

Prediction:

Explicitly teaching Year 4 children to write well structured meaningful sentences about a topic and to use self-scripts enables students to effectively use meaning cues when reading texts and increases their self-efficacy as readers.

Abstract:

Unfortunately we don't live in the ideal world. Many children come to school with mediocre language skills. The child with low oral language, poor book language and a view of the world based on the electronic media is at a disadvantage in our middle class English speaking education system.

Tests are administered to determine the child's entry-level verbal skills, knowledge of books and words, sounds and letters. However, somehow, the deficits are not always rectified and some children progress through the school system still retaining the poor language they started with. Consequently by the age of 10 children are failing to read, write and speak at age appropriate levels.

The children in this project fall into this category. Since prep, teachers believing that mastery of word skills is a precursor to successful work in the topic and concept levels, they have immersed these children in the basics of word level tasks. Unfortunately this has not worked for these children. My concern is: What if they never master the basics?

This project explores an alternative to focussing on the word and phonic level. In the tradition of "whole language" it comes in at the topic level and works towards more specific word level skills. Thus putting the sounds and letters and clusters, they have learnt, into perspective while giving children exciting, interesting thought provoking experiences.

Introduction:

In the ideal world, while a young child is beginning to speak and negotiate his environment, he is being exposed to the written word through cosy book times and everyday interactions with literate parents Professor Bridie Raban (2002) Foundation Chair of Early Childhood Education Melbourne University pointed out. *"Young children need to acquire the language of books and - this occurs when parents and children co-construct meanings together when they share books. In reviewing the bedtime story experience, for instance, Pulvertaft (1985) saw this experience as an example of how parents show skills of demonstration, engagement and sensitivity towards their child. The significance of these behaviours and the skill with which parents so naturally performed them, illustrated for Pulvertaft how valuable parents are in the reading development of their children without explicitly teaching them"* (1) Consequently in this Utopia once the child arrives at school he has mastered the English language and is speaking fluently with reasonably complex sentences, a good vocabulary and unfaltering receptive language. He has been exposed to 1000

books is able to tell many favourite stories or rhymes off by heart and has attempted to “write”. He has also experienced much of the big world and consequently developed a rich understanding of concepts and how many aspects of the world interconnect.

However, unfortunately we do not live in Utopia. Most children are not lucky enough to have had such a language and experientially rich childhood. For those, who have not had the necessary exposure to correct language models, are ESL (English as a Second Language) or indeed have a form of learning difficulty, an Inclusive education model has been developed to ensure that their needs are met. *“Inclusive curriculum has arisen out of the concern that particular groups of children do not experience the same level of success as others. ... students from non-English speaking backgrounds, students with disabilities---and those of lower socioeconomic situations experience educational disadvantage.” (Burke, D., 1991)(2).* Children from ESL backgrounds and those from language-impooverished homes are disadvantaged because of the lack of exposure to good English models, which are the foundation of school Literacy.

It has been stated that up until reading recovery level 16 children use simple oral language structures to predict the text. Therefore it can be concluded that poor oral language structures result in poor reading ability especially over the level 16 point. Children from these backgrounds need to be immersed in oral language and relaxed literacy experiences, much like the bedtime reading experience in the Utopian world. . *“Inclusive education takes into account and responds positively to ... linguistic backgrounds of students in order to address their specific learning needs” (Burke,D. 1991(2).* Even though Pulvertate (1985) states that this is not the ideal we somehow need to bridge the gap for the child who has not developed a good verbal foundation. It seems then that for these children’s exposure to basic skills such as phonics and decoding must occur alongside the establishment of oral language. Malathi Ferdinando speech pathologist Catholic Education Office Melbourne noted in 2002 *‘Children become aware of oral and written stories from an early age. This awareness becomes more sophisticated when they attend school and is an important component in developing reading and writing skills’(Ferdinando, 2002)(3)*

Oral language, writing and reading are interconnected and need to be presented in natural situations. *“..learning to read and write is similar to learning the basic structures of the language as children learn to talk...human beings develop concepts through their own intellectual interactions with and actions upon their world.. forming concepts about language-oral or written is easier when learners are presented with whole, natural language ..”(Weaver 1995)(4)*

Additionally Hill and Langford (1984) noted that *“They saw reading and writing as mutually reinforcing”(5)*

If children are allowed to talk about their ideas and experiences and helped to write well-structured meaningful sentences they will learn to communicate and organise their thoughts. As spelling is an integral part of writing for an audience and *spelling ability precedes and consequently indicates reading ability* (Munro, J. Lecture notes 2004) (6) the development of this skill through writing will also help to increase reading skill.

A quandary is created “No doubt the construction of meaning from text is why we teach reading. However relating information from a page of print to prior knowledge is exceedingly difficult to do if the text cannot be deciphered quickly, automatically, and effortlessly” (Lyon & Moats (1997) (7) Many children today are reading at high levels with little or no understanding of the text. Considering that reading is the comprehension of the author’s message this indeed is not considered as reading at all. Interestingly enough this is the result of a program based on teaching using levelled texts and deciphering skill rather than interest based texts and meaning. “We measure success of schools not by the kinds of human beings they promote but by whatever increases in reading scores they chalk up” (Elkind 2001) (8) It is no surprise then, when a child states that, to him, reading prose is the same as reading a list. Children without the necessary oral language and conceptual foundations have been lost in the pressure of quantitative tests.

The children in this study come from homes where they are exposed to poor linguistic structures. They are all English speaking although the grandparents of two children are non-English speaking. Their parents want the best for their children but feel incompetent and therefore place this responsibility on the school. Each child has been exposed to excellent literacy teaching practices in their 4 years of school. They have been diagnosed as having poor oral language, reading and writing ability despite all the efforts of class teachers, Reading Recovery Teachers, Dyslexia specialists and Literacy coordinators. They have not made the connections between the many skills taught in class and are caught in a maze of rules and structures.

The purpose of this project was to build on the children’s strengths and interests as recommended by Darryn Kruse (2002). “Use current interests to attract boys to reading (and)... Teach about language through teaching strategies that use and build on boys’ strengths and preferred models of learning” (9)

The present investigation aims to extend the earlier research by

- immersing the students in oral discussion and
- writing about experiences that they have had in their lives and
- drawing out connections they have made about various topics
- while extending their understandings and
- affirming their contribution.

This approach was affirmed when Yekovich, Walker, Ogle and Thompson (1990) “*compared two groups of children with low verbal ability who differed in their knowledge of football.*

Comprehension was found to depend on an interaction between type of text and knowledge level. Students with high knowledge showed greater comprehension of the football texts than they did the standard texts.”(10) Therefore asking children to read texts that are focussed on their interests and ideas and predicting concepts and language structures within texts should increase reading success. Also the experience of talking to an adult with well formed linguistic skills is a benefit in itself. Clay(1983) p29 “*The most effective way of raising the level of a child’s control over the structures of English is to provide him with many opportunities to speak with competent and flexible adult speakers of English*”(11)

Retrieval of knowledge and concepts is multi-sensory, when talking and writing about a topic as it involves the use of speech, sight and fine motor skills plus various parts of the brain. The resulting benefit is that children will develop working memory, which is essential when reading. “*Since operations of any kind can be performed only on material held in working memory*” Ericsson, A. & Kintsch, W. (1993) (12). A task that brings children’s knowledge into the present and puts these thoughts down in writing increases working memory, which when activated will more automatically help the reader recall and use skills and knowledge in each level of the *MLOTP model* (John Munro, 1995) – it should increase the fluency and comprehension of reading and the use of meaning, structural and visual cues. “*a large capacity of(working memory) makes a good reader because it enables the reader to store more information in working memory during reading*” (Just and Carpenter, 1992) (13). John Munro stated in his lecture in 2004”*If children have trouble – future predicting- reading now – having a past impression of what they just read – then they have poor working memory. Children need to have skills in predicting, memorising and reading.* Therefore as “*writing increases working memory*” (Klein, 2001)(14) It makes sense to use writing as a multi sensory tool to help develop this important quality.

