

Observation Survey Summary: Observing the Ways of Knowing

Student responses to items on each task reveal different levels of knowing. Evaluating these responses guides the writing of a summary, informs our predictions of progress, and informs beginning instruction.

Patsy Conner

University of Arkansas at Little Rock

STANINES??

An Observation Survey of Early Literacy Achievement p. 121

Stanines are scores which redistribute raw scores according to a normal curve.

When you place a child in a stanine group you have placed the child in a 'temporary progress category'.

The stanines should not be summed or averaged when selecting children for placement.

An Observation Survey of Early Literacy Achievement p. 121


A child who is placed in the 4 - 6 range of stanines should find himself able to participate in the average classroom activities.

The child with 0 - 2 scores is unlikely to be able to 'catch up' without immediate, intensive expert teaching.

An Observation Survey of Early Literacy Achievement p. 122

For teaching purposes the raw scores will be most informative.

Questions are: “How close is the child to knowing all letters (perfect scoring)?” and “Which few items must we work on?”



Clay's Journeys to Visual Perception
Referenced in Change Over Time p. 20
and p. 166-167
By Different Paths p. 156

These help us as a way to think about learning.

The First Journey

Change Over Time p. 20

- From being new
- to only just known
- to working to get a solution,
- to easily produced but easily thrown
- to a well-known old response in most contexts
- and later, known in any variant form.

The Second Journey

- Moving from very slow
- to very fast production or very fast recognition
measured in thousandths of a second

Change Over Time p. 20




Finding Three levels of text difficulty

“It is critical to find three levels of text difficulty for all students selected for entry to Reading Recovery.

The three levels should be determined before completing *An Observation Survey Summary Sheet*.

Analysis of *useful strategic activity on text* and *problem strategic activity on text* should focus on text levels at 90% or above.”



Finding a readable text
Observing early responses to text

All directions are available in
*Procedures for administering
leveled text passages*

From the NDEC website.

www.ndec.us


Click on publications

Select above title



If the child does not read Level 1, *A Bird Can Fly*:

- Select an appropriate Level 1 book from the RR set of student books. An appropriate Level 1 books will have a complete sentence printed on one line of text. The one line of print will be on a separate page from the picture.
Examples: *Mom, Dad, Playing, etc.* (PM/Rigby)

- 
- Teacher reads the entire book to the child, pointing under the words.
 - Teacher asks the child to read the book: "*Now you read the story to me.*"
 - Take a Running Record on the **first reading** of the book.
 - Make notes about any behaviors or responses to the text.
 - **NOTE:** the child is not told to point. (Pointing would be an observed response.)



If the child does not read a Level 1 book successfully...

- Have the child dictate a simple story. Note: it is important to tell the child that he is telling a story that he will later read.
- **EXAMPLE:** The teacher invites the child to tell a story or sentence based on the theme or a single picture from the previously read Level 1 book.

"Tell me something your mom and dad can do."

"Tell me where you like to play."

"I'll write it down and you can read it."

Finding a Readable Text

- Teacher writes the story using clear print and appropriate spacing.
- Teacher says each word as she or he writes it. Teacher: *"You read your story."*
- *Teacher takes a running record and notes responses as the child reads back the story or sentence.*


Finding a Readable Text

- If the child does not have a successful response to reading his or her own dictated text, or you do not have three levels of text difficulty, consult and
- use Clay's procedures under "*Find a readable text*" in the Guidebook.



New Box on *Observation Survey Summary Sheet*

- Make sure you are using the new form
O.S. p. 124
- Are you recording how the reading sounds? You will need this information to respond in the first box "*How the reading sounds*" *Easy, Instructional, Hard.*"



Look across all the observations,
not separately.

We really begin to get a picture of the child
when we pull information together.



An Observation Survey of Early Literacy Achievement p. 123

Teachers 'will be able to describe what the child can do, and also what is partially known, at the boundaries of the child's knowledge. '

Getting a Mind Set

Thinking back on Clay's Journeys

Condense them down to

- **KNOWN IN ALL WAYS**
(automatic, right there when he needs it)
- **ALMOST KNOWN**
- **UNKNOWN**

WRITING VOCABULARY OBSERVATION SHEET

Date: 4-6-00

Name: [Redacted] Age: _____

Recorder: Conner Date of Birth: _____

TEST SCORE: 52


STANINE GROUP: _____

(Fold heading under before child uses sheet)

(At¹ mad² five³
 hat⁴ glad⁵ two⁶
 will⁷ happy⁸ to⁹
 hill¹⁰ time¹¹ ride¹²
 bed¹³ came¹⁴ car¹⁵
 sat¹⁶ Best¹⁷ are¹⁸
 sad²⁰ ~~step²¹~~ see¹⁹
 rip²²

COMMENT: Copied
 Subtract 2 from 54

Unprompted	Prompted	Unprompted	Prompted
cat			like
hat			look
will		book	
hill		and	
bed			go
sat			going
sad			
mad			sees
glad			good
happy			
time			jump
came			<u>jump</u>
Best **	** copied		jumped
Step **			come
	to		you
five		your	
two			good
two		pet	
ride		pen	
car			(color words)
are		red	
see		blue	
rip		yell	
April			
<u>iam</u> (5 min)		out	
him		in	
his		side	
he (long wait)		yes	
		no	
		on	
		do	
		not	



Directionality – is it good in CAP and also in writing? What did you observe about directionality while reading text?


