

***“Explicit teaching of high frequency words in context to Prep students, will improve their prose reading accuracy and increase their bank of known words.”***

## **Abstract**

Many students start school at different levels due to different literacy experiences when they are younger. To prevent reading problems of adolescents and adults we need to act early and encourage oral skills, phonemic awareness, letter identification, vocabulary development, word knowledge, an enthusiasm for reading and success during the early years at school.

Many students in Prep have limited banks of known words and therefore have difficulty reading automatically.

The research goal was to monitor the most effective teaching practice to improve Instructional Text Levels and increase word banks of Prep students. The study tested the hypotheses: “Explicit teaching of high frequency words in context to Prep students, will improve their prose reading accuracy and increase their bank of known words.”

Following the CLaSS( Children’s Literacy and Success Strategies) Pre testing at the beginning of the 2007 school year, 16 students with the lowest Instructional Text levels were chosen to take part in this study.

The study uses a case study XOX design. Gains in Text level and accuracy, recall of high frequency words and Rapid Automatic Naming speed were monitored following the explicit teaching of high frequency words through student’s guided reading texts to an intervention group as well as in isolation to a control group. The study compares the two groups of 8 students, and whether the more predictable practice of teaching words through context would lead to greater reading accuracy and increased text levels as well as an increased bank of known words.

The results suggest that significant improvement in the high frequency word recognition was achieved by both groups and that increased text levels were only achieved by a few students who had greater confidence with letter recognition.

## **Introduction.**

*I remember the look  
Of the unreadable page*

*The difficult jumble*

*And then the page  
Became transparent*

*And then the page  
Ceased to exist:*

*At last I was riding  
This bicycle all by myself.*

Cilla McQueen

(McQueen in M.Clay 2005.)

Many students in their first year of school have some difficulty learning to read words automatically. The ability to recall names, such as the sound of each letter fast enough to blend and link with letter patterns in words is known as RAN ( Rapid Automatised Naming). They may have a limited knowledge of high frequency words (words that occur frequently in children's stories that are mostly function words such as conjunctions, pronouns and prepositions) through lack of exposure to text. Therefore there is a need to increase phonological awareness ( awareness of the different sound units in oral language such as syllables, onsets and rimes), develop orthographic knowledge ( patterns of letters used in written English to write words) as well as establish a bank of known words in order to start the developmental process of becoming a successful and confident reader.

The pathway to learning to read begins early. According to J. Munro (2006), prior to reading children build and store meanings of how words and groups of words are said and used. They begin to express their intentions in mini-sentences that are contextually anchored. As their oral language develops they become aware of the concept of a word and begin to build a bank of words. Their phonological awareness develops and they link speech to sounds to letters in words.

As well they begin to play with writing, learning to write letters and sounds and then order and sequence words in sentences and that is the beginning of grammar.

C. A Lyons (2003, P. 56) agrees that oral language development and communication is vital. She states that "communication both verbal, through language and emotion, and nonverbal, through body movement and gesture-is important to children's ability to adapt to their environment cognitively, emotionally, and socially, at home and school.

Every child is capable of learning given the right opportunities, context, and assistance. Through language children learn to make sense of and interact with their environment which is critical to learning.”

Research consistently demonstrates that language development in early childhood is strongly related to later reading and writing competence and to academic achievement in general. Therefore, conversations with parents, caregivers, and other adults is vital to language proficiency and, in turn, to becoming a proficient reader and writer (Levine 2002 cited in Lyons 2003)

Behaviours that are prerequisites to becoming a reader and writer include learning to look at print, learning how words work (orthographic knowledge), learning about direction, learning to record sounds in words (phonological knowledge) and remembering (RAN).

“These early literacy behaviours are related to the development of visual and auditory perception. In order to develop visual perception, the neural networks of the brain must be organized in such a way that children can focus on and attend to the visual features of print. Children must be taught how to look, what to look at and what to look for.”(Lyons 2003 p. 97)

The students who have the most difficulty learning to read have not learned how to control these complex sets of early strategies and relate one to another or learned strategies to recall and use previously learned knowledge and information (RAN).

As a Prep teacher I believe that the reading of stories, the teaching of rhyme and song, daily opportunities to share and interact verbally, exposure to letters and sounds and the teaching of high frequency words in story and sentences to establish a bank of known words, are valuable aids in the process of becoming a successful and confident reader and writer for the students in my class. They should have pleasant experiences with reading and being read to. They need to understand that their ideas, events and experiences, as well as other people’s can be recorded in print. They need to feel comfortable with the language used to express these ideas in print. Therefore reading materials used with beginning readers should be the student’s own language about their experiences as well as published books which use language patterns and events with which the students are familiar.

Marie M. Clay (2005) suggests that 80-90 percent of students will learn to read in classroom programmes of many different kinds. For these students, Guided Reading Programmes may be suitable that expose them to a broad range of texts. Using Instructional Text Levels students in small groups of similar reading standard, are taught strategies they will need to be able to read the particular text and comprehend it. In these programmes there are vital before, during and after reading activities. Some students will benefit from procedures designed from adapting the instruction to the learning needs of individuals like that of the Reading Recovery Programme. Either way early literacy learning involves making links between the invisible patterns of oral language with the visible symbols of print. As students get better at finding links they look for more

opportunities to engage in reading activities. As students make progress they are learning rules about scanning the printer's code and their language and visual perception helps them to extract meaning from the text, the ultimate goal of reading. After a short time at school students will acquire many ways of checking words in the text they are reading. They will move from print to message looking at letters and words, selecting responses and beginning to construct the sentence or phrase. From the word groups they get the meaning to aid the next bit of solving that will help them to solve the meaning further along in the text. They will construct their own personal rules about written language from the print they are exposed to.

Clay(2005) also makes the assumption that most written language will occur as continuous text, so the focal task for the learner is to problem solve the messages of continuous text. Teaching a child 100 words in isolation, or 26 letters in isolation before you allow them to read a text does not seem like the appropriate learning task for laying down the foundational neural networks. They need to see letters, words and sentences in continuous text to make connections using their knowledge and to then try and make sense of it.

From past research we can conclude that some ways literacy is best acquired include when students are allowed to interpret and produce a diversity of texts and are provided with diverse sorts of interactive experiences.( Ferreiro, 2003 cited in Clay 2005).

