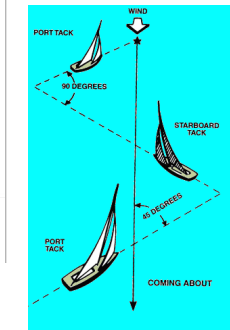
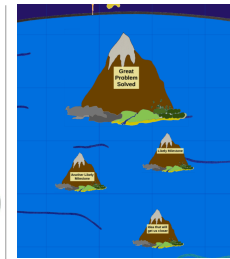
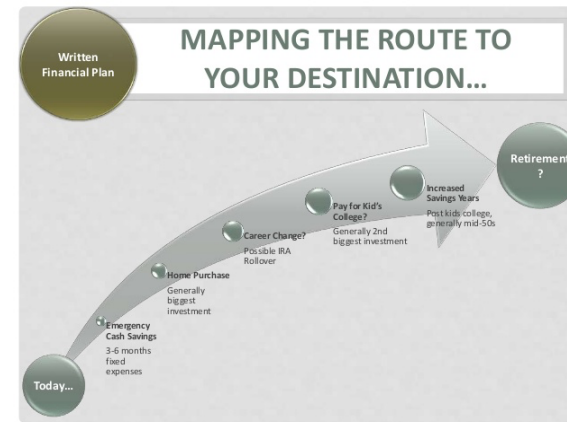


Predictions of Progress: Charting Literacy Development

Janice Van Dyke
Reading Recovery Trainer Canadian Institute of Reading Recovery



Charting progress

Unplotted territory

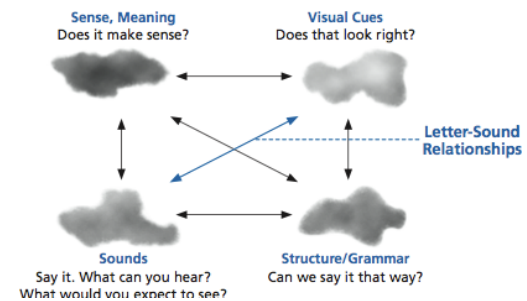
- observation is used as a strategy of biological science in studying unplotted territory
- to observe and record exactly what occurred in the natural setting

Clay, (1982) p. 1



Four types of information in print

According to the theory of reading behind these recovery procedures there are many sources of information in texts. In Reading Recovery lessons teachers pay particular attention to four kinds of information that young readers must learn to look for. Different kinds of information may be checked, one against another, to confirm a response.



Self-Assessment

Sharan Gibson, Spring 2012 Journal of Reading Recovery

An interesting change occurs in teachers who observe closely. They begin to question educational assumptions.

Clay, 1982, p. 3

as·sump·tion

1 a thing that is accepted as true or as certain to happen, without proof.

2 synonyms: supposition, presumption, belief, expectation, conjecture, speculation, surmise, guess, premise, hypothesis

What if a reliable behaviour record does not support expectations? Unable to deny that the actual behaviour did occur we probably need to adjust any of our assumptions that are not supported by data. So it is important that we have reliable records.

Clay, 2013, p. 74

A starting point: Clay's unusual lens

- A completed Observation Survey
- An Observation Survey Summary further informed by Teacher Guidesheets:
 - Reading: Low text levels on entry (Additional information)
 - Writing Progress (Additional Information)
- Clay's guiding questions (Clay, 2013, p. 133-136)
- A rationale and framework for the path you think the child might need to take (Clay, 2005, p. 31)
- Teacher Guidesheet: Predictions of Progress

Have a go at it!

Additional information: text reading

Examine samples of reaction to text looking for evidence of:

- control of language and language patterns
- access to meaning
- knowledge of vocabulary
- knowledge about how books work
- directionality
- noticing mismatches or ability to take action

Additional information: Text writing

Additional information about what the child can do when constructing a written message.

Rating technique for early writing (Clay, 2013, p. 103)

Examine the writing thinking about what the child can do

- language level
- message quality
- directional principles

Two views of progress (Clay, 2001, p. 42)

The testing approach

- What have the children learned from my lessons about my curriculum?

The literacy processing approach

- How are the children working on text as they read and write?

Compare explanations for children learning

Adam:

Secure learning of letter identities is supported through key words, exercises with magnetic letters, verbal description, and direct attention to similarities and differences, finger tracing and printing. The importance of phonological awareness and linguistic awareness is also explicitly recognized. The child is asked to clap out syllables, point to each separate word while reading, focus on letter recognition, spelling patterns, spelling sound relationships and words.

Clay, 2005a, p. 18

Compare explanations for learning

Clay:

Letter identification is linked to forming letters in readable ways, to quick response to sounds for letters, to fast recognition of upcoming new text, and to using letter-to-sound consistencies. The teacher prompts for attention to letter detail when letters are embedded in print - in words, syllables, clusters or chunks.

(Clay, 2001, p. 235)

A literacy processing approach

The child is not being taught a list of items but learns to select from several ways of problem solving, to work effectively with the written code. It is not a linguistic analysis of the language that determines the curriculum. It is an analysis of how the learner uses what he knows to go beyond his current competence and lift his level of performance. The teaching is directed to a curriculum of psychological processes (perceptual and cognitive) necessary for working with written language.

