When the teacher had finished reading the passage the student was asked to describe the component using a complete sentence, e.g. The characters in the story are.....

This was done for each of the 4 components for the first part of the story.

### **After Reading 15min**

Students were then given a proforma (See Appendix 6) to record their knowledge in words and pictures of the first 4 icons Character, Setting, Kick off and Plan.

## **Lesson 9**

New text Eggs Eggs Eggs by Jill Eggleton

### **Before Reading 10min**

The teacher revised the story grammar components by asking each student to hold their own SAM. Ask different students to describe what each of the icons mean, e.g. characters, setting and kick off, plan, event 1,2,3 and the ending.

### **During Reading 15min**

Teacher reads text focusing on last 4 components.

A student is cued before reading the related passage in the story, to place their thumb on the selected component e.g. SAM's head (representing the characters in the story). When the teacher had finished reading the passage the student was asked to describe the component using a complete sentence, e.g. The characters in the story are.....

This was done for each of the final 4 components for the last part of the story.

### **After Reading 15min**

Students then completed a sequencing activity using 8 pictures from the story, Barty's Scarf.

The pictures were pasted onto large coloured paper and were colour coded into the 3 main sections of the story to assist students in identifying sections of the narrative, initial episode, the middle episode and the end episode.

Green – The first 4 pictures were of the Character, Setting, and Kick off event and Plan

Yellow – The next 3 events

Red – The final event or ending

The students then assembled them into the correct order and coloured the pictures in.

## **Lesson 10**

New text Eggs Eggs Eggs by Jill Eggleton

### **Before Reading 10min**

The teacher revised the story grammar components by asking each student to hold their own SAM. Ask different students to describe what each of the icons mean, e.g. characters, setting and kick off, plan, event 1, 2, 3 and the ending.

### **During Reading – 10min**

Students were asked to think about the story while holding SAM and just enjoy the story and think about their favourite part.

After Reading – Students reviewed all components by quickly verbalising the names of each icon in the correct order and some described their favourite part of the story in a complete sentence, e.g. I liked the character because.....

### **After Reading 15min**

Students were then given a proforma (See Appendix 6) to record their knowledge in words and pictures of the last 4 icons, 3 events and ending.

**Appendix 3 Beginning Episode**

	<b>Spontaneous</b>			<b>Group Average</b>
	<b>Pre</b>	<b>Post</b>		
<b>Student A</b>	<b>0 %</b>	<b>7.6 %</b>	<b>7.6 %</b>	<b>11.5%</b>
<b>Student B</b>	<b>0%</b>	<b>11.5 %</b>	<b>11.5 %</b>	
<b>Student C</b>	<b>7.6 %</b>	<b>-7.6 %</b>	<b>-7.6 %</b>	
<b>Student D</b>	<b>7.7 %</b>	<b>7.6 %</b>	<b>0 %</b>	
	<b>Cued</b>			
	<b>Pre</b>	<b>Post</b>		
<b>Student A</b>	<b>7.6 %</b>	<b>11.5 %</b>	<b>3.9 %</b>	<b>0.97%</b>
<b>Student B</b>	<b>11.5 %</b>	<b>11.5 %</b>	<b>0 %</b>	
<b>Student C</b>	<b>11.5 %</b>	<b>11.5 %</b>	<b>0 %</b>	
<b>Student D</b>	<b>11.5 %</b>	<b>11.5 %</b>	<b>0%</b>	

**Middle Episode**

	<b>Spontaneous</b>			<b>Group Average</b>
	<b>Pre</b>	<b>Post</b>		
<b>Student A</b>	<b>11.5 %</b>	<b>19.2 %</b>	<b>7.7 %</b>	<b>4.8 %</b>
<b>Student B</b>	<b>15.3 %</b>	<b>26.9 %</b>	<b>11.6%</b>	
<b>Student C</b>	<b>15.3 %</b>	<b>15.3 %</b>	<b>0 %</b>	
<b>Student D</b>	<b>7.6 %</b>	<b>7.6 %</b>	<b>0 %</b>	
<b>Student A</b>	<b>11.5 %</b>	<b>34.6 %</b>	<b>23.1 %</b>	<b>11.5 %</b>
<b>Student B</b>	<b>7.6 %</b>	<b>15.3 %</b>	<b>7.7 %</b>	
<b>Student C</b>	<b>7.6 %</b>	<b>19.2 %</b>	<b>11.6 %</b>	
<b>Student D</b>	<b>3.8 %</b>	<b>7.6 %</b>	<b>3.8 %</b>	