Young constructive readers and writers work at problem solving sentences and messages, choose between alternatives, read and write sentences, work on word after word, with the flexibility to change responses at any point. As they are attending to several different kinds of knowledge they are searching, selecting, rejecting, self-monitoring and self-correcting. The literacy processing systems constructed by young learners during beginning literacy are massively influenced by the expectations and opportunities of the school curriculum and by the teaching practices of their school. (Clay 2005).

Clay (2005) also supports the notion that a glimmer of word recognition in either reading and writing is the vague beginning out of which further knowledge of the word can emerge through many contacts in different settings. Even though beginning readers and writers have small banks of known words, any letter work or word work they take part in should arise from the text they are working on. If something is to be recognised again then it should pop up often in different contexts. Therefore being exposed to high frequency words in the context of children's stories and books is important. It follows that reading continuous text is a sequential process involving a network of interacting systems. Working on texts, in reading or writing, provides opportunities to develop this network. Actively working on the processes that bring information together help students feel that they are a reader not just" a rememberer". As they work on simple texts they solve complex problems and become able to read slightly more difficult texts.

The importance of promoting early reading success cannot be overestimated and there is little question that phonological skills are vital for beginning readers ( Shankweiler & Fowler cited in Martin-Chang, Levy & O'Neil 2006). It would also be expected that the teaching of words in context would lead to recognition of more words than the teaching

of words in isolation as words in isolation provide only graphophonic ( links between sounds and letters) and phonemic (sounds) information, while context provides additional syntactic (patterns of grammar ) and semantic (meaning) cues.

The debate over context and isolation approaches of teaching sight words has been examined. Early research studies by Nemko (1984) posed the question “Is early reading instruction most efficient when words are introduced in isolation or when words are introduced in context?” Findings into these studies of word learning indicated that subjects who were trained in context did not perform better than subjects who were trained in isolation. However Nemko further suggested that “if children trained in isolation identified significantly more training words only when tested in isolation and not when tested in context, then training in isolation would have little implication for classroom reading instruction, as the act of reading involves more than the identification of isolated words. The most effective classroom approach to beginning reading, therefore, is still a matter for investigation.”

Martin-Chang, Levy & O’Neil (2006) more recently investigated these studies following the point of contention of whether reading words in context acts to further enhance reading development beyond that achieved by reading words individually or whether context detracts from the analysis of individual words and undermines skilled reading. The purpose of their studies was to compare the effects of isolated word training and context training on the acquisition, retention and transfer of novel printed words. Context training presented words in stories and isolated word training presented words on flashcards. The completed studies showed that context training promotes word acquisition beyond that experienced from reading words in isolation. Memory performance for words trained in context and in isolation did not differ. Finally transfer was maximised when training and testing were of similar conditions. Therefore to read words in context, students need to be trained in context.

The present study aims to extend the earlier research by examining the influence of teaching targeted words in the context of simple stories to increase the student’s reading accuracy and consequently increase their Instructional Text Levels as well as improve their bank of known (high frequency) words.

My prediction is that “Explicit teaching of high frequency words in context to Prep students, will improve their prose reading accuracy and increase their bank of known words.”

## **Method**

### **Design**

The study uses a case study XOX design. Gains in Instructional Text Level and accuracy, recall of high frequency words and Rapid Automatic Naming speed were monitored following the explicit teaching of high frequency words through student's Guided Reading texts as well as in isolation. The study compares two groups of students, an intervention group and a control group.

### **Participants**

The hypothesis formulated for this study was to ascertain whether the teaching of high frequency words to Prep students through simple texts would "kick start" their reading levels and therefore word accuracy. The students chosen for the study are beginning their first year at school, Prep, with age ranges from 5 years 1 month to 6 years 1 month. The students were chosen based on their low Instructional Text Level scores that were assessed as part of the Observational Survey Tests administered to all the Prep students in the class during March 2007 (Table 1). Instructional Text Level is the level that students read with teacher assistance. Most of the participants did not rate as having an Instructional Text Level and also showed low word recall and poor letter identification. It was considered by the class teacher and other members of the Professional Learning Team that these students were most "in need" and could benefit from an early intervention program as such. The students were withdrawn for individual Pre and Post testing.

Out of the 16 students chosen as participants, 7 had 1 or both parents from an ESL background. The students were all born in Australia and spoke English at home. All participants had been to kindergarten or Child Care Centres operating educational facilities. One student in the control group had received intervention with a speech pathologist because of under-developed oral language and speech difficulties from age 3.

**TABLE 1**

STUDENT	Teaching/ control group	Age Yrs/Mnths 31/2/07	ESL	Earlier Intervention	EMA	Letter I.D Pre/54	Text Level Pre	Burt Pre	50MIOOW Pre
<b>A</b>	Teaching	5y10m	N	N	N	38	0	1	8
<b>B</b>	Teaching	5y8m	N	N	N	49	0	1	5
<b>C</b>	Teaching	5y1m	Y	N	N	15	0	0	2
<b>D</b>	Teaching	5y1m	Y	N	N	36	1	1	7
<b>E</b>	Teaching	5y10m	Y	N	N	39	0	1	4
<b>F</b>	Teaching	5y2m	Y	N	N	47	0	4	8
<b>G</b>	Teaching	5y10m	N	N	N	26	0	0	2
<b>H</b>	Teaching	5y6m	N	N	N	10	0	0	2
<b>Average</b>								<b>1</b>	<b>4.75</b>
<b>I</b>	Control	5y10m	Y	N	N	14	0	1	3
<b>J</b>	Control	5y6m	N	N	N	39	1	1	6
<b>K</b>	Control	5y5m	N	N	N	52	0	3	10
<b>L</b>	Control	5y4m	Y	N	N	46	0	2	8
<b>M</b>	Control	5y9m	Y	N	N	51	0	1	6
<b>N</b>	Control	5y7m	N	N	N	9	0	0	1
<b>O</b>	Control	6y1m	N	N	N	46	0	1	6
<b>P</b>	Control	5y9m	N	Y	N	16	0	0	2
<b>Average</b>								<b>1.125</b>	<b>5.25</b>

**Materials**

In Pre-testing for this study, the results of some Observational Survey Tests ( Clay 2002) administered to all the Prep students in the class during March 2007 as part of CLaSS Testing (Children’s Literacy and Success Strategies), were used as well as a teacher designed test of 50 high frequency words. Following the selection of these participants was administered a RAN (Munro & McCusker, 2005) test for retrieval speed of letters and digits.