Another important element effecting improved reading skills is self-efficacy. “*Self Efficacy is the personal belief that students have about their ability to succeed at a particular task* ” (McCabe and Howard, 2001) (15) It is the result of self belief and praise based on concrete evidence.

McCabe and Howard, (2001) continued the article by giving Twenty-Two suggestions designed to support the development of self-efficacy. In Summary they suggested that immediate assistance and feedback including affirmation of contributions create an environment that is conducive to self-efficacy. A goal of the project was that through high expectations and a celebratory environment, each child would feel safe and comfortable though challenged and extended thus extending their self-efficacy.

Prediction:

Explicitly teaching Year 4 children to write well structured meaningful sentences about a topic and to use self -scripts enables students to effectively use meaning cues when reading texts and increases their self-efficacy as readers.

This involves virtually each level of the MLOTP model

- WORD AND SENTENCE Drawing on the child's learnt yet not automatically used skills about words and sentences.
- CONCEPTUAL_ TOPIC AND EXSISTING KNOWLEDGE Talking and writing about known concepts and their interconnectedness.
- METCOGNITION: Repeating of self-scripts that encourage constant evaluation of the meaning and reasonableness of what they are saying when reading.
- PRE KNOWLEDGE- ORAL LANGUAGE and experiences.

Method:

Design:

The study undertaken uses an OXOXOXO design in which

- reading using meaning cues and
- self efficacy

are monitored for students in grade 4 who have reading and language difficulties.

Participants:

The participants are three 10-year-old children two boys and one girl, who have a history of reading difficulties and have been given much ongoing assistance. All participants attend a Catholic Primary School in a Low Socio-economic and high ESL area in Melbourne's North Eastern Zone. The boys are both in grade 4 and the girl has repeated a year and is grade three. All children see little point in reading as an effective skill in their daily life. The parents still state that their children do not read their spare time. Two children had Reading Recovery. Boy- 1 was at an instructional reading level of 14 in November 2002. Girl was at an instructional reading level of 9 in May 2002 when she discontinued Reading recovery. Boy- 2 has been diagnosed as dyslexic, however I have not been able to cite any information from the visiting teacher.

The history of the children's Independent Reading Level scores Pre- treatment is in table 1.

	Boy- 1	Boy- 2	Girl
	Reading Level	Reading Level	Reading Level
2000	He was not at the school	0	1
2001	<10	4	3
2002	13	10	10

2003	16	10	10
2004	17	16	15

Table 1: Testing Results for the participant throughout their schooling.

The children all have little success reading for meaning because of

- RAN difficulty
- Say words that are often visually similar but rarely are related in meaning using DVF
- Poor Recollection of known / related concepts
- Low self efficacy in learning and in particular reading
- They have little conversation or book language. Boy- 1 speaks in simple sentences and

has been diagnosed as having a Severe Language Difficulty and an IQ between 70 and 85. Girl had a ROL in prep. of 7 and improved by the end of the year to 17. Every parent stated that they read to their children “a little “ when they were little. The impact of this is indicated by the low CAP (concepts about print) scores in 2002 Boy- 1, 18/24 and Girl,19 / 24

These children have difficulty in each level of the MLOTP model

On-set and rime tasks focussing on orthographic and phonological skills are already being undertaken with all the children. Therefore this project needed to have a different focus. As they all overuse skills at the word level, have some understanding at the sentence level ie simple grammar but don't work at the Concept and Topic level of the model ie they don't draw on their knowledge of the world. A series of lessons based on increasing Working Memory and Oral Language ability, was considered to be valuable. The addition of the self-script “It has to make sense” involves the Meta-cognition level of the model and is a good memory aid for these children.

Explanation of the choice of Project:

The researcher decided to put the two elements of working memory and oral language together through the use of the writing process.

Writing in the modern classroom is a process. First the child is to prepare for writing by rehearsing the topic and related concepts through talking and possibly drawing about what she/ he already knows regarding the topic. This oral discussion brings to the front of the brain the ideas that are necessary to write regarding the topic. Along with oral discussion the child writes a list of words or Concept Map for example about related and significant topics. Using this plan the next task is to record understandings in complete sentences. Rehearsal of this stage is called composing, which involves oral language discussion preparing the writer for the semantic and grammatical contents within the text to be written. The next step is recording. Writing of a word list and the subsequent sentences involves a degree of knowledge at the word level of English- ie spelling – phonics and letter clusters using analogy of similar sounding words.

The next step in the process is to read the text and edit it hopefully increasing the complexity and improving the grammar. The next step of course is to publish the work.

For the purposes of this project we focused on the elements of rehearsal and recording. The children discussed the related topic and concept knowledge. We wrote concept maps and then for the second session we composed and recorded sentences about the topic. Explicitly teaching children to write well-structured meaningful sentences involves far more than it may first seem. Including oral language, handwriting, spelling and reading skills.

Procedure:

- ◆ The three children were withdrawn for two 40-minute sessions per week for 6 weeks.
- ◆ Thursday at 9.00am and Fridays at 11.30 am. This became difficult as the holiday break fell between week 4 and 5 and there was a week of celebrations between weeks 2 and 3. This caused the whole project to continue for an extended period. From 6 / 8 2004 to 14/ 10 2004 a period of 9 weeks.

The Intervention:

- ◆ Thursday morning: After reading the Title of the new unseen text, the group brainstorm words associated with the possible topic, guided by the teacher who is familiar with the content and main concepts. The children write the words into their books. Then after predicting their performance by marking an appropriate smiley face on the Self-efficacy sheet they each read the text on to a tape. Finally they assess their efforts by marking the smiley face again.
- ◆ Friday morning: The words collected in the previous session will be reviewed. The children will be encouraged to talk about the topic in more depth and as their sub-conscious has had 24hrs working on the ideas there should be some positive discussion points. Next with as much scaffolding as necessary the children will each write sentences. The confidence of the children to take risks with spelling will be noted as a measure of their literacy self-efficacy however all spelling mistakes will be corrected. The group will read the recorded text. Finally, after predicting their performance by marking an appropriate smiley face on the Self-efficacy sheet they each read the text on to a tape. Finally they assess their efforts by marking the smiley face again
- ◆ New learning and efforts will be praised and reviewed at each session as well as the amount of knowledge they bring to the group.
- ◆ Specific learnt skills – self-scripts will be put on cards. See appendix.

Remember when you read it has to make sense to you

Materials:

Testing Pre and Post:

- The Great Lion and the Tiny Mouse level 16 PM readers was chosen as it was close to instructional for all the children
- Record of Oral Language Test was chosen as it is indicative of the correlation between Oral Language and Reading.

Texts Used:

For reasons of Self-Efficacy the teacher decided to begin with a text at level 12 for the pilot study

Text	Publisher	Fry	Reading Recovery Level	Concepts
Soccer		Grade 3	12	Soccer, team spirit, money
Two Little Gold fish	PM	Grade 4	16	Fish, aquariums, friendship,
Jack and Chug	PM	Grade 1	15	Friendship, farming, tractors. Gardening, vandals,
Jonathon Buys a Present.	PM	Grade 3	17	Markets, relatives, shopping, money, giving
Training Guide Dogs	Rigby	Grade 6	15	Puppy training, dog training, blindness,
The Special Ride	PM	Grade 2	21	Relatives, bikes, picnics, bush , farms
Car Trouble	PM	Grade 5	22	Stranger danger, trust your feelings

Table 2; Texts used within the Treatment

Interestingly enough is that there is little correlation between Fry reading age and Reading Recovery Level. The researcher found that “Training Guide Dogs” was a complicated text.