What words does he know in reading (WT, Text Reading, WV, DI CT) When I choose a book or write a book for him I want to use known words as anchors in print.

Known words in WV are his foothold in print.

If you have made notes that his responses are slow or that the reading was slow in any way we will work for very fast, instantaneous responses to known words.

Model how to do it.

When you are reading books with him model how to use the picture to cross check with initial letter. (Text has “monkey”, “Look at the picture. Hmmm, that’s a monkey. Let’s check the word and see if it starts like /m/ monkey.”)



Letter Knowledge

Six ways a child can “know” a letter

- Name
- Sound
- A word that starts that way
- Formation: Quick & Efficient
- Retrieval of form
- Recognize and use embedded in text



PREDICTIONS OF PROGRESS


Gives us markers along the way.

Needed to plot a course.

As you progress you look for new markers.

Concentrate on what child can do.

Allows us to think about what child needs to do.



“At the end of the teaching program
he will need to know how to....”


Don't neglect the “in order to”

Reflecting on WHY I think the child needs to
be able to do something else and
how I anticipate the child using what
I am teaching him lifts the level of my teaching
from items
to processing from the beginning.

EXAMPLES:

- Need to identify letters in order to access visual information in print.
- Need to be able to control book language in order to predict grammatical structures that are different from his oral language.

These make it clear HOW the child will use the learning so
I'm less likely to teach it without teaching HOW to use it.



I begin thinking about strategy use
and how I'll foster the teaching for strategies
and less likely to teach for items.




ULTIMATELY THE GOAL IS:

to become independent

What is it that the child needs to learn how to do “in order to” become independent?

- He will need to know how to initiate problem solving strategies **IN ORDER TO** become an independent reader and writer.



If the strategy is to attend to visual information
what is the GOAL?

- He will need to know how to look for known letters and words.

IN ORDER TO attend to visual information .



Start at the process level.


That's the
I N ORDER TO.

By using I N ORDER TO
I can make sure my focus is processing not items




What must the child do to engage in that strategy?

- He needs to know how to look for known letters and words **IN ORDER TO** attend to visual information in print.



If he is having difficulty figuring out more complex words in print and does not seem to be taking on new words then he needs to know how to look for known letters and words in the text so...

- **IN THE NEXT FEW WEEKS** he will need to know how to find readable chunks in words **IN ORDER TO** work out more complex words quickly.



If in the Observation Survey there is evidence that he uses Meaning and Structure when reading but ignores Visual Information.


- He needs to know how to search for and use the letters and words he knows as footholds in print **IN ORDER TO** integrate visual information with meaning and structure



IF WE NOTICE a lot of Tolds and places he has ignored discrepancies in 1-1 correspondence

The Strategy is
Monitoring his own reading


- He will need to learn how to cross check sources of information **IN ORDER TO** monitor his reading.



In the comments on the O.S.
we have noted slow responding.
We know that he needs to process information
more quickly if he is going to achieve fluency.

He needs to learn to respond quickly with fast visual
discrimination and fast production of known letters
and words.

- He will need to learn how to discriminate and
write those things that he does know fast **IN
ORDER TO** achieve fluent processing.



The Predictions of Progress
tells us what we are going to teach and
what we are going to use in our teaching.


Tells us how we are expecting him to use it and
how we will know if we've been effective.



From Julia Douetil Presentation

IN WRITING PREDICITONS OF PROGRESS

**IT IS BETTER TO HAVE 4 POWERFUL GOALS
THAN A DOZEN WEAK ONES.**

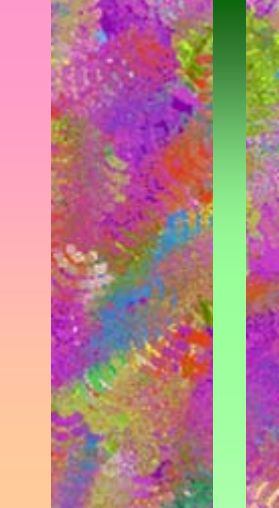


I want him to begin to build a reading and writing vocabulary if he is going to use what he knows to get to something new.