The following is an outline of formal and above mentioned assessments used for Pre and Post testing:

- Bench Mark Texts
- Running Records using (Clay 2002) recording format as per Reading Recovery program. Used to ascertain the student’s Instructional Text Levels between 90-95% accuracy.
- BURT Word Reading Test (Clay 2002). Words often used in language are tested to rank students on knowledge of words in isolation to be considered alongside text reading. (Raw score included as all scores were quite low).
- RAN test (Munro & McClusker). Used to detect the student’s ability to retrieve letters and digits quickly and automatically.
- 50 MIOOW Test (Teacher designed from MIOOW Magic 100 Words lists). Used to test student’s bank of known high frequency words.

- Letter Identification, **Pre- Test only**. 54 letters (26 upper case, 28 lower case/different fonts) tested to help explain development of orthographic knowledge of the children (Raw score include as per records for CLaSS testing record sheet).

All Pre and Post test scores in table form can be seen in Appendix C and D.

## **Procedure**

The teaching sequence used for teaching the targeted high frequency words (from MIOOW list) was designed to be taught to Prep students during the 2hr Literacy Block each day over a 2 week period. There were 8 students in the intervention group who took part in 10 sequenced 20 minute sessions. Simple texts were used to teach the targeted words as well as small coloured charts of high frequency words and commercially made flash cards. The lessons included activity worksheets to draw and write as well as cut, paste and sequence words. The students were involved in looking at, tracing and tracking with fingers and saying the words, and reading them in the context of the simple books out loud. The low level reading material was chosen from a selection of Level 1 books as Level 1 and 0 were the Instructional Text Levels of the students in the group. The content of the books included familiar events in young children's lives eg. Going on holiday, In the garden, My little cat. Visual, auditory and kinaesthetic styles of learning were considered here.

The 8 students in the control group were exposed to the same targeted words in isolation through activities such as word games of Snap and Concentration, using magnetic letters to spell them and teacher made word finds. Parent helpers assisted the students in the control group.

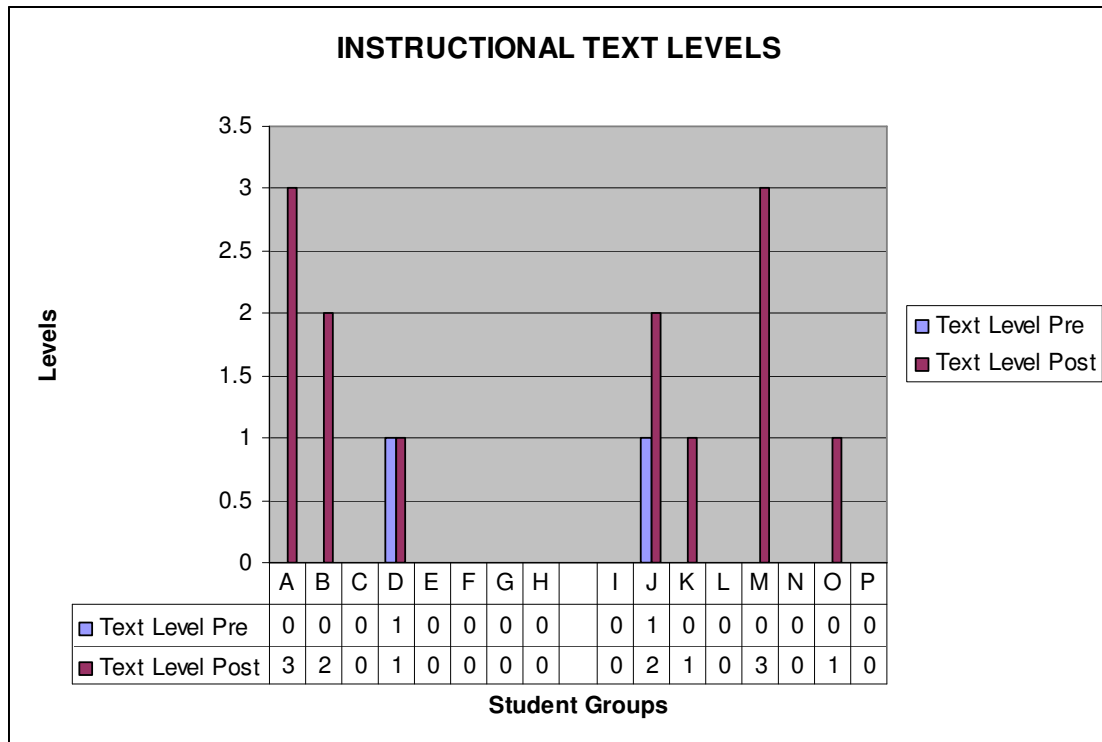
Following the 10 sessions, the intervention and control groups were post tested using Text levels/Running Records, Burt Word, 50 MIOOW and RANL and RAND.

## **Results**

The data collected as a result of this action research project indicate some gains in all areas to support the hypothesis that "Explicit teaching of high frequency words in context to Prep students, will improve their prose reading accuracy and increase their bank of known words ". Appendix C shows a table of all Pre and Post test results.

