

Explicit teaching during individual or group sessions of self-management and control strategies improves prose reading accuracy and self-efficacy in year 1 and 2 student with reading difficulties.

## **TEACHING UNIT**

To teach self-management and control strategies, before during and after reading, to improve the students prose reading accuracy and self-efficacy.

### Outcomes

- Improve self-efficacy in reading.
- Identify and articulate current self-management and control strategies.
- Identify and teach the use of further self-management and control strategies.
- Improve prose reading accuracy.
- Improve the self-esteem of the students.
- Improve the self-correction rate.
- Improve risk taking behaviours (it's okay to have a go)
- Improving reading accuracy will have an impact on the student's comprehension of texts.
- Articulation of strategies and the recording of these, will help to internalise them and thus make their use automatic.

### The Model

This intervention is directed at the self-management and control strategies of the MLOTP model of reading. The students were directed to consider strategies, which they used before reading or in the orientation phase of reading, strategies which they used while reading, the processing of text and the self-monitoring stage and strategies which they used after reading, or the reviewing stage of reading.

### Day One

Each child was seen individually to complete a Running Record as a pre-test. These were administered at the level as suggested by their classroom teacher. This first Running Record was scored. Running Records continued to be administered, at a higher or lower level, until an instructional level was identified. As part of these sessions, the children were engaged in a discussion to identify the current strategies they were using to work on text. These were listed on the running record form. The students also completed a survey where they were asked to rate "How do I Learn?"

### Day Two

Continued to administer pre-test schedule until all students had completed all facets.

### Day Three

The children meet each other as a group, as they are from two different classes. During this session, the students completed a Self- Efficacy survey, which involved them rating some of their reading behaviours, articulating and/or writing some of the strategies they use while reading and then drawing pictures to show how they felt about their reading and learning. The section of the survey, which proved to be the most useful, was the section, which included open ended questions about strategies. (See Tables 3-7 for the questions asked.)

#### Day Four

The students came individually to this session. During this session, the students were given a blank copy of the chart “Reading is easy when I....” (See appendix 2). They were encouraged to articulate the strategies, which they already used while reading. These were recorded on their charts. Each strategy was recorded in a different colour and where possible a picture or a symbol was recorded with it as well. (See Appendix 3, 4 and 5 for examples of filled in charts)

#### Day Five

##### “Ben’s Teddy Bear”

Introduced idea of book orientation. Looked at title, cover picture and discussed it. Talked about what type of book we thought it would be. Then we looked at all the pictures in the book.

Discussed strategies we could use while reading the book if we encountered difficulties. All children were expected to tell me at least one other thing they could do besides sounding or looking at the pictures.

Each child took turns at reading a page. Whenever they used a strategy, they were asked if they could tell us what they just did to work out the tricky word. If they couldn’t the other students were invited to tell us if they had noticed what they did. If they couldn’t, I would talk them through the process, which I thought they had gone through. Strategies, which the students used, were recorded on their charts. Again using a different colour and a picture or symbol if possible.

Running Record on daily text – D

#### Day Six

##### “Ben’s Treasure Hunt”

The students articulated what they did the previous day before they began reading. They were invited to discuss whether they found it useful or helpful for their reading.

We recorded this process on a Before I read chart (See appendix 6) for the wall. As for other charts, this was recorded in different colours and included symbols or pictures, where possible.

Discussed strategies we could use while reading the book if we encountered difficulties. All children were expected to tell me at least one other thing they could do besides sounding or looking at the pictures.

Each child took turns at reading a page. Whenever they used a strategy, they were asked if they could tell us what they just did to work out the tricky word. If they couldn’t the other students were invited to tell us if they had noticed what they did. If they couldn’t, I would talk them through the process, which I thought they had gone through. Strategies, which the students used, were recorded on their charts. Again using a different colour and a picture or symbol if possible.

Running Record on daily text – J

#### Day Seven

##### “We Make Music”

The students were encouraged to remember and articulate as much as possible about the orientation process as they could, using the chart to help them if they needed it. As part of this session we also included questions we could ask ourselves as we are looking through the pictures in a text. We also included the 6<sup>th</sup> step of our orientation process here – if you are reading with someone, you could talk to them about the book before you begin reading.

Discussed strategies we could use while reading the book if we encountered difficulties. All children were expected to tell me at least one other thing they could do besides sounding or looking at the pictures.

Each child took turns at reading a page. Whenever they used a strategy, they were asked if they could tell us what they just did to work out the tricky word. If they couldn't the other students were invited to tell us if they had noticed what they did. If they couldn't, I would talk them through the process, which I thought they had gone through. Strategies, which the students used, were recorded on their charts. Again using a different colour and a picture or symbol if possible.

Running Record on daily text – B

#### Day Eight

Strategy discussion and Running record using appropriate level text from PM Benchmark with M. After reading, M and I discussed the strategies she used and added to her chart.

“At the Beach”

The students were encouraged to remember and articulate as much as possible about the orientation process as they could, using the chart to help them if they needed it. Discussed strategies we could use while reading the book if we encountered difficulties. All children were expected to tell me at least one other thing they could do besides sounding or looking at the pictures.

Each child took turns at reading a page. Whenever they used a strategy, they were asked if they could tell us what they just did to work out the tricky word. If they couldn't the other students were invited to tell us if they had noticed what they did. If they couldn't, I would talk them through the process, which I thought they had gone through. Strategies, which the students used, were recorded on their charts. Again using a different colour and a picture or symbol if possible.

This session included for the first time, a discussion, which introduced the idea, you can think about your reading, after you have finished reading - Did I learn any new words today? Did I learn a new strategy today? Did I learn anything else today? Running Record on daily text- D

#### Day Nine

Strategy discussion and running record using appropriate level text from PM Benchmark with H. After reading, H & I discussed strategies used and added to chart.

“SPOTS”

The students were encouraged to remember and articulate as much as possible about the orientation process as they could, using the chart to help them if they needed it. Discussed strategies we could use while reading the book if we encountered difficulties. All children were expected to tell me at least one other thing they could do besides sounding or looking at the pictures.

Each child took turns at reading a page. Whenever they used a strategy, they were asked if they could tell us what they just did to work out the tricky word. If they couldn't the other students were invited to tell us if they had noticed what they did. If they couldn't, I would talk them through the process, which I thought they had gone through. Strategies, which the students used, were recorded on their charts. Again using a different colour and a picture or symbol if possible.

The students were then encouraged to engage in a post-reading discussion, which detailed anything new they may have learnt from their reading.

Running Record on daily text - J

#### Day Ten

“Baby's Birthday”

During this session, the children were invited to answer the following question “What will you do when I give you this book today?” I hoped the students would have begun to internalise the pre-reading strategies and are able to articulate some or all of the steps on the chart.

Discussed strategies we could use while reading the book if we encountered difficulties. All children were expected to tell me at least one other thing they could do besides sounding or looking at the pictures.

Each child took turns at reading a page. Whenever they used a strategy, they were asked if they could tell us what they just did to work out the tricky word. If they couldn't the other students were invited to tell us if they had noticed what they did. If they couldn't, I would talk them through the process, which I thought they had gone through. Strategies, which the students used, were recorded on their charts. Again using a different colour and a picture or symbol if possible.

The students were then encouraged to engage in a post-reading discussion, which detailed anything new they may have learnt from their reading.

Running Record on daily text - B

Day Eleven and Day Twelve

*Consisted of one to two sessions where the students were seen individually to complete Running Records as a post-test. The students were also required to complete the Self-Efficacy survey again.*

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