Results:

Anecdotal notes describing the behavior of the children:

Earlier in the year Boy- 1, in particular, was very unsure and lacked confidence in discussion with me and reading. He answered in mono- syllables and lacked spark. On the first testing session all children were hesitant and nervous.

Over all they became more talkative and each child volunteered ideas from their experiences. They all scored themselves rather high on the “smiley face grid”. The quality of their talk and the increased reading results affirmed their predictions.

Girl continued to be unsure especially when asked to read, although her self-assessment did not reflect this.

Boy- 2 in particular was keen to take risks with spelling. However he became more cautious and thoughtful as the sessions continued. Boy- 1 and Girl liked to copy or wait until instructed.

Figure 1: Boy- 2' use of Reading Strategies Pre and Post Treatment

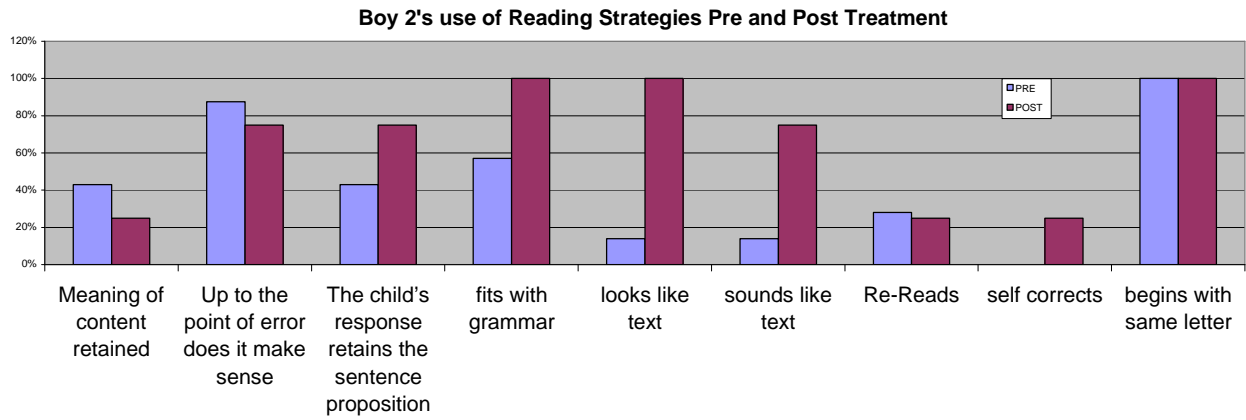


Figure 2: Boy- 1's use of Reading Strategies Pre and Post Treatment

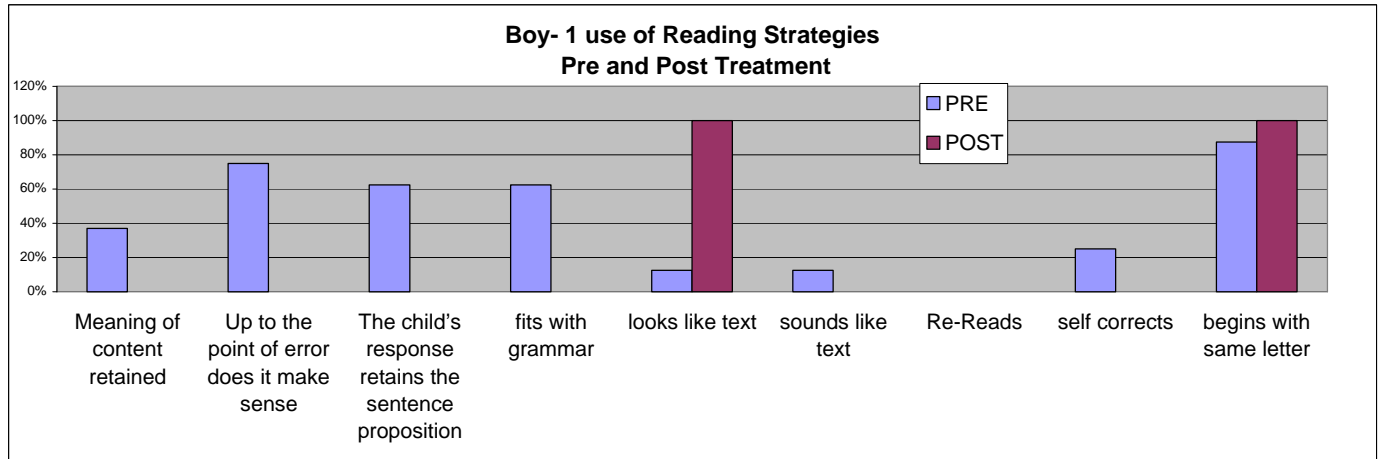


Figure 3: Girl's use of Reading Strategies Pre and Post Treatment

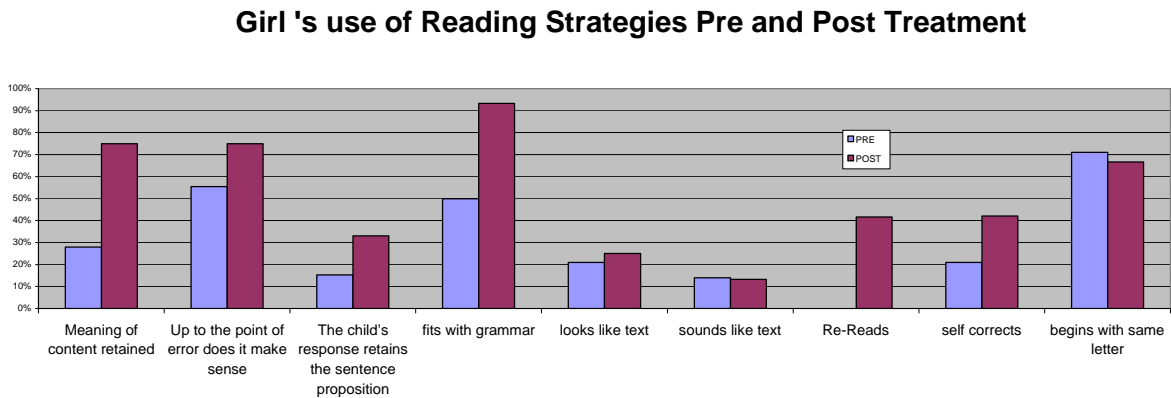


Table 3: The percent use of reading strategies Pre and post Treatment.

	Instructional reading Level Pre treatment	Instructional Reading Level Post Test
Boy- 1	17	24+
Boy- 2	16	23
Girl	15	16

Girl Comparison of Reading Strategies								
Meaning of retained	Up to the point of error does it make sense	Retains the sentence proposition	fits with grammar	looks like text	sounds like text	Re- Reads	self corrects	begins with same letter
28%	56%	15.30%	50%	21%	14%	0%	21%	71%
75%	75%	33.00%	93%	25%	13%	42%	42%	66.60%
Boy- 2 comparison of Reading Strategies								
Meaning of retained	Up to the point of error does it make sense	retains the sentence proposition	fits with grammar	looks like text	sounds like text	Re- Reads	self corrects	begins with same letter
43%	87.50%	43%	57%	14%	14%	28%	0%	100%
25%	75.00%	75%	100%	100%	75%	25%	25%	100%
Boy- 1 Comparison of Reading Strategies								
Meaning of retained	Up to the point of error does it make sense	retains the sentence proposition	fits with grammar	looks like text	sounds like text	Re- Reads	self corrects	begins with same letter
37%	75%	62.50%	62.50%	12.50%	12.50%	0%	25%	87.50%
0%	0%	0.00%	0.00%	100.00%	0.00%	0%	0.00%	100%