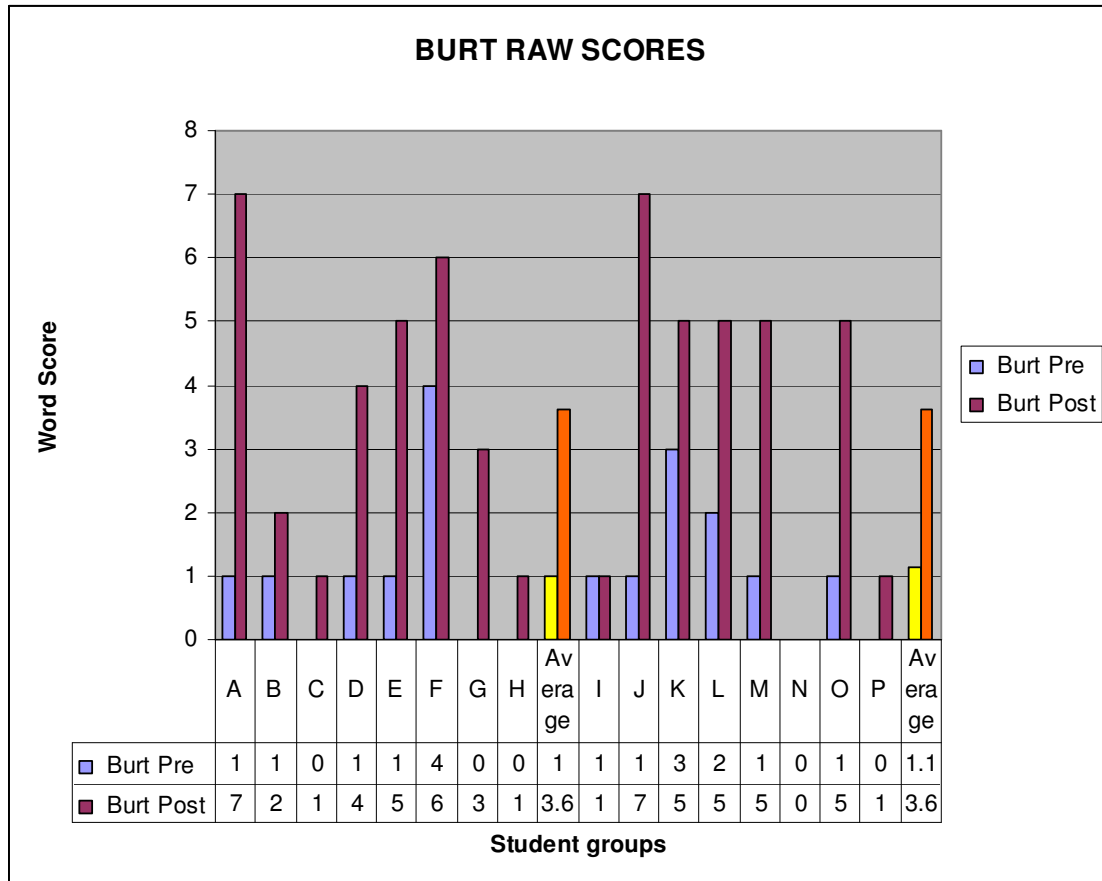


**Graph A: Comparing Instructional Text Levels**



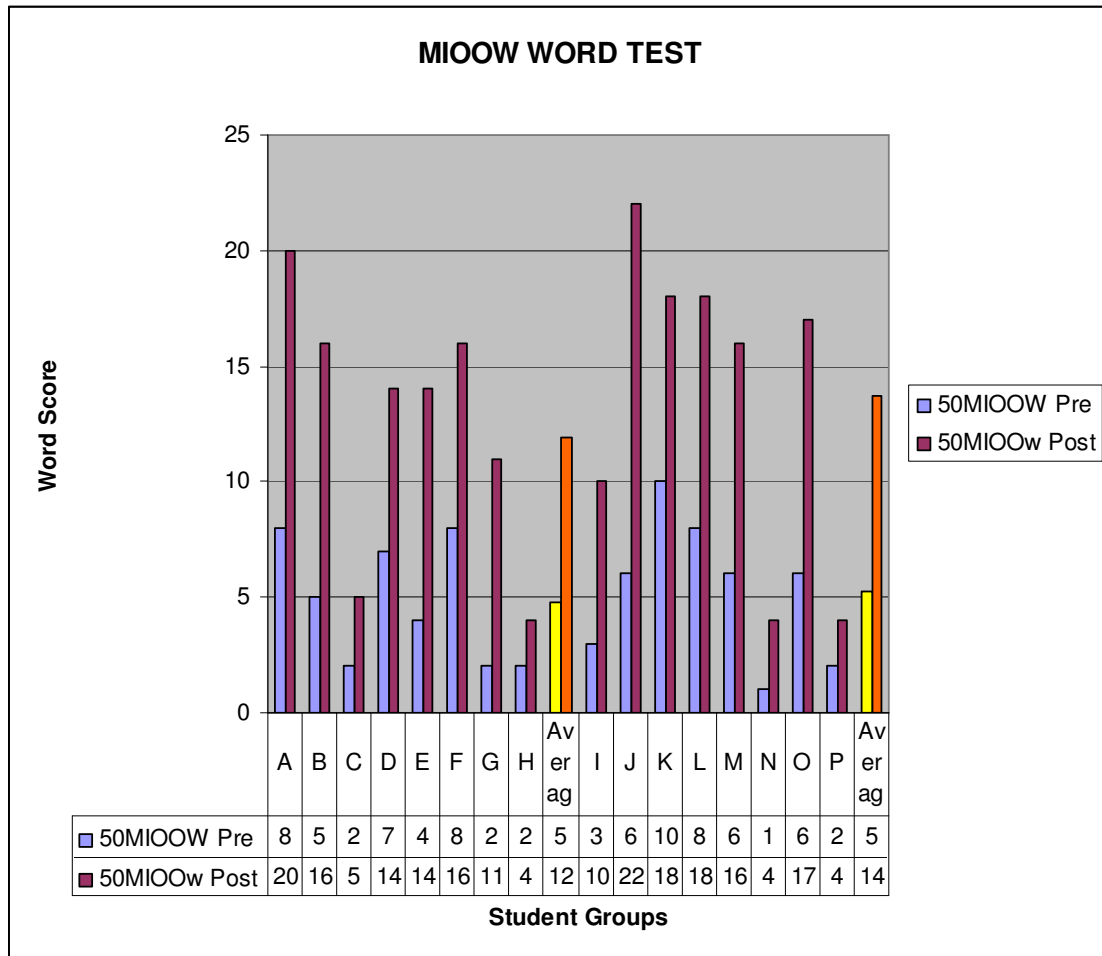
Any changes in Instructional Text Levels are shown in Graph A. Pre test results show that Student D (Intervention) and student J (Control) were the only students who had achieved an Instructional Text Level, that being Level 1. Post results indicate that 7 children have now achieved an Instructional Text Level reading at between 90 – 95 % accuracy at those levels. Five of these students Pre tested at Level 0 using reading strategies based only on picture cues. Post results for the intervention group show 3 students now have an Instructional Text Level. Student A moved 3 levels, Student B moved 2 levels and Student D remained the same on level 1. Student A and B are now beginning to read using an increased word bank (see table Appendix C). Post results for the control group show 4 students, one more than the intervention group, now are reading at text levels between 1 and 3. Students J, K and O have all moved 1 level and Student M has moved 3 levels from level 0 to 3. Again these students did not solely rely on picture cues to read but are now able to draw on increased word knowledge (Appendix C). These students who made the greatest gains in Instructional Text Levels were students whose orthographic knowledge, with Letter Identification scores between 38-52 out of 54, (see Table in Appendix C for Pre Letter Identification) is superior to those who have not registered a level (Student N Letter I.D as low as 9), or are only relying on picture cues, guessing and memory of repeating reading patterns. The 9 students still not registering an Instructional Text Level is a concerning amount for Term 2, based on my experiences in Prep, as is their low scores on the Pre Letter Identification.