Clay, 2005a, p. 18

A literacy processing approach

Literacy Lessons Designed for Individuals Part 2 p. 210-212

A case study of Kay, a five-year-old making excellent classroom progress

How is Kay working on the text?

Why might Kay have worked in this way on the text?

Evaluating and adjusting Predictions of Progress

Evaluate progress regularly against your predictions (Clay, 2005a, p. 31 - 32)

- Teacher Guidesheet: Reviewing progress: Change over time in teaching
- Most children's journey will require careful review of progress, adjustments and refinements
- Teacher leaders can support attention to evaluating and adjusting Predictions of Progress

Evaluating and adjusting Predictions of Progress

Literacy Lessons Designed for Individuals Part 2 p. 212-214

Profile of a successful writer in Reading Recovery

What did Jo prioritize in Jack's writing development?

Why do you think Jo charted this course for Jack?

Strategic Activity	Predictions of Progress: Needs to know how to
On Text	Maintain / Extend / Adapt / Build on / Use / Increase
With Words	Maintain / Extend / Adapt / Build on / Use / Increase
With Letters	Maintain / Extend / Adapt / Build on/ Use / Increase

Chris' Observation Survey Summary (p. 137) Useful Strategic Activity	Maintain/Extend/Adapt/ Build On / Use
<u>On Text</u> Uses his language, words he knows and some visual information to gain meaning	Adapt and extend his use of language, build on reading vocabulary and increase attention given to visual information
<u>With Words</u> Occasionally responds to the initial letters of unknown words in text	Consistently respond to the initial letters in unknown words in text along with other sources of information
<u>With Letters</u> Using some visual information beyond the first letter in text	Build on his awareness and recognition of the differences between clusters of letters in text

...in order to

- Relating what the child can do now with the outcomes needed for that child at the end of the lesson series
- Maintaining a long-term perspective on day-to-day decisions
- Necessary for the lowest achieving children to make accelerated progress
- End goals are linked to the profile of useful and problematic strategic activity for a child

Becoming constructive

- *An Observation Survey of Early Literacy Achievement* Chapter 10 pages 133 - 136
- *Literacy Lessons Designed for Individuals Part 1* Chapter 5 pages 48 - 51
- *Literacy Lessons Designed for Individuals Part 2* Chapter 3 Section 10
- *Change Over Time in Children's Literacy Development* Chapter 2

Possible changes from simple to complete processing (pages 84 - 85)

Lessons in becoming constructive (pages 226 - 227)

Fast processing for accuracy on more advanced text

- Takes ownership for solving new words
- Problem solves new and difficult words, and correcting many errors
- Integrates information from different knowledge sources
- Uses information sources effectively on well-chosen text
- What is read is processed quickly and is mostly correct
- Effective processing deals with chunks of information
- Controls links between visual/aural, left/right, first/last, semantic/syntactic, picture/story information

(Clay, 2001, p. 85)

Completing Chris' Predictions of Progress

At the end of the lesson series Chris will need to know how to

- Adapt and extend his use of language in order to use increasingly complex structure in text reading.
- Build on his reading vocabulary in order to speed recognition and compile visual patterns he can link to solving unknown words.

Short-term goals:

- In the next few weeks he will need to know how to
- Extra work will be needed on
- I will need to pay special attention to

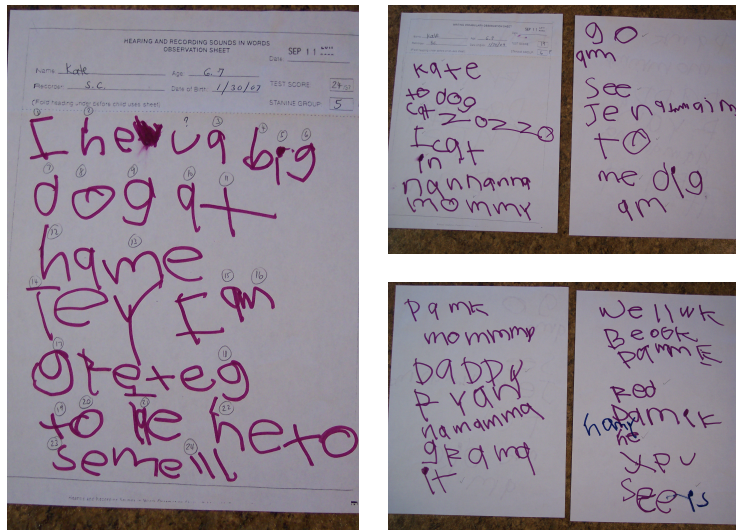
Roaming Around the Known (P. 32)

- What the child already knows how to do
- Observe more of the child's ways of responding
- A check on teaching from preconceived ideas

Kate: Charting one child's unique journey

If teachers do use outcome tests and ability scores, and many will be required to do so, they should be aware that every expectation they hold of what a child can and cannot learn should be mistrusted. This means that they should make an hypothesis that they are willing to revise. If we give the learner particular opportunities and different learning conditions, he might prove the test predictions to be wrong. Teachers should always be ready to be surprised by any child.

