Clearing The Fog

Predictions of Progress
Keeping the End in Sight

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- Make your own prediction of progress.
- What do you already know and partly know how to do?
- What are your current challenges related to formulating, using, and updating P.O.P. for children in RR?

- Write clear goals based on observational data
- Make timely adjustments

Predictions are hypotheses

- Long term goal
  - End of lesson series expectations
- Short term (tentative) goals
  - Week-to-week
  - Day-to-day
**Why?**

“Should trained teachers continue to write long-term predictions as well as short-term goals?”

› LLP 1, page 32

**Expect Different Routes to Progress**

1. Limited oral language experiences in first language and/or English

2. Limited exposure to print
   • Many opportunities with hearing stories without looking at print
   • Strong receptive and expressive oral language

**Why Predictions of progress?**

- Even successful readers do not process information in the same ways.

- Although you might think that the final outcome might look similar for all children, the paths to those outcomes will be different because of each child’s unique strengths and weaknesses.

**Why Predictions of progress?**

- To lay the foundation for subsequent success beginning with the first week of lessons

- To ensure that instruction is crafted to suit the entry characteristics of an individual child

- To avoid proceeding down a standard path of ‘things I expect children to learn’

  (LLP1, 31-32)
Why Predictions of progress?

Making ‘predictions of progress’ for a particular child will help the teacher maintain a long-term perspective on day-to-day decisions.

**THIS IS IMPORTANT!**

LLP1, page 31

Where to start?

- Look at information used and information neglected.
- What useful strategic activity can this child initiate?
- What areas are problematic for him?
- How will this child’s lesson series need to be different from other children you have taught?

Begin with the end in mind.

- By the end of the lesson series *this child* will *know how to* actively find and relate information from various sources of information, to make a decision, and monitor the effectiveness of that decision.
- *In order to* solve new challenges while reading and writing meaningful stories and messages. (See LLP2, page 101)

#### An Observation Survey Summary: consider the profile of scores

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**In the first 5 or 10 lessons....**

- ...she will need to become aware of some of the relationships between known reading and writing vocabulary in order to draw upon this awareness to solve new challenges while reading and writing continuous text.

- ...he will need a good reason for attending to novel features of print in order to begin actively searching for information.

- ...how to detect error even if he cannot solve the problem.

**Theories**

- Children test out and change their theories as they read more books and write down messages they have composed. (O.S. 34)

  - Of the world and what will make sense
  - Of how written language is created
What is most important?

- Operations or strategic actions that THE CHILD initiates while reading and writing...

...in order to solve the puzzle of getting the messages from a text or putting messages into texts.

Where to start?

- How does this child draw upon current and partial knowledge while reading and writing?

- What areas seem most likely to be problematic?

What does Alexis seem to know & partially know how to do?

- Naming many letters and links some of these to sounds (/s/, /t/, /w/, /p/, /r/, /m/)
- Saying words slowly when teacher prompts him
- Asking for help when he doesn’t have the vocabulary or label for picture (zebra, giraffe)
- Using pictures to make meaningful predictions (planting/digging)

What might interfere with accelerated learning?

- **Letter Identification:**
  - Confusions:
    - J  F  “one”  p  b
    - I  T  l  q  d

- **Concepts About Print:**
  - On  Word  Words  Two Letters  f (tall)
  - No  Letter  Letters  One Word  Capital Letter
Pulling together different sources of information

√ √ planting.
Dad is digging M S V

√ √ talkin on the phone.
Dad is at work. M S V

What might interfere with his accelerated learning?

○ Very limited experience using English structures (12 months of hearing)
  › Record of Oral Language Score = 8

○ Few opportunities to engage in conversation with experienced speakers of his first language

A path to take

○ At the end of his lesson series ...

  › Alex will need to know how to use his increasing command of language structures and vocabulary as a resource in order to efficiently initiate searching, checking, and correcting actions while reading and writing meaningful stories and messages.

And in the next two weeks

○ He will need to know how to find and use a few known words to monitor his language predictions while reading and writing meaningful stories

○ Extra attention may be needed to practice appropriate directional movement responses while reading and writing; to distinguish concepts of word/letter.

○ I will need to anticipate any directional confusion; praise attempted responses; allow for extended conversations; explicitly name “word” or “letter(s).”
**How To Look At Print**

"Until the child attends to print in an organized way the teacher’s moves or questions or comments will confuse him." (LLP2 p3)

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**Teacher’s Problem Solving Process**

- Define the problem
- Analyze the problem using data
- Establish goal
- Develop intervention plan
- Monitor progress
- Evaluate effectiveness of intervention

- In the next two weeks ___ will need to know how to...
- ... in order to.....
- Extra work will be needed on...
- I will need to pay special attention to...
- Evidence from writing journal, running record,

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**Roaming Around The Known**

- She will need to quickly recognize known information within familiar texts in order to discover known information in new contexts

- I will need to plan many opportunities for her to discover and use known items in a variety of contexts while reading and writing continuous text.

- I will arrange for known information to reoccur in different parts of every session.

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**In order to initiate...**

- Self-monitoring
- Noticing
- Cross checking
- Linking
- Initiating
- Searching
- Correcting

- Becoming Literate: The construction of inner control, p. 64
Teacher’s Contribution to the child’s shifts in processing

- Attend more to writing early  [LL1 p28]
- Clear up concept confusions early (letter/word/first/last)
- Prompt to influence the choices made by constructive learner
  - Altering interactions
  - Altering learning opportunities
    - [Change Over Time, page 98.]

Reviewing

- Keep a perspective on short term goals related to the end goal.
- Keep expectations realistic
  - For example, will it really take 5-10 lessons for this child to learn how to say words slowly?

Reviewing

- Does your Predictions of Progress reflect an aim focused on constructing a processing system (strategic action)?
- How will this child continue to build the foundation for a self extending system while monitoring increasingly complex text?
- How will I pay special attention to my teaching decisions?
  - [LLP1 40-41]

Each day ask yourself....

- How might this child’s solving attempts change tomorrow based on today’s teaching interactions? Write it down!
- Did every teaching move result in a processing shift for the child?
  - Increased complexity
  - Flexibility
  - Fluency
  - Transferred to new book
**Week by week...Day by day...**

In next few days will need to learn how to...

I will need to pay special attention to...

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**Begin to pay special attention to...**

...reading Marie Clay with a mind toward writing clear predictions of progress goal statements

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**He will need to know...**

- **How and where to find what the teacher calls the 'first letter' or 'last letter'** - LLP2, p. 6
  - In order to habituate left-to-right visual searching strategies

- **How to hear and listen for the sounds in spoken words** - LLP2, p. 59
  - In order to begin cross checking spoken sounds against written productions

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**Changes we might observe**

- LLP 1, pages 48-54
  - ...will need to know how to...
    - ...in order to....
  - AND I will need to pay special attention to...