**Graph B: Comparing BURT Word scores**



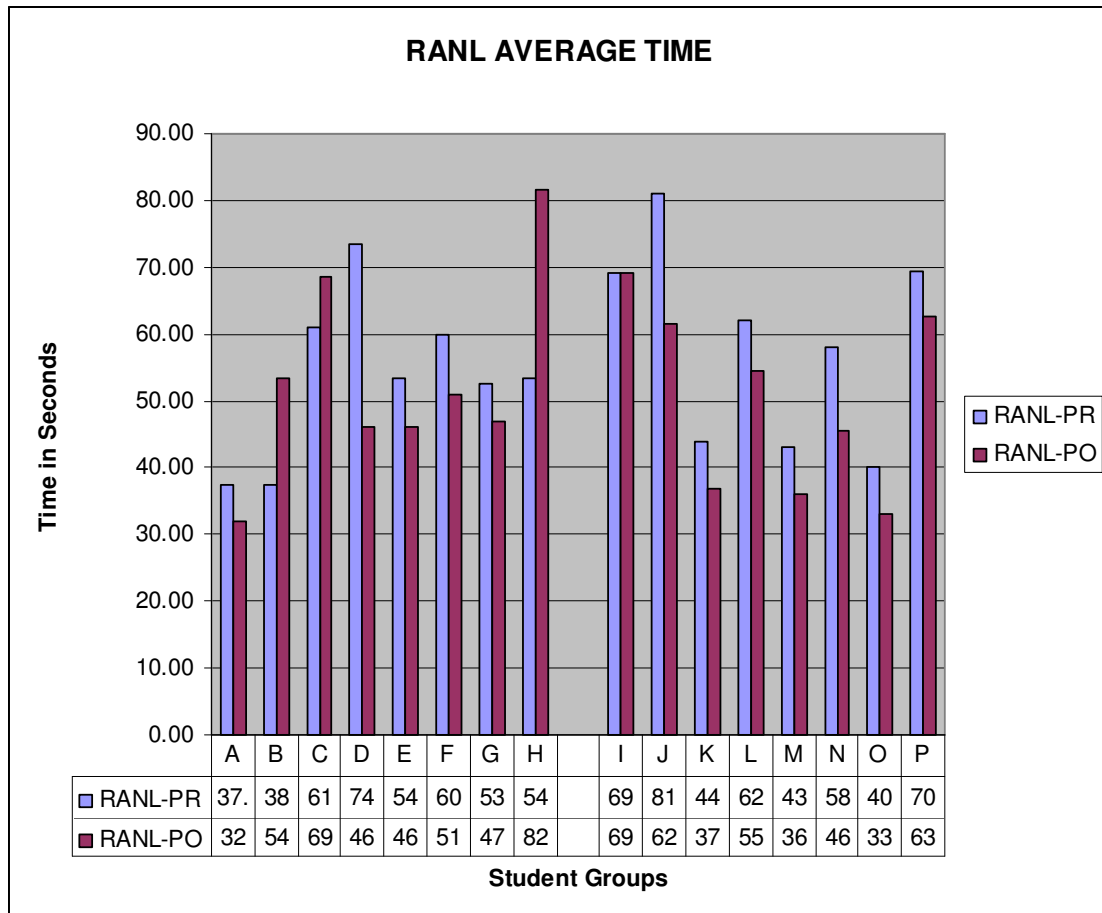
Pre and Post test scores for BURT indicate fairly similar results for both the intervention and control groups of the student's knowledge of words in isolation. Average scores for the intervention group improved from 1 to 3.6 and for the intervention group from 1.1 to 3.6. All of the 8 students in the intervention group improved their scores between 1 and 6 words as did 6 of the control group. For all of these students (A, B, C, D, E, F, G, H, J, K, L, M, O, P) there is pleasing progress occurring in the student's reading of words. Only 2 students in the control group did not improve their word score at all. Four students with the lowest word scores also had the lowest Letter Identification scores: Student H- 10, Student I- 14, Student N- 9 and Student P- 16 (Appendix C). These students have not achieved an Instructional Text Level which correlates with low word scores.

**Graph C: Comparison of 50 MIOOW Word Test**



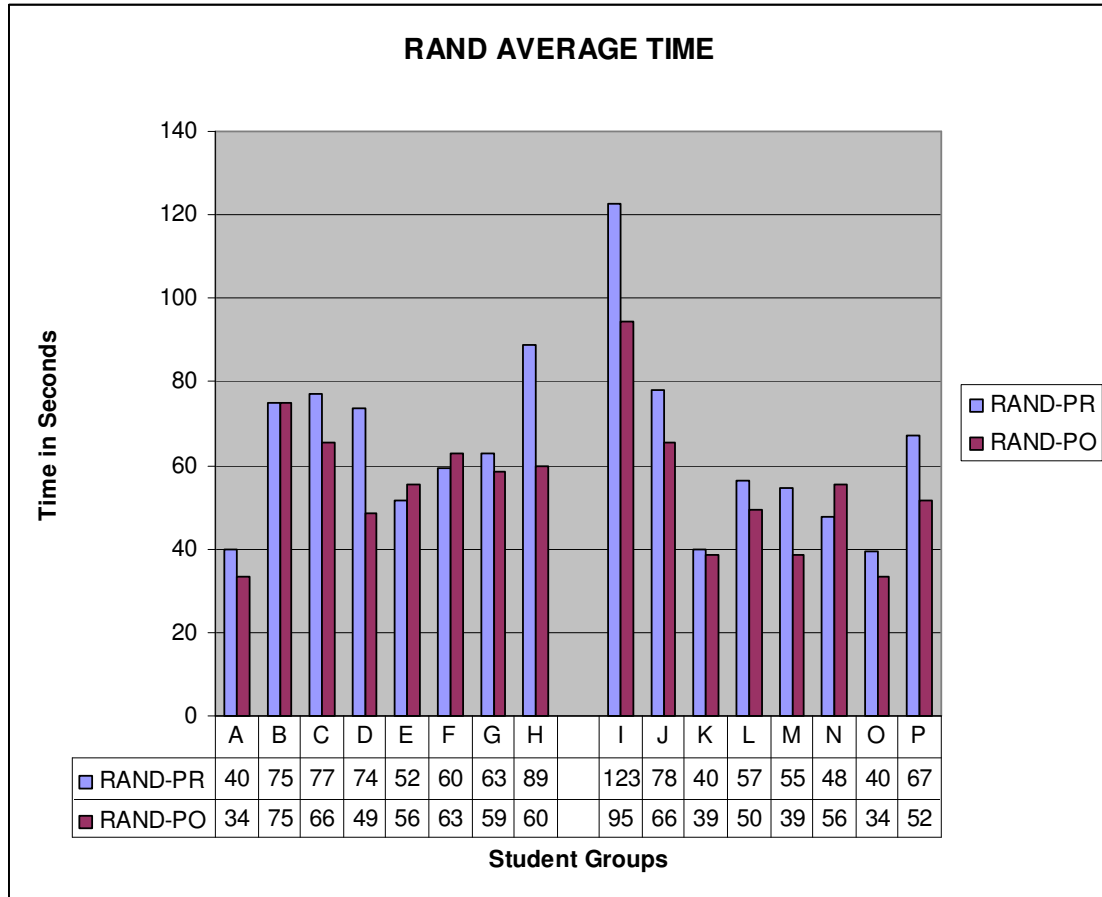
Graph C shows pleasing results for both the intervention and control groups with quite significant gains for most students. The test words included high frequency words the students in the intervention group had an opportunity to learn through targeted words in sentences and texts and the control group through isolated conditions. All students in both groups increased their word knowledge between 2 and 12 words. The average gains again were similar for both groups. The intervention group average word score improved from 5 to 12 and the control group from 5 to 14. Students A, B, D, J, K, M and O made the greatest progressive gains on this word test and achieved Instructional Text Levels after post testing, from both the intervention and control groups. Clearly the student’s results indicate neither condition more favourable for high frequency word learning.

