

Teaching readers who have been observed to display low self-efficacy can improve their reading performance by teaching in a direct and explicit way scripts to apply, before, during and after reading.

Materials

Texts ranging from Levels 9,10 and 11 were used during the ten teaching sessions. These were from fiction and non-fiction sources and a range of genres were chosen.

The students were tested on an individual basis using an adaptation of the SEAT: Self Efficacy for Academics Task by S.V.Owen and S.M. Baum.

Each answer was graded as 1,2 or 3 and pre and post test results were plotted.

The students were assessed individually using this scale. Other measures used were anecdotal reports by the Reading Recovery teacher and their classroom teachers on their reading behaviours and informal assessments of self-efficacy.

The ten teaching sessions were conducted in a group setting during the Literacy block in an adjacent Resource room. Each session lasted for 30 – 40 minutes.

The students would discuss what a good reader does before reading. This was referred to tuning into Reading.

During Session 1 the structure of the sessions was discussed and the students made aware of the expectations of the researcher that they were to have an active role in all sessions and that answers such as “I don’t know” or “I forgot”, which were often used to avoid participation were not acceptable. All students in the group were expected to have an active role in all sessions. All students received explicit praise at the time of spontaneous participation and always when implementing effective reading strategies.

After Session 1, when the students had read a shared text, the teacher gave explicit praise for reading strategies, which had been implemented. Success in reading was reinforced and praised. The orientation stage for the new text then took place. The students made predictions about the text, skimmed the text for new words and discussed reading strategies they would be using. The text would then be read individually with the group pausing at breaks, sometimes a paragraph or a page, to reinforce strategies, praising use of reading strategies and clarifying the text. Each student had a chance to add to the oral re-telling of the story. The students were encouraged to make visual pictures of the text. The students also made further predictions to story endings. What if?...

After reading, the students discussed the content of the text and what reading strategies they used and which strategies were successful in reading. The students then read aloud in pairs.

At the commencement of Sessions 2 –10 the children spent the first part of the lesson discussing and being praised for the use of particular reading strategies in the previous session. Students were encouraged to articulate these strategies they have used or peers have used in the previous sessions.

The children were encouraged to articulate any new learning and also how they felt whilst undertaking the tasks. This was also discussed in the group. What could make you feel better and work more effectively during our Reading time? Discussion and further explicit praise is given at this time. The focus here was on Reading being an achievable goal. Being shown strategies for reading, using these strategies, articulating these strategies and reflecting on the reading was encouraged.

The children then spent some time on word study using slide cards to reinforce the use of analogy in word building and to reinforce rapid automatised naming when reading text. The new text was then introduced and predictions were discussed, words sampled and strategies to be used discussed. The students then read the text in chunks such as paragraphs or pages. The text was discussed for comprehension and strategies reinforced. After reading the text, the whole text was discussed. The sessions were conducted on a daily basis period of immediately after Recess. This is when the Literacy block is held at the school.

At the end of the ten sessions the students were again tested formally using the adapted SEAT test and their classroom teachers were interviewed to ascertain any informal observations they had made of these students during and after the ten sessions.

TEACHING SESSIONS

Session 1		
Explain purpose of sessions –“To become better readers whilst reading alone, in a group or out loud (Either to self or another) student.		5 Minutes

<p><u>Word Study</u> Focus on word attack skills using slide cards.</p>	<p>Aim to rapidly recognise new words from known words (use of analogy)</p>	<p>5 Minutes</p>
<p><u>Getting Ready or Orienting Stage</u> Introduce new text. Discuss what we will do before reading. Prediction of text from cover, looking at pictures and title. Scan pictures and text. Work on unknown words. Revise predictions?</p>		<p>5 Minutes</p>
<p><u>While Reading</u> <u>Stage:Processing text and Self-Monitoring</u> .</p>	<p>Sentence Level Read portions of book, paragraphs or page. Listen to themselves as they read. Visualise what has been read. Make a picture in your mind about the story Does it make sense/fit in? Re- read to make meaning. Conceptual Level Discuss the text. What is the story about? Build up ideas about the text. Review and consoidate – What do I know now? Word Level When a child gets to a difficult word. <ul style="list-style-type: none"> ▪ Use context of word and the first few initial sounds to confirm. </p>	<p>10 Minutes</p>

	<ul style="list-style-type: none"> ▪ Read to end of the sentence and re-read.. ▪ Use word analysis and re-read. 	
After Reading	<p>– Discuss earlier predictions.</p> <p>Orally retell story.</p> <p>Predict other endings if possible. (Fiction text)</p> <p>Reactions to text.</p> <p>Evaluate reading strategies used. What worked?</p> <p>Increase word knowledge. Add to repertoire of words to use.</p>	10 Minutes
Sessions 2 -10		
Give explicit praise for reading strategies used in previous session.		5 Minutes
Word Study Focus on word attack skills using slide cards.		5 Minutes
Introduce new text. Discuss what we will do before reading. Prediction of text from cover picture and title. Scan pictures and text. Work on unknown words. Revise predictions?		5 Minutes

<p>While reading – Read portions of book, paragraphs or page. Discuss the text. What is the story about? Make a picture in your mind about the story.</p>		10 Minutes
<p>After reading – Discuss earlier predictions. Orally retell story. Predict other endings if possible. (Fiction text)</p>		10 Minutes

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