

Explicit teaching of prompts and verbalisation strategies to a student discontinued from reading recovery will lead to an improvement in self-efficacy and in prose reading.

TEACHING STRATEGIES

Aim

- To enhance the student self-efficacy in prose reading at all stages of the reading process.
- To provide student with a range of strategies that will assist him to process a text with fluency and understanding.
- To show him that verbalizing these strategies helps him to internalize them in his long term memory and thus allowing him to use them in other contexts.
- To improve his self-esteem by providing him with the tools to do things by himself and achieve success.
- To be given him the motivation he needs to get more involved in doing things.
- To show him that is fine to take risks in order to achieve success.

This unit has been designed for a student of year 2, a passive, reluctant reader discontinued from Reading Recovery who has not been able to progress in his reading levels. He has no motivation and does not see reading as an enjoyable and worthwhile thing to do. The teaching unit is comprised of ten 40-50 minutes sessions in a period of time of 2 weeks. The student was withdrawn from the class to work with the teacher in an adjacent room. The decision was based on several reasons listed below:

- a) sessions needed to be taped.
- b) he needed a pleasant and conducive environment to feel safe and motivated.
- c) he is very aware of his difficulties and does have poor self-esteem. He could not have the opportunity to relax and feel comfortable in the classroom.

Two extra sessions were also conducted for assessment purposes. This was prior to and after the intervention. The sessions were planned so that student began working with a great deal of support scaffolding and gradually moved to greater independence in using the appropriate prompts and self-talk strategy. The classroom teacher was very supportive to this intervention and supported the student after the completion of sessions with gratifying comments on his achievements. She also supervised the work provided to the student after the sessions.

In terms of John Munro's model (2002) 'A model for understanding literacy learning disabilities' this intervention is directed at Stages of Reading across all levels (getting ready or orienting stage activities, while- reading stage: process text and self monitoring and post- reading or review stage). All sessions were assessed after completion in order to plan the next in view of his performance and learning. Resources used were texts of his likes and interests to maximize discussion and interest in the exercise. Due to the holistic approach of the intervention some questionnaires were used to research other factors that could be contributing to his

reading disability such as self-concepts and personality restraints (personality restraints, emotional factors and self-concepts).

Any work completed has been included in the appendix of this paper.

The following format was used as a guide for my teaching sessions. Sessions in more detail are also included.

TEACHING FORMAT

	BEFORE	DURING	AFTER
Word	<p>Activate strategies to use when meeting difficult words.</p> <p>Brainstorm/ Categorize and discuss meaning of content words.</p> <p>Synonyms and antonyms of vocabulary in text.</p> <p>Student links prefixes and suffixes with their meaning, word are taken from text</p>	<p>Self help questions- does it look right? sound right.? make sense.?</p> <p>Read to the end of the sentence.</p> <p>Say the sentence containing the word in your own words.</p>	<p>Teach student letter clusters: segment the word into onset and rhyme e.g. l-ight.</p> <p>Stretch words out to isolate sounds/letter clusters.</p> <p>Blend a sequence of sound to make a word.</p> <p>Look for key features of letter patterns visual cues, mnemonics.</p> <p>Teach morphographic units</p> <p>Teach syllabification skills</p>
Teacher talk that ensures a clear understanding by the reader of how and why these strategies help.			
Sentence	<p>Develop an awareness of the structure of a variety of texts.</p> <p>Teach use of punctuation to emphasize meaning.</p> <p>Introduce student to difficult sentence structures prior to reading text.</p>	<p>Re-read sentence to regain meaning or phrase appropriately.</p> <p>Read on to the end of sentence.</p> <p>Listen to text and visualize as you read.</p> <p>Teach student how to vary speed of reading without losing comprehension.</p> <p>Phrase reading on content.</p> <p>Listening to yourself as you read.</p>	<p>Use oral and written cloze to emphasise meaning.</p> <p>Ask a few simple questions at the literal level to begin with and then gradually increase the number and type of questions until the child is able to work with paragraphs and sequences of material.</p>
Teacher talk that ensures a clearer understanding by the reader of how and why these strategies help.			
Topic	<p>Directed reading and thinking activities.</p> <p>Predict plot/events during narrative.</p> <p>Confirm or refute predictions during and after reading text.</p> <p>Activate student prior knowledge of topic.</p> <p>Set questions for student to answer prior to reading- who what where when.</p> <p>Predicting character traits.</p> <p>Informational text- graphic outlines, retrieval charts, data chart</p>	<p>Teach strategies. e.g (prompts and verbalization in this case.)</p> <p>Tell yourself what are you doing, why are you doing, confirm and ask yourself .What did I do to make the passage easier to read.? What reading actions worked.?</p>	<p>Before and after charts (what do students know about a topic before reading text, and after reading text)</p> <p>Teach webbing- students read text and graphically represent main idea and supporting details.</p> <p>Sequencing activities- either picture, sentence or paragraph.</p> <p>Making comparisons e.g. classify characters or objects.</p>
Teacher talk that ensures a clearer understanding by the reader of how and why these strategies help.			

