

Abstract

Teaching re-reading and reading-on strategies helps children to read for meaning and improves children's reading accuracy.

I taught three children in their daily literacy sessions so that they could see the relationship between my lessons and the whole class structure. The children also felt part of their literacy reading hour and that my lessons were not stand alone sessions. It also caused the least disruption to the students because they were still in their own classroom.

I have been reading a variety of research on reading strategies in general and there isn't anyone that specifically states that re-reading will improve a child's reading. Many researchers state that, "To become an independent reader, a student must be able to apply strategies for reading successfully" (School District of Philadelphia Curriculum Frameworks 2001). These strategies include re-reading as one of the important cues to teach the children but not the only one. All the strategies need to be taught in conjunction with each other to help children at risk to decode text and become independent readers. This statement supports my action research that teaching children re-reading and reading-on strategies will improve their reading.

Explicit teaching helped two of my children. The other student has more complex problems that need to be addressed. Student one and two were ready to learn, they were in the zone of proximal development the "distance between actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978 pg 86)

The implications for the children are that they continue to be taught these important reading strategies in the classroom. I must ensure that they are still given specific objectives for each reading session. They have progressed using these strategies and this must continue during the literacy time in the classroom. Explicit teaching in this area helped them and it must continue until they have competently learnt the reading strategies. These students also will need to move on to the next levels of reading which are the conceptual, topic and dispositional levels.

Student three must undergo further monitoring to ensure that her literacy level increases. She was out of her zone of proximal development and that she needs to go back to the word level. She needs to consolidate letter clusters, rime families and word structures, which will help her get access to the unknown words.

Introduction

There are three children in grade three at our school using no reading strategies to help them decode difficult words. They are only functioning at the word level of the MLTOP and need to increase their reading strategies to help them become more interactive with text. They come to a word and are not sure what to do next. Usually they read on and ignore the word they don't know. This creates many issues for the children related to comprehension and ability to know what to do when they come to a difficult or unknown word. They also lose the flow of the story and are unable to predict what the word could be. These children need to be taught reading strategies to help them make sense of the text.

It is my contention that they need to be taught these strategies of re-reading and reading on to help them decipher text. Although two of these children have had been on the reading recovery program and would have been taught these strategies before they have not committed them into their short-term memory. They need to be taught again.

My hypothesis has been supported by Fountas and Pinell, Clay and Manning who recommend that reading strategies must be taught to children at risk. "Readers access meaning, syntax and phonological / visual information by employing a range of strategies." (Fountas and Pinnell 2001) Fountas and Pinnell agree that children must use a range of reading strategies to become competent readers. They state that readers will gain meaning from the text when they use all reading strategies.

My research is supported by Clay who believes strongly in teaching children to re-read, to ensure that they cross check their first predications. "To reduce the use of inappropriate substitutions for words in the text the child must be taught some additional means of gaining cues and checking his responses." (Maria Clay 1991) Children need to be aware when they have made a mistake or that the sentence doesn't sound right. Re-reading enables children to correct their misinterpretations.

The "word-callers" are using only one cueing system, the graphophonic. These students don't self-monitor as they read, and this is one of the most difficult reading strategies to help students develop. (Maryann Manning, 2002) Manning also believes that "one cueing system will not help children decode the text. She believes that children need to be taught other strategies, which are difficult to learn. She implies that the self-monitoring must be taught to children at risk.

"Once the strategies are internalized into the students repertoire, the students can select, access and utilize the strategies independently." (Philadelphia Curriculum Frameworks 2001) They frameworks are inferring that children need a range of strategies that they can automatically recall. Without these standards being "internalized" children will not become independent, confident and fluent readers.

Many children can be taught in the classroom during the literacy time but a percentage of our children need explicit teaching to teach strategies that they have not retained. The

reading strategies are an important place to start teaching these children so they have a scaffold to help them as they progress in their reading.

Therefore teaching re-reading and reading on decoding strategies must be taught to these children at risk. This supports the reason for my choice of action research.

Prediction: Teaching re-reading and reading-on strategies helps children to read for meaning and improves children's reading accuracy. If children are taught these strategies it will help them when they come to a word that they are unable to decode. It will enable them to read the text for meaning and predict what the word may be based on what the word looks like.

Method

Design:

The study uses a case study OXO design, in which the three children I have chosen will gain confidence in reading using the new strategies of re-reading and reading on which they do not use at the moment.

Participants:

I have chosen three children from grade three who have not reached the level of the grade and have lost confidence in their ability as readers.

