



# Read to be Ready

Teaching Foundational Skills  
Through Reading and Writing

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## **Module 3: Observation and Assessment**

# Objectives

- Consider different ways to observe and assess students' understandings of foundational skills
- Investigate how observation, assessment, and the analysis of students' reading and writing of continuous texts can inform the instruction of foundational skills
- Investigate how fluency can be assessed

# Link to Tennessee English Language Arts Standards

Foundational Skills lessons focus on the explicit teaching of **Foundational Literacy**, while incorporating additional **Reading, Writing, and Speaking and Listening Standards** through questioning, discussion, and tasks.

# TEAM Connection

- Standards and Objectives
- Motivating Students
- Presenting Instructional Content
- Activities and Materials
- Teacher Content Knowledge
- **Teacher Knowledge of Students**

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# **Foundational Skills: Assessment Inventory**

# Observation and Assessment

“What I like about observation is that it allows us to watch the child as he or she works to see at least part of the focus of his attention, to watch him search for information in print and for confirmation of what he thinks. It enables us to watch him solve a problem and sometimes express his delight when he discovers something new.”

Clay, 2005

# Observation and Assessment

“Teachers must find out what children already know, and take them from where they are to somewhere else. Readiness tests divide children into two groups: a competent group ready to learn on a particular program and a problem group supposedly not ready for this type of learning. On the other hand, observations which record what any learner already knows about emerging literacy eliminates *the problem group*. *All children are ready to learn something*, but some start their learning from a different place.”

Clay, 2005



# Assessment Inventory

<b>Assessment Inventory</b>	
<b>Reading Fluency</b>	
TN Standard: FL.F.5	
<b>Why is this information important to classroom teachers?</b>	
Reading fluency refers to the ability to read continuous text with good momentum, phrasing, appropriate pausing, intonation, and stress. The reader smoothly integrates and adjusts these operations as necessary in order to process the meaning, language and print simultaneously.	
<b>How might I gather this information?</b>	√ If you currently capture this kind of information
Listen to a student reading, and record the use of the following: phrasing, pausing, appropriate pace, intonation (expression), stress on words or phrases, and how the reader uses punctuation.	

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# Foundational Skills: Considerations

# Foundational Skills: Considerations

## **Read Something, Say Something:**

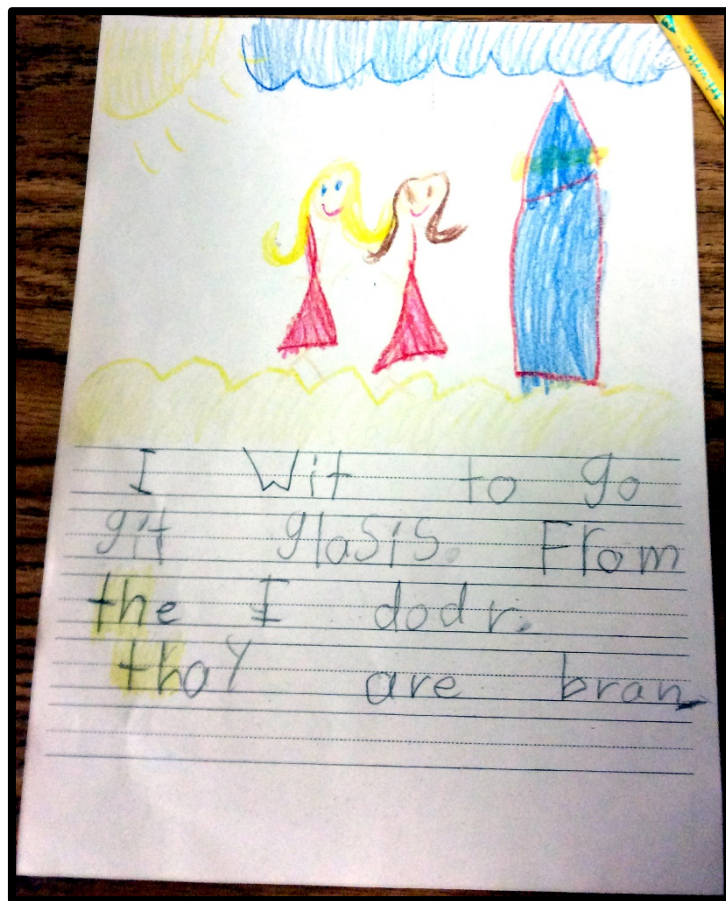
- Find a new partner by locking eyes
- Determine who will be partner A and partner B
- Partner A reads the first quote on page 51 in the manual and partner B responds
- Alternate roles on the remaining quotes
- Record your thinking on page 52 in your manual
- Share out as a whole group



