Transforming and Motivating the Struggling ELL Reader in L1: From Fluency to Prediction

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Overview

- What is Action Research?
- Increasing reading fluency
- Increasing reading comprehension
- Questions?
Action research refers to a disciplined inquiry done by a teacher with the intent that the research will inform her/his practice in the future. This research is carried out within the context of the teacher’s environment—that is, with the students and at the school in which the teacher works—on questions that deal with educational matters at hand.”

(Ferrance, 2000)
Introduction

- **Action Research**: improving reading fluency of struggling readers.

- **Why**:
  - **2nd grade reading goal**: 90 (wpm)
  - Low readers NOT benefiting from strategies (2-8 wpm gain), not motivated to read independently, no parental support.

- **Strategies used before action research**: echo readings, partner readings, silent readings, take-home readings, and making students aware of the reading goal and their progress biweekly.
Current Research says…..

- **Fluency**: “ability to read text quickly, accurately, and with proper expression (devoting) little conscious effort to the mechanics of decoding” (Meyer and Felton, 1999, National Reading Panel, 2000).

- *plays a key role in reading comprehension*

- **Research-Based Fluency Strategies** - *almost all of the research on reading fluency has focused on English reading instruction.*

  - *Repeated readings* (rereading a passage multiple times, NRP)

  - *Guided oral readings* (reading passages and receiving explicit guidance and feedback NRP)

* Motivation, students’ level of engagement, and interactions with peers also play an important role.
Research Question

-“How and to what extent does paired reading with peer evaluation and self-awareness of their own progress enhance struggling readers’ fluency?”

Subquestions:

-How and to what extend does peer reading with feedback and self-monitoring influence struggling readers’ level of reading engagement?

-How and to what extend does peer reading with feedback and self-monitoring influence struggling students’ motivation to read independently?
Intervention

Paired Reading with Peer evaluation and self-monitoring

Combined repeated readings & guided readings through paired readings (students reread same passages 3 times each day, obtained feedback from a peer, and monitored their progress).

The activity was divided into three steps:

1) Record partners’ initial timing/word count (1 min. cold read of Read Naturally 2.5 passage)
2) taking turns (reader A/ reader B) to read and rate each other’s readings of the same passage for three consecutive times,
3) Record partner’s final word count of the same Read Naturally 2.5 passage.

Materials: sand timer, two Read Naturally 2.5 passages, one rating sheet, two markers.
**Las guitarras**

Repaso de palabras claves

cuerdas: cordones que se usan para atar o rasguear
sonidos: lo que se puede oír
delgadas: que tiene dimensiones pequeñas; no gruesas
gruesas: que tiene dimensiones anchas, no delgadas

Escribe lo que crees que vas a leer sobre las guitarras

<table>
<thead>
<tr>
<th>Lee la lectura</th>
<th>91</th>
<th>97</th>
<th>103</th>
<th>108</th>
<th>115</th>
<th>120</th>
<th>127</th>
<th>131</th>
<th>137</th>
<th>142</th>
<th>147</th>
<th>152</th>
<th>158</th>
<th>162</th>
</tr>
</thead>
<tbody>
<tr>
<td>La mayoría de las guitarras son hechas de madera liviana. Tienen muchas cuerdas. Las cuerdas son de bronce, de nylon o de acero. Algunas de las cuerdas son delgadas. Ellas hacen sonidos altos. Las cuerdas gruesas hacen sonidos bajos. Las dos manos se usan para tocar una guitarra. Una mano se usa para apretar las cuerdas. La otra mano se usa para punciar o rasguear las cuerdas. Las cuerdas se puentean al estirarlas y al soltarlas de pronto. El puntear las cuerdas individuales produce el sonido de una nota a la vez. Las cuerdas se rasguean al pasar los dedos sobre ellas. El rasguear produce el sonido de muchas notas a la misma vez. Este sonido se llama un acorde. Una guitarra se puede tocar con o sin acompañamiento de otros instrumentos. A la personas les gusta cantar acompañados de una guitarra porque les ayuda a mantenerse afinados. También les gusta el sonido de una guitarra cuando la gente canta con ella.</td>
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**Puntaje inicial:** ___  **Puntaje final:** ___
Student rating sheet.
Intervention cont.