Student One: Has been underachieving for three years. He was a participant in the Reading Recovery program in grade One and reached the class average but has since dropped back to the bottom section of the grade. He was also involved in Corrective Reading Program last year. He entered grade three losing confidence in his own ability and beginning to misbehave during class reading activities. His parents are concerned about his progress and are very supportive about any extra help that he receives. They are keen to hear about anything that they can do at home to help him with his reading.

Student Two: Was transferred this year from another school. During the initial testing and observation by the class teacher she became concerned immediately about her level of reading and writing skills. After meeting with her mother and discussing her history we were surprised to hear that the previous school had no problems with her and had not shared any concerns with her parents. She had not been included on any intervention programs and her school reports were very positive. She is also in the bottom third of the grade three class. Her parents were surprised by the observation of the grade three teacher and they said that the standards at our school were much higher than her last school!

Student Three: Has been a concern for our school over the past few years. She was referred to the Catholic Education Office and was assessed by a speech therapist and psychologist. She receives ongoing monitoring by her class teachers.

She is inattentive, finds it hard to focus and often answers questions that are not related to the topic during class question time. She was involved in the Reading Recovery Program in grade one and made some progress but she is still the bottom of the grade three class. Her parents have made some contact with the school but seem to be happy with her progress. There is family history of learning problems.

	Student One	Student Two	Student Three
Date of Birth	5/10/93	24/1/94	31/07/93
Grade	Three	Three	Three
Reading Recovery	Yes	No	Yes
Intervention Programs eg. Corrective Reading	Yes	No	Works with aide four times a week.

Materials:

Materials used included the following

- Running Records (Clay Model): Used for Pre and post testing.
- Big Books: Used at during the lesson to model reading strategies.
- Sentence Manipulation cards: Made by me to be used during sessions.
- Reading with Strategies Kit (Celebration Press)
- Sentence Matching Game:
- Helping Hand (see Appendix 3): A cue to help children remember reading strategies.
- Guided reading text: Used daily as reading session focussing on cues.
- Cloze Paragraph: Created by me used in session to predict, re-read and read-on

Procedure:

The tasks were administered to all the students during daily literacy sessions in the classroom and went for thirty minutes.

I began with a modelling the strategies using the Big Book, or reading Strategies Kit. This was followed by a hands on activity e.g sentence manipulation or cloze activity. The final part of the session was the children reading to me focussing on the strategies. At the end of session three, six and nine I concluded with a running record on each child for my assessment.

After each lesson I evaluated how the children progressed and interacted with the text I had chosen, which enabled me to make decisions about the appropriate text for the next day.

Results

The re-reading and reading on skill of my three students were observed by using running records. The students were pre tested, tested at the end of session three and six and were post tested. Student performances are described by their ability to re read and read on and predict what the word may be. Their results are presented in table form with a description following.

Student One:

Student One made positive gains during the nine sessions I had with the group. The intense instruction was the learning style that enabled him to become a confident reader. He began the sessions timid and hesitant to read but completed the sessions knowing how to decode difficult words, which lead to a greater understanding of the text. He was able to explain what he had to do before he read and put this into place when he came to an unknown word.

Student Two:

Student Two also gained success from the teaching sessions. She came into the lessons with no self management reading skills but completed the sessions confident, accurate and understanding what the story line was about. She enjoyed being part of the group and always contributed to the sharing sessions. She was able to decode most words but did have trouble with words that she couldn't get access to from the meaning.

Student Three:

Student Three make small gains but didn't remember to use the strategies as she read. She hesitated many times and then appealed for help. I had to change the level of book she was reading and not involve her in the guided reading session with the other students. Occasionally she remembered to use the strategies and she was able to predict the correct word. She still used picture cues as her main reading strategy to help her make sense of the text. She did not move on from the word level understanding of reading. She did not support my prediction because I took her to a level that she was not ready for. I need to go back and work at the word level and introduce the sentence level when she is more confident with the structural features of words.

This data shows that explicit teaching in re reading and reading on strategies made improvements to student one and two but no improvement with decoding text accurately from student three. She did use the strategy of re- reading but it did not help her decode the text.