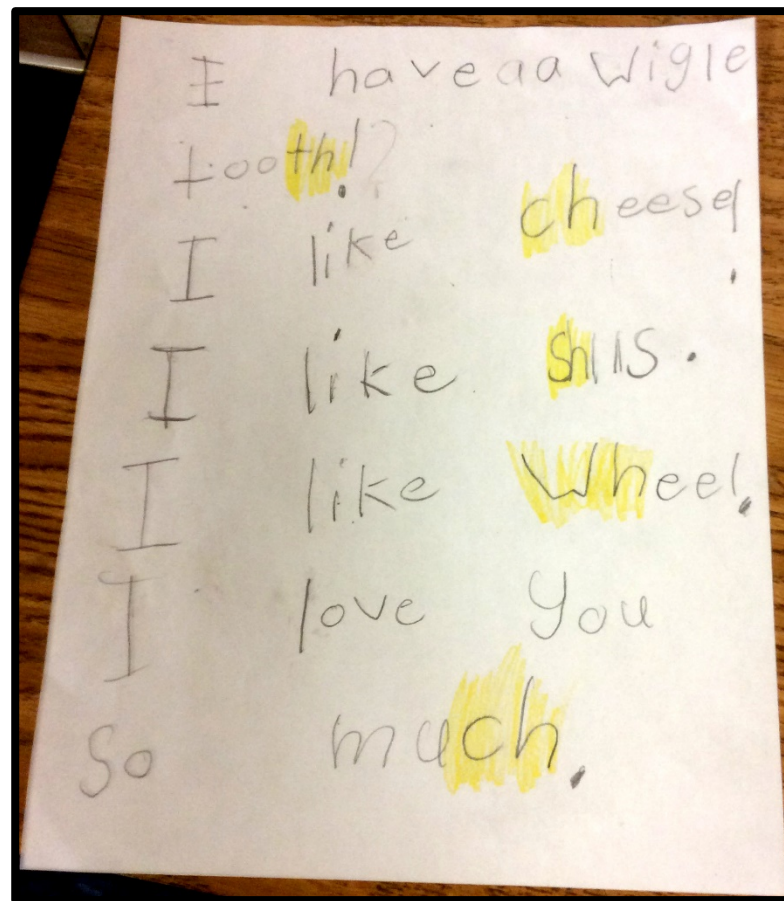
# Observing and Assessing Foundational Skills Through the Analysis of Student Writing

# Analysis of Student Writing

Student A



Student B



# What the writers understand

## Student A

- Moves L to R across page.
- Uses return sweep appropriately
- Spacing between words and lines
- Can communicate a message in writing
- Writes following words accurately: *I, to, go, from, the, are*
- Uses punctuation appropriately
- / written correctly
- Uses a consonant cluster for beginning of brown

## Student B

- Moves L to R across page.
- Uses return sweep appropriately
- Spacing between words and lines
- Writes the following words accurately: *I, like, a, love, tooth, cheese, wheel, you, so, much*
- Uses punctuation appropriately
- / written correctly

# What the writers partially understand

## Student A

- Can communicate a message, but standard English isn't completely under control at this point.
- She uses a consonant framework with a vowel in each word: *wit* for *went*, *git* for *get*, *dodr* for *doctor*, *bran* for *brown*.

## Student B

- Writing is very similar to the books she may have read or is reading currently: repetitive language structure.
- Language structure is off for "I like wheel." It needs an article (*a*, *the*), or it needs to be plural.

# What the writers do not yet understand

## Student A

- She seems unfamiliar with the concept of homophones: *I* for *eye*.
- She seems unclear that a sound analysis, although helpful, doesn't always help one know a word: *thay* for *they*. Some words are also known by sight, not by sound analysis.

## Student B

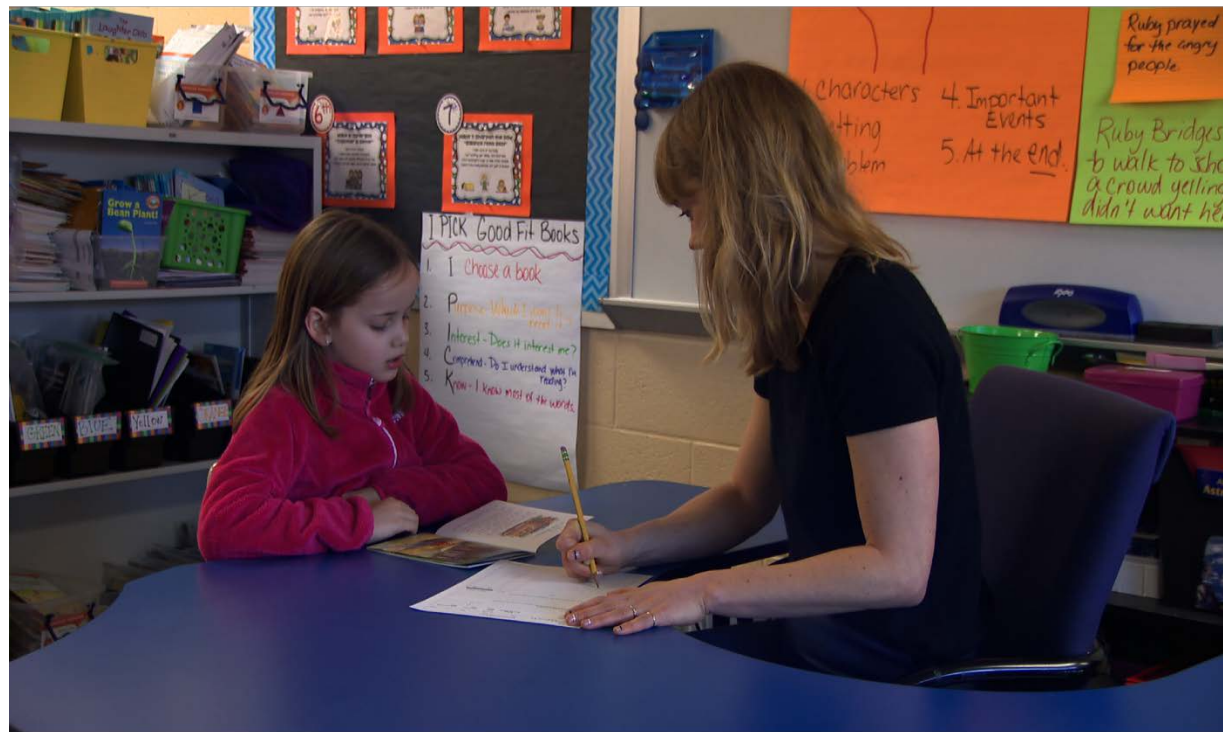
- It seems like writing and sentence composition is a practice of foundational skills being learned versus writing that communicates a story.



