Explicit teaching of self-scripts to cue strategy use to grade two students with reading difficulties (reading at a level lower than grade level expectations) and low self-efficacy improves reading accuracy and self-efficacy for reading.

LESSON OUTLINE FOR ACTION RESEARCH

1. **Rereading of an easy text (3 mins)**
   Choose an easy text for the child to build confidence and to use a small number of strategies efficiently.

2. **Review of previous self script from reading card (2 mins).**
   Ask child if they used strategy/strategies in reread. Add reward/s to reading card for any independent use.
   Say self-scripts once after teacher.

3. **Verbalisation of self-script. Student repeats after teacher 3 times (3 mins).**
   Introduce new self-script or review yesterday’s self-script. Student repeats after teacher in decreasing volume (to encourage subvocalisation) three times.

4. **Add self-script to child’s reading card (2 mins).**
   Add self-script to reading card.

5. **Teacher models use of self-script using yesterday’s new book (3 mins).**
   Teacher reads story vocalising use of the self-script introduced today (or previous day) as well as one example of previously introduced self-scripts.

6. **Verbalisation of self-script. Student repeats after teacher 3 times (1 min).**
   Student repeats after teacher in decreasing volume (to encourage subvocalisation) three times.

7. **Student reads new book from yesterday (5 mins).**
   Student reads yesterday’s new book independently.

8. **Reflection on use of self-script during reading (2 mins).**
   Discuss with student when they used the strategy/ies described in the self-scripts. Add reward/s for any independent use.

9. **Verbalisation of self-script. Student repeats after teacher 3 times (1 min).**
   Student repeats after teacher in decreasing volume (to encourage subvocalisation) three times.

10. **Self-preparation of new text (3 mins).**
11. **Child reads new text and teacher takes running record (5 mins).**
Take a running record on the new text as the child reads (150 words).
Add any final rewards to reading card.
# LESSON OUTLINE FOR TEACHING SELF-SCRIPTS

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Grade</th>
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<tbody>
<tr>
<td>DOB</td>
<td>Lesson No.</td>
<td>Date</td>
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</table>

1. Rereading of an easy text (3 mins)

2. Review of previous self script from reading card (2 mins).


4. Add self-script to child’s reading card (2 mins).


6. Verbalisation of self-script. Student repeats after teacher 3 times (1 min).

7. Student completes new book from yesterday (5 mins).


9. Verbalisation of self-script. Student repeats after teacher 3 times (1 min).

10. Self-preparation of new text (3 mins).

11. Child reads new text and teacher takes running record (5 mins).

Comments
**READING REWARD CARD**

Name

<table>
<thead>
<tr>
<th>I will look at the front cover and pictures before I read a new story.</th>
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<td>I will look at the pictures as I read.</td>
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<td>I will re-read when my reading stops, slows down or doesn’t make sense.</td>
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<td>I will look for things I know before I chunk and blend.</td>
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<td>I will make a picture in my head before I turn the page.</td>
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</table>
I will look at the front cover and pictures before I read a new story.
I will look at the pictures as I read.

I will re-read when my reading stops, slows down or doesn’t make sense.

I will look for things I know before I chunk and blend.

I will make a picture in my head before I turn the page.

To be cut and pasted onto Reading Action Card
All texts were assessed on the reading of 150 words. Texts were aimed at a predicted accuracy rate of 90% on an unseen text.

<table>
<thead>
<tr>
<th>Date</th>
<th>Text Level</th>
<th>Accuracy</th>
<th>Self-corrections</th>
<th>Errors</th>
<th>Preparation before Reading</th>
<th>Picture Search</th>
<th>Reread</th>
<th>Substitutions</th>
<th>Successful Chunking/Blending</th>
<th>Unsuccessful Chunking/Blending</th>
<th>Appeals</th>
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Looking at the front cover and the pictures of a new story will help me to know what the story is going to be about.

I will look at the front cover and pictures before I read a new story.
Looking at the pictures as I read helps me to know what is happening in the story.

I will look at the pictures as I read.
Re-reading helps me to remember what has happened and to have a try at new and hard words.

I will re-read when my reading stops, slows down or doesn’t make sense.
Looking for things I know before I chunk and blend sounds helps me to work out new words.

I will look for things I know before I chunk and blend.
Making a picture in my head before I turn the page helps me to keep the story in my mind.

I will make a picture in my head before I turn the page.
When the story doesn’t sound right I will stop and do something.