## Ending Episode

	Spontaneous			Group Average
	Pre	Post		
Student A	0 %	7.6 %	7.6 %	11.5%
Student B	0%	11.5 %	11.5 %	
Student C	7.6 %	-7.6 %	-7.6 %	
Student D	7.7 %	7.6 %	0 %	
	Cued			
	Pre	Post		
Student A	7.6 %	11.5 %	3.9 %	0.97%
Student B	11.5 %	11.5 %	0 %	
Student C	11.5 %	11.5 %	0 %	
Student D	11.5 %	11.5 %	0%	

## Appendix 4

### Results for the Spontaneous and Cued Retell and Reading Progress Test

	Spontaneous and Cued retell					
	Spontaneous		Increase or decline in score	Cued		Increase or decline in score
	Pre	Post		Pre	Post	
Student A	<b>3</b>	<b>4</b>		<b>8</b>	<b>9</b>	
	11.5%	15.3%	<b>3.8%</b>	30.7%	34.6%	<b>3.9%</b>
Student B Speech glasses	<b>8</b>	<b>13</b>		<b>9</b>	<b>12</b>	
	30.7%	50%	<b>25.7%</b>	34.6 %	46.1%	<b>11.5%</b>
Student C E.S.L R.R	<b>11</b>	<b>7</b>		<b>7</b>	<b>13</b>	
	42.3%	26.9%	<b>- 15.4%</b>	26.9%	50%	<b>23.1%</b>
Student D E.S.L	<b>5</b>	<b>6</b>		<b>6</b>	<b>7</b>	
	19.2%	26.7%	<b>7.5%</b>	23%	26.9%	<b>3.9%</b>
	<b>26</b>	<b>26</b>		<b>26</b>	<b>26</b>	

Reading Progress Test		
Pre test	Post test	Increase or decline in score
Student A 21	20	1
65.6%	62.5%	<b>-3.1%</b>
Student B 19	20	<b>1</b>
59.3%	62.5%	<b>3.2 %</b>
Student c 15	22	<b>7</b>
46.8%	68.7%	<b>21.9%</b>
Student D 15	25	<b>10</b>
46.8%	78.1%	<b>31.1%</b>
32	32	



Appendix 5 Spontaneous and Cued Retell (adapted)

**Student C COMPREHENSION - SPONTANEOUS AND CUED RETELLING**

At the completion of reading (or listening to) a story/passage, ask the student to provide a spontaneous retelling of the story/passage in his/her own words. Give 1 point to each main idea from the text.

Title of selected story/passage: **Great Lion and Tiny Mouse retold by Beverly Randell**





**PM Benchmark Level 16**




Characteristic of retelling	Ideas in the story (To be determined and written in the space provided, by the teacher, prior to the student's retell)	No of ideas/ points	Student's score, Spontaneous retell		Student's score, for cued retell	
			Score		Score	
Setting	Outside in the sun	2				
Main characters	Lion and tiny mouse	2				
Theme of story	Helping each other	1				
Plot of the story	A lion catches a mouse and then lets the mouse go because she promises to help him one day, even though he doesn't really believe it because the mouse is so small.	3				
Events of the story 1. Initiating event  2. Attempt (Action taken)  3. Consequence	1.A lion was sleeping in the sun	2				
	A tiny mouse goes out to find something to eat.	1				
	2. The mouse ran across the lions paw.	1				
	3.The lion woke up.	1				
	The lion caught the mouse.	1				
	The mouse asked to be let go because he might be able to help the lion one day	2				
	The lion let the mouse go.	1				
	The lion went hunting that night.	1				
	Men were waiting and caught him in a net.	2				
	The lion roared and the mouse came to help him.	2				
	The mouse nibbled through the ropes to free him	1				

4. Ending ( <i>resolution</i> )	4.The lion thanked the mouse and said you were right a tiny mouse could help a great lion.	1				
5. Inferential ideas (infer, predict, explain, read between the lines)	5. You can help each other regardless of size	1				
	One good turn deserves another	1				
	Total	26				

## Cued questions used

1. Where did the story take place?
2. Who were the main characters in the story?
3. What happened in the beginning?
4. What happened in the middle?
5. How did the story end?
6. What was the story trying to teach us? “

<p><b>Character</b> - Who or What is in the story</p> 	
<p><b>Setting</b> When and Where</p> 	
<p><b>Kick Off</b> What good or bad event happened</p> 	
<p><b>Plan</b></p> 	

<p>Event 1</p> 	
<p>Event 2</p> 	
<p>Event 3</p> 	
<p>Ending</p> 