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Improving the fluency and comprehension of struggling first grade boys and the intersection of key vocabularies and Reader's Theater

This presentation reports on a study that synthesised the oft-ignored literacy practice of the Language Experience Approach (LEA). The study investigated an intervention of explicit prosody instruction at the intersection of elements of LEA and Reader's Theater with six first grade boys (median age 6 years) who struggled with reading.

Concurrent with prosodic modeling, students generated individual key vocabularies and then collaborated to create, rehearse, and perform an original Reader's Theater script for their classmates and parents. The question was: How would explicit prosody instruction utilising the Language Experience Approach combined with Reader's Theatre script creation impact on reading fluency in struggling first grade students? Differences in pre and post test scores showed significant increases in both fluency and comprehension relative to comparable peers receiving standard intervention (phonics, word attack, and vocabulary).