Clay, 2013, p. 6



Kate's Observation Survey Summary	Kate's Predictions of Progress
<u>Useful strategic activity with words</u> Able to recall prior experiences and use personally important words like family names.	Communicate on a variety of topics in writing in order to give permanence to her ideas and share them with others.
Appears to hear the individual words in a sentence, use known words in sentences, and problem solve unknown words by hearing and records sounds in the word.	Use known words to solve by analogy when writing messages in order to have flexible and efficient ways of solving unknown words.

WEEKLY RECORD OF WRITING VOCABULARY							
				Name: <u>Kate Gosselin</u>			
				Date of Birth: <u>1-30-07</u>			
Initial Testing Date: <u>Sept 11</u>	Week: 1 Date: <u>Sept 30</u>	Week: 2 Date: <u>Oct 21</u>	Week: 3 Date: <u>Nov 8</u>	Week: 4 Date: <u>Nov 18</u>	Week: 5 Date: <u>Dec 13</u>	Week: 6 Date: <u>Jan 13</u>	Week: 7 Date: <u>Jan 13</u>
big (dog) at 20	Kate me too am dog OOOX cat it I Red in mommy he Ryan go see to 18	zoo and Gramma up we the Ante to Love you park 30	a so a home 132	bed no got ✓ like ✓ 136	not Mum going ✓ 139	do like (down) (was) ✓ 141	with her Grandma play (went) ✓ ✓ are ✓ 146
Week: <u>Jan 27</u> Date:	Week: <u>Feb 20</u> Date:	Week: <u>Mar 3</u> Date:	Week: <u>Mar 17</u> Date:	Week: <u>Apr 7</u> Date:	Week: <u>Apr 25</u> Date:	Week: <u>May 12</u> Date:	Week: <u>May 12</u> Date:
Grampa Jim on Day ✓ for has 152	not school jump our house ✓ 156	at reading math Sam 160	his run ✓ she sad did 165	class ✓ Mrs will can be today boys 172	tooth game outside fast you had come come 180	after school her Baby took down	

Kate needs to know how to articulate words slowly in order to hear the sequence of letter sounds in an unknown word in text writing.

Adjustments and refinements: Text writing

Procedures: Hearing and recording sounds in words (p. 73)

- Model: my turn - your turn / my job - your job
- Using procedure *on known words* before moving to unknown words

Kate's Observation Survey Summary	Kate's Predictions of Progress
<u>Useful strategic activity on text:</u> Appears to be gaining control of directional movement on text with more than one line of print.	Follow rules for location and movement in text reading in order to pick up the patterns of visual information in a consistent way.
<u>Problem strategic activity on text:</u> Kate ignores discrepancies between language and print with frequent omissions, insertions and inconsistent one-to-one matching.	Self-monitor language and print and take self-correcting action in order to get to the meaning of the author's message.

Adjustments: Text Reading

Use of standard language structure

day/days going/go get/got look/looked the/a

the balloon/ your balloon

I am hurt my leg so hard at the park.

The tooth fairy gave Kate a money when she asleep.

At the end of the lesson series Kate will need to know how to continually expand on the sentence structures of written language she can search for and use in order to reconstruct an author's message on higher-level text.

Refinement: Text reading

Self monitoring activity

- one to one matching ✓
- known words ✓
- visual detail in words
- information from different sources

Focused teaching

New book carefully selected to challenge this child

The child monitors, searches, discovers, cross-checks, repeats to confirm, and self-corrects.

The novel text helps to reveal what is challenging the learner's processing system.

(Clay, 2005a, p. 51)

Reading Recovery procedures

Teaching during the first reading (Clay, 2005b, p. 93)

Less teacher help and more child work (p. 94)

Guide with clear, crisp language (p. 96)

Demonstrate grouping words together into a grammatical phrase (p. 150)

Brief conversation after the reading (p. 97)

Refining Predictions of Progress

Look for evidence of self-monitoring

Kate needs to pay attention to... in order to...

Look for evidence of how Kate is using information from language structure

Kate needs to know how to search for and use... in order to

Select Reading Recovery procedures that may support development of these aspects of effective literacy processing

Short-term goals

In the next few weeks Kate needs to know how to pay attention to the sequence of letters in words in continuous text in order to pick up visual information more efficiently.

Extra work will be needed on linking with what she is problem solving in writing (Section 12 page 130).

Pay special attention to and reinforce where Kate pays careful attention to letter sequence.

Are good teachers endowed with supernatural gifts?

A 2011 US survey of attitudes to education revealed that 70% thought the ability to teach was more the result of innate talent than training (Economist, June 11 - 17, 2016)



Becoming a better teacher

- Using time well
- Fostering good behaviour and high expectations
- High quality instruction
- Pedagogical content knowledge - a blend of subject knowledge and teaching craft

(Economist, June 11 - 17, 2016)