Table 4: Pre and post treatment Instructional Reading levels

Girl Pre Test Analysis

Analysis of Reading of Great Lion and Tiny Mouse level 16

Word or Phrase	What was read including hesitations	Text reread	Error corrected	Meaning or content retained	Up to the point of	The child's response retains the sentence	It fits with Grammar	Looks like text	Begins with same letter	Sounds like text	Additional information
He liked sleeping	he looked sleeping	x	x	x	y	x	y	y	Y	p	
one day a tiny mouse	One day the tiny mouse	x	x	y	y	y	y	x	x	x	
she	the (mouse) unsaid	y	y	y	y	y	y	p	x	y	
she ran across	she ran a-s hhhhT	x	x	x	x	x	x	x	Y	x	Teacher assistance
the lion woke up	the lion worked up	x	x	x	y	x	y	p	Y	p	
mouse could not	the mouse cried don't	x	x	x	y	x	y	p	Y	x	
if you let me go	if you liked me go	x	x	x	y	x	x	p	Y	x	
then I could help you one day	Then I <u>cried</u> please you once day	x	x	x	y	x	y	p	y	x	
then I could help you one day	Then I <u>cried</u> please you once day	x	x	y	x	p	p	x	x	x	
then I could help you one day	Then I <u>cried</u> please you <u>once</u> day	x	x	x	y	x	y	y	y	p	
HA HA HA	hello hello	y	y	x	x	x	x	p	y	x	
a tiny mouse like you couldn't	a tiny mouse look/ liked you c—hhhhh T	y	x	x	x	x/y	p	p/y	Y	x/y	
		x	x	x	x	x	x	x	y	x	Teacher assistance no recall of word
but I	but the	y	y	y	y	x	x	x	x	x	

Table 5: Analysis of Girl's Pre Reading Test

Girl Post Test Analysis											
Word or Phrase	What was read including hesitations	Text reread	Error corrected	Meaning or content retained	Up to the point of	The child's response retains the sentence	It fits with Grammar	Looks like text	Begins with same letter	Sounds like text	Additional information
He liked sleeping in the sun	he looked sleeping	y	y	x	y	x	y	y	Y	p	
Look for something to eat	Look for some to eat (SC)	y	y	y	y	y	y	y	y	y	
mouse <u>could</u> not get away	the mouse called don't get me	x	x	y	y	X	y	p	Y	x	
mouse could <u>not</u> get away	the mouse called don't get me	x	x	y	y	x	y	p	Y	x	
mouse could not get <u>away</u>	the mouse called don't get me	x	x	y	y	x	y	x	x	x	
The lion looked down	The lion took (sc)	y	y	y	y	x	y	p	x	X	
HA HA HA	Hooray Hooray hooray	x	x	y	y	y	y	p	y	x	
He laughed	He let	x	x	x	x	x	y	p	y	x	
Like you	Looked you (SC)	y	y	x	x	x	x	p	y	X	
He lifted his paw	He lift his paw	x	x	y	x	p	p	y	y	Y	
some men were waiting	Some one / man were waiting	x	y	y	y	y	y	p/y	p	x/y	
Catch him	Catch his /them	y	x	y	y	y	y	p	p	p	

Table 6: Analysis of Girl's Post Reading Test

Boy- 1 Pre Test Great Lion and Tiny Mouse											
Word or Phrase	What was read including hesitations	Text reread	Error corrected	Meaning or content retained	Up to the point of error does it make	retains the sentence proposition	It fits with Grammar	Looks like text	Begins with same letter	Sounds like text	Additional information
Once upon	One pon	x	x	x	x	p	x	y	y	x	
The lion woke up at once	The lion woke up it one	y	y	x	x	x	x	p	Y	p	
don't	do not	x	x	y	y	y	y	y	Y	y	
The lion looked down at the mouse	The Lion let down at the mouse	y	y	x	y	y	y	p	Y	x	
he lifted his paw	He Left his paw	x	x	x	y	x	y	p	Y	x	
and the little mouse	and little mouse	x	x	y	y	y	y	x	-	x	
the lion went out hunting	the lion went to hunt	x	x	y	y	y	y	p	X/y	p	
some men were waiting	some meat were waiting	x	x	x	y	y	p	p	y	p	

Table 7 Analysis of Boy- 1's Pre Reading Test

Boy- 1 Post Test											
Word or Phrase	What was read including hesitation	Text reread	Error corrected	Meaning or content retained	Up to the point of	The child's response retains	It fits with Grammar	Looks like text	Begins with same letter	Sounds like text	Additional information
Got you " he said	Got you here said	x	x	x	y	x	x	y	y	x	

Table 8: Analysis of Boy- 1's Post Reading Test

Boy-2 Pre Test
The Great Lion and Tiny Mouse

Word or Phrase	What was read including hesitations	Text reread	Error corrected	Meaning or content retained	Up to the point of error does it make sense	retains the sentence proposition	It fits with Grammar	Looks like text	Begins with same letter	Sounds like text	Additional information
He liked sleeping	He looked/ he looked sleeping	p	x	x	y	x	y	p	Y	P	
The lion woke up at once	The lion woke up and once	x	x	y	y	x	x	p	Y	X	
The mouse could not get away	The mouse /the mouse couldn't get away	p	x	y	y	y	y	y	Y	Y	Repeated correct text
Then I could help you	Then I'll could help you	x	x	x	y	y	p	p	Y	P	
A tiny mouse like you	A tiny mouse look you	x	x	x	x	x	y	p	Y	X	
Couldn't help a great lion like me	Couldn't help me great lion like me.	x	x	y	y	y	x	x	X	X	
He lifted his paw	He left his paw	X	x	x	y	x	y	p	y	x	

Table 9: Analysis of Boy- 2' Pre Reading Test

Boy- 2 Post test											
Word or Phrase	What was read including hesitations	Text reread	Error corrected	Meaning or content retained	Up to the point of error does it make sense	retains the sentence proposition	It fits with Grammar	Looks like text	Begins with same letter	Sounds like text	Additional information
He liked sleeping in the sun	He liked to sleep	x	x	y	y	y	y	y	Y	p	
Please don't eat me	Please do not eat me	x	x	y	y	y	y	y	y	y	
Couldn't help a great lion like me	Couldn't help me great lion like me	y	y	y	y	y	y	y	y	Y	
He lifted his paw	He lift his paw	x	x	x	x	x	y	y	y	Y	

