First Grade Literacy Study on Monitoring and Self-Correcting

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Small Group Literacy Study
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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

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 list
- When words are found on page, students cross off on their sheet
- Keep going until all words are found.

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.

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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