Dispositional Level

Getting ready to read	Tell yourself. What will I look for as I read.? Why am I reading the text.?
Review stage	Asked yourself. How I liked the text.? Were the ideas useful/ interesting.?

Note: I used the format shown above as a framed work. It was a hand-out given to me in a P.D. session

SESSIONS

Session	Comments	Session	Comments
1 Focus: Revisit and activate strategies learnt in Reading Recovery	<p>The student approach the reading with enthusiasm. We talked about the book, plot, characters, pictures and predicted about the story. He had a lot to say about birds and nests. He couldn't wait to start reading the text. He was curious about some words in the story e.g. vacancy. There was a sign in the story with that word.</p> <p>In regards to phonological awareness he found hard to blend/digraph in initial and final position ch (chirped) st (stayed).st (nest). He also had problems with suffixes e.g.s (nests) ed (chirped). He was quite confident in reading contractions.e.g.didn't.</p>	2 Focus: Prompts to be demonstrate and explain explicitly. Learn how to verbalise prompts during all stages.	<p>We discussed words we didn't know. We write them on flash cards as a visual point of reference and we look for words that have same clusters in a beginning or ending position. We kept on adding more words to the list as he found very useful. We also did some follow up work after the session in his writing hour. He also took the book home to read it to his sister. Everyone in the family is very interested in this project. The mother came to see us working in the following session. I praised his efforts because he tried so hard to be successful in his reading. We also talked about the strategies he used while reading. He said for example. I thought of words I knew and they look like the ones in the story. Teachers' comments are positive."He is happy and trying to work things on his own.</p>
4/5 Focus: application of strategies	<p>Read book without many problems. We discussed the story as we have done it before. He was very talkative and discuss the content of the story well. I selected the book because I knew he had a fish as a pet. He knew many words e.g. vet, jump, play, climb, dinner{ double consonant), ordinal numbers e.g. first etc. He was able to apply some strategies. He segmented and blended some words.He also used analogies, look for words with similar endings, re-read, listen to his reading, word family e.g. ent) went sent, bent. He was aware of previous mistakes, suffixes (s, ed.)</p>	6/7 Focus: Revision of strategies. Practice strategies independently	<p>Look at the 2 stories read before. We look at words that presented some difficulty to him and questioned him .Why did he find them hard.? What parts were difficult for him.?.Then we talked about all the strategies we had worked on as well as to think aloud ways to work on them. We did some oral cloze</p>

			activities to help him to see words in context. I observed that he was using our special board with all the words we have been working on for reference.
8/9 Focus: Revisited strategies verbalizing what he was doing and reasons for it.	It was a Bric-a Brac session. The student's mother came to see the session. The invitation came from him. That was very positive. His reading was clear and good. Again he was looking for all the aids we have been working on throughout this sessions. He felt supported with this language environment provided for him. His motivation and enthusiasm was evident. He felt proud of himself to be able to read with so much success in front of his mum. Hard words were craters, buggies, caves.	10 Focus: Student taking control of his reading and selection of strategies	An excellent session. He read story with confidence and fluency. He had some hesitations but they were not serious enough to make him loose meaning or interest in completing his reading. He asked me to help him in some cases. I suggested him to remember all the "things" we did to solve unknown words. I encourage him with some praising and he went along with reading. Not many mistakes in this reading. He kept meaning in the story and the book came to be an easy book for him.
I took notes during all sessions as well as formal assessment to record his progress during the exercise.			

Format: Grade level 2
One-to-one sessions. 12 consecutive days for 40-50 minutes

Place: A room adjacent to his classroom.

Time: 9:00 to 9:40 a.m.

PROMPTS USED DURING THE INTERVENTION

Semantic.

- * Does it make sense?
- Can you see something in the picture to help you?
- What's happening in the story?
- What might happen next?
- What would make sense and starts like that?

Syntactic

- * Does it sound right?
- Can we see it in that way?
- Try again and think what would come next?
- How do you say that?
- What would sound right there?

Graphophonic

- * Does it sound right?
- What would you expect to see at the beginning?
- You said (-----) Does that look right?
-

Combined

- * That made sense, but does it look right?
- What can you see in the picture that starts and ends like that?
- That sounded right and looked right, did it make sense?
- What would end like that and sound right?
-

Praising successful attempts

- I like the way you read that, but did you notice that were some other words there?
- Good try! You were thinking about what made sense.
- I like the way you went back to the beginning and thought about what would make sense and look like that. That's what good readers do.
- It was a good idea to use the first letter to get that word.
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Assessed learning

- How did you know what word was?
- What did you use to work out the word?
 - How did you know that word was different from this one?

Self-Reflection

- * Show me the part you like the best.
- * Where is your best page?
- * Which part was the hardest part?

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