Table 10: Analysis of Boy- 2' Post reading Test

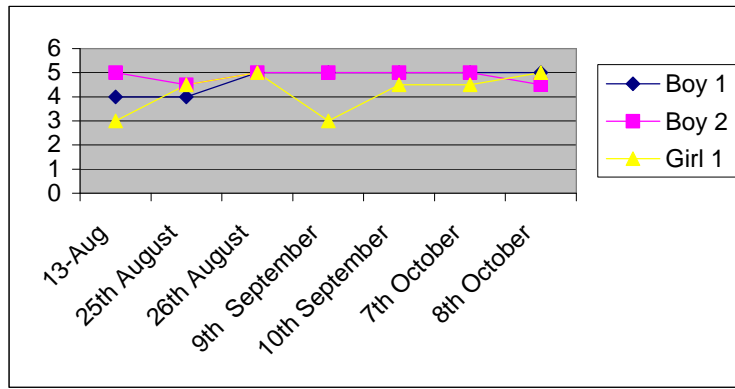


Figure 4

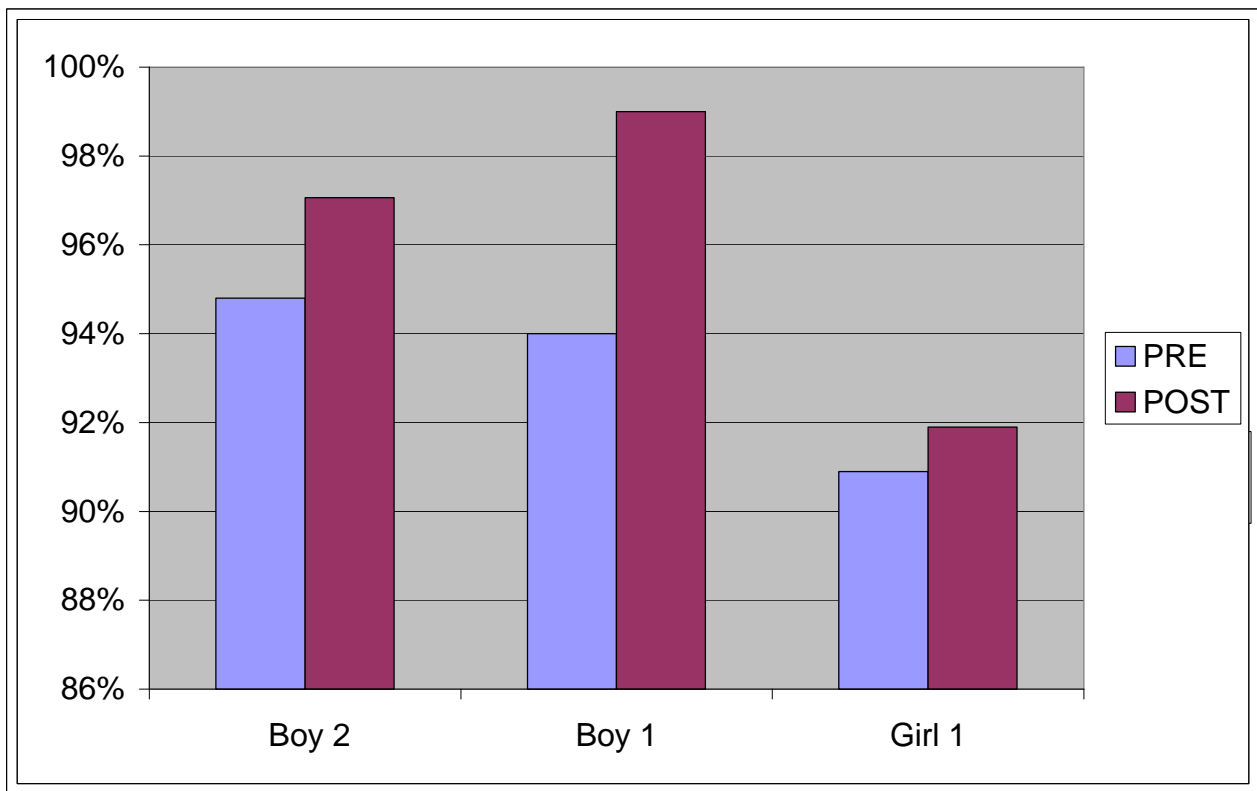


Figure 5



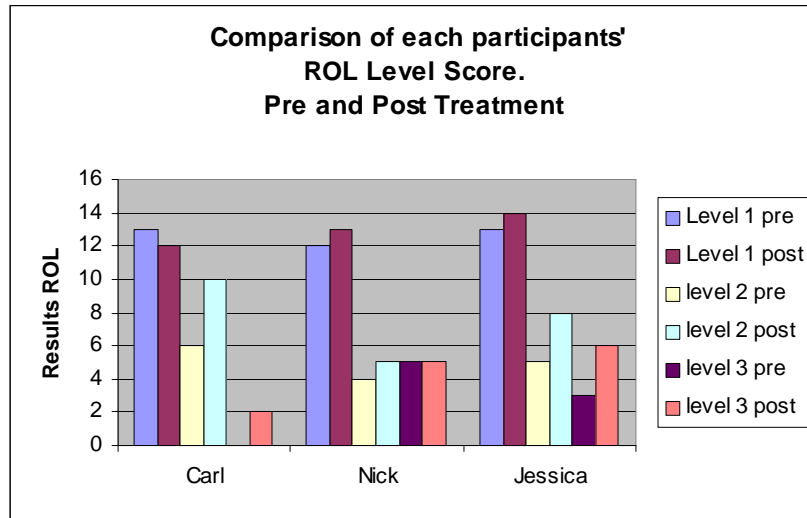
Figure 6:

Smiley Faces scores

	13-Aug	25th Aug	26th Aug	9th Sept	10th Sept	7th Oct	8th Oct
Boy 1	4	4	5	5	5	5	5
Boy 2	5	4.5	5	5	5	5	4.5
Girl	3	4.5	5	3	4.5	4.5	5

	13-Aug	25th Aug	26th Aug	7th Oct	8th Oct
	Level 14	Level 20	Level 20	Level 22	Level 22
Boy 1	90.50%	95%	94%	94%	96.50%
Boy 2	86.00%	90.50%	92%	91.10%	96.25%
Girl	72%	86%	76%	75.20%	67%

Figure 7: Comparison of Pre and Post treatment ROL level scores



Girl ROL Analysis Pre and Post Treatment									
Sentence	What was said including hesitations	type	Error corrected	Meaning of content	Up to the point of error does it make sense	The child's response	It fits with Grammar	Sounds like text	Additional information: Type of word Level of difficulty.
My father's radio is broken.	My father's radio's broken.	A 1	X	y	y	y	y	y	Contraction
The boy <u>by</u> the pond was sailing his boat	The boy <u>near</u> the pond is sailing his boat.	B 2	X	y	y	y	y	X	Preposition of position
The boy by the pond was sailing his boat	The boy near the pond is sailing his boat.	B 2	X	y	y	y	y	X	Tense Verb to be
The bird flew to the top of the tree	The bird flew on the top of the tree.	C 2	X	X	y	X	y	X	Preposition of position
My brother turned the radio up very loud	My brother turned up the radio very loud	G 2	X	y	y	y	y	Y	Adverbial phrase
That old truck in there used to be my father's	That old truck used to be my father's	A 2	X	y	y	y	y	y	Adjectival phrase
The cat from next door was chasing a bird.	The cat next door was chasing a bird	B2	X	y	y	y	y	Y	Preposition- place assumed
The dog ran through the hole in a fence	The dog ran through a hole in a fence	C 2	X	y	y	y	y	X	Indefinite article
For the holidays Grandpa bought us a ball.	For the holiday Grandpas bought us a ball.	D2	X	y	y	y	y	Y	Plural / possession
The girl threw her books right across the room.	The girl throws her book right across the room.	G2	X	y	y	y	X	Y	Irregular verb
Be as quiet as you can when your father's asleep.	Be quiet as you can when your father's asleep.	A 1	X	y	y	y	y	y	Similes
My aunt and uncle want to start building a knew house	My aunty and uncle want to start building a new house.	B 3	X	y	y	Y	y	Y	relatives
The two cars drove along the road for a long time	The two cars drove on the road for a long time	C3	X	y	y	y	y	X	Preposition of position
The shopkeeper <u>sold</u> my mummy some fresh cream	The shopkeeper <u>gave</u> my mummy fresh cream	D 3	X	y	y	y	y	X	Verb- synonym
The girl saw <u>who</u> her mother was giving the cakes to.	The girl saw her mother giving the cakes to.	E 3	X	X	y	X	X	Y	Pronoun- noun clause
The girl saw <u>was</u> giving the cakes to.	The girl saw her mother giving the cakes to.	E 3	X	X	y	X	X	Y	Verb to be
My mother usually puts the cat under the house at night	My mother usually puts the cat out under the house at night	G 3	X	y	y	X	y	X	Preposition- place
That dog and the one next door like to chase the postman	That dog and the dog next door like to chase the postman	B3	X	y	y	y	y	X	pronouns
All the children talked loudly to each other at the table.	All the children talked loudly at the table	C 3	X	y	y	y	y	y	Adjectival phrase
The new teacher read our class a fairy story.	The new teacher read us a fairy story.	D 3	X	y	y	y	y	X	Pronouns
The teacher knows how much wood we will need for the house.	The teacher knows that how much wood we will need for the house.	E 3	X	y	y	y	X	X	adverb
My brother often puts some bread outside for the birds.	My brother often puts bread out for the birds.	G 3	X	y	y	y	y	y	Preposition – place quantitative

Table 11: Analysis of ROL results Girl

Boy- 1 ROL Analysis Pre and Post Treatment.