Running Record Evaluation

Student 1

	Hesitates	Re-reads	Reads - on	Self Corrects	Appealing	Predicted And correct	Predicted and in-correct
Evaluation	17	3	0	1	8	1	2
Lesson 3	10	8	0	6	5	4	4
Lesson 6	4	9	2	7	2	7	4
Post testing	3	8	4	5	4	5	3

Student 2

	Hesitates	Re-reads	Reads - on	Self Corrects	Appealing	Predicted And correct	Predicted and in-correct
Evaluation	11	3	0	1	2	1	2
Lesson 3	6	4	0	3	1	2	2
Lesson 6	3	1	0	0	1	0	1
Post testing	1	5	1	4	2	4	2

Student 3

	Hesitates	Re-reads	Reads - on	Self Corrects	Appealing	Predicted and correct	Predicted and in-correct
Evaluation	12	1	0	2	0	0	0
Lesson 3	9	3	0	1	5	2	1
Lesson 6	5	4	0	4	2	0	4
Post testing	6	4	Only if prompted	3	3	2	2

This data shows clearly that the three students began to use the introduced reading strategies. Two of the students used the strategies without prompting as a useful tool to help them gain meaning from the text. These students read more fluently and were enjoying the positive experience from reading without making many mistakes. The third student began to notice the difference between her and the other students. She was still making mistakes, which limited her understanding of the story line. She also found it hard to read fluently because she had so many hesitations and appeals for help. I needed

to remind her often to use the strategies because they were not embedded in her memory as a skill to help her read.

It was obvious that as the lessons progressed the students hesitated less each session. Student One made the most improvement from 17 to 3 hesitations. Student Three began to re-read although her reading accuracy and meaning of the text didn't change. She became more confident with reading but still needs individual sessions to help her access the text more effectively.

Another noticeable change was the increase in re-reading as a strategy to help them decode the text. Reading on did not make an impact on the student's reading ability because it was a strategy that did not increase enough to make dramatic changes. All the students increased their self-correction rate because they re read and corrected their error.

Discussion

The outcomes of implementing the strategy of re-reading and reading-on produced mixed results. All the students increased their re-reading skill but Student three re-read but it did not help her to decode the text. I realize now that the third student was not at the same level as the other two and I was teaching her at a level that she wasn't ready for. She was still trying to decode basic words that should have been in her memory bank already. I had taken her to a level that she wasn't ready for yet although she used the strategies in her reading but it didn't help her access the text. "These students don't self-monitor as they read, and this is one of the most difficult reading strategies to help students develop." (Maryann Manning 2002)

After reading many articles, journals and books about re-reading and reading-on I have come to the conclusion that they are just a small part of children improving students reading skills. They are part of the overall strategies that are taught to children to help them gain meaning from the text.

Therefore children may come to an unknown word and re-read trying to work out what the word is by using meaning but if they have no idea how to de-code the word, they are not going to read it correctly. Children need to have knowledge of phonemes and how words work to enable them to read unusual words. They can understand the text and comprehend what the story is about but still not be able to read some words. All the reading strategies work in juxtaposition to help children read confidently, fluently and expressively. "Reading is a complex process that requires constant monitoring of meaning" (Maryann Manning 2002)

I have been influenced by the work of Marie Clay who teaches all the reading strategies to the children when they are ready. Based on the work of Vygotsky children need to be taught at their point of need. "The basic, interrelated strategy system for sustaining reading include ways to solve words, check on and correct reading, maintain fluency, anticipate and locate information and vary reading" (Fountas and Pinnell 2001)

After collating the student's results a few questions were raised:

Does reading on make a difference to the children's reading?

Reading on is not a strategy that children use automatically, they find it easier to re-read. I would just concentrate on re-reading next time and continue to reinforce the other strategies.

Did the time devoted to re-reading make a difference to the result?

I was very impressed by the results of the children. They continued to use re-reading as a cue to help them decode the text and they were mostly successful with their predictions. What about the words that they can not access because re reading hasn't given them any more clues?

Children need to be taught phonemes, syllables and chunking that will give them another strategy to use.

What would I change next time?

I would be more careful with my choice of children so that they were working at the same word level.

In a month will students one and two still be using the strategies to improve their reading?

I hope they will!!!

Did the students just need to be reminded to use the strategies and be taught to recognise what they know about themselves as readers?

These children definitely needed to be taught these strategies because they weren't using them and didn't know how it helped them to read. They now know what to do and they can say to themselves that they are competent now because they have learnt new skills.

It is obvious from the research that some children need explicit teaching and reinforcement over sequential lessons. Reading recovery worked in grade one for two of these students but once they were put back into the mainstream with no support they began to lose the strategies they had been taught. Will this happen again to these children who appeared to make positive gains in their reading? I need to make sure that these children are monitored and set clear goals about their next stage of learning. If these children have been targeted as being at risk then they must be followed up for them to continue to progress.

These children will hopefully have a changed self-efficacy because they have improved their reading skills and definitely felt good about what they were reading. The next step for student one and two will be to make sure that they continue to progress with their reading and move on to comprehension skills.

Student Three will need to go back and do some intensive work on rimes and blends before she will be able to move on. She also needs to be reminded of the reading strategies that she has learnt in the teaching sessions and continue to use them.

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