- Pilot intervention designed to measure (struggling) students’ response
- 5-week project:
  - 2 weeks teaching/practicing (whole/small group),
  - 3 weeks of actual implementation
- Low students paired with high students.
- Time allotment: 30 min. daily.
- ***Take-home readings for struggling students were suspended throughout the project to reduce variables.***
Participants and Data Collection

- Used with whole group but only struggling readers data was used to measure the effectiveness of the strategy.
- Results were gather in 4 different ways:
  1) daily initial and final word counts,
  2) teacher observations,
  3) students’ completion of a rating sheet, and
  4) biweekly reading assessments.
- Characteristics: easily distracted during class, poor academic performance in all other subject areas, lack of parental support, not motivated to read independently.
## Results

### Daily initial & final word counts ranges

<table>
<thead>
<tr>
<th>Week</th>
<th>1st reading day 1</th>
<th>Last reading day 5</th>
<th>% of improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>60-80 wpm</td>
<td>99-189 wpm</td>
<td>65%-210%</td>
</tr>
<tr>
<td>2</td>
<td>92-134* wpm</td>
<td>115-127 wpm</td>
<td>11%-38%</td>
</tr>
<tr>
<td>3</td>
<td>53-71 wpm</td>
<td>107-166 wpm</td>
<td>73%-172%</td>
</tr>
</tbody>
</table>

### Results from biweekly testing

<table>
<thead>
<tr>
<th>Day</th>
<th>3/12/09</th>
<th>3/26/09</th>
<th>4/13/09</th>
<th>4/19/09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Range wpm</td>
<td>58-60</td>
<td>49-62**</td>
<td>58-61**</td>
<td>50-63**</td>
</tr>
</tbody>
</table>

*recording issues  
**students’ absences/withdraw issues
Results cont.

- **Teacher’s observations**-
  - Time allotment
  - Students not reporting their actual word counts (denotes desire to improve fluency)
  - Problems following their partners’ reading
- Overall Students’ engagement and motivation to read increased.

- **Students’ rating sheets**-
  - Reflection of students’ engagement in the activity (some students listed details, comments or the mistakes their partner made, others wrote how their partner read and how s/he could improve, while others completed the rating sheet just because it was a requirement)
Discussion and Conclusion

How and to what extent does paired reading with peer evaluation and self-awareness of their own progress enhance struggling readers’ fluency?”

- Engaged and present throughout the intervention (improvement of 5 wpm).
- Less-engaged and present (improvement of 1 wpm)
- Students absent- 3-9 wpm loss

-How and to what extend does peer reading with feedback and self-monitoring influence struggling readers’ level of reading engagement?

- Students’ level of reading engagement increased (students began enjoying reading time and paying more attention)
- Students’ motivation to learn and their engagement in other subject areas also increased.
How and to what extent does peer reading with feedback and self-monitoring influence struggling students’ motivation to read independently?

- Students’ motivation to read independently increased (some students became very motivated to practice the passages as well as other readings and to measure their improvements while other students just began reading more independently).

- Students really enjoyed working with a partner and timing each other. Students became very competitive when it came to sharing their final word count. This competitiveness was one of the main triggers of students’ motivation to read independently and one of the main successes of the activity.
Strategy Adjustments

- Reading passages will be taken from Scottforesman Lectura’s book and will be practiced at home and at school for the entire week.
- Strategy will be implemented as a literacy center
- Partners will be relatively at the same reading level
- Struggling readers will perform the paired readings with a tutor twice a week in addition to paired readings done during literacy centers.
Introduction

Using a prediction strategy to increase reading comprehension

- What was the focus of the action research?
  - How to increase reading comprehension

- Why was this the chosen area of need?
  - Students lack of higher order thinking skills
  - 2nd grade expectations: fluency 90wpm, 5/6 comprehension
  - Low student performance on weekly reading multiple choice assessments
Current research says....

- 3 factors to reading comprehension
- Good thinkers use metacognitive strategies
  - Sets purpose for reading
  - Pre-views the text
  - Checks for understanding, etc
- Teachers can help students become better readers through higher order questioning
- Lower grades are still developing reading skills
Research Question

- How can I contribute to the development of critical thinking skills to enhance reading comprehension?

- How does logical sequencing of the skill and a gradual release model have an impact on the students mastery of the strategy?
Participants

- Implemented with whole group
- Teacher’s modeling practices where also being evaluated
  - Master and Mentor teacher observations played a role in monitoring the teacher presentation of instruction
Methods: Gradual Release

- Wk 1&2: Reasons for predicting, Teacher modeling
- Wk 3&4: revision column, cooperative learning, active engagement, small groups
- Wk 5: Small group, independent with boundaries, teacher as a facilitator
# Methods: Prediction chart

<table>
<thead>
<tr>
<th>Text</th>
<th>Schema</th>
<th>Predict</th>
<th>Revise</th>
</tr>
</thead>
</table>
| Select a part of the text that triggers a previous experience | Relate your experience that helps you connect to the book | Make a predictions based on you schema       | ✓ Check
|                                           |                                                  |                                              | △ Change + Add          |
Modeling Prediction strategy

Let's read a book together and make predictions
Results

- Students took ownership of skill
  - Automatic predictions with justification
- Student reading comprehension scores improved
  - Beginning 31% students met comprehension goal
  - End 81% students met comprehension goal
- Students made more accurate predictions
- Students had a better understanding of text
Results

- Improved teacher modeling
  - Logical sequence and segmenting
- Instructional planning
- Presentation of content
Questions &

Thank you

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