Sentence	What was said including hesitations	type	Error corrected	Meaning of content	Up to the point of error	The child's response	It fits with Grammar	Sounds like text	Additional information: Type of word Level of difficulty.
She's driving her car quickly	She's driving her quar quickly	G 1	X	X	X	X	X	y	pronunciation
Here are some more fish.	Here is some more fish.	F 1	X	y	y	y	y	x	Verv to be- plural
He's playing his radio very loud.	He is playing his radio very loud.	G1	X	y	y	y	y	y	contractions
That big dog over there is going to be my brother's	That big dog over there is goinna be my brother's	A 2	X	y	y	y	y	y	Slang – ing
The boy by the pond was sailing his boat	The boy hhh by the pond is sailing his boat	B 2	X	y	y	y	y	x	Verb to be
The bird flew to the top of the tree	The bird flew on the top of the tree.	C 2	X	X	y	x	y	X	Preposition of position
The dog ran through the hole in the fence.	The dog ran through the hole through the fence.	C 2	X	y	y	y	y	x	Preposition-
For the holidays Grandpa bought us a ball.	over the holiday Grandpas bought us a ball.	D2	X	y	y	y	y	Y	Plural / possession
Can you see what is climbing up the wall	Can't you see what's climbing up the wall	E 2	X	y	y	y	y	y	Negative Question
The girl threw her books right across the room.	The girl threw the book right across the room.	G2	X	y	y	y	x	Y	Irregular verb
Be as quiet as you can when your father's asleep.	Be as quiet as you can while your father is asleep.	A 3	X	y	y	y	y	y	Preposition contraction
My aunt and uncle want to start building a knew house	My uncle and uncl want to start building a new house.	B 3	X	X	y	x	y	x	relatives
The two cars drove along the road for a long time	Those two cars drove on the road for a long time	C3	X	y	y	y	y	x	Definite article Preposition of position
The shopkeeper sold my mummy some fresh cream	The shopkeeper sold some fresh cream to my mummy	D 3	X	y	y	y	y	y	Order of phrases
The girl saw who her mother was giving the cakes to.	The girl was going to the cakes to	E 3	X	X	y	x	x	Y	Verb to be
There are the books that you were reading at my place.	There were the books that you you reading at my place	F 3	X	X	y	x	Y/x	x	Verb to be pronouns
My mother usually puts the cat under the house at night	usually My mother puts the cat out under the house	G 3	X	y	y	y	y	y	Preposition- place
Be very careful swimming when there is a new wave.	careful when your'e swimming when there is a new wave.	A 3	X	y	y	y	y	y	Order of phrases
That dog and the one next door like to chase the postman	That dog and from next door likes to chase the postman	B3	X	X	X	X	X	X	Verb likes – singular dog
All the children talked loudly to each other at the table.	All the children like to speak loudly at the table	C 3	X	y	y	y	y	y	Adjectival phrase
The new teacher read our class a fairy story	The new teacher read us a new fairy story	D 3	X	y	y	y	y	x	Use of pronoun
The teacher knows how much wood we will need for the house	The teacher knows how much wood we need for the house	E 3	X	y	y	y	y	y	Omission future tense

There goes the fireman who put out the fire in the factory.	There goes the fireman who put the fire out in the factory.	F3	X	y	X	X	X	X	Order of noun – adjective
My brother often puts some bread outside for the birds.	My brother often puts bread out for the birds.	G3	X	y	y	y	y	y	Preposition – place quantities

Legend:

Incorrect in pre test – correct in the post test	Incorrect in both pre and post tests	Incorrect in post test.
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Table 12: Analysis of ROL results Boy- 1

Boy- 2 ROL Analysis Pre and Post.									
sentence	What was said including hesitations	type	Error corrected	Meaning of content retained	Up to the point of error does it make sense	The child's response retains the sentence proposition	It fits with Grammar	Sounds like text	Additional information: Type of word Level of difficulty.
My brother's knees are dirty.	My brother knees are dirty.	A 1	X	y	y	y	y	y	's of possession
My father's radio is broken	My father's radio's broken .	A 1	X	y	y	y	y	y	contractions
The boy by the pond was sailing his boat.	The boy behind the pond was sailing his boat	B 2	X	y	y	y	y	1 st letter	preposition
The bird flew to the top of the tree	The bird flew on top of the tree.	C 2	X	y	y	X	y	X	Preposition of position
Can you see what is climbing up the wall.	Can you see what is climbing up on the wall.	E 2	X	y	y	y	X	X	Preposition of position
Here come a big elephant with children sitting on his back.	Here come a big elephant with children sitting on its back.	F 2	X	y	y	y	y	X	pronoun
My brother turned the radio up very loud.	My brother turned up the radio very loud.	G2	X	y	y	y	y	y	Position of adverb
That old truck in there used to be my father's	That old truck over there used to be my father's	A 2	X	y	y	y	y	y	preposition
The cat from next door was chasing a bird.	The cat next door was chasing a bird	B2	X	y	y	y	y	Y	Preposition-place assumed
The dog ran through the hole in the fence.	The dog ran through a hole through the fence.	C 2	X	y	y	y	y	X	inDefinite article Preposition-
For the holidays Grandpa bought us a ball.	For the holidays Grandpas bought us a ball.	D2	X	y	y	y	y	Y	Plural / possession
The boy saw what the man was doing with the car.	The man saw what the he was doing with the car.	E 2	X	X	y	X	y	X	Person pronoun
The two cars drove along the road for a long time.	The two cars drove along the road for a long time.	C3	X	y	X	y	X	X	Irregular verbs

The shopkeeper sold my mummy some fresh cream.	The shopkeeper sold some fresh cream to my mum.	D 3	X	y	x	x	x	y	Irregular verb
The girl saw who her mother <u>was</u> giving the cakes to.	The girl saw her mother was going the cakes to.	E 3	X	x	y	x	x	x	pronouns
My mother usually puts the cat under the house at night	nusually My mum puts the cat out under the house	G 3	x	y	y	y	y	y	Conjunction relative
Be very careful swimming when there is a big wave.	Be very careful swimming where there is a big wave.	A3	x	y	y	y	y	y	preposition
That dog and the one next door like to chase the postman	That dog and next door likes to chase the postman	B3	x	x	x	x	x	x	Verb likes – singular dog
All the children talked loudly to each other at the table.	All the children like to speak loudly at the table	C 3	x	y	y	y	y	y	Adjectival phrase
The new teacher read our class a fairy story	The new teacher read us a fairy story	D 3	x	y	y	y	y	x	Use of pronoun
The teacher knows how much wood we will need for the house	The teacher knows how much wood we'll need for the house	E 3	x	y	y	y	y	y	contraction
There goes the fireman who put out the fire in the factory	There goes the fireman who put out the fire in the fire factory	F 3	x	y	y	x	x	x	Use of noun as adjective
My brother often puts some bread outside for the birds.	My brother often puts bread out for the birds.	G 3	x	y	y	y	y	y	Preposition – place quantitative

Legend:

Incorrect in pre test – correct in the post test	Incorrect in both pre and post tests	Incorrect in post test.
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Table 13: Analysis of ROL Boy- 2

Discussion of Results:

Overall there was an outstanding support for the hypothesis. This was demonstrated by an improvement in reading level and effective use of meaning cues plus a more positive attitude to the task of reading. The amount of improvement in the reading level for two of the children has shown a marked acceleration of improvement in the 9-week block. This can be attributed to the treatment as in this time, because of commitments the teachers were not able to give them the normal level of help. The fact that they all enjoyed our times together is a big plus as it could have backfired because of peer pressure.

