

# First Grade Literacy Study on Monitoring and Self-Correcting

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## Overview

- Statement of problem
  - Based on Reading Running Record, all four students (A,B, C, D) still developing in self monitoring and correcting
  - Ask themselves, "Does it look right? Does it sound right? Does it make sense?"
- Topic and Justification
  - Monitoring and self-correcting was main focus
  - Article about visual and auditory disorders by National Center for Learning Disabilities (NCLD) helped by providing interventions (no student in this study had a visual or auditory impairment)
    - Shared reading or a read aloud
    - Structured worksheets
    - Using finger or paper to follow words on page
    - Playing reading games
      - Sight word Scavenger hunt
      - Monitor and "checker" game



## Tasks

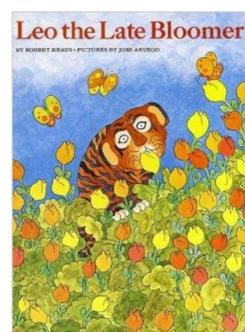
## Results

- Students increased their self-correction ratio
  - Student A
    - 97% accuracy rate
    - Self-correction went from 1:0 to 1:2
    - Fluency also improved from a 2 to a 3
  - Student B
    - 93% accuracy rate (able to cut errors in half)
    - Self-correction went from 1:0 to 1:4
  - Student C
    - 99% accuracy rate
    - Self-correction ratio of 1:2
    - Able to minimize errors and sound out words
  - Student D
    - 95% accuracy rate
    - Self-correction went from 1:0 to 1:3
    - Fluency also improved from a 2 to a 3
- Over all, students were able to monitor their reading and made appropriate changes when needed.

## Objectives

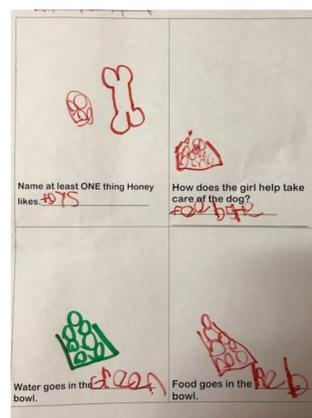
- Course Goals
  - Identify literacy strengths and needs of students
  - Use and utilize data to plan small group lessons
  - Design instruction that is responsive to students' strengths and needs
- Personal Goals
  - Build confidence in reading
  - Keep reading fun
  - Thinking within the text (Fountas and Pinnell)
  - Does this look right? Does this sound right? Does this make sense?

### Interactive Read-aloud



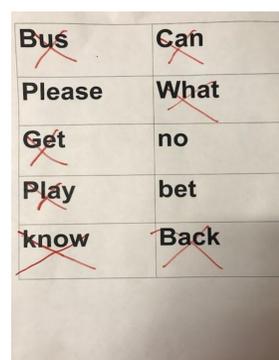
- We read several books such as *Don't let the Pigeon Drive the Bus*, *Walking Through the Jungle*, *From Head to Toe*, and *Leo the Late Bloomer*. We also read many poems together to work on fluency.
- When reading poems, we also sometimes used funny voices
- When reading books, I would sometimes have them check me and I would model some errors they would make and they would catch me and explain what I did wrong.

### Fill-in-the-blank



- Begin by having students read small book at or above their level
- Have students take turns reading aloud a page until book is completed
- Handout contains four boxes, each box asks a different question about the book with a blank for the students to respond
- Have students write in the answer
- Students then illustrate their answer

### Sight word Scavenger hunt



- I would create four different 4X4 grid of words found in book
- Mostly contain sight words and other recognizable words
- I would read aloud a book and have students look for the word on their lists
- When words are found on page, students cross off on their sheet
- Keep going until all words are found.

## Conclusions

- What I gained
  - More in depth understanding of literacy
  - Classroom management experience
  - Techniques on focused literacy strategies
- What the student gained
  - Improved monitoring and self correcting
  - Improved fluency skills
  - Confidence in their reading ability
- Future Instruction
  - Writing is still developing for these students
    - Word Work
    - Magnetic letters

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