UNEX Improving Reading Practices

Title: Improving Reading Fluency by precision teaching approach

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Keywords: #fast reading, # fluency reading #correct reading

Duration: *several single 10-20 minutes sessions of training*

Description:

Describe the background of the methodology, problems and challenges faced and how will be overcomed.

Precise teaching is a method derived from the assumptions of behaviorism. At its core lies:

• clearly defining learning objectives - which can be easily measured
• frequent measurement of progress,
• a specific way of documenting them in the form of a progress card.

Precise teaching is used to develop simple skills - those that we want to perform automatically, such as word recognition.

Proficiency should be sought in teaching reading. Proficiency is the ability to automatically recognize words in read texts. We read fluently if:

• we make very few mistakes - we recognize at least 95% of the words we read correctly
• we recognize words as a whole - we don't have to decode them letter by letter or syllable by syllable
• we recognize words quickly
• we recognize them effortlessly - somehow "it happens by itself".

Precision teaching method will support students to achieve proficiency level in reading. It allows also precision monitors precisely learners' progress in acquiring sight vocabulary. It is about building a sight-vocabulary using a visual method. This is learning to read words by looking at them and remembering them, rather than sounding them out.

Objectives:

1. Read the words automatically, by looking at them (short term)
2. Achieve the word recognition at automaticity and fluency level (read 50 words on the probe   within one minute with no more than two errors)
2. Achieve proficiency level in reading long text (books) (long term)

Activity(ies) (Stages):

Detailed description of the exercises, activities used as a part of the methodology.

1. Making a list of words that the student will train - Choose the words that the student should read fluently at a given stage of learning. You can use the material that the student currently reads at school - textbooks, readings to read. Print one word list for yourself and one for your student. Initially, the font can be large - making reading easier.

2. <u>The student reads the created list of words.</u> "Sign" those words that the student can recognize fluently: without errors, as a whole, quickly, without effort. You no longer have to practice them.
The remaining words, which the student cannot read fluently yet, are material for further exercises. Let's call them a short list of words for training.
3. <u>Trening:</u> https://www.youtube.com/watch?v=Fki986B2HdY&feature=youtu.be

Step 1/ From the full list, select 6-9 words that you want to train with the student first. For example, assume the first short list of words consists of: fireplace, bathroom, waterfall, elephant, postcard, village, cucumber.

All words should be printed in small letters (initially on separate pieces of paper) in the same color and font type to prevent them from being guessed based on the color or shape of the font, or other accidental clues.

Put each note with the word in turn on the table, naming each word. Ask the student to build a sentence with this word. If it is difficult, give an example and ask them to build their own similar sentence. Do this with all words. If a student does not know or understand a word, do not practice it.

Step 2/ Put all the cards on the table and say "Show me the word ... .. <u>The student should point the correct word with his finger or pointer and at the same time say it</u>. We repeat this exercise several times. It is important that the student always put his / her finger (pointer) under the first letters of the indicated word. It improves concentration.

Step 3/ We shuffle the cards and spread them on the table in a random way, asking the student to read all the words. This action can be repeated several times (depends on the student's progress during training and his level of advancement)

Step 4/ Monitoring and documenting progress.

Immediately after completing the above-described exercises, the teacher checks the student's progress using a one-minute test called a probe. The probe consists only of words just practiced, arranged and repeated in random order, the number of 50 or more. For our example words (fireplace, bathroom, waterfall, elephant, postcard, village, cucumber.) The probe might look like: fireplace, bathroom, bathroom waterfall, elephant, postcard, waterfall bathroom village, waterfall cucumber, bathroom , and so on until we reach 50 words or more.

Sample probe in "list of resourses" .

A simple user friendly probe generator is available from this website www.johnandgwyn.co.uk/probe.html .

The goal of the exercise is to achieve proficiency, defined as reading <u>all 50 words in a probe in 1 minute, while making no more than 2 mistakes.</u>

Step 5 / Every day, immediately after the end of training, we use a probe and mark the student's result on a chart called a <u>celeration chart</u>. A progress card on which you can see your results better can be very motivating for the student.

Step 6/ Checking the sustainability of progres

Regularly check whether previously rehearsed words were not forgotten. Every day, at the beginning of each training session, you can ask the student to read the words from short lists already rehearsed in previous weeks **(Warm-up)**

Step 6/ Generalization

Sometimes students learn to recognize individual words fluently during training, but do not use this skill to read authentic texts. That is why it is important that the training described above is accompanied by reading authentic texts containing the trained words as often as possible. You can write such texts yourself or use materials that the student uses at school.

Tips for trainers

If you have any recommendations for the teachers given by the authors or from your personal experience please share them here.

- It is good practice at the beginning of each session to ask the student to read the words learnt previously.
- It is very important to carry out regular „maintenance checks" of all target words over a six to eight week period. This involves re-visiting or re-checking the original long term target list of words. Generally pupils who have achieved this level of fluency maintain those words; however any words they haven"t maintained can be included in the next list of target words
- When the aim rate is reached a new set of target words is identified and the process is repeated again and again until the longer term targets can be read automatically.

List of resources, materials etc.

In order the teacher to be prepared for the proper implementation make a list of all needed materials and resources.

Expmple of Sonda

fireplace	bathroom	waterfall	postcard	village	elephant	bathroom
waterfall	waterfall	elephant	bathroom	cucumber	postcard	fireplace
postcard	village	bathroom	elephant	fireplace	fireplace	cucumber
bathroom	fireplace	elephant	waterfall	postcard	village	bathroom
fireplace	waterfall	cucumber	bathroom	elephant	postcard	village
waterfall	postcard	elephant	cucumber	elephant	bathroom	fireplace
elephant	elephant	village	bathroom	postcard	fireplace	postcard

https://www.youtube.com/watch?v=Fki986B2HdY&feature=youtu.be

https://www.education.ie/en/Education-Staff/Information/NEPS-Literacy-Resource/NEPS-Resource-Precision-Teaching-Approach.pdf

Very essential is the feedback from the teachers for the improvement of the Methodologies. The way it will be collected and summarized is an individual to each partner according to the methodology's implementation and timing. Can be a questionnaire, can be quantitative and qualitative, can be an open narrative question.

Fireplace	bathroom	waterfall	postcard	village	elephant	bathroom
Waterfall	waterfall	elephant	bathroom	cucumber	postcard	fireplace
Postcard	village	bathroom	elephant	fireplace	fireplace	cucumber
Bathroom	fireplace	elephant	waterfall	postcard	village	bathroom
Fireplace	waterfall	cucumber	bathroom	elephant	postcard	village
Waterfall	postcard	elephant	cucumber	elephant	bathroom	fireplace
Elephant	elephant	village	bathroom	postcard	fireplace	postcard