According to the Parents' and Teachers' Surveys there was a trend representing an obvious improvement in the children's reading level and their attitude to reading. Boy- 1 and Boy- 2 are a little more conservative than Girl and their improvement in attitude, according to their parents, is not as pronounced. However according to their self assessment they felt they were doing very well and scored themselves as 5/5 many of the times. David Kruze (2002)(9) in his discussion about boys imparts the notion that boys "*tend to over estimate their ability and underestimate the amount of effort required*" The improvement in the ROL for each participant suggests that discussion and writing, about interesting topics, has an effect on reading ability

These results support Marie Clay and Associates (11) in their idea that good English speaking models should work with these children to increase their oral language represented by their ROL scores.

The correlation between Oral language and Reading suggested by Malathi Ferdinando in 2001 "*Children become aware of oral and written stories from an early age. This awareness becomes more sophisticated when they attend school and is an important component in developing reading and writing skills*" (3) has been supported.

The children used the strategy of prediction based on *the sentence making sense up to the point of error* 56%, 75% and 87% of the time. (Figures 1-3 and Table 3) Girl improving from 14 to 12 errors and 3 to 5 self-corrections, Boy- 2 has begun to self-correct using meaning strategies. He says to himself " No that doesn't make sense" Boy- 2 has increased in his ability to make the guess correspond with the proposition of the author from 43% to 75% of the time. Girl's ability to retain the proposition has also increased from 15% to 33%. Both Girl and Boy- 2 have improved in their ability to use syntax and they do not rely solely on the text making sense up to the point of error. This suggests that because the basic oral language competency affecting their ability to control longer more complex sentences has improved they are able to manage the proposition of

the whole sentence. This increased ability assists the comprehension of the whole sentence rather than only on a few words at a time, hence the increased ability to retain the proposition. Boy- 1 has improved from 8 to 1 error, 94% to over 99% accuracy and Boy- 2 from 7 to 4 errors 95% to 97% accuracy. If subtracting Girl's self -correction from her errors her accuracy as has increased from 91% to 92%. It could be said that this was caused by memory of a pre-read text Great Lion and Tiny Mouse; on the contrary this is not considered to be a major factor as all of these children have rather poor memory. In the Post test Boy- 1 used visual strategies to predict his one error this however is not indicative of his improvement. When reading a harder unseen text at level 24 Boy- 1 read with quiet confidence, making only 8% errors. He has improved 6 levels .Girl has improved in her use of meaning cues and her ability to self correct while Boy- 2 has improved

	13 th August	25 th August	26 th August	7 th October	8 th October
	Level 14	Level 20	Level 20	Level 22	Level 22
Boy- 1	90.50%	95%	94%	94%	96.50%
Boy- 2	86.00%	90.50%	92%	91.10%	96.25%
Girl	72%	86%	76%	75.20%	67%

Table 14 :

The table above explains the improvement of reading accuracy with the texts read throughout the treatment. There is a marked improvement in each of the child's reading success. Again this is indicative that the process works.

All children are using the previously rarely used "meaning strategy". Previously Boy- 2, in particular, was guessing words and coming out with nonsense that was just a jumble of sounds. Boy- 1 was having wild guesses and Girl was very tentative. Now they are all thinking about the text and the message it contains using re reading and read on strategies.

They are all demonstrating and verbalising a quiet confidence that they are becoming good readers. This feeling of self-efficacy in these usually reluctant children is indeed. A great victory!

Recommendations:

The recommendation based on these results is that an oral language program continues, within the school, for these three children.

According to The ROL analysis the needs of the three participants are to consolidate level two sentences and begin working on the more complex level 3 with added clauses and extended relationships between nouns and pro-nouns. As well as the following:

's of possession	adverbs
Contractions	Adjectival and adverbial phrases
Prepositions of position/ quantity	similes
pronouns	The verb to be
irregular verbs	Compound / complex sentences

Table 15

The needs listed in the table above correlate with mistakes made in reading, especially irregular verbs, pronouns and contractions. Oral Language development needs to be a stand-alone program and also as a rehearsal for writing. These children need to be assisted when brainstorming and composing sentences. Graphic Organisers to support brainstorming, such as concept and semantic maps as well as tables and genre based plans are ways for these children to plan.

Assisted by the graphic organiser discussion needs to take place that draws out sentences. The teacher then through questioning should encourage use of descriptive language to form more complex sentences.

As writing, oral language and reading are interconnected an improvement in one will necessitate an improvement in the others. Thus the children will use the elements of syntax and semantics in their improved oral and written English as well as their increased use of meaning cues when reading.

The skills of decoding and recoding are also of vital importance. The strategy of interactive writing was designed for this purpose. It is recommended that these three children be supported in their writing in such a way.

Onset and rime activities using analogy and reading the words in prose also need to continue. As spelling predicts reading the adoption of the above recommendations should improve reading and writing success.

In summary it is to be concluded that a program that incorporates the skills of reading, writing and spelling with high level oral language discussion be implemented for all children with low ROL scores and /or who overuse graphophonic cues when reading.

All planning and composing sessions in the writing hour need to be scaffolded for these children. Reading is the process of gaining meaning from the author therefore if children can write with meaning they should have more chance of reading for meaning. The process is circular: with improved fluency there will be improved comprehension which will result in improved writing and spelling which will in turn result in more fluent reading and so on. The Sky's the Limit.

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Appendix: 1

The Lessons:

- ◆ **Session 1** (The whole session will be recorded)
- ◆ The teacher will begin by introducing a chosen text to the children
- ◆ The teacher will ask the children “How do you think you will go at reading this book/story?” Their responses will be recorded by circling the appropriate face on a smiley face grid.
- ◆ Through discussion and scanning of the text the main concepts will be predicted by the teacher and children
- ◆ The text will then be put aside
- ◆ The children will brainstorm their knowledge of the topic and they will write their responses onto a “semantic web”- spelling of the words will be discussed- analogy will be used to work out the words and incorrect spelling will be corrected.
- ◆ The teacher will need to extend their discussion to include new concepts *that may be met in the text.
- ◆ The teacher will ask them “How do you think you will go at reading this book/story?” Their responses will be recorded by circling the appropriate face on a smiley face grid.
- ◆ The children will then be asked to read the text –
- ◆ The teacher will say
 - “ Remember when you read it has to make sense to you.”

The teacher will tape each child reading a part of the text

The second session

Using the same text

- ◆ The “semantic web” will be reviewed.
- ◆ Children will be asked to recognize the words.
- ◆ The teacher will say, “We are going to use this information to write a report/ procedural text about the topic”
- ◆ The children with assistance of the teacher will put their ideas into sentences, which they will write into a passage based on a specific format. – Children will be asked to use a particular word in a sentence. Again analogy will be use for spelling
- ◆ Structures and concepts that are found in the text will be put into sentences written by the students.
- ◆ The children will read the composed passage with the teacher at first then independently.
- ◆ The teacher will say

Remember when you read it has to make sense

- ◆ The children will read the original text again
- ◆ The teacher will tape the child's reading of the text.
- ◆ The teacher will ask the children "How do you think you went at reading this book/story?"
Their responses will be recorded by circling the appropriate face on a smiley face grid.
- ◆ Session ended

This 2-session block will be repeated 5 or more times with more and more difficult texts but always on concepts the children have some knowledge of.

The Program:

Week 1: (Pilot Study)

Soccer

Concepts: Soccer, team spirit, money

Children brainstorm what they know about soccer.

Discuss the idea of team spirit- who should be rewarded if you get a goal?