He needs a repertoire, a bank of words he can draw on.

He needs to know how to learn how to read and write his known words in every detail **IN ORDER TO** establish a resource vocabulary in reading and writing.

He needs to learn how to continually expand his reading and writing vocabulary.



Why should we do this Roaming Around the Known?

Notes taken from Julie Douetil presentation in Ohio



Look at it from the child's point of view.

He has had experiences with failure, developed ways of coping. It's not just an absence of learning...he has learned confusions, emotional responses to any exposure to reading and writing, he has learned "pacifity", helplessness, dislike, fear.




G.B. p.13 R. col.

“Get responding fluent and habituated but even at this stage encourage flexibility, using the same knowledge in different ways.”

In Roaming


We need to use his known letters and words.

Pick books with his known words and letters in prominent places. You may need to write the books.




We need a child who is a “trier”, risk taker,
problem solver.

The aim is to build a bridge for the child
to cross from the learned emotional responses
they have learned over the past year to
the powerful
more productive,
more assertive responses that we need.




Teachers should not assume that students will link what they know to what we are talking about.

Reading Recovery children don't do this.



Model Cross checking –
Use books with footholds in print for him.
Model the process. Articulate the thoughts I want
him to have to learn.

Don't require him, invite him in. "Hmmm, can
that word be "monkey'?" "Yes! We found two ways of
checking, the picture and the /m/ like in mom."



Roaming Around the Known

from "Low Entry Scores" Dr. Marie Clay
Reading Recovery Conference 1994

- In Roaming, if we model or focus on one to one, it is the teacher's agenda
- Modeling is a form of teaching if the child does not know how to do what we are modeling.



The Goal of Roaming Around the Known

- To make a passive child active
- To keep tasks so within the known that the child's fluency in responding becomes more fluent
- Help him learn to use what he knows efficiently.



Linda Dorn refers to how we learn
to make cakes or cookies.

Demonstrate the process that is going on in your
head to the child.

Give the child the opportunity to do the parts he
can do.

Support him in using the things he does know as
his part of the task as it fits into the big
picture.

The starting point is the “known”.



Our aim is to remove stress.

Nothing is hard.

Does not feel like he is being tested...

“What’s this?” “What’s that?”


We become the child’s co-worker, share the task, remove stress, share things he is familiar with, keep tasks simple, bearing in mind what the child can bring to the task.

Roaming Around the Known

- To build up an efficient processing system he needs to learn to use what he knows efficiently.
- The Teacher selects the items to make sure he can use them.
- We must pick what will be easy for the child



There can be a brief diversion into a game
with letters and words
in order to get recognition
fast and fluent with flexibility:




Sorting and Matching
(always model the process first)
Letters and words that he knows.
This should be a brief diversion using
ONLY KNOWN letters or words.

Use a timer to make sure you keep in brief.
“Let’s see how fast we can sort all the ‘a’s into this
square.”

“Sort all the ‘t’s into this circle.”

Make sure the letters are different enough that
there can be no confusion for the child. The goal is
fast responding. You may need to model this.



Roaming Around the Known

from "Low Entry Scores" Dr. Marie Clay
Reading Recovery Conference 1994

- Literature is a shared task. Use nursery rhymes, songs, poems and predictable texts that the child can chime in on.
- Help the child by having what he knows turn up in the text
- The teacher should always be setting it up so the child is in control.



Fluency

Read books with language that can push the pace of reading. Modeling the process and inviting the child in where text is easy enough to get fluent reading.

There should be no pressure to get it right.

Avoid slow cumbersome reading. Do not allow this kind of reading to perpetuate itself.



WRITING BOOKS WITH CHILD

Write only books that allow him to use his footholds in print. He pops in his own letters or words. Teacher does the rest.

Use photos of the child



Keeping Records of the activities and behaviors:

The teaching record in RAK is different from the Lesson Record you will use later.

It frees us up from the constraints of what we are used to thinking and teaching.

Not just a list of what we did.

Tells me

What the child does for himself,
What the child does with some help.
How much help does it take?
What does he do when I prompt?
What does he initiate?
When does he hesitate?




What new things did I find out about him?


What gets him going?

What motivates him?

When does he appear very confused? Uncertain?




THROUGHOUT ALL OF THIS
I MUST BE VERY SUPPORTIVE BECAUSE
I DON'T WANT HIM TO ASSOCIATE
UNPLEASANT THINGS
WITH READING AND WRITING.



“The teacher must be the expert chooser and sequencer of the texts for a Reading Recovery pupil...this is critical.”

G.B. p. 13 R. col.



*“...the most important reason for roaming around the known is that it requires the teacher to stop teaching from her **preconceived ideas**. She has to work from the child’s responses. This will be her focus throughout the program. ”*

GUIDE BOOK p. 13 R. column