**Graph D: Comparing RANL Average time**



Graph D results indicate that 5 out of 8 students in the intervention group improved their average time for recalling letters or making a response however 7 out of the 8 students in the control group improved their average time. Student D made a significant improvement of 28 seconds and Students B, C and H were actually slower. Only student I had no change from the control group. Student H showed the slowest RANL ability and Students A and O the fastest.

**Graph E: Comparing RAND Average time**



Graph E results indicate that 5 out of 8 students in the intervention group improved their average time for recalling digits or making a response however 7 out of the 8 students in the control group improved their average time. These results are very similar to results in the RANL graph however different students displayed change. Surprisingly Student H improved the most on recall of digits by 29 seconds, however in all other Pre and Post tests scored very low (see Appendix C). Student D made a significant improvement of 28 seconds and Students, E, F and N were actually slower. Student I showed the slowest RAND ability and Students A and O the fastest.

## Discussion

Students D, J and M performed well on all Post (see Appendix C) tests indicating the improvement ratio of intervention: control of 1: 2. The most changes occurred in the control group however slightly.

In reflecting on the results of this study there is some support for the hypothesis “Explicit teaching of high frequency words in context to Prep students, will improve their prose reading accuracy and increase their bank of known words. However, there was notable gain and improvement for students in the intervention group and more so the control group.

The completed studies showed that students performed quite similarly to improve their reading accuracy when words were taught in context and in isolation. Most of the 16 students increased their word knowledge (bank of high frequency words) in both conditions.

With some similarity to my studies, Martin-Chang, Levy & O’Neil’s (2006) completed studies showed that context training promotes word acquisition beyond that experienced from reading words in isolation. Similarly the memory performance for words trained in context and in isolation did not differ. Finally transfer was maximised when training and testing were of similar conditions. Therefore to read words in context, students need to be trained in context. In contrast my results did not show significant evidence to suggest this as not many students were able to transfer their word knowledge to improve their text levels.

Four students with the lowest word scores also had the lowest Letter Identification scores: Student H- 10, Student I- 14, Student N- 9 and Student P- 16 (Appendix C). These students have not achieved an Instructional Text Level which correlates with low word scores. One reason for this could be the different literacy experiences that students commencing school have had when they are younger. As these students lacked orthographic and hence phonological knowledge, it could be suggested that the educational programs in our Kindergartens and Pre Schools could be a starting point for further research.

In a similar study, Velasco & Zizak (2001) suggested and trialled the use of a program for improving word analysis skills in order to increase sight reading, reading accuracy and fluency. The “Working with Words” program was based on lessons that were multisensory to cater for different learning styles, and multileveled to reach the different levels in the classroom. The posttest results of this study indicated an improvement in student’s reading levels. The students performed at a higher level of high frequency words and leveled texts.

*I hear and I forget, I see and I remember, I do and I understand.*

*Ancient Chinese Proverb.*

In support of Velasco and Zizak's findings we need to keep in mind the importance of Multisensory approaches as learning styles of the students can differ. The most fundamental styles in learning are visual, auditory and kinaesthetic. Teaching practices therefore, should be presented in ways that cater for these styles and incorporate a variety of techniques, resources and activities into the sessions to ensure the best learning conditions for all in the group.

Visual learners tend to prefer learning through seeing. They like to read, use picture cues and diagrams. In learning new words, they are best presented in written form, in colour and by visualizing them in their mind.

The Auditory learners enjoy listening and talking and they learn best through discussions (and audio tapes). Hearing how a new word sounds and hearing them in context assists auditory learners. They are good at giving and receiving instructions and often learn through self-talk ( internalised talk about what they are doing/going to do).

Kinaesthetic learners tend to learn through movement and action. They learn through doing. In learning new words they are greatly assisted by feeling or tracing the word. The combination of touching and manipulating is of great value as they are physically involved in the activity.

Clearly, the more senses engaged during learning the better the memory storage. Teachers who present material in lots of different ways are more likely to cater to individual learning styles and to rapidly improve each child's learning. (Marcella Reiter, 2001)

Flippo (1999,cited in Velasco & Zizak 2001) comments that reading is a complex skill and there are many ways to teach reading. Therefore teachers need to be flexible when they decide which methods and materials to use to cater for the different learning styles. The balance between phonics and whole language should be in place.

Explicit teaching of reading skills therefore needs to focus on all aspects of reading. As teachers of students commencing their first year at school we need to continue to provide opportunities to sing nursery rhymes, listen to and examine books, see and talk about print and write messages. These experiences help future achievement throughout the school years. Schools need to provide meaningful reading and writing activities that continue to promote skills that lead to reading success. Students need opportunities to develop key language skills such as phonological awareness. Letter recognition, oral language and vocabulary development are other crucial literacy skills that should be taught as early as pre-school and further developed in early years at school to avoid struggles in reading occurring (Velasco & Zizak, 2001).