Write about Soccer including team spirit.

Read the text.

Week 2:

Two Little Gold Fish Concepts: Fish, aquariums, friendship, water
Children discuss and brainstorm what they know about fish as pets.

Read text

Discuss the idea from the point of view of the fish.

Write a procedural text: How to put fish in a tank.

Read text

Week 3:

Jack and Chug: Concepts: Friendship, tractors and farming, gardening, parks, vandals,
Discuss and brainstorm the children's experience of parks.

What do you see in parks ?

Why do you go to parks?

What do you do in parks?

Have you ever seen the results of vandals in parks?

Develop a concept map of these ideas.

Read Text

Week 4:

Jonathon Buys a Present: Markets, relatives, shopping, money, giving
Children discuss what they know about markets.
How is a market different from a shop?

Why do people go to a market?

Discuss and write ideas.

Read text

Write a report about markets.

Read report

Read text.

Week 5:

Training a guide Dog: Concepts: Puppy training, dog training, blindness,

This week we took a different tack as the children had little idea about this topic. I used the text as a reference to learn about the topic.

Talk about the children's pets and the necessary skills the puppy needs to know.

List parts of a dog.

List the things a dog needs.

Read Text

List the special skills of a Seeing eye dog.

What did you learn?

Read Text

Week 6:

The Special Ride: Concepts Relatives, bikes, picnics, bush, farms

Brainstorm after a discussion about bikes.

What is a bike?

What do you ride?

Where do you ride?

When do you ride?

What are the parts of a bike?

What are the things we need for safety?

Read Text

Write a report about bike riding.

Read the report.

Read text

Week 7:

Car Trouble: (This is a clever book with a double meaning)

Concepts: Stranger Danger

Discuss: What you do if nobody picks you up?

List in a table

If no-body Picks me up	
I should	I shouldn't

Figure 8:

Read text

Write a poster for the classroom, using sentence beginnings

Do.....

Never.....

Read text

Table – Summary of the reading Texts

Text	Publisher	Fry	Reading Recovery Level	Concepts
Jonathon Buys a Present.	PM	Grade 3	17	Markets, relatives, shopping, money, giving
Car Trouble	PM	Grade 5	22	Stranger danger, trust your feelings
The Special Ride	PM	Grade 2	21	Relatives, bikes, picnics, bush , farms
Training Guide Dogs	Rigby	Grade 6		Puppy training, dog training, blindness,
Soccer		Grade 3		Soccer, team spirit, money
Two Little Gold fish	PM	Grade 4		Fish, aquariums, friendship,
Jack and Chug	PM	Grade 1		Friendship, farming, tractors. Gardening, vandals,

Table 16

Figure 9: Prompt for the classroom:

*Remember when you read
it has to make sense to you.*

Appendix II:

Reading tests:

PM Reading test- level 16 The Great Lion and Tiny Mouse

Record of Oral Language:

According to Marie Clay and associates (11) this test is the best way to assess the linguistic skills of children because

1. It is quicker and more efficient than trying to assess their classroom speech.
2. The repetitive nature can discover the language structures the child is grappling with but not using in everyday speech.

All test were analysed based on John Munro's Analysis Of Errors Made Reading Aloud chart (6) p 58 of lecture notes.

The Self –Efficacy test Smiley Chart was designed by the Researcher

The Parent and Teacher Surveys were designed by the Researcher and are attached

1. The Children's self Assessment sheet:

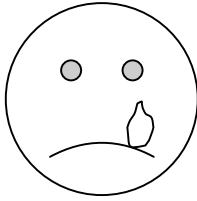

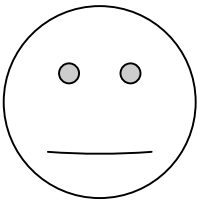

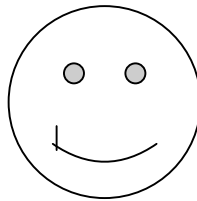


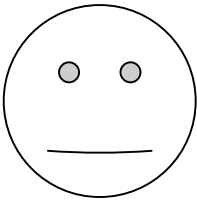
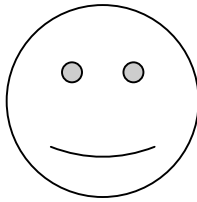
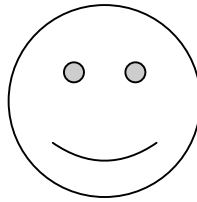
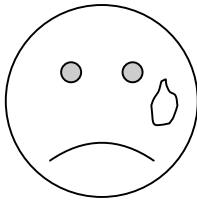
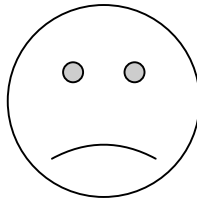
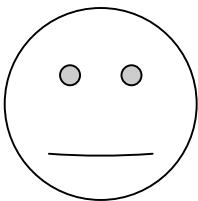
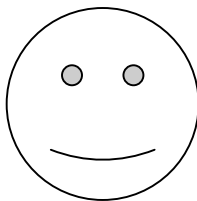
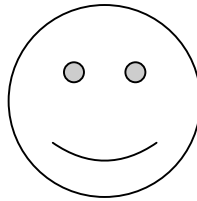
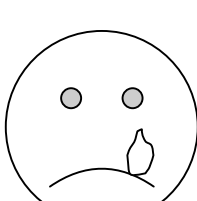

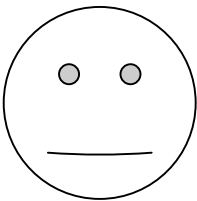
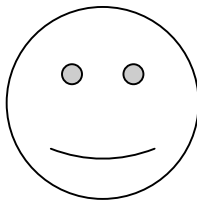
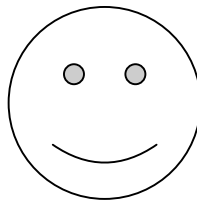
Name:		Date:				
Before						
	1	2	3	4	5	
After						
	1	2	3	4	5	
Before						
	1	2	3	4	5	
After						

Figure 10: Please Note: It is recommended that before using this chart with children that it be photocopied and the expressions enhanced with a pen.

Teacher Survey

Completed by: _____

Date: _____

Child: _____

Circle the most appropriate answer			
In the last 3 months has this child's Reading ability changed?	no	a little	a lot
In the last 3 months has this child's attitude to reading improved?	no	a little	a lot
Does this child read books in his / her spare time?	no	a little	a lot
Does your child enjoy listening to you read?	no	a little	a lot
Has his/ her enjoyment of books increased ?	no	a little	a lot
Has this child's behaviour in Reading improved?	no	a little	a lot
Do you have difficulty getting this child to read?	no	a little	a lot
Has this improved over the past 3 months?	no	a little	a lot
Does this child write independently without scaffolding and assistance?	rarely	a little	a lot
Has this improved?	no	a little	a lot
Do you have difficulty getting this child to do school work?	rarely	a little	a lot
Has this improved over the last 3 months?	no	a little	a lot
Comments:			

Parent Survey

Completed by: _____

Date: _____

Circle the most appropriate answer			
In the last 3 months has your child's Reading ability changed?	no	a little	a lot
In the last 3 months has your child's attitude to reading improved?	no	a little	a lot
Does your child read books in his / her spare time?	no	a little	a lot
Does your child enjoy listening to you read?	no	a little	a lot
Has his/ her enjoyment of books increased in the last	no	a little	a lot
How often did you read to your child when he/ she was little?	rarely	a little	a lot
How often do you read to your child now?	rarely	a little	a lot
Do you have difficulty getting your child to read?	rarely	a little	a lot
Has this improved over the past 3 months?	no	a little	a lot
Do you have difficulty getting your child to do homework?	rarely	a little	a lot
Has this improved over the last 3 months?	no	a little	a lot
Comments:			

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