# Reflection

“If we only look at children's spelling as ‘right’ or ‘wrong,’ we are missing some very valuable information. We have said that young children approximate spellings as they are learning the phoneme-grapheme system. As they learn more about words, these phonetic approximations disappear. But spellers who write most words accurately are still learning new principles about spelling. Their errors reveal their current understanding and help us make good decisions about teaching.”

Fountas & Pinnell, 1998



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Observing and Assessing  
Foundational Skills Through  
the Analysis of a Student's  
Oral Reading of a Text

# Analysis of Student's Oral Reading of Text

Listening to a child read orally provides a window into how the child is using his or her knowledge of foundational skills while reading continuous text. Observing and analyzing the child's reading behaviors will provide information about what he or she understands about using foundational skills, partially understands, and is not yet able to do or use as he or she reads.

# Spencer: Third Grade

**RUNNING RECORD SHEET**

Name: Spencer Date: \_\_\_\_\_ D. of B.: \_\_\_\_\_ Age: \_\_\_\_\_ yrs \_\_\_\_\_ mths  
 School: \_\_\_\_\_ Recorder: \_\_\_\_\_

Text Titles	Errors Running Words	Error Ratio	Accuracy Rate	Self-correction Ratio
Easy <u>Secret Soldier</u>	6/150	1: 25	96 %	1: 2.5
Instructional				
Hard				

Directional movement \_\_\_\_\_

**Analysis of Errors and Self-corrections**  
 Information used or neglected (Meaning (M), Structure or Syntax (S), Visual (V))

Easy \_\_\_\_\_  
 Instructional Used (M) and (S) with an emphasis on (V) info initially.  
Self-corrections were a mix of (M) and (S)  
 Hard \_\_\_\_\_

Cross-checking on information (Note that this behaviour changes over time)

Page	Title	Count	Analysis of Errors and Self-corrections	
			E	SC
3	<u>The Secret Soldier's</u> <u>The story of Deborah Sampson 150 RW</u>	6	4	
	<u>Sent Away</u>	2		
	<u>Debor's</u> ✓✓✓✓	1		msv
	<u>Deborah's</u> ✓✓✓✓✓ <u>sleep/sc</u> <u>sleep</u>	1		(M) msv
	✓✓✓✓✓✓✓✓ <u>ter</u> <u>terrible</u>			
	✓✓✓✓✓✓ <u>ch</u> <u>children</u>			
	✓ <u>Debor's</u> ✓✓✓✓✓			
	<u>Deborah's</u> ✓✓✓✓✓ <u>search/sc</u> <u>ad-ven</u> R ✓✓ <u>search</u> <u>adventure</u>	1		msv (msv)
	✓✓✓✓✓ <u>ship</u> <u>shipwreck</u> ✓	1		(msv)

548 310

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Published in the U.S. by HEINEMANN  
 Portsmouth, NH

# Reflection

- Turn to the Oral Reading Analysis on p. 71 of your manual.
- Answer the two reflection questions.

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**Assessing Fluency**

# Arleen reading *Snowflakes*

- Listen for the six dimensions of fluency:
  - Pausing
  - Phrasing
  - Stress
  - Intonation (expression)
  - Rate (pace)
  - Integration (putting it all together)
- What does Arleen control, partially control, and what is not yet evident?

# Informed Instruction

- Read some words quickly and automatically.
- Use phrasing, pausing, word stress, and intonation when reading in unison.
- When reading in unison and individually, remember and use repeated phrases with intonation.
- Use line breaks to guide phrasing when reading poetry in chorus or individually.
- Adjust the voice to recognize dialogue in the body of the text and in speech bubbles.
- With group support, read orally with integration of all dimensions of fluency (e.g., pausing phrasing, word stress, intonation, and rate).



# Reflection

- Record two things you have learned about observation and assessment during this module.
- Record one thing that you would like to learn more about with regard to observing and assessing foundational skills.



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Break