In Guided Reading I will continue to expose students to a broad range of literature, teach comprehension, teach strategies to read more difficult texts and provide opportunities to learn key vocabulary and high frequency words. Working with words in activities such as putting in alphabetical order, adding endings, separating words into parts (onset and rime), making other words using rime units, see, say and write words will lead the students to read and spell the words automatically.

Therefore the establishment and development of a word bank is vital for every reader. As high frequency words are common in a student's speaking vocabulary they are words that they inevitably come across in their reading. Furthermore, they are the words that students will want to use when they write. When students are reading and are more familiar with these high frequency words, they will decode the words more quickly. This will lead to an increase in fluency, which will allow the student to comprehend the whole piece of text quicker, consolidating the use of essential skills for effective reading.



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## **APPENDIX A**

The teaching sequence used for teaching the targeted high frequency words (from MIOOW list) was designed to be taught to Prep students during the 2hr Literacy Block each day over a 2 week period. There were 8 students in the intervention group who took part in 10 sequenced sessions.

Each session of the 10 went for the duration of 20 minutes. The 10 targeted words were introduced through the use of 5 PM + books. Each book was used for 2 consecutive sessions (40 minutes of teaching time). Part A and part B were repeated 5 times and 1,2 or 3 target words were introduced through each of the books. The books contained simple, repetitive and predictable text. The target words were of 1, 2 or 3 letters. Each of the new target words were found in the lists/charts shown to each student at the beginning of each session and revised and added to the Tic, Tac, Toe game at the beginning of each second (follow-up) session.

As a teacher I am aware of the different learning styles of the students and therefore incorporated a variety of techniques, resources and activities into the sessions to ensure the best learning conditions for all in the group.

The most fundamental styles in learning are visual, auditory and kinaesthetic. My lessons were presented in a way that catered for these styles.

### **TARGETED WORDS**

<i>at</i>	<i>the</i>	<i>in</i>	<i>we</i>	<i>go</i>
<i>is</i>	<i>I</i>	<i>am</i>	<i>on</i>	<i>my</i>

The words were chosen from MIOOW lists Golden, Red and Blue.

### **SESSION 1 FORMAT AND PROCEDURE**

#### **Part A**

- Teacher introduces MIOOW Golden, Red and Blue words in chart form (each student was given small ½ A4 size colour charts of the words to look at).
- Discuss with students “What words do we know?”
- Students take turns to locate and read words on charts.
- Teacher shows and reads each word on a combined chart made up of the target words and students repeat.

#### **TARGETED WORDS**

<i>at</i>	<i>the</i>	<i>in</i>	<i>we</i>	<i>go</i>
<i>is</i>	<i>I</i>	<i>am</i>	<i>on</i>	<i>my</i>

- Teacher uses commercially produced deck of MIOOW cards to play a game of Tic, Tac, Toe with the group ( select 10 target words). Each student to have one turn and try to read chosen card to group. (“Tic, tac, toe. Here I go. Where I stop I do not know!”) Teacher to give encouragement and assistance.
- Teacher to introduce PM+ book “In the garden”.
- Discuss with the students “What do you see in the picture on the front cover?”
- Teacher to read title to group “In the garden”.
- Teacher asks students to track words in the title. Point out the words ***In*** and ***the***.
- Teacher asks students to “Trace over the letters in the words with your finger”.
- Teacher asks students to think about “What types of creatures do you think we might see in the garden?” Discuss briefly.
- Walk through the book.
- Discuss each picture.
- Teacher reads each page to the children.
- Teacher asks the students “Can you see the pattern of words in the text?”
- Discuss the repeating pattern of text “Look ***at the*** ...” and the use of the target words ***at*** and ***the***.
- Teacher asks the students “Count how many times you can see the (target) words ***at*** and ***the***?”
- Teacher explains to students the worksheet activity. ‘What I want you to do is to draw 2 pictures of creatures from the book and I will finish writing the sentence for you “Look at the...’

<p>Look <b><i>at the</i></b></p> <p>.....</p>
<p>Look <b><i>at the</i></b></p> <p>.....</p>

Teacher scribes sentences for students and collects and collates sheets for a book.

**SESSION 2 FORMAT AND PROCEDURE**

**Part B (Follow up session)**

- Teacher shows students combined target words chart and asks them “What words do we know?” Locate target words from Session 1: *in, at, the*
- Teacher reads each word and students repeat.
- Play Tic, Tac, Toe. With target word cards.
- Read together book made from Session 1 worksheet “In the garden”.
- Use PM+ “In the garden” and recap what students saw in the book.
- Students take turns to read a page. Teacher takes short running record of each student.
- Teacher scribes a sentence strip from the book: “Look at the butterfly.”
- Students read strip.
- Teacher explains today’s worksheet activity to cut up, sequence and paste words on a page to make the sentence from the strip:

Butterfly.	Look	<i>the</i>	<i>at</i>
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- Students make the sentence “Look at the butterfly”, illustrate and take home to read to parents.  
(Completion of Book 1.” In the garden”).

The same format and procedure for session 1 and 2 was used for the following 8 sessions, substituting books, target words and worksheet activities.

**SESSION 3**

**Part A**

Book :	Going on holiday
Target words:	<i>we, go</i>
Worksheet activity: Teacher scribes, students illustrate.	We go in a .....

**SESSION 4**

**Part B ( Follow up session)**

Book :	Going on holiday			
Target words:	<i>we, go</i>			
Worksheet activity: Cut paste and sequence words to make sentence: We go in a car. Students illustrate.				
go	in	We	car.	a

**SESSION 5****Part A**

Book :	Baby
Target words:	<i>is</i>
Worksheet activity: Teacher scribes, students illustrate.	Baby is .....

**SESSION 6****Part B ( Follow up session)**

Book :	Baby	
Target words:	<i>is</i>	
Worksheet activity: Cut paste and sequence words to make sentence: Baby is eating. Students illustrate.		
is	Baby	eating.

**SESSION 7****Part A**

Book :	I am running.
Target words:	<i>I, am</i>
Worksheet activity: Teacher scribes, students illustrate.	I am .....

**SESSION 8****Part B ( Follow up session)**

Book :	I am running.	
Target words:	<i>I, am</i>	
Worksheet activity: Cut paste and sequence words to make sentence: I am running. Students illustrate.		
running.	I	am

**SESSION 9****Part A**

Book :	My little cat.
Target words:	<i>my, in</i>
Worksheet activity: Teacher scribes, students illustrate.	My little cat is in the .....

**SESSION 10****Part B ( Follow up session)**

Book :	My little cat.		
Target words:	<i>my, in</i>		
Worksheet activity: Cut, paste and sequence words to make sentence: My little cat is in the box. Students illustrate.			
little	cat	My	is
in	box.	the	

## **APPENDIX B**

**Sequence of target words taught and texts used. All PM + text were Level 1 as all Students were reading at Instructional 1 or 0 level.**

<b>SESSION</b>	<b>TARGET WORDS</b>	<b>TEXT</b>
<b>1</b>	<i>in, at, the</i>	<b>In the garden.</b>
<b>2</b>	<i>in, at, the</i>	<b>In the garden.</b>
<b>3</b>	<i>we, go</i>	<b>Going on holiday.</b>
<b>4</b>	<i>we, go</i>	<b>Going on holiday.</b>
<b>5</b>	<i>is</i>	<b>Baby.</b>
<b>6</b>	<i>is</i>	<b>Baby.</b>
<b>7</b>	<i>I, am</i>	<b>I am running.</b>
<b>8</b>	<i>I, am</i>	<b>I am running.</b>
<b>9</b>	<i>my, in</i>	<b>My little cat.</b>
<b>10</b>	<i>my, in</i>	<b>My little cat.</b>

## APPENDIX C

### TABLE OF PRE AND POST TEST SCORES

STUDENT	Teaching/ control group	Age Yrs/Mnths 31/2/07	ESL	Earlier Intervention	EMA	Letter I.D Pre/54	Text Level Pre	Text Level Post	Burt Pre	Burt Post	50MIOOW Pre	50MIOOW Post
A	Teaching	5y10m	N	N	N	38	0	3	1	7	8	20
B	Teaching	5y8m	N	N	N	49	0	2	1	2	5	16
C	Teaching	5y1m	Y	N	N	15	0	0	0	1	2	5
D	Teaching	5y1m	Y	N	N	36	1	1	1	4	7	14
E	Teaching	5y10m	Y	N	N	39	0	0	1	5	4	14
F	Teaching	5y2m	Y	N	N	47	0	0	4	6	8	16
G	Teaching	5y10m	N	N	N	26	0	0	0	3	2	11
H	Teaching	5y6m	N	N	N	10	0	0	0	1	2	4
<b>Average</b>									<b>1</b>	<b>3.625</b>	<b>4.75</b>	<b>11.875</b>
I	Control	5y10m	Y	N	N	14	0	0	1	1	3	10
J	Control	5y6m	N	N	N	39	1	2	1	7	6	22
K	Control	5y5m	N	N	N	52	0	1	3	5	10	18
L	Control	5y4m	Y	N	N	46	0	0	2	5	8	18
M	Control	5y9m	Y	N	N	51	0	3	1	5	6	16
N	Control	5y7m	N	N	N	9	0	0	0	0	1	4
O	Control	6y1m	N	N	N	46	0	1	1	5	6	17
P	Control	5y9m	N	Y	N	16	0	0	0	1	2	4
<b>Average</b>									<b>1.13</b>	<b>3.625</b>	<b>5.25</b>	<b>13.75</b>



**APPENDIX D : RANL 1&2 AND RAND 1&2 TIME IN SECONDS**

	Pre	Post	Pre	Post	Pre	Post	Pre	Post
	RANL-1	RANL-1	RANL-2	RANL-2	RAND-1	RAND-1	RAND-2	RAND-2
STUDENT	TIME	TIME	TIME	TIME	TIME	TIME	TIME	TIME
A	38	31	37.00	33	41	34	39	33
B	68	50	54	57	71	85	79	65
C	81	73	66	64	82	63	72	68
D	53	46	54	46	68	48	79	49
E	59	46	61	46	55	59	48	52
F	53	50	52	52	56	60	63	66
G	53	45	54	49	63	52	63	65
H	52	85	52	78	81	58	97	62
I	66	72	72	66	124	86	121	103
J	85	63	77	60	72	63	84	68
K	46	37	42	37	39	37	41	40
L	59	60	65	49	57	53	56	46
M	47	33	39	39	52	30	57	47
N	68	56	48	35	13	55	82	56
O	42	34	38	32	41	33	38	34
P	69	58	70	67	62	49	72	54

**RANL AND RAND AVERAGE TIMES IN SECONDS**

STUDENT	RANL-PR	RANL-PO	RAND-PR	RAND-PO
A	37.50	32	40	33.5
B	37.5	53.5	75	75
C	61	68.5	77	65.5
D	73.5	46	73.5	48.5
E	53.5	46	51.5	55.5
F	60	51	59.5	63
G	52.5	47	63	58.5
H	53.5	81.5	89	60
I	69	69	122.5	94.5
J	81	61.5	78	65.5
K	44	37	40	38.5
L	62	54.5	56.5	49.5
M	43	36	54.5	38.5
N	58	45.5	47.5	55.5
O	40	33	39.5	33.5
P	69.5	62.5	67	51.5

**APPENDIX E**

**FIRST 50 WORDS TEST (FROM MIOOW LIST)**

**NAME:**

**DATE:**

**SCORE:**

<b>a</b>	<b>I</b>	<b>It</b>	<b>The</b>	<b>And</b>
<b>In</b>	<b>Of</b>	<b>To</b>	<b>Be</b>	<b>Is</b>
<b>That</b>	<b>Was</b>	<b>All</b>	<b>But</b>	<b>He</b>
<b>On</b>	<b>They</b>	<b>As</b>	<b>For</b>	<b>Her</b>
<b>One</b>	<b>We</b>	<b>Are</b>	<b>Had</b>	<b>His</b>
<b>Said</b>	<b>With</b>	<b>At</b>	<b>Have</b>	<b>Not</b>
<b>So</b>	<b>You</b>	<b>An</b>	<b>Do</b>	<b>If</b>
<b>My</b>	<b>or</b>	<b>By</b>	<b>Go</b>	<b>Me</b>
<b>No</b>	<b>Up</b>	<b>Big</b>	<b>Has</b>	<b>Off</b>
<b>See</b>	<b>Can</b>	<b>Him</b>	<b>Old</b>	<b>she</b>